

**IMPROVING READING SKILLS THROUGH VARIED
AND SYSTEMATIC REPORTING TASKS
FOR THE TENTH GRADE STUDENTS
OF SMA N I PLERET**

A Thesis

Presented as partial fulfillment of the requirements
to obtain a *Sarjana Pendidikan* Degree in English Education



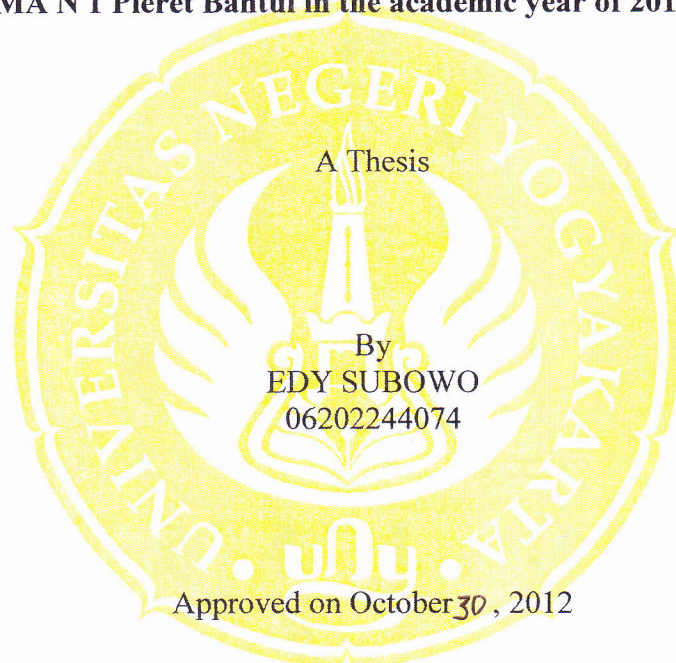
**By:
Edy Subowo
06202244074**

**ENGLISH EDUCATION DEPARTMENT
FACULTY OF LANGUAGES AND ARTS
YOGYAKARTA STATE UNIVERSITY
2012**

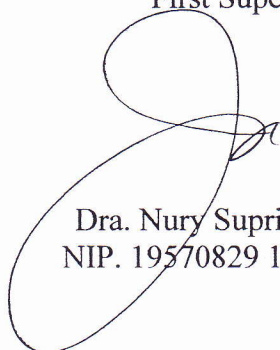
APPROVAL

**IMPROVING READING SKILLS THROUGH VARIED
AND SYSTEMATIC REPORTING TASKS
FOR THE TENTH GRADE STUDENTS
OF SMA N 1 PLERET**

**An Action Research in the class X E of
SMA N 1 Pleret Bantul in the academic year of 2011/2012**

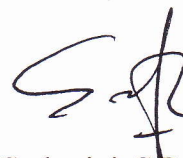


First Supervisor



Dra. Nury Supriyanti, M.A.
NIP. 19570829 198812 2 001

Second Supervisor



Siti Sudartini, S.Pd., M.A.
NIP. 19760311 200561 2 001

RATIFICATION

IMPROVING READING SKILLS THROUGH VARIED AND SYSTEMATIC REPORTING TASKS FOR THE TENTH GRADE STUDENTS OF SMA N I PLERET

A Thesis

By

Edy Subowo

06202244074

Accepted by the board of examiners of Faculty of Languages and Arts
State University of Yogyakarta on November 29, 2012 and declared to have
fulfilled the Requirements to acquire a Sarjana Pendidikan Degree

Board of Examiners

Chairperson : Dr. Agus Widyantoro, M.Pd.

Secretary : Siti Sudartini, S.Pd., M.A.

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

Second Examiner : Dra. Nury Supriyanti, M.A.

Yogyakarta, 29 November 2012
Faculty of Languages and Arts
Yogyakarta State University
Dean.

Prof. Dr. Zamzani, M.Pd.

NIP. 19550505 198011 1 001

SURAT PERNYATAAN

Yang bertandatangan di bawah ini

Nama : Edy Subowo

NIM : 06202244074

Jurusan : Pendidikan Bahasa Inggris

Fakultas : Fakultas Bahasa dan Seni

Judul Skripsi : *Improving Reading Skills through Varied and Systematic Reporting Tasks for the Tenth Grade Students of SMA N 1 Pleret*

Menyatakan bahwa skripsi ini adalah hasil pekerjaan saya sendiri dan sepengetahuan saya tidak berisi materi yang ditulis oleh orang lain sebagai persyaratan penyelesaian studi di perguruan tinggi ini atau perguruan tinggi lain kecuali bagian-bagian tertentu yang saya ambil sebagai acuan dengan mengikuti tata cara dan penulisan karya tulis ilmiah yang lazim.

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

Yogyakarta, October 2012

Penulis,



Edy Subowo
06202244074

DEDICATIONS

I lovingly dedicate this thesis to:

- ❖ *My beloved mother and father*

Robiah and Sunar

*Thank you for your endless love, care, patience,
prayer, and support*

- ❖ *My beloved younger sister*

Sulistiyasih

Thanks for your love, and support

- ❖ *My friends*

at UKM Karate "INKAI" UNY

at E 23 Community

at J Class' 06

Thanks for giving spirit and for coloring my life

MOTTOS

*“Keep working hard and you can get anything you want,
but don’t think it’s going to be easy. It’s hard” (Alliyah)*

*All the flowers of all the tomorrows are in the seeds of today. ~
Indian Proverb*

ACKNOWLEDGEMENTS

I am very grateful to Allah SWT the Most Gracious and the Most Merciful. Alhamdulillahirobil'amin, all praise is to Allah SWT, the Almighty, the Merciful, and the Owner of the universe who has blessed me with so many beautiful things in my life. His blessing has empowered me to finish this thesis.

I would like to express my gratitude to the first supervisor, Dra. Nury Supriyanti, MA. who has provided continuous direction, guidance, help, and correction in the accomplishment of this thesis.

Then, I would also like to express my gratitude to the second supervisor, Siti Sudartini, Spd, MA. for her continuous direction, guidance, help, and correction in the accomplishment of this thesis.

I also thank the big family of SMA N 1 Pleret, especially the principal, Drs. H. Edison Ahmad Jamli, the English teacher, Dra. Vera Afri Iswanti, and all students of X E of SMA N 1 Pleret.

I would like to express my appreciation to my family. First, I would like to thank my parents, Sunar and Robiah who never stop praying for my success. Second, I would like to thank my younger sister, Sulis Tiyasih. Third, I would like to thank the whole big family of UKM Karate "INKAI" UNY, and E 23 Community. Fourth, I also would like to thank my friends in the English Education Department especially J Class' 06.

I realize that my thesis is far from being perfect, any criticisms, ideas and suggestions for the improvement of this thesis are greatly appreciated. I expect that this thesis will give some contributions for the improvements of the English teaching and learning and for the readers.

Yogyakarta, October 2012

The writer

TABLE OF CONTENT

| | |
|--|-------------|
| TITLE OF PAGE | I |
| APPROVAL | ii |
| RATIFICATION | iii |
| DECLARATION | iv |
| DEDICATIONS..... | v |
| MOTTOS..... | vi |
| ACKNOWLEDGEMENT | vii |
| TABLE OF CONTENT..... | viii |
| LIST OF TABLES | ix |
| ABSTRACT | xii |
| CHAPTER I: INRODUCTION | |
| A. Background to the study..... | 1 |
| B. Identification of the Problems..... | 3 |
| C. Delimitation of the Problems..... | 4 |
| D. Formulation of the Problems | 5 |
| E. Objectives of the Research | 5 |
| F. Significance of the Research | 5 |
| CHAPTER II: LITERATURE REVIEW AND CONCEPTUAL FRAME WORK | |
| A. Literature Review..... | 7 |
| 1. Nature of reading | 7 |
| a. Reading Comprehension..... | 8 |

| | |
|--|----|
| b. Reading skills..... | 8 |
| 2. Teaching reading | 9 |
| a. Principles of Teaching Reading..... | 9 |
| b. Approaches of Teaching Reading..... | 16 |
| c. How to Teach Reading..... | 18 |
| 3. Teaching Reading to Senior High School..... | 20 |
| a. Aims and Objectives..... | 20 |
| b. Characteristic of Students..... | 21 |
| c. Teacher Roles..... | 22 |
| d. Techniques and Methods of Teaching Reading..... | 23 |
| e. Materials..... | 26 |
| 4. Reporting Tasks..... | 30 |
| a. The Definition..... | 30 |
| b. Kinds and Application in Teaching Reading..... | 31 |
| c. Varied and Systematic Reporting Tasks..... | 35 |
| B. Review of Related Studies..... | 36 |
| C. Conceptual Framework..... | 37 |

CHAPTER III: RESEARCH METHOD

| | |
|-----------------------------------|----|
| A. Research Design..... | 39 |
| B. Research Participants..... | 40 |
| C. Data Collection Technique..... | 40 |
| D. Data Analysis..... | 40 |
| E. Procedure of Research..... | 41 |
| 1. Reconnaissance..... | 41 |
| 2. Action..... | 41 |
| a. Planning..... | 41 |
| b. Implementation | 42 |

| | |
|--|----|
| c. Evaluation..... | 42 |
| d. Reflection..... | 42 |
| F. Research Setting..... | 43 |
| 1. Place of Research..... | 43 |
| 2. Time of the Research..... | 43 |
| G. Validity and Reliability of Data..... | 44 |
| 1. Democratic validity..... | 44 |
| 2. Outcome validity..... | 44 |
| 3. Process validity..... | 45 |

CHAPTER IV: THE RESEARCH PROCESS, FINDING, AND INTERPRETATION

| | |
|--|----|
| A. Identification of the field problems..... | 46 |
| B. Determining actions to solve the field problem..... | 47 |
| C. Implementation and Discussions..... | 49 |
| 1. The Report of Cycle I..... | 49 |
| a. Planning..... | 49 |
| b. Actions and Observation of Cycle 1..... | 53 |
| c. Reflection of cycle 1..... | 56 |
| d. Findings of Cycle 1..... | 71 |
| 2. The Report of Cycle 2..... | 73 |
| a. Planning | 73 |
| b. Actions and Observation of Cycle 2..... | 75 |
| c. Reflection of cycle 2..... | 79 |
| d. Findings of Cycle 2..... | 90 |

CHAPTER V: CONCLUSION, IMPLICATIONS, LIMITATIONS OF THE RESEARCH AND SUGGESTIONS

| | |
|--|------------|
| A. Conclusions | 92 |
| B. Implications | 96 |
| C. Suggestions | 97 |
| References | 99 |
| Appendices | 101 |
| 1. Appendix 1 (Course Grid and lesson plan)..... | 101 |
| 2. Appendix 2 (Interview Transcript and Field Notes) | 157 |
| 3. Appendix 3 (Media)..... | 179 |
| 4. Appendix 4 (Varied and Systematic Tasks)..... | 188 |
| 5. Appendix 5 (students' Reporting Tasks) | 200 |
| 6. Appendix 6 (Students' Score) | 208 |
| 7. Appendix 7 (Photographs) | 209 |
| 8. Appendix 8 (Letters)..... | 211 |

IMPROVING READING SKILLS THROUGH VARIED AND SYSTEMATIC REPORTING TASKS FOR THE TENTH GRADE STUDENTS OF SMA N I PLERET

Edy Subowo
06202244074

ABSTRACT

The objective of this research study was to improve the students' reading skills of class XE of SMA N I Pleret, Bantul. In this research, the researcher implemented varied and systematic reporting tasks. Reporting task is task which is done by the students after doing the reading activities.

The research type is action research. The participants of the study were 31 students of grade X E of Senior High School of Pleret in the academic year of 2011/2012, the school principal, and the English teacher of grade X E students. The steps of this research were reconnaissance, planning, implementation and observation, and reflection. The data were collected by observing the teaching learning process during the implementation of the action, taking pictures of the teaching and learning process in the class, interviewing the students of grade X E, and holding discussions with the English teacher and the school principal. The instruments for collecting the data were observation guidelines, interview guidelines, and digital camera. The data collected were qualitative. To fulfill the validity of the data, the researcher follows some criteria of the validity proposed by Burns (1999).

The research results show that the varied and systematic reporting tasks can improve the students' reading skills of the tenth grade students of SMA N I Pleret, Bantul. Those tasks are essay tasks, reading report, and finding the meaning of words. Those tasks were given to the students to improve students' reading skills. Those skills are skimming, scanning, guessing meaning of difficult words, developing silent details to summarize the text, recognizing the structure of the text, and recognizing grammatical word classes. The varied and systematic reporting tasks can also improve the students' discipline in doing the tasks. It was shown that the students did the tasks seriously.

CHAPTER I

INTRODUCTION

A. Background to the Study

English is needed in all schools to prepare for a competition in the globalization era and for absorbing the information in 21 century (Depdiknas, 2006). Teaching and learning English is aimed of achieving communicative competence (BSNP, 2006:307). Communicative competence is formulated to prepare English language learners to communicate with the language in order to participate in the society of English users. The students are hoped to be able to use English to communicate not only in spoken language but also in written language.

Based on English curriculum at SMA, English teaching covers four skills, namely reading, listening, speaking, and writing. Those language skills are very important, but the most important one is reading, because by reading all knowledge can be accessed. Reading skill is, therefore, a basic requirement for those who want to get as much knowledge as possible. This means that in the teaching of English, the teacher is due to be able to develop students' reading skills in order that students can access all knowledge.

Hence, the aim of the teaching English reading for high school students is to enable students understand short functional written texts in daily life to access the information and knowledge in society context (BSNP, 2006:311). It means

that in reading, the students are expected to understand, respond, and produce the level of literacy text in the daily life that is in the level of the short functional and essay texts (recount, narrative, procedure, report, discussion, and explanation, etc)

Considering the importance of reading, reading is considered as the focus of this study. As the researcher conducted observation at SMA N I Pleret, the researcher found some problems. The first problem is related to the students. Students have difficulty to understand reading texts. In reading, they think that they have to know the meaning of each word. The second, students read slowly because they have to translate each word to understand the text. The third, students do not enjoy reading, because they feel bored when they are reading texts. The last, students dislike having English reading exercises. They like reading texts in Bahasa Indonesia better than reading text in English.

The second problem is related to the teacher. The method that the teacher used is teacher-centered. It makes the students bored because it is a monotonous class.

Based on the problems identified in SMA N I Pleret, the researcher purposes a new technique to improve reading skill trough varied and systematic reporting tasks to solve the reading problems. By using students' reporting tasks, students can make note about what the students read in daily life and by this technique, the teacher can monitor students' reading activities.

B. Identification of the Problem

The problems of reading skill, which were faced by the teacher of the tenth grade students of SMA N 1 Pleret, were identified through several activities, such as giving questionnaire to the students to know the problems in teaching learning, interviewing the teacher and the students, and observing their activities during the English reading lesson. The result of the interviews and observations showed some sources of problems that resulted in unsatisfactory condition of teaching reading.

The first problem is related to the students. The teaching learning process will not run if there are no students who are being the center of this process. Students are one of the aspects that determines the quality of teaching learning. There were three problems related to the students. The first, in teaching learning process, some students did not focus on lesson. They liked making noise with their friends rather than listening to teacher's explanation. The second, when the students were reading the texts, they got difficulty in understanding the texts, because they did not know strategies in reading. They translated word by word to understand the texts. The last problem related to the students was task completion. Some students were poor in task completion. It can be seen every time the teacher asks them to complete the task.

The second problems were related to the teacher. The pattern of the teaching and learning process could be determined by the combination of the relationship among the method used, the material, and the teacher. The method

used by the teacher in the classroom was teacher-centred method. The teacher explained all the time and the students did not pay attention to the teacher's explanation. This activity made the students bored and lazy, because it was a monotonous class activity. Whereas, teacher's method affects the teaching learning process. That is why the teacher has to explore more and more to get the students' attention.

The last problems were related to the course book. Course books are very important to the students. Course books can help the students in teaching learning process. The total numbers of course books have to cover the total number of the students. As the researcher found during the observation, the course books were not enough to cover the total number of the students. The students had to turn back the course books to the teacher after having the class, so the students did not have any English course book to be studied at home.

C. Delimitation of the Problem

The study is focused on efforts to improve the reading skills for the tenth grade students of SMA N 1 Pleret, so the researcher limits the problems related to the use of reporting tasks. From the identification of the problem, the researcher found that students' interest and students' reading skills are low. That is why the researcher uses reading reporting tasks to improve students' reading skills for the tenth grade students of SMA N 1 Pleret.

D. Formulation of the Problems

Based on the limitation of the problem above, the study can be formulated as follow:

1. How is the implementation of reading reporting tasks to improve students' reading skills?
2. Can the use of reading reporting tasks improve the students' reading skills for the tenth students of SMA N 1 Pleret?

E. Objectives of the Research

Based on formulation of the problem above, the objective of this researcher are:

1. To describe the use of reading reporting tasks to improve the reading skills of the tenth grade students of SMA N 1 Pleret
2. To find out weather the use of reading reporting tasks can improve the reading skills of the tenth grade students of SMA N 1 Pleret

F. Significance of the Research

1. For the tenth students of SMA N 1 Pleret, it can be an effort to improve their reading skills
2. For the English teachers of SMA N 1 Pleret, it can be an example technique to improve the quality of teaching reading to the students.

3. For the school principal of SMA N 1 Pleret, it will be a model to do the efforts in improving students' reading skills
4. For the English Department students of UNY, it can be used as a reference for conducting an action research particularly in improving students' reading skills

CHAPTER II

LITERATURE REVIEW AND CONCEPTUAL FRAME WORK

A. Literature Review

1. Nature of Reading

Reading is one of the four skills in English. It is one of two receptive skills (listening and reading). Reading is an active skill for guessing, predicting checking, and answering the questions, it means that reading is an active skill for getting information. Reading is an interactive process between a reader and a writer about the topic of the reading texts.

In supporting the statement above, we have to know what reading is. Spratt, Pulverness, and Williams (2005: 21) say that reading is one of four language skills (reading, writing, listening, and speaking). Reading is receptive skill like listening. It means that reading involves responding to the text rather than producing it. From this, we can say that reading involves making sense of the text. To do this, readers need to understand the language of the text at word level. Readers also need to connect the message of the text the readers' knowledge of the words.

Talking about reading, Nunan (2003: 68) states that reading is essential skill for learners of English as second language. For most of the learners, it is the most important skill to master in order to ensure success not only in learning English, but also in any content class where reading in English is required. Silberstein (1994:12) says that reading is complex

information processing skills in which the reader interacts with the text in order to (re) create meaningful discourse. The goal of reading program is to develop fluent, independent readers who set their own goal and strategies of reading. Brown (2002: 185) adds in foreign language learning reading is likewise a skill that teachers simply expect learners to acquire.

a. Reading Comprehension

According to Mikulecky and Jeffries (1996: 14), reading comprehension aims at making sense of what the reader reads and remembers it. It means that reading comprehension is the process in acquiring an accurate understanding what the reader reads. According to Hudson (2007: 79), comprehension skills represent the ability to use context and knowledge to get meaning from what the reader reads.

Other reading expert states that reading comprehensions is understanding a written text. It means that reading is a process of extracting a process of extracting the required information from the text as effectively as possible. Reading comprehensions is a very efficient activity. It does not waste the time because we can get the main point of important information we need accurately by comprehending the information text, (Grellet, 1983: 3).

b. Reading Skills

It is important for students to learn reading skills. By learning the skills, students will have good reading ability. They will get few

difficulties and find enjoyment when they read English texts. It is better for the English teacher to focus and emphasize reading skills in teaching English.

Meanwhile, Munby in Alderson (2000: 10) states that there are some micro skills of reading comprehension as presented in following points:

- 1) recognizing the scope of a language,
- 2) deducing the meaning and using unfamiliar lexical items,
- 3) understanding explicitly stated information,
- 4) recognizing information when not explicitly stated,
- 5) comprehending conceptual meaning,
- 6) comprehending the communicative value of sentences,
- 7) understanding relations within the sentence,
- 8) identifying relations between parts of the text through lexical cohesion devices,
- 9) identifying relations between parts of the text through grammatical cohesion devices,
- 10) interpreting text by going outside it,
- 11) recognizing indicators in discourse,
- 12) identifying the main point or important information in discourse,
- 13) distinguishing the main idea from supporting details,
- 14) developing silent details to summarize (the text, an idea),
- 15) extracting relevant points from a text selectively,
- 16) using basic reference skills,
- 17) skimming,
- 18) scanning to locate specifically required information,
- 19) trans-coding information to diagrammatic display.

2. Teaching Reading

a. Principles of Teaching Reading

Teaching reading aims at enabling the students to comprehend a short functional text in the form of written and oral. It is not easy to do that. The teacher has to collaborate the aspects of learning process such

as, students, the teacher's techniques, media instruction, and the materials of study. In teaching reading, Farrel (2002: 8) says that there are three points can make teacher focus on teaching reading. Those are finding a focus to teach, reading strategies, and developing exercise and activities to teach reading strategies. The following are the discussion of those three points:

1) Finding a Focus to Teach

In teaching reading, a teacher has to have the approach to teach materials. It is not easy to choose what approach is appropriate. Interactive model may provide an answer for reading teacher because it is a combination between top-down and bottom-up model. According to Stanovic in Farrel (2002: 7), besides the approach the teacher has to select the texts, which are going to be studied in the class.

In many cases, course books or materials may have been chosen by the school as set in curriculum. The teacher can also choose supplementary reading materials, depending on the students' need and the purpose of the reading class. Farrel (2002: 8) provides the criteria that may be helpful for reading teacher in choosing a textbook or materials (in the form of questions).

- a. What are the Goals of the reading course and will the textbook help accomplish these goals?

- b. What is the reading proficiency level of students in general?
- c. What approach theory of reading does the textbook reflect?
- d. What is the context of the book? Is it authentic and appropriate for the students' need and the curriculum needs?
- e. What kinds of exercise are included in each chapter? Do they include pre-, during- and post reading exercise in each chapter?
- f. Is the vocabulary appropriate and relevant considering the students' proficiency?
- g. Is the general format and layout clear to follow?

After selecting a kind of material that is suitable for students' need and the purpose of the reading class, next the teacher teaches the students reading strategies. The teacher teaches students reading strategies in order that students can use the materials by themselves.

2) Teaching Reading Strategies

Farrel (2002: 8) says that after selecting the texts, a teacher has to do the next step that is teaching reading to the students. Teaching reading process involves teaching effective reading strategies to students in order that they can use them independently. Those strategies are:

- a. Skip words they do not know
- b. Predict meaning
- c. Guess the meaning unknown words from the context
- d. Do not always translate into their L1 (mother tongue)
- e. Have some knowledge about the topic
- f. Draw inference from the title
- g. Ask someone when they do not understand the word
- h. Reread to the comprehension
- i. Make use of all the information in the paragraph

- j. Try to figure out the meaning of the paragraph by the syntax in the sentences

In teaching reading strategies, Winograd and Hare in Farrel (2002: 12) add that teacher has to explain the students the following steps in order that the strategy training to work.

- a. What the strategy is?
- b. Teacher should explain why strategy should be learned.
- c. Teacher should explain how effectively use the strategy.
- d. Teacher should point out to the students when and where a strategy should be used.
- e. Students should be taught how they can evaluate their successful use of the strategy.

3) Developing Exercise and Activities to Teach Reading Strategies

Exercise is the activity to prepare students to face the evaluation. In developing exercises, a teacher needs good strategies in order to achieve the goal of study. According to Farrel (2002: 12), there are eight strategies, which can be developed by the teacher to teach the students a reading. Those are:

a. Activating Prior Knowledge

Prior knowledge is the background knowledge of the students about the texts going to read. According to Farrel (2002: 12), prior knowledge is the knowledge about the topic to comprehend a new text. There are three activities, which can help reading teacher activate the relevant background schema of their students. Those are:

- 1) Word association task
- 2) Direct experience or hands in learning
- 3) Cinquain

b. Predicting

According to Grellet (1981: 17), predicting is to predict or guess what is going out to the next text, making use of grammatical, logical, and cultural clues. Farrel (2002: 27) says that readers may use prediction to predict what will happen to the next text or story. Prediction involves the readers to interact with the text by making them to think what they have read and what they will read next.

c. Skimming

Skimming is reading material quickly to get the general information of the text. Farrel (2002: 28) says that:

“Skimming is a reading strategy that involves students looking through the text rapidly for the general meaning of article. Skimming means getting the main point or gist before one reads to detail. Skimming is not an easy reading strategy to teach this is because assumes that readers have (a) some knowledge of how the text is organized, (b) can notice the main point of paragraph, and (c) have the ability to infer main idea of passage. True/false type question on a text can prepare reader for the strategy of skimming. The idea of skimming is not only to get the gist (main idea) of a passage but also the increase the speed of reading.”

d. Scanning

According to Grellet (1981: 19), scanning is a reading activity to find specific information. On the other hand, Farrel (2002: 29) states that scanning is a kind of reading strategies. Scanning involves the students to read a text to find the specific information. In scanning process, readers do not need to read every word in the text in order to get specific information. It is very important to use in classroom when the time is limit.

e. Guessing Meaning of Unknown words

Guessing meaning of unknown words is used when the readers do not know the meaning of the word and they do not have the dictionary. According to Farrel (2002: 29), reading teacher can teach the relationship between words in a text by using strategies such us the following:

- 1) Contrast: the word means the opposite or expression in the text.
- 2) Cause: the word is the cause of something describe in the text.
- 3) Consequence: the word is used to describe the result of something.
- 4) Explanation: the meaning of the word is explained, a definition is given, or example is given.
- 5) Hyponym: a reader may be able to see the relationship between a familiar an unfamiliar word by looking at the general word class.
- 6) Definition: definition word may sometimes be found in the text.

- 7) Punctuation: readers can use the punctuation in the sentence to figure out the meaning of the word they do not know.

f. Recognizing Text Structure

In recognizing structure, Farrel (2002: 32) highlights some important ideas below.

- 1) Students have to indicate that:
- 2) Important ideas are remembered better
- 3) Good readers use writer's signaling devices to understand text
- 4) Students who are trained to recognize these text structure do better in comprehension
- 5) Knowledge of text structure transfer to students writing

If students are taught how texts are structured, they may be able to do the following:

- 1) Distinguish between main ideas and supporting details
- 2) Identify main ideas
- 3) Write summaries
- 4) Understand how parts of the text are related and recognize cohesive devices that writers use
- 5) Use this knowledge to write more clearly.

g. Identifying Topics and Main Ideas

In identifying topic and main idea Mikukecky in Farrel (2002: 35) gives the exercise include the following:

- 1) Finding the topic from a list of words
- 2) Recognizing the topic of a paragraph
- 3) Identifying the idea of a passage

h. Word Recognition Exercises

According to Farrel (2002: 39), word recognition exercises are not really a reading strategy. It is used to improve students' ability to focus quickly in understanding the words.

b. Approaches of Teaching Reading

In the teaching of reading, a teacher has to understand the process of reading. In reading process a teacher has to know the models of reading process and use them in teaching learning process. The good model of reading process determines the success of teaching reading. Understanding the process of reading has been the focus much research over the past 125 years, Brown (2001:298). According to Nunan (2003: 30), understanding the process of reading means understanding the models of how words are recognized and how long they are kept in working memory. In addition, Nunan divides the models of reading process into three categories: bottom-up, top-down, and interactive model.

1) Bottom-up Model

According to Brown (2001: 299) in bottom-up processing, readers must first recognize a multiplicity of linguistic signals (letters, morphemes, syllables, words, phrases, grammatical cues, discourse makers) and use their linguistic data-processing mechanisms to impose some sort of order on these signals. Nunan (2003: 70) says that in

bottom-up processing, students start with the fundamental basics of letter and sound recognition, which in turn allows for morpheme recognition followed by word recognition, building up to the identification of grammatical structures, sentences, and longer texts. Based on the explanation, in bottom-up approach the readers have to know the smallest part of language like words level, phrases grammatical before the whole text.

2) Top-down Model

Brown (2001: 299) says in top-down process, readers do not consider the smallest part, but whole the text. It means that the readers have to infer the meaning the words from the whole text. Nunan (2003: 71) states that top-down model begins with the idea that comprehension resides in the reader. This model explains that readers have to use the background knowledge to predict the passage. This model focuses on meaning gathering rather than on mastery word recognition.

3) Interactive Models

Interactive model is the best model in reading process, because this model is combination model between top-down and bottom-up. According to Brown (2001: 299), both top-down and bottom-up processing are important. More recent research on teaching reading has shown that a combination of top-down and bottom-up processing,

or what come to be called interactive reading, is almost always primary ingredient in successful teaching methodology because both process are important. Nunan (2003: 70) says that interactive model of reading is the models that are acceptable as the most comprehensive of the reading process.

c. How to Teach Reading

Besides concerning to the approaches of teaching reading, the teaching methods are also important things in teaching reading because the methods can influence the success of teaching reading. In this case, a reading instruction can be done through two types of reading instructional methods. The first method named the teaching learning cycle by Feez (1998: 28), while the second one named pre-, during-, and post reading by Murcia (2001).

In this study, the researcher used the teaching learning cycle in teaching reading. According to Feez (1998: 28) in the teaching learning cycle, there are five steps to be done, those are:

1) Building the Context

At this stage, students are introduced to the social context of the authentic model of the text being studied. They also can explore feature of general cultural context, in which the text type is used and the social purposes the text type achieve. At the last, they can explore the context of situation of the text by investigating the register of a

model text, which has been selected on the basis of the course objective and learners' need.

2) Modeling and Deconstruction of the Text

In this stage, students investigate the structural patterns and language features of the model. They also compare the model with other examples of the text types. Some of the activities that can be done in the class are presentations activities using devices such as projector, chart, big books, board, etc, and also sorting, matching, labelling activities.

3) Joint Constructions of the Text

At this stage, students begin to contribute to the construction of the whole examples of the text type and the teacher gradually reduce the contributions to the text construction. The activities that can be done in this stage include the teacher questioning, discussing, editing the whole class construction then scribing on to board or projector; jigsaw and information gap activities, small group construction of the text; and self assessment activities.

4) Independent Construction of the Text

At this stage, students work independently with the text and learners' performances are used for achievement assessment. For the reading instruction, the activities include cover reading tasks with comprehension activities in responding to the written materials such as

performing task, sequencing pictures, numbering, ticking or underlying materials on a worksheet, and answering questions based on the text given.

5) Linking Related Text

At this stage, students investigate how and what they have learnt in this teaching learning cycle can be related to other texts in the same or similar context on future or past cycle of teaching and learning. The activities include comparing the use of the text, researching other text types used in the same field, and researching a key language feature used in this text type is used in other text types.

3. Teaching Reading to Senior High School

a. Aims and Objectives

The school-based curriculum is the curriculum, which is used in teaching learning in Indonesia. In Indonesia, this curriculum is called *Kurikulum Tingkat Satuan Pendidikan* (KTSP). This curriculum was implemented in the beginning of 2006. This curriculum is used as guidance for the teaching and learning in all levels educational. This curriculum is believed as the one more effective in enhancing the learning process than the previous curriculum.

The aim of School based curriculum (KTSP) in teaching learning English is to achieve students' communicative competencies. To achieve this aim, the students are expected to be able to master five competencies:

linguistic competence (vocabulary, grammar, punctuation and intonation), *socio-cultural competence* (the way to communicate such as language style, politeness, etc), *discourse competence* (context), *strategic competence* (competence to overcome the problems or difficulties in communication) and *actional competence* (listening, speaking, reading and writing). In teaching and learning English skills, students have to achieve those four competencies, and one of the English skills is reading skill.

In Indonesia, the aims of the teaching English reading for senior high school in year 1, 2, and 3 are similar, that is, to understand short functional written texts in daily life to access information and knowledge (BNSP, 2006: 307).

b. Characteristic of Students

According to Stern (1998: 360), the learner should be the central figure in any language teaching learning because their characteristics are important in affecting the teaching learning process. Through the teaching learning process, students can interact with the teacher to get the learning outcomes.

Thompson in Brown (2001: 209) states that good language learners have to follow the following term.

- 1) Find their own way
- 2) Organize information about language

- 3) Are creative, developing language by experimenting, which its grammar and word.
- 4) Learn to live with uncertainty by not getting flustered and by continuing to talk or listen without understanding every word.
- 5) Use mnemonics and other memory strategies to recall what has been learned.
- 6) Make errors work for them and not against them.
- 7) Use linguistic knowledge, including knowledge of the first language, in learning a second language.
- 8) Use contextual cues to help them in comprehension.
- 9) Learn to make intelligent guesses.
- 10) Learn chunks of the language as whole and formalized routines to help them perform “beyond their competence.”
- 11) Learn certain tricks that help to keep conversation going.
- 12) Learn certain production strategies to feel in gaps in their own competence.
- 13) Learn different styles of speech and writing and learn to vary their language according to the formality and situation.

c. Teacher Roles

The teacher plays an essential role in the teaching learning process; setting the learning activities, encouraging students, explaining the materials, etc. the teacher also has a responsibility in managing the teaching and learning in the classroom.

Brown (2001: 167-168) suggests the following teacher roles which are more conducive to creating the effective classroom. The first, the teacher is as a controller. The teacher determines what the students do, when students should speak, and what language forms students should use. The second is as a director. This role will enable students eventually to engage in the real-life drama of improvisation as communicative events bring its own uniqueness. The third is as a manager. In this role, the

teacher is one who plans lessons, module, courses, and who structures the larger, longer segment of classroom time, but who then allows each individual player to be creative within that parameter. The forth is as facilitator. The teacher makes learning easier for students. The last is as resource. In this role, the teacher is available for a counsel when the students seek resources.

d. Techniques and Methods of Teaching Reading

Techniques are one of important things in teaching learning process because techniques determine the success of teaching and learning. Techniques are the ways adopted by the teachers to direct the learners' activities toward an objective. Brown (2001: 306-307) states that the techniques of teaching reading involves: identifying the purposes of reading, using patterns to help in bottom - up decoding, using efficient reading techniques for rapid comprehension, skimming the text for the main idea, scanning the text for the specific information, using semantic mapping, guessing, analyzing vocabulary, distinguishing between literal and implied meaning, and capitalizing on the discourse markers to process relationship.

In addition, Brown (2001: 313-316) also develops some principles for designing interactive reading technique. They will be described below

- 1) In interactive curriculum, make sure that you do not overlook the importance of specific instruction in reading skills.

The students will learn good reading by focusing on reading skills. One of the examples is using silent reading to develop a sense of fluency. Thus, silent reading is the excellent method for self-instruction on the part of the learner.

2) Use techniques that are intrinsically motivating

One popular and intrinsically motivating approach to reading instruction is the language experience approach (LEA) where the students create their own materials for reading. However, the materials should be relevant to their goals to read English.

3) Balance authenticity and readability in choosing texts

Authentic simple texts can either be planned or located in the real world. Advertisements, labels, report, and essays are grammatically and lexically simple. Whether simplifying is necessary, the natural redundancy humor, wit, and other interesting features of the original material must be kept.

4) Encourage the development of reading strategies.

5) Include both bottom up and top down processing

Make sure that the teacher gives enough time to focus on the building blocks of written language in each level appropriately.

6) Follow the SQ3R sequence

SQ3R is a series of procedures to approach a reading text. This process will be described as follows:

- a) survey : skim the text for the general main ideas
 - b) questions: The reader asks questions for himself that the answers are on the text.
 - c) read: read the text to get the answers to the questions
 - d) recite: reprocess the important points of the text through oral and written language.
 - e) review: evaluate what has been read and includes into long term associations.
- 7) Subdivide the techniques into pre-reading, during reading, and after-reading. A good direction for teaching reading is the following:
- a) Before Reading

In this stage, the teacher may introduce a topic; encourage skimming, scanning, predicting, and activating schemata. Students can carry their knowledge and skills to the text to ease their reading.
 - b) While Reading

The main activity in this step is giving time to the students for taking note on the certain facts or rhetorical devices.
 - c) After Reading

There are many activities after reading such as giving comprehension questions, 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.
- 8) Build in some evaluative aspects on the techniques

Measuring reading comprehension and the development of the skills can be done in many ways. The following are activities to indicate reading comprehension.

- a) Doing – the reader responds a command physically
- b) Choosing - the reader chooses alternatives posed orally or in writing
- c) Transferring – the reader summarizes orally what is read
- d) Answering – the reader answers the questions based on the passage
- e) Condensing – the reader outlines or take notes on a passage
- f) Extending - the reader provides an ending to a short story
- g) Duplicating – the reader copies or translates the message into her native language.
- h) Modeling – the reader puts it in a toy after reading the direction
- i) Conversing – the reader engages in a conversation that indicates appropriate processing of information.

e. Materials

In teaching reading, text type is a very important material. By reading text type, students can use the language effectively. In reading the text type, students have to understand the structure, purpose, and meaning of the text, so students can communicate as both receivers and senders. According to Anderson and Anderson (1997:1), a piece of a text is

created when words are put together to communicate a meaning. It means that text is not only written but also oral. A text is constructed when we put words together and it has a meaning. The words that we put together depend of our purpose and context.

Anderson and Anderson (1997:1) categorize texts in two main categories, those are literary and factual.

1) Literary Text

Anderson and Anderson (1997:1) state that literary is text that appeals to our emotion and imagination. Literary texts include aboriginal dreaming stories, movie scripts, limericks, fairy tales, plays, novels, song lyrics, mimes and soap opera. Reading literary texts can make us laugh or cry, think about our own life or consider our belief. There are three main texts in this category: narrative, poetic, and drama.

a. Narrative

Anderson and Anderson (1997:1) say that a narrative is a piece of text, which tells a story. Its purpose is to present a view of the world that entertains or inform the reader or listener.

b. Poetry

According to Anderson and Anderson (1997: 1), poetry is a kind of literary texts to express feelings and impressions of life. A

poem can tell a story or give the poet's thoughts or experiences, people or events. Poetry is usually written to be read loudly.

c. Drama

Anderson and Anderson (1997: 8) state that the dramatic text type uses acting to convey ideas and experiences. Drama can be spoken or written. Dramatic text can have set line or the actors may be allowed to make up the line as they go along. They often use visuals such as facial expression, costumes and sets to help communicate meaning.

2) Factual Texts

Anderson and Anderson (1997: 2) state that Factual texts present information or ideas and aim to show, tell or persuade the audience. The examples of factual texts are advertisements, announcements, internet, websites, current affair shows, debates, recipes, report, and interactions. The kinds of these texts are recount, response, explanation, discussion, information report, exposition, and procedure.

a. Recount

According to Anderson and Anderson (1997: 48), recount is a piece of a text that retells the past event, usually in the order in which they happened. The goal of this text is to give the audience what happened and when happened.

b. Explanation

Anderson and Anderson (1997: 48) say that the explanation texts type tells how or why something occurs. It looks at the steps rather than the things. The goal of this is to tell each step of its processes (the how) and to give reasons (the why).

c. Discussion

Anderson and Anderson (1997: 116) state that the discussion text type gives the opinion for against, the positive and negative, or the good points and the bad points. The purpose of discussion is to present to the audience different opinions on a topic and, at the end, your opinion. The examples of discussion are feedback radio, debates, letters to the editor, and newspaper articles.

d. Information Report

Anderson and Anderson (1997: 86) say that an information report is a piece of text that presents information of a subject. Information report usually confects about the subject, description, and information on its behavior and qualities.

e. Exposition

Anderson and Anderson (1997: 86) state that an exposition is a piece of text that presents on side issue. The

purpose of an exposition is to persuade the reader or listener by presenting on side argument.

f. Procedure

According to Anderson and Anderson (1997: 86), a procedure is a piece of text that gives us instruction for doing something. The purpose of procedure is to explain how something can be done.

4. Reporting Tasks

a. The Definition

Reporting tasks is the teacher's technique in checking students' tasks. It is usually done weekly or after finishing the class. This activity is done to check the students discipline in doing the tasks. This activity is aimed at enabling the students to make students' tasks document or portfolio in order that students do tasks given by the teacher seriously.

In supporting the explanation above, it is important to know what reporting task is. According to Krashen (1982:164), reporting tasks is a kind of activities in reading for pleasure. Alternatively, students can work with magazines and newspapers in the classroom or library to create a portfolio of texts on a topic of interest. In the portfolio, students identify the source and briefly summarize the gist of each text. In addition, they write a paragraph explaining their interest in the topic, reactions to certain

articles, and questions they may have. The instructor responds in writing with comments on both the topic itself and the text collection. Brown (2004: 6) states that reading reporting tasks is a kind of formal assessments. He adds that the teacher can use journal or portfolio of materials as a formal assessment.

b. Kinds and Application in Teaching Reading

Reading report is the students' report in reading activity. It can be done in the class or outside the class. Reading report is a kind of task in extensive reading. In reading report, the students have to know the general information of the text in. There are two ways in making a reading report. The first is written report. In written report, students write a summary of the texts that have been read before. The second is oral report. In oral report, students report orally about general information of the texts that have been read before.

The principle of reading report is like the principle of extensive reading. According to Day and Bamford (1998:4) extensive reading purposely focuses on students' reading as much as possible: not only in classroom but also out of classroom. The variety of reading material on different topics is available; students themselves select the text according to their level and interest.

In addition, Aebersold and Fiel (1997:64) state that, reading report is one of tasks in extensive reading tasks: a written report, an oral report,

a group of discussion, and a debate. In this type of course, students are usually given more freedom to choose reading materials, so the students can be more responsible in finding materials within their language proficiency range.

Based on the definitions of reading report above, it can be concluded that reading report is a kind of task where students have to read reading materials for general understanding in some way.

1) Kinds of Reading Report

Helgesen (2005: 7) says that Extensive reading aims at improving reading abilities by having students read large quantities of texts outside of the reading text book and report on them in some way. There are some ways to do the activities in extensive reading; those two activities are written and oral reports.

a. Oral Report

Helgesen (2005: 7) says that oral report is an activity in reading reports. In oral report the teacher asks the students to tell (not to read) the whole class what they have read.

The steps in conducting oral report

- 1) The teacher gives students eliciting of the topic
- 2) The teacher asks the students to read the texts

3) The teacher tells students to take a sheet of a paper and read down the main information they just read, not worrying about spelling or grammar.

4) When the students have finished writing, teacher asks them to tell (not to read) the whole class what they wrote.

b. Written Report

According to Helgesen (2005:7), written report is asking the students to make a summary of what happened in the texts. To summarize, students must be able to pick out the most important information, usually found in main ideas, major detail, and context definition

Main idea is an important thing in a paragraph. Main idea is the idea of paragraph. It is located in the first sentence, in the middle sentence or in the last sentence of paragraph. According to Mikulecky and Jeffres (1996:89), main idea is the idea of the author about the topic. It is usually a complete sentence. In the sentence, the reader usually finds the topic and the idea that author's want to express. Pirrozi (2005:126) says that major details are sentences, which further explain the main idea and give direct support to it. Minor details provide additional information about the major details and support the main idea.

According to Helgesen (2005: 124), there are some steps in making a written report, those are:

- 1) Teacher asks students to read a book, an article or narrative text
- 2) Teacher asks the students to summarize the texts in written form
- 3) Teacher asks the students to collect the written report

Written report is as important as oral report. Those kind of reading reports are useful for the reader, because it can improve the readers' comprehension.

2) Application in Teaching Reading

a. Oral Report

| Text type | Types of the task | Oral | Written |
|--------------|-------------------|---|---------|
| 1. Narrative | Individual | <ol style="list-style-type: none"> 1. Telling the text in front of the class: <ol style="list-style-type: none"> a. The title of the text b. Introductory of the text <ul style="list-style-type: none"> ○ Who are the characters in the story? ○ When is the story taking place? ○ Where is the action happening? c. Complication d. Resolution 2. Correction: by the teacher | |

b. Written Report

| Text type | Types of the task | Oral | Written |
|--------------|-------------------|------|---|
| 2. Narrative | Group/pairs | | <ol style="list-style-type: none"> 1. Students write the summary of text: <ol style="list-style-type: none"> a. The title of the text b. Introductory of the text <ul style="list-style-type: none"> ○ Who are the characters in the story? ○ When is the story taking place? ○ Where is the action happening? c. Complication a. Resolution 2. Correction: <ol style="list-style-type: none"> a. by the teacher b. Peer correction |

c. Varied and Systematic Reporting Tasks

1) Varied

Varied Tasks are tasks given to students, which are having variety of forms. Varied tasks are given to students in order that they get what they need and they do not get bored in doing tasks. According to Richards, *et al* in Nunan (2004: 2), the use of a variety of different kinds of tasks in language teaching is to make language teaching more communicative and it will provide a purpose for a classroom activity, which goes beyond the practice of language for its own sake.

2) Systematic

Systematic tasks are tasks given systematically to students like the planning. The systematic tasks can make students easy in doing the tasks, because the teacher gives the tasks systematically from the easy level to the difficult level. The examples of the tasks are; the first, students are given tasks about finding meaning of words; the second, the teacher gives students essay tasks; and the last to check students reading comprehension, the teacher gives students reading reporting tasks.

B. Review of Related Studies

The first relevant study of this research is the research conducted by Anggraeni (2010). It is an action research. The title of research is Using Newspapers to Enhance Reading Skills for Second Grade Students of SMA Muhamadiyah Muntilan. In this research, she asked students to report newspapers they read. The results of this study show that teaching reading skill by using newspapers can enhance reading skills.

The second relevant study of this research is the research by Subiyantoro (2011). This research is about reading comprehension. He improves students' reading comprehension through extensive reading. He asked the students to read books and asked them to report the titles to him. The research results show that

the extensive reading activities are effective to improve the students' reading comprehension.

The third relevant of the study is the research conducted by Ningrum (2010). This research is about writing skills. This technique of this research is like the technique of reporting tasks. She conducted this research to find out the effects of using diaries as media to improve students' writing ability. In this research, she asked the students to write diaries and to report their diaries weekly to her. The research results show that using diaries as media to improve students' writing ability has positive effect with students' writing ability.

C. Conceptual Framework

The concepts of reporting tasks to improve students' reading skill have been explored in the previous section. In this section, a conceptual framework derived from those concepts will be presented.

Reading is one of four skills in English. Reading is a receptive skill, It means that reading involves responding to the text rather than producing the text. Reading is an interaction activity between a reader and a writer. Reading is very important, because by reading one can study not only in English lesson but also in any lessons.

Considering the importance of the reading, the teacher has to know the important things of teaching learning reading. Teaching reading comprehension to the first grade students of senior high school is not an easy work, it needs hard

work. The teacher should be more creative in designing material, technique, and classroom activity in order that the teaching and learning process of reading comprehension become successful. The teacher also needs to think about the students' problem, because the students are the main point in the teaching learning process.

One of the problems related to teaching reading is the motivation of the students. Students seldom read English text in their daily life, and they also lack in task completion. It makes the students think that reading is difficult. As the effort to improve the students' reading skill, researcher uses varied and systematic reporting tasks to know the students' activity in reading process. Furthermore, learning reading through reporting tasks will make students easy in learning reading and the teacher in check the student's tasks.

In reporting tasks, the students have to submit their tasks after having the class. It is usually done weekly or after the class finished. This activity is done to check the students discipline in doing the tasks. This activity aims at enabling the students to make tasks document or portfolio in order that students do tasks given by the teacher seriously.

CHAPTER III

RESEARCH METHOD

This chapter discusses the research method of the study. They are the research design, research participants, data collection, the data analysis technique, the research procedure, and the research setting.

A. Research Design

This research uses the principles of action research, it is used to find and implement actions to improve the students' reading skills. The researcher and the research team members worked and collaborated in identifying the problems, planning and carrying out the action and reflection of the action implemented.

The action research was conducted through the process below

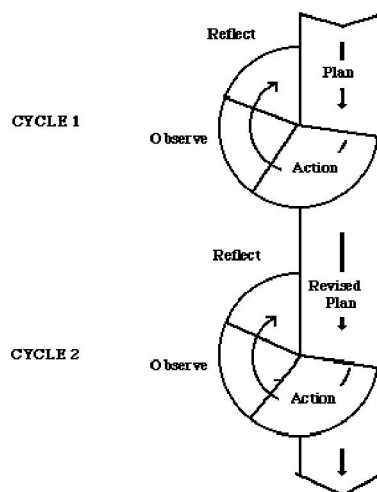


Figure 1 Action Research Cycles (Burns, 1999:33)

B. Research Participants

The participants were the researcher in collaboration with all the research members. They were the English teacher and the X E students of SMA N I Pleret. In the action stage, the subject of the research were the researcher in collaboration with English teacher and the X E students.

C. Data Collection Technique

The data were collected by observation and interviews. The teacher did observations to get the data from the teaching learning process. The research data were in the form of field note. In order to complete the data, the researcher interviewed the students and the English teacher. The data from the interviews were in the form of interview transcript.

D. Data Analysis

The first step that has been done by the researcher in order to analyze the data was data presentation. In this step, the researcher collected all the data such as interview transcripts, field notes, and photos of the teaching and learning processes. The second step was data reduction. In this step, the researcher chose, determined the focus, simplified, and summarized the data. The third step was classification. In this step, the researcher classified all the data that had been passed the data reduction process.

The analysis of data was represented by the reflection of the cycles of the research. By doing the reflection, the researcher had authentic knowledge, which

could help the researcher in interpreting the data. In analyzing the data, the researcher holds a discussion with the English teacher as the collaborator.

E. Procedure of Research

1. Reconnaissance

Reconnaissance stage was the first step in this research. The data were about obstacles and weaknesses in reading texts. They were collected through observation, and interviews. The researcher observed all activities related to the students' reading skill during English learning process in the classroom. To get and to add the data collected before, the researcher also interviewed the school principal, the English teacher, and the students. The data, which were collected, were presented in the form of identified field problems.

2. Action

a. Planning

After the researcher identified the problems, the researcher made some plans to choose the actions to be implemented in the field. In planning the actions, the researcher worked together with the English teacher of class X SMA I PLeret. Researcher and the English teacher discussed the possibility and the scale of priorities of the implementation. Before the plans were implemented, the researcher and the English teacher arranged the schedule of the action. The implementation of the action based on the previous schedule made by the English teacher.

b. Implementation

In the implementation, the researcher conducted the research and the teacher observed the process. The researcher used the reporting task and reading strategies to improve the reading skill. Then the researcher noted and recorded the students' problems in teaching learning process during the implementation of the action. The changes and obstacles of the students' involvement were written in the field notes and the result was evaluated in the next step.

c. Evaluation

In evaluation, the researcher analyzed the changes during the implementation. Responses and suggestions were given by the other research team members in this evaluation process. The influences of the implementation on the students' involvement were identified. The results of the identification were determined as successful or unsuccessful ones. The results of this evaluation process were considered for the reflection in the next step.

d. Reflection

In the reflection, the researcher tried to identify the relation of the action to the problems based on the evaluation. If the actions were considered successful, they would be continued to the next action. However, if the actions were unsuccessful, they would be recycled with some improvement.

F. Research Setting

1. Place of Research

The research took place at SMA N I Pleret, focusing on class X E. It was located at, Pleret, Bantul. The available rooms in this school were the headmaster's room, teacher's room, a room for guidance and counseling, an administration room, a school health unit, a kitchen, a mosque, two teacher's toilets, five students' toilets, 22 classrooms, a library, a chemistry laboratory, a biology laboratory, a computer laboratory, a meeting room, and three canteens. Each class consisted of about 30 to 34 students. Totally, there were 741 students, a headmaster, eighteen teachers, one school guard, and 2 English teachers. There are 243 of the tenth grade students whom are divided into 7 classes. Those are 254 students of grade XI, 128 students of IPA class and 126 of the IPS class, and 254 students of grade XI, and 254 students grade XII 103 students of IPA class and 141 of the IPS class.

2. Time of the Research

The researcher conducted the action research in the first semester of the academic year 2011/2012. The observation began on July 2011. The actions were conducted from September to October 2011. In conducting the actions, the researcher followed the school calendar in which the English class was taught two times a week. Each meeting has 90 minutes. The

schedule of English for class X E of SMA N I Pleret was on Thursday at 07:00 - 08:30 am and on Wednesday at : 07:00 - 08:30 am.

G. Validity and Reliability of Data

According to Burns in Madya (2006: 37-45), there are five validity criteria, those are; democratic validity, outcome validity, process validity, catalytic validity, and dialogic validity. In this particular study, the researcher uses democratic validity, outcome validity, process validity, and dialogic validity.

1. Democratic Validity

In democratic validity, the stakeholders (the head master, teachers, students, administrators) of SMA N I Pleret were given the chance to give their personal opinion, ideas, and commend about the problems to find the solution during the researcher was conducting the research. According to Burns in (Madya 2006: 38), democratic validity is related to the stakeholders' chance (the researcher, the teacher, and students) to give the personal opinion, ideas, and comment about the implication of the research.

2. Outcome Validity

According to Burns, in Madya (2006: 40), outcome validity is the notion of the actions leading to the outcomes achieved with the research context. The achievement of the outcome involved not only problem solving but also finding new questions in the related research. To get the outcome validity, the researcher put back the problem of the tenth grade students of

SMA N I Pleret in a scheme in order to make new questions. He did it when he did the reflection in the end of the action.

3. Process validity

According to Burns, in Madya (2006: 40), process validity is related to the possibility to determine how adequate the process of conducting the research is. To get the process validity, the researcher collected the data by doing observation, and noted during the research runs. He noted everything that happened in the teaching learning process of the tenth students of SMA N I Pleret. In this process validity, he focused his attention only on anything that could be caught by his senses.

4. Dialogic validity

According to Burns, in Madya (2006: 44), dialogic validity means that the stakeholders could participate in the process of the research. This validity was fulfilled by discussing the research finding with collaborators. The members of the discussion gave their opinion and their criticisms about the research report. Most of them were also research practitioners who gave their opinion and their critics about the research report.

CHAPTER IV

THE RESEARCH PROCESS, FINDINGS, AND INTERPRETATION

The study 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 this action research. The steps of the research were planning, implementation, evaluation, and reflection of the action. The purpose of the research was to improve students' reading skills. To improve the process of reading activities, the researcher used varied and systematic reading reporting tasks in the process of teaching learning.

A. Identification of the Field Problems

In this step, the study identified some problems, which occurred in the process of reading activities at XE class of SMAN I Pleret Bantul. In identifying the field problems, the researcher observed the classroom activities and interviewed the teacher and the other research team members. The researcher and the research team members found 20 problems. The problems were as follows:

1. Students got difficulties in comprehending texts
2. Students found difficulties in understanding the meaning of words
3. Students rarely checked the difficult words in the dictionary; they waited for their teacher to explain the meaning of the words
4. Many students did not do the tasks
5. Some students cheated
6. Some students did not submit their tasks

7. The students did not do their home work
8. Some students got difficulties in doing reading activities
9. Students' reading skill was low
10. Some students felt afraid of and shy to ask or answer the teacher's questions in English
11. Students did not pay attention to the teacher
12. The students often made noise during the teaching learning process
13. Some students felt bored in teaching learning process
14. The students had low motivation in learning English
15. The teacher used LKS too much
16. The teacher rarely used games in teaching learning process
17. The teacher lacked of idea in creating interesting activities
18. The teacher found difficulties in handling the students who made noise
19. There were not enough course books for all students
20. There were not interesting media in the class

B. Determining the Actions to Solve the Field Problems

After identifying the problems occurred in the English teaching learning process, the researcher and the research members discussed the most important problems to be solved. There were five most important problems. These five problems were chosen because the researcher and the English teacher as the collaborator considered that those problems could influence the teaching learning process if they were not solved soon. They could give bad effects to students in

order to achieve the materials that were given by the teacher. The problems were as follows:

1. Some students felt bored during the teaching learning process
2. Some students made noises and did some activities unrelated to the teaching learning process
3. Students liked cheating in doing the tasks
4. Students found difficulties in comprehending the text
5. Some students did not submit their tasks
6. Students' reading skill was low

After the researcher and the English teacher identified the most important problems that needed to solve, the teacher asked the researcher to propose some actions plans to overcome the field problems.

Table 3: The Relationship between the Field Problems and the Actions

| Field Problems | Action | The Action Functions |
|---|--|---|
| 1. Some students felt bored during the teaching learning process | Designing interesting materials | <ul style="list-style-type: none"> • To make students interested in materials • To make students enjoy teaching learning process |
| 2. Some students made noises and did some activities unrelated to the teaching learning process | Improving classroom management (student seating arrangement) | <ul style="list-style-type: none"> • To make the students focus on teaching learning process • To avoid students making noise in the back row |

| | | |
|---|---|--|
| 3. Students liked cheating in doing the tasks | Improving classroom management (Managing individual and group work) | <ul style="list-style-type: none"> • To make students responsible for doing tasks |
| 4. Students found difficulties in comprehending the text | Implementing reading reporting text | <ul style="list-style-type: none"> • To improve students' text comprehension • To improve students reading skills |
| 5. Some Students did not submit their tasks 6. Students' reading skill was low | Implementing varied and systematic reading reporting tasks | <ul style="list-style-type: none"> • To improve students reading skills • To make students be responsible for their tasks • To make students be discipline in doing the tasks |

C. Implementation and Discussions

1. The Report of Cycle I

a. Planning

Based on the result of the discussion with the research members on August 16th 2011, a plan of action was derived to be implemented in the first cycle. The focus of the action in this cycle was to improve the students' reading skills.

In this cycle, the researcher applied the students' reading reporting tasks to improve students' reading skills. There were three meetings in this cycle. In each meeting, the researcher applied reading

reporting task. In this cycle, the researcher used the reading reporting tasks in the middle and the end of the lesson. The researcher designed some steps in reporting tasks to solve the problems related to reading skill above.

1) Improving Classroom Management

Classroom management is very important in teaching learning process. In improving classroom management, the first the researcher managed the students' activities into two activities. The first was individual activities and the second was group work activities. Individual activities were done in every last of the lesson to evaluate students. Group work was done in every beginning of the lesson of this cycle. The researcher used this activity to make the students easy to do the reading reporting tasks in order to improve their reading skills. Students learnt best when they were actively involved in the process. Students working in small groups tended to learn more of what was taught and retain it longer than when the same content was presented in other instructional formats. Students who worked in collaborative groups also appeared more satisfied with their classes. In this case, the researcher and the English teacher agreed that the groups were arranged according to their seat because they thought that it would make the researcher easy in organizing the groups. Besides, it would not also waste the time.

The second in improving the classroom management, the researcher arranged the students' seating. This action was done in order that students did not make noise. The researcher made seating movement in every meeting. It was used to make the students who made noise in the back row focused on the lesson.

2) Designing Interesting Materials

Materials are very important in teaching and learning process. Materials have to meet the students' need. Good materials can make students enjoy in learning process. Materials have to be up to date, because it will make students interested in understanding materials. Materials need to be interesting in order that the students will not get bored in teaching learning process.

3) Implementing Reading Reporting Text

Writing a reading reporting task was the last activity in the lesson. Here, the researcher and English teacher as the collaborator planned to ask the students to write a reading reporting text. The students had to make a report after doing essay tasks. In this activity, the researcher gave the tasks to the students. The types of the tasks were essay tasks. The functions of the tasks were as exercises to improve the students' reading skills and comprehensions. In doing the tasks, students had to work individually. In the last activity, they should write the summary of the text in a piece of paper then submit it

to the researcher. This activity was used to check whether the students did the essay tasks by themselves or cheated their friend's work. Through this activity, the students were expected to be able to comprehend the text well and improve their reading skills. The following are steps how to make a reporting text.

- a) Write the name, student number, and date in the top of answer seat
- b) Read the text carefully
- c) Answer the questions correctly
- d) Write the reading reporting of the text
- e) Submit your tasks to your teacher

4) Implementing Varied and Systematic Reading Reporting Tasks

Varied and systematic reading reporting tasks were applied in the last part of every meeting. In this part, the researcher asked the students to submit their tasks to the teacher. This activity was done to check the students discipline in doing the tasks and responsibility for doing the tasks, so that they could improve their reading skills. The goal of this action is to cut the vicious circle in learning reading skill. The following are steps how to make varied and systematic reading reporting tasks.

- a) Students read the materials
- b) Students listen to the researcher' explanation

- c) Students do the tasks given by the researcher
- d) Students do peer correction
- e) Students submit all tasks to the researcher

b. Actions and Observation of Cycle 1

The actions were carried out three times, on Sept 8, 14 and 15, 2011. In this cycle, students were given the recount text. In this action, the researcher applied the actions that had been planned before. The reports of the actions are as the following.

1) First Meeting

The first meeting was held on 8 September 2011. In this meeting, the researcher used teaching based approach to teach the students. In building knowledge of the text, the students were given a text entitled *Go to School*. Then the researcher asked them to read the text. After that, the researcher explained the structure of the text.

The second step was modeling of the text. In this step, the students were given a new text entitled *A lucky day*. Then the researcher asked to them to compare the *Go to School* with *A lucky day*. This activity was aimed at explaining the recount text.

The third step was join construction of the text. In this step, the students worked in group. The students had to do the two kinds of the tasks; those are finding the meanings of the words and answering essay

tasks. After they did all the tasks, they did peer correction and applied game to do the correction.

The last step was independent construction of the text. In this step, students were given a task. The task is a reading reporting text. This task was used to check the students' comprehension. After doing this task, the students had to report all the tasks to the researcher.

