

**IMPROVING THE QUALITY OF THE ENGLISH LESSONS
THROUGH THE TEXT-BASED APPROACH AT CLASS XC
OF SMA ISLAM 1 GAMPING IN THE ACADEMIC YEAR OF
2012/2013**

A Thesis

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



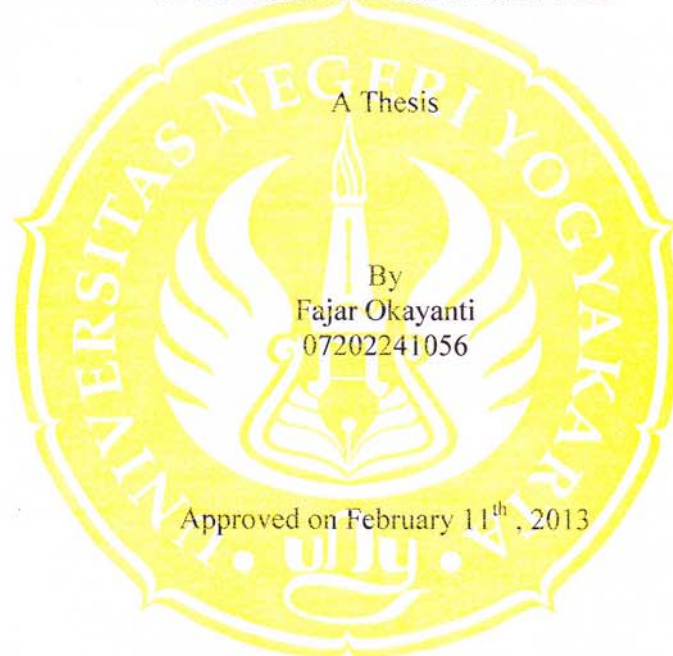
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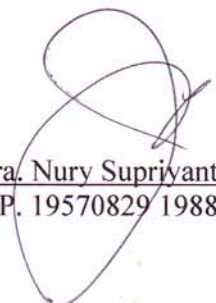
APPROVAL

**IMPROVING THE QUALITY OF THE ENGLISH LESSONS
THROUGH THE TEXT-BASED APPROACH AT CLASS XC
OF SMA ISLAM 1 GAMPING IN THE ACADEMIC YEAR
2012/2013**


**An Action Research Study in the Students of Grade XC of
SMA Islam 1 Gamping
in the Academic Year of 2012/ 2013**



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IMPROVING THE QUALITY OF THE ENGLISH LESSONS THROUGH THE TEXT-BASED APPROACH AT CLASS XC OF SMA ISLAM 1 GAMPING IN THE ACADEMIC YEAR OF 2012/2013

A Thesis

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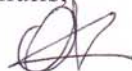
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menyatakan bahwa skripsi ini adalah hasil pekerjaan saya sendiri dan sepengetahuan saya tidak berisi materi yang ditulis oleh orang lain sebagai persyaratan penyelesaian studi di perguruan tinggi ini atau perguruan tinggi lain kecuali bagian-bagian 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, 25 Februari 2013

Penulis,



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DEDICATION

This thesis is dedicated to my wonderful mother, Parti, S.Pd.

for her love, pray, and support.

MOTTOS

Yesterday is a history, tomorrow is a mystery, but today is a gift. That is why it is called present.

Your mind will take you far. The rest is just pure heart. You'll find your faith is all your own creation. Keep fight.

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I hope that this thesis would be useful for the readers. However, I realize that this thesis is far from being perfect. So, any criticisms, ideas and suggestions for the improvement of this thesis are greatly appreciated.

Yogyakarta, January 2013

The writer

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**IMPROVING THE QUALITY OF THE ENGLISH LESSONS THROUGH
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GAMPING IN THE ACADEMIC YEAR 2012/2013**

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ABSTRACT

The objective of the research was to improve the quality of the English lessons through the text-based approach at class XC of SMA Islam 1 Gamping in the academic year 2012/2013. The researcher applied the text-based approach to improve the quality of the English lessons.

This research is an action research study. The research was carried out in the first semester from November 14th to November 29th, 2012. The members consisted of the researcher, the school principal, the English teacher, and the students of class XC. The steps were: reconnaissance, planning, action and observation, and reflection. The research was conducted in two cycles. The data were obtained by interviewing the English teacher and the students of class XC, observing the teaching and learning process, taking pictures and videos of the teaching and learning process. The instruments were the researcher, photo camera and interview guidelines. The data were in the forms of audio and video records, interview transcripts, field notes, and photos. The quality of the measures in this research is supported by the triangulation of data at multiple points throughout the study and the critical reflection by the researcher.

The result showed that the actions of applying the text-based approach improve the quality of the English lessons. The improvement happened in the aspects of ; (1) the students' behaviour covered the students' attention and the students' involvement during the English teaching-learning process, (2) the interaction in the classroom, (3) the students' concentration during the English teaching-learning process, and (4) the students' participation in the English teaching-learning process.

CHAPTER I INTRODUCTION

A. Background of the Problems

As stated in the 2006 curriculum for senior high schools that is the school based curriculum, English is a tool in communication both in spoken and written forms. To communicate in English means to understand and to express information, mind, feeling, and development of science and technology and culture through English.

For that purpose, the English lessons should be matched with the basic competences that are made by the government. These basic competences include the criteria for listening, speaking, reading, and writing. So, the English teachers should make the English lessons reach the criteria of the basic competences in four skills.

Like other schools in Yogyakarta, SMA Islam 1 Gamping offers English from the ten grade up to the twelve grade. SMA Islam 1 Gamping is located in Jalan Wates Km.3,5 Pelemgurih, Gamping, Sleman, Yogyakarta. The school has nine classes. There are 33 teachers, 270 students, 8 administration officers, and a headmaster. There are three meetings of English lessons in a week. Each class gets English for five hours in a week. The duration of English teaching and learning process is 90 minutes and 45 minutes. The focus of the lesson is to make the students can learn English well so they can pass the exam.

Based on the researcher's observation at school, there was a

problem. The problem was related to the quality of the English lessons which is still low. The problem was the teaching method. The teacher did not vary the method.

When the teacher explained the material, he did it monotonously so the students become bored. Some students opened a storybook that was unrelated to the materials. In addition, the teacher just stood up and explained the materials in front of the class every meeting. He never used the interesting methods that could improve the quality of the English lessons. This did not match with the basic competences. So, the English teaching should be improved.

There are many things that can be done to improve the quality of the English lessons. One of them is using text-based approach. Richards (2006:40) states that text-based approach also known as a genre based approach, sees communicative competence as involving the mastery of different types of texts.

Text here was used in a special sense to refer to structured sequences of language that are used in specific contexts in specific ways. For example, in the course of a day students may use spoken English in many different ways. The examples of these are casual conversation exchange with a friend, conversation exchange with a stranger in the street, telephone call to arrange an appointment, etc.

This approach shared some features with task-based approach since it focused