2) The Second Meeting

The second meeting was held on 14th September 2011. In building knowledge of the text, the researcher gave a students a text entitled *Last Weekend*. In this step, students with the teacher analyze the generic structure of the text in order that the students understand the generic structure of recount text.

The next step was modeling of the text. The first, the researcher gave a text entitled *A Terrible Day* to students. Then the researcher asked them to analyze the generic structure of the text. After that, they had to write five difficult words and find their meanings. The last, they had to do peer correction with their friends.

The third step is join construction of the text. In this step, the researcher gave the jumbled paragraphs. Students have to work in-group to do the tasks.

The last step in meeting two was independent construction of the text. There were two activities in this step. The first, the researcher

gave essay tasks to the students. The second the researcher asked the students to write the reading report and collect it to the researcher.

3) The third Meeting

In the third meeting of Cycle 1, students were given three recount texts. Those were *Meeting a Star*, *David Beckham*, and *RA. Kartini*. In the first meeting, there were three parts of activities. The first was building knowledge of the text. In this part, the researcher showed the pictures of David Beckham, Pasya Ungu, and *RA. Kartini*. Then the researcher asked the students to guess the name of each picture. After the students guessed the name of each picture, the researcher gave the text entitled *David Beckham* to be read. Based on the text, the researcher explained the generic structure and language features of the text.

The next parts of the first meeting were modeling and joint construction of the text. In this part, the researcher gave the text entitled *Meeting a Star*. Then the researcher asked the students to identify the generic structure of the text in group. After that, the teacher asked the students to mention the generic structure of the text and the students had to answer orally.

The last part of the first meeting was the Independent construction of the text. This part was as students' evaluation. In this part, the researcher gave the text entitled *RA. Kartini*. Then Students did

the essay tasks independently, after that the students wrote a reading report, and then submit the tasks to the researcher. The reading reporting task was used to check students' text comprehensions.

c. Reflection of Cycle 1

After implementing the action in Cycle 1, the researcher and the English teacher as the collaborator had a discussion. They discussed about the action done. This activity was aimed at evaluating the actions. The discussion was done based on the observations in teaching learning process, the students' opinions, and the comments from each research member. Besides, the researcher also interviewed students about the action implemented. All opinions and comments from each research member were recorded. From the implementation of the action in Cycle 1, the researcher focused on improving students' reading skills through varied and systematic reporting tasks. The reflections of the actions in Cycle 1 are as the following.

1) Improving Classroom Management

a) Individual and Group Work

The implementation of classroom management was successful to support the actions. In every meeting, the researcher

gave two types of tasks. Those were group tasks and individual tasks. During the group work, the students could share the task given in order to finish the tasks. The students thought that working in group was easier than working individually. They also thought that group work helped them to do the tasks fast. It was shown in the following quotations of interview:

Interview 3 line 4-7 (8th September 2011)

R : Pernah gak kerja kelompok di pelajaran ini?
(Did you ever do the task in-group in this lesson?)

S : Belum pernah kalau di kelas ini
(I did not)

R : Seneng gak kerja kelompok?
(Do you like doing grup work?)

R : Seneng
(Yes, I like)

Interview 5 line 11-18 (14th September 2011)

R : Bagaimana kerjanya berkelompok tadi?
(How was the group work last time?)

S1 : Enak
(Ok).

R2 : Asyik
(Great)

S3 : Kalau tidak biasa bisa langsung tanya caranya ama teman
(If I do not understand the materials, I can directly ask my friends)

R : Kenapa tidak tanya kepada saya.
(Why do not you ask me?)

S : Malu
(I am shy)

R : Kalau malu nanti malah gak bisa ngerjakan lho
(If you are shy to ask me, you will not be able to do the tasks)

S : Ya mas
(Yes Sir)

Interview 7 line 5- 7 (15th September 2011)

- R : Gimana kerja individunya?*
(how was the individual work?)
- S : Sulit mas, enakan kerja kelompok bisa bagi tugas.*
(It was difficult; I more like group work than individual work, because we can divide the duty)
- R : Kan tadi udah kerja kelompok? sekarang gentian tugas individu, jangan nyontek temennya lho.*
(We did the group work just now, didn't we? Now please do the tasks by yourself.)
- R : Ayo waktunya tinggal 5 menit lagi.*
Sudah selesai belum?
(Came on, five minutes again.)
(Are you done?)
- S : Belum Mas?*
(Not yet Sir)
- R : Tidak boleh kerja sama lho*
Ya, waktunya sudah habis, sekarng dikumpulkan tugasnya.
(You may not cheat your friend)
(Ok, the time is up, now please collect your tasks to me.)

Interview 8 Line 6-9 (15th September 2011)

- R : Sulit ya tugas individunya?*
(Were the tasks difficult?)
- S : Yaaa... mas...*
(Yes Sir)
- R : Makanya kalau di terangkan jangan ramai sendiri, dan jangan malu bertanya.*
(If the task was difficult, you may not make noise when I explain the materials, and do not be shy to ask me if you do not understand the materials.)
- S : Waktunya terlalu cepet mas.*
(The time is too fast, sir.)

b) Student Seating Arrangement

The researcher did student-seating arrangement in order to make the students focus on learning process and to avoid students making noise in the back row. In the first meeting the researcher did not ask the students to move their seat. In the second meeting, the researcher asked the students who were sitting in the back row to move in the first row. This movement continued until the last meeting of the research. Here were the figures of Student seating arrangement.

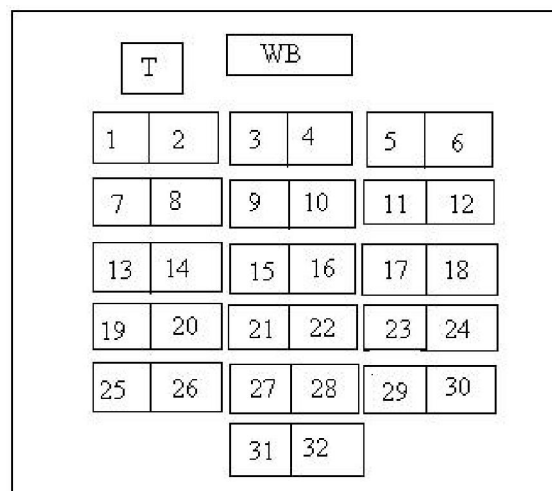


Figure 2, the first meeting student seating arrangement

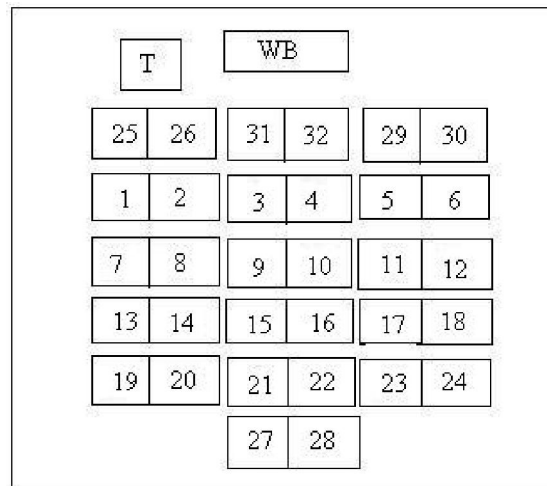


Figure 3, the second meeting student seating arrangement

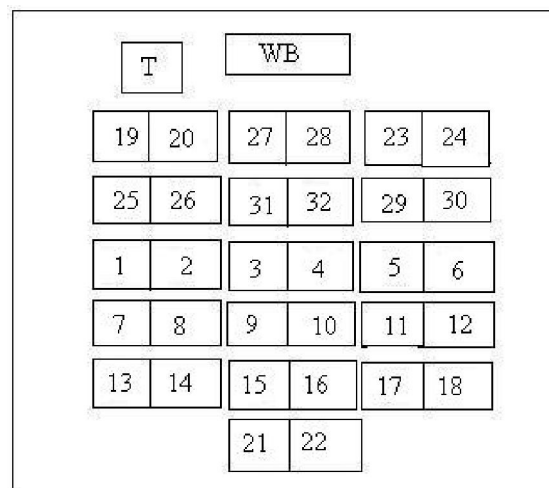


Figure 4, the third meeting student seating arrangement

Note:

- T : teacher' seating
- WB : White board
- 1-31 : Students' seating

The figures of seating arrangement were described in the filed note 2 and filed note 3 below.

Field note 5 line 12-24, (8th September 2011)

From the observation, the researcher found that students who were sitting in the back row often made noises. They often made noises when the teacher was explaining the materials. They also did not do the tasks when the teacher asked them to do the tasks. In the second meeting, the researcher asked the students who were sitting in the back row to move in the first row, see figure 2. The first time, the students who were sitting in the back row did want to move in the first row. Then the researcher asked the teacher's help to have the student moved to the first row. When they were sitting in the first row, they looked nervous and silent, but they paid attention to the lesson.

Field note 7 Line 28-32, (15th September 2011)

In the third meeting the students who always made noises they became more silence than before. When the researcher explained the materials, they did not make noises and disturb their friend like in the first meeting. They also more focus on the lesson than before. When the researcher gave them the task, they did the tasks seriously. When the researcher gave the individual task, they did not cheat their friends' work

2) Designing Interesting Materials

Interesting material was very important in teaching learning process. The learner would have good intention to learn the interesting materials and they would not get bored in reading texts. The implementation of the interesting materials was successful in improving reading comprehension. It was shown by most of students were very enthusiastic in reading the texts. In addition, some

interviews that indicated designing interesting materials were success as the following.

Interview 10 Line 7-14 (15th September 2011)

- R : Gimana tadi membacanya?*
(How was the reading?)
- S : Ya begitulah mas.*
(It was like usual, Sir)
- R : Pernah nggak kamu mengunjungi salh satu tempat seperti yang ada dalam text tadi?*
(Did you ever visit one of tourism places like in the raeding text?)
- S : Pernah mas waktu study tour SMP.*
(Once I visited those places wen I was at SMP?)
- R : Menurut kamu lebih menarik mana bacaan David Beckham dan d'masive gitu.*
(Which is more interesting David Beckham than d'masive gitu.
?)
- S : ya yang kemarin lah mas, otomatis David Beckham dan d'masive gitu.*
(Reading text in the last meeting was more interesting than reading text in this meeting, because I like David Beckham and D' Massive)

Interview 11 Line 5-13 (15th September 2011)

- R : Wah kelihatannya tadi bacanya serius banget*
(It looked that you are reading seriously)
- S : Ya Mas saya suka sekali*
(Yes, I like very much)
- R : Maksudnya?*
(What do you mind?)
- S : Itu pasya ungu, coba lihat rambut dan gayanya aku banget.*
(I like Pasya very much. His hair and style like my hair style)
- S : huuu....*
- R : Udah, jangan Cuma orangnya, kalau text bacaanya tadi gimana?*
(How was the reading text?)
- S : Menarik Mas*

Interview 12 Line 3-6 (15th September 2011)

R : bagaimana tadi text bacaanya?
(How was the text?)

S : menarik mas?
(It was an interesting text)

R : Karena bacaanya tentang David Beckham
(Because the text is about David Beckham)

S : Beckham was my idol

Interview 13 Line 7-11 (15th September 2011)

R : kalau menurut kamu menarik tidak text bacaannya?
(Which text is more interesting?)

S : menarik mas yang meeting a star
(meeting a star is more interesting than David Beckham.)

R : kenapa kog lebih tertarik pada text bacaan tentang a star?
(Why are you interested in A Star text?)

S : karena saya tiadak tau tentang pemain bola.
(I am interested in A Star text because I do not know about football)

In cycle 1, the researcher gave students interesting text with interesting pictures like the following pictures:



Meeting a Star



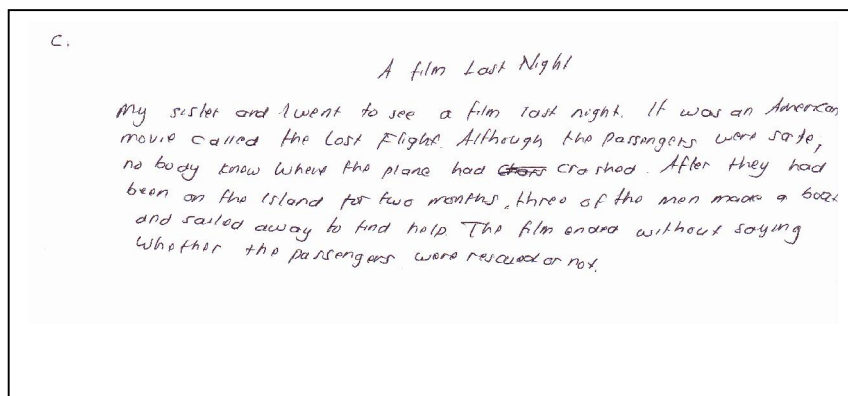
Visiting Bali



David Beckham

3) Implementing Reading Reporting text

This part was done in the last part of every meeting. After students did the tasks like matching vocabulary, finding antonym and synonym of words and answering assay tasks, the students continued doing the next task. The task was reading reporting text. In this task, the students had to make a summary of the text. The function of this task was to check the students' reading comprehensions. The example of the student's reporting text is as the following.



4) Implementing Varied and Systematic Reading Reporting Task

Varied and systematic reading reporting task is an activity to check the students' discipline. In this activity, students have to report their tasks to the researcher. This activity was done in the last step of every meeting. The table of varied and systematic reporting tasks is as the following.

Table 4: Varied and Systematic Reporting Tasks

| Meetings | Tasks | Tasks types |
|----------|-------|----------------------------------|
| 1 | 1 | Finding the meaning of the words |
| | 2 | An essay task |
| | 3 | Reading report |
| 2 | 1 | Arranging a paragraphs |
| | 2 | Finding the meaning of the words |
| | 3 | An essay task |
| | 4 | Reading report |
| 3 | 1 | Finding the meaning of the words |
| | 2 | An essay task |
| | 3 | Reading report |

In the implementation of reading reporting tasks in the first and second meeting, there were some students who did not report their tasks. In the third meeting all students reported their task. It was seen that students' discipline had changed. The following are steps how to make varied and systematic reading reporting tasks.

- a) Students read the materials
- b) Students listen to the researcher' explanation
- c) Students do the tasks given by the researcher
- d) Students do peer correction
- e) Students submit all tasks to the researcher

The following are the examples of varied and systematic reporting tasks.

An example of Reporting Task in the First Meeting

Nama : Dewi Astuti (03)

Kelas : XE

Tal 20 September 2011

- 1) The writer joined traditional dance competition
- 2) We went there by airplane
- 3) Represented my junior high school
- 4) We spent almost an hour
- 5) about two hundred people
- 6) I performed on the stage confidently
- 7) They called me as the first winner

- 1) Title
Joining the traditional dance competition
- 2) Orientation
I joined the traditional dance competition in Jakarta last year with my teacher
- 3) Events
 - a) first my teacher and I went to the dressing room
 - b) Then, the time came for me to perform on stage
 - c) After that, we waited for the announcement
 - d) However, we were satisfied because our effort was not useless

An example of Reporting Task in the Second Meeting

Tgl: 14 September 2011

Nama: Rizang Eza Wira S
No: 27

A. ~~that~~ My sister and I went to see a film last night. It was an interesting film about a plane, which crashed on a small empty island in the Pacific Ocean. It was an American movie called The Lost Flight. Although the passengers were safe, nobody knew where the plane had crashed. So, the passengers had to learn how to hunt for food in the jungle and how to catch fish from the sea to eat. After a few weeks, the passengers were eating raw fish and meat. It showed how people can quickly change when they have to look after themselves in the jungle. After they had been on the island for two months, three of the men made a boat and sailed away to find help but their boat sank and they were drowned. The film ended without saying whether the passengers were rescued or not. But my sister and I enjoyed the film.

B.

1. My sister and I went to see a film last night.
2. The Lost Flight
3. a plane, which crashed on a small island in the Pacific ocean
4. Although the passengers were safe, nobody knew where the plane had crashed.
5. the passengers had to learn how to hunt for food in the jungle and how to catch fish from the sea to eat.
6. three of the made a boat and sailed away to find help.
7. The film ended without saying whether the passengers were rescued or not.

C.

A film Last Night

My sister and I went to see a film last night. It was an American movie called the Lost Flight. Although the passengers were safe, no body knew where the plane had ~~crash~~ crashed. After they had been on the island for two months, three of the men made a boat and sailed away to find help. The film ended without saying whether the passengers were rescued or not.

An example of Reporting Task in the Third Meeting

8 September 2011

Nama : Fadila Husni Arimbi
No : 04

- A.
1. Every April 21 people in Indonesia commemorate the Kartini day
 2. She is our national hero and great lady with the bright idea
 3. Kartini was born in 1879 April 21 in Mayang Jepara
 4. RMAA. Sosroningrat Wedana was ~~Kartini's~~ father
 5. In November 12 1903, she married Adipati Djayadiningrat, the head of Rembang regency.
 6. She gave a birth to her son
 7. She finally passed away on September 17 1904 on her 25 years old

B.

Every April 21 people in Indonesia commemorate the Kartini day. It is beautiful day for the women because we celebrate the birth of great a lady, Ra. Kartini. Everyone knows who Kartini is. She is our national hero and a great lady with the bright idea.

Kartini was born in 1879 April 21 in Mayang Jepara. Her father was RMAA. Sosroningrat Wedana. Her mother was MA. Ngasirah. In November 12 1903, she married Adipati Djayadiningrat, the head of Rembang regency. In September 13 1904, she gave a birth to her son. His name was Singgh.

Kartini finally was passed away on September 17 1904 on her 25 years old. Nowadays Indonesian women progress is influenced by Kartini's spirit stated on collection of letter "Habis Gelap Terbitlah Terang" from the dusk to the dawn.

In the last meeting of Cycle 1, the researcher also interviewed the teacher about the actions, which had been done. This interview was done to know the teacher's opinion about the actions. The following is the interview between the researcher and the teacher.

Interview 15 Line 6-20 (15th September 2011)

Researcher : *Bagaimana pendapat ibu tentang penelitian saya?*
(What is your opinion about my research?)

Teacher : *cukup menarik*
(It was an interesting reseach)

Researcher : *terus kalau pendapat ibu tentang treatment-treatment yang saya berikan?*
(What do you think about my treatments that I give to the students?)

Teacher : *cukup bervariasi ya dan bisa mengatasi permasalahan-permasalahan yang ada.*
(Those are interesting treatments and those can solve the problems)

Researcher : *kalu dilihat satu persatu ya bu, bagaimana?*
Mungkin yang pertama tentang improving classroom management.
(What do you think about my treatments? for the first, what do you think about improving classroom management?)

Teacher : *Kalau classroom management sudah cukup bagus, aktivitasnya juga bervariasi terus Masnya juga sudah PD dan menguasai. Yang perlu diperhatikan itu waktunya mas, ya hindari penggunaan waktu yang boros, seperti mengabsen itu bisa dilakukan pada waktu anak-anak mengerjakan tugas.*
(The classroom management is good enough. Classroom activities are varieties. Then, you also have self-confidence in teaching students. You need to consider the time. Please, do not waste the time like checking the students. You have to check the students' attending while they are doing the tasks)

Interview 15 Line 4-12 (17th September 2011)

Researcher : Kalau yang designing materials Bu?
(what do you think about designing materials?)

Teacher : Cukup menarik juga. Kalau saya lihat materi yang Mas berikan cukup up to date, dan anak-anak juga menyukai.

(Those are interesting materials. The materials are up to date materials, and students like the materials so much.)

Researcher : kalau reading reporting tasks Bu?

(What do you think about reading reporting tasks?)

Teacher : cukup menarik, dan ini bisa menjadi masukan bagi saya karena selama ini saya tidak pernah memberi anak-anak tugas seperti ini. Tapi anak-anak juga masih kesulitan dalam membuat reading report.

(It is interesting enough. It can be a new entry for me, because I never give the tasks to students, but students still get difficulties in making a reading report)

d. Findings of Cycle 1

Based on the reflection above, there were some actions that were successful but some were unsuccessful. The description of the successful and unsuccessful actions is as the following:

1) The Successful Actions

- a) Improving classroom management was successful. By implementing group work in teaching learning process, the students could discuss with their friends to finish the exercise. If they had difficulties, they could ask their friends and discuss it

together. In group work, the interaction among the members of the groups developed.

- b) Student seating arrangement was successful. The students could be more focus on materials than before. The class also could be more conducive than before student seating arrangement implemented.
- c) Designing interesting materials were successful. It could make the students enjoy doing activity in teaching learning process. It also could minimize the students' boredom.
- d) Reading reporting tasks were successful, but some students still got difficulties in reporting the reading reporting text. It was caused by the students' writing skills were still low.

2) The Unsuccessful Actions

- a) The implementation of time management was unsuccessful. It spent more time in teaching learning process, so it could make the students hurry in doing reading activities.
- b) Some students still got difficulty in making reading reporting text

1. The Report of Cycle 2

a. Planning

The English teacher and the researcher planned some efforts as treatments to solve the problems, which related to the problems identified above. In order to solve the problems identified above, the researcher and the English teacher used similar activities like in the first cycle, i.e. improving classroom management, designing interesting materials, implementing varied and systematic reading reporting tasks. Besides, the English Teacher and the researcher also focused on the efforts on designing interesting materials, using an electronic media, and designing interesting activities. The following table presents the planning of Cycle 2.

Table 5: The Relationship between the Field Problems and the Actions

| Field Problems | Action | The Action Functions |
|--|---|---|
| Students felt bored during the teaching learning process | Designing interesting materials (giving varied narrative texts) | <ul style="list-style-type: none"> • To make students interested in the materials • To make students did not bored in teaching learning process • To make students understand kind of narrative text |

| | | |
|---|--|--|
| The media of the teaching learning were not interesting | Using an electronic media (using LCD in teaching learning process) | <ul style="list-style-type: none"> • To make the teaching learning more interesting • To use the time effectively in teaching learning process • To serve colorful pictures |
| The students did not enjoy teaching learning process | Designing interesting activities (playing games and discussion) | <ul style="list-style-type: none"> • To make students enjoy teaching learning process • To make students did not get bored during teaching learning process |

The explanation of the action above was described as follows:

1) Designing Interesting Materials

Designing interesting materials is an important thing in teaching learning process. There are many ways to make the materials of teaching learning interesting. In this research, to make the materials interesting, the researcher gave students varied narrative texts. By giving varied narrative texts to students, it increased the knowledge of students about narrative text. There are many kinds of narrative text that students have to know. Those kinds of texts are legend fiction, fable, funny or joke story, and many others. Those kinds of narrative text can make students do not get bored during teaching learning process, because the materials are not monotonous.

2) Using an Electronic Media

Using electronic media means using LCD as media in teaching learning process. By using LCD, the researcher could get some advantages: it could save the time and the researcher also could show the materials with colorful pictures. The researcher would use this effort because in Cycle 1, the researcher found the students who get bored when they were reading a text.

3) Designing Interesting Activities

One of interesting activities in teaching learning process is playing games. In this research the research gave a game to students. This game was a simple game. The game was played when discussing the answers. It was done after students finished doing their works. This game started from the researcher choosing a student to answer the questions. After a student answered the question, then he chose a girl to answer the next question. This activity was continued until all questions were answered.

b. Actions and Observation of Cycle 2

Cycle 2 was done in three meetings; they were on September 21st, 22nd and 28th 2009. In this cycle, the researcher gave students narrative texts. Those texts were about funny story texts, legend texts and love story texts. Below are the actions that the researcher implemented in cycle 2:

1) First Meeting

Like in Cycle 1, the researcher used the teaching based approach technique in teaching learning process. In this technique, there were four steps. The first was building knowledge of the text. In this step, the researcher gave a text entitled *Three Foolish Sons*. After reading the text, some students laughed because the story was a funny story, and some students did not laugh because they did not understand the story of the text. After that, the teacher saw the students the pictures, the titles of the text, and the types of the narrative texts using LCD as media, (see appendix). This task was used to elicit students in explaining the types of narrative texts. Then the researcher explained the students the types of narrative texts.

The second step was modeling of the text. In this step, the researcher gave students a text entitled *A Little Girl and the Wolf*. Then the teacher explained the generic structures and language features of the narrative text.

The third step was join construction of the text. In this step, the students worked in pairs. Then the researcher asked the students to identify the generic structure of *Snow White* text. After that, the researcher led the students to do peer correction.

The last step was independent construction of the text. In this step, the teacher gave students a text entitled *Cinderella*. Then the researcher

asked students to do the essay tasks and reading reporting tasks. The function of the essay tasks was to improve reading skills like scanning, skimming, enriching vocabularies. In reading reporting tasks, the researcher gave students the table of the reading report. The students only filled the table. After they did all tasks, the researcher asked them to submit those tasks.

2) Second Meeting

The second meeting was done on September 22nd. First time the researcher gave a text entitled *Toba Lake*. This text was to elicit the students to a legend story. The next teacher explained a legend text to the students.

In modeling of the text, the researcher gave a text entitled *Queen of Arabia*. Then, the researcher asked the students to identify the generic structure of the text. After that, the researcher explained how to do an oral reporting text and gave the example of the oral reporting text.

The next step in second meeting was joint construction of the text. In this step, the researcher gave the students jumbled paragraphs. Then students worked in pairs to arrange the jumbled paragraphs become a good text.

The last step in meeting two was independent construction of the text. In this step, the students were given an essay task. The function of this task was to elicit the students in doing an oral reporting task. In

reading reporting text, the researcher divided the students become five groups. Then every group had to have a representation to report their task orally in front of the class.

3) Third Meeting

This was the last meeting of cycle two. In this meeting, the teacher taught fable stories. In building knowledge, the students were given a text entitled *The Smartest Parrot* to elicit the students in Fable story. Then, the teacher explained the students about fable.

In modeling and joint construction of the text, the teacher gave the students a text entitle *The Smartest Animal*. This text was not a complete text. There were blanks in this text. Students had to fill in the blanks with correct words. After that, students had to analyze the generic structures and language features of the text.

The last was independents construction of the text. In this step, the researcher gave a text entitled *Story of Rabbit and Bear*. Then the researcher asked students to do the essay tasks and reading reporting tasks. The function of the essay tasks was to improve reading skills like scanning, skimming, enriching vocabularies. In correcting the text, the researcher applied a simple game like in planning. In reading reporting tasks, the researcher gave students the table of the reading report. They

only filled the table. After they did all tasks, the researcher asked them to collect those tasks.

c. Reflection of Cycle 2

1) Reflection of Meeting 1

a) Improving Classroom Management

In cycle 1, the problems of the classroom management was about the time. In cycle 2, the researcher tried to use the time effectively by using power point. The researcher prepared the materials in power point and in the school, the researcher just saw the power point by using LCD.

b) Designing Interesting Materials

Like what the researcher said in the first cycle that interesting material was very important in teaching learning process. In order not to make the students did not get bored, the researcher served the interesting materials, like interesting reading texts and interesting tasks, so that the students enjoyed doing activity like reading texts and doing the tasks. The following is the field note showing this condition.

Interview 16 (meeting 4)

R : Bagaimana tadi membacanya?
How was the reading?

S : Lucu mas?
It was a funny story Sir

R :Bagian yang mana yang lucu?
Which story is a funny story?

S : Yang “Three Foolish Sons”
Three Foolish Sons story Sir

R : Mang lucunya dimana?
Why Three Foolish Sons story is a funny story?

S : Masak lalat di kepala bapaknya ditembak, ya gak kena lah mas malah kena kepala bapaknya
Because the son shot the fly on his father head, it was not on the target but his father head

Interview 17 Line 1-8 (21st Sept 2011)

- R* : *Apa judul bacaannya ?*
(What is the title of the text?)
- S* : *Nyi Roro kidul*
- R* : *Apakah textnya menarik?*
(Is the text interesting?)
- S* : *Yes Mas*
(Yes Sir)
- R* : *Bagian mana yang menurut kamu menarik?*
(Which part is interesting in that story?)
- R* : *Terakhir mas, akhirnya dia sembuh dari penyakit dan dapat hidup bahagia*
(In the last part Sir, Finally Kudita cured her ill and she lived happily)
- S* : *Mas apa cerita itu benaran ada?*
(Is the story a true story?)
- R* : *Itu adalah Legend atau cerita rakyat dan biasanya rakyat setempat tu percaya kalau cerita itu bener-bener ada*
(That is a legend, the people of the believe that the story was true story)

Interview 21 Line 1-8 (28th Sept 2011)

- R* : What is the title Of the text?
- S* : Rabbit and bear.
- R* : What is the story about?
- S* : *Persahabatan antara Rabbit and bear*
(The friendship of the bear and rabbit)
- R* : what kind of narrative texts is the story?
- S* : *Fable Mas*
(Fable Sir)
- R* : What is the characteristic of the kid bear?
- s* : Smart and kind

c) Reading Reporting Text

As in Cycle 1, there were two types of reading reporting tasks. The first was an essay task and the second was a reading reporting text. The essay task was conducted to develop the students' reading skills. Those skills like skimming, scanning, and finding the meaning of words.

The reading reporting text was conducted to develop the students' reading comprehensions. The form of reading reporting text in Cycle 2 was different from reading reporting text in the Cycle 1. In Cycle 1, the students wrote a summary of the text to do the reading reporting text, but in the Cycle 2 there were two kinds of reading reporting texts. Those were the table reporting text and the oral reporting text. In doing table reporting text, the students just filled in the table of reading reporting text. It was done because the students got difficulties in writing a summary, and in doing oral reporting text. The students presented what text is about orally. The examples are as the following.

The Example of the Table Reporting Text

D. Write the report table of the Cinderella story

| Character | Characteristic |
|---------------------|---|
| Cinderella | Good and don't reconcile |
| Stepmother | wicked |
| Sisters | wicked |
| Settings | |
| Place | Home, Palace, Village |
| Time | once upon a time |
| How the story began | The stepmother and step sister were reconcile and hated. They treated cinderella very badly. |
| Problems | Dresses they would wear. At last, the day of the ball came, and away went the sisters to it. cinderella could not help crying after they had left |
| The ended | Finally, cinderella was driven to the Palace. The king's son was overjoyed to see her again. They were married and live happily ever after. |

The Example of the Oral Reporting Text

One upon a time, there was a beautiful princess named Kadita. Because of her beauty, she was called Dewi Srengenge. Her father was King of Munding Wangi. He got married again with Dewi Mutiara. Dewi Mutiara wanted her son to be the King of Munding Wangi. However the king did not agree. Dewi Mutiara called a black magician to curse Kadita. She wanted beautiful body full scabies and itch. Then she went to south Ocean and jumped in to the sea. Suddenly, there was a miracle. The ocean water cured her illness

Like in the first cycle in the second cycle the researcher implemented varied and systematic reading reporting tasks. Beside to improve reading skills and reading comprehension, it also could be used to check students discipline in doing the task. The table of varied and systematic reading reporting tasks is as the following.

Table 6: Varied and Systematic Reporting Tasks

| Meetings | Tasks | Tasks types |
|----------|-------|----------------------------------|
| 1 | 1 | Finding the meaning of the words |
| | 2 | An essay task |
| | 3 | Table reporting tasks |
| 2 | 1 | An essay task |
| | 2 | True fouls questions |
| | 3 | Oral reporting Task |
| 3 | 1 | Finding the meaning of the words |
| | 2 | An essay task |
| | 3 | Table reporting tasks |

In cycle 2, students were more discipline in doing varied and systematic reporting tasks. In the first and the last meeting of Cycle 2 there were students who did not complete their task, but in the next meeting they completed their tasks and submitted the task to the teacher. The examples of students' varied and systematic reporting tasks are as the following.

The Reporting Tasks in the Fourth Meeting

Nama : Denny Prasetyo

No. abs : 17

C. Find the meaning of vocabularies below.

1. Ball : *ballroom* 6. concealed : *hidden*
2. Fairy : *magical* 7. had tempered : *calm*
3. Slipper : *shoes* 8. teased : *playful*
4. Toe : *finger* 9. pumpkin : *vegetable*
5. palace : *royal* 10. pretty : *beautiful*

b.

1. cinderella, stepmother and two step-sister

2. wicked and not will angry.

3. pair of pretty glass slippers

4. proclaimed where feet fitted the glass slipper

5. finally, cinderella was driven to the palace and they were married and live happily ever after.

D. Write the report table of the Cinderella story

| Character | Characteristic |
|---------------------|--|
| Cinderella | Good and don't concealed |
| Stepmother | wicked |
| Sisters | wicked |
| Settings | |
| Place | Home, Palace, Village |
| Time | once upon a time |
| How the story began | The stepmother and step sister were concealed and had whispered they treated cinderella very badly. |
| Problems | Dresses they would wear. At last, the day of the ball came, and away went the sisters. Cinderella could not help crying after they had left. |
| The ended | Finally, cinderella was driven to the palace. The king's son was overjoyed to see her again. They were married and live happily ever after. |

The Reporting Tasks in the Fourth Meeting

Nama : Wisma M.

No. abs : 30

B. Answer the questions below.

1. Who is the main character of the story? *the main character of the story is Dewi Kadita*

B. Answer the questions below.

1. Who is the main character of the story? *the main character of the story is Dewi Kadita*
2. Why was Dewi Kadita called Dewi Srengenge? *Because she beautiful sun*
3. Why did The King decide to marry Dewi Mutiara? *Because he always expected to have a son.*
4. Why did Dewi Mutiara ask the King to send his daughter away? *Because he wanted his son to become a king in the future.*
5. What was the miracle in the story? *The ocean water cured her illness. The scabies and itch were gone. Even, she became more beautiful than before.*

C. Write T (true) if the statement is true and F if the statement is false according to text, *Nyi Roro Kidul*

| No | Statements | T/F |
|----|--|-----|
| 1 | King Munding Wangi married Kadita because he wanted to have a son. | F |
| 2 | The king was happy because he had e beautiful daughter. | F |
| 3 | When Kudita woke up, she found her body full of ulcer | T |
| 4 | Finally, Kudita died because she jumped in to south ocean. | F |
| 5 | Kudita was called Nyi Roro Kidul or The Queen of South Ocean. | T |

The transcript of a student' oral report

One upon a time, there was a beautiful princess named Kadita. Because of her beauty, she was called Dewi Srengenge. Her father was King of Munding Wangi. He got married again with Dewi Mutiara. Dewi Mutiara wanted her son to be the King of Munding Wangi. How ever the king did not agree. Dewi Mutiara called a black magician to curse Kadita. She wanted beautiful body full sczbles and itch. Then she went to south Ocean and jumped in to the sea. Suddenly, there was a miracle. The ocean water curred her illness.

The Reporting Tasks in the Fourth Meeting

B.

- 1) The main character in the story is a rabbit.
- 2) He shoot enough buffalo to satisfy his family.
- 3) He has five children.
- 4) The mother bear always gave him an extra large piece of meat but the youngest child did not eat it.
- 5) The youngest bear give meat to rabbit.

C.

- 1) Anak Panah
- 2) Kaku
- 3) Konsentrasi
- 4) Pakus
- 5) Menembelih
- 6) Busur Panah

D. Fill the table report below

| Table Report | |
|------------------------------|--|
| Title | Story of Rabbit and bear |
| Characters | Rabbit, bear, bear children, the bear mother |
| Main character | Rabbit |
| A rabbit' character | Good |
| A bear' character | Gluttonous |
| The youngest bear' character | Kind |
| The story begins | One day, the bear called over the rabbit and asked the rabbit to take his bow and arrows, and come with bear to the other side of the hill. |
| The story complication | The rabbit was fearing to arouse the bear's anger so he could not refuse it. The bear was very gluttonous and did not want the rabbit to get any of the meat. The rabbit could not even take the blood from the butchering as the bear would throw earth on the blood and dry it up. |
| The story ending | The youngest bear give meat to rabbit. In this way, the poor rabbit would get his meat unknown to the papa bear. |

d) Playing a Game

This game was played when the researcher and the students were discussing the text. It was actually simple game and it was conducted to make the students more confident than before. This game was reported in the following field note.

Field note 7 Line 35-40 (15th Sept 2011)

In the third meeting of cycle 1, the researcher asked the students to write down their answers in the white board, but no student wrote down their answers. Then the researcher asked the students, “Why aren’t you brave to write your answers in the white board?”, then a student answered, “*Mahu mas, takut kalau salah*”. It was shown that students had a little self-confidence in answering the tasks.

Field note 8 line 23-37(21st Sept 2011)

In the fourth meeting, the researcher applied the game to make the students more confident than before. This game started from the researcher asked the date to the students, “what date is today?”. Then the students answered “*dua satu Mas*”. After that, the researcher asked the students again, “*siapa yang nomer absennya enam belas? Silah kan maju*”. Nunuk came forward and did the task. After that, she had to choose a man to do the next task. The man was Deny. Then Deny chose a girl to do the next tasks. This activity was repeated until all the tasks were done. This game made the students happy and more confidence than before. For the evidence, the students wrote their tasks bravely on the white board and they seemed very happy, it was shown by their laughing.

e) Using an Electronic Media

Based on planning in Cycle 2 and consultation with the teacher, the researcher decided to use an electric tool as media in teaching and learning process. The electric media meant LCD. This media used to solve the problem faced in Cycle 1 in improving classroom management. That was about the time. Like in the first meeting in Cycle 1, the researcher got the problem in managing the time. The students did not finish doing the tasks, but the bell rang. It made the students hurry doing the tasks and they did not do the tasks maximally.

There were many advantages that the researcher got from using LCD as media in teaching learning process. The first, it could save the time because the researcher could prepare the materials in power point at home, so the researcher did not waste the time by writing materials on the whiteboard in the classroom. The second, it could make the students did not feel bored because the LCD served the colorful pictures and little animation in power point made by researcher. These were interview and field note, indicating the successful in using LCD in managing the time.

Field note 9 line 1-12 (15th Sept 2011)

On September 15, the researcher and the teacher were discussing the used of LCD in teaching learning process. The teacher suggested that if the researcher would use the LCD, he had to borrow the LCD at that day because the next day the English class would start at 07.00 am and the researcher were afraid that tool man were not ready with the LCD. On September 16, the class was started at 07.00 am. The researcher prepared the materials used power point and little animation to make the students interested in. In the teaching learning process, the students focused with the materials, which were shown in the wall using LCD. In the last meeting the researcher made little interview with the students, the researcher asked “ which was more interesting using LCD or materials copies as media in teaching learning?”. The students answer “LCD”.

d. Findings of Cycle 2

Based on the reflection, it could be concluded that the reading reporting tasks and its accompanying in the Cycle 2 were successful to improve students' reading skill. It was shown from the activities in reading teaching learning process especially the activities of making reading reporting text that were applied in the last part of every meeting . From the reflection of Cycle 2, it was shown that students did the reading reporting text in front of the class orally even though they made mistakes both grammar and pronunciation. It was shown that students could comprehend the text well. Besides, the successful of the reading reporting task were shown from students' portfolio of Cycle 1 and Cycle 2. Most students submitted their task from the first meeting until the end of meeting.

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

CHAPTER V

CONCLUSIONS, IMPLICATIONS, AND SUGGESTIONS

This study is aimed at improving reading skills through varied and systematic reading reporting tasks. The actions which were carried out in two cycles were effective in improving the students' reading skills and students' discipline in learning reading. In both cycles, the researcher implemented varied and systematic reading reporting tasks. Those tasks were guessing the meaning of the words, answering essay tasks, and making reading reporting texts. There were two kinds of reading reporting texts; those were oral reporting text and written reporting text. In implementation those actions, there were some activities that accompanied the actions to improve reading skills such as making group works, designing interesting materials, using text with colorful picture, using an electronic media, and playing games. The results of the actions and some activities accompanying the action are discussed in the Conclusions

A. Conclusions

Varied and systematic reporting tasks were done in the last of every meeting. It was done to make the students discipline in doing reading activity in order that they would improve their reading skills. Here the steps in implementing varied and systematic reading reporting tasks:

- a) Students read the materials
- b) Students listen to the researcher' explanation
- c) Students do the tasks given by the researcher
- d) Students do peer correction
- e) Students submit all tasks to the researcher

In implementing varied and systematic reporting tasks, the researcher used two kinds of text. Those were recount text and narrative text. The tables of varied and systematic reading reporting tasks are as the following.

Table 7: Varied and Systematic Reporting Tasks

| Meetings | Tasks | Tasks types |
|----------|-------|----------------------------------|
| 1 | 1 | Finding the meaning of the words |
| | 2 | An essay task |
| | 3 | Reading report |
| 2 | 1 | Arranging a paragraphs |
| | 2 | Finding the meaning of the words |
| | 3 | An essay task |
| | 4 | Reading report |
| 3 | 1 | Finding the meaning of the words |
| | 2 | An essay task |
| | 3 | Reading report |

Table 6: Varied and Systematic Reporting Tasks

| Meetings | Tasks | Tasks types |
|----------|-------|----------------------------------|
| 1 | 1 | Finding the meaning of the words |
| | 2 | An essay task |
| | 3 | Table reporting tasks |
| 2 | 1 | An essay task |
| | 2 | True fouls questions |
| | 3 | Oral reporting Task |
| 3 | 1 | Finding the meaning of the words |
| | 2 | An essay task |
| | 3 | Table reporting tasks |

Those tasks above were implemented in cycle 1 and 2. Those are varied and systematic tasks. Those tasks were used to teach the students about reading skills in order that students improve their reading skills.

There were some improvements as the result of the actions. The improvements were both in reading skills and the behavior of the involved members. The improvements described in the following:

Table 7: The Results of the Actions

| Actions | Aims | Results |
|--|---|---|
| <p>Varied and systematic reading reporting tasks, i.e.:</p> <ul style="list-style-type: none"> • Finding the meaning of difficult words • Arranging jumbled paragraphs • Checking true and false statements • Answering essay tasks • Making reading reporting text both written and oral | <ul style="list-style-type: none"> • To make students discipline in completing the tasks • To make students doing the tasks seriously • To improve students' reading skills | <ul style="list-style-type: none"> • Students were more discipline in completing the tasks • Students were more seriously in doing the tasks • Students improved their reading skills such as: <ul style="list-style-type: none"> a. Scanning b. Skimming c. Developing silent details to summarize (the text, an idea) d. Guessing the meaning of difficult words e. Recognizing the structure of the text f. Recognizing grammatical word classes (nouns, verbs, etc. |
| <p>Designing interesting materials</p> <ul style="list-style-type: none"> • Giving texts with colorful pictures • Giving varied narrative texts | <ul style="list-style-type: none"> • To make students interested in the materials • To make students did not bored in teaching learning process • To make students understand kind of narrative text • To make students enjoy teaching learning process | <ul style="list-style-type: none"> • Students were interested in the materials • Students did not get bored but they enjoyed the teaching learning process • Students knew and understood kind of narrative texts |

| | | |
|---|--|--|
| Improving classroom management <ul style="list-style-type: none"> • Implementing student seating arrangement • Managing individual and group work | <ul style="list-style-type: none"> • To make students responsible for doing tasks • To make the students focus on teaching learning process • To avoid students making noise in the back row. | <ul style="list-style-type: none"> • Students became more responsible for doing the tasks. They did not cheat their friends again. • Students did not make noises anymore and they also did not disturb their friends. |
| Using an electronic media <ul style="list-style-type: none"> • Using LCD in teaching learning process | <ul style="list-style-type: none"> • To make the teaching learning more interesting • To use the time effectively in teaching learning process • To serve colorful pictures | <ul style="list-style-type: none"> • The teaching learning process became more interesting • The researcher could serve colorful picture • The time was more efficiency |
| Designing interesting activities <ul style="list-style-type: none"> • Playing game • Making student small discussion | <ul style="list-style-type: none"> • To make students relax with teaching learning process • To make students did not get bored during teaching learning process | <ul style="list-style-type: none"> • To make students enjoy teaching learning process • Students did not get bored during teaching learning process |

B. Implications

Based on the result of the study, it is found that the students are able to improve their reading skills in the teaching learning process. They are also more discipline in doing the tasks given by the teacher. It implies that the teacher can use varied and systematic reading reporting tasks in teaching reading process because it can give some benefits. The first, it can improve students' reading

skills, because varied and systematic reading reporting tasks contain varied and systematic tasks that can improve the students' reading skills.

The second benefits of using varied and systematic reading reporting tasks in teaching reading process is that students are more discipline. The study shows that the students are more discipline than before. They always did the tasks seriously, because the teacher always asked the students to submit the tasks to the teacher.

C. Suggestions

Based on the conclusion and the implications, there are some suggestions for the English teacher and the other researcher. The suggestions are as follows:

1. To the English teachers

The English teachers can implement varied and systematic reading reporting tasks in teaching reading process to improve students' reading skill. Besides that the teacher has to check the students' tasks, while they are doing the tasks and after doing the tasks, because it can make the students be discipline.

2. To other researchers

The effort to improve students reading skills is still needed. The writer expects that more investigation will be done in this study to find more actions

to improve students' reading skills. It is also possible for other researchers to conduct this study in other schools.

3. The school principal

It is good for the school principal to provide the required facilities to support the equipments. Therefore, various processes of the teaching and learning will be more easily done. Moreover, it is also important for the school principal to help the teacher to provide the media to improve the quality of English teaching learning process. The researcher also suggested that the school principal does not limit the researcher in conducting the research, because it will help the school to find the weakness and find the solutions in teaching and learning process.

REFERENCES

- Aebersold, Jo, Ann and Field, Mary, Lee. 1997. *From Reading to Reading Teacher*. Cambridge University Pers.
- Alderson, J. Charles. (2000). *Assessing Reading*. Melbourne: Cambridge University Press.
- Anderson, Mark and Anderson, Kathy. 1997. *Text Type in English*. South Yarra: Macmillan Education LTD.
- Anggraeni, Deni. 2010. *Using News Paper to Enhance Reading Skills for Second Grade Students of SMA Muhamadiyah 1 Muntilan*. Makalah TAS. Yogyakarta: Jurusan Pendidikan Bahasa Inggris, FBS UNY.
- Brown, H.D. 2000. *Principles of Language Teaching and Learning (4th Ed)*. New York: Addison Wesley Longman Inc.
- Brown, H. Douglas. 2001. *Teaching by Principles: and Interactive Approach to Language Pedagogy*. New York: A Pearson Education Company.
- Burns, Anne. 1999. *Collaborative Action Research for English Language Teacher*. Cambridge: Cambridge University Press.
- Day, R. R. and Bamford, J. 1998. *Extensive reading in the second language classroom*. Cambridge: Cambridge University Press.
- Departemen Pendidikan Nasional. 2006. *Kurikulum SMA Mata Pelajaran Bahasa Inggris*. Jakarta: Depdikbud.
- Farrell, Thomas S.C. 2002. *Planning Lessons for a Reading Class*. SEAMEO Regional Language Centre: Singapore.
- Grellet, F.1983. *Developing Reading Skills: A Practice Guide to Reading Comprehension Exercises*. London: Cambridge University Press.
- Hudson, T. (2007). *Teaching Second Language Reading*. Oxford: Oxford University Press.
- Khusrayati, Anien. 2011. *Effect of Using Diaries as Media on the Writing Ability of Eight Grade Students of Madrasah Tsanawiyah Negeri Sayegan in the Academic Year of 2011/2012*. Makalah TAS. Yogyakarta: Jurusan Pendidikan Bahasa Inggris, FBS UNY.
- Krashen, Stephen D, and Terrel, Tracy D. 1985. *The Natural Approach*. Prentice Hall.

- Madya, S. 2006. *Teori dan Praktik Penelitian Tindakan (Action Research)*. Yogyakarta: Alfabeta Bandung.
- Mikulecky, Beatrice S, and Jeffries, Linda. *More Reading Power*. United States of America: Addison- Wesley Publishing Company, Inc.
- Nunan, David. 2003. *Practical English Language Teaching*. New York: The McGraw-Hill Companies, Inc.
- _____. 2004. *Task-based language teaching*. Cambridge: Cambridge University Press.
- Spatt, M., Pulverness, A., Williams, M. (2005). *The Teaching Knowledge Test Course*. Cambridge: Cambridge University Press.
- Stern, H.H. 1983. *Fundamental Concepts of Language Teaching*. Shanghai: Shanghai Foreign Language Education Pers.
- Subiyantoro, Hariyanto. 2011. *Improving Reading Comprehension through Extensive Reading Activities at XI IPA 1 Students of Sma Piri 1 Yogyakarta in the Academic Year of 2010/2011*. Makalah TAS. Yogyakarta: Jurusan Pendidikan Bahasa Inggris, FBS UNY.

Appendices

1. Appendix 1 (Course Grid and lesson plan)
2. Appendix 2 (Interview Transcript and Field Notes)
3. Appendix 3 (Media)
4. Appendix 4 (Varied and Systematic Tasks)
5. Appendix 5 (students' Reporting Tasks)
6. Appendix 6 (Students' Score)
7. Appendix 7 (Photographs)
8. Appendix 8 (Letters)

Appendix 1
(Course Grid and lesson plan)

**IMPROVING READING SKILLS THROUGH REPORTING TASKS
FOR THE TENTH GRADE STUDENTS OF SMA N I PLERET**

The course grid of the implementation of Reading Report

Class X / Semester I

Academic year of 2011/2012


Standard Competence: Memahami makna teks tulis fungsional pendek dan esei sederhana berbentuk recount, narrative dan procedure dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan

| Text type | Basic Competence | Indicator | Learning Materials | Learning activities | Time | Reading reporting tasks |
|-------------------|--|---|---|---|----------------|---|
| Recount Meeting 1 | 5.2 Merespon makna dan langkah-langkah retorika dalam esei sederhana secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses | <ul style="list-style-type: none"> Students are able to identify the information related to the recount text Students are able to identify the use the simple past tense Students are able to identify difficult vocabularies Students are able to identify | <p>The text: <i>Go to School</i> Orientation: My mother got me ready for school then I had to wait for her to brush my hair and place every strand in just the perfect position. A sequence of events After a walk of about 700 meters, I would be able to see the tall steeple of the school. Reorientation The playground would be full in the summer and the noise would make me want to rush into the yard and get</p> | <ul style="list-style-type: none"> Building the Context <ol style="list-style-type: none"> 1) Students look at the picture of the text shown by the teacher to predict what the text is going about 2) Students are asked by the teacher about their last experience 3) Students are given the text about David Beckham 4) Students and the teacher discuss the use of the recount text | 2 x 45 minutes | <ol style="list-style-type: none"> 1) Type of reading reporting task: written individual Reporting tasks <ul style="list-style-type: none"> ❖ Write : <ol style="list-style-type: none"> a. The title of the text b. Introductory text <ul style="list-style-type: none"> ○ Who is the participant? ○ When does the event happen? ○ Where does the event happen? c. Sequence of events <ul style="list-style-type: none"> ○ What is the first event? |

| | | | | | |
|--|---|---|---|---|---|
| | ilmu pengetahuan dalam teks berbentuk <i>recount narrative</i> , dan <i>procedure</i> | the structure of recount text: the orientation, sequence of events, and the reorientation | <p>into a good game of football before the bell went. Past tense: I woke up at about five o'clock yesterday Vocabulary: brush, strand neatly, shoulder</p> <p>The text: <i>A lucky day</i> Orientation: I woke up at about five o'clock yesterday. It wasn't a regular day, because I was about to propose a girl. A Sequence of event: After praying and taking a bath, I had my early breakfast. Reorientation: After driven her home I went back to my house.</p> <p>the text: <i>Joining the Traditional Dance Competition</i> Orientation Orientation: I joined the Traditional Dance Competition in Jakarta last year.</p> | <ul style="list-style-type: none"> • Modeling and Deconstructing the text <ol style="list-style-type: none"> 1) Students compare the two texts, <i>Go to School</i> and <i>A lucky day</i> Students analyze the structural pattern and language features of the <i>Go to school</i> • Joint Construction of the text <ol style="list-style-type: none"> 1) Students work in groups of four students 2) Students find the meaning of the words 3) Students answer the questions related to the text 4) Students do peer correction | <ul style="list-style-type: none"> ○ What is the second event? ○ What is the third event? ○ etc <p>d.The reorientation Correction: by the teacher</p> |
|--|---|---|---|---|---|

| | | | | | | |
|-------------------|--|--|---|--|----------------|---|
| | | | <p>A Sequence of event</p> <p>There were already some participants when we arrived.</p> <p>Reorientation</p> <p>However, we were satisfied because our effort was not useless.</p> | <p>5) Students report the task to the teacher</p> <p>• Independent Construction of the Text</p> <p>1) Students work independently with the text</p> <p>2) Students do comprehension activities such as:</p> <p>a. Students answer the tasks</p> <p>b. Students write a report text</p> | | |
| Recount Meeting 2 | | <ul style="list-style-type: none"> • Students are able to identify the information related to the recount text • Students are able to identify the use the simple past tense • Students are able to identify difficult vocabularies | <p>The text: <i>Last Weekend</i></p> <p>Orientation: Last weekend, my friends and I went camping</p> <p>A sequence of events: The next day, we spent our time observing plantation and insects while the girls were preparing meals</p> <p>Reorientation : On Monday, we packed our bags and got ready to go home</p> | <p>• Building the Context</p> <p>1) Students look at the picture of the tend shown by the teacher to predict what the text is going about</p> <p>2) Students are asked by the teacher about their last experience</p> <p>3) Students are given the text about David Beckham</p> <p>4) Students and the teacher discuss the use of the</p> | 2 x 45 minutes | <p>1) Type of reading reporting task: written individual</p> <p>2) Reporting tasks</p> <p>❖ Write :</p> <p>a. The title of the text</p> <p>b. Introductory text</p> <p>○ Who is the participant?</p> <p>○ When does the event happen?</p> <p>○ Where does the</p> |

| | | | | | |
|--|--|---|---|--|---|
| | | <ul style="list-style-type: none"> Students are able to identify the structure of recount text: the orientation, sequence of events, and the reorientation | <p>The text: <i>A Terrible Day</i></p> <p>Orientation: I had a terrible day yesterday. First, I woke up an hour late because my alarm clock didn't go off</p> <p>A sequence of events: Next, I ran out of the house trying to get the 9:30 bus, but of course, I missed it. I wanted to take a taxi, but I didn't have enough money</p> <p>Reorientation: Finally, I walked the three miles to my school only to discover that it was Sunday! I hope I never have a day as the one I had yesterday</p> <p>Past tense: I had a terrible day yesterday</p> <p>Vocabulary: terrible</p> <p>The text: <i>a film last night</i></p> | <p>recount text</p> <ul style="list-style-type: none"> Modeling and Deconstructing the text <ol style="list-style-type: none"> Students compare the two texts, <i>Last Weekend</i> and <i>A Terrible Day</i> Students analyze the structural pattern and language features of the <i>Terrible Day</i> Joint Construction of the text <ol style="list-style-type: none"> Students work in groups of four students Students match the pictures and sentences | <p>event happen?</p> <p>c. Sequence of events</p> <ul style="list-style-type: none"> What is the first event? What is the second event? What is the third event? etc <p>d. The reorientation</p> <p>3) Correction: by the teacher</p> |
|--|--|---|---|--|---|

| | | | | | | |
|-------------------|--|---|--|--|----------------|--|
| | | |  <p>the text: : a film last night</p> | <p>3) Students analyze the structural paragraph:</p> <ol style="list-style-type: none"> The title of the text Introductory of the text Sequence of events The reorientation <p>4) Students do peer correction</p> <p>5) Students report the task to the teacher</p> <p>• Independent Construction of the Text</p> <ol style="list-style-type: none"> Students work independently with the text Students do comprehension activities such as: <ol style="list-style-type: none"> Students answer the questions about the text <p>Students write report <i>a film last night</i> text</p> | | |
| Recount Meeting 3 | | <ul style="list-style-type: none"> Students are able to identify the information related to the recount text | <p>The text: David Beckham' career</p> <p>Orientation: David Robert Joseph Beckham was born 2 May 1975.</p> | <p>• Building the Context</p> <ol style="list-style-type: none"> Students look at the picture of David Beckham shown by the teacher to predict what | 2 x 45 minutes | <ol style="list-style-type: none"> Type of reading reporting task: written individual Reporting tasks <ul style="list-style-type: none"> ❖ Write : |

| | | | | | | |
|--|--|--|---|---|--|--|
| | | <ul style="list-style-type: none"> Students are able to identify the use the simple past tense Students are able to identify difficult vocabularies Students are able to identify the structure of recount text: the orientation, sequence of events, and the reorientation | <p>A sequence of events: Beckham's career began when he signed a professional contract with Manchester United, making his first-team debut in 1992 aged 17</p> <p>Reorientation : When joining the MLS in 2007, he was given the highest player salary in the league's history, with his playing contract with the Galaxy over the next three years being worth US\$6.5M per year</p> <p>The text: <i>Meeting Pasya Ungu</i></p> <p>Orientation: On Saturday morning at 9:30, I was walking down Sunda Street, looking for a record store.</p> <p>A sequence of events: A man stopped me and asked me the way to the Hyatt Hotel. I found the record store and listened to a few records.</p> <p>Reorientation:</p> | <p>the text is going about</p> <ol style="list-style-type: none"> Students are asked by the teacher about their last experience Students are given the text about David Beckham Students and the teacher discuss the use of the recount text <ul style="list-style-type: none"> Modeling and Deconstructing the text <ol style="list-style-type: none"> Students compare the two texts, <i>David Beckham</i> and <i>Meeting Pasya Ungu</i> Students analyze the structural pattern and language features of the <i>Meeting Pasya Ungu</i> | | <ol style="list-style-type: none"> The title of the text Introductory text <ul style="list-style-type: none"> Who is the participant? When does the event happen? Where does the event happen? Sequence of events <ul style="list-style-type: none"> What is the first event? What is the second event? What is the third event? etc The reorientation <ol style="list-style-type: none"> Correction: by the teacher |
|--|--|--|---|---|--|--|

| | | | | | | |
|--|--|--|--|---|--|--|
| | | | <p>It was a photo. I was so surprised! He was asinger in Ungu Band</p> <p>Past tense : A man stopped me and asked me the way to the Hyatt Hotel</p> <p>The text: <i>Ra Kartini</i> Orientation Every April 21 people in Indonesia commemorate the Kartini day. A sequence of event Kartini was born in 1879 April 21 in Mayong Jepara. In November 12 1903, she married Adipati Djoyodiningrat 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. Reorientation Nowadays indonesian women progress is influenced by Kartini's spirit stated on collection of letter "Habis Gelap Terbitlah Terang" from the dusk to</p> | <p>• Joint Construction of the text</p> <ol style="list-style-type: none"> 1) Students work in groups of four students <ol style="list-style-type: none"> a. Students analyze the structural pattern of Ra kartini text b. Students find the meaning of difficult work 2) Students do peer correction | | |
|--|--|--|--|---|--|--|

| | | | | | | |
|---------------------|---|---|--|--|---|--|
| | | | <p>the dawn</p> <p>the text: <i>Ra kartini</i></p> | <ul style="list-style-type: none">• Independent Construction of the Text<ol style="list-style-type: none">1) Students work independently with the text2) Students do comprehension activities such as: Students write report <i>Joining the Traditional Dance Competition</i> text | | |
| Narrative Meeting 4 | <ul style="list-style-type: none">• Students are able to identify the information related to the narrative text• Students are able to identify the use the simple past tense• Students are able to recognize difficult vocabularies• Students are able to identify | <p>The text: <i>Three Foolish Sons</i></p> <p>Orientation There was a rich man who had three sons. They lived in a large house in the town of Keelung in northern Taiwan.</p> <p>Complication One day, the eldest son tried to shoot a fly on his father's forehead. Instead, he killed his father. The second son picked up his tools and tried to repair the damage to his father's head. The third son tried to cure his father with medicine, which he had</p> | <ul style="list-style-type: none">• Building the Context<ol style="list-style-type: none">1) Students look at the picture of <i>Foolish Sons</i> shown by the teacher to predict what the text is going about2) Students are asked by the teacher about the short story3) Students are given the text about <i>Three Foolish Sons</i>4) Students and the teacher discuss the kind of narratives text | 2 x 45 minutes | <ol style="list-style-type: none">1) Type of reading reporting task: written individual2) Reporting tasks<ul style="list-style-type: none">❖ Write :<ol style="list-style-type: none">a. The title of the textb. Orientation: Introducing the participants and informing the time and the placec. Complication: Describing the rising crises which the participants have to do withd. Resolution: | |

| | | | | | |
|--|--|--|--|---|---|
| | | <p>the structure of narrative text: the orientation, complication, resolution and sequence of events</p> | <p>bought.</p> <p>Resolution Everyone said that the three sons were very foolish. They had spent all their money uselessly. a fortune</p> <p>vocabulary: a fortune, cure, foolish, forehead</p> <p>The text: <i>The Little Girl and the Wolf</i></p> <p>Orientation One afternoon a big wolf waited in a dark forest for a little girl to come along carrying a basket of food to her grandmother.</p> <p>Complication When the little girl opened the door of her grandmother's house she saw that there was somebody in bed with a nightcap and nightgown on.</p> <p>Resolution So the little girl took an automatic out of her basket and shot the wolf dead.</p> <p>Vocabulary: nightcap,</p> | <p>• Modeling and Deconstructing the text</p> <p>1) Students compare the two texts, <i>Three Foolish Sons</i> and <i>The Little Girl and the Wolf</i></p> <p>2) Students analyze the structural pattern and language features of the <i>The Little Girl and the Wolf</i></p> | <p>Showing the way of participant to solve the crises, better or worse</p> <p>3) Correction: by the teacher</p> |
|--|--|--|--|---|---|

| | | | | | |
|--|--|--|---|---|--|
| | | | <p>nightgown</p> <p>The text: <i>Snow White</i></p> <p>Orientation: Once upon a time, there <i>lived</i> a little girl named Snow White. She <i>lived</i> with her Aunt and Uncle because her parents <i>were</i> dead.</p> <p>Complication: Then she saw this little cottage. She knocked but no one answered so she went inside and fell asleep.</p> <p>Resolution</p> <p>Snow White <i>told</i> the dwarfs the whole story and Snow White and the 7 dwarfs <i>lived</i> happily ever after</p> <p>Vocabulary: found, dwarfs</p> <p>the text: <i>Cinderella</i></p> <p>Orientation: They were Cinderella her self as the main character of the story, her stepmother, which treated Cinderella badly, and her steps sister, which</p> | <ul style="list-style-type: none"> • Joint Construction of the text <ol style="list-style-type: none"> 1) Students work in group of four students 2) Students put paragraphs on the table based on the generic structure of narrative text: <ol style="list-style-type: none"> e. orientation f. complication g. resolution 3) Students do peer correction • Independent Construction of the Text <ol style="list-style-type: none"> 1) Students work independently with the text 2) Students do comprehension | |
|--|--|--|---|---|--|

| | | | | | | |
|---------------------|--|--|--|---|----------------|---|
| | | | <p>supported her mother to make Cinderella was treated very badly. Cinderella was introduced as a hero in this story. She struggled against the bad treatment from her stepmother and sisters.</p> <p>Complication The stepmother and sisters were conceited and bad tempered. They treated Cinderella very badly.</p> <p>Resolution: 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.</p> | <p>activities such as: Students write report <i>Cinderella</i> text</p> | | |
| Narrative Meeting 5 | | <ul style="list-style-type: none"> Students are able to answer questions related to the narrative text Students are able to identify the orientation, complication, resolution and | <p>The text <i>The Legend of Toba Lake</i> Orientation Once upon time, there was a handsome man. His name was Batara Guru Sahala.. Complication One day Batara Guru got very angry with his</p> | <ul style="list-style-type: none"> Building the Context <ol style="list-style-type: none"> Students look at the picture of <i>Toba Lake</i> shown by the teacher to predict what the text is going about Students are asked by the teacher about the last meeting materials Students are given the | 2 x 45 minutes | <ol style="list-style-type: none"> Type of reading oral reporting tasks: written individual Reporting tasks <ul style="list-style-type: none"> ❖ Report orally : <ol style="list-style-type: none"> The title of the text Orientation: Introducing the participants and informing the time |

| | | | | | | |
|--|--|--|---|--|--|---|
| | | <p>sequence of events</p> <ul style="list-style-type: none"> • Students are able to use the simple past tense • Students are able to recognize difficulties vocabulary | <p>daughter. He could not control his mad. He shouted angrily and got the word of fish to his daughters. The daughters were crying.</p> <p>Resolution People believed that the big hole became a lake. Then this lake is known as Toba Lake.</p> <p>vocabulary begged, annoyed, shake, erupt</p> <p>The text: Romeo and Juliet Orientation: In the town of Verona there lived two families, the Capulets and the Montagues. They engaged in a bitter feud.</p> <p>Complication Romeo was reluctant no longer. He drew his sword and slew Tybalt died. Romeo realized he had made a terrible mistake. Then Friar Lawrence advised Romeo to travel to Mantua until things cool</p> | <p>text about <i>Toba Lake</i></p> <p>4) Students and the teacher discuss the kind of narratives text</p> <p>• Modeling and Deconstructing the text</p> <p>1) Students compare the two texts, <i>Toba Lake</i> and <i>Queen of Arabia and Three Sheiks</i> Students analyze the structural pattern and language features of <i>Queen of Arabia and Three Sheiks</i></p> | | <p>and the place</p> <p>c. Complication: Describing the rising crises which the participants have to do with</p> <p>d. Resolution: Showing the way of participant to solve the crises, better or worse</p> <p>3) Correction: by the teacher</p> |
|--|--|--|---|--|--|---|

| | | | | | |
|--|--|--|--|---|--|
| | | | <p>down. He promised to inform Juliet. In the other hand, Juliet's father had decided the time for her to marry with Paris.</p> <p>Resolution Then Juliet put out his dagger and plunged it into her breast. She died</p> <p>Vocabulary sheiks, generous reduced</p> <p>The text: <i>Nyi Roro Kidul</i> Orientation Once upon a time, there was a beautiful princess named Kadita. Complication No one could cure his daughter's illness. The King did not want her daughter to be a rumor so he agreed to send his daughter away. Resolution Suddenly, there was a miracle. The ocean water cured her illness. The scabies and itch were gone. Even, she became more</p> | <ul style="list-style-type: none"> • Joint Construction of the text <ol style="list-style-type: none"> 1) Students work in group of four students 2) Students rearrange the jumbled paragraphs of the story entitled <i>Nyi Roro Kidul</i> into a good text by numbering the paragraphs. | |
|--|--|--|--|---|--|

| | | | | | | |
|---------------------|--|--|--|--|----------------|---|
| | | | <p>beautiful than before. Not only that, she also had a power to command the whole South Ocean. She became a fairy called Nyi Roro Kidul or The Queen of South Ocean.</p> <p>Vocabulary: beautiful, strong, sad, clean, loud, first, deep</p> <p>The text: <i>Nyi Roro Kidul</i></p> | <ul style="list-style-type: none"> • Independent Construction of the Text <ol style="list-style-type: none"> 1) Students work independently with the text 2) Students do comprehension activities such as: <ol style="list-style-type: none"> d. Students do the test <p>Students write summary of <i>Cinderella</i> text</p> | | |
| Narrative Meeting 6 | | <ul style="list-style-type: none"> • Students are able to answer questions related to the narrative text • Students are able to identify | <p>The text</p> <p><i>The Smartest Parrot</i></p> <p>Orientation</p> <p>Once upon time, a man had a wonderful parrot. There was no other parrot like it.</p> | <ul style="list-style-type: none"> • Building the Context <ol style="list-style-type: none"> 1) Students look at the picture of a bird shown by the teacher to predict what the text is going about 2) Students are asked by the | 2 x 45 minutes | <ol style="list-style-type: none"> 1) Type of reading reporting task: written individual 2) Reporting tasks <ul style="list-style-type: none"> ❖ Write : <ol style="list-style-type: none"> a. The title of the text b. Orientation: |

| | | | | | | |
|--|--|--|--|---|--|--|
| | | <p>the orientation, complication, resolution and sequence of events</p> <ul style="list-style-type: none"> • Students are able to use the simple past tense • Students are able to recognize difficulties vocabulary | <p>Complication The man felt excited having the smartest parrot but he could not understand why the parrot would not say Catano.</p> <p>Resolution 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”.</p> <p>Vocabulary Pointed, proudly, excited</p> <p>The text: <i>The Smartest Animal</i> Orientation: Once there was a farmer from Laos. Every morning and every evening, he ploughed his field with his buffalo.</p> <p>Complication One day, a tiger saw the farmer and his buffalo working in the field. The</p> | <p>teacher about the last meeting materials</p> <p>3) Students are given the text about <i>The Smartest Parrot</i></p> <p>4) Students and the teacher discuss the kind of narratives text</p> <p>• Modeling and Deconstructing the text</p> <p>1) Students compare the two texts, <i>The Smartest Parrot</i> and <i>The Smartest Animal</i></p> <p>2) Students analyze the structural pattern and language features of the <i>The Smartest Parrot</i> text</p> | | <p>Introducing the participants and informing the time and the place</p> <p>c. Complication: Describing the rising crises which the participants have to do with</p> <p>d. Resolution: Showing the way of participant to solve the crises, better or worse</p> <p>3) Correction: by the teacher</p> |
|--|--|--|--|---|--|--|

| | | | | | | |
|--|--|--|--|---|--|--|
| | | | <p>tiger was very surprised to see a big animal listening to a small animal. The tiger wanted to know more about the big animal and the small animal.</p> <p>Resolution After the man tied the tiger to the tree, he didn't go home to get his intelligence. He took his plough and hit the tiger. Then he said; "Now you know about my intelligence even you haven't seen it.</p> <p>Vocabulary Plough, tie</p> | <ul style="list-style-type: none">• Joint Construction of the text<ol style="list-style-type: none">1) Students work in group of four students2) Students analyze structure of narrative text:<ol style="list-style-type: none">a. orientationb.complicationc.resolution3) Students do peer correction | | |
|--|--|--|--|---|--|--|

| | | | | | | |
|--|--|--|---|--|--|--|
| | | | <p>the text <i>Story of Rabbit and Bear</i></p> <p>Complication The poor rabbit would have to go home hungry after his hard day's work.</p> <p>Resolution The meat would fly into the rabbit's house. In this way, the poor rabbit would get his meal unknown to the papa bear.</p> | <p>• Independent Construction of the Text</p> <ol style="list-style-type: none"> 1) Students work independently with the text 2) Students do comprehension activities such as: 3) Students do the test 4) Students write report <i>Story of Rabbit and Bear</i> | | |
|--|--|--|---|--|--|--|

LESSON PLAN

| | |
|----------------|------------------|
| School | : SMA N I Pleret |
| Subject | : English |
| Grade/Semester | : X/1 |
| Meeting | : 1 |
| Allocated time | : 2x45 minutes |
| Skill | : Reading |

I. Standard of Competence :

5. Memahami makna teks tulis fungsional pendek dan esei sederhana berbentuk *recount*, *narrative* dan *procedure* dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan

II. Basic Competency :

- 5.1 Merespon makna dan langkah retorika teks tulis esei secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan dalam teks berbentuk: *recount*, *narrative*, dan *procedure*

III. Indicators :

- Students are able to answer the questions related to the recount text
- Students are able to use the simple past tense in the recount text
- Students are able to know the meaning of vocabularies related to the text
- Students are able to comprehend the written text in the form of recount text

IV. Learning Objectives :

- Students are able to identify the information related to the recount text
- Students are able to identify the use the simple past tense
- Students are able to identify difficult vocabularies
- Students are able to identify the structure of recount text: the orientation, sequence of events, and the reorientation

V. Learning Materials :

Go to School

My mother got me ready for school then I had to wait for her to brush my hair and place every strand in just the perfect position. I had to show her my shoes that I had cleaned the night before and my school bag had to be neatly put on my shoulder

before I could get near the door. Only after my mother was totally satisfied would I be allowed to rush out of the front door.

I would leave home at 8 am on the dot and make my way down the lane. After a walk of about 700 meters, I would be able to see the tall steeple of the school.

The playground would be full in the summer and the noise would make me want to rush into the yard and get into a good game of football before the bell went.

Adapted from *www.lmpc.edu.au*

A. Construction of narrative text:

1. Orientation :

My mother got me ready for school then I had to wait for her to brush my hair and place every strand in just the perfect position

2. Sequence of events :

After a walk of about 700 meters, I would be able to see the tall steeple of the school.

3. Reorientation :

The playground would be full in the summer and the noise would make me want to rush into the yard and get into a good game of football before the bell went.

B. Language features of a recount text:

1. The use of past tense :

- a. I woke up at about five o'clock yesterday

2. Vocabularies :

- a. brush, strand neatly, shoulder.

3. The use of words show the order:
 - a. then,
 - b. before,
 - c. Only after

VI. Learning Method/Technique: *Text-Based Approach*

VII. Learning Procedure:

A. Pre-teaching (5 minutes)

1. Opening the lesson
 - a. The teacher opens the lesson with greeting
 - b. The teacher checks whether students are ready for the lesson or not.
 - c. The teacher and students say a prayer
 - d. The teacher calls students one by one to checks students' attendance

B. Main activities (75 minutes)

1. Building the Context
 - a. The teacher asks students questions:
 - ❖ Do you have an interesting experience?
 - ❖ Tell me about your interesting experience.
 - ❖ How did you feel at that time?
 - ❖ What did you get from that experience?
 - b. The teacher gives the example of the recount text, *Go to School*
 - c. The teacher explains the use of the recount text
 - ❖ A recount is a text that retells the past event.
 - ❖ The purpose of this text is to give the audience a description of what occurred and when it occurred.
 - d. The teacher explains the construction of the text
 - ❖ Orientation
 - ❖ Sequence of events
 - ❖ Reorientation
2. Modelling and Deconstructing the text

- a. The teacher asks students to compare the text being studied (*Go to School*) with the text (*A lucky Day*)
 - b. The teacher explains about the structural pattern and language features of the recount text
 - c. The teacher asks students to analyze the structural pattern and language features of the model (*A Lucky Day*)
 - ❖ The tense
 - ❖ Action verb
 - ❖ Proper noun
 - ❖ Words show the order
3. Joint Construction of the text
- a. The teacher divides students in to some groups or pairs
 - b. The teacher gives the student a text, *Joining the Traditional Dance Competition*
 - c. The teacher explains about some instructions related to the material
 - d. The teacher asks the students to write the reading reporting task
 - e. The teacher monitors students' activity in doing the tasks
 - f. The teacher leads students in doing peer correction
4. Independent Construction of the Text
- a. The teacher gives the independent task to the students
 - b. The teacher explains about some instructions related to the material
 - c. The students write the report of the text
 - d. The teacher asks students to collect their report

C. Post-teaching (10 minutes)

1. Summarizing
2. Previewing the next week materials

VIII. Evaluation

A. Read the text carefully.

Joining the Traditional Dance Competition



I joined the Traditional Dance Competition in Jakarta last year. I represented my Junior High School. It was my biggest competition. I practiced hard with my teacher for a month. We also prepared the best costume we had.

We only had one day in Jakarta. We went there by plane. We left at 6 a.m. and arrived in Jakarta at 7 a.m. We took a taxi to take us to the place where the competition was held. It took an hour to get there. There were already some participants when we arrived. The competition would start in an hour.

First, my teacher and I went to the dressing room. My teacher helped me do the make-up and the costume. We spent almost an hour for the preparation. I told my teacher that I was really nervous. I was not ready for this. However, she told me that everything was alright, and I felt better.

Then, the time came for me to perform on stage. There were five judges and about two hundred people watching me. However, I did not feel nervous anymore. I performed on the stage confidently. I really did the best I could. I was glad when it ended smoothly.

After that, we waited for the announcement of the result. It was 4 p.m. when the judges finished making their final decision. I was so impatient to hear the result. I still could not believe when they called my name as the first winner. I was so happy to be given the trophy. My teacher was also proud of my achievement. Finally, we went back to Yogyakarta in the evening. We were so tired. However, we were satisfied because our effort was not useless.

B. Answer the questions below.

1. What did the writer do in Jakarta last year?
2. How did the writer go to Jakarta?
3. What did the writer represent?
4. How long did the writer and the teacher do the make-up and the costume?
5. How many people did watch the dance?
6. How did the writer dance on the stage?
7. What was the result of the writer in the dance competition?

C. Write the report of Joining the Traditional Dance Competition.

1. The title of the text
2. Introductory text
 - a. Who is the participant?
 - b. When does the event happen?
 - c. Where does the event happen?
3. Sequence of events
 - a. What is the first event?
 - b. What is the second event?
 - c. What is the third event?
4. The reorientation

IX. ASSESSMENT RUBRIC

| Reading instruction | Score |
|---------------------|-------|
| B. Right answer | 7 |
| Wrong answer | 0 |
| C. Right answer | 8 |
| Wrong answer | 0 |
| Maximum score | 15 |

Yogyakarta, 8th September 2011

School Principal

English Teacher

Drs. H. Edison Ahmad Jamli
NIP. 195811291978031011

Dra. Vera Afri Iswanti
NIP. 195504291983032006

LESSON PLAN

| | |
|----------------|------------------|
| School | : SMA N I Pleret |
| Subject | : English |
| Grade/Semester | : X/1 |
| Meeting | : 2 |
| Allocated time | : 2x45 minutes |
| Skill | : Reading |

I. Standard of Competence :

5. Memahami makna teks tulis fungsional pendek dan esei sederhana berbentuk *recount*, *narrative* dan *procedure* dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan

II. Basic Competency :

- 5.2 Merespon makna dan langkah retorika teks tulis esei secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan dalam teks berbentuk: *recount*, *narrative*, dan *procedure*

III. Indicators :

- Students are able to answer the questions related to the recount text
- Students are able to use the simple past tense in the recount text
- Students are able to know the meaning of vocabularies related to the text
- Students are able to comprehend the written text in the form of recount text

IV. Learning Objectives :

- Students are able to identify the information related to the recount text
- Students are able to identify the use the simple past tense
- Students are able to identify difficult vocabularies
- Students are able to identify the structure of recount text: the orientation, sequence of events, and the reorientation

V. Learning Materials :

Last weekend

Last weekend, my friends and I went camping. We reached the camping ground after we walked for about one and a half hour from the parking lot. We built the camp next to a small river. It was getting darker and colder, so we built a fire camp.

The next day, we spent our time observing plantation and insects while the girls were preparing meals. In the afternoon, we went to the river and caught some fish for supper. At night, we held a fire camp night. We sang, danced, read poetry, played magic tricks, and even some of us performed a standing comedy.

On Monday, we packed our bags and got ready to go home.

Text by Agus Molgana

A. Construction of narrative text:

1. Orientation: Last weekend, my friends and I went camping
2. Sequence of events: We built the camp next to a small river. It was getting darker and colder, so we built a fire camp.
3. Reorientation : On Monday, we packed our bags and got ready to go home.

B. Language features of a recount text:

1. The use of past tense :Last weekend, my friends and I went camping
2. The use of words show the order: Last weekend, the next day, on Monday

VI. Learning Method/Technique: *Text-Based Approach*

VII. Learning Procedure:

A. Pre-teaching (5 minutes)

1. Opening the lesson
 - a. The teacher opens the lesson with greeting
 - b. The teacher checks whether students are ready for the lesson or not
 - c. The teacher and students say a prayer
 - d. The teacher calls students one by one to check students' attendance

B. Main activities (75 minutes)

1. Building the Context
 - a. The teacher asks the students about the text given in the last meeting
 - b. The teacher shows students the picture to predict what the text is going about

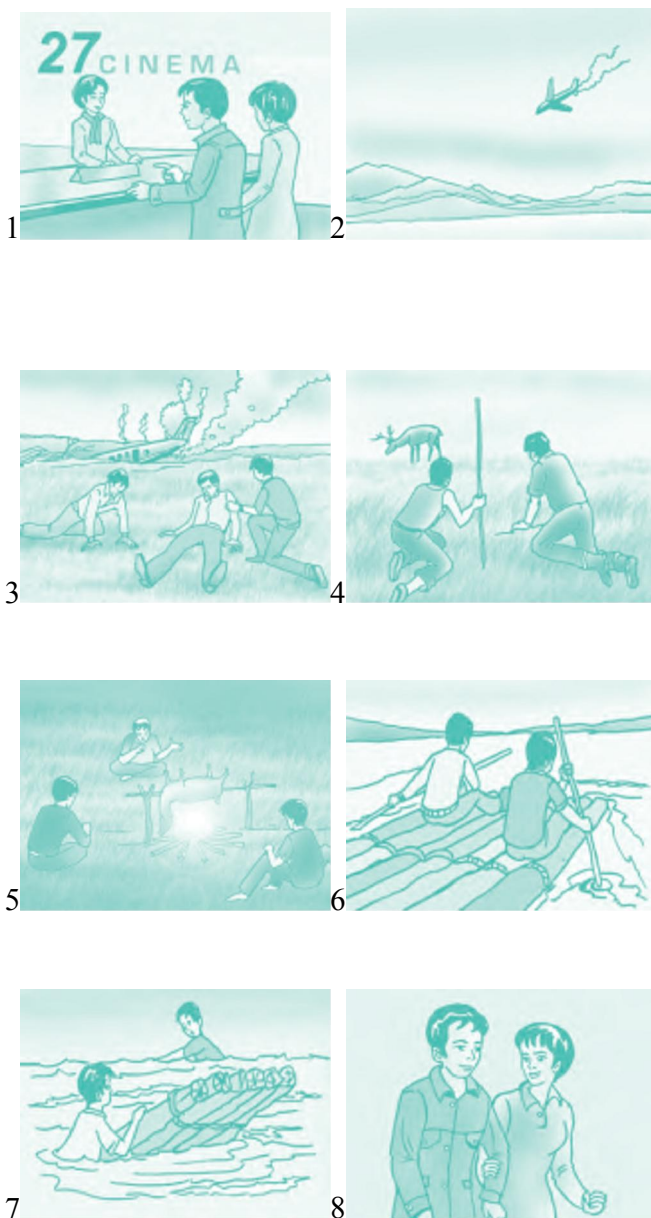
1. Modelling and Deconstructing the text
 - a. The teacher asks students to compare the text being studied (*Last weekend*) with the text (*A Terrible Day*)
 - b. The teacher explains about the structural pattern and language features of the recount text
 - c. The teacher asks students to analyze the structural pattern and language features of the model (*A Terrible Day*)
 - ❖ The tense
 - ❖ Action verb
 - ❖ Proper noun
 - ❖ Words show the order
2. Joint Construction of the text
 - a. The teacher divides students in to some groups or pairs
 - b. The teacher gives the student a text, a film last night
 - c. The teacher explains about some instructions related to the material
 - d. The teacher asks the students to write the reading reporting task
 - e. The teacher monitors students' activity in doing the tasks
 - f. The teacher leads students in doing peer correction
3. Independent Construction of the Text
 - a. The teacher gives the independent task to the students
 - b. The teacher explains about some instructions related to the material
 - c. The students write the report of the text
 - d. The teacher asks students to collect their report

C. Post-teaching (10 minutes)

- a. Summarizing
- b. Previewing the next week materials

VIII. Evaluation

- D. Look at the pictures and arrange the sentences in the correct order to form a meaningful paragraph based on the pictures.**



- a. It was an interesting film about a plane, which crashed on a small empty island in the Pacific Ocean.
- b. After a few weeks, the passengers were eating raw fish and meat.
- c. Although the passengers were safe, nobody knew where the plane had crashed.
- d. It was an American movie called The Lost Flight.
- e. So, the passengers had to learn how to hunt for food in the jungle and how to catch fish from the sea to eat.
- f. My sister and I went to see a film last night.

- g. After they had been on the island for two months, three of the men made a boat and sailed away to find help.
- h. It showed how people can quickly change when they have to look after themselves in the jungle.
- i. But my sister and I enjoyed the film.
- j. But their boat sank and they were drowned.
- k. The film ended without saying whether the passengers were rescued or not.

E. Based on your paragraph you have arranged, answer questions below.

- 1. What did the writer and her sister do last night?
- 2. What is the title of the film?
- 3. How was the plane?
- 4. How were the passengers when the plane had crashed?
- 5. What did the passengers learn?
- 6. What did the passenger do to find help?
- 7. How did the film end?

F. Write a report of *A Film Last Night*.

- 1. The title of the text
- 2. Introductory text
 - a. Who is the participant?
 - b. When do the participants do?
- 3. Sequence of events
 - a. What is the first event?
 - b. What is the second event?
 - c. What is the third event?
- 4. The reorientation

IX. ASSESSMENT RUBRIC

| Reading instruction | Score |
|---------------------|-------|
| a. Right answer | 15 |
| b. Right answer | 7 |
| c. Right answer | 8 |
| Maximum score | 30 |

Yogyakarta, 8th September 2011

School Principal

English Teacher

Drs. H. Edison Ahmad Jamli
NIP. 195811291978031011

Dra. Vera Afri Iswanti
NIP. 195504291983032006

LESSON PLAN

| | |
|----------------|------------------|
| School | : SMA N I Pleret |
| Subject | : English |
| Grade/Semester | : X/1 |
| Meeting | : 3 |
| Allocated time | : 2x45 minutes |
| Skill | : Reading |

I. Standard of Competence :

5. Memahami makna teks tulis fungsional pendek dan esei sederhana berbentuk *recount*, *narrative* dan *procedure* dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan

II. Basic Competency :

- 5.3 Merespon makna dan langkah retorika teks tulis esei secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan dalam teks berbentuk: *recount*, *narrative*, dan *procedure*

III. Indicators :

- Students are able to answer the questions related to the recount text
- Students are able to use the simple past tense in the recount text
- Students are able to know the meaning of difficult vocabularies
- Students are able to comprehend the written text in the form of recount text

IV. Learning Objectives :

- Students are able to identify the information related to the recount text
- Students are able to identify the use the simple past tense
- Students are able to identify difficult vocabularies
- Students are able to identify the structure of recount text: the orientation, sequence of events, and the reorientation

X. Learning Materials :

Beckham's Career



David Robert Joseph Beckham was born 2 May 1975. He is an English footballer who plays midfield for Los Angeles Galaxy in Major League Soccer, having previously played for Manchester United, Preston North End, Real Madrid, and A.C. Milan, as well as the England national team, for whom he holds the all-time appearance record for an outfield player.

Beckham's career began when he signed a professional contract with Manchester United, making his first-team debut in 1992 aged 17. During his time there, United won the Premier League title six times, the FA Cup twice, and the UEFA Champions League in 1999. He left Manchester United to sign for Real Madrid in 2003, where he remained for four seasons, clinching the La Liga championship in his final season with the club. In January 2007, it was announced that Beckham would leave Real Madrid for the Major League Soccer club Los Angeles Galaxy, signing a five-year contract with them on 1 July 2007. While a Galaxy player, he spent two loan spells in Italy with Milan in 2009 and 2010.

In international football, Beckham made his England debut on 1 September 1996, at the age of 21. He was made captain from 15 November 2000 until the 2006 FIFA World Cup finals, during which he played 58 times. He earned a much-publicized hundredth cap against France on 26 March 2008, and became the all-time outfield player appearance record holder on 28 March 2009 when he surpassed Bobby Moore's 108 caps. With 115 career appearances to date he has stated that he does not intend to retire from international football, having missed the 2010 World Cup through injury and not featuring in England manager Fabio Capello's post-World Cup plans.

Beckham has twice been runner-up for FIFA World Player of the Year and in 2004 was the world's highest-paid footballer when taking into account salary and advertising deals. Beckham was the first British footballer to play 100 Champions League matches. He is third in the Premier League's all time assist provider chart,

with 152 assists in 265 appearances. He was Google's most searched of all sports topics in both 2003 and 2004. With such global recognition, he has become an elite advertising brand and a top fashion icon. When joining the MLS in 2007, he was given the highest player salary in the league's history, with his playing contract with the Galaxy over the next three years being worth US\$6.5m per year.

Adapted from *New Horizons in English 4*, 2002

C. Construction of narrative text:

1. Orientation :
 - David Robert Joseph Beckham was born 2 May 1975. He is an English footballer who plays midfield for Los Angeles Galaxy in Major League Soccer.
2. Sequence of events :
 - Beckham's career began when he signed a professional contract with Manchester United, making his first-team debut in 1992 aged 17.
 - In international football, Beckham made his England debut on 1 September 1996, at the age of 21.
3. Reorientation :
 - When joining the MLS in 2007, he was given the highest player salary in the league's history, with his playing contract with the Galaxy over the next three years being worth US\$6.5M per year

D. Language features of a recount text:

1. The use of past tense :
 - David Robert Joseph Beckham was born 2 May 1975.
 - Beckham's career began when he signed a professional contract with Manchester United, making his first-team debut in 1992 aged 17.
2. The use of proper noun:
 - England,

- Manchester United, etc.
3. The use of words show the order:
- then,
 - when,
 - during

XI. Learning Method/Technique: *Text-Based Approach*

XII. Learning Procedure:

A. Pre-teaching (5 minutes)

1. Opening the lesson
 - a. The teacher opens the lesson with greeting
 - b. The teacher checks whether students are ready for the lesson or not
 - c. The teacher and students say a prayer
 - d. The teacher calls students one by one to check students' attendance

B. Main activities (75 minutes)

1. Building the Context
 - a. The teacher asks the students about their idol
 - b. The teacher shows students some pictures and text titles
 - c. The teacher asks the students to match the picture with the text title
2. Modelling and Deconstructing the text
 - a. The teacher asks students to compare the text being studied (*Beckham's Career*) with the text (*Meeting Pasya Ungu*)
 - b. The teacher explains about the structural pattern and language features of the recount text
 - c. The teacher asks students to analyze the structural pattern and language features of the model (*Meeting Pasya Ungu*)
 - ❖ The tense
 - ❖ Action verb
 - ❖ Proper noun
 - ❖ Words show the order
3. Joint Construction of the text

- a. The teacher divides students in to some groups or pairs
 - b. The teacher gives the student a text, *Joining the Traditional Dance Competition*
 - c. The teacher explains about some instructions related to the material
 - d. The teacher asks the students to write the reading reporting task
 - e. The teacher monitors students' activity in doing the tasks
 - f. The teacher leads students in doing peer correction
4. Independent Construction of the Text
 - a. The teacher gives the independent task to the students
 - b. The teacher explains about some instructions related to the material
 - c. The students write the report of the text
 - d. The teacher asks students to collect their report

C. Post-teaching (10 minutes)

1. Summarizing
2. Previewing the next week materials

XIII. Evaluation

A. Read the text carefully.



RA. Kartini

Every April 21 people in Indonesia commemorate the Kartini day. It is beautiful day for the woman because we celebrate the birth of great a lady, Ra. Kartini. Everyone knows who Kartini is. She is our national hero 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 luck because she got more than the ordinary people got. She got better education than other children.

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. However, 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 spirit stated on collection of letter “Habis Gelap Terbitlah Terang” from the dusk to the dawn.

B. Answer the questions below.

1. What do Indonesian people commemorate Every April 21?
2. Who was Kartini?
3. When was Kartini born?
4. Where was RMAA. Sosroningrat wedana?
5. Whom did Kartini Marry with?
6. Who was born in September 13 1904?
7. When was Kartini passed away?

C. Write the report of RA. Karatini text.

1. The title of the text
2. Introductory text
3. Sequence of events
4. The reorientation

XIV. ASSESSMENT RUBRIC

| Reading instruction | Score |
|----------------------------|--------------|
| Right answer | 15 |
| Wrong answer | 0 |
| Maximum score | 15 |

Yogyakarta, 8th September 2011

School Principal

English Teacher

Drs. H. Edison Ahmad Jamli
NIP. 195811291978031011

Dra. Vera Afri Iswanti
NIP. 195504291983032006

LESSON PLAN

| | |
|----------------|------------------|
| School | : SMA N I Pleret |
| Subject | : English |
| Grade/Semester | : X/1 |
| Meeting | : 4 |
| Allocated time | : 2x45 minutes |
| Skill | : Reading |

I. Standard of Competence :

5. Memahami makna teks tulis fungsional pendek dan esei sederhana berbentuk *recount*, *narrative* dan *procedure* dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan

II. Basic Competency :

- 5.1 Merespon makna dan langkah retorika teks tulis esei secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan dalam teks berbentuk: *recount*, *narrative*, dan *procedure*

III. Indicators

- Students are able to answer the questions related to the narrative text
- Students are able to use the simple past tense in the narrative text
- Students are able to know the meaning of difficult vocabularies
- Students are able to comprehend the written text in the form of narrative text

IV. Learning Objective :

- Students are able to identify the information related to the narrative text
- Students are able to identify the use the simple past tense
- Students are able to identify difficult vocabularies
- Students are able to identify the structure of narrative text: the orientation, complication, resolution and sequence of events

V. Learning Materials :

Three Foolish Sons



There was a rich man who had three sons. They lived in a large house in the town of Keelung in northern Taiwan.

One day, he said to his sons, "You are no longer children. You must do something to earn your own living. When I die, I am not going to leave you very much money. I started with nothing and made a fortune by working hard. You must do the same. Now, here is two hundred dollars for each of you. You can use it to start your own business."

The three sons went off separately. The eldest son met a hunter. He thought that hunting would be fine so he bought a gun from him for two hundred dollars.

The second son met a basket maker. He bought a set of tools from him so that he could make baskets.

The third son met a doctor who told him that he had a medicine, which could cure all diseases. He bought it from him for two hundred dollars.

When the rich man heard what his sons had done with the money he had given them, he was very angry. "What stupid sons I have!" He said.

One day, the eldest son tried to shoot a fly on his father's forehead. Instead, he killed his father. The second son picked up his tools and tried to repair the damage to his father's head. The third son tried to cure his father with medicine, which he had bought.

Everyone said that the three sons were very foolish. They had spent all their money uselessly.

Taken from *Favourite Stories from Taiwan*, 2000

A. Construction of narrative text:

1. Orientation: There was a rich man who had three sons. They lived in a large house in the town of Keelung in northern Taiwan.
2. Complication: One day, the eldest son tried to shoot a fly on his father's forehead. Instead, he killed his father. The second son picked up his tools and tried to repair the damage to his father's head. The third son tried to cure his father with medicine, which he had bought.
3. Resolution:
Everyone said that the three sons were very foolish. They had spent all their money uselessly.

B. vocabulary: a fortune, cure, foolish, forehead

C. Tense:

Past tense: The eldest son met a hunter.

VI. Learning Method/Technique: *Text-Based Approach***VII. Learning Procedure:****A. Pre-teaching (5 minutes)**

1. Opening the lesson
 - a. The teacher opens the lesson with greeting ('good afternoon')
 - b. The teacher checks whether students are ready for the lesson or not
 - c. The teacher and students say a prayer
 - d. The teacher calls students one by one to check students' attendance

B. Main activities (75 minutes)

1. Building the Context
 - a. The teacher shows students the picture three foolish men to predict what the text is going about
 - b. The teacher asks students questions:
 - a. Did you ever read a short story?
 - b. What story did you ever read?
 - c. What did you feel after reading a sort story?
 - c. The teacher gives the example of the narrative text

- d. The teacher explains the use of the narrative text
 - d. A narrative text is a text that retells the past event.
 - e. The purpose of this text is to attain the reader
 - e. The teacher explains the construction of the text
 - f. Orientation
 - g. complication
 - h. Resolution
2. Modelling and Deconstructing the text
 - a. The teacher asks students to compare the text being studied (*Three Foolish Sons*) with the text (: *The Smartest Parrot*)
 - b. The teacher explains about the structural pattern and language features of the recount text
 3. The teacher asks students to analyze Language Features of Narrative
 - a. Using processes verbs
 - b. Using temporal conjunction
 - c. Using Simple Past Tense
 4. Joint Construction of the text
 - a. The teacher divides students in to group of four students
 - b. The teacher gives the student a text, *Snow White*
 - c. The teacher explains about some instructions related to the material
 - d. The Teacher asks the students to do the task
 - e. The teacher monitors students' activity in doing the tasks
 - f. The teacher leads students in doing peer correction
 5. Independent Construction of the Text
 - a. The teacher gives the independent task to the students
 - b. The teacher explains about some instructions related to the material
 - c. The students write the report of the text
 - d. The teacher gives the comment about students report
 - e. The teacher asks students to collect the task
 - f.

C. Post-teaching (10 minutes)

1. Summarizing
2. Previewing the next week materials

VIII. Evaluation

A. Read the text carefully.

Once upon a time, there was a young girl named Cinderella. She lived with her stepmother and two stepsisters.

The stepmother and sisters were conceited and bad tempered. They treated Cinderella very badly. Her stepmother 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 stepsisters, on the other hand, did not work about the house. Their mother gave them many handsome dresses to wear.

One day, the two stepsisters 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 could not help crying 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 good mother, "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 ragged 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's 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.

B. Answer the questions below.

1. Who is the main character of the story?
2. What is the character of stepmother and sisters?
3. What did the good mother give to Cinderella?
4. What did the king' son proclaim?
5. What is the ending of the story?

C. Find the meaning of vocabularies below.

1. Ball
2. Fairy
3. Slipper
4. Toe
5. Tempered

D. Write the table report of the Cinderella

| Character | Characteristic |
|---------------------|----------------|
| Cinderella | |
| Stepmother | |
| Sisters | |
| Settings | |
| Place | |
| Time | |
| How the story began | |
| Problems | |
| The ended | |

IX. ASSESSMENT RUBRIC

| Reading instruction | Score |
|----------------------------|--------------|
| Right answer | 15 |
| Wrong answer | 0 |
| Maximum score | 15 |

Yogyakarta, 8th September 2011

School Principal

English Teacher

Drs. H. Edison Ahmad Jamli
NIP. 195811291978031011

Dra. Vera Afri Iswanti
NIP. 195504291983032006

LESSON PLAN

| | |
|----------------|------------------|
| School | : SMA N I Pleret |
| Subject | : English |
| Grade/Semester | : X/1 |
| Meeting | : 5 |
| Allocated time | : 2x45 minutes |
| Skill | : Reading |

I. Standard of Competence :

5. Memahami makna teks tulis fungsional pendek dan esei sederhana berbentuk *recount*, *narrative* dan *procedure* dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan

II. Basic Competency :

- 5.1 Merespon makna dan langkah retorika teks tulis esei secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan dalam teks berbentuk: *recount*, *narrative*, dan *procedure*

III. Indicators :

- Students are able to answer the questions related to the narrative text
- Students are able to use the simple past tense in the narrative text
- Students are able to know the meaning of difficult vocabularies
- Students are able to comprehend the written text in the form of narrative text

IV. Learning Objective :

- Students are able to identify the information related to the narrative text
- Students are able to identify the use the simple past tense
- Students are able to identify difficult vocabularies
- Students are able to identify the structure of narrative text: the orientation, complication, resolution and sequence of events

V. Learning Materials :

Toba Lake

Once upon time, there was a handsome man. His name was Batara Guru Sahala. He liked fishing. One day, he caught a fish. He was surprised to find out that the fish could talk. The fish begged him to set it free.

Batara Guru could not bear it. He made the fish free. As soon as it was free, the fish changed into a very beautiful woman. She attracted Batara Guru so much. He felt in love with that fish-woman. The woman wanted to marry with him and said that Batara Guru had to keep the secret, which she had, been a fish. Batara Guru agreed and promised that he would never tell anybody about it.

They were married happily. They had two daughters. One day Batara Guru got very angry with his daughter. He could not control his mad. He shouted angrily and got the word of fish to his daughters. The daughters were crying. They found their mother and talked her about it.

The mother was very annoyed. Batara Guru broke his promise. The mother was shouting angrily. Then the earth began to shake. Volcanoes started to erupt. The earth formed a very big hole. People believed that the big hole became a lake. Then this lake is known as Toba Lake.

A. Construction of narrative text:

1. Orientation: Once upon time, there was a handsome man. His name was Batara Guru Sahala.
2. Complication: One day Batara Guru got very angry with his daughter. He could not control his mad. He shouted angrily and got the word of fish to his daughters. The daughters were crying.
3. Resolution: People believed that the big hole became a lake. Then this lake is known as Toba Lake.

B. Vocabulary: begged, annoyed, shake, erupt

C. Tense:

Past tense: He liked fishing.

One day, he caught a fish.

VI. Learning Method/Technique: *Text-Based Approach*

VII. Learning Procedure:

A. Pre-teaching (5 minutes)

1. Opening the lesson
 - a. The teacher opens the lesson with greeting
 - b. The teacher checks whether students are ready for the lesson or not.
 - c. The teacher and students say a prayer
 - d. The teacher calls students one by one to check students' attendance

B. Main activities (75 minutes)

1. Building the Context
 - a. The teacher asks students questions:

- a. What story did you read in the last meeting?
 - b. Did you enjoy reading those stories?
- b. The teacher gives the example of the narrative text
- 2. Modelling and Deconstructing the text
 - a. The teacher asks students to compare the text being studied (*Toba Lake*) with the text (*The Smartest Animal*)
 - b. The teacher explains about the structural pattern and language features of the Narrative text
- 3. The teacher asks students to analyze Language Features of Narrative
 - a. Using processes verbs
 - b. Using temporal conjunction
 - c. Using Simple Past Tense
- 4. Joint Construction of the text
 - a. The teacher divides students in to group of four students
 - b. The teacher gives the student a text, *Nyi Roro Kidul*
 - c. The teacher explains about some instructions related to the material
 - d. The Teacher asks the students to do the task
 - e. The teacher monitors students' activity in doing the tasks
 - f. The teacher leads students in doing peer correction
- 5. Independent Construction of the Text
 - a. The teacher gives the independent task to the students
 - b. The teacher explains about some instructions related to the material
 - c. The students write the report of the text
 - d. The teacher gives the comment about students report
 - e. The teacher asks students to collect the task

C. Post-teaching (10 minutes)

- 1. Summarizing
- 2. Previewing the next week materials

VIII. Evaluation

- A. In pairs, rearrange the jumbled paragraphs of the story entitled *Nyi Roro Kidul* into a good text by numbering the paragraphs. Look at the example.**

| | |
|--|-------------------|
| Once upon a time, there was a beautiful princess named Kadita. Because of her beauty, she was called Dewi Srengenge. It means The Beautiful Sun. Her father was King Munding Wangi. Although he had a beautiful daughter, he was unhappy. It is because he always expected to have a son. | Paragraph 1 |
| The poor princess went alone. She did not know where to go. She almost could not cry anymore. But, she had a noble heart. She did not have any bad feeling about her stepmother. She always prayed to God. She walked for almost seven days and seven nights. Then, she came to the South Ocean. The ocean was so clean and clear. She jumped into the water and swam. | Paragraph |
| Dewi Mutiara called a black magician to curse Kadita. She wanted Kadita's beautiful body full of scabies and itch. The black magician did the order. In the night, Kadita's body was full of scabies and itch. When she woke up, she found her body full of ulcer. It also smelled stinky. The beautiful princess cried. She did not know what to do. | Paragraph |
| Suddenly, there was a miracle. The ocean water cured her illness. The scabies and itch were gone. Even, she became more beautiful than before. Not only that, she also had a power to command the whole South Ocean. She became a fairy called Nyi Roro Kidul or The Queen of South Ocean. | Paragraph |
| When the King heard the news, he was very sad. No one could cure his daughter's illness. The King did not want her daughter to be a rumour so he agreed to send his daughter away. | Paragraph |
| The King decided to marry Dewi Mutiara. He had a son from her. He was very happy. Dewi Mutiara wanted her son to become a king in the future. She asked the King to send his daughter away. However, the King did not agree. He would not let anyone hurt his daughter. | Paragraph |

B. Answer the questions below.

1. Who is the main character of the story?
2. Why was Dewi Kudita called Dewi Srengenge?
3. Why did The King decide to marry Dewi Mutiara?
4. Why did Dewi Mutiara ask the King to send his daughter away?
5. What was the miracle in the story?

C. Write T (true) if the statement is true and F if the statement is false according to text, *Nyi Roro Kidul*

| No | Statements | T/F |
|----|--|-----|
| 1 | King Munding Wangi married Kadita because he wanted to have a son. | |
| 2 | The king was happy because he had e beautiful daughter. | |
| 3 | When Kudita woke up, she found her body full of ulcer | |
| 4 | Finally, Kudita died because she jumped in to south ocean. | |
| 5 | Kudita was called Nyi Roro Kidul or The Queen of South Ocean. | |

D. Report orally the Story of *Nyi Roro Kidul*

1. Orientation
2. Complication
3. Resolution

IX. ASSESSMENT RUBRIC

| Reading instruction | Score |
|----------------------------|--------------|
| Right answer | 15 |
| Wrong answer | 0 |
| Maximum score | 15 |

Yogyakarta, 8th September 2011

School Principal

English Teacher

Drs. H. Edison Ahmad Jamli
NIP. 195811291978031011

Dra. Vera Afri Iswanti
NIP. 195504291983032006

LESSON PLAN

| | |
|----------------|------------------|
| School | : SMA N I Pleret |
| Subject | : English |
| Grade/Semester | : X/1 |
| Meeting | : 6 |
| Allocated time | : 2x45 minutes |
| Skill | : Reading |

I. Standard of Competence :

5. Memahami makna teks tulis fungsional pendek dan esei sederhana berbentuk *recount*, *narrative* dan *procedure* dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan

II. Basic Competency :

- 5.1 Merespon makna dan langkah retorika teks tulis esei secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan dalam teks berbentuk: *recount*, *narrative*, dan *procedure*

III. Indicators :

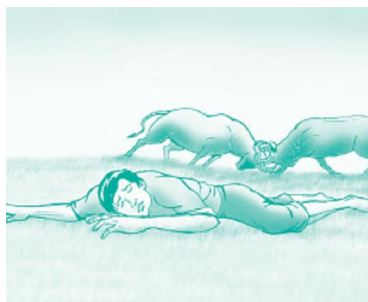
- Students are able to answer the questions related to the narrative text
- Students are able to use the simple past tense in the narrative text
- Students are able to know the meaning of difficult vocabularies
- Students are able to comprehend the written text in the form of narrative text
-

IV. Learning Objective :

- Students are able to identify the information related to the narrative text
- Students are able to identify the use the simple past tense
- Students are able to recognize difficult vocabularies
- Students are able to identify the structure of narrative text: the orientation, complication, resolution and sequence of events

V. Learning Materials :

Blind Listening



A stupid man was sent by his father to sell salt. He first went to a mining area but nobody there wanted his salt. When he returned home, his father told him that if he

had helped the miners to dig, they would have bought his salt. The man next went to a house where a wedding was taking place. There he dug a huge hole. This made the people angry and they chased him away. When he returned home, his Father told him that if he had beaten a drum and danced instead, the people there would have bought salt from him.

Then, he went to a village where there happened to be a fire. Rushing to the place, he started drumming and dancing, only to be thrown out by the people. His father told him that he should have poured water on the fire instead, if he wanted to sell salt there. In the next place he went to, a couple were fighting with each other. The foolish man poured a bucketful of water on them, again to be chased away. His father later told him that he should have tried to settle the quarrel, in which case they would have bought salt from him.

In the final event, the man saw two bulls fighting with each other. He stepped in to stop the fight and was gored to death by angry bulls.

Taken from English Bestseller 12, 2001

A. Construction of narrative text:

1. Orientation: A stupid man was sent by his father to sell salt. He first went to a mining area but nobody there wanted his salt.
2. Complication: In the final event, the man saw two bulls fighting with each other. He stepped in to stop the fight and was gored to death by angry bulls.
3. Resolution: the man was death

B. Vocabulary: dug, Rushing, gored, bucketful

C. Tense:

Past tense: He first went to a mining area but nobody there wanted his salt.

VI. Learning Method/Technique: *Text-Based Approach*

VII. Learning Procedure:

A. Pre-teaching (5 minutes)

1. Opening the lesson
 - a. The teacher opens the lesson with greeting
 - b. The teacher checks whether students are ready for the lesson or not
 - c. The teacher and students say a prayer
 - d. The teacher calls students one by one to check students' attendance

B. Main activities (75 minutes)

1. Building the Context
 - a. The teacher asks students questions:
 - a. What do you think about the short story I gave in the last meeting?
 - b. What do you think about a funny story?
 - b. The teacher gives the example of the narrative text
 - c. The teacher asked the students about the story they read
2. Modelling and Deconstructing the text
 - a. The teacher asks students to compare the text being studied (*Toba Lake*) with the text (*The Smartest Animal*)
 - b. The teacher explain about the structural pattern and language features of the Narrative text
3. The teacher asks students to analyze Language Features of Narrative
 - a. Using processes verbs
 - b. Using temporal conjunction
 - c. Using Simple Past Tense
4. Joint Construction of the text
 - a. The teacher divides students into group of four students
 - b. The teacher gives the student a text, *The Little Girl and the Wolf*
 - c. The teacher explains about some instructions related to the material
 - d. The Teacher asks the students to do the task
 - e. The teacher monitors students' activity in doing the tasks
 - f. The teacher leads students in doing peer correction
5. Independent Construction of the Text
 - a. The teacher gives the independent task to the students
 - b. The teacher explains about some instructions related to the material

- c. The students write the report of the text
- d. The teacher gives the comment about students report
- e. The teacher asks students to collect the task

C. Post-teaching (10 minutes)

- 1. Summarizing
- 2. Previewing the next week materials

VIII. Evaluation

A. Read the text carefully.

Story of Rabbit and Bear



Once upon a time, there lived as neighbors, a bear and a rabbit. The rabbit is a good shot. In contrary, the bear is always clumsy. He could not use the arrow to good advantage.

One day, the bear called over the rabbit and asked the rabbit to take his bow and arrows, and came with bear to the other side of the hill. The rabbit was fearing to arouse the bear's anger so he could not refuse it. He consented and went with the bear and shot enough buffalo to satisfy the hungry family. Indeed he shot and killed so many that there was lots of meat left after the bear and his family had loaded themselves and packed all they could carry home.

The bear was very gluttonous and did not want the rabbit to get any of the meat. The rabbit could not even taste the blood from the butchering as the bear would throw earth on the blood and dry it up. The poor rabbit would have to go home hungry after his hard day's work.

The bear was the father of five children. 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 and 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 unknown to the papa bear.

B. Answer the questions below.

- 1. Who is the main character of the story?
- 2. Why did the bear shoot many buffalo?
- 3. How many children did the bear have?
- 4. What did the mother do to the youngest bear?

5. What is the ending of the story?

C. Find the meaning of each word.

1. Arrow
2. Clumsy
3. Consented
4. Gluttonous
5. Butchering
6. Bow

D. Fill the table report below

| Table Report | |
|------------------------------|--|
| Title | |
| Characters | |
| Main character | |
| A rabbit' character | |
| A bear' character | |
| The youngest bear' character | |
| The story begins | |
| The story complication | |
| The story ending | |

IX. ASSESSMENT RUBRIC

| Reading instruction | Score |
|----------------------------|--------------|
| Right answer | 20 |
| Wrong answer | 0 |
| Maximum score | 20 |

Yogyakarta, 8th September 2011

School Principal

English Teacher

Drs. H. Edison Ahmad Jamli
NIP. 195811291978031011

Dra. Vera Afri Iswanti
NIP. 195504291983032006

Appendix 2
(Interview Transcript and Field Notes)

8th September 2011(Meeting 1)

R: researcher S: Student

Interview 1

- R : halo...!
- S : Halo Mas....!
- R : Lagi sibuk ya?
- S : Nggak kok Mas.
- R : Kalau saya mau Tanya- Tanya boeh nggak?
- S : Boleh mas, emang mau tanya apa Mas?
- R : Tanya tentang pelajaran Bahasa Inggris, Bisa ya?
- S : OK deh Mas.
- R : Kamu suka tidak sama pelajaran Bahasa Inggris?
- S : Kurang suka sih mas
- R : Kurang suka apa tidak suka hayo?
- S : tidak deh mas
- R : Emang kenapa kok tidak suka?
- S : Habisnya sulit sih mas
- R : Emang dibagian mana yang sulit
- S : Itu lho mas aku tidak tau artinya
- R : kalau misalkan Ibu Guru ngajar tentang reading gimana?
- S :.....
- R : misalkan kamu dikasih Ibu Guru bacaan Bahasa Inggris gimana?
- S : Ya dibaca mas tapi aku tidak tau maksudnya

Interview 2

- R : Hai...
- S : Hai Mas..
- R : Kok masih di sini? Nggak masuk kelas?
- S : Ya Mas ntar lagi
- R : kalau aku mau tanya-tanya boleh nggak?
- S : Tanya tentang apa Mas?

- R : Tentang pelajaran reading
Suka membca nggak?
- S : Suka mas
- R : Kalau membaca text berbahasa Inggris?
- S : Oh tidak Mas
- R : Kenapa tidak suka?
- S : Tidak tau artinya
- R : Kalau di sekolah pernah nggak guru kamu mengajari kamu tentan reading?
- S : Paling disuruh baca terus diartikan dan dan menjawab pertanyaa
- R : O.. gitu ya
Terus kalau tentang bacaan yang saya berikan tadi gimana menarik nggak
- S : Lumayan juga Mas..
- R : Yang mana yang menarik
- S : Tadi lho mas yang A Lucky Day
- R : Tadi bacaannya tentang apa ya? Saya kok lupa
- S : Tadi lho mas yang nembak cewek
- R : Pernah belum kamu nembak cewek
- S : Hehehe.. belum mas..
- R : Ya udah sana kamu masuk kelas kamu nanti kamu telat lho
- S : Ya Mas....

Interview 3

- R : Halo, what's your name?
- S : Fadil, Pak
- R : Bagai mana tadi kamu bisa tidak mengerjakan soalnya?
- S : Ya lumayan pak, ada juga yang tidak bisa
- R : Pernah gak kerja kelompok di pelajaran ini?
- S : Belum pernah kalau di kelas ini
- R : Seneng gak kerja kelompok?
- R : Seneng Mas

14th September 2011(Meeting 2)

Interview 4

- R : Halo, good morning
 SS : Morning Sir
 R : How are you?
 SS : I'm fine Sir, and you?
 : I'm pretty well
 Dou you still remember what we studied in the last meeting?
 S1 : Recount text Mas
 R : Do you still remember the scaffolding of recount text?
 You, what's your name?
 S1 : Galih Sir
 R : What are they?
 S1 :
 S2 : Orientation Mas
 S3 : Sequence of events

Interview 5

- R : Eh kamu jangan ramai sendiri
 S : Tidak pak ini lagi berdiskusi
 R : Mana pekerjaanya?
 S : Ini Mas, bagian-bagian recount text
 R : Oh ya, ada kesulitan tidak?
 S : Sementara belum ada Maz
 R : Ya sudah kembali ke tempatmu sana
 S : Belum Mas ni Yang arranging amble paragraph belum selesai
 Ya sudah diselesaikan sana
 R : Ok Class, are you done with your tasks?
 S : Yes Sir
 R : Ok, sekarang kembali ke tempat duduknya masing-masing
 R : Bagaimana kerjanya bekelompok tadi?

- S1 : Enak
 R2 : Asyik
 S3 : Kalau tidak biasa bisa langsung tanya caranya ama teman
 R : Kenapa tidak tanya kepada saya.
 S3 : Malu
 R : Kalau malu nanti malah gak bisa ngerjakan lho
 S3 : Ya mas
 R : Ok, sekarang kembali ke tempatnya masing-masing
 S4 : Enakan begini mas kerja kelompok
 R : Ya besok kita kerja kelompok lagi sekarang kembali ke tempatnya masing-masing

Interview 6

- R : Hai Nadya
 S : Hai Mas
 R : Ngomong-ngomong pelajaran bahasa Inggris gimana, maksudnya mungkin mengasyikkan, menyenangkan, atau menegangkan ato gimana gitu menurutmu?
 S : Biasa aja
 R : Sebenarnya kamu suka tidak belajar Bahasa Inggris terutama membaca?
 S : Sebenarnya suka sih Pak, tapi kadang masih bingung memahami bacaannya terus akhirnya males membaca
 R : Misal kan saya kasih kamu text bacaan tentang artis atau group band seneng nggak?
 S : Uh.. kayak gossip aja Mas, tapu aku seneng deh Maz

15th September 2011(Meeting 3)

Interview 7

- R : Ayo yang serius
- S : ya Mas
- R : Gimana ada kesulitan?
- S : Banyak Mas
- R : Kamu soalnya nggak serius
- R : Gimana kerja individunya?
- S : Sulit mas, enakan kerja kelompok bisa bagi tugas.
- R : Kan tadi udah kerja kelompok? sekarang gentian tugas individu, jangan nyontek temennya lho.
- R : Ayo waktunya tinggal 5 menit lagi.
Sudah selesai belum?
- S : Belum Mas?
- R : Tidak boleh kerja sama lho
Ya, waktunya sudah habis, sekarang dikumpulkan tugasnya.

Interview 8

- R : hallo..
- S : Hallo Mas
- R : Kog belum masuk?
- S : Belum, belum da Bu Guru
- R : Tadi belajar Bahasa Inggrisnya bias tidak?
- S : Bisa Mas
- R : Tadi bagian yang mana yang sulit?
- S : Yang buat Summary kae lho mas

Interview 9

- R : Eh Kamu kok masih di sini, tidak masuk kelas apa?
- S : Ya Mas sebentar lagi, ini mau selesai

- R : Ini kamu ada kelas apa?
- S : Fisika Mas
- R : O.. kalau aku mau nanya-nanya sama kamu boleh tidak?
Ya jawabnya kamu sambil nyontek juga tidak apa-apa
- S : Boleh mas
Ini tidak nyontek kok ini nyalin catatannya temen
- R : Tadi sulit ya tugas individunya?
- S : Yaaa... mas
- R : Makanya kalau di terangkan jangan ramai sendiri, dan jangan malu bertanya.
- S : Waktunya terlalu cepet mas
- R : Sebenarnya materinya itu sudah saya sesuaikan dengan waktunya
- S : Tapi tadi itu saya belum selesai mas
- R : Kalau begitu kamu kurang tau tentang teknik menjawab pertanyaan dengan cepat

Interview 10

- R : Eh kok masih duduk-duduk di sini?
- S : Ya mas Pak gurunya belum datang
- R : Kalau begitu saya mau nanya-nanya boleh tidak?
- S : Wani piro?
Hehehe... bercanda mas
- R :Kamu kog kayak Om Jin
Gimana tadi membacanya?
- S : Ya begitulah mas
- R : Pernah nggak kamu mengunjungi salh satu tempat seperti yang ada dalam text tadi?
- S : Pernah mas waktu study tour SMP
- R : Menurut kamu lebih menarik mana bacaan yang sekarang dibandingkan dengan bacaan hari kemarin?
- S : Ya yang sekarang lah mas, otomatis David Beckham dan d'masive gitu

Interview 11

- R : kog nyantai-myantai banget ni?
- S : Nugggu Pak Guru Mas?
- R : Boleh tanya-tanya tidak?
- S : Boleh bangrt Mas
- R : Wah kelihatannya tadi bacanya serius banget
- S : Ya Mas saya suka sekali
- R : Maksudnya?
- S : Itu pasya ungu, coba lihat rambut dan gayanya aku banget
- S : huuu...
- R : Udah, jangan Cuma orangnya, kalau text bacaanya tadi gimana?
- S : Menarik Mas
- R : Maksudnya menarik?
- S : Ya itu mas saya suka bacaanya

Interview 12

- R : Boleh ikutan gabung tidak?
- S1 : Boleh Mas
- R : Bagaimana tadi text bacaanya?
- S1 : Menarik mas?
- R : Karena bacaanya tetang David Beckham
- S1 : Beckham was my idol
- R : Kalau menurut kamu menarik tidak text bacaannya?
- S2 : menarik mas yang meeting a star
- R : kenapa kog lebih teraik pada text bacaan tentang a star?
- S2 : karena saya tiadak tau tentang pemain bola
- S1 : Tidak tau pemain bola berate tidak kern
- S2 : Yang penting kan gaya Man...
Coba lihat rambutku Pasya UNgu banget
- S1 : Uh kayak cewek

Interview 13 Line 6-20

- R : Bagaimana pendapat ibu tentang penelitian saya?
cukup menarik
- ET : terus kalau pendapat ibu tentang treatment-treatment yang saya berikan?
cukup bervariasi ya dan bisa mengatasi permasalahan-permasalahan yang ada.
- R : kalau dilihat satu persatu ya bu, bagaimana?
- R : Mungkin yang pertama tentang improving classroom management.
- ET : Kalau classroom management sudah cukup bagus, aktivitasnya juga bervariasi terus Masnya juga sudah PD dan menguasai. Yang perlu diperhatikan itu waktunya mas, ya hindari penggunaan waktu yang boros, seperti mengabsen itu bisa dilakukan pada waktu anak-anak mengerjakan tugas.
- R : Kalau yang designing materials Bu?
- ET : Cukup menarik juga. Kalau saya lihat materi yang Mas berikan cukup up to date, dan anak-anak juga menyukai.
- R : kalau reading reporting tasks Bu?
- ET : Cukup menarik, dan ini bisa menjadi masukan bagi saya karena selama ini saya tidak pernah memberi anak-anak tugas seperti ini. Tapi anak-anak juga masih kesulitan dalam membuat reading report.
- (It is interesting enough. It can be a new entry for me, because I never give the tasks to students, but students still get difficulties in making a reading report)

21st Sept 2011

Interview 14

- R : Hello! What's your name?
- S : Wah.. masak Mas lupa ma Saya
- R : Sebentar saya ingat-ingat
O.. ya saya ingat, kamu amalia kan?
- S : Ya Mas
- R : Eh, boleh tidak saya nanya-nanya sama kamu?
- S : Tentang apa Mas?
- R : Tentang pelajaran tadi?
- S : Boleh Mas
- R : Kamu Faham tidak tentang narrative text?
- S : Faham Mas
- R : Kalau faham, apa coba yang kamu ketahui tentang narrative text?
- S : Ya bacaan yang bercerita tentang kayak tadi mas dongeng, binatang atu fable,dll
Mas
- R : Ok deh kalau begitu

Interview 15

- R : Eh kalau kamu?
- S : Tunggu dulu Mas, pasti masnya mau nanya-nanya nih?
- R : Eh kog tau?
- S : Ya tau lah mas pokoknya sudah terbaca
- R : Wah kaya para normal ya kamu
- S : Hahaha, tunggu dulu mas kenal saya tidak?
- R : Sapa ya?
- S : Wah masnya yang dikenal Cuma si Amel,
Kenal kan My name is Hana
- R : Ok, thank you
My I ask you some Questions?
- S : Hehehe Sorry Sir, pakai Bahasa Indonesia saja deh

- R : Mas kalau saya yang nanya boleh tidak?
- R : Silahkan
- S : Saya masih sedikit bingung mas tentang narrative text
- R : Begini saya jelaskan
Narrative text itu intinya suatu cerita fictive atau non-fictive yang fungsinya itu menghibur pembaca
- S : Kalu senetron itu termasuk tidak Mas?
- R : Ya termasuk sih tapi disajikannya dengan video
Gimana faham belum
- S : Ya mas
- R : Kamu suka nonton sinetron ya?
- S : Biasa Mas cewek

Interview 16

- R : Bagaimana tadi membacanya?
- S : Lucu mas?
- R : Bagian yang mana yang lucu?
- S : Yang “Three Foolish Sons”
- R : Mang lucunya dimana?
- S : Masak lalat di kepala bapaknya ditembak, ya gak kena lah mas malah kena kepala bapaknya

22nd Sept 2011

Interview 17

- R : Apa judul bacaannya ?
 S : Nyi Roro kidul
 R : Apakah textnya menarik?
 S : Yes Mas
 R : Bagian mana yang menurut kamu menarik?
 R : Terakhir mas, akhirnya dia sembuh dari penyakit dan dapat hidup bahagia
 In the last part Sir, Finally Kudita cured her ill and she lived happily
 S : Mas apa cerita itu beneran ada?
 R : Itu adalah Legend atau cerita rakyat dan biasanya rakyat setempat tu percaya
 kalau cerita itu bener-bener ada

Interview 18

- R : Eh kamu sudah selesai belum?
 S : Bentar lagi Pak
 R : Ayo cepet dikerjakan
 S : Ya pak yang ini sulite Pak
 R : O yang table report, kan hampir sama kayak yang essay cuman bentuknya yang
 berbeda
 S : Kalau menurut kamu task paling mudah itu task dalam bentuk apa?
 R : Pilihan ganda
 S : O itu malah sulit soalnya ada jawaban pengecohnya
 R : Kalau tidak ya essay Pak

Interview 19

- R : Masih nyante-nyante ya?
 S : Ya Mas
 R : Boleh saya duduk di sini?
 S : Silahkan Mas

- R : Kamu namanya siapa
S : Reza Mas
R : Reza suka gak pelajaran Bahasa Inggris?
S : Suka mas
R : Kalu dengan cara saya mengajar suka tidak?
S : Ya suka mas
R : Terus dengan yang mengumpulkan pekerjaan di akhir pelajaran gimana?
S : Tidak terlalu suka mas, tapi kalau kita tidak mengumpulkan tugas takut kalau dapat nilai jelek

Interview 20

- R : Kalau kamu pasti Lina ya?
S : ya Mas
R : Lina asalnya dari mana?
S : Dari segoroyoso Mas
R : Jauh juga ya, kalau gak salah sana itu pusat gempa yang dulu ya?
S : Iya Mas
R : Ok, sekarang aku mau tanya tentang pelajaran
S : ya gak apa apa mas
R : Kalau menurut kamu reading susah nggak sih?
S : Susah Mas
R : Kog bisa susah
S : Karena aku tidak bisa memahami kalimat Mas

28th Sept 2011

Interview 21

- R : What is the title Of the text?
S : Rabbit and bear.
R : What is the story about?
S : Persahabatan antara Rabbit and bear
R : what kind of narrative texts is the story?
S : Fable Mas
R : What is the characteristic of the kid bear?
R : Smart and kind

Interview 22

- R : Hi boleh tidak saya Tanya-tanya
S : Hi, Boleh Mas
R : Gimana kelas kita hari ini?
S : Senang,
R : Senang gimana?
S : Itu Mas dongengya
R : :Kamu mrasa kesulitan nggak bacanya?
S : :Enggak!

Interview 23

- R : Hello! What's your name?
- S : Dya Mas
- R : Gimana tadi belajar Bahasa Inggrisnya?
- S : Baik Mas?
- R : Maksudnya kamu senang?
- S : Ya Mas
- R : Materinya kamu suka tidak?
- S : Suka Mas
- R : Kalau aktivitasnya?
- S : Menarik Mas tidak bikin ngantuk
- R : Kalau yang reporting tasknya sulit tidak?
- S : Tidak Mas, Kan tadi dah dikerjakan tinggal ngumpulin.

Field note 1 (15th August 2011)

Kali pertama R datang ke sekolah. Sampai di sekolah R disambut oleh Kepala Sekolah. Sebelumnya R telah menanyakan kepada Humas Sekolah perihal maksud kedatangannya, yaitu meminta izin melakukan penelitian dan beliau sangat senang untuk membantu. R mengutarakan maksudnya untuk melakukan penelitian tindakan kelas di SMA N 1 Pleret. Kemudian R memberikan surat ijin penelitian kepada SP. SP mengizinkan R untuk penelitian di SMA N 1 Pleret. Sebelumnya R dan ET telah lama bertemu untuk mengutarakan maksud untuk mengadakan penelitian di SMA tersebut. R telah menyusun rencana bahwa hari ini hendak mengadakan observasi setelah mendapatkan izin dari SP.

Field note 2 (15th August 2011)

Setelah mendapat perijinan dari SP mengenai penelitian yang akan dilakukan, maka R langsung mengutarakan maksud kedatangannya untuk melakukan interview seputar masalah yang dihadapi dalam pengajaran bahasa Inggris di SMA N 1 Pleret maka SP langsung mempersilahkan R untuk ketemu ET. Setelah selesai melakukan pembicaraan dengan ET, R juga menanyakan keadaan sekolah tersebut kepada para guru dari jumlah gurunya, siswa-siswanya, fasilitas-fasilitas yang dimiliki, karakteristik anak-anaknya. R juga menanyakan masalah-masalah yang biasanya dihadapi para guru dalam mengajar anak-anak di sekolah itu.

Field not 3 16th August 2012

Kelas dimulai pukul 07.00 am, ET meminta R untuk masuk kelas, dan R langsung duduk di bangku paling belakang. Kelas dimulai dengan salam dan berdoa yang dipimpin oleh salah satu siswa. Pada saat itu ET menerangkan siswa tentang narrative text. lalu ET meminta siswa untuk membaca text setelah membaca sebuah text narrative, ET meminta siswa untuk mentranslit text narrative tersebut kedalam bahasa Inggris dan menjawab pertanyaan yang berhubungan dengan text tersebut.

Di saat siswa sedang mengerjakan tugas, ada beberapa siswa yang rebut sendiri. R juga menemukan beberapa siswa yang menyontek temennya, bahkan juga ada yang tidak mengerjakan tugasnya.

Tiga puluh menit telah berlalu, setelah siswa usai membaca dan mengerjakan semua tugas kemudian ET membahas tugas tersebut. Di dalam pembahasan, ET meminta siswa untuk menceritakan tentang isi text tersebut, tetapi semua siswa diam, kemudian ET menceritakan isi dari text tersebut. Setelah itu ET meminta salah seorang siswa untuk menulis jawaban di *white board*, karena dia maka ia meminjam pekerjaan temannya, akan tetapi ET tidak mengetahui hal tersebut setelah itu R meminta ET untuk menyuruh siswa mengumpulkan tugas-tugas mereka. Kebanyakan setengah pekerjaan mereka salah. Setelah itu ET bertanya pada siswa apakah mereka sudah paham, tetapi siswa tidak menjawab, dan akhirnya ET mereview materi pembelajaran pada hari tersebut.

Field note 4 (16th August 2011)

Setelah pelajaran usai, ET mengajak R ke ruang Guru. Kemudian ET dan R membahas tentang permasalahan yang didapat R ketika observasi di kelas. Setelah pembahasan masalah-masalah tersebut maka R menawarkan beberapa action kepada ET untuk diimplementasikan dalam siklus 1 penelitian.

Field note 5, Meeting 1 (8th September 2011)

Pelajaran dimulai pukul 07.00 R pun masuk kelas. Sambil mempersiapkan bahan materi yang akan diajarkan R menunggu SS masuk kelas. Setelah SS sudah berada di dalam ruang kelas, R memberi salam kepada SS. Setelah itu R meminta salah satu siswa untuk memimpin berdoa. Kemudian SS pun berdoa dengan khidmat. Berdoa pun telah usai kemudian R mengecek SS dengan cara memanggil nama SS satu persatu. Kemudian R memberikan kopian kepada SS satu persatu. Setelah itu R menerangkan materi recount text kepada SS. Pertama kali R bertanya salah satu siswa “kejadian-kejadian apa yang kamu alami mulai kamu bangun tidur sampai kamu tiba di sekolah? S menjawab “Saya bangun jam 06.30 terus mandi lalu pakai seragam sekolah. Setelah itu saya sarapan terus berangkat ke sekolah. Tapi sebelum sampai sekolah saya beli bensin dulu.”

Setelah itu R menjelaskan kalau kejadian-kejadian itu di tulis dan menjadi text bacaan itu dinamakan *recoun text*. Ketika R menyampaikan materi terlihat SS yang duduk di bangku belakang ramai sendiri. Kemudian ET menegur SS yang ramai tetapi teguran ET tidak dihiraukan.

Melihat situasi yang seperti itu, R pun Menerapkan tehnik seating arrangement. R meminta SS yang duduk untuk pindah ke baris yang paling depan dan SS yang duduk dibarisan pertama untuk mundur di barisan ke dua, barisan ke dua mundur ke barisan nomer tiga, barisan ke tiga mundur ke barisan naomer 4 begitu seterusnya sampai barisan yang paling terakhir. Pada awalnya SS yang duduk di paling belakang tidak mau pindah ke barisan paling depan. Kemudian R meminta bantuan ET untuk meminta SS yang duduk di barisan paling belakang untuk pindah ke barisan paling depan dan akhirnya SS mau melaksanakan intruksi R. Ketika SS yang duduk di bangku paling belakang duduk di bangku paling depan, mereka terlihat diam dan focus kepada pelajaran tapi kelihatan agak kebingungn.

Setelah itu R memberi text baru ke pada SS, A Lucky Day. Di sini siswa di beri kesempatan untuk bekerja berkelompok, satu kelompok terdiri dari empat siswa. Kemudian SS diminta untuk menganalisa susunan Text tersebut. Pada saat siswa bekerja kelompok, keadaan berubah menjadi agak ramai, tetapi mreka kelihatan lebih senang dan serius dalam mengerjakan tugas. Setelah SS selesai mengerjakan tugas kelompok, kemudia SS bersam R membahas tugas tersebut. Setelah membahas tugas kelompok R memberi tugas individu. Yang pertama yaitu Finding meaning of the words yang kedua yaitu essay tasks dan yang ketiga yaitu reading reporting text. Di dalam mengerjakan tugas individu SS terlihat lebih diam dibandingkan tugas kelompok, tetapi R banyak mendapati SS yang nyotek temannya. SS juga menemukan SS yang tidak mengerjakan tugas yang telah diberikan melainkan di ramai sendiri. Akhirnya waktu mengerjakan soal individu usai, kemudian R dan SS membahas tugas-tugas tersebut bersama sama. R meminta SS untuk mencocokkan dengan jawaban yang benar dan menulis secor di barisan paling bawah. Setelah itu R meminta SS untuk mengumpulkan tugas individu yang telah dikoreksi tadi, akan tetapi banyak SS yang tidak mengumpulkan dengan alasan bahwa R tidak memberi tahu SS dari awal kalau pekerjaannya nanti akan dikumpulkan.

Field note 6, (Meeting 2 14th September 2011)

Waktu menunjukkan pukul 07.00, bel sekolah pun berdering, R langsung bergegas masuk ruang kelas bahasa inggris. Di dalam ruangan kelas sembari menunggu semua murid masuk ruang kelas, R menyiapkan Materi yang akan di ajarkan. Setelah semua murid masuk kelas dan ET pun datang, lalu R memberi salam dan meminta S untuk memimpin berdoa . Sebelum pelajaran dimulai R kembali mengatur seating arrangement. Siswa yang di pertemuan pertama duduk di bangku paling depan sekarang diminta untuk duduk di bangku nomer dua begitu selanjutnya dan siswa yang duduk di paling belakang untuk duduk di bangku paling depan. Setelah keadaan menjadi lebih tenang pelajaran pun dimulai.

R memulai pelajaran dengan bertanya kepada SS “*Who studied English last night?*” Ada siswa yang menjawab belajar dan sebagian siswa menjawab tidak. Kemudian R bertanya lagi ke pada siswa “*What did we study in the last meeting? You, What’s your name?*” Kemudian siswa yang ditanya menjawab kalau namanya adalah Galih, akan tetapi dia tidak menjawab pertanyaan tentang pelajara di pertemuan di hari kemarin. Salah satu siswa ada yang menjawab “*recount text Mas*”, kemudia R pun kembali bertanya “ *What is recount text?* dan siswa pun menjawab “text tentang masa lampau Mas”. Setelah itu R bertanya tentang Scaffolding of recount text tetapi tidak da siswa yang menjawab kemudian R menerangkan Scaffolding of recount text dengan cara memberi text berjudul *Last Weekend* kepada siswa. Setelah siswa paham tentang Scaffolding of recount text, R memberi Text bacaan yang berjudul *A Terrible Day* untu dianalisa.

Setelah siswa molai paham tentang recount text, R pun membagi siswa untuk bekerja kelompok, kmudian siswa diberi jumble paragraph, dan siswa pun diminata untuk mengurutkan menjadi text yang bagus, kemudian text tersebut dianalisa. Disaat siswa bekerja kelompok, R pun memonitoring kerja siswa dan R juga masih mendapati beberapa siswa yang ramai sendiri. Setelah siswa selesai mengerjakn tugas kelompok, R bersama SS membahas tugas kelompok tersebut.

Setelah membahas tugas kelompok selesai, R memberi tugas individu kepada siswa untuk meningkatkan skills reading mereka. Tugas tugas tersebut adalah finding meaning of difficult words, essay tasks, and reading reporting task. Ketika siswa sibuk mengerjakan tugas R berkeliling untuk memonitoring kerja siswa, dan R juga mendapati SS yang ramai sendiri, menyontek pekerjaan teman dan bahkan ada siswa yang tidak mengerjakan tugas tersebut, kemudian R pun menegur siswa tersebut.

Setelah semua siswa selesai mengerjakan tugas individu, kemudian R meminta siswa untuk mengoreksi pekerjaan tersebut. Untuk mengoreksi pekerjaan siswa, R meminta bantuan SS untuk menulis jawaban di white board tetapi siswa terdiam dan menundukkan kepala, kemudian R memanggil nama siswa satu persatu untuk maju menulis jawaban di white board.

Jam pelajaran hampir usai, setelah SS selesai mengoreksi pekerjaannya, kemudian R meminta SS untuk mengumpulkan pekerjaannya. SS pun mengumpulkan pekerjaannya kepada R. Setelah itu R mengitung pekerjaan SS. Di dalam buku hadir tercatat ada dua siswa yang tidak hadir tetapi pekerjaan SS tersebut kurang enam, kemudian R bertanya kepada SS siapa yang tidak menjawab. Pada saat itu bel tanda pelajaran telah usai kemudian R menutup pelajaran dan R pun bergegas keluar dari ruangan kelas.

Field note 7, Meeting 3 (15th September 2011)

Seperti pada pertemuan-pertemuan sebelumnya, pelajaran dimulai pukul 07.00 dan selesai pukul 08.00 WIB. R tiba di sekolah pukul 06.50, dan R pun langsung menuju ruang guru dan mempersiapkan keperluan yang akan di gunakan dalam pelajaran. Setelah bel tanda masuk berdering, R langsung bergegas untuk masuk kelas. Sembari menunggu semua siswa masuk, R mempersiapkan materi yang akan diajarkan pada siswa. Setelah semua siswa masuk kelas, R meminta salah satu siswa untuk memimpin doa, dan tak lama kemudian ET pun datang.

Di pertemuan ke tiga ini R masih memberi materi tentang recount text. sebelum masuk ke materi R meminta siswa yang duduk dibelakang untuk duduk di depan dan siswa yang duduk di depan untuk mundur satu baris. Pengaturan duduk tersebut

bertujuan agar siswa yang selalu ramai di belakang bisa diam dan focus terhadap pelajaran.

Setelah mengatur tempat duduk siswa, R langsung memberikan materi recount text. Text kali ini yaitu tentang perjalanan David Beckham, kemudian R meminta siswa untuk membaca text tersebut. Kali ini siswa kelihatan lebih tenang dan serius dalam menerima materi. Setelah siswa membaca text tentang David Beckham, R mereview tentang struktur recount text dengan cara menganalisa struktur *David Beckham* text.

Setelah mereview struktur of recount text, R memberi text *meeting a star* kemudian meminta siswa untuk membaca text tersebut. Kali ini siswa kelihatan serious banget terutama siswa perempuan karena text ini membahas tentang Pasya Ungu. Setelah membaca dan menemukan kata-kata yang sulit, R meminta siswa untuk duduk berkelompok dan mendiskusikan tentang struktur text tersebut. Setelah siswa selesai berdiskusi, R dan siswa membahas structure text dari bacaan text *meeting a star*.

Setelah diskusi kelompok usai, tiba lah saatnya kerja individu. Di kerja individu ini siswa diberikan text tentang RA. Kartini. Disini siswa diberi tugas yang terdiri dari tiga bagian, yang pertama yaitu finding meaning of the words s, kedua yaitu essay task, dan yang ketiga yaitu reading reporting text.

Pada saat siswa mengerjakan tugas, R memonitoring kerja siswa. Di pertemuan yang ketiga ini siswa yang selalu ramai kelihatan lebih tenang. Mereka juga tidak mengganggu temannya ketika R menerangkan materi. Mereka juga lebih focus kepada pelajaran, dan ketika R memberi tugas mereka juga mengerjakannya dengan serius. Ketika R memberi tugas individu, mereka juga mengerjakannya sendiri. Setelah semua tugas selesai, maka R membahas tugas tersebut, R meminta siswa untuk menulis jawaban mereka di papan tulis, seperti pertemuan sebelumnya tidak ada siswa yang mau maju untuk menulis jawaban mereka. Kemudian R bertanya kepada siswa “ Kenapa kamu tidak mau menulis jawaban kalian di papan tulis? Kemudian salah satu siswa menjawab “ malu mas takut kalau salah. Ini menunjukkan bahwa siswa tidak pede dalam mengerjakan soal.

Cycle 2

Field note 8, Meeting 4 (21st Sept 2012)

Di pertemuan pertama cycle 2 R datang lebih awal, sebelum bel berbunyi. R langsung mempersiapkan LCD dan materi pembelajara. Setelah bel berbunyi materipun sudah siap untuk di ajarkan kepada sisiwa. Seperti biasa, salah satu siswa memimpin berdoa sebagai tanda mereka sudah siap menerima materi.

Materi pada pertemuan pertama di cycle 2 berbeda dengan materi yang diajarkan di cycle 1. kali ini R memberi materi berupa narrative text.. Siswa pun kelihatan dian dan bengong karena ini kali pertama mereka mendapat materi narrative text.

Seperti di pertemuan-pertemuan sebelumnya, R menerangkan materi kepada siswa. Sebelum menerangkan, R memberi elicitation ke pada siswa terlebih dahulu. R bertanya kepada siswa, “ Apa cerita legenda yang berasal dari Yogyakarta?” Ssiswa menjawab, “Nyi Roro kidul”. R pun kembali bertanya“Pernah tidak mendengarkan dongeng?”, dan S menjawab “Pernah Pak, kancil nyolong timun”. Setelah itu R menyajikan gambar-gambar, judul cerita dan jenis-jenis narrative text, kemudian R mminta Siswa untuk menyesuaikan gambar-gambar tersebut dengan judul dan jenis-jenis narrative text.

Setelah siswa tau jenis-jenis narrative text, R memberi satu text narrative pada siswa. R meminta siswa untuk membaca text tersebut. Setelah siswa membca text tersebut, R kemudian menjelaskan dan memberi contoh sruktur dari narrative text. Setelah siswa faham tntang struktur narrative text, kemudian R meminta siswa untuk menganalisa satu text narrative, dan kali ini bekerja kelompok agar mereka bisa berdiskusi. Setelah pekerjaan kelompok selesai. R dengan siswa mebahas tugas kelompok tersebut.

Setelah tugas kelompok usai. Kemudaan R memberi tugas individu yang terdiri dari tiga bagian yaitu finding the meaning of the words, essay tasks, and the last is table reporting text. stelag siswa selesai mengerjagn tugas individu R memminta siswa untuk mengoreksi jawaban temannya. R meminta siswa untuk meminta siswa menulis jawabannya di papan tulis dengan cara brmain game yaitu choosing parner. Dengan permainan ini, kelas sedikit menjadi ramai tetapi masih tetep focus pada pelajaran. Game

ini bertujuan untuk membuat siswa menjadi lebih pede. Permainan ini dimulai dengan cara R bertanya ke pada siswa “*what date is today?*” Lalu siswa menjawab “dua satu Mas” kemudian siswa meminta siswa “siapa yang nomer absennya dua satu? Silahkan maju? *Nunuk came for ward and did the task.* Setelah itu dia harus memilih satu cowok untuk mengerjakan nomer selanjutnya. Cowok tersebut adalah Deny. Lalu Deney menunjuk satu cewek untuk mengerjakan nomer berikutnya. Kegiatan ini diulang sampai semua task terjawab. Permainan ini membuat siswa senang dan lebih PD dari sebelumnya. Sebagai bukti, students menjawab pertanyaan di depan dengan berani dan mereka juga nampak bangga, ini ditunjukkan dengan senyuman mereka.

Field note 9, Meeting 5 (22nd Sept 2012)

Di pertemuan yang ke dua di cycle 2, R memberi tiga text narrative. Text yang pertama digunakan R untuk mengulas kembali tentang Structure narrative text, sentence used, and action verb used in narrative text.

Text narrative yang kedua digunakan untuk latihan menganalisa text, kegiatan ini bertujuan agar siswa benar-bener faham tentang susunan text. Kali ini siswa berkerja kelompok agar bisa berdiskusi untuk mengerjakan tugas tersebut.

Untuk text yang ke tiga, siswa diberi text yang berjudul Nyi Roro Kidul. Setelah membaca text tersebut siswa diberi tiga tugas yang pertama yaitu *true and false questions*, dan yang kedua yaitu *essay tasks*, dan yang terakhir *oral reporting task*. Dalam oral reporting tasks, siswa bekerja secara berkelompok,. Hal tersebut dilakukan karena waktu yang terbatas. Di oral reporting text, satu kelompok diwakili satu orang untuk maju kedepan dan melaporkan tentang kisah legend Nyi Roro Kidul.

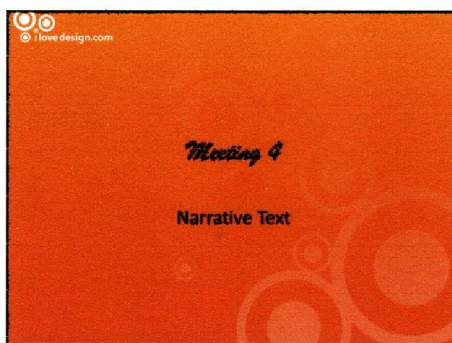
Field note 10, Meeting 6 (28th Sept 2012)

Di pertemuan yang terakhir di Cycle 2, diberi narrative text jenis fable. Text tersebut adalah *The Smartest Parrot*, *The Smartest Animal*, dan *Story of Rabbit and Bear*. Pertama kali students diterangkan tentang narrative text jenis *fable*. Kedua kali *students* diberi text berjudul *The Smartest Parrot*, kemudian *teacher* menjelaskan tentang text

tersebut. Setelah itu *students* diberi text yang kedua yaitu text yang berjudul *the smartest animal*, kemudian *students* diminta untuk menganalisa text tersebut seperti yang telah dicontohkan. Ditahap yang terakhir di *meeting 3 Cycle 2* yaitu *independent of the text*. *Students* diminta untuk mengerjakan semua tasks yang diberikan oleh *teacher*. Setelah itu semua pekerjaan dilaporkan kepada *teacher*.

Appendix 3

(Media)



Activity 1
A. Write the text carefully.

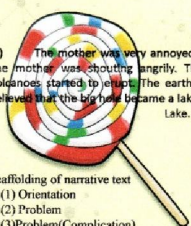
Toba Lake

(1) Once upon time, there was a handsome man. His name was Batara Guru Sahala. He liked fishing. One day, he caught a fish. He was surprised to find out that the fish could talk. The fish begged him to set it free.

(2) Batara Guru could not bear it. He made the fish free. As soon as it was free, the fish changed into a very beautiful woman. She attracted Batara Guru so much. He felt in love with that fish-woman. The woman wanted to marry with him and said that Batara Guru had to keep the secret, which she had, been a fish. Batara Guru agreed and promised that he would never tell anybody about it.

(3) They were married happily. They had two daughters. One day Batara Guru got very angry with his daughter. He could not control his mad. He shouted angrily and got the word of fish to his daughters. The daughters were crying. They feared their mother and talked her about it.

<http://education.yahoo.com/reference/dictionary/entry/descriptive>



(4) The mother was very annoyed. Batara Guru broke his promise. The mother was shouting angrily. Then the earth began to shake. Volcanoes started to erupt. The earth formed a very big hole. People believed that the big hole became a lake. Then this lake is known as Toba Lake.

Scaffolding of narrative text

- (1) Orientation
- (2) Problem
- (3) Problem(Complication)
- (4) Reorientation

Activity 2
A. Write the text carefully.

Romeo and Juliet

In the town of Verona there lived two families, the Capulets and the Montagues. They engaged in a bitter feud. Among the Montagues was Romeo, a hot-blooded young man with an eye for the ladies. One day, Romeo attended the feast of the Capulets', a costume party where he expected to meet his love, Rosaline, a haughty beauty from a well-to-do family. Once there, however, Romeo's eyes fell upon Juliet, and he thought of Rosaline no more.

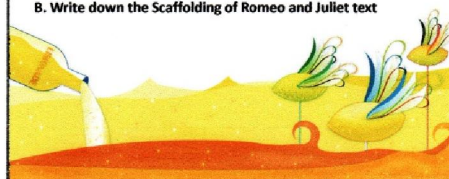
The vision of Juliet had been invading his every thought. Unable to sleep, Romeo returned late that night to the Juliet's bedroom window. There, he was surprised to find Juliet on the balcony, professing her love for him and wishing that he were not a "Montague", a name behind his own. "What's in a name? That which we call a rose by any other name would smell as sweet." Romeo was ready to deny his name and professed his love. The two agreed to meet at nine o'clock the next morning to be married.

Early the next morning, Romeo came to Friar Lawrence begging the friar to marry him to Juliet. The Friar performed the ceremony, praying that the union might someday put an end to the feud between the two families. He advised Romeo kept the marriage a secret for a time.

On the way home, Romeo chanced upon his friend Mercutio arguing with Tybalt, a member of the Capulet clan. That quarrel last caused Mercutio died. Romeo was reluctant no longer. He drew his sword and slew Tybalt. Romeo realized he had made a terrible mistake. Then Friar Lawrence advised Romeo to travel to Mantua until things cool down. He promised to inform Juliet. In the other hand, Juliet's father had decided the time for her to marry with Paris. Juliet consulted Friar Lawrence and made a plot to take a sleeping potion for Juliet which would simulate death for three days. The plot proceeded according to the plan. Juliet was sleeping in death.

Unfortunately, The Friar's letter failed to reach Romeo. Under the cover of darkness, he broke into Juliet's tomb. Romeo kissed the lips of his Juliet one last time and drank the poison. Meanwhile, the effects of the sleeping potion wear off. Juliet woke up calling for Romeo. She found her love next to her but was lying dead, with a cup of poison in his hand. She tried to kiss the poison from his lips, but failed. Then Juliet put out his dagger and plunged it into her breast. She died.

B. Write down the Scaffolding of Romeo and Juliet text



Activity 2

A. In pairs, rearrange the jumbled paragraphs of the story entitled *Nyi Roro Kidul* into a good text by numbering the paragraphs. Look at the example.

Sentences

- Once upon a time, there was a beautiful princess named Kadita. Because of her beauty, she was called Dewi Sriwengse. It means The Beautiful Sun. Her father was King Munding Wangi. Although he had a beautiful daughter, he was unhappy. It is because he always expected to have a son.
- The poor princess went alone. She did not know where to go. She almost could not cry anymore. But, she had a noble heart. She did not have any bad feeling about her stepmother. She always prayed to God. She walked for almost seven days and seven nights. Then, she came to the South Ocean. The ocean was so clean and clear. She jumped into the water and swam.
- Dewi Mutiara called a black magician to curse Kadita. She wanted Kadita's beautiful body full of scabies and itch. The black magician did the magic. In the night, Kadita's body was full of scabies and itch. When she woke up, she found her body full of sores. It also smelled stinky. The beautiful princess cried. She did not know what to do.

Paragraphs

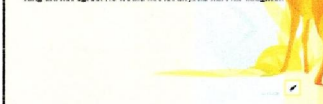
• 1

•

•

•

- Suddenly, there was a miracle. The ocean water cured her illness. The scabies and itch were gone. Even, she became more beautiful than before. Not only that, she also had a power to command the whole South Ocean. She became a fairy called Nyi Roro Kidul or The Queen of South Ocean.
- When the King heard the news, he was very sad. No one could cure his daughter's illness. The King did not want her daughter to be a spinster so he agreed to send his daughter away.
- The King decided to marry Dewi Mutiara. He had a son from her. He was very happy. Dewi Mutiara wanted her son to become a king in the future. She asked the King to send his daughter away. However, the King did not agree. He would not let anyone hurt his daughter.



<http://www.melidsa.org/reference/subject/philosophy/works/11/nyirorokidul.htm>

10/27/2012

Activity 3

A. Based on the *Nyi Roro Kidul* story, answer the questions below.

1. Who is the main character of the story?
2. Why was Dewi Kudita called Dewi Srungenge?
3. Why did The King decide to marry Dewi Mutiara?
4. Why did Dewi Mutiara ask the King to send his daughter away?
5. What was the miracle in the story?

B. Write T (true) if the statement is true and F if the statement is false according to text, *Nyi Roro Kidul*

1. King Munding Wangi married Kudita because he wanted to have a son.
2. The king was happy because he had a beautiful daughter.
3. When Kudita woke up, she found her body full of ulcer.
4. Finally, Kudita died because she jumped in to south ocean.
5. Kudita was called Nyi Roro Kidul or The Queen of South Ocean.

Activity 4

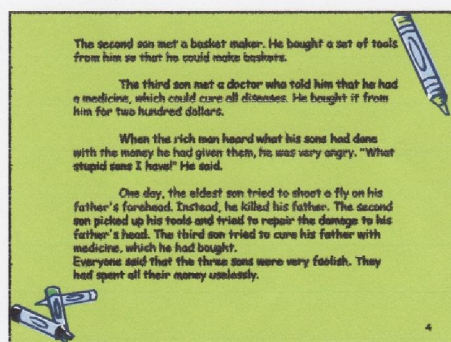
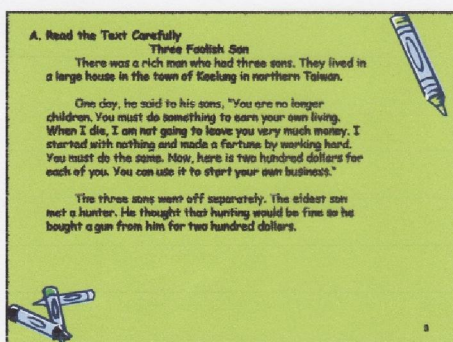
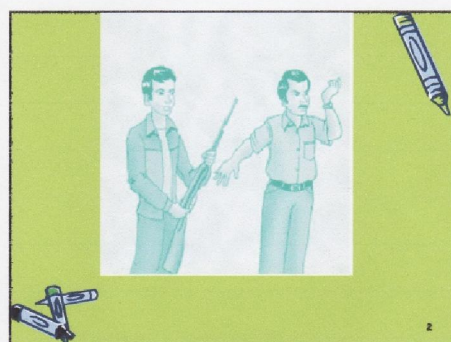
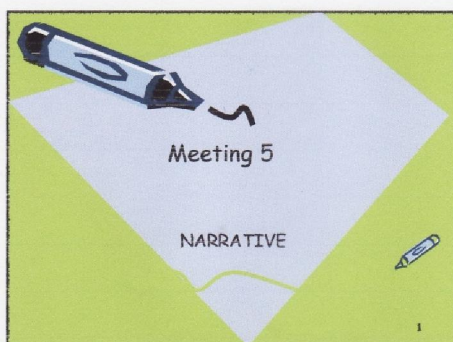
A. In group with your friends, make summary of *Nyi Roro Kidul* story then report it in front of the class.
<http://social.chase.nyu.edu/world/CIBGLASS/3.aspx.htm>

Thank



You

2012/3/23



What is a narrative text?

A narrative is a piece of text, which tells a story.

Generic structure of a narrative text

1. Orientation

In this paragraph, the narrator tells the audience who is in the story, when it is happening, and what is going on.

2. Complication

This is the part of story where the narrator tells about something that will begin a chain of events, these events will affect one or more of the character. The complication is the trigger.

3. Sequence of Events

This is where the narrator tells how the characters react to the complication. It includes their feelings, and what they do. The events can be told in chronological order (the order in which they happen).

4. Resolution

In this part of narrative where the complication is sorted out or the problem is solved.

5. Coda

The narrator includes a coda if there is to be a moral or message to be learned from the story.

B. Read the text carefully then identify the generic structure of the text

A long time ago, a child was born to a queen and king and she was called Snow White. When the queen died, the king married again. This new queen was wicked and hated Snow White. The queen gave orders that Snow White was to be treated as a servant.

Snow White grew very beautiful and one day a Prince riding by, saw her at work and fell in love with her.

The queen was beautiful too, and every day she asked her Magic Mirror, "Who is the fairest in the land?" and the mirror always answered, "You are the fairest one of all".

But one day the mirror answered Snow White was the fairest in the land, and in a rage the queen gave orders to one of her Huntsmen to take Snow White into the woods and kill her.

The Huntsman had a kind heart and couldn't do the deed so told her to run away. She fled into the woods where seven little dwarfs lived. Their house was small and strange.

Snow White entered the little house and finding it very untidy, started to clean up. Upstairs she found seven little beds. She was very tired and stretching out on one of the beds, was soon asleep.

When the Dwarfs came home, they were surprised to find Snow White and after some argument, decided to let her stay. She promised to cook and look after them.

10/24/2012

The Queen discovered where Snow White was living and disguising herself as a witch, took a poisoned apple and set out for the Dwarf's cottage. She gave Snow White the poisoned apple to eat and as soon as she bit the apple, she sank into unconsciousness.

Thinking she was dead, the Dwarfs built a glass coffin and put her in it. Four days she lay in the forest in her glass coffin. One day, the Prince was riding through the forest looking for Snow White and found her. He leaned over and kissed her. She opened her eyes and sat up with a smile. Everyone was happy. The Prince took Snow White to his palace where they were married and lived happily ever after.



9

A. Read the text carefully.

Evaluation

Once upon a time, there was a young girl named Cinderella. She lived with her stepmother and two stepsisters.

The stepmother and sisters were cruel and bad tempered. They treated Cinderella very badly. Her stepmother 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 stepsisters, on the other hand, did not work about the house. Their mother gave them many handsome dresses to wear.

One day, the two stepsisters 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 could not help crying after they had left.



10

"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 good mother, "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 ragged 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 slippers was left behind.



11

A few days later, the king's 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.



12

BRUNO

B. Answer the questions below.

1. Who is the main character of the story?
2. What are the characters of stepmother and sisters?
3. What did the good mother give to Cinderella?
4. What did the king's son proclaim?
5. What is the ending of the story?

C. Find the meaning of vocabularies below.

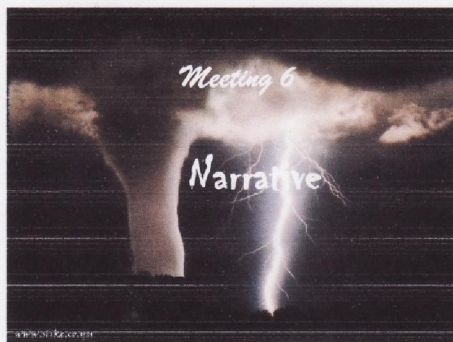
| | |
|------------|-----------------|
| 1. Ball | 6. conceited |
| 2. Fairy | 7. bad tempered |
| 3. Slipper | 8. treated |
| 4. Toe | 9. pumpkin |
| 5. palace | 10. pretty |

13

D. Write the report table of the Cinderella story

| Character | Characteristics |
|---------------------|-----------------|
| Cinderella | |
| Stepmother | |
| Sisters | |
| Settings | |
| Place | |
| Time | |
| How the story began | |
| Problems | |

14



10.2.12

Activity 1

4. Using the text carefully.

The smartest parrot

(1) 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.

(2) 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.

(3) 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.

(4) 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 so stupid as the chickens! Just stay with them!" Said the man angrily. Then he continued to himself, "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.

(5) 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 dead chickens on the floor. At the moment, the parrot was standing proudly and scolding at the last old chicken, "Say Catano or I'll kill you!".

Activity 2

Scaffolding of narrative text

(1) Orientation
(2) Problem
(3) Problem
(4) Problem (Complication)
(5) Reorientation

A. Write the text carefully.

Once there was a farmer from Laos. Every morning and every evening, he ploughed his field with his buffalo.

One day, a tiger saw the farmer and his buffalo working in the field. The tiger was very surprised to see a big animal listening to a small animal. The tiger wanted to know more about the big animal and the small animal.

After the man went home, the tiger spoke to the buffalo; "you are so big and strong. Why do you do everything the man tells you?" The buffalo answered, "oh, the man is very intelligent". The tiger asked, "can you tell me how intelligent he is?". "No, I can't tell you", said the buffalo, "but you can ask him".

On the next day the tiger asked to the man, "Can I see your intelligence?". But the man answered, "It is better than you do and I am?" asked the tiger. "Yes" said the man, "but I am afraid you will kill my buffalo when I am gone. Can I tie you to a tree?"

After the man tied the tiger to the tree, he didn't go home to get his intelligence. He took his plough and hit the tiger. Then he said, "Now you know about my intelligence even you haven't seen it".

B. In-group with your friends, write down the Scaffolding of the text.



Story of Rabbit and Bear

Once upon a time, there lived as neighbors, a bear and a rabbit. The rabbit is a good shot. In contrary, the bear is always clumsy. He could not use the arrow to good advantage.

One day, the bear called over the rabbit and asked him to take his bow and arrows, and came with bear to the other side of the river. The rabbit was fearing to arouse the bear's anger so he could not refuse. He consented and went with the bear and shot enough buffalo to satisfy the hungry family. Indeed he shot and killed so many that there was lots of meat left after the bear and his family had loaded themselves and packed all they could carry home.

The bear was very gluttonous and did not want the rabbit to get any of the meat. The rabbit could not even taste the blood from the butchering as the bear would throw earth on the blood and dry it up. The poor rabbit would have to go home hungry after his hard day's work.

The bear was the father of five children. 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 would go toward the rabbit's house and when he got close to the door, he would throw the meat with such a great kick. The meat would fly into the rabbit's house. Finally, the poor rabbit would get his meal unknown to the papa bear.

B. Answer the questions below.

1. Who is the main character of the story?
2. Why did the bear shoot enough buffalo?
3. How many children did the bear have?
4. What did the mother do to the youngest bear?
5. What is the ending of the story?

C. Find the meaning of each word.

1. Arrow
2. Clumsy
3. Consented
4. Gluttonous
5. Butchering
6. Bow



Thank you

Appendix 4
(Varied and Systematic Tasks)

Meeting : 1

Text Type : Recount Text

Date :

Students Name :

A. Task 1, Read the text carefully.**Joining the Traditional Dance Competition**

I joined the Traditional Dance Competition in Jakarta last year. I represented my

Junior High School. It was my biggest competition. I practiced hard with my teacher for a month. We also prepared the best costume we had.

We only had one day in Jakarta. We went there by plane. We left at 6 a.m. and arrived in Jakarta at 7 a.m. We took a taxi to take us to the place where the competition was held. It took an hour to get there. There were already some participants when we arrived. The competition would start in an hour.

First, my teacher and I went to the dressing room.

My teacher helped me do the make-up and the costume.

We spent almost an hour for the preparation. I told my

teacher that I was really nervous. I was not ready for this. However, she told me that everything was alright, and I felt better.

Then, the time came for me to perform on stage. There were five judges and about two hundred people watching me. However, I did not feel nervous anymore. I performed on the stage confidently. I really did the best I could. I was glad when it ended smoothly.

After that, we waited for the announcement of the result. It was 4 p.m. when the judges finished making their final decision. I was so impatient to hear the result. I still could not believe when they called my name as the first winner. I was so happy to be given the trophy. My teacher was also proud of my achievement. Finally, we went back to Yogyakarta in the evening. We were so tired. However, we were satisfied because our effort was not useless.

B. Answer the questions below.

1. What did the writer do in Jakarta last year?
2. How did the writer go to Jakarta?
3. What did the writer represent?
4. How long did the writer and the teacher do the make-up and the costume?
5. How many people did watch the dance?
6. How did the writer dance on the stage?
7. What was the result of the writer in the dance competition?

C. Write the report of Joining the Traditional Dance Competition.

1. The title of the text
2. Introductory text
 - a. Who is the participant?
 - b. When does the event happen?
 - c. Where does the event happen?
3. Sequence of events
 - a. What is the first event?
 - b. What is the second event?
 - c. What is the third event?
4. The reorientation

Meeting : II

Text Type : Recount Text

Date :

Students Name :

A. Look at the pictures and arrange the sentences in the correct order to form a meaningful paragraph based on the pictures.



- a. It was an interesting film about a plane, which crashed on a small empty island in the Pacific Ocean.
- b. After a few weeks, the passengers were eating raw fish and meat.
- c. Although the passengers were safe, nobody knew where the plane had crashed.

- d. It was an American movie called *The Lost Flight*.
- e. So, the passengers had to learn how to hunt for food in the jungle and how to catch fish from the sea to eat.
- f. My sister and I went to see a film last night.
- g. After they had been on the island for two months, three of the men made a boat and sailed away to find help.
- h. It showed how people can quickly change when they have to look after themselves in the jungle.
- i. But my sister and I enjoyed the film.
- j. But their boat sank and they were drowned.
- k. The film ended without saying whether the passengers were rescued or not.

B. Based on your paragraph you have arranged, answer questions below.

- 1. What did the writer and her sister do last night?
- 2. What is the title of the film?
- 3. How was the plane?
- 4. How were the passengers when the plane had crashed?
- 5. What did the passengers learn?
- 6. What did the passenger do to find help?
- 7. How did the film end?

C. Write a report of *A Film Last Night*.

- 1. The title of the text
- 2. Introductory text
 - a. Who is the participant?
 - b. When do the participants do?
- 3. Sequence of events
 - a. What is the first event?
 - b. What is the second event?
 - c. What is the third event?
- 4. The reorientation

Meeting : III

Text Type : Recount Text

Date :

Students Name :

A. Read the text carefully.

the
lady,
our

**RA. Kartini**

Every April 21 people in Indonesia commemorate the Kartini day. It is beautiful day for woman because we celebrate the birth of great a Ra. Kartini. Everyone knows who Kartini is. She is national hero 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 luck because she got more than the ordinary people got. She got better education than other children.

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. However, 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 spirit stated on collection of letter "Habis Gelap Terbitlah Terang" from the dusk to the dawn.

B. Answer the questions below.

1. What do Indonesian people commemorate Every April 21?
2. Who was Kartini?
3. When was Kartini born?
4. Where was RMAA. Sosroningrat wedana?
5. Whom did Kartini Marry with?
6. Who was born in September 13 1904?
7. When was Kartini passed away?

C. Write the report of RA. Karatini text.

1. The title of the text
2. Introductory text
3. Sequence of events
4. The reorientation

Meeting : IV

Text Type : Narrative Text

Date :

Students Name :

A. In pairs, rearrange the jumbled paragraphs of the story entitled *Nyi Roro Kidul* into a good text by numbering the paragraphs. Look at the example.

| | |
|--|----------------|
| Once upon a time, there was a beautiful princess named Kadita. Because of her beauty, she was called Dewi Srengenge. It means The Beautiful Sun. Her father was King Munding Wangi. Although he had a beautiful daughter, he was unhappy. It is because he always expected to have a son. | Paragraph 1 |
| The poor princess went alone. She did not know where to go. She almost could not cry anymore. But, she had a noble heart. She did not have any bad feeling about her stepmother. She always prayed to God. She walked for almost seven days and seven nights. Then, she came to the South Ocean. The ocean was so clean and clear. She jumped into the water and swam. | Paragraph |
| Dewi Mutiara called a black magician to curse Kadita. She wanted Kadita's beautiful body full of scabies and itch. The black magician did the order. In the night, Kadita's body was full of scabies and itch. When she woke up, she found her body full of ulcer. It also smelled stinky. The beautiful princess cried. She did not know what to do. | Paragraph |
| Suddenly, there was a miracle. The ocean water cured her illness. The scabies and itch were gone. Even, she became more beautiful than before. Not only that, she also had a power to command the whole South Ocean. She became a fairy called Nyi Roro Kidul or The Queen of South Ocean. | Paragraph |
| When the King heard the news, he was very sad. No one could cure his daughter's illness. The King did not want her daughter to be a rumour so he agreed to send his daughter away. | Paragraph |
| The King decided to marry Dewi Mutiara. He had a son from her. He was very happy. Dewi Mutiara wanted her son to become a king in the future. She asked the King to send his daughter away. However, the King did not agree. He would not let anyone hurt his daughter. | Paragraph |

B. Answer the questions below.

1. Who is the main character of the story?
2. Why was Dewi Kudita called Dewi Srengenge?
3. Why did The King decide to marry Dewi Mutiara?
4. Why did Dewi Mutiara ask the King to send his daughter away?
5. What was the miracle in the story?

C. Write T (true) if the statement is true and F if the statement is false according to text,
Nyi Roro Kidul

| No | Statements | T/F |
|----|--|-----|
| 1 | King Munding Wangi married Kadita because he wanted to have a son. | |
| 2 | The king was happy because he had e beautiful daughter. | |
| 3 | When Kudita woke up, she found her body full of ulcer | |
| 4 | Finally, Kudita died because she jumped in to south ocean. | |
| 5 | Kudita was called Nyi Roro Kidul or The Queen of South Ocean. | |

D. Report orally the Story of *Nyi Roro Kidul*

1. Orientation
2. Complication
3. Resolution

Meeting : V

Text Type : **Recount Text**

Date :

Students Name :

A. Read the text carefully.

Once upon a time, there was a young girl named Cinderella. She lived with her stepmother and two stepsisters.

The stepmother and sisters were conceited and bad tempered. They treated Cinderella very badly. Her stepmother 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 stepsisters, on the other hand, did not work about the house. Their mother gave them many handsome dresses to wear.

One day, the two stepsisters 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 could not help crying 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 good mother, "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 ragged 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's 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.

B. Answer the questions below.

1. Who is the main character of the story?
2. What is the character of stepmother and sisters?
3. What did the good mother give to Cinderella?
4. What did the king' son proclaim?
5. What is the ending of the story?

C. Find the meaning of vocabularies below.

1. Ball
2. Fairy
3. Slipper
4. Toe
5. Tempered

D. Write the table report of the Cinderella

| Character | Characteristic |
|---------------------|----------------|
| Cinderella | |
| Stepmother | |
| Sisters | |
| Settings | |
| Place | |
| Time | |
| How the story began | |
| Problems | |
| The ended | |

Meeting : VI

Text Type : Narrative Text

Date :

Students Name :

A. Read the text carefully.**Story of Rabbit and Bear**

Once upon a time, there lived as neighbors, a bear and a rabbit. The rabbit is a good shot. In contrary, the bear is always clumsy. He could not use the arrow to good advantage.

One day, the bear called over the rabbit and asked the rabbit to take his bow and arrows, and came with bear to the other side of the hill. The rabbit was fearing to arouse the bear's anger so he could not refuse it. He consented and went with the bear and shot enough buffalo to satisfy the hungry family. Indeed he shot and killed so many that there was lots of meat left after the bear and his family had loaded themselves and packed all they could carry home.

The bear was very gluttonous and did not want the rabbit to get any of the meat. The rabbit could not even taste the blood from the butchering as the bear would throw earth on the blood and dry it up. The poor rabbit would have to go home hungry after his hard day's work.

The bear was the father of five children. 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 and 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 unknown to the papa bear.

B. Answer the questions below.

1. Who is the main character of the story?
2. Why did the bear shoot enough buffalo?
3. How many children did the bear have?
4. What did the mother do to the youngest bear?
5. What is the ending of the story?

C. Find the meaning of each word.

- | | |
|--------------|---------------|
| 1. Arrow | 4. Gluttonous |
| 2. Clumsy | 5. Butchering |
| 3. Consented | 6. Bow |

D. Fill the table report below

| Table Report | |
|------------------------------|--|
| Title | |
| Characters | |
| Main character | |
| A rabbit' character | |
| A bear' character | |
| The youngest bear' character | |
| The story begins | |
| The story complication | |
| The story ending | |

Nama : Disang Eza Wira S
No : 27

tgl : September 2011

- B.
1. Joining the traditional dance competition
 2. We went there by plane.
 3. The writer and the teacher do the mark-up and the costume.
 4. About two hundred people watching me.

C. ~~Joining~~ the Traditional Dance Competition

1. Introductory of the text

- a. The writer and the teacher
- b. The traditional Dance competition in Jakarta last year.
- c. In Jakarta last year.

2. Sequence of events

- a. We only had one day in Jakarta. We went there by plane
- b. First, my teacher and I went to the dressing room

3. The reorientation

- a. We were so tired. However, we were satisfied because our ~~effort~~ effort was not useless.

$$B : \frac{10 \times 10}{15} = 6,6$$

Nama : Rizang Eza Wira S
No : 27

tgl : September 2011

- B. Every April 21 people in Indonesia commemorate the Kartini day.
1. She is our national hero and a great lady with the bright idea.
 2. Kartini was born in 1879 April 21 in Mayang Jepara.
 3. Where was RAAAA. Sasraningrat undana?
 4. She married Adipati Djayodiningrat.
 5. Singgih
 6. She finally passed away on September 17 1904 on her 25 years old.

C. The report of RA Kartini text.

1. RA Kartini

2. Introductory of the text

Every April 21 people in Indonesia commemorate the Kartini day. She is our national hero and a great lady with the bright idea.

3. Sequence of events

Kartini was born in 1879 April 21 in Mayang Jepara.

In November 12 1903, she married Adipati Djayodiningrat, the head of Rembang regency.

She finally passed away on September 17 1904 on her 25 years old.

4. The reorientation

Nowadays Indonesian women progress is influenced by Kartini's spirit stated on collection of letter "Habis Gelap Terbitlah Terang" ~~from~~ from the dusk to the dawn.

$$\frac{14 \times 10}{14}$$

(9, 33)

Nama: Risang Eza Wira S
No : 27

18: 14 September 2011

100

A. ~~My~~ My sister and I went to see a film last night. It was an interesting film about a plane, which crashed on a small empty island in the Pacific Ocean. It was an American movie called The Lost Flight. Although the passengers were safe, nobody knew where the plane had crashed. So, the passengers had to learn how to hunt for food in the jungle and how to catch fish from the sea to eat. After a few weeks, the passengers were eating raw fish and meat. It showed how people can quickly change when they have to look after themselves in the jungle. After they had been on the island for two months, three of the men made a boat and sailed away to find help but their boat sank and they were drowned. The film ended without saying whether the passengers were rescued or not. But my sister and I enjoyed the film.

B. ~~My~~ My sister and I went to see a film last night.
~~The~~ The Lost Flight
~~a~~ a plane, which crashed on a small island in the Pacific Ocean
~~Although~~ Although the passengers were safe, nobody knew where the plane had crashed
~~the~~ the passengers had to learn how to hunt for food in the jungle and how to catch fish from the sea to eat.
~~three~~ three of them made a boat and sailed away to find help.
~~The~~ The film ended without saying whether the passengers were rescued or not.

C.

A film Last Night

My sister and I went to see a film last night. It was an American movie called The Lost Flight. Although the passengers were safe, no body knew where the plane had ~~crash~~ crashed. After they had been on the island for two months, three of the men made a boat and sailed away to find help. The film ended without saying whether the passengers were rescued or not.

Nama: Risang Eza Wira S
No : 27

tgl: September 2011

- B.
1. Cinderella
 2. The Stepmother and sisters were conceited and bad temper
 3. She gave her a pair of pretty glass slippers.
 4. The king's son proclaimed that he would marry the girl who feel fitted the glass slipper.
 5. The king's son was overjoyed to see her again. They were married and live happily ever after.

- C. ~~X~~ Bola
2. Peri
 3. Sepatu
 4. Tunkai
 5. Pemarah

$$19 \times 5 = 95$$

D. the table report of the Cinderella

| Character | Characteristic |
|---------------------|--|
| Cinderella | Good |
| Stepmother | Conceited and bad tempered |
| Sisters | Conceited and bad tempered |
| Settings | |
| Place | Palace |
| Time | one day to the ball |
| How the story began | Once upon a time, there was a young girl named Cinderella. She lived with her stepmother and two stepsisters. |
| Problems | |
| The ended | 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. |

Nama: Risang Eza Wira S
No : 27

td: September 201,

- B.
1. The main character of the story is Kudita
 2. Because of her beauty, She was called Dewi Srengenge
 3. Because He had a son from her.
 4. because Dewi Mutiara wanted her son to become a king in the future
 5. Suddenly, there was a miracle. The ocean water cured her illness

- C.
1. t
 2. t
 3. t
 4. f
 5. f

Nama: ~~A~~ Risong Eza Wira S
No: 27

tgl: September 20

B. Rabbit

He consented and went with the bear and shot enough buffalo to satisfy the hungry family

5.

The youngest child was very kind to the rabbit

The poor rabbit would get his meal unknown to the poor bear.

C. 1. Anat Panah

2. Kaki

3. Konsentrasi

4. Taku

5. menyembelih

6. busur panah.

$$19 \times 5 = (95)$$

B. Fill the table report below

| Table Report | |
|-------------------------------|---|
| Title | Story of Rabbit and Bear |
| Characters | |
| Main character | Bear |
| A rabbit's character | Good X |
| A bear's character | gluttonous |
| The youngest bear's character | Kind |
| The story begins | once upon a time, there lived as neighbors, a bear and a rabbit. The rabbit is a good shot. In contrary, the bear is always clumsy. He could not use the arrow to good advantage |
| The story complication | Rabbit could not even taste the blood from the butchering as the bear would throw earth on the blood and dry it up. The poor rabbit would have to go home hungry after his hard day's work. |
| The story ending | The youngest child was very kind to the rabbit. In this way, the poor rabbit would get his meal unknown to the poor bear. |

Appendix 6
(Students' Score)

**IMPROVING READING SKILLS THROUGH VARIED
AND SYSTEMATIC REPORTING TASKS
FOR THE TENTH GRADE STUDENTS
OF SMA N I PLERET**

A Thesis

Presented as partial fulfillment of the requirements
to obtain a *Sarjana Pendidikan* Degree in English Education



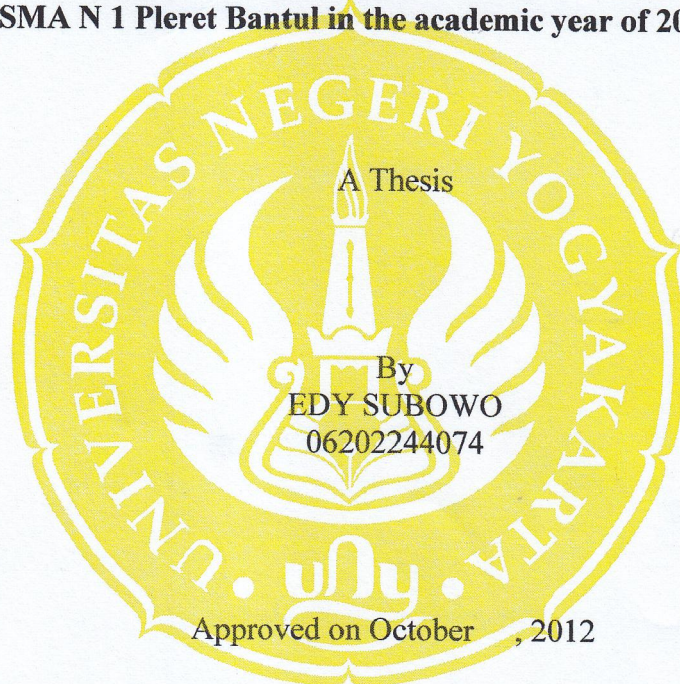
**By:
Edy Subowo
06202244074**

**ENGLISH EDUCATION DEPARTMENT
FACULTY OF LANGUAGES AND ARTS
YOGYAKARTA STATE UNIVERSITY
2012**

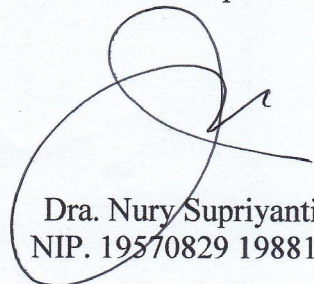
APPROVAL

**IMPROVING READING SKILLS THROUGH VARIED
AND SYSTEMATIC REPORTING TASKS
FOR THE TENTH GRADE STUDENTS
OF SMA N 1 PLERET**

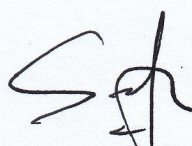
**An Action Research in the class X E of
SMA N 1 Pleret Bantul in the academic year of 2011/2012**



First Supervisor


Dra. Nury Supriyanti, M.A.
NIP. 19570829 198812 2 001

Second Supervisor


Siti Sudartini, S.Pd., M.A.
NIP. 19760311 200561 2 001

RATIFICATION

IMPROVING READING SKILLS THROUGH VARIED AND SYSTEMATIC REPORTING TASKS FOR THE TENTH GRADE STUDENTS OF SMA N I PLERET

A Thesis

By

Edy Subowo

06202244074

Accepted by the board of examiners of Faculty of Languages and Arts
State University of Yogyakarta on November 2012 and declared to have
fulfilled the Requirements to acquire a Sarjana Pendidikan Degree

Board of Examiners

Chairperson : Dr. Agus Widyantoro, M.Pd.

Secretary : Siti Sudartini, S.Pd., M.A.

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

Second Examiner : Dra. Nury Supriyanti, M.A.

Yogyakarta, November 2012
Faculty of Languages and Arts
Yogyakarta State University



SURAT PERNYATAAN

Yang bertandatangan di bawah ini

Nama : Edy Subowo

NIM : 06202244074

Jurusan : Pendidikan Bahasa Inggris

Fakultas : Fakultas Bahasa dan Seni

Judul Skripsi : *Improving Reading Skills through Varied and Systematic Reporting Tasks for the Tenth Grade Students of SMA N I Pleret*

Menyatakan bahwa skripsi ini adalah hasil pekerjaan saya sendiri dan sepengetahuan saya tidak berisi materi yang ditulis oleh orang lain sebagai persyaratan penyelesaian studi di perguruan tinggi ini atau perguruan tinggi lain kecuali bagian-bagian tertentu yang saya ambil sebagai acuan dengan mengikuti tata cara dan penulisan karya tulis ilmiah yang lazim.

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

Yogyakarta, October 2012

Penulis,

Edy Subowo
06202244074

DEDICATIONS

I lovingly dedicate this thesis to:

❖ *My beloved mother and father*

Robiah and Sunar

*Thank you for your endless love, care, patience,
prayer, and support*

❖ *My beloved younger sister*

Sulistiyasih

Thanks for your love, and support

❖ *My friends*

at UKM Karate "INKAI" UNY

at E 23 Community

at J Class' 06

Thanks for giving spirit and for coloring my life

MOTTOS

*“Keep working hard and you can get anything you want,
but don’t think it’s going to be easy. It’s hard” (Alliyah)*

*All the flowers of all the tomorrows are in the seeds of today. ~
Indian Proverb*

ACKNOWLEDGEMENTS

I am very grateful to Allah SWT the Most Gracious and the Most Merciful. Alhamdulillahirobil'amin, all praise is to Allah SWT, the Almighty, the Merciful, and the Owner of the universe who has blessed me with so many beautiful things in my life. His blessing has empowered me to finish this thesis.

I would like to express my gratitude to the first supervisor, Dra. Nury Supriyanti, MA. who has provided continuous direction, guidance, help, and correction in the accomplishment of this thesis.

Then, I would also like to express my gratitude to the second supervisor, Siti Sudartini, Spd, MA. for her continuous direction, guidance, help, and correction in the accomplishment of this thesis.

I also thank the big family of SMA N 1 Pleret, especially the principal, Drs. H. Edison Ahmad Jamli, the English teacher, Dra. Vera Afri Iswanti, and all students of X E of SMA N 1 Pleret.

I would like to express my appreciation to my family. First, I would like to thank my parents, Sunar and Robiah who never stop praying for my success. Second, I would like to thank my younger sister, Sulis Tiyasih. Third, I would like to thank the whole big family of UKM Karate "INKAI" UNY, and E 23 Community. Fourth, I also would like to thank my friends in the English Education Department especially J Class' 06.

I realize that my thesis is far from being perfect, any criticisms, ideas and suggestions for the improvement of this thesis are greatly appreciated. I expect that this thesis will give some contributions for the improvements of the English teaching and learning and for the readers.

Yogyakarta, October 2012

The writer

TABLE OF CONTENT

| | |
|--|-------------|
| TITLE OF PAGE | I |
| APPROVAL | ii |
| RATIFICATION | iii |
| DECLARATION | iv |
| DEDICATIONS..... | v |
| MOTTOS..... | vi |
| ACKNOWLEDGEMENT | vii |
| TABLE OF CONTENT..... | viii |
| LIST OF TABLES | ix |
| ABSTRACT | xii |
| CHAPTER I: INRODUCTION | |
| A. Background to the study..... | 1 |
| B. Identification of the Problems..... | 3 |
| C. Delimitation of the Problems..... | 4 |
| D. Formulation of the Problems | 5 |
| E. Objectives of the Research | 5 |
| F. Significance of the Research | 5 |
| CHAPTER II: LITERATURE REVIEW AND CONCEPTUAL FRAME WORK | |
| A. Literature Review..... | 7 |
| 1. Nature of reading | 7 |
| a. Reading Comprehension..... | 8 |

| | |
|--|----|
| b. Reading skills..... | 8 |
| 2. Teaching reading | 9 |
| a. Principles of Teaching Reading..... | 9 |
| b. Approaches of Teaching Reading..... | 16 |
| c. How to Teach Reading..... | 18 |
| 3. Teaching Reading to Senior High School..... | 20 |
| a. Aims and Objectives..... | 20 |
| b. Characteristic of Students..... | 21 |
| c. Teacher Roles..... | 22 |
| d. Techniques and Methods of Teaching Reading..... | 23 |
| e. Materials..... | 26 |
| 4. Reporting Tasks..... | 30 |
| a. The Definition..... | 30 |
| b. Kinds and Application in Teaching Reading..... | 31 |
| c. Varied and Systematic Reporting Tasks..... | 35 |
| B. Review of Related Studies..... | 36 |
| C. Conceptual Framework..... | 37 |

CHAPTER III: RESEARCH METHOD

| | |
|-----------------------------------|----|
| A. Research Design..... | 39 |
| B. Research Participants..... | 40 |
| C. Data Collection Technique..... | 40 |
| D. Data Analysis..... | 40 |
| E. Procedure of Research..... | 41 |
| 1. Reconnaissance..... | 41 |
| 2. Action..... | 41 |
| a. Planning..... | 41 |
| b. Implementation | 42 |

| | |
|--|----|
| c. Evaluation..... | 42 |
| d. Reflection..... | 42 |
| F. Research Setting..... | 43 |
| 1. Place of Research..... | 43 |
| 2. Time of the Research..... | 43 |
| G. Validity and Reliability of Data..... | 44 |
| 1. Democratic validity..... | 44 |
| 2. Outcome validity..... | 44 |
| 3. Process validity..... | 45 |

CHAPTER IV: THE RESEARCH PROCESS, FINDING, AND INTERPRETATION

| | |
|--|----|
| A. Identification of the field problems..... | 46 |
| B. Determining actions to solve the field problem..... | 47 |
| C. Implementation and Discussions..... | 49 |
| 1. The Report of Cycle I..... | 49 |
| a. Planning..... | 49 |
| b. Actions and Observation of Cycle 1..... | 53 |
| c. Reflection of cycle 1..... | 56 |
| d. Findings of Cycle 1..... | 71 |
| 2. The Report of Cycle 2..... | 73 |
| a. Planning | 73 |
| b. Actions and Observation of Cycle 2..... | 75 |
| c. Reflection of cycle 2..... | 79 |
| d. Findings of Cycle 2..... | 90 |

CHAPTER V: CONCLUSION, IMPLICATIONS, LIMITATIONS OF THE RESEARCH AND SUGGESTIONS

| | |
|--|------------|
| A. Conclusions | 92 |
| B. Implications | 96 |
| C. Suggestions | 97 |
| References | 99 |
| Appendices | 101 |
| 1. Appendix 1 (Course Grid and lesson plan)..... | 101 |
| 2. Appendix 2 (Interview Transcript and Field Notes) | 157 |
| 3. Appendix 3 (Media)..... | 179 |
| 4. Appendix 4 (Varied and Systematic Tasks)..... | 188 |
| 5. Appendix 5 (students' Reporting Tasks) | 200 |
| 6. Appendix 6 (Students' Score) | 208 |
| 7. Appendix 7 (Photographs) | 209 |
| 8. Appendix 8 (Letters)..... | 211 |

IMPROVING READING SKILLS THROUGH VARIED AND SYSTEMATIC REPORTING TASKS FOR THE TENTH GRADE STUDENTS OF SMA N I PLERET

Edy Subowo
06202244074

ABSTRACT

The objective of this research study was to improve the students' reading skills of class XE of SMA N I Pleret, Bantul. In this research, the researcher implemented varied and systematic reporting tasks. Reporting task is task which is done by the students after doing the reading activities.

The research type is action research. The participants of the study were 31 students of grade X E of Senior High School of Pleret in the academic year of 2011/2012, the school principal, and the English teacher of grade X E students. The steps of this research were reconnaissance, planning, implementation and observation, and reflection. The data were collected by observing the teaching learning process during the implementation of the action, taking pictures of the teaching and learning process in the class, interviewing the students of grade X E, and holding discussions with the English teacher and the school principal. The instruments for collecting the data were observation guidelines, interview guidelines, and digital camera. The data collected were qualitative. To fulfill the validity of the data, the researcher follows some criteria of the validity proposed by Burns (1999).

The research results show that the varied and systematic reporting tasks can improve the students' reading skills of the tenth grade students of SMA N I Pleret, Bantul. Those tasks are essay tasks, reading report, and finding the meaning of words. Those tasks were given to the students to improve students' reading skills. Those skills are skimming, scanning, guessing meaning of difficult words, developing silent details to summarize the text, recognizing the structure of the text, and recognizing grammatical word classes. The varied and systematic reporting tasks can also improve the students' discipline in doing the tasks. It was shown that the students did the tasks seriously.

CHAPTER I

INTRODUCTION

A. Background to the Study

English is needed in all schools to prepare for a competition in the globalization era and for absorbing the information in 21 century (Depdiknas, 2006). Teaching and learning English is aimed of achieving communicative competence (BSNP, 2006:307). Communicative competence is formulated to prepare English language learners to communicate with the language in order to participate in the society of English users. The students are hoped to be able to use English to communicate not only in spoken language but also in written language.

Based on English curriculum at SMA, English teaching covers four skills, namely reading, listening, speaking, and writing. Those language skills are very important, but the most important one is reading, because by reading all knowledge can be accessed. Reading skill is, therefore, a basic requirement for those who want to get as much knowledge as possible. This means that in the teaching of English, the teacher is due to be able to develop students' reading skills in order that students can access all knowledge.

Hence, the aim of the teaching English reading for high school students is to enable students understand short functional written texts in daily life to access the information and knowledge in society context (BSNP, 2006:311). It means

that in reading, the students are expected to understand, respond, and produce the level of literacy text in the daily life that is in the level of the short functional and essay texts (recount, narrative, procedure, report, discussion, and explanation, etc)

Considering the importance of reading, reading is considered as the focus of this study. As the researcher conducted observation at SMA N I Pleret, the researcher found some problems. The first problem is related to the students. Students have difficulty to understand reading texts. In reading, they think that they have to know the meaning of each word. The second, students read slowly because they have to translate each word to understand the text. The third, students do not enjoy reading, because they feel bored when they are reading texts. The last, students dislike having English reading exercises. They like reading texts in Bahasa Indonesia better than reading text in English.

The second problem is related to the teacher. The method that the teacher used is teacher-centered. It makes the students bored because it is a monotonous class.

Based on the problems identified in SMA N I Pleret, the researcher purposes a new technique to improve reading skill trough varied and systematic reporting tasks to solve the reading problems. By using students' reporting tasks, students can make note about what the students read in daily life and by this technique, the teacher can monitor students' reading activities.

B. Identification of the Problem

The problems of reading skill, which were faced by the teacher of the tenth grade students of SMA N 1 Pleret, were identified through several activities, such as giving questionnaire to the students to know the problems in teaching learning, interviewing the teacher and the students, and observing their activities during the English reading lesson. The result of the interviews and observations showed some sources of problems that resulted in unsatisfactory condition of teaching reading.

The first problem is related to the students. The teaching learning process will not run if there are no students who are being the center of this process. Students are one of the aspects that determines the quality of teaching learning. There were three problems related to the students. The first, in teaching learning process, some students did not focus on lesson. They liked making noise with their friends rather than listening to teacher's explanation. The second, when the students were reading the texts, they got difficulty in understanding the texts, because they did not know strategies in reading. They translated word by word to understand the texts. The last problem related to the students was task completion. Some students were poor in task completion. It can be seen every time the teacher asks them to complete the task.

The second problems were related to the teacher. The pattern of the teaching and learning process could be determined by the combination of the relationship among the method used, the material, and the teacher. The method

used by the teacher in the classroom was teacher-centred method. The teacher explained all the time and the students did not pay attention to the teacher's explanation. This activity made the students bored and lazy, because it was a monotonous class activity. Whereas, teacher's method affects the teaching learning process. That is why the teacher has to explore more and more to get the students' attention.

The last problems were related to the course book. Course books are very important to the students. Course books can help the students in teaching learning process. The total numbers of course books have to cover the total number of the students. As the researcher found during the observation, the course books were not enough to cover the total number of the students. The students had to turn back the course books to the teacher after having the class, so the students did not have any English course book to be studied at home.

C. Delimitation of the Problem

The study is focused on efforts to improve the reading skills for the tenth grade students of SMA N 1 Pleret, so the researcher limits the problems related to the use of reporting tasks. From the identification of the problem, the researcher found that students' interest and students' reading skills are low. That is why the researcher uses reading reporting tasks to improve students' reading skills for the tenth grade students of SMA N 1 Pleret.

D. Formulation of the Problems

Based on the limitation of the problem above, the study can be formulated as follow:

1. How is the implementation of reading reporting tasks to improve students' reading skills?
2. Can the use of reading reporting tasks improve the students' reading skills for the tenth students of SMA N 1 Pleret?

E. Objectives of the Research

Based on formulation of the problem above, the objective of this researcher are:

1. To describe the use of reading reporting tasks to improve the reading skills of the tenth grade students of SMA N 1 Pleret
2. To find out weather the use of reading reporting tasks can improve the reading skills of the tenth grade students of SMA N 1 Pleret

F. Significance of the Research

1. For the tenth students of SMA N 1 Pleret, it can be an effort to improve their reading skills
2. For the English teachers of SMA N 1 Pleret, it can be an example technique to improve the quality of teaching reading to the students.

3. For the school principal of SMA N 1 Pleret, it will be a model to do the efforts in improving students' reading skills
4. For the English Department students of UNY, it can be used as a reference for conducting an action research particularly in improving students' reading skills

CHAPTER II

LITERATURE REVIEW AND CONCEPTUAL FRAME WORK

A. Literature Review

1. Nature of Reading

Reading is one of the four skills in English. It is one of two receptive skills (listening and reading). Reading is an active skill for guessing, predicting checking, and answering the questions, it means that reading is an active skill for getting information. Reading is an interactive process between a reader and a writer about the topic of the reading texts.

In supporting the statement above, we have to know what reading is. Spratt, Pulverness, and Williams (2005: 21) say that reading is one of four language skills (reading, writing, listening, and speaking). Reading is receptive skill like listening. It means that reading involves responding to the text rather than producing it. From this, we can say that reading involves making sense of the text. To do this, readers need to understand the language of the text at word level. Readers also need to connect the message of the text the readers' knowledge of the words.

Talking about reading, Nunan (2003: 68) states that reading is essential skill for learners of English as second language. For most of the learners, it is the most important skill to master in order to ensure success not only in learning English, but also in any content class where reading in English is required. Silberstein (1994:12) says that reading is complex

information processing skills in which the reader interacts with the text in order to (re) create meaningful discourse. The goal of reading program is to develop fluent, independent readers who set their own goal and strategies of reading. Brown (2002: 185) adds in foreign language learning reading is likewise a skill that teachers simply expect learners to acquire.

a. Reading Comprehension

According to Mikulecky and Jeffries (1996: 14), reading comprehension aims at making sense of what the reader reads and remembers it. It means that reading comprehension is the process in acquiring an accurate understanding what the reader reads. According to Hudson (2007: 79), comprehension skills represent the ability to use context and knowledge to get meaning from what the reader reads.

Other reading expert states that reading comprehensions is understanding a written text. It means that reading is a process of extracting a process of extracting the required information from the text as effectively as possible. Reading comprehensions is a very efficient activity. It does not waste the time because we can get the main point of important information we need accurately by comprehending the information text, (Grellet, 1983: 3).

b. Reading Skills

It is important for students to learn reading skills. By learning the skills, students will have good reading ability. They will get few

difficulties and find enjoyment when they read English texts. It is better for the English teacher to focus and emphasize reading skills in teaching English.

Meanwhile, Munby in Alderson (2000: 10) states that there are some micro skills of reading comprehension as presented in following points:

- 1) recognizing the scope of a language,
- 2) deducing the meaning and using unfamiliar lexical items,
- 3) understanding explicitly stated information,
- 4) recognizing information when not explicitly stated,
- 5) comprehending conceptual meaning,
- 6) comprehending the communicative value of sentences,
- 7) understanding relations within the sentence,
- 8) identifying relations between parts of the text through lexical cohesion devices,
- 9) identifying relations between parts of the text through grammatical cohesion devices,
- 10) interpreting text by going outside it,
- 11) recognizing indicators in discourse,
- 12) identifying the main point or important information in discourse,
- 13) distinguishing the main idea from supporting details,
- 14) developing silent details to summarize (the text, an idea),
- 15) extracting relevant points from a text selectively,
- 16) using basic reference skills,
- 17) skimming,
- 18) scanning to locate specifically required information,
- 19) trans-coding information to diagrammatic display.

2. Teaching Reading

a. Principles of Teaching Reading

Teaching reading aims at enabling the students to comprehend a short functional text in the form of written and oral. It is not easy to do that. The teacher has to collaborate the aspects of learning process such

as, students, the teacher's techniques, media instruction, and the materials of study. In teaching reading, Farrel (2002: 8) says that there are three points can make teacher focus on teaching reading. Those are finding a focus to teach, reading strategies, and developing exercise and activities to teach reading strategies. The following are the discussion of those three points:

1) Finding a Focus to Teach

In teaching reading, a teacher has to have the approach to teach materials. It is not easy to choose what approach is appropriate. Interactive model may provide an answer for reading teacher because it is a combination between top-down and bottom-up model. According to Stanovic in Farrel (2002: 7), besides the approach the teacher has to select the texts, which are going to be studied in the class.

In many cases, course books or materials may have been chosen by the school as set in curriculum. The teacher can also choose supplementary reading materials, depending on the students' need and the purpose of the reading class. Farrel (2002: 8) provides the criteria that may be helpful for reading teacher in choosing a textbook or materials (in the form of questions).

- a. What are the Goals of the reading course and will the textbook help accomplish these goals?

- b. What is the reading proficiency level of students in general?
- c. What approach theory of reading does the textbook reflect?
- d. What is the context of the book? Is it authentic and appropriate for the students' need and the curriculum needs?
- e. What kinds of exercise are included in each chapter? Do they include pre-, during- and post reading exercise in each chapter?
- f. Is the vocabulary appropriate and relevant considering the students' proficiency?
- g. Is the general format and layout clear to follow?

After selecting a kind of material that is suitable for students' need and the purpose of the reading class, next the teacher teaches the students reading strategies. The teacher teaches students reading strategies in order that students can use the materials by themselves.

2) Teaching Reading Strategies

Farrel (2002: 8) says that after selecting the texts, a teacher has to do the next step that is teaching reading to the students. Teaching reading process involves teaching effective reading strategies to students in order that they can use them independently. Those strategies are:

- a. Skip words they do not know
- b. Predict meaning
- c. Guess the meaning unknown words from the context
- d. Do not always translate into their L1 (mother tongue)
- e. Have some knowledge about the topic
- f. Draw inference from the title
- g. Ask someone when they do not understand the word
- h. Reread to the comprehension
- i. Make use of all the information in the paragraph

- j. Try to figure out the meaning of the paragraph by the syntax in the sentences

In teaching reading strategies, Winograd and Hare in Farrel (2002: 12) add that teacher has to explain the students the following steps in order that the strategy training to work.

- a. What the strategy is?
- b. Teacher should explain why strategy should be learned.
- c. Teacher should explain how effectively use the strategy.
- d. Teacher should point out to the students when and where a strategy should be used.
- e. Students should be taught how they can evaluate their successful use of the strategy.

3) Developing Exercise and Activities to Teach Reading Strategies

Exercise is the activity to prepare students to face the evaluation. In developing exercises, a teacher needs good strategies in order to achieve the goal of study. According to Farrel (2002: 12), there are eight strategies, which can be developed by the teacher to teach the students a reading. Those are:

a. Activating Prior Knowledge

Prior knowledge is the background knowledge of the students about the texts going to read. According to Farrel (2002: 12), prior knowledge is the knowledge about the topic to comprehend a new text. There are three activities, which can help reading teacher activate the relevant background schema of their students. Those are:

- 1) Word association task
- 2) Direct experience or hands in learning
- 3) Cinquain

b. Predicting

According to Grellet (1981: 17), predicting is to predict or guess what is going out to the next text, making use of grammatical, logical, and cultural clues. Farrel (2002: 27) says that readers may use prediction to predict what will happen to the next text or story. Prediction involves the readers to interact with the text by making them to think what they have read and what they will read next.

c. Skimming

Skimming is reading material quickly to get the general information of the text. Farrel (2002: 28) says that:

“Skimming is a reading strategy that involves students looking through the text rapidly for the general meaning of article. Skimming means getting the main point or gist before one reads to detail. Skimming is not an easy reading strategy to teach this is because assumes that readers have (a) some knowledge of how the text is organized, (b) can notice the main point of paragraph, and (c) have the ability to infer main idea of passage. True/false type question on a text can prepare reader for the strategy of skimming. The idea of skimming is not only to get the gist (main idea) of a passage but also to increase the speed of reading.”

d. Scanning

According to Grellet (1981: 19), scanning is a reading activity to find specific information. On the other hand, Farrel (2002: 29) states that scanning is a kind of reading strategies. Scanning involves the students to read a text to find the specific information. In scanning process, readers do not need to read every word in the text in order to get specific information. It is very important to use in classroom when the time is limit.

e. Guessing Meaning of Unknown words

Guessing meaning of unknown words is used when the readers do not know the meaning of the word and they do not have the dictionary. According to Farrel (2002: 29), reading teacher can teach the relationship between words in a text by using strategies such us the following:

- 1) Contrast: the word means the opposite or expression in the text.
- 2) Cause: the word is the cause of something describe in the text.
- 3) Consequence: the word is used to describe the result of something.
- 4) Explanation: the meaning of the word is explained, a definition is given, or example is given.
- 5) Hyponym: a reader may be able to see the relationship between a familiar an unfamiliar word by looking at the general word class.
- 6) Definition: definition word may sometimes be found in the text.

- 7) Punctuation: readers can use the punctuation in the sentence to figure out the meaning of the word they do not know.

f. Recognizing Text Structure

In recognizing structure, Farrel (2002: 32) highlights some important ideas below.

- 1) Students have to indicate that:
- 2) Important ideas are remembered better
- 3) Good readers use writer's signaling devices to understand text
- 4) Students who are trained to recognize these text structure do better in comprehension
- 5) Knowledge of text structure transfer to students writing

If students are taught how texts are structured, they may be able to do the following:

- 1) Distinguish between main ideas and supporting details
- 2) Identify main ideas
- 3) Write summaries
- 4) Understand how parts of the text are related and recognize cohesive devices that writers use
- 5) Use this knowledge to write more clearly.

g. Identifying Topics and Main Ideas

In identifying topic and main idea Mikukecky in Farrel (2002: 35) gives the exercise include the following:

- 1) Finding the topic from a list of words
- 2) Recognizing the topic of a paragraph
- 3) Identifying the idea of a passage

h. Word Recognition Exercises

According to Farrel (2002: 39), word recognition exercises are not really a reading strategy. It is used to improve students' ability to focus quickly in understanding the words.

b. Approaches of Teaching Reading

In the teaching of reading, a teacher has to understand the process of reading. In reading process a teacher has to know the models of reading process and use them in teaching learning process. The good model of reading process determines the success of teaching reading. Understanding the process of reading has been the focus much research over the past 125 years, Brown (2001:298). According to Nunan (2003: 30), understanding the process of reading means understanding the models of how words are recognized and how long they are kept in working memory. In addition, Nunan divides the models of reading process into three categories: bottom-up, top-down, and interactive model.

1) Bottom-up Model

According to Brown (2001: 299) in bottom-up processing, readers must first recognize a multiplicity of linguistic signals (letters, morphemes, syllables, words, phrases, grammatical cues, discourse makers) and use their linguistic data-processing mechanisms to impose some sort of order on these signals. Nunan (2003: 70) says that in

bottom-up processing, students start with the fundamental basics of letter and sound recognition, which in turn allows for morpheme recognition followed by word recognition, building up to the identification of grammatical structures, sentences, and longer texts. Based on the explanation, in bottom-up approach the readers have to know the smallest part of language like words level, phrases grammatical before the whole text.

2) Top-down Model

Brown (2001: 299) says in top-down process, readers do not consider the smallest part, but whole the text. It means that the readers have to infer the meaning the words from the whole text. Nunan (2003: 71) states that top-down model begins with the idea that comprehension resides in the reader. This model explains that readers have to use the background knowledge to predict the passage. This model focuses on meaning gathering rather than on mastery word recognition.

3) Interactive Models

Interactive model is the best model in reading process, because this model is combination model between top-down and bottom-up. According to Brown (2001: 299), both top-down and bottom-up processing are important. More recent research on teaching reading has shown that a combination of top-down and bottom-up processing,

or what come to be called interactive reading, is almost always primary ingredient in successful teaching methodology because both process are important. Nunan (2003: 70) says that interactive model of reading is the models that are acceptable as the most comprehensive of the reading process.

c. How to Teach Reading

Besides concerning to the approaches of teaching reading, the teaching methods are also important things in teaching reading because the methods can influence the success of teaching reading. In this case, a reading instruction can be done through two types of reading instructional methods. The first method named the teaching learning cycle by Feez (1998: 28), while the second one named pre-, during-, and post reading by Murcia (2001).

In this study, the researcher used the teaching learning cycle in teaching reading. According to Feez (1998: 28) in the teaching learning cycle, there are five steps to be done, those are:

1) Building the Context

At this stage, students are introduced to the social context of the authentic model of the text being studied. They also can explore feature of general cultural context, in which the text type is used and the social purposes the text type achieve. At the last, they can explore the context of situation of the text by investigating the register of a

model text, which has been selected on the basis of the course objective and learners' need.

2) Modeling and Deconstruction of the Text

In this stage, students investigate the structural patterns and language features of the model. They also compare the model with other examples of the text types. Some of the activities that can be done in the class are presentations activities using devices such as projector, chart, big books, board, etc, and also sorting, matching, labelling activities.

3) Joint Constructions of the Text

At this stage, students begin to contribute to the construction of the whole examples of the text type and the teacher gradually reduce the contributions to the text construction. The activities that can be done in this stage include the teacher questioning, discussing, editing the whole class construction then scribing on to board or projector; jigsaw and information gap activities, small group construction of the text; and self assessment activities.

4) Independent Construction of the Text

At this stage, students work independently with the text and learners' performances are used for achievement assessment. For the reading instruction, the activities include cover reading tasks with comprehension activities in responding to the written materials such as

performing task, sequencing pictures, numbering, ticking or underlying materials on a worksheet, and answering questions based on the text given.

5) Linking Related Text

At this stage, students investigate how and what they have learnt in this teaching learning cycle can be related to other texts in the same or similar context on future or past cycle of teaching and learning. The activities include comparing the use of the text, researching other text types used in the same field, and researching a key language feature used in this text type is used in other text types.

3. Teaching Reading to Senior High School

a. Aims and Objectives

The school-based curriculum is the curriculum, which is used in teaching learning in Indonesia. In Indonesia, this curriculum is called *Kurikulum Tingkat Satuan Pendidikan* (KTSP). This curriculum was implemented in the beginning of 2006. This curriculum is used as guidance for the teaching and learning in all levels educational. This curriculum is believed as the one more effective in enhancing the learning process than the previous curriculum.

The aim of School based curriculum (KTSP) in teaching learning English is to achieve students' communicative competencies. To achieve this aim, the students are expected to be able to master five competencies:

linguistic competence (vocabulary, grammar, punctuation and intonation), *socio-cultural competence* (the way to communicate such as language style, politeness, etc), *discourse competence* (context), *strategic competence* (competence to overcome the problems or difficulties in communication) and *actional competence* (listening, speaking, reading and writing). In teaching and learning English skills, students have to achieve those four competencies, and one of the English skills is reading skill.

In Indonesia, the aims of the teaching English reading for senior high school in year 1, 2, and 3 are similar, that is, to understand short functional written texts in daily life to access information and knowledge (BNSP, 2006: 307).

b. Characteristic of Students

According to Stern (1998: 360), the learner should be the central figure in any language teaching learning because their characteristics are important in affecting the teaching learning process. Through the teaching learning process, students can interact with the teacher to get the learning outcomes.

Thompson in Brown (2001: 209) states that good language learners have to follow the following term.

- 1) Find their own way
- 2) Organize information about language

- 3) Are creative, developing language by experimenting, which its grammar and word.
- 4) Learn to live with uncertainty by not getting flustered and by continuing to talk or listen without understanding every word.
- 5) Use mnemonics and other memory strategies to recall what has been learned.
- 6) Make errors work for them and not against them.
- 7) Use linguistic knowledge, including knowledge of the first language, in learning a second language.
- 8) Use contextual cues to help them in comprehension.
- 9) Learn to make intelligent guesses.
- 10) Learn chunks of the language as whole and formalized routines to help them perform “beyond their competence.”
- 11) Learn certain tricks that help to keep conversation going.
- 12) Learn certain production strategies to feel in gaps in their own competence.
- 13) Learn different styles of speech and writing and learn to vary their language according to the formality and situation.

c. Teacher Roles

The teacher plays an essential role in the teaching learning process; setting the learning activities, encouraging students, explaining the materials, etc. the teacher also has a responsibility in managing the teaching and learning in the classroom.

Brown (2001: 167-168) suggests the following teacher roles which are more conducive to creating the effective classroom. The first, the teacher is as a controller. The teacher determines what the students do, when students should speak, and what language forms students should use. The second is as a director. This role will enable students eventually to engage in the real-life drama of improvisation as communicative events bring its own uniqueness. The third is as a manager. In this role, the

teacher is one who plans lessons, module, courses, and who structures the larger, longer segment of classroom time, but who then allows each individual player to be creative within that parameter. The forth is as facilitator. The teacher makes learning easier for students. The last is as resource. In this role, the teacher is available for a counsel when the students seek resources.

d. Techniques and Methods of Teaching Reading

Techniques are one of important things in teaching learning process because techniques determine the success of teaching and learning. Techniques are the ways adopted by the teachers to direct the learners' activities toward an objective. Brown (2001: 306-307) states that the techniques of teaching reading involves: identifying the purposes of reading, using patterns to help in bottom - up decoding, using efficient reading techniques for rapid comprehension, skimming the text for the main idea, scanning the text for the specific information, using semantic mapping, guessing, analyzing vocabulary, distinguishing between literal and implied meaning, and capitalizing on the discourse markers to process relationship.

In addition, Brown (2001: 313-316) also develops some principles for designing interactive reading technique. They will be described below

- 1) In interactive curriculum, make sure that you do not overlook the importance of specific instruction in reading skills.

The students will learn good reading by focusing on reading skills. One of the examples is using silent reading to develop a sense of fluency. Thus, silent reading is the excellent method for self-instruction on the part of the learner.

2) Use techniques that are intrinsically motivating

One popular and intrinsically motivating approach to reading instruction is the language experience approach (LEA) where the students create their own materials for reading. However, the materials should be relevant to their goals to read English.

3) Balance authenticity and readability in choosing texts

Authentic simple texts can either be planned or located in the real world. Advertisements, labels, report, and essays are grammatically and lexically simple. Whether simplifying is necessary, the natural redundancy humor, wit, and other interesting features of the original material must be kept.

4) Encourage the development of reading strategies.

5) Include both bottom up and top down processing

Make sure that the teacher gives enough time to focus on the building blocks of written language in each level appropriately.

6) Follow the SQ3R sequence

SQ3R is a series of procedures to approach a reading text. This process will be described as follows:

- a) survey : skim the text for the general main ideas
 - b) questions: The reader asks questions for himself that the answers are on the text.
 - c) read: read the text to get the answers to the questions
 - d) recite: reprocess the important points of the text through oral and written language.
 - e) review: evaluate what has been read and includes into long term associations.
- 7) Subdivide the techniques into pre-reading, during reading, and after-reading. A good direction for teaching reading is the following:
- a) Before Reading

In this stage, the teacher may introduce a topic; encourage skimming, scanning, predicting, and activating schemata. Students can carry their knowledge and skills to the text to ease their reading.
 - b) While Reading

The main activity in this step is giving time to the students for taking note on the certain facts or rhetorical devices.
 - c) After Reading

There are many activities after reading such as giving comprehension questions, 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.
- 8) Build in some evaluative aspects on the techniques

Measuring reading comprehension and the development of the skills can be done in many ways. The following are activities to indicate reading comprehension.

- a) Doing – the reader responds a command physically
- b) Choosing - the reader chooses alternatives posed orally or in writing
- c) Transferring – the reader summarizes orally what is read
- d) Answering – the reader answers the questions based on the passage
- e) Condensing – the reader outlines or take notes on a passage
- f) Extending - the reader provides an ending to a short story
- g) Duplicating – the reader copies or translates the message into her native language.
- h) Modeling – the reader puts it in a toy after reading the direction
- i) Conversing – the reader engages in a conversation that indicates appropriate processing of information.

e. Materials

In teaching reading, text type is a very important material. By reading text type, students can use the language effectively. In reading the text type, students have to understand the structure, purpose, and meaning of the text, so students can communicate as both receivers and senders. According to Anderson and Anderson (1997:1), a piece of a text is

created when words are put together to communicate a meaning. It means that text is not only written but also oral. A text is constructed when we put words together and it has a meaning. The words that we put together depend of our purpose and context.

Anderson and Anderson (1997:1) categorize texts in two main categories, those are literary and factual.

1) Literary Text

Anderson and Anderson (1997:1) state that literary is text that appeals to our emotion and imagination. Literary texts include aboriginal dreaming stories, movie scripts, limericks, fairy tales, plays, novels, song lyrics, mimes and soap opera. Reading literary texts can make us laugh or cry, think about our own life or consider our belief. There are three main texts in this category: narrative, poetic, and drama.

a. Narrative

Anderson and Anderson (1997:1) say that a narrative is a piece of text, which tells a story. Its purpose is to present a view of the world that entertains or inform the reader or listener.

b. Poetry

According to Anderson and Anderson (1997: 1), poetry is a kind of literary texts to express feelings and impressions of life. A

poem can tell a story or give the poet's thoughts or experiences, people or events. Poetry is usually written to be read loudly.

c. Drama

Anderson and Anderson (1997: 8) state that the dramatic text type uses acting to convey ideas and experiences. Drama can be spoken or written. Dramatic text can have set line or the actors may be allowed to make up the line as they go along. They often use visuals such as facial expression, costumes and sets to help communicate meaning.

2) Factual Texts

Anderson and Anderson (1997: 2) state that Factual texts present information or ideas and aim to show, tell or persuade the audience. The examples of factual texts are advertisements, announcements, internet, websites, current affair shows, debates, recipes, report, and interactions. The kinds of these texts are recount, response, explanation, discussion, information report, exposition, and procedure.

a. Recount

According to Anderson and Anderson (1997: 48), recount is a piece of a text that retells the past event, usually in the order in which they happened. The goal of this text is to give the audience what happened and when happened.

b. Explanation

Anderson and Anderson (1997: 48) say that the explanation texts type tells how or why something occurs. It looks at the steps rather than the things. The goal of this is to tell each step of its processes (the how) and to give reasons (the why).

c. Discussion

Anderson and Anderson (1997: 116) state that the discussion text type gives the opinion for against, the positive and negative, or the good points and the bad points. The purpose of discussion is to present to the audience different opinions on a topic and, at the end, your opinion. The examples of discussion are feedback radio, debates, letters to the editor, and newspaper articles.

d. Information Report

Anderson and Anderson (1997: 86) say that an information report is a piece of text that presents information of a subject. Information report usually confects about the subject, description, and information on its behavior and qualities.

e. Exposition

Anderson and Anderson (1997: 86) state that an exposition is a piece of text that presents on side issue. The

purpose of an exposition is to persuade the reader or listener by presenting on side argument.

f. Procedure

According to Anderson and Anderson (1997: 86), a procedure is a piece of text that gives us instruction for doing something. The purpose of procedure is to explain how something can be done.

4. Reporting Tasks

a. The Definition

Reporting tasks is the teacher's technique in checking students' tasks. It is usually done weekly or after finishing the class. This activity is done to check the students discipline in doing the tasks. This activity is aimed at enabling the students to make students' tasks document or portfolio in order that students do tasks given by the teacher seriously.

In supporting the explanation above, it is important to know what reporting task is. According to Krashen (1982:164), reporting tasks is a kind of activities in reading for pleasure. Alternatively, students can work with magazines and newspapers in the classroom or library to create a portfolio of texts on a topic of interest. In the portfolio, students identify the source and briefly summarize the gist of each text. In addition, they write a paragraph explaining their interest in the topic, reactions to certain

articles, and questions they may have. The instructor responds in writing with comments on both the topic itself and the text collection. Brown (2004: 6) states that reading reporting tasks is a kind of formal assessments. He adds that the teacher can use journal or portfolio of materials as a formal assessment.

b. Kinds and Application in Teaching Reading

Reading report is the students' report in reading activity. It can be done in the class or outside the class. Reading report is a kind of task in extensive reading. In reading report, the students have to know the general information of the text in. There are two ways in making a reading report. The first is written report. In written report, students write a summary of the texts that have been read before. The second is oral report. In oral report, students report orally about general information of the texts that have been read before.

The principle of reading report is like the principle of extensive reading. According to Day and Bamford (1998:4) extensive reading purposely focuses on students' reading as much as possible: not only in classroom but also out of classroom. The variety of reading material on different topics is available; students themselves select the text according to their level and interest.

In addition, Aebersold and Fiel (1997:64) state that, reading report is one of tasks in extensive reading tasks: a written report, an oral report,

a group of discussion, and a debate. In this type of course, students are usually given more freedom to choose reading materials, so the students can be more responsible in finding materials within their language proficiency range.

Based on the definitions of reading report above, it can be concluded that reading report is a kind of tasks where students have to read reading materials for general understanding in some way.

1) Kinds of Reading Report

Helgesen (2005: 7) says that Extensive reading aims at improving reading abilities by having students read large quantities of texts outside of the reading text book and report on them in some way. There are some ways to do the activities in extensive reading; those two activities are written and oral reports.

a. Oral Report

Helgesen (2005: 7) says that oral report is an activity in reading reports. In oral report the teacher asks the students to tell (not to read) the whole class what they have read.

The steps in conducting oral report

- 1) The teacher gives students eliciting of the topic
- 2) The teacher asks the students to read the texts

3) The teacher tells students to take a sheet of a paper and read down the main information they just read, not worrying about spelling or grammar.

4) When the students have finished writing, teacher asks them to tell (not to read) the whole class what they wrote.

b. Written Report

According to Helgesen (2005:7), written report is asking the students to make a summary of what happened in the texts. To summarize, students must be able to pick out the most important information, usually found in main ideas, major detail, and context definition

Main idea is an important thing in a paragraph. Main idea is the idea of paragraph. It is located in the first sentence, in the middle sentence or in the last sentence of paragraph. According to Mikulecky and Jeffres (1996:89), main idea is the idea of the author about the topic. It is usually a complete sentence. In the sentence, the reader usually finds the topic and the idea that author's want to express. Pirrozi (2005:126) says that major details are sentences, which further explain the main idea and give direct support to it. Minor details provide additional information about the major details and support the main idea.

According to Helgesen (2005: 124), there are some steps in making a written report, those are:

- 1) Teacher asks students to read a book, an article or narrative text
- 2) Teacher asks the students to summarize the texts in written form
- 3) Teacher asks the students to collect the written report

Written report is as important as oral report. Those kind of reading reports are useful for the reader, because it can improve the readers' comprehension.

2) Application in Teaching Reading

a. Oral Report

| Text type | Types of the task | Oral | Written |
|--------------|-------------------|---|---------|
| 1. Narrative | Individual | <ol style="list-style-type: none"> 1. Telling the text in front of the class: <ol style="list-style-type: none"> a. The title of the text b. Introductory of the text <ul style="list-style-type: none"> ○ Who are the characters in the story? ○ When is the story taking place? ○ Where is the action happening? c. Complication d. Resolution 2. Correction: by the teacher | |

b. Written Report

| Text type | Types of the task | Oral | Written |
|--------------|-------------------|------|---|
| 2. Narrative | Group/pairs | | <ol style="list-style-type: none"> 1. Students write the summary of text: <ol style="list-style-type: none"> a. The title of the text b. Introductory of the text <ul style="list-style-type: none"> ○ Who are the characters in the story? ○ When is the story taking place? ○ Where is the action happening? c. Complication a. Resolution 2. Correction: <ol style="list-style-type: none"> a. by the teacher b. Peer correction |

c. Varied and Systematic Reporting Tasks

1) Varied

Varied Tasks are tasks given to students, which are having variety of forms. Varied tasks are given to students in order that they get what they need and they do not get bored in doing tasks. According to Richards, *et al* in Nunan (2004: 2), the use of a variety of different kinds of tasks in language teaching is to make language teaching more communicative and it will provide a purpose for a classroom activity, which goes beyond the practice of language for its own sake.

2) Systematic

Systematic tasks are tasks given systematically to students like the planning. The systematic tasks can make students easy in doing the tasks, because the teacher gives the tasks systematically from the easy level to the difficult level. The examples of the tasks are; the first, students are given tasks about finding meaning of words; the second, the teacher gives students essay tasks; and the last to check students reading comprehension, the teacher gives students reading reporting tasks.

B. Review of Related Studies

The first relevant study of this research is the research conducted by Anggraeni (2010). It is an action research. The title of research is Using Newspapers to Enhance Reading Skills for Second Grade Students of SMA Muhamadiyah Muntilan. In this research, she asked students to report newspapers they read. The results of this study show that teaching reading skill by using newspapers can enhance reading skills.

The second relevant study of this research is the research by Subiyantoro (2011). This research is about reading comprehension. He improves students' reading comprehension through extensive reading. He asked the students to read books and asked them to report the titles to him. The research results show that

the extensive reading activities are effective to improve the students' reading comprehension.

The third relevant of the study is the research conducted by Ningrum (2010). This research is about writing skills. This technique of this research is like the technique of reporting tasks. She conducted this research to find out the effects of using diaries as media to improve students' writing ability. In this research, she asked the students to write diaries and to report their diaries weekly to her. The research results show that using diaries as media to improve students' writing ability has positive effect with students' writing ability.

C. Conceptual Framework

The concepts of reporting tasks to improve students' reading skill have been explored in the previous section. In this section, a conceptual framework derived from those concepts will be presented.

Reading is one of four skills in English. Reading is a receptive skill, It means that reading involves responding to the text rather than producing the text. Reading is an interaction activity between a reader and a writer. Reading is very important, because by reading one can study not only in English lesson but also in any lessons.

Considering the importance of the reading, the teacher has to know the important things of teaching learning reading. Teaching reading comprehension to the first grade students of senior high school is not an easy work, it needs hard

work. The teacher should be more creative in designing material, technique, and classroom activity in order that the teaching and learning process of reading comprehension become successful. The teacher also needs to think about the students' problem, because the students are the main point in the teaching learning process.

One of the problems related to teaching reading is the motivation of the students. Students seldom read English text in their daily life, and they also lack in task completion. It makes the students think that reading is difficult. As the effort to improve the students' reading skill, researcher uses varied and systematic reporting tasks to know the students' activity in reading process. Furthermore, learning reading through reporting tasks will make students easy in learning reading and the teacher in check the student's tasks.

In reporting tasks, the students have to submit their tasks after having the class. It is usually done weekly or after the class finished. This activity is done to check the students discipline in doing the tasks. This activity aims at enabling the students to make tasks document or portfolio in order that students do tasks given by the teacher seriously.

CHAPTER III

RESEARCH METHOD

This chapter discusses the research method of the study. They are the research design, research participants, data collection, the data analysis technique, the research procedure, and the research setting.

A. Research Design

This research uses the principles of action research, it is used to find and implement actions to improve the students' reading skills. The researcher and the research team members worked and collaborated in identifying the problems, planning and carrying out the action and reflection of the action implemented.

The action research was conducted through the process below

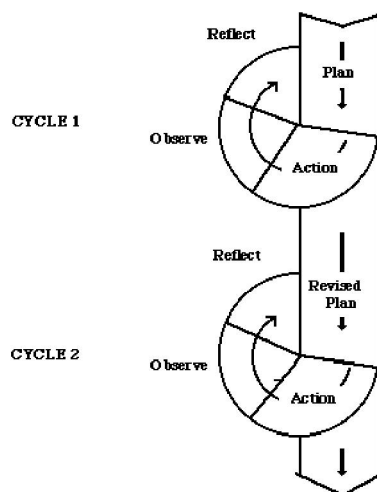


Figure 1 Action Research Cycles (Burns, 1999:33)

B. Research Participants

The participants were the researcher in collaboration with all the research members. They were the English teacher and the X E students of SMA N I Pleret. In the action stage, the subject of the research were the researcher in collaboration with English teacher and the X E students.

C. Data Collection Technique

The data were collected by observation and interviews. The teacher did observations to get the data from the teaching learning process. The research data were in the form of field note. In order to complete the data, the researcher interviewed the students and the English teacher. The data from the interviews were in the form of interview transcript.

D. Data Analysis

The first step that has been done by the researcher in order to analyze the data was data presentation. In this step, the researcher collected all the data such as interview transcripts, field notes, and photos of the teaching and learning processes. The second step was data reduction. In this step, the researcher chose, determined the focus, simplified, and summarized the data. The third step was classification. In this step, the researcher classified all the data that had been passed the data reduction process.

The analysis of data was represented by the reflection of the cycles of the research. By doing the reflection, the researcher had authentic knowledge, which

could help the researcher in interpreting the data. In analyzing the data, the researcher holds a discussion with the English teacher as the collaborator.

E. Procedure of Research

1. Reconnaissance

Reconnaissance stage was the first step in this research. The data were about obstacles and weaknesses in reading texts. They were collected through observation, and interviews. The researcher observed all activities related to the students' reading skill during English learning process in the classroom. To get and to add the data collected before, the researcher also interviewed the school principal, the English teacher, and the students. The data, which were collected, were presented in the form of identified field problems.

2. Action

a. Planning

After the researcher identified the problems, the researcher made some plans to choose the actions to be implemented in the field. In planning the actions, the researcher worked together with the English teacher of class X SMA I PLeret. Researcher and the English teacher discussed the possibility and the scale of priorities of the implementation. Before the plans were implemented, the researcher and the English teacher arranged the schedule of the action. The implementation of the action based on the previous schedule made by the English teacher.

b. Implementation

In the implementation, the researcher conducted the research and the teacher observed the process. The researcher used the reporting task and reading strategies to improve the reading skill. Then the researcher noted and recorded the students' problems in teaching learning process during the implementation of the action. The changes and obstacles of the students' involvement were written in the field notes and the result was evaluated in the next step.

c. Evaluation

In evaluation, the researcher analyzed the changes during the implementation. Responses and suggestions were given by the other research team members in this evaluation process. The influences of the implementation on the students' involvement were identified. The results of the identification were determined as successful or unsuccessful ones. The results of this evaluation process were considered for the reflection in the next step.

d. Reflection

In the reflection, the researcher tried to identify the relation of the action to the problems based on the evaluation. If the actions were considered successful, they would be continued to the next action. However, if the actions were unsuccessful, they would be recycled with some improvement.

F. Research Setting

1. Place of Research

The research took place at SMA N I Pleret, focusing on class X E. It was located at, Pleret, Bantul. The available rooms in this school were the headmaster's room, teacher's room, a room for guidance and counseling, an administration room, a school health unit, a kitchen, a mosque, two teacher's toilets, five students' toilets, 22 classrooms, a library, a chemistry laboratory, a biology laboratory, a computer laboratory, a meeting room, and three canteens. Each class consisted of about 30 to 34 students. Totally, there were 741 students, a headmaster, eighteen teachers, one school guard, and 2 English teachers. There are 243 of the tenth grade students whom are divided into 7 classes. Those are 254 students of grade XI, 128 students of IPA class and 126 of the IPS class, and 254 students of grade XI, and 254 students grade XII 103 students of IPA class and 141 of the IPS class.

2. Time of the Research

The researcher conducted the action research in the first semester of the academic year 2011/2012. The observation began on July 2011. The actions were conducted from September to October 2011. In conducting the actions, the researcher followed the school calendar in which the English class was taught two times a week. Each meeting has 90 minutes. The

schedule of English for class X E of SMA N I Pleret was on Thursday at 07:00 - 08:30 am and on Wednesday at : 07:00 - 08:30 am.

G. Validity and Reliability of Data

According to Burns in Madya (2006: 37-45), there are five validity criteria, those are; democratic validity, outcome validity, process validity, catalytic validity, and dialogic validity. In this particular study, the researcher uses democratic validity, outcome validity, process validity, and dialogic validity.

1. Democratic Validity

In democratic validity, the stakeholders (the head master, teachers, students, administrators) of SMA N I Pleret were given the chance to give their personal opinion, ideas, and commend about the problems to find the solution during the researcher was conducting the research. According to Burns in (Madya 2006: 38), democratic validity is related to the stakeholders' chance (the researcher, the teacher, and students) to give the personal opinion, ideas, and comment about the implication of the research.

2. Outcome Validity

According to Burns, in Madya (2006: 40), outcome validity is the notion of the actions leading to the outcomes achieved with the research context. The achievement of the outcome involved not only problem solving but also finding new questions in the related research. To get the outcome validity, the researcher put back the problem of the tenth grade students of

SMA N I Pleret in a scheme in order to make new questions. He did it when he did the reflection in the end of the action.

3. Process validity

According to Burns, in Madya (2006: 40), process validity is related to the possibility to determine how adequate the process of conducting the research is. To get the process validity, the researcher collected the data by doing observation, and noted during the research runs. He noted everything that happened in the teaching learning process of the tenth students of SMA N I Pleret. In this process validity, he focused his attention only on anything that could be caught by his senses.

4. Dialogic validity

According to Burns, in Madya (2006: 44), dialogic validity means that the stakeholders could participate in the process of the research. This validity was fulfilled by discussing the research finding with collaborators. The members of the discussion gave their opinion and their criticisms about the research report. Most of them were also research practitioners who gave their opinion and their critics about the research report.

CHAPTER IV

THE RESEARCH PROCESS, FINDINGS, AND INTERPRETATION

The study 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 this action research. The steps of the research were planning, implementation, evaluation, and reflection of the action. The purpose of the research was to improve students' reading skills. To improve the process of reading activities, the researcher used varied and systematic reading reporting tasks in the process of teaching learning.

A. Identification of the Field Problems

In this step, the study identified some problems, which occurred in the process of reading activities at XE class of SMAN I Pleret Bantul. In identifying the field problems, the researcher observed the classroom activities and interviewed the teacher and the other research team members. The researcher and the research team members found 20 problems. The problems were as follows:

1. Students got difficulties in comprehending texts
2. Students found difficulties in understanding the meaning of words
3. Students rarely checked the difficult words in the dictionary; they waited for their teacher to explain the meaning of the words
4. Many students did not do the tasks
5. Some students cheated
6. Some students did not submit their tasks

7. The students did not do their home work
8. Some students got difficulties in doing reading activities
9. Students' reading skill was low
10. Some students felt afraid of and shy to ask or answer the teacher's questions in English
11. Students did not pay attention to the teacher
12. The students often made noise during the teaching learning process
13. Some students felt bored in teaching learning process
14. The students had low motivation in learning English
15. The teacher used LKS too much
16. The teacher rarely used games in teaching learning process
17. The teacher lacked of idea in creating interesting activities
18. The teacher found difficulties in handling the students who made noise
19. There were not enough course books for all students
20. There were not interesting media in the class

B. Determining the Actions to Solve the Field Problems

After identifying the problems occurred in the English teaching learning process, the researcher and the research members discussed the most important problems to be solved. There were five most important problems. These five problems were chosen because the researcher and the English teacher as the collaborator considered that those problems could influence the teaching learning process if they were not solved soon. They could give bad effects to students in

order to achieve the materials that were given by the teacher. The problems were as follows:

1. Some students felt bored during the teaching learning process
2. Some students made noises and did some activities unrelated to the teaching learning process
3. Students liked cheating in doing the tasks
4. Students found difficulties in comprehending the text
5. Some students did not submit their tasks
6. Students' reading skill was low

After the researcher and the English teacher identified the most important problems that needed to solve, the teacher asked the researcher to propose some actions plans to overcome the field problems.

Table 3: The Relationship between the Field Problems and the Actions

| Field Problems | Action | The Action Functions |
|---|--|---|
| 1. Some students felt bored during the teaching learning process | Designing interesting materials | <ul style="list-style-type: none"> • To make students interested in materials • To make students enjoy teaching learning process |
| 2. Some students made noises and did some activities unrelated to the teaching learning process | Improving classroom management (student seating arrangement) | <ul style="list-style-type: none"> • To make the students focus on teaching learning process • To avoid students making noise in the back row |

| | | |
|---|---|--|
| 3. Students liked cheating in doing the tasks | Improving classroom management (Managing individual and group work) | <ul style="list-style-type: none"> • To make students responsible for doing tasks |
| 4. Students found difficulties in comprehending the text | Implementing reading reporting text | <ul style="list-style-type: none"> • To improve students' text comprehension • To improve students reading skills |
| 5. Some Students did not submit their tasks 6. Students' reading skill was low | Implementing varied and systematic reading reporting tasks | <ul style="list-style-type: none"> • To improve students reading skills • To make students be responsible for their tasks • To make students be discipline in doing the tasks |

C. Implementation and Discussions

1. The Report of Cycle I

a. Planning

Based on the result of the discussion with the research members on August 16th 2011, a plan of action was derived to be implemented in the first cycle. The focus of the action in this cycle was to improve the students' reading skills.

In this cycle, the researcher applied the students' reading reporting tasks to improve students' reading skills. There were three meetings in this cycle. In each meeting, the researcher applied reading

reporting task. In this cycle, the researcher used the reading reporting tasks in the middle and the end of the lesson. The researcher designed some steps in reporting tasks to solve the problems related to reading skill above.

1) Improving Classroom Management

Classroom management is very important in teaching learning process. In improving classroom management, the first the researcher managed the students' activities into two activities. The first was individual activities and the second was group work activities. Individual activities were done in every last of the lesson to evaluate students. Group work was done in every beginning of the lesson of this cycle. The researcher used this activity to make the students easy to do the reading reporting tasks in order to improve their reading skills. Students learnt best when they were actively involved in the process. Students working in small groups tended to learn more of what was taught and retain it longer than when the same content was presented in other instructional formats. Students who worked in collaborative groups also appeared more satisfied with their classes. In this case, the researcher and the English teacher agreed that the groups were arranged according to their seat because they thought that it would make the researcher easy in organizing the groups. Besides, it would not also waste the time.

The second in improving the classroom management, the researcher arranged the students' seating. This action was done in order that students did not make noise. The researcher made seating movement in every meeting. It was used to make the students who made noise in the back row focused on the lesson.

2) Designing Interesting Materials

Materials are very important in teaching and learning process. Materials have to meet the students' need. Good materials can make students enjoy in learning process. Materials have to be up to date, because it will make students interested in understanding materials. Materials need to be interesting in order that the students will not get bored in teaching learning process.

3) Implementing Reading Reporting Text

Writing a reading reporting task was the last activity in the lesson. Here, the researcher and English teacher as the collaborator planned to ask the students to write a reading reporting text. The students had to make a report after doing essay tasks. In this activity, the researcher gave the tasks to the students. The types of the tasks were essay tasks. The functions of the tasks were as exercises to improve the students' reading skills and comprehensions. In doing the tasks, students had to work individually. In the last activity, they should write the summary of the text in a piece of paper then submit it

to the researcher. This activity was used to check whether the students did the essay tasks by themselves or cheated their friend's work. Through this activity, the students were expected to be able to comprehend the text well and improve their reading skills. The following are steps how to make a reporting text.

- a) Write the name, student number, and date in the top of answer seat
- b) Read the text carefully
- c) Answer the questions correctly
- d) Write the reading reporting of the text
- e) Submit your tasks to your teacher

4) Implementing Varied and Systematic Reading Reporting Tasks

Varied and systematic reading reporting tasks were applied in the last part of every meeting. In this part, the researcher asked the students to submit their tasks to the teacher. This activity was done to check the students discipline in doing the tasks and responsibility for doing the tasks, so that they could improve their reading skills. The goal of this action is to cut the vicious circle in learning reading skill. The following are steps how to make varied and systematic reading reporting tasks.

- a) Students read the materials
- b) Students listen to the researcher' explanation

- c) Students do the tasks given by the researcher
- d) Students do peer correction
- e) Students submit all tasks to the researcher

b. Actions and Observation of Cycle 1

The actions were carried out three times, on Sept 8, 14 and 15, 2011. In this cycle, students were given the recount text. In this action, the researcher applied the actions that had been planed before. The reports of the actions are as the following.

1) First Meeting

The first meeting was held on 8 September 2011. In this meeting, the researcher used teaching based approach to teach the students. In building knowledge of the text, the students were given a text entitled *Go to School*. Then the researcher asked them to read the text. After that, the researcher explained the structure of the text.

The second step was modeling of the text. In this step, the students were given a new text entitled *A lucky day*. Then the researcher asked to them to compare the *Go to School* with *A lucky day*. This activity was aimed at explaining the recount text.

The third step was join construction of the text. In this step, the students worked in group. The students had to do the two kinds of the tasks; those are finding the meanings of the words and answering essay

tasks. After they did all the tasks, they did peer correction and applied game to do the correction.

The last step was independent construction of the text. In this step, students were given a task. The task is a reading reporting text. This task was used to check the students' comprehension. After doing this task, the students had to report all the tasks to the researcher.

2) The Second Meeting

The second meeting was held on 14th September 2011. In building knowledge of the text, the researcher gave a students a text entitled *Last Weekend*. In this step, students with the teacher analyze the generic structure of the text in order that the students understand the generic structure of recount text.

The next step was modeling of the text. The first, the researcher gave a text entitled *A Terrible Day* to students. Then the researcher asked them to analyze the generic structure of the text. After that, they had to write five difficult words and find their meanings. The last, they had to do peer correction with their friends.

The third step is join construction of the text. In this step, the researcher gave the jumbled paragraphs. Students have to work in-group to do the tasks.

The last step in meeting two was independent construction of the text. There were two activities in this step. The first, the researcher

gave essay tasks to the students. The second the researcher asked the students to write the reading report and collect it to the researcher.

3) The third Meeting

In the third meeting of Cycle 1, students were given three recount texts. Those were *Meeting a Star*, *David Beckham*, and *RA. Kartini*. In the first meeting, there were three parts of activities. The first was building knowledge of the text. In this part, the researcher showed the pictures of David Beckham, Pasya Ungu, and *RA. Kartini*. Then the researcher asked the students to guess the name of each picture. After the students guessed the name of each picture, the researcher gave the text entitled *David Beckham* to be read. Based on the text, the researcher explained the generic structure and language features of the text.

The next parts of the first meeting were modeling and joint construction of the text. In this part, the researcher gave the text entitled *Meeting a Star*. Then the researcher asked the students to identify the generic structure of the text in group. After that, the teacher asked the students to mention the generic structure of the text and the students had to answer orally.

The last part of the first meeting was the Independent construction of the text. This part was as students' evaluation. In this part, the researcher gave the text entitled *RA. Kartini*. Then Students did

the essay tasks independently, after that the students wrote a reading report, and then submit the tasks to the researcher. The reading reporting task was used to check students' text comprehensions.

c. Reflection of Cycle 1

After implementing the action in Cycle 1, the researcher and the English teacher as the collaborator had a discussion. They discussed about the action done. This activity was aimed at evaluating the actions. The discussion was done based on the observations in teaching learning process, the students' opinions, and the comments from each research member. Besides, the researcher also interviewed students about the action implemented. All opinions and comments from each research member were recorded. From the implementation of the action in Cycle 1, the researcher focused on improving students' reading skills through varied and systematic reporting tasks. The reflections of the actions in Cycle 1 are as the following.

1) Improving Classroom Management

a) Individual and Group Work

The implementation of classroom management was successful to support the actions. In every meeting, the researcher

gave two types of tasks. Those were group tasks and individual tasks. During the group work, the students could share the task given in order to finish the tasks. The students thought that working in group was easier than working individually. They also thought that group work helped them to do the tasks fast. It was shown in the following quotations of interview:

Interview 3 line 4-7 (8th September 2011)

R : Pernah gak kerja kelompok di pelajaran ini?
(Did you ever do the task in-group in this lesson?)

S : Belum pernah kalau di kelas ini
(I did not)

R : Seneng gak kerja kelompok?
(Do you like doing grup work?)

R : Seneng
(Yes, I like)

Interview 5 line 11-18 (14th September 2011)

R : Bagaimana kerjanya berkelompok tadi?
(How was the group work last time?)

S1 : Enak
(Ok).

R2 : Asyik
(Great)

S3 : Kalau tidak biasa bisa langsung tanya caranya ama teman
(If I do not understand the materials, I can directly ask my friends)

R : Kenapa tidak tanya kepada saya.
(Why do not you ask me?)

S : Malu
(I am shy)

R : Kalau malu nanti malah gak bisa ngerjakan lho
(If you are shy to ask me, you will not be able to do the tasks)

S : Ya mas
(Yes Sir)

Interview 7 line 5- 7 (15th September 2011)

- R : Gimana kerja individunya?*
(how was the individual work?)
- S : Sulit mas, enakan kerja kelompok bisa bagi tugas.*
(It was difficult; I more like group work than individual work, because we can divide the duty)
- R : Kan tadi udah kerja kelompok? sekarang gentian tugas individu, jangan nyontek temennya lho.*
(We did the group work just now, didn't we? Now please do the tasks by yourself.)
- R : Ayo waktunya tinggal 5 menit lagi.*
Sudah selesai belum?
(Came on, five minutes again.)
(Are you done?)
- S : Belum Mas?*
(Not yet Sir)
- R : Tidak boleh kerja sama lho*
Ya, waktunya sudah habis, sekarng dikumpulkan tugasnya.
(You may not cheat your friend)
(Ok, the time is up, now please collect your tasks to me.)

Interview 8 Line 6-9 (15th September 2011)

- R : Sulit ya tugas individunya?*
(Were the tasks difficult?)
- S : Yaaa... mas...*
(Yes Sir)
- R : Makanya kalau di terangkan jangan ramai sendiri, dan jangan malu bertanya.*
(If the task was difficult, you may not make noise when I explain the materials, and do not be shy to ask me if you do not understand the materials.)
- S : Waktunya terlalu cepet mas.*
(The time is too fast, sir.)

b) Student Seating Arrangement

The researcher did student-seating arrangement in order to make the students focus on learning process and to avoid students making noise in the back row. In the first meeting the researcher did not ask the students to move their seat. In the second meeting, the researcher asked the students who were sitting in the back row to move in the first row. This movement continued until the last meeting of the research. Here were the figures of Student seating arrangement.

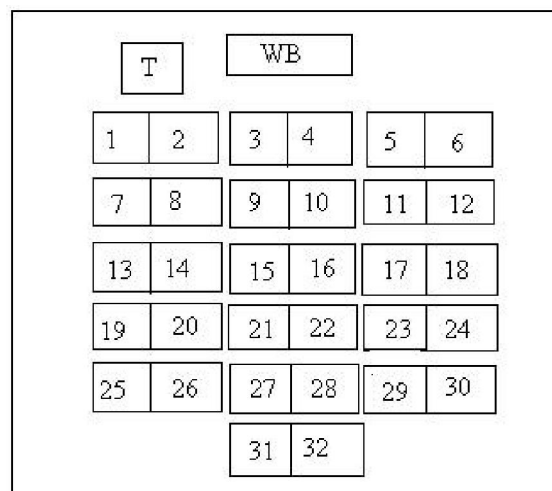


Figure 2, the first meeting student seating arrangement

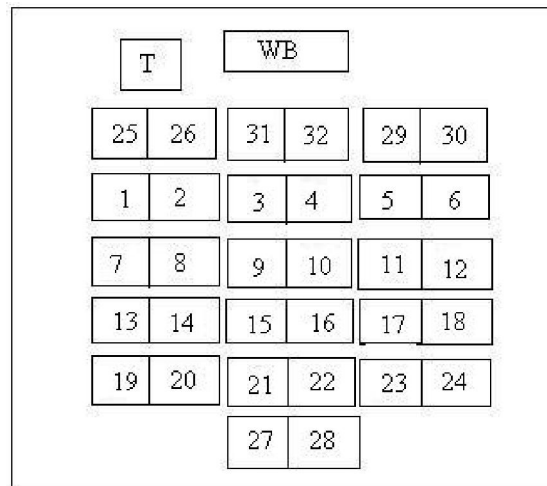


Figure 3, the second meeting student seating arrangement

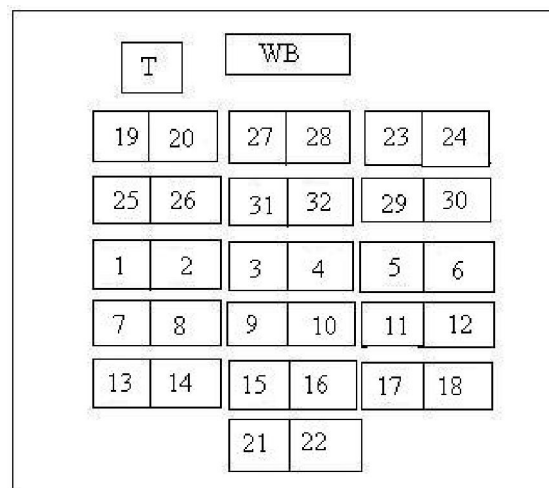


Figure 4, the third meeting student seating arrangement

Note:

- T : teacher' seating
- WB : White board
- 1-31 : Students' seating

The figures of seating arrangement were described in the filed note 2 and filed note 3 below.

Field note 5 line 12-24, (8th September 2011)

From the observation, the researcher found that students who were sitting in the back row often made noises. They often made noises when the teacher was explaining the materials. They also did not do the tasks when the teacher asked them to do the tasks. In the second meeting, the researcher asked the students who were sitting in the back row to move in the first row, see figure 2. The first time, the students who were sitting in the back row did want to move in the first row. Then the researcher asked the teacher's help to have the student moved to the first row. When they were sitting in the first row, they looked nervous and silent, but they paid attention to the lesson.

Field note 7 Line 28-32, (15th September 2011)

In the third meeting the students who always made noises they became more silence than before. When the researcher explained the materials, they did not make noises and disturb their friend like in the first meeting. They also more focus on the lesson than before. When the researcher gave them the task, they did the tasks seriously. When the researcher gave the individual task, they did not cheat their friends' work

2) Designing Interesting Materials

Interesting material was very important in teaching learning process. The learner would have good intention to learn the interesting materials and they would not get bored in reading texts. The implementation of the interesting materials was successful in improving reading comprehension. It was shown by most of students were very enthusiastic in reading the texts. In addition, some

interviews that indicated designing interesting materials were success as the following.

Interview 10 Line 7-14 (15th September 2011)

- R : Gimana tadi membacanya?*
(How was the reading?)
- S : Ya begitulah mas.*
(It was like usual, Sir)
- R : Pernah nggak kamu mengunjungi salah satu tempat seperti yang ada dalam text tadi?*
(Did you ever visit one of tourism places like in the reading text?)
- S : Pernah mas waktu study tour SMP.*
(Once I visited those places when I was at SMP?)
- R : Menurut kamu lebih menarik mana bacaan David Beckham dan d'masive gitu.*
(Which is more interesting David Beckham than d'masive gitu.)
(?)
- S : ya yang kemarin lah mas, otomatis David Beckham dan d'masive gitu.*
(Reading text in the last meeting was more interesting than reading text in this meeting, because I like David Beckham and D' Massive)

Interview 11 Line 5-13 (15th September 2011)

- R : Wah kelihatannya tadi bacanya serius banget*
(It looked that you are reading seriously)
- S : Ya Mas saya suka sekali*
(Yes, I like very much)
- R : Maksudnya?*
(What do you mind?)
- S : Itu pasya ungu, coba lihat rambut dan gayanya aku banget.*
(I like Pasya very much. His hair and style like my hair style)
- S : huuu....*
- R : Udah, jangan Cuma orangnya, kalau text bacaanya tadi gimana?*
(How was the reading text?)
- S : Menarik Mas*

Interview 12 Line 3-6 (15th September 2011)

R : bagaimana tadi text bacaanya?
(How was the text?)

S : menarik mas?
(It was an interesting text)

R : Karena bacaanya tentang David Beckham
(Because the text is about David Beckham)

S : Beckham was my idol

Interview 13 Line 7-11 (15th September 2011)

R : kalau menurut kamu menarik tidak text bacaannya?
(Which text is more interesting?)

S : menarik mas yang meeting a star
(meeting a star is more interesting than David Beckham.)

R : kenapa kog lebih tertarik pada text bacaan tentang a star?
(Why are you interested in A Star text?)

S : karena saya tiadak tau tentang pemain bola.
(I am interested in A Star text because I do not know about football)

In cycle 1, the researcher gave students interesting text with interesting pictures like the following pictures:



Meeting a Star



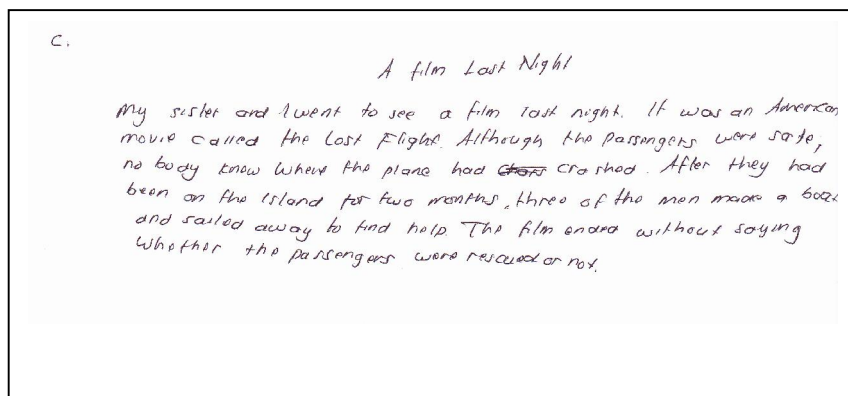
Visiting Bali



David Beckham

3) Implementing Reading Reporting text

This part was done in the last part of every meeting. After students did the tasks like matching vocabulary, finding antonym and synonym of words and answering assay tasks, the students continued doing the next task. The task was reading reporting text. In this task, the students had to make a summary of the text. The function of this task was to check the students' reading comprehensions. The example of the student's reporting text is as the following.



4) Implementing Varied and Systematic Reading Reporting Task

Varied and systematic reading reporting task is an activity to check the students' discipline. In this activity, students have to report their tasks to the researcher. This activity was done in the last step of every meeting. The table of varied and systematic reporting tasks is as the following.

Table 4: Varied and Systematic Reporting Tasks

| Meetings | Tasks | Tasks types |
|----------|-------|----------------------------------|
| 1 | 1 | Finding the meaning of the words |
| | 2 | An essay task |
| | 3 | Reading report |
| 2 | 1 | Arranging a paragraphs |
| | 2 | Finding the meaning of the words |
| | 3 | An essay task |
| | 4 | Reading report |
| 3 | 1 | Finding the meaning of the words |
| | 2 | An essay task |
| | 3 | Reading report |

In the implementation of reading reporting tasks in the first and second meeting, there were some students who did not report their tasks. In the third meeting all students reported their task. It was seen that students' discipline had changed. The following are steps how to make varied and systematic reading reporting tasks.

- a) Students read the materials
- b) Students listen to the researcher' explanation
- c) Students do the tasks given by the researcher
- d) Students do peer correction
- e) Students submit all tasks to the researcher

The following are the examples of varied and systematic reporting tasks.

An example of Reporting Task in the First Meeting

Nama : Dewi Astuti 0030
Kelas : XE

Tgl 20 September 2011

- 1) The writer joined traditional dance competition
- 2) We went there by airplane
- 3) Represented my junior high school
- 4) We spent almost an hour
- 5) about two hundred people
- 6) I performed on the stage confidently
- 7) They called me as the first winner

- 1) Title
Joining the traditional dance competition
- 2) Orientation
I joined the traditional dance competition in Jakarta last year with my teacher
- 3) Events
 - a) first my teacher and I went to the dressing room
 - b) Then, the time came for me to perform on stage
 - c) After that, we waited for the announcement
 - d) However, we were satisfied because our effort was not useless

An example of Reporting Task in the Second Meeting

Tgl: 14 September 2011

Nama: Rizang Eza Wira S
No: 27

A. ~~that~~ My sister and I went to see a film last night. It was an interesting film about a plane, which crashed on a small empty island in the Pacific Ocean. It was an American movie called The Lost Flight. Although the passengers were safe, nobody knew where the plane had crashed. So, the passengers had to learn how to hunt for food in the jungle and how to catch fish from the sea to eat. After a few weeks, the passengers were eating raw fish and meat. It showed how people can quickly change when they have to look after themselves in the jungle. After they had been on the island for two months, three of the men made a boat and sailed away to find help but their boat sank and they were drowned. The film ended without saying whether the passengers were rescued or not. But my sister and I enjoyed the film.

B.

1. My sister and I went to see a film last night.
2. The Lost Flight
3. a plane, which crashed on a small island in the Pacific ocean
4. Although the passengers were safe, nobody knew where the plane had crashed.
5. the passengers had to learn how to hunt for food in the jungle and how to catch fish from the sea to eat.
6. three of the made a boat and sailed away to find help.
7. The film ended without saying whether the passengers were rescued or not.

C.

A film Last Night

My sister and I went to see a film last night. It was an American movie called the Lost Flight. Although the passengers were safe, no body knew where the plane had ~~crash~~ crashed. After they had been on the island for two months, three of the men made a boat and sailed away to find help. The film ended without saying whether the passengers were rescued or not.

An example of Reporting Task in the Third Meeting

8 September 2011

Nama : Fadila Husni Arimbi
No : 04

- A.
1. Every April 21 people in Indonesia commemorate the Kartini day
 2. She is our national hero and great lady with the bright idea
 3. Kartini was born in 1879 April 21 in Mayang Jepara
 4. RMAA. Sosroningrat Wedana was ~~Kartini's~~ father
 5. In November 12 1903, she married Adipati Djayadiningrat, the head of Rembang regency.
 6. She gave a birth to her son
 7. She finally passed away on September 17 1904 on her 25 years old

B.

Every April 21 people in Indonesia commemorate the Kartini day. It is beautiful day for the women because we celebrate the birth of great a lady, Ra. Kartini. Everyone knows who Kartini is. She is our national hero and a great lady with the bright idea.

Kartini was born in 1879 April 21 in Mayang Jepara. Her father was RMAA. Sosroningrat Wedana. Her mother was MA. Ngasirah. In November 12 1903, she married Adipati Djayadiningrat, the head of Rembang regency. In September 13 1904, she gave a birth to her son. His name was Singgh.

Kartini finally was passed away on September 17 1904 on her 25 years old. Nowadays Indonesian women progress is influenced by Kartini's spirit stated on collection of letter "Habis Gelap Terbitlah Terang" from the dusk to the dawn.

In the last meeting of Cycle 1, the researcher also interviewed the teacher about the actions, which had been done. This interview was done to know the teacher's opinion about the actions. The following is the interview between the researcher and the teacher.

Interview 15 Line 6-20 (15th September 2011)

Researcher : *Bagaimana pendapat ibu tentang penelitian saya?*
(What is your opinion about my research?)

Teacher : *cukup menarik*
(It was an interesting reseach)

Researcher : *terus kalau pendapat ibu tentang treatment-treatment yang saya berikan?*
(What do you think about my treatments that I give to the students?)

Teacher : *cukup bervariasi ya dan bisa mengatasi permasalahan-permasalahan yang ada.*
(Those are interesting treatments and those can solve the problems)

Researcher : *kalu dilihat satu persatu ya bu, bagaimana?*
Mungkin yang pertama tentang improving classroom management.
(What do you think about my treatments? for the first, what do you think about improving classroom management?)

Teacher : *Kalau classroom management sudah cukup bagus, aktivitasnya juga bervariasi terus Masnya juga sudah PD dan menguasai. Yang perlu diparhatikan itu waktunya mas, ya hindari penggunaan waktu yang boros, seperti mengabsen itu bisa dilakukan pada waktu anak-anak mengerjakan tugas.*
(The classroom management is good enough. Classroom activities are varieties. Then, you also have self-confidence in teaching students. You need to consider the time. Please, do not waste the time like checking the students. You have to check the students' attending while they are doing the tasks)

Interview 15 Line 4-12 (17th September 2011)

Researcher : Kalau yang designing materials Bu?

(what do you think about designing materials?)

Teacher : Cukup menarik juga. Kalau saya lihat materi yang Mas berikan cukup up to date, dan anak-anak juga menyukai.

(Those are interesting materials. The materials are up to date materials, and students like the materials so much.)

Researcher : kalau reading reporting tasks Bu?

(What do you think about reading reporting tasks?)

Teacher : cukup menarik, dan ini bisa menjadi masukan bagi saya karena selama ini saya tidak pernah memberi anak-anak tugas seperti ini. Tapi anak-anak juga masih kesulitan dalam membuat reading report.

(It is interesting enough. It can be a new entry for me, because I never give the tasks to students, but students still get difficulties in making a reading report)

d. Findings of Cycle 1

Based on the reflection above, there were some actions that were successful but some were unsuccessful. The description of the successful and unsuccessful actions is as the following:

1) The Successful Actions

- a) Improving classroom management was successful. By implementing group work in teaching learning process, the students could discuss with their friends to finish the exercise. If they had difficulties, they could ask their friends and discuss it

together. In group work, the interaction among the members of the groups developed.

- b) Student seating arrangement was successful. The students could be more focus on materials than before. The class also could be more conducive than before student seating arrangement implemented.
- c) Designing interesting materials were successful. It could make the students enjoy doing activity in teaching learning process. It also could minimize the students' boredom.
- d) Reading reporting tasks were successful, but some students still got difficulties in reporting the reading reporting text. It was caused by the students' writing skills were still low.

2) The Unsuccessful Actions

- a) The implementation of time management was unsuccessful. It spent more time in teaching learning process, so it could make the students hurry in doing reading activities.
- b) Some students still got difficulty in making reading reporting text

1. The Report of Cycle 2

a. Planning

The English teacher and the researcher planned some efforts as treatments to solve the problems, which related to the problems identified above. In order to solve the problems identified above, the researcher and the English teacher used similar activities like in the first cycle, i.e. improving classroom management, designing interesting materials, implementing varied and systematic reading reporting tasks. Besides, the English Teacher and the researcher also focused on the efforts on designing interesting materials, using an electronic media, and designing interesting activities. The following table presents the planning of Cycle 2.

Table 5: The Relationship between the Field Problems and the Actions

| Field Problems | Action | The Action Functions |
|--|---|---|
| Students felt bored during the teaching learning process | Designing interesting materials (giving varied narrative texts) | <ul style="list-style-type: none"> • To make students interested in the materials • To make students did not bored in teaching learning process • To make students understand kind of narrative text |

| | | |
|---|--|--|
| The media of the teaching learning were not interesting | Using an electronic media (using LCD in teaching learning process) | <ul style="list-style-type: none"> • To make the teaching learning more interesting • To use the time effectively in teaching learning process • To serve colorful pictures |
| The students did not enjoy teaching learning process | Designing interesting activities (playing games and discussion) | <ul style="list-style-type: none"> • To make students enjoy teaching learning process • To make students did not get bored during teaching learning process |

The explanation of the action above was described as follows:

1) Designing Interesting Materials

Designing interesting materials is an important thing in teaching learning process. There are many ways to make the materials of teaching learning interesting. In this research, to make the materials interesting, the researcher gave students varied narrative texts. By giving varied narrative texts to students, it increased the knowledge of students about narrative text. There are many kinds of narrative text that students have to know. Those kinds of texts are legend fiction, fable, funny or joke story, and many others. Those kinds of narrative text can make students do not get bored during teaching learning process, because the materials are not monotonous.

2) Using an Electronic Media

Using electronic media means using LCD as media in teaching learning process. By using LCD, the researcher could get some advantages: it could save the time and the researcher also could show the materials with colorful pictures. The researcher would use this effort because in Cycle 1, the researcher found the students who get bored when they were reading a text.

3) Designing Interesting Activities

One of interesting activities in teaching learning process is playing games. In this research the research gave a game to students. This game was a simple game. The game was played when discussing the answers. It was done after students finished doing their works. This game started from the researcher choosing a student to answer the questions. After a student answered the question, then he chose a girl to answer the next question. This activity was continued until all questions were answered.

b. Actions and Observation of Cycle 2

Cycle 2 was done in three meetings; they were on September 21st, 22nd and 28th 2009. In this cycle, the researcher gave students narrative texts. Those texts were about funny story texts, legend texts and love story texts. Below are the actions that the researcher implemented in cycle 2:

1) First Meeting

Like in Cycle 1, the researcher used the teaching based approach technique in teaching learning process. In this technique, there were four steps. The first was building knowledge of the text. In this step, the researcher gave a text entitled *Three Foolish Sons*. After reading the text, some students laughed because the story was a funny story, and some students did not laugh because they did not understand the story of the text. After that, the teacher saw the students the pictures, the titles of the text, and the types of the narrative texts using LCD as media, (see appendix). This task was used to elicit students in explaining the types of narrative texts. Then the researcher explained the students the types of narrative texts.

The second step was modeling of the text. In this step, the researcher gave students a text entitled *A Little Girl and the Wolf*. Then the teacher explained the generic structures and language features of the narrative text.

The third step was join construction of the text. In this step, the students worked in pairs. Then the researcher asked the students to identify the generic structure of *Snow White* text. After that, the researcher led the students to do peer correction.

The last step was independent construction of the text. In this step, the teacher gave students a text entitled *Cinderella*. Then the researcher

asked students to do the essay tasks and reading reporting tasks. The function of the essay tasks was to improve reading skills like scanning, skimming, enriching vocabularies. In reading reporting tasks, the researcher gave students the table of the reading report. The students only filled the table. After they did all tasks, the researcher asked them to submit those tasks.

2) Second Meeting

The second meeting was done on September 22nd. First time the researcher gave a text entitled *Toba Lake*. This text was to elicit the students to a legend story. The next teacher explained a legend text to the students.

In modeling of the text, the researcher gave a text entitled *Queen of Arabia*. Then, the researcher asked the students to identify the generic structure of the text. After that, the researcher explained how to do an oral reporting text and gave the example of the oral reporting text.

The next step in second meeting was joint construction of the text. In this step, the researcher gave the students jumbled paragraphs. Then students worked in pairs to arrange the jumbled paragraphs become a good text.

The last step in meeting two was independent construction of the text. In this step, the students were given an essay task. The function of this task was to elicit the students in doing an oral reporting task. In

reading reporting text, the researcher divided the students become five groups. Then every group had to have a representation to report their task orally in front of the class.

3) Third Meeting

This was the last meeting of cycle two. In this meeting, the teacher taught fable stories. In building knowledge, the students were given a text entitled *The Smartest Parrot* to elicit the students in Fable story. Then, the teacher explained the students about fable.

In modeling and joint construction of the text, the teacher gave the students a text entitle *The Smartest Animal*. This text was not a complete text. There were blanks in this text. Students had to fill in the blanks with correct words. After that, students had to analyze the generic structures and language features of the text.

The last was independents construction of the text. In this step, the researcher gave a text entitled *Story of Rabbit and Bear*. Then the researcher asked students to do the essay tasks and reading reporting tasks. The function of the essay tasks was to improve reading skills like scanning, skimming, enriching vocabularies. In correcting the text, the researcher applied a simple game like in planning. In reading reporting tasks, the researcher gave students the table of the reading report. They

only filled the table. After they did all tasks, the researcher asked them to collect those tasks.

c. Reflection of Cycle 2

1) Reflection of Meeting 1

a) Improving Classroom Management

In cycle 1, the problems of the classroom management was about the time. In cycle 2, the researcher tried to use the time effectively by using power point. The researcher prepared the materials in power point and in the school, the researcher just saw the power point by using LCD.

b) Designing Interesting Materials

Like what the researcher said in the first cycle that interesting material was very important in teaching learning process. In order not to make the students did not get bored, the researcher served the interesting materials, like interesting reading texts and interesting tasks, so that the students enjoyed doing activity like reading texts and doing the tasks. The following is the field note showing this condition.

Interview 16 (meeting 4)

R : Bagaimana tadi membacanya?
How was the reading?

S : Lucu mas?
It was a funny story Sir

R :Bagian yang mana yang lucu?
Which story is a funny story?

S : Yang “Three Foolish Sons”
Three Foolish Sons story Sir

R : Mang lucunya dimana?
Why Three Foolish Sons story is a funny story?

S : Masak lalat di kepala bapaknya ditembak, ya gak kena lah mas malah kena kepala bapaknya
Because the son shot the fly on his father head, it was not on the target but his father head

Interview 17 Line 1-8 (21st Sept 2011)

- R* : *Apa judul bacaannya ?*
(What is the title of the text?)
- S* : *Nyi Roro kidul*
- R* : *Apakah textnya menarik?*
(Is the text interesting?)
- S* : *Yes Mas*
(Yes Sir)
- R* : *Bagian mana yang menurut kamu menarik?*
(Which part is interesting in that story?)
- R* : *Terakhir mas, akhirnya dia sembuh dari penyakit dan dapat hidup bahagia*
(In the last part Sir, Finally Kudita cured her ill and she lived happily)
- S* : *Mas apa cerita itu beneran ada?*
(Is the story a true story?)
- R* : *Itu adalah Legend atau cerita rakyat dan biasanya rakyat setempat tu percaya kalau cerita itu bener-bener ada*
(That is a legend, the people of the believe that the story was true story)

Interview 21 Line 1-8 (28th Sept 2011)

- R* : What is the title Of the text?
- S* : Rabbit and bear.
- R* : What is the story about?
- S* : *Persahabatan antara Rabbit and bear*
(The friendship of the bear and rabbit)
- R* : what kind of narrative texts is the story?
- S* : *Fable Mas*
(Fable Sir)
- R* : What is the characteristic of the kid bear?
- s* : Smart and kind

c) Reading Reporting Text

As in Cycle 1, there were two types of reading reporting tasks. The first was an essay task and the second was a reading reporting text. The essay task was conducted to develop the students' reading skills. Those skills like skimming, scanning, and finding the meaning of words.

The reading reporting text was conducted to develop the students' reading comprehensions. The form of reading reporting text in Cycle 2 was different from reading reporting text in the Cycle 1. In Cycle 1, the students wrote a summary of the text to do the reading reporting text, but in the Cycle 2 there were two kinds of reading reporting texts. Those were the table reporting text and the oral reporting text. In doing table reporting text, the students just filled in the table of reading reporting text. It was done because the students got difficulties in writing a summary, and in doing oral reporting text. The students presented what text is about orally. The examples are as the following.

The Example of the Table Reporting Text

D. Write the report table of the Cinderella story

| Character | Characteristic |
|---------------------|---|
| Cinderella | Good and don't reconcile |
| Stepmother | wicked |
| Sisters | wicked |
| Settings | |
| Place | Home, Palace, Village |
| Time | once upon a time |
| How the story began | The stepmother and step sister were reconcile and hated. They treated cinderella very badly. |
| Problems | Dresses they would wear. At last, the day of the ball came, and away went the sisters to it. cinderella could not help crying after they had left |
| The ended | Finally, cinderella was driven to the Palace. The king's son was overjoyed to see her again. They were married and live happily ever after. |

The Example of the Oral Reporting Text

One upon a time, there was a beautiful princess named Kadita. Because of her beauty, she was called Dewi Srengenge. Her father was King of Munding Wangi. He got married again with Dewi Mutiara. Dewi Mutiara wanted her son to be the King of Munding Wangi. However the king did not agree. Dewi Mutiara called a black magician to curse Kadita. She wanted beautiful body full scabies and itch. Then she went to south Ocean and jumped in to the sea. Suddenly, there was a miracle. The ocean water cured her illness

Like in the first cycle in the second cycle the researcher implemented varied and systematic reading reporting tasks. Beside to improve reading skills and reading comprehension, it also could be used to check students discipline in doing the task. The table of varied and systematic reading reporting tasks is as the following.

Table 6: Varied and Systematic Reporting Tasks

| Meetings | Tasks | Tasks types |
|----------|-------|----------------------------------|
| 1 | 1 | Finding the meaning of the words |
| | 2 | An essay task |
| | 3 | Table reporting tasks |
| 2 | 1 | An essay task |
| | 2 | True fouls questions |
| | 3 | Oral reporting Task |
| 3 | 1 | Finding the meaning of the words |
| | 2 | An essay task |
| | 3 | Table reporting tasks |

In cycle 2, students were more discipline in doing varied and systematic reporting tasks. In the first and the last meeting of Cycle 2 there were students who did not complete their task, but in the next meeting they completed their tasks and submitted the task to the teacher. The examples of students' varied and systematic reporting tasks are as the following.

The Reporting Tasks in the Fourth Meeting

Nama : Denny Prasetyo

No. abs : 17

C. Find the meaning of vocabularies below.

1. Ball : *ballroom* 6. concealed : *hidden*
2. Fairy : *magical* 7. had tempered : *became*
3. Slipper : *shoes* 8. teased : *played with*
4. Toe : *finger* 9. pumpkin : *vegetable*
5. palace : *royal* 10. pretty : *beautiful*

b.

1. cinderella, stepmother and two step-sister

2. wicked and not will angry.

3. pair of pretty glass slippers

4. proclaimed where feet fitted the glass slipper

5. finally, cinderella was driven to the palace and they were married and live happily ever after.

D. Write the report table of the Cinderella story

| Character | Characteristic |
|---------------------|--|
| Cinderella | Good and don't concealed |
| Stepmother | wicked |
| Sisters | wicked |
| Settings | |
| Place | Home, Palace, Village |
| Time | once upon a time |
| How the story began | The stepmother and step sister were conceited and had whispered they treated cinderella very badly. |
| Problems | Dresses they would wear. At last, the day of the ball came, and away went the sisters. Cinderella could not help crying after they had left. |
| The ended | Finally, cinderella was driven to the Palace. The King's son was overjoyed to see her again. They were married and live happily ever after. |

The Reporting Tasks in the Fourth Meeting

Nama : Wisma M.

No. abs : 30

B. Answer the questions below.

1. Who is the main character of the story? *the main character of the story is Dewi Kadita*

B. Answer the questions below.

1. Who is the main character of the story? *the main character of the story is Dewi Kadita*
2. Why was Dewi Kadita called Dewi Srengenge? *Because she beautiful sun*
3. Why did The King decide to marry Dewi Mutiara? *Because he always expected to have a son.*
4. Why did Dewi Mutiara ask the King to send his daughter away? *Because he wanted his son to become a king in the future.*
5. What was the miracle in the story? *The ocean water cured her illness. The scabies and itch were gone. Even, she became more beautiful than before.*

C. Write T (true) if the statement is true and F if the statement is false according to text, *Nyi Roro Kidul*

| No | Statements | T/F |
|----|--|-----|
| 1 | King Munding Wangi married Kadita because he wanted to have a son. | F |
| 2 | The king was happy because he had a beautiful daughter. | F |
| 3 | When Kudita woke up, she found her body full of ulcer | T |
| 4 | Finally, Kudita died because she jumped in to south ocean. | F |
| 5 | Kudita was called Nyi Roro Kidul or The Queen of South Ocean. | T |

The transcript of a student' oral report

One upon a time, there was a beautiful princess named Kadita. Because of her beauty, she was called Dewi Srengenge. Her father was King of Munding Wangi. He got married again with Dewi Mutiara. Dewi Mutiara wanted her son to be the King of Munding Wangi. However the king did not agree. Dewi Mutiara called a black magician to curse Kadita. She wanted beautiful body full sczbles and itch. Then she went to south Ocean and jumped in to the sea. Suddenly, there was a miracle. The ocean water curred her illness.

The Reporting Tasks in the Fourth Meeting

B.

- 1) The main character in the story is a rabbit.
- 2) He shoot enough buffalo to satisfy his family.
- 3) He has five children.
- 4) The mother bear always gave him an extra large piece of meat but the youngest child did not eat it.
- 5) The youngest bear give meat to rabbit.

C.

- 1) Anak Panah
- 2) Kaku
- 3) Konsentrasi
- 4) Pakus
- 5) Menembelih
- 6) Busur Panah

D. Fill the table report below

| Table Report | |
|------------------------------|--|
| Title | Story of Rabbit and bear |
| Characters | Rabbit, bear, bear children, the bear mother |
| Main character | Rabbit |
| A rabbit' character | Good |
| A bear' character | Gluttonous |
| The youngest bear' character | Kind |
| The story begins | One day, the bear called over the rabbit and asked the rabbit to take his bow and arrows, and come with bear to the other side of the hill. |
| The story complication | The rabbit was fearing to arouse the bear's anger so he could not refuse it. The bear was very gluttonous and did not want the rabbit to get any of the meat. The rabbit could not even take the blood from the butchering as the bear would throw earth on the blood and dry it up. |
| The story ending | The youngest bear give meat to rabbit. In this way, the poor rabbit would get his meat unknown to the papa bear. |

d) Playing a Game

This game was played when the researcher and the students were discussing the text. It was actually simple game and it was conducted to make the students more confident than before. This game was reported in the following field note.

Field note 7 Line 35-40 (15th Sept 2011)

In the third meeting of cycle 1, the researcher asked the students to write down their answers in the white board, but no student wrote down their answers. Then the researcher asked the students, “Why aren’t you brave to write your answers in the white board?”, then a student answered, “*Mahu mas, takut kalau salah*”. It was shown that students had a little self-confidence in answering the tasks.

Field note 8 line 23-37(21st Sept 2011)

In the fourth meeting, the researcher applied the game to make the students more confident than before. This game started from the researcher asked the date to the students, “what date is today?”. Then the students answered “*dua satu Mas*”. After that, the researcher asked the students again, “*siapa yang nomer absennya enam belas? Silah kan maju*”. Nunuk came forward and did the task. After that, she had to choose a man to do the next task. The man was Deny. Then Deny chose a girl to do the next tasks. This activity was repeated until all the tasks were done. This game made the students happy and more confidence than before. For the evidence, the students wrote their tasks bravely on the white board and they seemed very happy, it was shown by their laughing.

e) Using an Electronic Media

Based on planning in Cycle 2 and consultation with the teacher, the researcher decided to use an electric tool as media in teaching and learning process. The electric media meant LCD. This media used to solve the problem faced in Cycle 1 in improving classroom management. That was about the time. Like in the first meeting in Cycle 1, the researcher got the problem in managing the time. The students did not finish doing the tasks, but the bell rang. It made the students hurry doing the tasks and they did not do the tasks maximally.

There were many advantages that the researcher got from using LCD as media in teaching learning process. The first, it could save the time because the researcher could prepare the materials in power point at home, so the researcher did not waste the time by writing materials on the whiteboard in the classroom. The second, it could make the students did not feel bored because the LCD served the colorful pictures and little animation in power point made by researcher. These were interview and field note, indicating the successful in using LCD in managing the time.

Field note 9 line 1-12 (15th Sept 2011)

On September 15, the researcher and the teacher were discussing the used of LCD in teaching learning process. The teacher suggested that if the researcher would use the LCD, he had to borrow the LCD at that day because the next day the English class would start at 07.00 am and the researcher were afraid that tool man were not ready with the LCD. On September 16, the class was started at 07.00 am. The researcher prepared the materials used power point and little animation to make the students interested in. In the teaching learning process, the students focused with the materials, which were shown in the wall using LCD. In the last meeting the researcher made little interview with the students, the researcher asked “ which was more interesting using LCD or materials copies as media in teaching learning?”. The students answer “LCD”.

d. Findings of Cycle 2

Based on the reflection, it could be concluded that the reading reporting tasks and its accompanying in the Cycle 2 were successful to improve students' reading skill. It was shown from the activities in reading teaching learning process especially the activities of making reading reporting text that were applied in the last part of every meeting . From the reflection of Cycle 2, it was shown that students did the reading reporting text in front of the class orally even though they made mistakes both grammar and pronunciation. It was shown that students could comprehend the text well. Besides, the successful of the reading reporting task were shown from students' portfolio of Cycle 1 and Cycle 2. Most students submitted their task from the first meeting until the end of meeting.

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

CHAPTER V

CONCLUSIONS, IMPLICATIONS, AND SUGGESTIONS

This study is aimed at improving reading skills through varied and systematic reading reporting tasks. The actions which were carried out in two cycles were effective in improving the students' reading skills and students' discipline in learning reading. In both cycles, the researcher implemented varied and systematic reading reporting tasks. Those tasks were guessing the meaning of the words, answering essay tasks, and making reading reporting texts. There were two kinds of reading reporting texts; those were oral reporting text and written reporting text. In implementation those actions, there were some activities that accompanied the actions to improve reading skills such as making group works, designing interesting materials, using text with colorful picture, using an electronic media, and playing games. The results of the actions and some activities accompanying the action are discussed in the Conclusions

A. Conclusions

Varied and systematic reporting tasks were done in the last of every meeting. It was done to make the students discipline in doing reading activity in order that they would improve their reading skills. Here the steps in implementing varied and systematic reading reporting tasks:

- a) Students read the materials
- b) Students listen to the researcher' explanation
- c) Students do the tasks given by the researcher
- d) Students do peer correction
- e) Students submit all tasks to the researcher

In implementing varied and systematic reporting tasks, the researcher used two kinds of text. Those were recount text and narrative text. The tables of varied and systematic reading reporting tasks are as the following.

Table 7: Varied and Systematic Reporting Tasks

| Meetings | Tasks | Tasks types |
|----------|-------|----------------------------------|
| 1 | 1 | Finding the meaning of the words |
| | 2 | An essay task |
| | 3 | Reading report |
| 2 | 1 | Arranging a paragraphs |
| | 2 | Finding the meaning of the words |
| | 3 | An essay task |
| | 4 | Reading report |
| 3 | 1 | Finding the meaning of the words |
| | 2 | An essay task |
| | 3 | Reading report |

Table 6: Varied and Systematic Reporting Tasks

| Meetings | Tasks | Tasks types |
|----------|-------|----------------------------------|
| 1 | 1 | Finding the meaning of the words |
| | 2 | An essay task |
| | 3 | Table reporting tasks |
| 2 | 1 | An essay task |
| | 2 | True fouls questions |
| | 3 | Oral reporting Task |
| 3 | 1 | Finding the meaning of the words |
| | 2 | An essay task |
| | 3 | Table reporting tasks |

Those tasks above were implemented in cycle 1 and 2. Those are varied and systematic tasks. Those tasks were used to teach the students about reading skills in order that students improve their reading skills.

There were some improvements as the result of the actions. The improvements were both in reading skills and the behavior of the involved members. The improvements described in the following:

Table 7: The Results of the Actions

| Actions | Aims | Results |
|--|---|---|
| <p>Varied and systematic reading reporting tasks, i.e.:</p> <ul style="list-style-type: none"> • Finding the meaning of difficult words • Arranging jumbled paragraphs • Checking true and false statements • Answering essay tasks • Making reading reporting text both written and oral | <ul style="list-style-type: none"> • To make students discipline in completing the tasks • To make students doing the tasks seriously • To improve students' reading skills | <ul style="list-style-type: none"> • Students were more discipline in completing the tasks • Students were more seriously in doing the tasks • Students improved their reading skills such as: <ul style="list-style-type: none"> a. Scanning b. Skimming c. Developing silent details to summarize (the text, an idea) d. Guessing the meaning of difficult words e. Recognizing the structure of the text f. Recognizing grammatical word classes (nouns, verbs, etc. |
| <p>Designing interesting materials</p> <ul style="list-style-type: none"> • Giving texts with colorful pictures • Giving varied narrative texts | <ul style="list-style-type: none"> • To make students interested in the materials • To make students did not bored in teaching learning process • To make students understand kind of narrative text • To make students enjoy teaching learning process | <ul style="list-style-type: none"> • Students were interested in the materials • Students did not get bored but they enjoyed the teaching learning process • Students knew and understood kind of narrative texts |

| | | |
|---|--|--|
| Improving classroom management <ul style="list-style-type: none"> • Implementing student seating arrangement • Managing individual and group work | <ul style="list-style-type: none"> • To make students responsible for doing tasks • To make the students focus on teaching learning process • To avoid students making noise in the back row. | <ul style="list-style-type: none"> • Students became more responsible for doing the tasks. They did not cheat their friends again. • Students did not make noises anymore and they also did not disturb their friends. |
| Using an electronic media <ul style="list-style-type: none"> • Using LCD in teaching learning process | <ul style="list-style-type: none"> • To make the teaching learning more interesting • To use the time effectively in teaching learning process • To serve colorful pictures | <ul style="list-style-type: none"> • The teaching learning process became more interesting • The researcher could serve colorful picture • The time was more efficiency |
| Designing interesting activities <ul style="list-style-type: none"> • Playing game • Making student small discussion | <ul style="list-style-type: none"> • To make students relax with teaching learning process • To make students did not get bored during teaching learning process | <ul style="list-style-type: none"> • To make students enjoy teaching learning process • Students did not get bored during teaching learning process |

B. Implications

Based on the result of the study, it is found that the students are able to improve their reading skills in the teaching learning process. They are also more discipline in doing the tasks given by the teacher. It implies that the teacher can use varied and systematic reading reporting tasks in teaching reading process because it can give some benefits. The first, it can improve students' reading

skills, because varied and systematic reading reporting tasks contain varied and systematic tasks that can improve the students' reading skills.

The second benefits of using varied and systematic reading reporting tasks in teaching reading process is that students are more discipline. The study shows that the students are more discipline than before. They always did the tasks seriously, because the teacher always asked the students to submit the tasks to the teacher.

C. Suggestions

Based on the conclusion and the implications, there are some suggestions for the English teacher and the other researcher. The suggestions are as follows:

1. To the English teachers

The English teachers can implement varied and systematic reading reporting tasks in teaching reading process to improve students' reading skill. Besides that the teacher has to check the students' tasks, while they are doing the tasks and after doing the tasks, because it can make the students be discipline.

2. To other researchers

The effort to improve students reading skills is still needed. The writer expects that more investigation will be done in this study to find more actions

to improve students' reading skills. It is also possible for other researchers to conduct this study in other schools.

3. The school principal

It is good for the school principal to provide the required facilities to support the equipments. Therefore, various processes of the teaching and learning will be more easily done. Moreover, it is also important for the school principal to help the teacher to provide the media to improve the quality of English teaching learning process. The researcher also suggested that the school principal does not limit the researcher in conducting the research, because it will help the school to find the weakness and find the solutions in teaching and learning process.

REFERENCES

- Aebersold, Jo, Ann and Field, Mary, Lee. 1997. *From Reading to Reading Teacher*. Cambridge University Pers.
- Alderson, J. Charles. (2000). *Assessing Reading*. Melbourne: Cambridge University Press.
- Anderson, Mark and Anderson, Kathy. 1997. *Text Type in English*. South Yarra: Macmillan Education LTD.
- Anggraeni, Deni. 2010. *Using News Paper to Enhance Reading Skills for Second Grade Students of SMA Muhamadiyah 1 Muntilan*. Makalah TAS. Yogyakarta: Jurusan Pendidikan Bahasa Inggris, FBS UNY.
- Brown, H.D. 2000. *Principles of Language Teaching and Learning (4th Ed)*. New York: Addison Wesley Longman Inc.
- Brown, H. Douglas. 2001. *Teaching by Principles: and Interactive Approach to Language Pedagogy*. New York: A Pearson Education Company.
- Burns, Anne. 1999. *Collaborative Action Research for English Language Teacher*. Cambridge: Cambridge University Press.
- Day, R. R. and Bamford, J. 1998. *Extensive reading in the second language classroom*. Cambridge: Cambridge University Press.
- Departemen Pendidikan Nasional. 2006. *Kurikulum SMA Mata Pelajaran Bahasa Inggris*. Jakarta: Depdikbud.
- Farrell, Thomas S.C. 2002. *Planning Lessons for a Reading Class*. SEAMEO Regional Language Centre: Singapore.
- Grellet, F.1983. *Developing Reading Skills: A Practice Guide to Reading Comprehension Exercises*. London: Cambridge University Press.
- Hudson, T. (2007). *Teaching Second Language Reading*. Oxford: Oxford University Press.
- Khusrayati, Anien. 2011. *Effect of Using Diaries as Media on the Writing Ability of Eight Grade Students of Madrasah Tsanawiyah Negeri Sayegan in the Academic Year of 2011/2012*. Makalah TAS. Yogyakarta: Jurusan Pendidikan Bahasa Inggris, FBS UNY.
- Krashen, Stephen D, and Terrel, Tracy D. 1985. *The Natural Approach*. Prentice Hall.

- Madya, S. 2006. *Teori dan Praktik Penelitian Tindakan (Action Research)*. Yogyakarta: Alfabeta Bandung.
- Mikulecky, Beatrice S, and Jeffries, Linda. *More Reading Power*. United States of America: Addison- Wesley Publishing Company, Inc.
- Nunan, David. 2003. *Practical English Language Teaching*. New York: The McGraw-Hill Companies, Inc.
- _____. 2004. *Task-based language teaching*. Cambridge: Cambridge University Press.
- Spatt, M., Pulverness, A., Williams, M. (2005). *The Teaching Knowledge Test Course*. Cambridge: Cambridge University Press.
- Stern, H.H. 1983. *Fundamental Concepts of Language Teaching*. Shanghai: Shanghai Foreign Language Education Pers.
- Subiyantoro, Hariyanto. 2011. *Improving Reading Comprehension through Extensive Reading Activities at XI IPA 1 Students of Sma Piri 1 Yogyakarta in the Academic Year of 2010/2011*. Makalah TAS. Yogyakarta: Jurusan Pendidikan Bahasa Inggris, FBS UNY.

Appendices

1. Appendix 1 (Course Grid and lesson plan)
2. Appendix 2 (Interview Transcript and Field Notes)
3. Appendix 3 (Media)
4. Appendix 4 (Varied and Systematic Tasks)
5. Appendix 5 (students' Reporting Tasks)
6. Appendix 6 (Students' Score)
7. Appendix 7 (Photographs)
8. Appendix 8 (Letters)

Appendix 1
(Course Grid and lesson plan)

**IMPROVING READING SKILLS THROUGH REPORTING TASKS
FOR THE TENTH GRADE STUDENTS OF SMA N I PLERET**

The course grid of the implementation of Reading Report

Class X / Semester I

Academic year of 2011/2012


Standard Competence: Memahami makna teks tulis fungsional pendek dan esei sederhana berbentuk recount, narrative dan procedure dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan

| Text type | Basic Competence | Indicator | Learning Materials | Learning activities | Time | Reading reporting tasks |
|-------------------|--|---|---|---|----------------|---|
| Recount Meeting 1 | 5.2 Merespon makna dan langkah-langkah retorika dalam esei sederhana secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses | <ul style="list-style-type: none"> Students are able to identify the information related to the recount text Students are able to identify the use the simple past tense Students are able to identify difficult vocabularies Students are able to identify | <p>The text: <i>Go to School</i> Orientation: My mother got me ready for school then I had to wait for her to brush my hair and place every strand in just the perfect position. A sequence of events After a walk of about 700 meters, I would be able to see the tall steeple of the school. Reorientation The playground would be full in the summer and the noise would make me want to rush into the yard and get</p> | <ul style="list-style-type: none"> Building the Context <ol style="list-style-type: none"> 1) Students look at the picture of the text shown by the teacher to predict what the text is going about 2) Students are asked by the teacher about their last experience 3) Students are given the text about David Beckham 4) Students and the teacher discuss the use of the recount text | 2 x 45 minutes | <ol style="list-style-type: none"> 1) Type of reading reporting task: written individual Reporting tasks <ul style="list-style-type: none"> ❖ Write : <ol style="list-style-type: none"> a. The title of the text b. Introductory text <ul style="list-style-type: none"> ○ Who is the participant? ○ When does the event happen? ○ Where does the event happen? c. Sequence of events <ul style="list-style-type: none"> ○ What is the first event? |

| | | | | | |
|--|---|---|---|---|---|
| | ilmu pengetahuan dalam teks berbentuk <i>recount narrative</i> , dan <i>procedure</i> | the structure of recount text: the orientation, sequence of events, and the reorientation | <p>into a good game of football before the bell went. Past tense: I woke up at about five o'clock yesterday Vocabulary: brush, strand neatly, shoulder</p> <p>The text: <i>A lucky day</i> Orientation: I woke up at about five o'clock yesterday. It wasn't a regular day, because I was about to propose a girl. A Sequence of event: After praying and taking a bath, I had my early breakfast. Reorientation: After driven her home I went back to my house.</p> <p>the text: <i>Joining the Traditional Dance Competition</i> Orientation Orientation: I joined the Traditional Dance Competition in Jakarta last year.</p> | <ul style="list-style-type: none"> • Modeling and Deconstructing the text <ol style="list-style-type: none"> 1) Students compare the two texts, <i>Go to School</i> and <i>A lucky day</i> Students analyze the structural pattern and language features of the <i>Go to school</i> • Joint Construction of the text <ol style="list-style-type: none"> 1) Students work in groups of four students 2) Students find the meaning of the words 3) Students answer the questions related to the text 4) Students do peer correction | <ul style="list-style-type: none"> ○ What is the second event? ○ What is the third event? ○ etc <p>d.The reorientation Correction: by the teacher</p> |
|--|---|---|---|---|---|

| | | | | | | |
|-------------------|--|--|---|--|----------------|---|
| | | | <p>A Sequence of event</p> <p>There were already some participants when we arrived.</p> <p>Reorientation</p> <p>However, we were satisfied because our effort was not useless.</p> | <p>5) Students report the task to the teacher</p> <p>• Independent Construction of the Text</p> <p>1) Students work independently with the text</p> <p>2) Students do comprehension activities such as:</p> <p>a. Students answer the tasks</p> <p>b. Students write a report text</p> | | |
| Recount Meeting 2 | | <ul style="list-style-type: none"> • Students are able to identify the information related to the recount text • Students are able to identify the use the simple past tense • Students are able to identify difficult vocabularies | <p>The text: <i>Last Weekend</i></p> <p>Orientation: Last weekend, my friends and I went camping</p> <p>A sequence of events: The next day, we spent our time observing plantation and insects while the girls were preparing meals</p> <p>Reorientation : On Monday, we packed our bags and got ready to go home</p> | <p>• Building the Context</p> <p>1) Students look at the picture of the tend shown by the teacher to predict what the text is going about</p> <p>2) Students are asked by the teacher about their last experience</p> <p>3) Students are given the text about David Beckham</p> <p>4) Students and the teacher discuss the use of the</p> | 2 x 45 minutes | <p>1) Type of reading reporting task: written individual</p> <p>2) Reporting tasks</p> <p>❖ Write :</p> <p>a. The title of the text</p> <p>b. Introductory text</p> <p>○ Who is the participant?</p> <p>○ When does the event happen?</p> <p>○ Where does the</p> |

| | | | | | | |
|--|--|---|---|--|--|---|
| | | <ul style="list-style-type: none"> Students are able to identify the structure of recount text: the orientation, sequence of events, and the reorientation | <p>The text: <i>A Terrible Day</i></p> <p>Orientation: I had a terrible day yesterday. First, I woke up an hour late because my alarm clock didn't go off</p> <p>A sequence of events: Next, I ran out of the house trying to get the 9:30 bus, but of course, I missed it. I wanted to take a taxi, but I didn't have enough money</p> <p>Reorientation: Finally, I walked the three miles to my school only to discover that it was Sunday! I hope I never have a day as the one I had yesterday</p> <p>Past tense: I had a terrible day yesterday</p> <p>Vocabulary: terrible</p> <p>The text: <i>a film last night</i></p> | <p>recount text</p> <ul style="list-style-type: none"> Modeling and Deconstructing the text <ol style="list-style-type: none"> Students compare the two texts, <i>Last Weekend</i> and <i>A Terrible Day</i> Students analyze the structural pattern and language features of the <i>Terrible Day</i> Joint Construction of the text <ol style="list-style-type: none"> Students work in groups of four students Students match the pictures and sentences | | <p>event happen?</p> <p>c. Sequence of events</p> <ul style="list-style-type: none"> What is the first event? What is the second event? What is the third event? etc <p>d. The reorientation</p> <p>3) Correction: by the teacher</p> |
|--|--|---|---|--|--|---|

| | | | | | | |
|-------------------|--|---|--|--|----------------|--|
| | | |  <p>the text: : a film last night</p> | <p>3) Students analyze the structural paragraph:</p> <ol style="list-style-type: none"> The title of the text Introductory of the text Sequence of events The reorientation <p>4) Students do peer correction</p> <p>5) Students report the task to the teacher</p> <p>• Independent Construction of the Text</p> <ol style="list-style-type: none"> Students work independently with the text Students do comprehension activities such as: <ol style="list-style-type: none"> Students answer the questions about the text <p>Students write report <i>a film last night</i> text</p> | | |
| Recount Meeting 3 | | <ul style="list-style-type: none"> Students are able to identify the information related to the recount text | <p>The text: David Beckham' career</p> <p>Orientation: David Robert Joseph Beckham was born 2 May 1975.</p> | <p>• Building the Context</p> <ol style="list-style-type: none"> Students look at the picture of David Beckham shown by the teacher to predict what | 2 x 45 minutes | <ol style="list-style-type: none"> Type of reading reporting task: written individual Reporting tasks <ul style="list-style-type: none"> ❖ Write : |

| | | | | | | |
|--|--|--|---|---|--|--|
| | | <ul style="list-style-type: none"> Students are able to identify the use the simple past tense Students are able to identify difficult vocabularies Students are able to identify the structure of recount text: the orientation, sequence of events, and the reorientation | <p>A sequence of events: Beckham's career began when he signed a professional contract with Manchester United, making his first-team debut in 1992 aged 17</p> <p>Reorientation : When joining the MLS in 2007, he was given the highest player salary in the league's history, with his playing contract with the Galaxy over the next three years being worth US\$6.5M per year</p> <p>The text: <i>Meeting Pasya Ungu</i></p> <p>Orientation: On Saturday morning at 9:30, I was walking down Sunda Street, looking for a record store.</p> <p>A sequence of events: A man stopped me and asked me the way to the Hyatt Hotel. I found the record store and listened to a few records.</p> <p>Reorientation:</p> | <p>the text is going about</p> <ol style="list-style-type: none"> Students are asked by the teacher about their last experience Students are given the text about David Beckham Students and the teacher discuss the use of the recount text <ul style="list-style-type: none"> Modeling and Deconstructing the text <ol style="list-style-type: none"> Students compare the two texts, <i>David Beckham</i> and <i>Meeting Pasya Ungu</i> Students analyze the structural pattern and language features of the <i>Meeting Pasya Ungu</i> | | <ol style="list-style-type: none"> The title of the text Introductory text <ul style="list-style-type: none"> Who is the participant? When does the event happen? Where does the event happen? Sequence of events <ul style="list-style-type: none"> What is the first event? What is the second event? What is the third event? etc The reorientation <ol style="list-style-type: none"> Correction: by the teacher |
|--|--|--|---|---|--|--|

| | | | | | | |
|--|--|--|--|---|--|--|
| | | | <p>It was a photo. I was so surprised! He was asinger in Ungu Band</p> <p>Past tense : A man stopped me and asked me the way to the Hyatt Hotel</p> <p>The text: <i>Ra Kartini</i> Orientation Every April 21 people in Indonesia commemorate the Kartini day. A sequence of event Kartini was born in 1879 April 21 in Mayong Jepara. In November 12 1903, she married Adipati Djoyodiningrat 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. Reorientation Nowadays indonesian women progress is influenced by Kartini's spirit stated on collection of letter "Habis Gelap Terbitlah Terang" from the dusk to</p> | <p>• Joint Construction of the text</p> <ol style="list-style-type: none"> 1) Students work in groups of four students <ol style="list-style-type: none"> a. Students analyze the structural pattern of Ra kartini text b. Students find the meaning of difficult work 2) Students do peer correction | | |
|--|--|--|--|---|--|--|

| | | | | | | |
|---------------------|---|---|---|---|---|--|
| | | | <p>the dawn</p> <p>the text: <i>Ra kartini</i></p> | <ul style="list-style-type: none">• Independent Construction of the Text <ol style="list-style-type: none">1) Students work independently with the text2) Students do comprehension activities such as: Students write report <i>Joining the Traditional Dance Competition</i> text | | |
| Narrative Meeting 4 | <ul style="list-style-type: none">• Students are able to identify the information related to the narrative text• Students are able to identify the use the simple past tense• Students are able to recognize difficult vocabularies• Students are able to identify | <p>The text: <i>Three Foolish Sons</i></p> <p>Orientation There was a rich man who had three sons. They lived in a large house in the town of Keelung in northern Taiwan.</p> <p>Complication One day, the eldest son tried to shoot a fly on his father's forehead. Instead, he killed his father. The second son picked up his tools and tried to repair the damage to his father's head. The third son tried to cure his father with medicine, which he had</p> | <ul style="list-style-type: none">• Building the Context <ol style="list-style-type: none">1) Students look at the picture of <i>Foolish Sons</i> shown by the teacher to predict what the text is going about2) Students are asked by the teacher about the short story3) Students are given the text about <i>Three Foolish Sons</i>4) Students and the teacher discuss the kind of narratives text | 2 x 45 minutes | <ol style="list-style-type: none">1) Type of reading reporting task: written individual2) Reporting tasks<ul style="list-style-type: none">❖ Write :<ol style="list-style-type: none">a. The title of the textb. Orientation: Introducing the participants and informing the time and the placec. Complication: Describing the rising crises which the participants have to do withd. Resolution: | |

| | | | | | |
|--|--|--|--|---|---|
| | | <p>the structure of narrative text: the orientation, complication, resolution and sequence of events</p> | <p>bought.</p> <p>Resolution Everyone said that the three sons were very foolish. They had spent all their money uselessly. a fortune</p> <p>vocabulary: a fortune, cure, foolish, forehead</p> <p>The text: <i>The Little Girl and the Wolf</i></p> <p>Orientation One afternoon a big wolf waited in a dark forest for a little girl to come along carrying a basket of food to her grandmother.</p> <p>Complication When the little girl opened the door of her grandmother's house she saw that there was somebody in bed with a nightcap and nightgown on.</p> <p>Resolution So the little girl took an automatic out of her basket and shot the wolf dead.</p> <p>Vocabulary: nightcap,</p> | <p>• Modeling and Deconstructing the text</p> <p>1) Students compare the two texts, <i>Three Foolish Sons</i> and <i>The Little Girl and the Wolf</i></p> <p>2) Students analyze the structural pattern and language features of the <i>The Little Girl and the Wolf</i></p> | <p>Showing the way of participant to solve the crises, better or worse</p> <p>3) Correction: by the teacher</p> |
|--|--|--|--|---|---|

| | | | | | |
|--|--|--|---|---|--|
| | | | <p>nightgown</p> <p>The text: <i>Snow White</i></p> <p>Orientation: Once upon a time, there <i>lived</i> a little girl named Snow White. She <i>lived</i> with her Aunt and Uncle because her parents <i>were</i> dead.</p> <p>Complication: Then she saw this little cottage. She knocked but no one answered so she went inside and fell asleep.</p> <p>Resolution</p> <p>Snow White <i>told</i> the dwarfs the whole story and Snow White and the 7 dwarfs <i>lived</i> happily ever after</p> <p>Vocabulary: found, dwarfs</p> <p>the text: <i>Cinderella</i></p> <p>Orientation: They were Cinderella her self as the main character of the story, her stepmother, which treated Cinderella badly, and her steps sister, which</p> | <ul style="list-style-type: none"> • Joint Construction of the text <ol style="list-style-type: none"> 1) Students work in group of four students 2) Students put paragraphs on the table based on the generic structure of narrative text: <ol style="list-style-type: none"> e. orientation f. complication g. resolution 3) Students do peer correction • Independent Construction of the Text <ol style="list-style-type: none"> 1) Students work independently with the text 2) Students do comprehension | |
|--|--|--|---|---|--|

| | | | | | | |
|---------------------|--|--|--|---|----------------|---|
| | | | <p>supported her mother to make Cinderella was treated very badly. Cinderella was introduced as a hero in this story. She struggled against the bad treatment from her stepmother and sisters.</p> <p>Complication The stepmother and sisters were conceited and bad tempered. They treated Cinderella very badly.</p> <p>Resolution: 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.</p> | <p>activities such as: Students write report <i>Cinderella</i> text</p> | | |
| Narrative Meeting 5 | | <ul style="list-style-type: none"> Students are able to answer questions related to the narrative text Students are able to identify the orientation, complication, resolution and | <p>The text <i>The Legend of Toba Lake</i> Orientation Once upon time, there was a handsome man. His name was Batara Guru Sahala.. Complication One day Batara Guru got very angry with his</p> | <ul style="list-style-type: none"> Building the Context <ol style="list-style-type: none"> Students look at the picture of <i>Toba Lake</i> shown by the teacher to predict what the text is going about Students are asked by the teacher about the last meeting materials Students are given the | 2 x 45 minutes | <ol style="list-style-type: none"> Type of reading oral reporting tasks: written individual Reporting tasks <ul style="list-style-type: none"> ❖ Report orally : <ol style="list-style-type: none"> The title of the text Orientation: Introducing the participants and informing the time |

| | | | | | | |
|--|--|--|---|--|--|---|
| | | <p>sequence of events</p> <ul style="list-style-type: none"> • Students are able to use the simple past tense • Students are able to recognize difficulties vocabulary | <p>daughter. He could not control his mad. He shouted angrily and got the word of fish to his daughters. The daughters were crying.</p> <p>Resolution People believed that the big hole became a lake. Then this lake is known as Toba Lake.</p> <p>vocabulary begged, annoyed, shake, erupt</p> <p>The text: Romeo and Juliet Orientation: In the town of Verona there lived two families, the Capulets and the Montagues. They engaged in a bitter feud.</p> <p>Complication Romeo was reluctant no longer. He drew his sword and slew Tybalt died. Romeo realized he had made a terrible mistake. Then Friar Lawrence advised Romeo to travel to Mantua until things cool</p> | <p>text about <i>Toba Lake</i></p> <p>4) Students and the teacher discuss the kind of narratives text</p> <p>• Modeling and Deconstructing the text</p> <p>1) Students compare the two texts, <i>Toba Lake</i> and <i>Queen of Arabia and Three Sheiks</i> Students analyze the structural pattern and language features of <i>Queen of Arabia and Three Sheiks</i></p> | | <p>and the place</p> <p>c. Complication: Describing the rising crises which the participants have to do with</p> <p>d. Resolution: Showing the way of participant to solve the crises, better or worse</p> <p>3) Correction: by the teacher</p> |
|--|--|--|---|--|--|---|

| | | | | | |
|--|--|--|--|---|--|
| | | | <p>down. He promised to inform Juliet. In the other hand, Juliet's father had decided the time for her to marry with Paris.</p> <p>Resolution Then Juliet put out his dagger and plunged it into her breast. She died</p> <p>Vocabulary sheiks, generous reduced</p> <p>The text: <i>Nyi Roro Kidul</i> Orientation Once upon a time, there was a beautiful princess named Kadita. Complication No one could cure his daughter's illness. The King did not want her daughter to be a rumor so he agreed to send his daughter away. Resolution Suddenly, there was a miracle. The ocean water cured her illness. The scabies and itch were gone. Even, she became more</p> | <ul style="list-style-type: none"> • Joint Construction of the text <ol style="list-style-type: none"> 1) Students work in group of four students 2) Students rearrange the jumbled paragraphs of the story entitled <i>Nyi Roro Kidul</i> into a good text by numbering the paragraphs. | |
|--|--|--|--|---|--|

| | | | | | | |
|---------------------|--|--|--|--|----------------|---|
| | | | <p>beautiful than before. Not only that, she also had a power to command the whole South Ocean. She became a fairy called Nyi Roro Kidul or The Queen of South Ocean.</p> <p>Vocabulary: beautiful, strong, sad, clean, loud, first, deep</p> <p>The text: <i>Nyi Roro Kidul</i></p> | <ul style="list-style-type: none"> • Independent Construction of the Text <ol style="list-style-type: none"> 1) Students work independently with the text 2) Students do comprehension activities such as: <ol style="list-style-type: none"> d. Students do the test <p>Students write summary of <i>Cinderella</i> text</p> | | |
| Narrative Meeting 6 | | <ul style="list-style-type: none"> • Students are able to answer questions related to the narrative text • Students are able to identify | <p>The text</p> <p><i>The Smartest Parrot</i></p> <p>Orientation</p> <p>Once upon time, a man had a wonderful parrot. There was no other parrot like it.</p> | <ul style="list-style-type: none"> • Building the Context <ol style="list-style-type: none"> 1) Students look at the picture of a bird shown by the teacher to predict what the text is going about 2) Students are asked by the | 2 x 45 minutes | <ol style="list-style-type: none"> 1) Type of reading reporting task: written individual 2) Reporting tasks <ul style="list-style-type: none"> ❖ Write : <ol style="list-style-type: none"> a. The title of the text b. Orientation: |

| | | | | | | |
|--|--|--|--|---|--|---|
| | | <p>the orientation, complication, resolution and sequence of events</p> <ul style="list-style-type: none"> • Students are able to use the simple past tense • Students are able to recognize difficulties vocabulary | <p>Complication The man felt excited having the smartest parrot but he could not understand why the parrot would not say Catano.</p> <p>Resolution 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”.</p> <p>Vocabulary Pointed, proudly, excited</p> <p>The text: <i>The Smartest Animal</i> Orientation: Once there was a farmer from Laos. Every morning and every evening, he ploughed his field with his buffalo.</p> <p>Complication One day, a tiger saw the farmer and his buffalo working in the field. The</p> | <p>teacher about the last meeting materials</p> <p>3) Students are given the text about <i>The Smartest Parrot</i></p> <p>4) Students and the teacher discuss the kind of narratives text</p> <p>• Modeling and Deconstructing the text</p> <p>1) Students compare the two texts, <i>The Smartest Parrot</i> and <i>The Smartest Animal</i></p> <p>2) Students analyze the structural pattern and language features of the <i>The Smartest Parrot</i> text</p> | | <p>Introducing the participants and informing the time and the place</p> <p>c. Complication: Describing the rising crises which the participants have to do with</p> <p>d. Resolution: Showing the way of participant to solve the crises, better or worse</p> <p>3) Correction: by the teacher</p> |
|--|--|--|--|---|--|---|

| | | | | | | |
|--|--|--|--|---|--|--|
| | | | <p>tiger was very surprised to see a big animal listening to a small animal. The tiger wanted to know more about the big animal and the small animal.</p> <p>Resolution After the man tied the tiger to the tree, he didn't go home to get his intelligence. He took his plough and hit the tiger. Then he said; "Now you know about my intelligence even you haven't seen it.</p> <p>Vocabulary Plough, tie</p> | <ul style="list-style-type: none">• Joint Construction of the text<ol style="list-style-type: none">1) Students work in group of four students2) Students analyze structure of narrative text:<ol style="list-style-type: none">a. orientationb. complicationc. resolution3) Students do peer correction | | |
|--|--|--|--|---|--|--|

| | | | | | | |
|--|--|--|---|--|--|--|
| | | | <p>the text <i>Story of Rabbit and Bear</i></p> <p>Complication The poor rabbit would have to go home hungry after his hard day's work.</p> <p>Resolution The meat would fly into the rabbit's house. In this way, the poor rabbit would get his meal unknown to the papa bear.</p> | <p>• Independent Construction of the Text</p> <ol style="list-style-type: none"> 1) Students work independently with the text 2) Students do comprehension activities such as: 3) Students do the test 4) Students write report <i>Story of Rabbit and Bear</i> | | |
|--|--|--|---|--|--|--|

LESSON PLAN

| | |
|----------------|------------------|
| School | : SMA N I Pleret |
| Subject | : English |
| Grade/Semester | : X/1 |
| Meeting | : 1 |
| Allocated time | : 2x45 minutes |
| Skill | : Reading |

I. Standard of Competence :

5. Memahami makna teks tulis fungsional pendek dan esei sederhana berbentuk *recount*, *narrative* dan *procedure* dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan

II. Basic Competency :

- 5.1 Merespon makna dan langkah retorika teks tulis esei secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan dalam teks berbentuk: *recount*, *narrative*, dan *procedure*

III. Indicators :

- Students are able to answer the questions related to the recount text
- Students are able to use the simple past tense in the recount text
- Students are able to know the meaning of vocabularies related to the text
- Students are able to comprehend the written text in the form of recount text

IV. Learning Objectives :

- Students are able to identify the information related to the recount text
- Students are able to identify the use the simple past tense
- Students are able to identify difficult vocabularies
- Students are able to identify the structure of recount text: the orientation, sequence of events, and the reorientation

V. Learning Materials :

Go to School

My mother got me ready for school then I had to wait for her to brush my hair and place every strand in just the perfect position. I had to show her my shoes that I had cleaned the night before and my school bag had to be neatly put on my shoulder

before I could get near the door. Only after my mother was totally satisfied would I be allowed to rush out of the front door.

I would leave home at 8 am on the dot and make my way down the lane. After a walk of about 700 meters, I would be able to see the tall steeple of the school.

The playground would be full in the summer and the noise would make me want to rush into the yard and get into a good game of football before the bell went.

Adapted from *www.lmpc.edu.au*

A. Construction of narrative text:

1. Orientation :

My mother got me ready for school then I had to wait for her to brush my hair and place every strand in just the perfect position

2. Sequence of events :

After a walk of about 700 meters, I would be able to see the tall steeple of the school.

3. Reorientation :

The playground would be full in the summer and the noise would make me want to rush into the yard and get into a good game of football before the bell went.

B. Language features of a recount text:

1. The use of past tense :

- a. I woke up at about five o'clock yesterday

2. Vocabularies :

- a. brush, strand neatly, shoulder.

3. The use of words show the order:
 - a. then,
 - b. before,
 - c. Only after

VI. Learning Method/Technique: *Text-Based Approach*

VII. Learning Procedure:

A. Pre-teaching (5 minutes)

1. Opening the lesson
 - a. The teacher opens the lesson with greeting
 - b. The teacher checks whether students are ready for the lesson or not.
 - c. The teacher and students say a prayer
 - d. The teacher calls students one by one to checks students' attendance

B. Main activities (75 minutes)

1. Building the Context
 - a. The teacher asks students questions:
 - ❖ Do you have an interesting experience?
 - ❖ Tell me about your interesting experience.
 - ❖ How did you feel at that time?
 - ❖ What did you get from that experience?
 - b. The teacher gives the example of the recount text, *Go to School*
 - c. The teacher explains the use of the recount text
 - ❖ A recount is a text that retells the past event.
 - ❖ The purpose of this text is to give the audience a description of what occurred and when it occurred.
 - d. The teacher explains the construction of the text
 - ❖ Orientation
 - ❖ Sequence of events
 - ❖ Reorientation
2. Modelling and Deconstructing the text

- a. The teacher asks students to compare the text being studied (*Go to School*) with the text (*A lucky Day*)
- b. The teacher explains about the structural pattern and language features of the recount text
- c. The teacher asks students to analyze the structural pattern and language features of the model (*A Lucky Day*)
 - ❖ The tense
 - ❖ Action verb
 - ❖ Proper noun
 - ❖ Words show the order

3. Joint Construction of the text

- a. The teacher divides students in to some groups or pairs
- b. The teacher gives the student a text, *Joining the Traditional Dance Competition*
- c. The teacher explains about some instructions related to the material
- d. The teacher asks the students to write the reading reporting task
- e. The teacher monitors students' activity in doing the tasks
- f. The teacher leads students in doing peer correction

4. Independent Construction of the Text

- a. The teacher gives the independent task to the students
- b. The teacher explains about some instructions related to the material
- c. The students write the report of the text
- d. The teacher asks students to collect their report

C. Post-teaching (10 minutes)

1. Summarizing
2. Previewing the next week materials

VIII. Evaluation

A. Read the text carefully.

Joining the Traditional Dance Competition



I joined the Traditional Dance Competition in Jakarta last year. I represented my Junior High School. It was my biggest competition. I practiced hard with my teacher for a month. We also prepared the best costume we had.

We only had one day in Jakarta. We went there by plane. We left at 6 a.m. and arrived in Jakarta at 7 a.m. We took a taxi to take us to the place where the competition was held. It took an hour to get there. There were already some participants when we arrived. The competition would start in an hour.

First, my teacher and I went to the dressing room. My teacher helped me do the make-up and the costume. We spent almost an hour for the preparation. I told my teacher that I was really nervous. I was not ready for this. However, she told me that everything was alright, and I felt better.

Then, the time came for me to perform on stage. There were five judges and about two hundred people watching me. However, I did not feel nervous anymore. I performed on the stage confidently. I really did the best I could. I was glad when it ended smoothly.

After that, we waited for the announcement of the result. It was 4 p.m. when the judges finished making their final decision. I was so impatient to hear the result. I still could not believe when they called my name as the first winner. I was so happy to be given the trophy. My teacher was also proud of my achievement. Finally, we went back to Yogyakarta in the evening. We were so tired. However, we were satisfied because our effort was not useless.

B. Answer the questions below.

1. What did the writer do in Jakarta last year?
2. How did the writer go to Jakarta?
3. What did the writer represent?
4. How long did the writer and the teacher do the make-up and the costume?
5. How many people did watch the dance?
6. How did the writer dance on the stage?
7. What was the result of the writer in the dance competition?

C. Write the report of Joining the Traditional Dance Competition.

1. The title of the text
2. Introductory text
 - a. Who is the participant?
 - b. When does the event happen?
 - c. Where does the event happen?
3. Sequence of events
 - a. What is the first event?
 - b. What is the second event?
 - c. What is the third event?
4. The reorientation

IX. ASSESSMENT RUBRIC

| Reading instruction | Score |
|---------------------|-------|
| B. Right answer | 7 |
| Wrong answer | 0 |
| C. Right answer | 8 |
| Wrong answer | 0 |
| Maximum score | 15 |

Yogyakarta, 8th September 2011

School Principal

English Teacher

Drs. H. Edison Ahmad Jamli
NIP. 195811291978031011

Dra. Vera Afri Iswanti
NIP. 195504291983032006

LESSON PLAN

| | |
|----------------|------------------|
| School | : SMA N I Pleret |
| Subject | : English |
| Grade/Semester | : X/1 |
| Meeting | : 2 |
| Allocated time | : 2x45 minutes |
| Skill | : Reading |

I. Standard of Competence :

5. Memahami makna teks tulis fungsional pendek dan esei sederhana berbentuk *recount*, *narrative* dan *procedure* dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan

II. Basic Competency :

- 5.2 Merespon makna dan langkah retorika teks tulis esei secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan dalam teks berbentuk: *recount*, *narrative*, dan *procedure*

III. Indicators :

- Students are able to answer the questions related to the recount text
- Students are able to use the simple past tense in the recount text
- Students are able to know the meaning of vocabularies related to the text
- Students are able to comprehend the written text in the form of recount text

IV. Learning Objectives :

- Students are able to identify the information related to the recount text
- Students are able to identify the use the simple past tense
- Students are able to identify difficult vocabularies
- Students are able to identify the structure of recount text: the orientation, sequence of events, and the reorientation

V. Learning Materials :

Last weekend

Last weekend, my friends and I went camping. We reached the camping ground after we walked for about one and a half hour from the parking lot. We built the camp next to a small river. It was getting darker and colder, so we built a fire camp.

The next day, we spent our time observing plantation and insects while the girls were preparing meals. In the afternoon, we went to the river and caught some fish for supper. At night, we held a fire camp night. We sang, danced, read poetry, played magic tricks, and even some of us performed a standing comedy.

On Monday, we packed our bags and got ready to go home.

Text by Agus Molgana

A. Construction of narrative text:

1. Orientation: Last weekend, my friends and I went camping
2. Sequence of events: We built the camp next to a small river. It was getting darker and colder, so we built a fire camp.
3. Reorientation : On Monday, we packed our bags and got ready to go home.

B. Language features of a recount text:

1. The use of past tense :Last weekend, my friends and I went camping
2. The use of words show the order: Last weekend, the next day, on Monday

VI. Learning Method/Technique: *Text-Based Approach*

VII. Learning Procedure:

A. Pre-teaching (5 minutes)

1. Opening the lesson
 - a. The teacher opens the lesson with greeting
 - b. The teacher checks whether students are ready for the lesson or not
 - c. The teacher and students say a prayer
 - d. The teacher calls students one by one to check students' attendance

B. Main activities (75 minutes)

1. Building the Context
 - a. The teacher asks the students about the text given in the last meeting
 - b. The teacher shows students the picture to predict what the text is going about

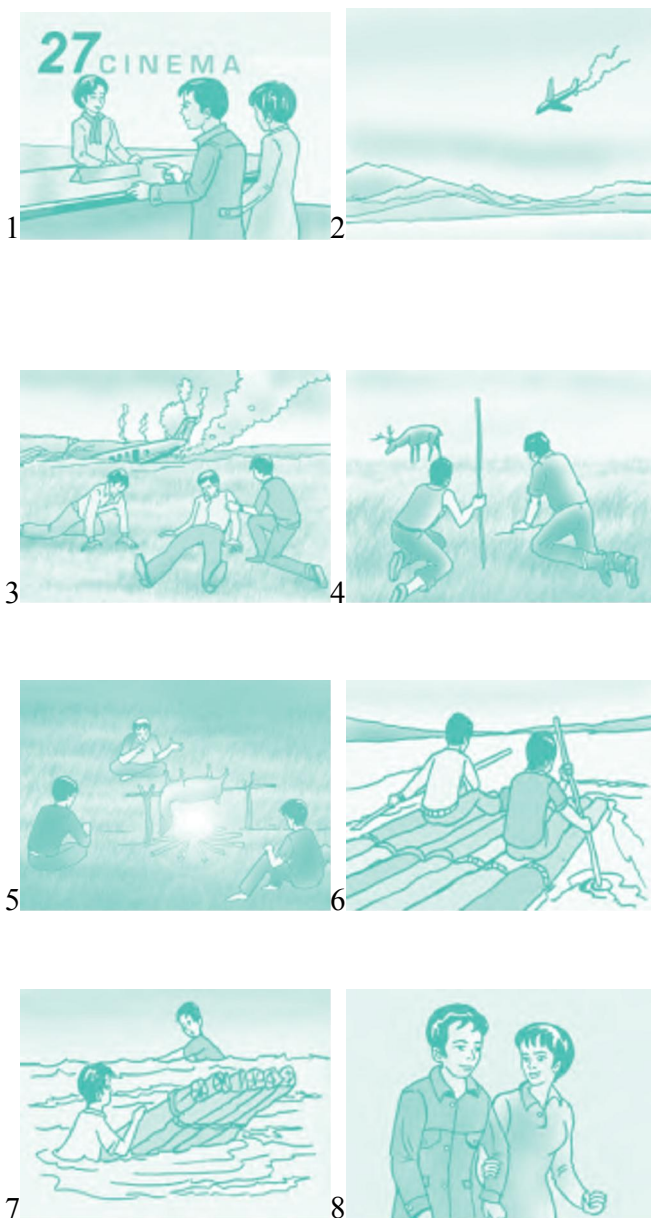
1. Modelling and Deconstructing the text
 - a. The teacher asks students to compare the text being studied (*Last weekend*) with the text (*A Terrible Day*)
 - b. The teacher explains about the structural pattern and language features of the recount text
 - c. The teacher asks students to analyze the structural pattern and language features of the model (*A Terrible Day*)
 - ❖ The tense
 - ❖ Action verb
 - ❖ Proper noun
 - ❖ Words show the order
2. Joint Construction of the text
 - a. The teacher divides students in to some groups or pairs
 - b. The teacher gives the student a text, a film last night
 - c. The teacher explains about some instructions related to the material
 - d. The teacher asks the students to write the reading reporting task
 - e. The teacher monitors students' activity in doing the tasks
 - f. The teacher leads students in doing peer correction
3. Independent Construction of the Text
 - a. The teacher gives the independent task to the students
 - b. The teacher explains about some instructions related to the material
 - c. The students write the report of the text
 - d. The teacher asks students to collect their report

C. Post-teaching (10 minutes)

- a. Summarizing
- b. Previewing the next week materials

VIII. Evaluation

- D. Look at the pictures and arrange the sentences in the correct order to form a meaningful paragraph based on the pictures.**



- a. It was an interesting film about a plane, which crashed on a small empty island in the Pacific Ocean.
- b. After a few weeks, the passengers were eating raw fish and meat.
- c. Although the passengers were safe, nobody knew where the plane had crashed.
- d. It was an American movie called The Lost Flight.
- e. So, the passengers had to learn how to hunt for food in the jungle and how to catch fish from the sea to eat.
- f. My sister and I went to see a film last night.

- g. After they had been on the island for two months, three of the men made a boat and sailed away to find help.
- h. It showed how people can quickly change when they have to look after themselves in the jungle.
- i. But my sister and I enjoyed the film.
- j. But their boat sank and they were drowned.
- k. The film ended without saying whether the passengers were rescued or not.

E. Based on your paragraph you have arranged, answer questions below.

- 1. What did the writer and her sister do last night?
- 2. What is the title of the film?
- 3. How was the plane?
- 4. How were the passengers when the plane had crash?
- 5. What did the passengers learn?
- 6. What did the passenger do to find help?
- 7. How did the film end?

F. Write a report of *A Film Last Night*.

- 1. The title of the text
- 2. Introductory text
 - a. Who is the participant?
 - b. When do the participants do?
- 3. Sequence of events
 - a. What is the first event?
 - b. What is the second event?
 - c. What is the third event?
- 4. The reorientation

IX. ASSESSMENT RUBRIC

| Reading instruction | Score |
|---------------------|-------|
| a. Right answer | 15 |
| b. Right answer | 7 |
| c. Right answer | 8 |
| Maximum score | 30 |

Yogyakarta, 8th September 2011

School Principal

English Teacher

Drs. H. Edison Ahmad Jamli
NIP. 195811291978031011

Dra. Vera Afri Iswanti
NIP. 195504291983032006

LESSON PLAN

| | |
|----------------|------------------|
| School | : SMA N I Pleret |
| Subject | : English |
| Grade/Semester | : X/1 |
| Meeting | : 3 |
| Allocated time | : 2x45 minutes |
| Skill | : Reading |

I. Standard of Competence :

5. Memahami makna teks tulis fungsional pendek dan esei sederhana berbentuk *recount*, *narrative* dan *procedure* dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan

II. Basic Competency :

- 5.3 Merespon makna dan langkah retorika teks tulis esei secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan dalam teks berbentuk: *recount*, *narrative*, dan *procedure*

III. Indicators :

- Students are able to answer the questions related to the recount text
- Students are able to use the simple past tense in the recount text
- Students are able to know the meaning of difficult vocabularies
- Students are able to comprehend the written text in the form of recount text

IV. Learning Objectives :

- Students are able to identify the information related to the recount text
- Students are able to identify the use the simple past tense
- Students are able to identify difficult vocabularies
- Students are able to identify the structure of recount text: the orientation, sequence of events, and the reorientation

X. Learning Materials :

Beckham's Career



David Robert Joseph Beckham was born 2 May 1975. He is an English footballer who plays midfield for Los Angeles Galaxy in Major League Soccer, having previously played for Manchester United, Preston North End, Real Madrid, and A.C. Milan, as well as the England national team, for whom he holds the all-time appearance record for an outfield player.

Beckham's career began when he signed a professional contract with Manchester United, making his first-team debut in 1992 aged 17. During his time there, United won the Premier League title six times, the FA Cup twice, and the UEFA Champions League in 1999. He left Manchester United to sign for Real Madrid in 2003, where he remained for four seasons, clinching the La Liga championship in his final season with the club. In January 2007, it was announced that Beckham would leave Real Madrid for the Major League Soccer club Los Angeles Galaxy, signing a five-year contract with them on 1 July 2007. While a Galaxy player, he spent two loan spells in Italy with Milan in 2009 and 2010.

In international football, Beckham made his England debut on 1 September 1996, at the age of 21. He was made captain from 15 November 2000 until the 2006 FIFA World Cup finals, during which he played 58 times. He earned a much-publicized hundredth cap against France on 26 March 2008, and became the all-time outfield player appearance record holder on 28 March 2009 when he surpassed Bobby Moore's 108 caps. With 115 career appearances to date he has stated that he does not intend to retire from international football, having missed the 2010 World Cup through injury and not featuring in England manager Fabio Capello's post-World Cup plans.

Beckham has twice been runner-up for FIFA World Player of the Year and in 2004 was the world's highest-paid footballer when taking into account salary and advertising deals. Beckham was the first British footballer to play 100 Champions League matches. He is third in the Premier League's all time assist provider chart,

with 152 assists in 265 appearances. He was Google's most searched of all sports topics in both 2003 and 2004. With such global recognition, he has become an elite advertising brand and a top fashion icon. When joining the MLS in 2007, he was given the highest player salary in the league's history, with his playing contract with the Galaxy over the next three years being worth US\$6.5m per year.

Adapted from *New Horizons in English 4*, 2002

C. Construction of narrative text:

1. Orientation :
 - David Robert Joseph Beckham was born 2 May 1975. He is an English footballer who plays midfield for Los Angeles Galaxy in Major League Soccer.
2. Sequence of events :
 - Beckham's career began when he signed a professional contract with Manchester United, making his first-team debut in 1992 aged 17.
 - In international football, Beckham made his England debut on 1 September 1996, at the age of 21.
3. Reorientation :
 - When joining the MLS in 2007, he was given the highest player salary in the league's history, with his playing contract with the Galaxy over the next three years being worth US\$6.5M per year

D. Language features of a recount text:

1. The use of past tense :
 - David Robert Joseph Beckham was born 2 May 1975.
 - Beckham's career began when he signed a professional contract with Manchester United, making his first-team debut in 1992 aged 17.
2. The use of proper noun:
 - England,

- Manchester United, etc.
3. The use of words show the order:
- then,
 - when,
 - during

XI. Learning Method/Technique: *Text-Based Approach*

XII. Learning Procedure:

A. Pre-teaching (5 minutes)

1. Opening the lesson
 - a. The teacher opens the lesson with greeting
 - b. The teacher checks whether students are ready for the lesson or not
 - c. The teacher and students say a prayer
 - d. The teacher calls students one by one to check students' attendance

B. Main activities (75 minutes)

1. Building the Context
 - a. The teacher asks the students about their idol
 - b. The teacher shows students some pictures and text titles
 - c. The teacher asks the students to match the picture with the text title
2. Modelling and Deconstructing the text
 - a. The teacher asks students to compare the text being studied (*Beckham's Career*) with the text (*Meeting Pasya Ungu*)
 - b. The teacher explains about the structural pattern and language features of the recount text
 - c. The teacher asks students to analyze the structural pattern and language features of the model (*Meeting Pasya Ungu*)
 - ❖ The tense
 - ❖ Action verb
 - ❖ Proper noun
 - ❖ Words show the order
3. Joint Construction of the text

- a. The teacher divides students in to some groups or pairs
 - b. The teacher gives the student a text, *Joining the Traditional Dance Competition*
 - c. The teacher explains about some instructions related to the material
 - d. The teacher asks the students to write the reading reporting task
 - e. The teacher monitors students' activity in doing the tasks
 - f. The teacher leads students in doing peer correction
4. Independent Construction of the Text
 - a. The teacher gives the independent task to the students
 - b. The teacher explains about some instructions related to the material
 - c. The students write the report of the text
 - d. The teacher asks students to collect their report

C. Post-teaching (10 minutes)

1. Summarizing
2. Previewing the next week materials

XIII. Evaluation

A. Read the text carefully.



RA. Kartini

Every April 21 people in Indonesia commemorate the Kartini day. It is beautiful day for the woman because we celebrate the birth of great a lady, Ra. Kartini. Everyone knows who Kartini is. She is our national hero 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 luck because she got more than the ordinary people got. She got better education than other children.

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. However, 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 spirit stated on collection of letter “Habis Gelap Terbitlah Terang” from the dusk to the dawn.

B. Answer the questions below.

1. What do Indonesian people commemorate Every April 21?
2. Who was Kartini?
3. When was Kartini born?
4. Where was RMAA. Sosroningrat wedana?
5. Whom did Kartini Marry with?
6. Who was born in September 13 1904?
7. When was Kartini passed away?

C. Write the report of RA. Karatini text.

1. The title of the text
2. Introductory text
3. Sequence of events
4. The reorientation

XIV. ASSESSMENT RUBRIC

| Reading instruction | Score |
|----------------------------|--------------|
| Right answer | 15 |
| Wrong answer | 0 |
| Maximum score | 15 |

Yogyakarta, 8th September 2011

School Principal

English Teacher

Drs. H. Edison Ahmad Jamli
NIP. 195811291978031011

Dra. Vera Afri Iswanti
NIP. 195504291983032006

LESSON PLAN

| | |
|----------------|------------------|
| School | : SMA N I Pleret |
| Subject | : English |
| Grade/Semester | : X/1 |
| Meeting | : 4 |
| Allocated time | : 2x45 minutes |
| Skill | : Reading |

I. Standard of Competence :

5. Memahami makna teks tulis fungsional pendek dan esei sederhana berbentuk *recount*, *narrative* dan *procedure* dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan

II. Basic Competency :

- 5.1 Merespon makna dan langkah retorika teks tulis esei secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan dalam teks berbentuk: *recount*, *narrative*, dan *procedure*

III. Indicators

- Students are able to answer the questions related to the narrative text
- Students are able to use the simple past tense in the narrative text
- Students are able to know the meaning of difficult vocabularies
- Students are able to comprehend the written text in the form of narrative text

IV. Learning Objective :

- Students are able to identify the information related to the narrative text
- Students are able to identify the use the simple past tense
- Students are able to identify difficult vocabularies
- Students are able to identify the structure of narrative text: the orientation, complication, resolution and sequence of events

V. Learning Materials :

Three Foolish Sons



There was a rich man who had three sons. They lived in a large house in the town of Keelung in northern Taiwan.

One day, he said to his sons, "You are no longer children. You must do something to earn your own living. When I die, I am not going to leave you very much money. I started with nothing and made a fortune by working hard. You must do the same. Now, here is two hundred dollars for each of you. You can use it to start your own business."

The three sons went off separately. The eldest son met a hunter. He thought that hunting would be fine so he bought a gun from him for two hundred dollars.

The second son met a basket maker. He bought a set of tools from him so that he could make baskets.

The third son met a doctor who told him that he had a medicine, which could cure all diseases. He bought it from him for two hundred dollars.

When the rich man heard what his sons had done with the money he had given them, he was very angry. "What stupid sons I have!" He said.

One day, the eldest son tried to shoot a fly on his father's forehead. Instead, he killed his father. The second son picked up his tools and tried to repair the damage to his father's head. The third son tried to cure his father with medicine, which he had bought.

Everyone said that the three sons were very foolish. They had spent all their money uselessly.

Taken from *Favourite Stories from Taiwan*, 2000

A. Construction of narrative text:

1. Orientation: There was a rich man who had three sons. They lived in a large house in the town of Keelung in northern Taiwan.
2. Complication: One day, the eldest son tried to shoot a fly on his father's forehead. Instead, he killed his father. The second son picked up his tools and tried to repair the damage to his father's head. The third son tried to cure his father with medicine, which he had bought.
3. Resolution:
Everyone said that the three sons were very foolish. They had spent all their money uselessly.

B. vocabulary: a fortune, cure, foolish, forehead

C. Tense:

Past tense: The eldest son met a hunter.

VI. Learning Method/Technique: *Text-Based Approach***VII. Learning Procedure:****A. Pre-teaching (5 minutes)**

1. Opening the lesson
 - a. The teacher opens the lesson with greeting ('good afternoon')
 - b. The teacher checks whether students are ready for the lesson or not
 - c. The teacher and students say a prayer
 - d. The teacher calls students one by one to check students' attendance

B. Main activities (75 minutes)

1. Building the Context
 - a. The teacher shows students the picture three foolish men to predict what the text is going about
 - b. The teacher asks students questions:
 - a. Did you ever read a short story?
 - b. What story did you ever read?
 - c. What did you feel after reading a sort story?
 - c. The teacher gives the example of the narrative text

- d. The teacher explains the use of the narrative text
 - d. A narrative text is a text that retells the past event.
 - e. The purpose of this text is to attain the reader
 - e. The teacher explains the construction of the text
 - f. Orientation
 - g. complication
 - h. Resolution
2. Modelling and Deconstructing the text
 - a. The teacher asks students to compare the text being studied (*Three Foolish Sons*) with the text (: *The Smartest Parrot*)
 - b. The teacher explains about the structural pattern and language features of the recount text
 3. The teacher asks students to analyze Language Features of Narrative
 - a. Using processes verbs
 - b. Using temporal conjunction
 - c. Using Simple Past Tense
 4. Joint Construction of the text
 - a. The teacher divides students in to group of four students
 - b. The teacher gives the student a text, *Snow White*
 - c. The teacher explains about some instructions related to the material
 - d. The Teacher asks the students to do the task
 - e. The teacher monitors students' activity in doing the tasks
 - f. The teacher leads students in doing peer correction
 5. Independent Construction of the Text
 - a. The teacher gives the independent task to the students
 - b. The teacher explains about some instructions related to the material
 - c. The students write the report of the text
 - d. The teacher gives the comment about students report
 - e. The teacher asks students to collect the task
 - f.

C. Post-teaching (10 minutes)

1. Summarizing
2. Previewing the next week materials

VIII. Evaluation

A. Read the text carefully.

Once upon a time, there was a young girl named Cinderella. She lived with her stepmother and two stepsisters.

The stepmother and sisters were conceited and bad tempered. They treated Cinderella very badly. Her stepmother 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 stepsisters, on the other hand, did not work about the house. Their mother gave them many handsome dresses to wear.

One day, the two stepsisters 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 could not help crying 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 good mother, "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 ragged 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's 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.

B. Answer the questions below.

1. Who is the main character of the story?
2. What is the character of stepmother and sisters?
3. What did the good mother give to Cinderella?
4. What did the king' son proclaim?
5. What is the ending of the story?

C. Find the meaning of vocabularies below.

1. Ball
2. Fairy
3. Slipper
4. Toe
5. Tempered

D. Write the table report of the Cinderella

| Character | Characteristic |
|---------------------|----------------|
| Cinderella | |
| Stepmother | |
| Sisters | |
| Settings | |
| Place | |
| Time | |
| How the story began | |
| Problems | |
| The ended | |

IX. ASSESSMENT RUBRIC

| Reading instruction | Score |
|----------------------------|--------------|
| Right answer | 15 |
| Wrong answer | 0 |
| Maximum score | 15 |

Yogyakarta, 8th September 2011

School Principal

English Teacher

Drs. H. Edison Ahmad Jamli
NIP. 195811291978031011

Dra. Vera Afri Iswanti
NIP. 195504291983032006

LESSON PLAN

| | |
|----------------|------------------|
| School | : SMA N I Pleret |
| Subject | : English |
| Grade/Semester | : X/1 |
| Meeting | : 5 |
| Allocated time | : 2x45 minutes |
| Skill | : Reading |

I. Standard of Competence :

5. Memahami makna teks tulis fungsional pendek dan esei sederhana berbentuk *recount*, *narrative* dan *procedure* dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan

II. Basic Competency :

- 5.1 Merespon makna dan langkah retorika teks tulis esei secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan dalam teks berbentuk: *recount*, *narrative*, dan *procedure*

III. Indicators :

- Students are able to answer the questions related to the narrative text
- Students are able to use the simple past tense in the narrative text
- Students are able to know the meaning of difficult vocabularies
- Students are able to comprehend the written text in the form of narrative text

IV. Learning Objective :

- Students are able to identify the information related to the narrative text
- Students are able to identify the use the simple past tense
- Students are able to identify difficult vocabularies
- Students are able to identify the structure of narrative text: the orientation, complication, resolution and sequence of events

V. Learning Materials :

Toba Lake

Once upon time, there was a handsome man. His name was Batara Guru Sahala. He liked fishing. One day, he caught a fish. He was surprised to find out that the fish could talk. The fish begged him to set it free.

Batara Guru could not bear it. He made the fish free. As soon as it was free, the fish changed into a very beautiful woman. She attracted Batara Guru so much. He felt in love with that fish-woman. The woman wanted to marry with him and said that Batara Guru had to keep the secret, which she had, been a fish. Batara Guru agreed and promised that he would never tell anybody about it.

They were married happily. They had two daughters. One day Batara Guru got very angry with his daughter. He could not control his mad. He shouted angrily and got the word of fish to his daughters. The daughters were crying. They found their mother and talked her about it.

The mother was very annoyed. Batara Guru broke his promise. The mother was shouting angrily. Then the earth began to shake. Volcanoes started to erupt. The earth formed a very big hole. People believed that the big hole became a lake. Then this lake is known as Toba Lake.

A. Construction of narrative text:

1. Orientation: Once upon time, there was a handsome man. His name was Batara Guru Sahala.
2. Complication: One day Batara Guru got very angry with his daughter. He could not control his mad. He shouted angrily and got the word of fish to his daughters. The daughters were crying.
3. Resolution: People believed that the big hole became a lake. Then this lake is known as Toba Lake.

B. Vocabulary: begged, annoyed, shake, erupt

C. Tense:

Past tense: He liked fishing.

One day, he caught a fish.

VI. Learning Method/Technique: *Text-Based Approach*

VII. Learning Procedure:

A. Pre-teaching (5 minutes)

1. Opening the lesson
 - a. The teacher opens the lesson with greeting
 - b. The teacher checks whether students are ready for the lesson or not.
 - c. The teacher and students say a prayer
 - d. The teacher calls students one by one to check students' attendance

B. Main activities (75 minutes)

1. Building the Context
 - a. The teacher asks students questions:

- a. What story did you read in the last meeting?
 - b. Did you enjoy reading those stories?
- b. The teacher gives the example of the narrative text
- 2. Modelling and Deconstructing the text
 - a. The teacher asks students to compare the text being studied (*Toba Lake*) with the text (*The Smartest Animal*)
 - b. The teacher explains about the structural pattern and language features of the Narrative text
- 3. The teacher asks students to analyze Language Features of Narrative
 - a. Using processes verbs
 - b. Using temporal conjunction
 - c. Using Simple Past Tense
- 4. Joint Construction of the text
 - a. The teacher divides students in to group of four students
 - b. The teacher gives the student a text, *Nyi Roro Kidul*
 - c. The teacher explains about some instructions related to the material
 - d. The Teacher asks the students to do the task
 - e. The teacher monitors students' activity in doing the tasks
 - f. The teacher leads students in doing peer correction
- 5. Independent Construction of the Text
 - a. The teacher gives the independent task to the students
 - b. The teacher explains about some instructions related to the material
 - c. The students write the report of the text
 - d. The teacher gives the comment about students report
 - e. The teacher asks students to collect the task

C. Post-teaching (10 minutes)

- 1. Summarizing
- 2. Previewing the next week materials

VIII. Evaluation

- A. In pairs, rearrange the jumbled paragraphs of the story entitled *Nyi Roro Kidul* into a good text by numbering the paragraphs. Look at the example.**

| | |
|--|-------------------|
| Once upon a time, there was a beautiful princess named Kadita. Because of her beauty, she was called Dewi Srengenge. It means The Beautiful Sun. Her father was King Munding Wangi. Although he had a beautiful daughter, he was unhappy. It is because he always expected to have a son. | Paragraph 1 |
| The poor princess went alone. She did not know where to go. She almost could not cry anymore. But, she had a noble heart. She did not have any bad feeling about her stepmother. She always prayed to God. She walked for almost seven days and seven nights. Then, she came to the South Ocean. The ocean was so clean and clear. She jumped into the water and swam. | Paragraph |
| Dewi Mutiara called a black magician to curse Kadita. She wanted Kadita's beautiful body full of scabies and itch. The black magician did the order. In the night, Kadita's body was full of scabies and itch. When she woke up, she found her body full of ulcer. It also smelled stinky. The beautiful princess cried. She did not know what to do. | Paragraph |
| Suddenly, there was a miracle. The ocean water cured her illness. The scabies and itch were gone. Even, she became more beautiful than before. Not only that, she also had a power to command the whole South Ocean. She became a fairy called Nyi Roro Kidul or The Queen of South Ocean. | Paragraph |
| When the King heard the news, he was very sad. No one could cure his daughter's illness. The King did not want her daughter to be a rumour so he agreed to send his daughter away. | Paragraph |
| The King decided to marry Dewi Mutiara. He had a son from her. He was very happy. Dewi Mutiara wanted her son to become a king in the future. She asked the King to send his daughter away. However, the King did not agree. He would not let anyone hurt his daughter. | Paragraph |

B. Answer the questions below.

1. Who is the main character of the story?
2. Why was Dewi Kudita called Dewi Srengenge?
3. Why did The King decide to marry Dewi Mutiara?
4. Why did Dewi Mutiara ask the King to send his daughter away?
5. What was the miracle in the story?

C. Write T (true) if the statement is true and F if the statement is false according to text, *Nyi Roro Kidul*

| No | Statements | T/F |
|----|--|-----|
| 1 | King Munding Wangi married Kadita because he wanted to have a son. | |
| 2 | The king was happy because he had e beautiful daughter. | |
| 3 | When Kudita woke up, she found her body full of ulcer | |
| 4 | Finally, Kudita died because she jumped in to south ocean. | |
| 5 | Kudita was called Nyi Roro Kidul or The Queen of South Ocean. | |

D. Report orally the Story of *Nyi Roro Kidul*

1. Orientation
2. Complication
3. Resolution

IX. ASSESSMENT RUBRIC

| Reading instruction | Score |
|----------------------------|--------------|
| Right answer | 15 |
| Wrong answer | 0 |
| Maximum score | 15 |

Yogyakarta, 8th September 2011

School Principal

English Teacher

Drs. H. Edison Ahmad Jamli
NIP. 195811291978031011

Dra. Vera Afri Iswanti
NIP. 195504291983032006

LESSON PLAN

| | |
|----------------|------------------|
| School | : SMA N I Pleret |
| Subject | : English |
| Grade/Semester | : X/1 |
| Meeting | : 6 |
| Allocated time | : 2x45 minutes |
| Skill | : Reading |

I. Standard of Competence :

5. Memahami makna teks tulis fungsional pendek dan esei sederhana berbentuk *recount*, *narrative* dan *procedure* dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan

II. Basic Competency :

- 5.1 Merespon makna dan langkah retorika teks tulis esei secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan dalam teks berbentuk: *recount*, *narrative*, dan *procedure*

III. Indicators :

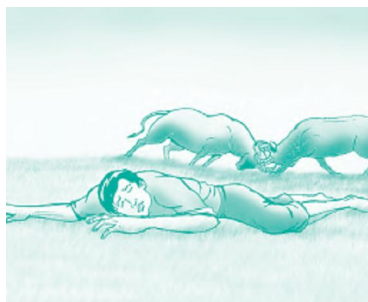
- Students are able to answer the questions related to the narrative text
- Students are able to use the simple past tense in the narrative text
- Students are able to know the meaning of difficult vocabularies
- Students are able to comprehend the written text in the form of narrative text
-

IV. Learning Objective :

- Students are able to identify the information related to the narrative text
- Students are able to identify the use the simple past tense
- Students are able to recognize difficult vocabularies
- Students are able to identify the structure of narrative text: the orientation, complication, resolution and sequence of events

V. Learning Materials :

Blind Listening



A stupid man was sent by his father to sell salt. He first went to a mining area but nobody there wanted his salt. When he returned home, his father told him that if he

had helped the miners to dig, they would have bought his salt. The man next went to a house where a wedding was taking place. There he dug a huge hole. This made the people angry and they chased him away. When he returned home, his Father told him that if he had beaten a drum and danced instead, the people there would have bought salt from him.

Then, he went to a village where there happened to be a fire. Rushing to the place, he started drumming and dancing, only to be thrown out by the people. His father told him that he should have poured water on the fire instead, if he wanted to sell salt there. In the next place he went to, a couple were fighting with each other. The foolish man poured a bucketful of water on them, again to be chased away. His father later told him that he should have tried to settle the quarrel, in which case they would have bought salt from him.

In the final event, the man saw two bulls fighting with each other. He stepped in to stop the fight and was gored to death by angry bulls.

Taken from English Bestseller 12, 2001

A. Construction of narrative text:

1. Orientation: A stupid man was sent by his father to sell salt. He first went to a mining area but nobody there wanted his salt.
2. Complication: In the final event, the man saw two bulls fighting with each other. He stepped in to stop the fight and was gored to death by angry bulls.
3. Resolution: the man was death

B. Vocabulary: dug, Rushing, gored, bucketful

C. Tense:

Past tense: He first went to a mining area but nobody there wanted his salt.

VI. Learning Method/Technique: *Text-Based Approach*

VII. Learning Procedure:

A. Pre-teaching (5 minutes)

1. Opening the lesson
 - a. The teacher opens the lesson with greeting
 - b. The teacher checks whether students are ready for the lesson or not
 - c. The teacher and students say a prayer
 - d. The teacher calls students one by one to check students' attendance

B. Main activities (75 minutes)

1. Building the Context
 - a. The teacher asks students questions:
 - a. What do you think about the short story I gave in the last meeting?
 - b. What do you think about a funny story?
 - b. The teacher gives the example of the narrative text
 - c. The teacher asked the students about the story they read
2. Modelling and Deconstructing the text
 - a. The teacher asks students to compare the text being studied (*Toba Lake*) with the text (*The Smartest Animal*)
 - b. The teacher explain about the structural pattern and language features of the Narrative text
3. The teacher asks students to analyze Language Features of Narrative
 - a. Using processes verbs
 - b. Using temporal conjunction
 - c. Using Simple Past Tense
4. Joint Construction of the text
 - a. The teacher divides students into group of four students
 - b. The teacher gives the student a text, *The Little Girl and the Wolf*
 - c. The teacher explains about some instructions related to the material
 - d. The Teacher asks the students to do the task
 - e. The teacher monitors students' activity in doing the tasks
 - f. The teacher leads students in doing peer correction
5. Independent Construction of the Text
 - a. The teacher gives the independent task to the students
 - b. The teacher explains about some instructions related to the material

- c. The students write the report of the text
- d. The teacher gives the comment about students report
- e. The teacher asks students to collect the task

C. Post-teaching (10 minutes)

- 1. Summarizing
- 2. Previewing the next week materials

VIII. Evaluation

A. Read the text carefully.

Story of Rabbit and Bear



Once upon a time, there lived as neighbors, a bear and a rabbit. The rabbit is a good shot. In contrary, the bear is always clumsy. He could not use the arrow to good advantage.

One day, the bear called over the rabbit and asked the rabbit to take his bow and arrows, and came with bear to the other side of the hill. The rabbit was fearing to arouse the bear's anger so he could not refuse it. He consented and went with the bear and shot enough buffalo to satisfy the hungry family. Indeed he shot and killed so many that there was lots of meat left after the bear and his family had loaded themselves and packed all they could carry home.

The bear was very gluttonous and did not want the rabbit to get any of the meat. The rabbit could not even taste the blood from the butchering as the bear would throw earth on the blood and dry it up. The poor rabbit would have to go home hungry after his hard day's work.

The bear was the father of five children. 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 and 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 unknown to the papa bear.

B. Answer the questions below.

- 1. Who is the main character of the story?
- 2. Why did the bear shoot many buffalo?
- 3. How many children did the bear have?
- 4. What did the mother do to the youngest bear?

5. What is the ending of the story?

C. Find the meaning of each word.

1. Arrow
2. Clumsy
3. Consented
4. Gluttonous
5. Butchering
6. Bow

D. Fill the table report below

| Table Report | |
|------------------------------|--|
| Title | |
| Characters | |
| Main character | |
| A rabbit' character | |
| A bear' character | |
| The youngest bear' character | |
| The story begins | |
| The story complication | |
| The story ending | |

IX. ASSESSMENT RUBRIC

| Reading instruction | Score |
|----------------------------|--------------|
| Right answer | 20 |
| Wrong answer | 0 |
| Maximum score | 20 |

Yogyakarta, 8th September 2011

School Principal

English Teacher

Drs. H. Edison Ahmad Jamli
NIP. 195811291978031011

Dra. Vera Afri Iswanti
NIP. 195504291983032006

Appendix 2
(Interview Transcript and Field Notes)

8th September 2011(Meeting 1)

R: researcher S: Student

Interview 1

- R : halo...!
- S : Halo Mas....!
- R : Lagi sibuk ya?
- S : Nggak kok Mas.
- R : Kalau saya mau Tanya- Tanya boeh nggak?
- S : Boleh mas, emang mau tanya apa Mas?
- R : Tanya tentang pelajaran Bahasa Inggris, Bisa ya?
- S : OK deh Mas.
- R : Kamu suka tidak sama pelajaran Bahasa Inggris?
- S : Kurang suka sih mas
- R : Kurang suka apa tidak suka hayo?
- S : tidak deh mas
- R : Emang kenapa kok tidak suka?
- S : Habisnya sulit sih mas
- R : Emang dibagian mana yang sulit
- S : Itu lho mas aku tidak tau artinya
- R : kalau misalkan Ibu Guru ngajar tentang reading gimana?
- S :.....
- R : misalkan kamu dikasih Ibu Guru bacaan Bahasa Inggris gimana?
- S : Ya dibaca mas tapi aku tidak tau maksudnya

Interview 2

- R : Hai...
- S : Hai Mas..
- R : Kok masih di sini? Nggak masuk kelas?
- S : Ya Mas ntar lagi
- R : kalau aku mau tanya-tanya boleh nggak?
- S : Tanya tentang apa Mas?

- R : Tentang pelajaran reading
Suka membca nggak?
- S : Suka mas
- R : Kalau membaca text berbahasa Inggris?
- S : Oh tidak Mas
- R : Kenapa tidak suka?
- S : Tidak tau artinya
- R : Kalau di sekolah pernah nggak guru kamu mengajari kamu tentan reading?
- S : Paling disuruh baca terus diartikan dan dan menjawab pertanyaa
- R : O.. gitu ya
Terus kalau tentang bacaan yang saya berikan tadi gimana menarik nggak
- S : Lumayan juga Mas..
- R : Yang mana yang menarik
- S : Tadi lho mas yang A Lucky Day
- R : Tadi bacaannya tentang apa ya? Saya kok lupa
- S : Tadi lho mas yang nembak cewek
- R : Pernah belum kamu nembak cewek
- S : Hehehe.. belum mas..
- R : Ya udah sana kamu masuk kelas kamu nanti kamu telat lho
- S : Ya Mas....

Interview 3

- R : Halo, what's your name?
- S : Fadil, Pak
- R : Bagai mana tadi kamu bisa tidak mengerjakan soalnya?
- S : Ya lumayan pak, ada juga yang tidak bisa
- R : Pernah gak kerja kelompok di pelajaran ini?
- S : Belum pernah kalau di kelas ini
- R : Seneng gak kerja kelompok?
- R : Seneng Mas

14th September 2011(Meeting 2)

Interview 4

- R : Halo, good morning
 SS : Morning Sir
 R : How are you?
 SS : I'm fine Sir, and you?
 : I'm pretty well
 Dou you still remember what we studied in the last meeting?
 S1 : Recount text Mas
 R : Do you still remember the scaffolding of recount text?
 You, what's your name?
 S1 : Galih Sir
 R : What are they?
 S1 :
 S2 : Orientation Mas
 S3 : Sequence of events

Interview 5

- R : Eh kamu jangan ramai sendiri
 S : Tidak pak ini lagi berdiskusi
 R : Mana pekerjaanya?
 S : Ini Mas, bagian-bagian recount text
 R : Oh ya, ada kesulitan tidak?
 S : Sementara belum ada Maz
 R : Ya sudah kembali ke tempatmu sana
 S : Belum Mas ni Yang arranging amble paragraph belum selesai
 Ya sudah diselesaikan sana
 R : Ok Class, are you done with your tasks?
 S : Yes Sir
 R : Ok, sekarang kembali ke tempat duduknya masing-masing
 R : Bagaimana kerjanya bekelompok tadi?

- S1 : Enak
 R2 : Asyik
 S3 : Kalau tidak biasa bisa langsung tanya caranya ama teman
 R : Kenapa tidak tanya kepada saya.
 S3 : Malu
 R : Kalau malu nanti malah gak bisa ngerjakan lho
 S3 : Ya mas
 R : Ok, sekarang kembali ke tempatnya masing-masing
 S4 : Enakan begini mas kerja kelompok
 R : Ya besok kita kerja kelompok lagi sekarang kembali ke tempatnya masing-masing

Interview 6

- R : Hai Nadya
 S : Hai Mas
 R : Ngomong-ngomong pelajaran bahasa Inggris gimana, maksudnya mungkin mengasyikkan, menyenangkan, atau menegangkan ato gimana gitu menurutmu?
 S : Biasa aja
 R : Sebenarnya kamu suka tidak belajar Bahasa Inggris terutama membaca?
 S : Sebenarnya suka sih Pak, tapi kadang masih bingung memahami bacaannya terus akhirnya males membaca
 R : Misal kan saya kasih kamu text bacaan tentang artis atau group band seneng nggak?
 S : Uh.. kayak gossip aja Mas, tapu aku seneng deh Maz

15th September 2011(Meeting 3)

Interview 7

- R : Ayo yang serius
- S : ya Mas
- R : Gimana ada kesulitan?
- S : Banyak Mas
- R : Kamu soalnya nggak serius
- R : Gimana kerja individunya?
- S : Sulit mas, enakan kerja kelompok bisa bagi tugas.
- R : Kan tadi udah kerja kelompok? sekarang gentian tugas individu, jangan nyontek temennya lho.
- R : Ayo waktunya tinggal 5 menit lagi.
Sudah selesai belum?
- S : Belum Mas?
- R : Tidak boleh kerja sama lho
Ya, waktunya sudah habis, sekarang dikumpulkan tugasnya.

Interview 8

- R : hallo..
- S : Hallo Mas
- R : Kog belum masuk?
- S : Belum, belum da Bu Guru
- R : Tadi belajar Bahasa Inggrisnya bias tidak?
- S : Bisa Mas
- R : Tadi bagian yang mana yang sulit?
- S : Yang buat Summary kae lho mas

Interview 9

- R : Eh Kamu kok masih di sini, tidak masuk kelas apa?
- S : Ya Mas sebentar lagi, ini mau selesai

- R : Ini kamu ada kelas apa?
- S : Fisika Mas
- R : O.. kalau aku mau nanya-nanya sama kamu boleh tidak?
Ya jawabnya kamu sambil nyontek juga tidak apa-apa
- S : Boleh mas
Ini tidak nyontek kok ini nyalin catatannya temen
- R : Tadi sulit ya tugas individunya?
- S : Yaaa... mas
- R : Makanya kalau di terangkan jangan ramai sendiri, dan jangan malu bertanya.
- S : Waktunya terlalu cepet mas
- R : Sebenarnya materinya itu sudah saya sesuaikan dengan waktunya
- S : Tapi tadi itu saya belum selesai mas
- R : Kalau begitu kamu kurang tau tentang teknik menjawab pertanyaan dengan cepat

Interview 10

- R : Eh kok masih duduk-duduk di sini?
- S : Ya mas Pak gurunya belum datang
- R : Kalau begitu saya mau nanya-nanya boleh tidak?
- S : Wani piro?
Hehehe... bercanda mas
- R :Kamu kog kayak Om Jin
Gimana tadi membacanya?
- S : Ya begitulah mas
- R : Pernah nggak kamu mengunjungi salh satu tempat seperti yang ada dalam text tadi?
- S : Pernah mas waktu study tour SMP
- R : Menurut kamu lebih menarik mana bacaan yang sekarang dibandingkan dengan bacaan hari kemarin?
- S : Ya yang sekarang lah mas, otomatis David Beckham dan d'masive gitu

Interview 11

- R : kog nyantai-myantai banget ni?
- S : Nugggu Pak Guru Mas?
- R : Boleh tanya-tanya tidak?
- S : Boleh bangrt Mas
- R : Wah kelihatannya tadi bacanya serius banget
- S : Ya Mas saya suka sekali
- R : Maksudnya?
- S : Itu pasya ungu, coba lihat rambut dan gayanya aku banget
- S : huuu...
- R : Udah, jangan Cuma orangnya, kalau text bacaanya tadi gimana?
- S : Menarik Mas
- R : Maksudnya menarik?
- S : Ya itu mas saya suka bacaanya

Interview 12

- R : Boleh ikutan gabung tidak?
- S1 : Boleh Mas
- R : Bagaimana tadi text bacaanya?
- S1 : Menarik mas?
- R : Karena bacaanya tetang David Beckham
- S1 : Beckham was my idol
- R : Kalau menurut kamu menarik tidak text bacaannya?
- S2 : menarik mas yang meeting a star
- R : kenapa kog lebih teraik pada text bacaan tentang a star?
- S2 : karena saya tiadak tau tentang pemain bola
- S1 : Tidak tau pemain bola berate tidak kern
- S2 : Yang penting kan gaya Man...
- Coba lihat rambutku Pasya UNgu banget
- S1 : Uh kayak cewek

Interview 13 Line 6-20

- R : Bagaimana pendapat ibu tentang penelitian saya?
cukup menarik
- ET : terus kalau pendapat ibu tentang treatment-treatment yang saya berikan?
cukup bervariasi ya dan bisa mengatasi permasalahan-permasalahan yang ada.
- R : kalau dilihat satu persatu ya bu, bagaimana?
- R : Mungkin yang pertama tentang improving classroom management.
- ET : Kalau classroom management sudah cukup bagus, aktivitasnya juga bervariasi terus Masnya juga sudah PD dan menguasai. Yang perlu diperhatikan itu waktunya mas, ya hindari penggunaan waktu yang boros, seperti mengabsen itu bisa dilakukan pada waktu anak-anak mengerjakan tugas.
- R : Kalau yang designing materials Bu?
- ET : Cukup menarik juga. Kalau saya lihat materi yang Mas berikan cukup up to date, dan anak-anak juga menyukai.
- R : kalau reading reporting tasks Bu?
- ET : Cukup menarik, dan ini bisa menjadi masukan bagi saya karena selama ini saya tidak pernah memberi anak-anak tugas seperti ini. Tapi anak-anak juga masih kesulitan dalam membuat reading report.
- (It is interesting enough. It can be a new entry for me, because I never give the tasks to students, but students still get difficulties in making a reading report)

21st Sept 2011

Interview 14

- R : Hello! What's your name?
- S : Wah.. masak Mas lupa ma Saya
- R : Sebentar saya ingat-ingat
O.. ya saya ingat, kamu amalia kan?
- S : Ya Mas
- R : Eh, boleh tidak saya nanya-nanya sama kamu?
- S : Tentang apa Mas?
- R : Tentang pelajaran tadi?
- S : Boleh Mas
- R : Kamu Faham tidak tentang narrative text?
- S : Faham Mas
- R : Kalau faham, apa coba yang kamu ketahui tentang narrative text?
- S : Ya bacaan yang bercerita tentang kayak tadi mas dongeng, binatang atu fable,dll
Mas
- R : Ok deh kalau begitu

Interview 15

- R : Eh kalau kamu?
- S : Tunggu dulu Mas, pasti masnya mau nanya-nanya nih?
- R : Eh kog tau?
- S : Ya tau lah mas pokoknya sudah terbaca
- R : Wah kaya para normal ya kamu
- S : Hahaha, tunggu dulu mas kenal saya tidak?
- R : Sapa ya?
- S : Wah masnya yang dikenal Cuma si Amel,
Kenal kan My name is Hana
- R : Ok, thank you
My I ask you some Questions?
- S : Hehehe Sorry Sir, pakai Bahasa Indonesia saja deh

- R : Mas kalau saya yang nanya boleh tidak?
- R : Silahkan
- S : Saya masih sedikit bingung mas tentang narrative text
- R : Begini saya jelaskan
Narrative text itu intinya suatu cerita fictive atau non-fictive yang fungsinya itu menghibur pembaca
- S : Kalu senetron itu termasuk tidak Mas?
- R : Ya termasuk sih tapi disajikannya dengan video
Gimana faham belum
- S : Ya mas
- R : Kamu suka nonton sinetron ya?
- S : Biasa Mas cewek

Interview 16

- R : Bagaimana tadi membacanya?
- S : Lucu mas?
- R : Bagian yang mana yang lucu?
- S : Yang “Three Foolish Sons”
- R : Mang lucunya dimana?
- S : Masak lalat di kepala bapaknya ditembak, ya gak kena lah mas malah kena kepala bapaknya

22nd Sept 2011

Interview 17

- R : Apa judul bacaannya ?
- S : Nyi Roro kidul
- R : Apakah textnya menarik?
- S : Yes Mas
- R : Bagian mana yang menurut kamu menarik?
- R : Terakhir mas, akhirnya dia sembuh dari penyakit dan dapat hidup bahagia
In the last part Sir, Finally Kudita cured her ill and she lived happily
- S : Mas apa cerita itu beneran ada?
- R : Itu adalah Legend atau cerita rakyat dan biasanya rakyat setempat tu percaya
kalau cerita itu bener-bener ada

Interview 18

- R : Eh kamu sudah selesai belum?
- S : Bentar lagi Pak
- R : Ayo cepet dikerjakan
- S : Ya pak yang ini sulite Pak
- R : O yang table report, kan hampir sama kayak yang essay cuman bentuknya yang
berbeda
- S : Kalau menurut kamu task paling mudah itu task dalam bentuk apa?
- R : Pilihan ganda
- S : O itu malah sulit soalnya ada jawaban pengecohnya
- R : Kalau tidak ya essay Pak

Interview 19

- R : Masih nyante-nyante ya?
- S : Ya Mas
- R : Boleh saya duduk di sini?
- S : Silahkan Mas

- R : Kamu namanya siapa
S : Reza Mas
R : Reza suka gak pelajaran Bahasa Inggris?
S : Suka mas
R : Kalu dengan cara saya mengajar suka tidak?
S : Ya suka mas
R : Terus dengan yang mengumpulkan pekerjaan di akhir pelajaran gimana?
S : Tidak terlalu suka mas, tapi kalu kita tidak mengumpulkan tugas takut kalu dapat nilai jelek

Interview 20

- R : Kalau kamu pasti Lina ya?
S : ya Mas
R : Lina asalnya dari mana?
S : Dari segoroyoso Mas
R : Jauh juga ya, kalu gak salah sana itu pusat gempa yang dulu ya?
S : Iya Mas
R : Ok, sekarang aku mau tanya tentang pelajaran
S : ya gak apa apa mas
R : Kalau menurut kamu reading susah nggak sih?
S : Susah Mas
R : Kog bisa susah
S : Karena aku tidak bisa memahami kalimat Mas

28th Sept 2011

Interview 21

- R : What is the title Of the text?
S : Rabbit and bear.
R : What is the story about?
S : Persahabatan antara Rabbit and bear
R : what kind of narrative texts is the story?
S : Fable Mas
R : What is the characteristic of the kid bear?
R : Smart and kind

Interview 22

- R : Hi boleh tidak saya Tanya-tanya
S : Hi, Boleh Mas
R : Gimana kelas kita hari ini?
S : Senang,
R : Senang gimana?
S : Itu Mas dongengya
R : :Kamu mrasa kesulitan nggak bacanya?
S : :Enggak!

Interview 23

- R : Hello! What's your name?
- S : Dya Mas
- R : Gimana tadi belajar Bahasa Inggrisnya?
- S : Baik Mas?
- R : Maksudnya kamu senang?
- S : Ya Mas
- R : Materinya kamu suka tidak?
- S : Suka Mas
- R : Kalau aktivitasnya?
- S : Menarik Mas tidak bikin ngantuk
- R : Kalau yang reporting tasknya sulit tidak?
- S : Tidak Mas, Kan tadi dah dikerjakan tinggal ngumpulin.

Field note 1 (15th August 2011)

Kali pertama R datang ke sekolah. Sampai di sekolah R disambut oleh Kepala Sekolah. Sebelumnya R telah menanyakan kepada Humas Sekolah perihal maksud kedatangannya, yaitu meminta izin melakukan penelitian dan beliau sangat senang untuk membantu. R mengutarakan maksudnya untuk melakukan penelitian tindakan kelas di SMA N 1 Pleret. Kemudian R memberikan surat ijin penelitian kepada SP. SP mengizinkan R untuk penelitian di SMA N 1 Pleret. Sebelumnya R dan ET telah lama bertemu untuk mengutarakan maksud untuk mengadakan penelitian di SMA tersebut. R telah menyusun rencana bahwa hari ini hendak mengadakan observasi setelah mendapatkan izin dari SP.

Field note 2 (15th August 2011)

Setelah mendapat perijinan dari SP mengenai penelitian yang akan dilakukan, maka R langsung mengutarakan maksud kedatangannya untuk melakukan interview seputar masalah yang dihadapi dalam pengajaran bahasa Inggris di SMA N 1 Pleret maka SP langsung mempersilahkan R untuk ketemu ET. Setelah selesai melakukan pembicaraan dengan ET, R juga menanyakan keadaan sekolah tersebut kepada para guru dari jumlah gurunya, siswa-siswanya, fasilitas-fasilitas yang dimiliki, karakteristik anak-anaknya. R juga menanyakan masalah-masalah yang biasanya dihadapi para guru dalam mengajar anak-anak di sekolah itu.

Field not 3 16th August 2012

Kelas dimulai pukul 07.00 am, ET meminta R untuk masuk kelas, dan R langsung duduk di bangku paling belakang. Kelas dimulai dengan salam dan berdoa yang dipimpin oleh salah satu siswa. Pada saat itu ET menerangkan siswa tentang narrative text. lalu ET meminta siswa untuk membaca text setelah membaca sebuah text narrative, ET meminta siswa untuk mentranslit text narrative tersebut kedalam bahasa Inggris dan menjawab pertanyaan yang berhubungan dengan text tersebut.

Di saat siswa sedang mengerjakan tugas, ada beberapa siswa yang rebut sendiri. R juga menemukan beberapa siswa yang menyontek temennya, bahkan juga ada yang tidak mengerjakan tugasnya.

Tiga puluh menit telah berlalu, setelah siswa usai membaca dan mengerjakan semua tugas kemudian ET membahas tugas tersebut. Di dalam pembahasan, ET meminta siswa untuk menceritakan tentang isi text tersebut, tetapi semua siswa diam, kemudian ET menceritakan isi dari text tersebut. Setelah itu ET meminta salah seorang siswa untuk menulis jawaban di *white board*, karena dia maka ia meminjam pekerjaan temannya, akan tetapi ET tidak mengetahui hal tersebut setelah itu R meminta ET untuk menyuruh siswa mengumpulkan tugas-tugas mereka. Kebanyakan setengah pekerjaan mereka salah. Setelah itu ET bertanya pada siswa apakah mereka sudah paham, tetapi siswa tidak menjawab, dan akhirnya ET mereview materi pembelajaran pada hari tersebut.

Field note 4 (16th August 2011)

Setelah pelajaran usai, ET mengajak R ke ruang Guru. Kemudian ET dan R membahas tentang permasalahan yang didapat R ketika observasi di kelas. Setelah pembahasan masalah-masalah tersebut maka R menawarkan beberapa action kepada ET untuk diimplementasikan dalam siklus 1 penelitian.

Field note 5, Meeting 1 (8th September 2011)

Pelajaran dimulai pukul 07.00 R pun masuk kelas. Sambil mempersiapkan bahan materi yang akan diajarkan R menunggu SS masuk kelas. Setelah SS sudah berada di dalam ruang kelas, R memberi salam kepada SS. Setelah itu R meminta salah satu siswa untuk memimpin berdoa. Kemudian SS pun berdoa dengan khidmat. Berdoa pun telah usai kemudian R mengecek SS dengan cara memanggil nama SS satu persatu. Kemudian R memberikan kopian kepada SS satu persatu. Setelah itu R menerangkan materi recount text kepada SS. Pertama kali R bertanya salah satu siswa “kejadian-kejadian apa yang kamu alami mulai kamu bangun tidur sampai kamu tiba di sekolah? S menjawab “Saya bangun jam 06.30 terus mandi lalu pakai seragam sekolah. Setelah itu saya sarapan terus berangkat ke sekolah. Tapi sebelum sampai sekolah saya beli bensin dulu.”

Setelah itu R menjelaskan kalau kejadian-kejadian itu di tulis dan menjadi text bacaan itu dinamakan *recoun text*. Ketika R menyampaikan materi terlihat SS yang duduk di bangku belakang ramai sendiri. Kemudian ET menegur SS yang ramai tetapi teguran ET tidak dihiraukan.

Melihat situasi yang seperti itu, R pun Menerapkan tekhnik seating arrangement. R meminta SS yang duduk untuk pindah ke baris yang paling depan dan SS yang duduk dibarisan pertama untuk mundur di barisan ke dua, barisan ke dua mundur ke barisan nomer tiga, barisan ke tiga mundur ke barisan naomer 4 begitu seterusnya sampai barisan yang paling terakhir. Pada awalnya SS yang duduk di paling belakang tidak mau pindah ke barisan paling depan. Kemudian R meminta bantuan ET untuk meminta SS yang duduk di barisan paling belakang untuk pindah ke barisan paling depan dan akhirnya SS mau melaksanagn intruksi R. Ketika SS yang duduk di bangku paling belakang duduk di bangku paling depan, mereka terlihat diam dan focus kepada pelajaran tapi kelihatan agak kebingungn.

Setelah itu R memberi text baru ke pada SS, A Lucky Day. Di sini siswa di beri kesempatan untuk bekerja berkelompok, satu kelompok terdiri dari empat siswa. Kemudian SS diminta untuk menganalisa susunan Text tersebut. Pada saat siswa bekerja kelompok, keadaan berubah menjadi agak ramai, tetapi mreka kelihatan lebih senang dan serius dalam mengerjakan tugas. Setelah SS selesai mengerjakan tugas kelompok, kemudia SS bersam R membahas tugas tersebut. Setelah membahas tugas kelompok R memberi tugas individu. Yang pertama yaitu Finding meaning of the words yang kedua yaitu essay tasks dan yang ketiga yaitu reading reporting text. Di dalam mengerjakan tugas individu SS terlihat lebih diam dibandingkan tugas kelompok, tetapi R banyak mendapati SS yang nyotek temannya. SS juga menemukan SS yang tidak mengerjakan tugas yang telah diberikan melainkan di ramai sendiri. Akhirnya waktu mengerjakan soal individu usai, kemudian R dan SS membahas tugas-tugas tersebut bersama sama. R meminta SS untuk mencocokkan dengan jawaban yang benar dan menulis secor di barisan paling bawah. Setelah itu R meminta SS untuk mengumpulkan tugas individu yang telah dikoreksi tadi, akan tetapi banyak SS yang tidak mengumpulkan dengan alasan bahwa R tidak memberi tahu SS dari awal kalau pekerjaannya nanti akan dikumpulkan.

Field note 6, (Meeting 2 14th September 2011)

Waktu menunjukkan pukul 07.00, bel sekolah pun berdering, R langsung bergegas masuk ruang kelas bahasa inggris. Di dalam ruangan kelas sembari menunggu semua murid masuk ruang kelas, R menyiapkan Materi yang akan di ajarkan. Setelah semua murid masuk kelas dan ET pun datang, lalu R memberi salam dan meminta S untuk memimpin berdoa . Sebelum pelajaran dimulai R kembali mengatur seating arrangement. Siswa yang di pertemuan pertama duduk di bangku paling depan sekarang diminta untuk duduk di bangku nomer dua begitu selanjutnya dan siswa yang duduk di paling belakang untuk duduk di bangku paling depan. Setelah keadaan menjadi lebih tenang pelajaran pun dimulai.

R memulai pelajaran dengan bertanya kepada SS “*Who studied English last night?*” Ada siswa yang menjawab belajar dan sebagian siswa menjawab tidak. Kemudian R bertanya lagi ke pada siswa “*What did we study in the last meeting? You, What’s your name?*” Kemudian siswa yang ditanya menjawab kalau namanya adalah Galih, akan tetapi dia tidak menjawab pertanyaan tentang pelajara di pertemuan di hari kemarin. Salah satu siswa ada yang menjawab “*recount text Mas*”, kemudia R pun kembali bertanya “ *What is recount text?* dan siswa pun menjawab “text tentang masa lampau Mas”. Setelah itu R bertanya tentang Scaffolding of recount text tetapi tidak da siswa yang menjawab kemudian R menerangkan Scaffolding of recount text dengan cara memberi text berjudul *Last Weekend* kepada siswa. Setelah siswa paham tentang Scaffolding of recount text, R memberi Text bacaan yang berjudul *A Terrible Day* untu dianalisa.

Setelah siswa molai paham tentang recount text, R pun membagi siswa untuk bekerja kelompok, kmudian siswa diberi jumble paragraph, dan siswa pun diminata untuk mengurutkan menjadi text yang bagus, kemudian text tersebut dianalisa. Disaat siswa bekerja kelompok, R pun memonitoring kerja siswa dan R juga masih mendapati beberapa siswa yang ramai sendiri. Setelah siswa selesai mengerjakn tugas kelompok, R bersama SS membahas tugas kelompok tersebut.

Setelah membahas tugas kelompok selesai, R memberi tugas individu kepada siswa untuk meningkatkan skills reading mereka. Tugas tugas tersebut adalah finding meaning of difficult words, essay tasks, and reading reporting task. Ketika siswa sibuk mengerjakan tugas R berkeliling untuk memonitoring kerja siswa, dan R juga mendapati SS yang ramai sendiri, menyontek pekerjaan teman dan bahkan ada siswa yang tidak mengerjakan tugas tersebut, kemudian R pun menegur siswa tersebut.

Setelah semua siswa selesai mengerjakan tugas individu, kemudian R meminta siswa untuk mengoreksi pekerjaan tersebut. Untuk mengoreksi pekerjaan siswa, R meminta bantuan SS untuk menulis jawaban di white board tetapi siswa terdiam dan menundukkan kepala, kemudian R memanggil nama siswa satu persatu untuk maju menulis jawaban di white board.

Jam pelajaran hampir usai, setelah SS selesai mengoreksi pekerjaannya, kemudian R meminta SS untuk mengumpulkan pekerjaannya. SS pun mengumpulkan pekerjaannya kepada R. Setelah itu R mengitung pekerjaan SS. Di dalam buku hadir tercatat ada dua siswa yang tidak hadir tetapi pekerjaan SS tersebut kurang enam, kemudian R bertanya kepada SS siapa yang tidak menjawab. Pada saat itu bel tanda pelajaran telah usai kemudian R menutup pelajaran dan R pun bergegas keluar dari ruangan kelas.

Field note 7, Meeting 3 (15th September 2011)

Seperti pada pertemuan-pertemuan sebelumnya, pelajaran dimulai pukul 07.00 dan selesai pukul 08.00 WIB. R tiba di sekolah pukul 06.50, dan R pun langsung menuju ruang guru dan mempersiapkan keperluan yang akan di gunakan dalam pelajaran. Setelah bel tanda masuk berdering, R langsung bergegas untuk masuk kelas. Sembari menunggu semua siswa masuk, R mempersiapkan materi yang akan diajarkan pada siswa. Setelah semua siswa masuk kelas, R meminta salah satu siswa untuk memimpin doa, dan tak lama kemudian ET pun datang.

Di pertemuan ke tiga ini R masih memberi materi tentang recount text. sebelum masuk ke materi R meminta siswa yang duduk dibelakang untuk duduk di depan dan siswa yang duduk di depan untuk mundur satu baris. Pengaturan duduk tersebut

bertujuan agar siswa yang selalu ramai di belakang bisa diam dan focus terhadap pelajaran.

Setelah mengatur tempat duduk siswa, R langsung memberikan materi recount text. Text kali ini yaitu tentang perjalanan David Beckham, kemudian R meminta siswa untuk membaca text tersebut. Kali ini siswa kelihatan lebih tenang dan serius dalam menerima materi. Setelah siswa membaca text tentang David Beckham, R mereview tentang struktur recount text dengan cara menganalisa struktur *David Beckham* text.

Setelah mereview struktur of recount text, R memberi text *meeting a star* kemudian meminta siswa untuk membaca text tersebut. Kali ini siswa kelihatan serious banget terutama siswa perempuan karena text ini membahas tentang Pasya Ungu. Setelah membaca dan menemukan kata-kata yang sulit, R meminta siswa untuk duduk berkelompok dan mendiskusikan tentang struktur text tersebut. Setelah siswa selesai berdiskusi, R dan siswa membahas structure text dari bacaan text *meeting a star*.

Setelah diskusi kelompok usai, tiba lah saatnya kerja individu. Di kerja individu ini siswa diberikan text tentang RA. Kartini. Disini siswa diberi tugas yang terdiri dari tiga bagian, yang pertama yaitu finding meaning of the words s, kedua yaitu essay task, dan yang ketiga yaitu reading reporting text.

Pada saat siswa mengerjakan tugas, R memonitoring kerja siswa. Di pertemuan yang ketiga ini siswa yang selalu ramai kelihatan lebih tenang. Mereka juga tidak mengganggu temannya ketika R menerangkan materi. Mereka juga lebih focus kepada pelajaran, dan ketika R memberi tugas mereka juga mengerjakannya dengan serius. Ketika R memberi tugas individu, mereka juga mengerjakannya sendiri. Setelah semua tugas selesai, maka R membahas tugas tersebut, R meminta siswa untuk menulis jawaban mereka di papan tulis, seperti pertemuan sebelumnya tidak ada siswa yang mau maju untuk menulis jawaban mereka. Kemudian R bertanya kepada siswa “ Kenapa kamu tidak mau menulis jawaban kalian di papan tulis? Kemudian salah satu siswa menjawab “ malu mas takut kalau salah. Ini menunjukkan bahwa siswa tidak pede dalam mengerjakan soal.

Cycle 2

Field note 8, Meeting 4 (21st Sept 2012)

Di pertemuan pertama cycle 2 R datang lebih awal, sebelum bel berbunyi. R langsung mempersiapkan LCD dan materi pembelajara. Setelah bel berbunyi materipun sudah siap untuk di ajarkan kepada sisiwa. Seperti biasa, salah satu siswa memimpin berdoa sebagai tanda mereka sudah siap menerima materi.

Materi pada pertemuan pertama di cycle 2 berbeda dengan materi yang diajarkan di cycle 1. kali ini R memberi materi berupa narrative text.. Siswa pun kelihatan dian dan bengong karena ini kali pertama mereka mendapat materi narrative text.

Seperti di pertemuan-pertemuan sebelumnya, R menerangkan materi kepada siswa. Sebelum menerangkan, R memberi elicitation ke pada siswa terlebih dahulu. R bertanya kepada siswa, “ Apa cerita legenda yang berasal dari Yogyakarta?” Ssiswa menjawab, “Nyi Roro kidul”. R pun kembali bertanya“Pernah tidak mendengarkan dongeng?”, dan S menjawab “Pernah Pak, kancil nyolong timun”. Setelah itu R menyajikan gambar-gambar, judul cerita dan jenis-jenis narrative text, kemudian R mminta Siswa untuk menyesuaikan gambar-gambar tersebut dengan judul dan jenis-jenis narrative text.

Setelah siswa tau jenis-jenis narrative text, R memberi satu text narrative pada siswa. R meminta siswa untuk membaca text tersebut. Setelah siswa membca text tersebut, R kemudian menjelaskan dan memberi contoh sruktur dari narrative text. Setelah siswa faham tntang struktur narrative text, kemudian R meminta siswa untuk menganalisa satu text narrative, dan kali ini bekerja kelompok agar mereka bisa berdiskusi. Setelah pekerjaan kelompok selesai. R dengan siswa mebahas tugas kelompok tersebut.

Setelah tugas kelompok usai. Kemudaan R memberi tugas individu yang terdiri dari tiga bagian yaitu finding the meaning of the words, essay tasks, and the last is table reporting text. stelag siswa selesai mengerjagn tugas individu R memminta siswa untuk mengoreksi jawaban temannya. R meminta siswa untuk meminta siswa menulis jawabannya di papan tulis dengan cara brmain game yaitu choosing parner. Dengan permainan ini, kelas sedikit menjadi ramai tetapi masih tetep focus pada pelajaran. Game

ini bertujuan untuk membuat siswa menjadi lebih pede. Permainan ini dimulai dengan cara R bertanya ke pada siswa “*what date is today?*” Lalu siswa menjawab “dua satu Mas” kemudian siswa meminta siswa “siapa yang nomer absennya dua satu? Silahkan maju? *Nunuk came for ward and did the task.* Setelah itu dia harus memilih satu cowok untuk mengerjakan nomer selanjutnya. Cowok tersebut adalah Deny. Lalu Deney menunjuk satu cewek untuk mengerjakan nomer berikutnya. Kegiatan ini diulang sampai semua task terjawab. Permainan ini membuat siswa senang dan lebih PD dari sebelumnya. Sebagai bukti, students menjawab pertanyaan di depan dengan berani dan mereka juga nampak bangga, ini ditunjukkan dengan senyuman mereka.

Field note 9, Meeting 5 (22nd Sept 2012)

Di pertemuan yang ke dua di cycle 2, R memberi tiga text narrative. Text yang pertama digunakan R untuk mengulas kembali tentang Structure narrative text, sentence used, and action verb used in narrative text.

Text narrative yang kedua digunakan untuk latihan menganalisa text, kegiatan ini bertujuan agar siswa benar-bener faham tentang susunan text. Kali ini siswa berkerja kelompok agar bisa berdiskusi untuk mengerjakan tugas tersebut.

Untuk text yang ke tiga, siswa diberi text yang berjudul Nyi Roro Kidul. Setelah membaca text tersebut siswa diberi tiga tugas yang pertama yaitu *true and false questions*, dan yang kedua yaitu *essay tasks*, dan yang terakhir *oral reporting task*. Dalam oral reporting tasks, siswa bekerja secara berkelompok,. Hal tersebut dilakukan karena waktu yang terbatas. Di oral reporting text, satu kelompok diwakili satu orang untuk maju kedepan dan melaporkan tentang kisah legend Nyi Roro Kidul.

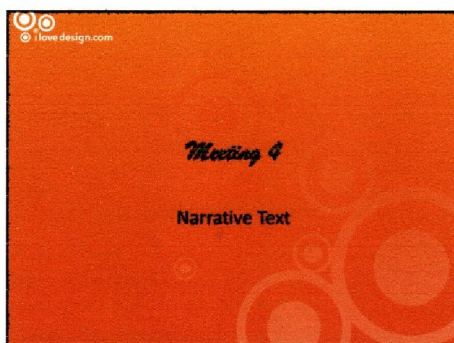
Field note 10, Meeting 6 (28th Sept 2012)

Di pertemuan yang terakhir di Cycle 2, diberi narrative text jenis fable. Text tersebut adalah *The Smartest Parrot*, *The Smartest Animal*, dan *Story of Rabbit and Bear*. Pertama kali students diterangkan tentang narrative text jenis *fable*. Kedua kali *students* diberi text berjudul *The Smartest Parrot*, kemudian *teacher* menjelaskan tentang text

tersebut. Setelah itu *students* diberi text yang kedua yaitu text yang berjudul *the smartest animal*, kemudian *students* diminta untuk menganalisa text tersebut seperti yang telah dicontohkan. Ditahap yang terakhir di *meeting 3 Cycle 2* yaitu *independent of the text*. *Students* diminta untuk mengerjakan semua tasks yang diberikan oleh *teacher*. Setelah itu semua pekerjaan dilaporkan kepada *teacher*.

Appendix 3

(Media)



Activity 1
A. Write the text carefully.

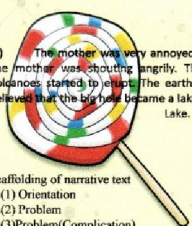
Toba Lake

(1) Once upon time, there was a handsome man. His name was Batara Guru Sahala. He liked fishing. One day, he caught a fish. He was surprised to find out that the fish could talk. The fish begged him to set it free.

(2) Batara Guru could not bear it. He made the fish free. As soon as it was free, the fish changed into a very beautiful woman. She attracted Batara Guru so much. He felt in love with that fish-woman. The woman wanted to marry with him and said that Batara Guru had to keep the secret, which she had, been a fish. Batara Guru agreed and promised that he would never tell anybody about it.

(3) They were married happily. They had two daughters. One day Batara Guru got very angry with his daughter. He could not control his mad. He shouted angrily and got the word of fish to his daughters. The daughters were crying. They feared their mother and talked her about it.

<http://education.yahoo.com/reference/dictionary/entry/descriptive>



(4) The mother was very annoyed. Batara Guru broke his promise. The mother was shouting angrily. Then the earth began to shake. Volcanoes started to erupt. The earth formed a very big hole. People believed that the big hole became a lake. Then this lake is known as Toba Lake.

Scaffolding of narrative text

- (1) Orientation
- (2) Problem
- (3) Problem(Complication)
- (4) Reorientation

Activity 2
A. Write the text carefully.

Romeo and Juliet

In the town of Verona there lived two families, the Capulets and the Montagues. They engaged in a bitter feud. Among the Montagues was Romeo, a hot-blooded young man with an eye for the ladies. One day, Romeo attended the feast of the Capulets', a costume party where he expected to meet his love, Rosaline, a haughty beauty from a well-to-do family. Once there, however, Romeo's eyes fell upon Juliet, and he thought of Rosaline no more.

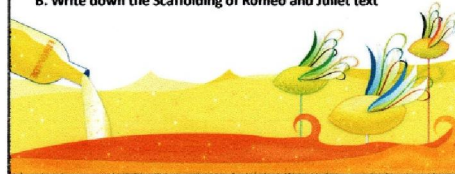
The vision of Juliet had been invading his every thought. Unable to sleep, Romeo returned late that night to the Juliet's bedroom window. There, he was surprised to find Juliet on the balcony, professing her love for him and wishing that he were not a "Montague", a name behind his own. "What's in a name? That which we call a rose by any other name would smell as sweet." Romeo was ready to deny his name and professed his love. The two agreed to meet at nine o'clock the next morning to be married.

Early the next morning, Romeo came to Friar Lawrence begging the friar to marry him to Juliet. The Friar performed the ceremony, praying that the union might someday put an end to the feud between the two families. He advised Romeo kept the marriage a secret for a time.

On the way home, Romeo chanced upon his friend Mercutio arguing with Tybalt, a member of the Capulet clan. That quarrel last caused Mercutio died. Romeo was reluctant no longer. He drew his sword and slew Tybalt. Romeo realized he had made a terrible mistake. Then Friar Lawrence advised Romeo to travel to Mantua until things cool down. He promised to inform Juliet. In the other hand, Juliet's father had decided the time for her to marry with Paris. Juliet consulted Friar Lawrence and made a plot to take a sleeping potion for Juliet which would simulate death for three days. The plot proceeded according to the plan. Juliet was sleeping in death.

Unfortunately, The Friar's letter failed to reach Romeo. Under the cover of darkness, he broke into Juliet's tomb. Romeo kissed the lips of his Juliet one last time and drank the poison. Meanwhile, the effects of the sleeping potion wear off. Juliet woke up calling for Romeo. She found her love next to her but was lying dead, with a cup of poison in his hand. She tried to kiss the poison from his lips, but failed. Then Juliet put out his dagger and plunged it into her breast. She died.

B. Write down the Scaffolding of Romeo and Juliet text



Activity 2

A. In pairs, rearrange the jumbled paragraphs of the story entitled *Nyi Roro Kidul* into a good text by numbering the paragraphs. Look at the example.

| Sentences | Paragraphs |
|--|------------|
| Once upon a time, there was a beautiful princess named Kadita. Because of her beauty, she was called Dewi Sriwengse. It means The Beautiful Sun. Her father was King Munding Wangi. Although he had a beautiful daughter, he was unhappy. It is because he always expected to have a son. | 1 |
| The poor princess went alone. She did not know where to go. She almost could not cry anymore. But, she had a noble heart. She did not have any bad feeling about her stepmother. She always prayed to God. She walked for almost seven days and seven nights. Then, she came to the South Ocean. The ocean was so clean and clear. She jumped into the water and swam. | |
| Dewi Mutiara called a black magician to curse Kadita. She wanted Kadita's beautiful body full of scabies and itch. The black magician did the magic. In the night, Kadita's body was full of scabies and itch. When she woke up, she found her body full of sores. It also smelled stinky. The beautiful princess cried. She did not know what to do. | |

Suddenly, there was a miracle. The ocean water cured her illness. The scabies and itch were gone. Even, she became more beautiful than before. Not only that, she also had a power to command the whole South Ocean. She became a fairy called Nyi Roro Kidul or The Queen of South Ocean.

When the King heard the news, he was very sad. No one could cure his daughter's illness. The King did not want her daughter to be a spinster so he agreed to send his daughter away.

The King decided to marry Dewi Mutiara. He had a son from her. He was very happy. Dewi Mutiara wanted her son to become a king in the future. She asked the King to send his daughter away. However, the King did not agree. He would not let anyone hurt his daughter.

<http://www.melidita.org/reference/subject/philosophy/works/nyirorokidul.htm>



10/27/2012

Activity 3

A. Based on the *Nyi Roro Kidul* story, answer the questions below.

1. Who is the main character of the story?
2. Why was Dewi Kudita called Dewi Srungenge?
3. Why did The King decide to marry Dewi Mutiara?
4. Why did Dewi Mutiara ask the King to send his daughter away?
5. What was the miracle in the story?

B. Write T (true) if the statement is true and F if the statement is false according to text, *Nyi Roro Kidul*

1. King Munding Wangi married Kudita because he wanted to have a son.
2. The king was happy because he had a beautiful daughter.
3. When Kudita woke up, she found her body full of ulcer.
4. Finally, Kudita died because she jumped in to south ocean.
5. Kudita was called Nyi Roro Kidul or The Queen of South Ocean.

Activity 4

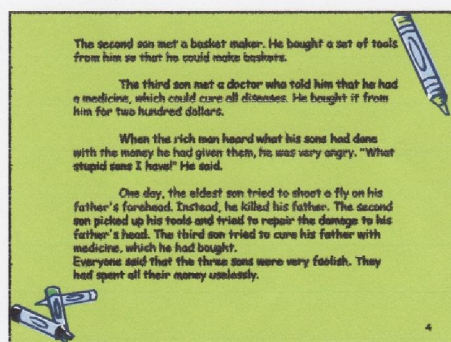
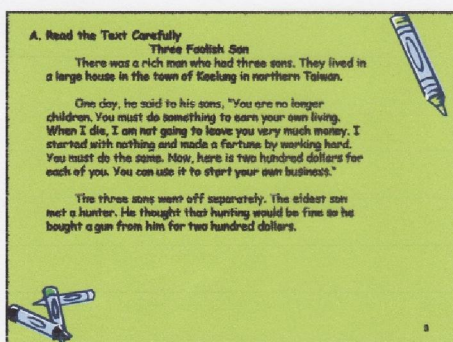
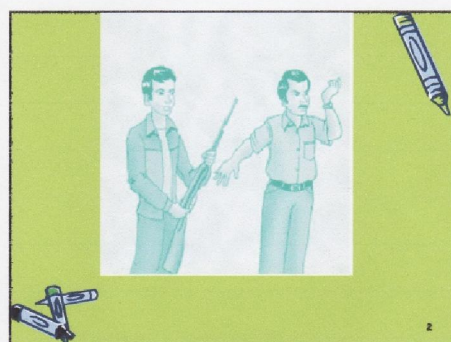
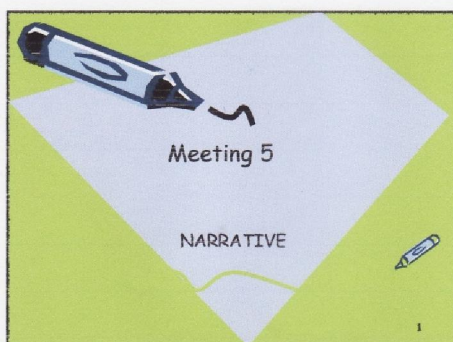
A. In group with your friends, make summary of *Nyi Roro Kidul* story then report it in front of the class.
<http://social.chase.nyu.edu/world/CIBGLASS/3.aspx.htm>

Thank



You

2012



What is a narrative text?

A narrative is a piece of text, which tells a story.

Generic structure of a narrative text

1. Orientation

In this paragraph, the narrator tells the audience who is in the story, when it is happening, and what is going on.

2. Complication

This is the part of story where the narrator tells about something that will begin a chain of events, these events will affect one or more of the character. The complication is the trigger.

3. Sequence of Events

This is where the narrator tells how the characters react to the complication. It includes their feelings, and what they do. The events can be told in chronological order (the order in which they happen).

4. Resolution

In this part of narrative where the complication is sorted out or the problem is solved.

5. Coda

The narrator includes a coda if there is to be a moral or message to be learned from the story.

B. Read the text carefully then identify the generic structure of the text

A long time ago, a child was born to a queen and king and she was called Snow White. When the queen died, the king married again. This new queen was wicked and hated Snow White. The queen gave orders that Snow White was to be treated as a servant.

Snow White grew very beautiful and one day a Prince riding by, saw her at work and fell in love with her.

The queen was beautiful too, and every day she asked her Magic Mirror, "Who is the fairest in the land?" and the mirror always answered, "You are the fairest one of all".

But one day the mirror answered Snow White was the fairest in the land, and in a rage the queen gave orders to one of her Huntsmen to take Snow White into the woods and kill her.

The Huntsman had a kind heart and couldn't do the deed so told her to run away. She fled into the woods where seven little dwarfs lived. Their house was small and strange.

Snow White entered the little house and finding it very untidy, started to clean up. Upstairs she found seven little beds. She was very tired and stretching out on one of the beds, was soon asleep.

When the Dwarfs came home, they were surprised to find Snow White and after some argument, decided to let her stay. She promised to cook and look after them.

10/24/2012

The Queen discovered where Snow White was living and disguising herself as a witch, took a poisoned apple and set out for the Dwarf's cottage. She gave Snow White the poisoned apple to eat and as soon as she bit the apple, she sank into unconsciousness.

Thinking she was dead, the Dwarfs built a glass coffin and put her in it. Four days she lay in the forest in her glass coffin. One day, the Prince was riding through the forest looking for Snow White and found her. He leaned over and kissed her. She opened her eyes and sat up with a smile. Everyone was happy. The Prince took Snow White to his palace where they were married and lived happily ever after.



9

A. Read the text carefully.

Evaluation

Once upon a time, there was a young girl named Cinderella. She lived with her stepmother and two stepsisters.

The stepmother and sisters were cruel and bad tempered. They treated Cinderella very badly. Her stepmother 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 stepsisters, on the other hand, did not work about the house. Their mother gave them many handsome dresses to wear.

One day, the two stepsisters 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 could not help crying after they had left.



10

"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 good mother, "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 ragged 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 slippers was left behind.



11

A few days later, the king's 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.



12

BRUNO

B. Answer the questions below.

1. Who is the main character of the story?
2. What are the characters of stepmother and sisters?
3. What did the good mother give to Cinderella?
4. What did the king's son proclaim?
5. What is the ending of the story?

C. Find the meaning of vocabularies below.

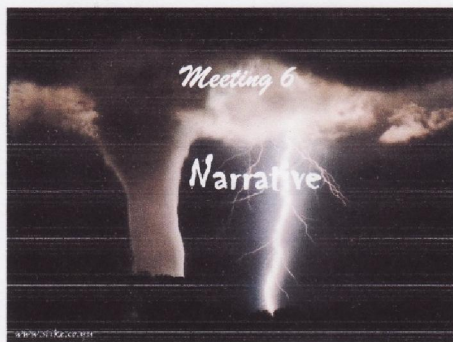
| | |
|------------|-----------------|
| 1. Ball | 6. conceited |
| 2. Fairy | 7. bad tempered |
| 3. Slipper | 8. treated |
| 4. Toe | 9. pumpkin |
| 5. palace | 10. pretty |

13

D. Write the report table of the Cinderella story

| Character | Characteristics |
|---------------------|-----------------|
| Cinderella | |
| Stepmother | |
| Sisters | |
| Settings | |
| Place | |
| Time | |
| How the story began | |
| Problems | |

14



102 12

Activity 1

4. Using the text carefully.

The smartest parrot

(1) 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.

(2) 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.

(3) 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.

(4) 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 so stupid as the chickens! Just stay with them!" Said the man angrily. Then he continued to humiliate, "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.

(5) 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 dead chickens on the floor. At the moment, the parrot was standing proudly and scolding at the last old chicken, "Say Catano or I'll kill you!".

Activity 2

Scaffolding of narrative text

(1) Orientation
(2) Problem
(3) Problem
(4) Problem (Complication)
(5) Reorientation

A. Write the text sections.

Once there was a farmer from Laos. Every morning and every evening, he ploughed his field with his buffalo.

One day, a tiger saw the farmer and his buffalo working in the field. The tiger was very surprised to see a big animal listening to a small animal. The tiger wanted to know more about the big animal and the small animal.

After the man went home, the tiger spoke to the buffalo; "you are so big and strong. Why do you do everything the man tells you?" The buffalo answered, "oh, the man is very intelligent". The tiger asked, "can you tell me how intelligent he is?". "No, I can't tell you", said the buffalo, "but you can ask him".

On the next day the tiger asked to the man, "Can I see your intelligence?". But the man answered, "It is better if you go and ask the buffalo". The tiger asked the man, "but I am afraid you will let my buffalo when I am gone. Can I tie you to a tree?".

After the man tied the tiger to the tree, he didn't go home to get his intelligence. He took his plough and hit the tiger. Then he said, "Now you know about my intelligence even you haven't seen it".

B. In-group with your friends, write down the Scaffolding of the text.



Story of Rabbit and Bear

Once upon a time, there lived as neighbors, a bear and a rabbit. The rabbit is a good shot. In contrary, the bear is always clumsy. He could not use the arrow to good advantage.

One day, the bear called over the rabbit and asked him to take his bow and arrows, and came with bear to the other side of the river. The rabbit was fearing to arouse the bear's anger so he could not refuse. He consented and went with the bear and shot enough buffalo to satisfy the hungry family. Indeed he shot and killed so many that there was lots of meat left after the bear and his family had loaded themselves and packed all they could carry home.

The bear was very gluttonous and did not want the rabbit to get any of the meat. The rabbit could not even taste the blood from the butchering as the bear would throw earth on the blood and dry it up. The poor rabbit would have to go home hungry after his hard day's work.

The bear was the father of five children. 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 would go toward the rabbit's house and when he got close to the door, he would throw the meat with such a great kick. The meat would fly into the rabbit's house. Finally, the poor rabbit would get his meal unknown to the papa bear.

B. Answer the questions below.

1. Who is the main character of the story?
2. Why did the bear shoot enough buffalo?
3. How many children did the bear have?
4. What did the mother do to the youngest bear?
5. What is the ending of the story?

C. Find the meaning of each word.

1. Arrow
2. Clumsy
3. Consented
4. Gluttonous
5. Butchering
6. Bow



Thank you

Appendix 4
(Varied and Systematic Tasks)

Meeting : 1

Text Type : Recount Text

Date :

Students Name :

A. Task 1, Read the text carefully.**Joining the Traditional Dance Competition**

I joined the Traditional Dance Competition in Jakarta last year. I represented my

Junior High School. It was my biggest competition. I practiced hard with my teacher for a month. We also prepared the best costume we had.

We only had one day in Jakarta. We went there by plane. We left at 6 a.m. and arrived in Jakarta at 7 a.m. We took a taxi to take us to the place where the competition was held. It took an hour to get there. There were already some participants when we arrived. The competition would start in an hour.

First, my teacher and I went to the dressing room.

My teacher helped me do the make-up and the costume.

We spent almost an hour for the preparation. I told my teacher that I was really nervous. I was not ready for this. However, she told me that everything was alright, and I felt better.

Then, the time came for me to perform on stage. There were five judges and about two hundred people watching me. However, I did not feel nervous anymore. I performed on the stage confidently. I really did the best I could. I was glad when it ended smoothly.

After that, we waited for the announcement of the result. It was 4 p.m. when the judges finished making their final decision. I was so impatient to hear the result. I still could not believe when they called my name as the first winner. I was so happy to be given the trophy. My teacher was also proud of my achievement. Finally, we went back to Yogyakarta in the evening. We were so tired. However, we were satisfied because our effort was not useless.

B. Answer the questions below.

1. What did the writer do in Jakarta last year?
2. How did the writer go to Jakarta?
3. What did the writer represent?
4. How long did the writer and the teacher do the make-up and the costume?
5. How many people did watch the dance?
6. How did the writer dance on the stage?
7. What was the result of the writer in the dance competition?

C. Write the report of Joining the Traditional Dance Competition.

1. The title of the text
2. Introductory text
 - a. Who is the participant?
 - b. When does the event happen?
 - c. Where does the event happen?
3. Sequence of events
 - a. What is the first event?
 - b. What is the second event?
 - c. What is the third event?
4. The reorientation

Meeting : II

Text Type : Recount Text

Date :

Students Name :

A. Look at the pictures and arrange the sentences in the correct order to form a meaningful paragraph based on the pictures.



- a. It was an interesting film about a plane, which crashed on a small empty island in the Pacific Ocean.
- b. After a few weeks, the passengers were eating raw fish and meat.
- c. Although the passengers were safe, nobody knew where the plane had crashed.

- d. It was an American movie called *The Lost Flight*.
- e. So, the passengers had to learn how to hunt for food in the jungle and how to catch fish from the sea to eat.
- f. My sister and I went to see a film last night.
- g. After they had been on the island for two months, three of the men made a boat and sailed away to find help.
- h. It showed how people can quickly change when they have to look after themselves in the jungle.
- i. But my sister and I enjoyed the film.
- j. But their boat sank and they were drowned.
- k. The film ended without saying whether the passengers were rescued or not.

B. Based on your paragraph you have arranged, answer questions below.

- 1. What did the writer and her sister do last night?
- 2. What is the title of the film?
- 3. How was the plane?
- 4. How were the passengers when the plane had crashed?
- 5. What did the passengers learn?
- 6. What did the passenger do to find help?
- 7. How did the film end?

C. Write a report of *A Film Last Night*.

- 1. The title of the text
- 2. Introductory text
 - a. Who is the participant?
 - b. When do the participants do?
- 3. Sequence of events
 - a. What is the first event?
 - b. What is the second event?
 - c. What is the third event?
- 4. The reorientation

Meeting : III

Text Type : Recount Text

Date :

Students Name :

A. Read the text carefully.

the
lady,
our

**RA. Kartini**

Every April 21 people in Indonesia commemorate the Kartini day. It is beautiful day for woman because we celebrate the birth of great a Ra. Kartini. Everyone knows who Kartini is. She is national hero 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 luck because she got more than the ordinary people got. She got better education than other children.

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. However, 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 spirit stated on collection of letter "Habis Gelap Terbitlah Terang" from the dusk to the dawn.

B. Answer the questions below.

1. What do Indonesian people commemorate Every April 21?
2. Who was Kartini?
3. When was Kartini born?
4. Where was RMAA. Sosroningrat wedana?
5. Whom did Kartini Marry with?
6. Who was born in September 13 1904?
7. When was Kartini passed away?

C. Write the report of RA. Karatini text.

1. The title of the text
2. Introductory text
3. Sequence of events
4. The reorientation

Meeting : IV

Text Type : Narrative Text

Date :

Students Name :

A. In pairs, rearrange the jumbled paragraphs of the story entitled *Nyi Roro Kidul* into a good text by numbering the paragraphs. Look at the example.

| | |
|--|----------------|
| Once upon a time, there was a beautiful princess named Kadita. Because of her beauty, she was called Dewi Srengenge. It means The Beautiful Sun. Her father was King Munding Wangi. Although he had a beautiful daughter, he was unhappy. It is because he always expected to have a son. | Paragraph 1 |
| The poor princess went alone. She did not know where to go. She almost could not cry anymore. But, she had a noble heart. She did not have any bad feeling about her stepmother. She always prayed to God. She walked for almost seven days and seven nights. Then, she came to the South Ocean. The ocean was so clean and clear. She jumped into the water and swam. | Paragraph |
| Dewi Mutiara called a black magician to curse Kadita. She wanted Kadita's beautiful body full of scabies and itch. The black magician did the order. In the night, Kadita's body was full of scabies and itch. When she woke up, she found her body full of ulcer. It also smelled stinky. The beautiful princess cried. She did not know what to do. | Paragraph |
| Suddenly, there was a miracle. The ocean water cured her illness. The scabies and itch were gone. Even, she became more beautiful than before. Not only that, she also had a power to command the whole South Ocean. She became a fairy called Nyi Roro Kidul or The Queen of South Ocean. | Paragraph |
| When the King heard the news, he was very sad. No one could cure his daughter's illness. The King did not want her daughter to be a rumour so he agreed to send his daughter away. | Paragraph |
| The King decided to marry Dewi Mutiara. He had a son from her. He was very happy. Dewi Mutiara wanted her son to become a king in the future. She asked the King to send his daughter away. However, the King did not agree. He would not let anyone hurt his daughter. | Paragraph |

B. Answer the questions below.

1. Who is the main character of the story?
2. Why was Dewi Kudita called Dewi Srengenge?
3. Why did The King decide to marry Dewi Mutiara?
4. Why did Dewi Mutiara ask the King to send his daughter away?
5. What was the miracle in the story?

C. Write T (true) if the statement is true and F if the statement is false according to text,
Nyi Roro Kidul

| No | Statements | T/F |
|----|--|-----|
| 1 | King Munding Wangi married Kadita because he wanted to have a son. | |
| 2 | The king was happy because he had e beautiful daughter. | |
| 3 | When Kudita woke up, she found her body full of ulcer | |
| 4 | Finally, Kudita died because she jumped in to south ocean. | |
| 5 | Kudita was called Nyi Roro Kidul or The Queen of South Ocean. | |

D. Report orally the Story of *Nyi Roro Kidul*

1. Orientation
2. Complication
3. Resolution

Meeting : V

Text Type : **Recount Text**

Date :

Students Name :

A. Read the text carefully.

Once upon a time, there was a young girl named Cinderella. She lived with her stepmother and two stepsisters.

The stepmother and sisters were conceited and bad tempered. They treated Cinderella very badly. Her stepmother 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 stepsisters, on the other hand, did not work about the house. Their mother gave them many handsome dresses to wear.

One day, the two stepsisters 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 could not help crying 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 good mother, "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 ragged 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's 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.

B. Answer the questions below.

1. Who is the main character of the story?
2. What is the character of stepmother and sisters?
3. What did the good mother give to Cinderella?
4. What did the king' son proclaim?
5. What is the ending of the story?

C. Find the meaning of vocabularies below.

1. Ball
2. Fairy
3. Slipper
4. Toe
5. Tempered

D. Write the table report of the Cinderella

| Character | Characteristic |
|---------------------|----------------|
| Cinderella | |
| Stepmother | |
| Sisters | |
| Settings | |
| Place | |
| Time | |
| How the story began | |
| Problems | |
| The ended | |

Meeting : VI

Text Type : Narrative Text

Date :

Students Name :

A. Read the text carefully.

Story of Rabbit and Bear



Once upon a time, there lived as neighbors, a bear and a rabbit. The rabbit is a good shot. In contrary, the bear is always clumsy. He could not use the arrow to good advantage.

One day, the bear called over the rabbit and asked the rabbit to take his bow and arrows, and came with bear to the other side of the hill. The rabbit was fearing to arouse the bear's anger so he could not refuse it. He consented and went with the bear and shot enough buffalo to satisfy the hungry family. Indeed he shot and killed so many that there was lots of meat left after the bear and his family had loaded themselves and packed all they could carry home.

The bear was very gluttonous and did not want the rabbit to get any of the meat. The rabbit could not even taste the blood from the butchering as the bear would throw earth on the blood and dry it up. The poor rabbit would have to go home hungry after his hard day's work.

The bear was the father of five children. 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 and 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 unknown to the papa bear.

B. Answer the questions below.

1. Who is the main character of the story?
2. Why did the bear shoot enough buffalo?
3. How many children did the bear have?
4. What did the mother do to the youngest bear?
5. What is the ending of the story?

C. Find the meaning of each word.

- | | |
|--------------|---------------|
| 1. Arrow | 4. Gluttonous |
| 2. Clumsy | 5. Butchering |
| 3. Consented | 6. Bow |

D. Fill the table report below

| Table Report | |
|------------------------------|--|
| Title | |
| Characters | |
| Main character | |
| A rabbit' character | |
| A bear' character | |
| The youngest bear' character | |
| The story begins | |
| The story complication | |
| The story ending | |

Nama : Disang Eza Wira S
No : 27

tgl : September 2011

- B.
1. Joining the traditional dance competition
 2. We went there by plane.
 3. The writer and the teacher do the mark-up and the costume.
 4. About two hundred people watching me.

C. Joining the Traditional Dance Competition

1. Introductory of the text

- a. The writer and the teacher
- b. The traditional Dance competition in Jakarta last year.
- c. In Jakarta last year.

2. Sequence of events

- a. We only had one day in Jakarta. We went there by plane
- b. First, my teacher and I went to the dressing room

3. The reorientation

- a. We were so tired. However, we were satisfied because our ~~effort~~ effort was not useless.

$$B : \frac{10 \times 10}{15} = 6,6$$

Nama : Rizang Eza Wira S
No : 27

tgl : September 2011

- B. Every April 21 people in Indonesia commemorate the Kartini day.
1. She is our national hero and a great lady with the bright idea.
 2. Kartini was born in 1879 April 21 in Mayang Jepara.
 3. Where was RAAAA. Sasraningrat urdana?
 4. She married Adipati Djayodiningrat.
 5. Singgih
 6. She finally passed away on September 17 1904 on her 25 years old.

C. The report of RA Kartini text.

1. RA Kartini

2. Introductory of the text

Every April 21 people in Indonesia commemorate the Kartini day. She is our national hero and a great lady with the bright idea.

3. Sequence of events

Kartini was born in 1879 April 21 in Mayang Jepara.

In November 12 1903, she married Adipati Djayodiningrat, the head of Rembang regency.

She finally passed away on September 17 1904 on her 25 years old.

4. The reorientation

Nowadays Indonesian women progress is influenced by Kartini's spirit stated on collection of letter "Habis Gelap Terbitlah Terang" ~~from~~ from the dusk to the dawn.

$$\frac{14 \times 10}{14}$$

(9, 33)

Nama: Risang Eza Wira S
No : 27

18: 14 September 2011

100

A. ~~My~~ My sister and I went to see a film last night. It was an interesting film about a plane, which crashed on a small empty island in the Pacific Ocean. It was an American movie called The Lost Flight. Although the passengers were safe, nobody knew where the plane had crashed. So, the passengers had to learn how to hunt for food in the jungle and how to catch fish from the sea to eat. After a few weeks, the passengers were eating raw fish and meat. It showed how people can quickly change when they have to look after themselves in the jungle. After they had been on the island for two months, three of the men made a boat and sailed away to find help but their boat sank and they were drowned. The film ended without saying whether the passengers were rescued or not. But my sister and I enjoyed the film.

B. ~~My~~ My sister and I went to see a film last night.
~~The~~ The Lost Flight
~~a~~ a plane, which crashed on a small island in the Pacific Ocean
~~Although~~ Although the passengers were safe, nobody knew where the plane had crashed
~~the~~ the passengers had to learn how to hunt for food in the jungle and how to catch fish from the sea to eat.
~~three~~ three of them made a boat and sailed away to find help.
~~The~~ The film ended without saying whether the passengers were rescued or not.

C.

A film Last Night

My sister and I went to see a film last night. It was an American movie called The Lost Flight. Although the passengers were safe, no body knew where the plane had ~~crash~~ crashed. After they had been on the island for two months, three of the men made a boat and sailed away to find help. The film ended without saying whether the passengers were rescued or not.

Nama: Risang Eza Wira S
No : 27

tgl: September 2011

- B.
1. Cinderella
 2. The Stepmother and sisters were conceited and bad temper
 3. She gave her a pair of pretty glass slippers.
 4. The king's son proclaimed that he would marry the girl who feel fitted the glass slipper.
 5. The king's son was overjoyed to see her again. They were married and live happily ever after.

- C. ~~X~~ Bola
2. Peri
 3. Sepatu
 4. Tunkai
 5. Pemarah

$$19 \times 5 = 95$$

D. the table report of the Cinderella

| Character | Characteristic |
|---------------------|--|
| Cinderella | Good |
| Stepmother | Conceited and bad tempered |
| Sisters | Conceited and bad tempered |
| Settings | |
| Place | Palace |
| Time | one day to the ball |
| How the story began | Once upon a time, there was a young girl named Cinderella. She lived with her stepmother and two stepsisters. |
| Problems | |
| The ended | 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. |

Nama: Risang Eza Wira S
No : 27

tgl: September 201,

- B.
1. The main character of the story is Kudita
 2. Because of her beauty, She was called Dewi Srengenge
 3. Because He had a son from her.
 4. because Dewi Mutiara wanted her son to become a king in the future
 5. Suddenly, there was a miracle. The ocean water cured her illness

- C.
1. t
 2. t
 3. t
 4. f
 5. f

Nama: ~~A~~ Risong Eza Wira S
No: 27

tgl: September 20

B. Rabbit

He consented and went with the bear and shot enough buffalo to satisfy the hungry family

5.

The youngest child was very kind to the rabbit

The poor rabbit would get his meal unknown to the poor bear.

C. 1. Anat Panah

2. Kaki

3. Konsentrasi

4. Taku

5. menyembuh

6. busur panah.

$$19 \times 5 = (95)$$

B. Fill the table report below

| Table Report | |
|------------------------------|---|
| Title | Story of Rabbit and Bear |
| Characters | |
| Main character | Bear |
| A rabbit' character | Good X |
| A bear' character | gluttonous |
| The youngest bear' character | Kind |
| The story begins | once upon a time, there lived as neighbors, a bear and a rabbit. The rabbit is a good shot. In contrary, the bear is always clumsy. He could not use the arrow to good advantage |
| The story complication | Rabbit could not even taste the blood from the butchering as the bear would throw earth on the blood and dry it up. The poor rabbit would have to go home hungry after his hard day's work. |
| The story ending | The youngest child was very kind to the rabbit. In this way, the poor rabbit would get his meal unknown to the poor bear. |

ANALISA ULANGAN HARIAN

Mata Pelajaran : Bahasa Inggris Satuan Pendidikan : SMA
 K.D : 5.2 (Reading Practice) Banyaknya Peserta : 31
 Kelas/Smester : X E / 1 KKM : 75,00

| No | NAMA | SEKOR | | |
|-----------|---------------------------|-------|-------|--|
| | | 1 | 2 | |
| 1 | AMALLIA SHOLIAH | 60 | 80 | |
| 2 | DENNY PRASETYO | 75 | 75 | |
| 3 | DEWI ASTUTI | 75 | 75 | |
| 4 | FADILA HUSNI ARIMBI | 80 | 70 | |
| 5 | GABRIEL RIAN GERALDO | 70 | 70 | |
| 6 | GALIH PAMUNGKAS | 75 | 80 | |
| 7 | HANA LUTHFIANA | 70 | 75 | |
| 8 | LINA RAHAYUNINGTYAS | 75 | 75 | |
| 9 | MOCH. ARSYAD | 75 | 80 | |
| 10 | MUAFIKHOH | 70 | 70 | |
| 11 | MUHAMAD ANGGA. SS | 70 | 80 | |
| 12 | M. ARIEF MAKSUM | 80 | 75 | |
| 13 | M. LUQMAN KHAKIM | | | |
| 14 | M. REZA WIDIYANTO PAHLEVI | 70 | 65 | |
| 15 | M. YUNUS | 70 | | |
| 16 | MUHFIDA AFIFA | 60 | 75 | |
| 17 | MUNIFATUL ARIFAH | 70 | 75 | |
| 18 | NADYA AVANORA DEWI | 80 | 80 | |
| 19 | NANIK PRAMUDYASANTI | 60 | 80 | |
| 20 | NOVI SAPTARINI | 65 | 75 | |
| 21 | NUNUK PARWATI | 60 | 80 | |
| 22 | PATRICK ARI KARDINAL | 80 | 75 | |
| 23 | RADIKA ALFIANA WULANDARI | 65 | 55 | |
| 24 | RAHMAT IHSAN FAIZAL | 65 | 75 | |
| 25 | REKSA SANJAYA | 70 | 85 | |
| 26 | RISANG EZA WIRASUSILA | 70 | 85 | |
| 27 | SAKTI KINANTHI | 70 | 70 | |
| 28 | SITI MUKAROMAH | 65 | 80 | |
| 29 | TRI ASNA NAFISATUN | 75 | 65 | |
| 30 | WISMAN MIYATUN | 85 | 85 | |
| 31 | YASHA SAMPURNA | 75 | 80 | |
| Rata-Rata | | 67,80 | 75,51 | |

Appendix 7

(Photographs)

1. The teacher as research collaborator was monitoring the students' work.



2. The students were doing reading activities in group.



3. The student was reporting the tasks orally.



4. The students were listening to the researcher's explanation.



Appendix 8

(Letters)



KEMENTERIAN PENDIDIKAN NASIONAL

UNIVERSITAS NEGERI YOGYAKARTA

FAKULTAS BAHASA DAN SENI

Alamat: Karangmalang, Yogyakarta 55281 ☎ (0274) 550843, 548207 Fax. (0274) 548207
<http://www.fbs.uny.ac.id/>

FRM/FBS/33-01
 10 Jan 2011

Nomor : 1839/H.34.12/PP/IX/2011
 Lampiran : --
 Hal : **Permohonan Izin Penelitian**

19 September 2011

Kepada Yth.

Gubernur Daerah Istimewa Yogyakarta
 c.q. Kepala Biro Administrasi Pembangunan
 Sekretariat Daerah Propinsi DIY
 Komplek Kepatihan-Danurejan, Yogyakarta 55213

Diberitahukan dengan hormat bahwa mahasiswa kami Fakultas Bahasa dan Seni Universitas Negeri Yogyakarta bermaksud akan mengadakan survey/observasi/penelitian untuk memperoleh data menyusun Tugas Akhir Skripsi (TAS) Tugas Akhir Karya Seni (TAKS)/Tugas Akhir Bukan Skripsi (TABS), dengan judul :

Improving Reading Skills Through Reporting Tasks for The Tenth Students of SMA N 1 Pleret

Mahasiswa dimaksud adalah :

Nama : EDY SUBOWO
 NIM : 06202244074
 Jurusan/ Program Studi : Pendidikan Bahasa Inggris
 Tanggal Pelaksanaan : Bulan September s.d. Oktober 2011

Untuk dapat terlaksananya maksud tersebut, kami mohon izin dan bantuan seperlunya.

Atas izin dan kerjasamanya disampaikan terima kasih.

a.n. Dekan
 Wakil Dekan I,

Drs. Suhaini M. Saleh, M.A.
 NIP 19540120 197903 1 002



PEMERINTAH PROVINSI DAERAH ISTIMEWA YOGYAKARTA

SEKRETARIAT DAERAH

Kompleks Kepatihan, Danurejan, Telepon (0274) 562811 - 562814, 512243 (Hunting)
YOGYAKARTA 55213

SURAT KETERANGAN / IJIN

Nomor : 070/6814/V/2011

Membaca Surat : Dekan Fak Bahasa dan Seni UNY

Nomor : 1839/H.34.12/PP/IX/2011

Tanggal Surat : 19 September 2011.

Perihal : Ijin Penelitian.

- Mengingat :
1. Peraturan Pemerintah Nomor 41 Tahun 2006, tentang Perizinan bagi Perguruan Tinggi Asing, Lembaga Penelitian dan Pengembangan Asing, Badan Usaha Asing dan Orang Asing dalam Melakukan Kegiatan Penelitian dan Pengembangan di Indonesia;
 2. Peraturan Menteri Dalam Negeri Nomor 33 Tahun 2007, tentang Pedoman Penyelenggaraan Penelitian dan Pengembangan di Lingkungan Departemen Dalam Negeri dan Pemerintahan Daerah;
 3. Peraturan Gubernur Daerah Istimewa Yogyakarta Nomor 37 Tahun 2008, tentang Rincian Tugas dan Fungsi Satuan Organisasi di Lingkungan Sekretariat Daerah dan Sekretariat Dewan Perwakilan Rakyat Daerah.
 4. Peraturan Gubernur Daerah Istimewa Yogyakarta Nomor 18 Tahun 2009 tentang Pedoman Pelayanan Perijinan, Rekomendasi Pelaksanaan Survei, Penelitian, Pendataan, Pengembangan, Pengkajian, dan Studi Lapangan di Daerah Istimewa Yogyakarta.

DIJINKAN untuk melakukan kegiatan survei/penelitian/pendataan/pengembangan/pengkajian/studi lapangan *) kepada :

Nama : EDY SUBOWO

NIP/NIM : 06202244074

Alamat : Karangmalang Yogyakarta

Judul : IMPROVING READING SKILLS THROUGH REPORTING TASKS FOR THE TENTH STUDENTS OF SMA N 1 PLERET

Lokasi : Kab Bantul

Waktu : 3(Tiga) bulan

Mulai tanggal : 22 September s/d 22 Desember 2011

Dengan ketentuan :

1. Menyerahkan surat keterangan/ijin survei/penelitian/pendataan/pengembangan/pengkajian/studi lapangan *) dari Pemerintah Provinsi DIY kepada Bupati/Walikota melalui institusi yang berwenang mengeluarkan ijin dimaksud;
2. Menyerahkan **softcopy** hasil penelitiannya kepada Gubernur Daerah Istimewa Yogyakarta melalui Biro Administrasi Pembangunan Setda Provinsi DIY dalam **compact disk (CD)** dan menunjukkan cetakan asli yang sudah disahkan dan dibubuhi cap institusi;
3. Ijin ini hanya dipergunakan untuk keperluan ilmiah, dan pemegang ijin wajib mentaati ketentuan yang berlaku di lokasi kegiatan;
4. Ijin penelitian dapat diperpanjang dengan mengajukan surat ini kembali sebelum berakhir waktunya;
5. Ijin yang diberikan dapat dibatalkan sewaktu-waktu apabila pemegang ijin ini tidak memenuhi ketentuan yang berlaku.

Dikeluarkan di : Yogyakarta

Pada tanggal : 22 September 2011

An. Sekretaris Daerah
Asisten Perekonomian dan Pembangunan
Up. Kepala Biro Administrasi Pembangunan

SETDA 5
J. SURAT DJUMADAL
NIP. 19560403 198209 1 001

Tembusan disampaikan kepada Yth.

1. Gubernur Daerah Istimewa Yogyakarta (sebagai laporan);
2. Bupati Bantul, Cq. Bappeda
3. Ka. Dinas DIKPORA Provinsi DIY
4. Dekan Fak Bahasa dan Seni UNY
5. Yang Bersangkutan



**PEMERINTAH KABUPATEN BANTUL
BADAN PERENCANAAN PEMBANGUNAN DAERAH
(B A P P E D A)**

Jln. Robert Wolter Monginsidi No. 1 Bantul 55711, Telp. 367533, Fax. (0274) 367796
Website: bappeda.bantulkab.go.id Webmail: bappeda@bantulkab.go.id

SURAT KETERANGAN/IZIN

Nomor : 070 /1851

Menunjuk Surat : Dari : **Sekretaris Daerah** Nomor : 070/6814/V/2011
Prov. DIY
Tanggal : 22 September 2011 Perihal : Ijin Penelitian

Mengingat :

- a. Peraturan Daerah Nomor 17 Tahun 2007 tentang Pembentukan Organisasi Lembaga Teknis Daerah Di Lingkungan Pemerintah Kabupaten Bantul sebagaimana telah diubah dengan Peraturan Daerah Kabupaten Bantul Nomor 16 Tahun 2009 tentang Perubahan Atas Peraturan Daerah Nomor 17 Tahun 2007 tentang Pembentukan Organisasi Lembaga Teknis Daerah Di Lingkungan Pemerintah Kabupaten Bantul;
- b. Peraturan Gubernur Daerah Istimewa Yogyakarta Nomor 18 Tahun 2009 tentang Pedoman Pelayanan Perijinan, Rekomendasi Pelaksanaan Survei, Penelitian, Pengembangan, Pengkajian, dan Studi Lapangan di Daerah Istimewa Yogyakarta;
- c. Peraturan Bupati Bantul Nomor 17 Tahun 2011 tentang Ijin Kuliah Kerja Nyata (KKN) dan Praktek Lapangan (PL) Perguruan Tinggi di Kabupaten Bantul.

Diizinkan kepada :

Nama : **EDY SUBOWO**
P.Tinggi/Alamat : **UNY Karangmalang Yk.**
NIP/NIM/No. KTP : **09505245007**
Tema/Judul Kegiatan : **IMPROVING READING SKILLS THROUGH REPORTING TASKS FOR TENTH STUDENTS OF SMA N 1 PLERET**

Lokasi : **SMA N 1 Pleret**
Waktu : Mulai Tanggal : 22 September 2011 s/d 22 Desember 2011
Jumlah Personil :

Dengan ketentuan sebagai berikut :

1. Dalam melaksanakan kegiatan tersebut harus selalu berkoordinasi (menyampaikan maksud dan tujuan) dengan institusi Pemerintah Desa setempat serta dinas atau instansi terkait untuk mendapatkan petunjuk seperlunya;
2. Wajib menjaga ketertiban dan mematuhi peraturan perundangan yang berlaku;
3. Ijin hanya digunakan untuk kegiatan sesuai izin yang diberikan;
4. Pemegang izin wajib melaporkan pelaksanaan kegiatan bentuk *softcopy* (CD) dan *hardcopy* kepada Pemerintah Kabupaten Bantul c.q Bappeda Kabupaten Bantul setelah selesai melaksanakan kegiatan;
5. Ijin dapat dibatalkan sewaktu-waktu apabila tidak memenuhi ketentuan tersebut di atas;
6. Memenuhi ketentuan, etika dan norma yang berlaku di lokasi kegiatan; dan
7. Ijin ini tidak boleh disalahgunakan untuk tujuan tertentu yang dapat mengganggu ketertiban umum dan kestabilan pemerintah.

Dikeluarkan di : B a n t u l
Pada tanggal : 23 Sept 2011

A.n. Kepala
Sekretaris,
Ub.
Ka. Subbag Umum



Elis Fitriyati, SIP., MPA.
NIP : 19690129 199503 2.003

Tembusan disampaikan kepada Yth.

1. Bupati Bantul
2. Ka. Kantor Kesbangpolinmas Kab. Bantul
3. Ka. Dinas DIKMENOF Kab. Bantul
4. Ka. SMA N 1 Pleret
5. Yang Bersangkutan



PEMERINTAH KABUPATEN BANTUL
DINAS PENDIDIKAN MENENGAH DAN NON FORMAL
SMA NEGERI 1 PLERET

Alamat : Kedaton, Pleret, Pleret, Bantul 55791, telp (0274) 7116950
Website : <http://sman1-pleret.sch.id>

SURAT KETERANGAN

NOMOR: 377/I.132/SMA.08/H/2011.

Yang bertandatangan di bawah ini:

Nama : Drs. H. Edison Ahmad Jamli
NIP : 19581129 198503 1 0 11
Jabatan : Kepala Sekolah SMA N 1 Pleret

Dengan ini menerangkan bahwa:

Nama : Edy Subowo
Nim : 06202244074
Pekerjaan : Mahasiswa

Telah melakukan penelitian dengan judul:

Improving Reading Skill through Reporting Tasks for the Tenth Students of SMA N 1 Pleret

Dengan guru pembimbing :

Nama : Dra. Vera Afri Iswanti
NIP : 19550429 198303 2 006
Jabatan : Guru Bahasa Inggris

Yang dilaksanakan pada tanggal 7 September 2011 sampai 13 Oktober 2011 di SMA N 1 Pleret.

Demikian surat keterangan ini kami berikan untuk digunakan sebagaimana mestinya.



Kepala Sekolah

Drs. H. Edison Ahmad Jamli
NIP. 19581129 198503 1 011

Tembusan kepada:

- Yth. 1. Rektor UNY (sebagai laporan)
2. Pembantu Dekan 1 FBS
3. Ketua Jurusan Pend. Bhs. Inggris FBS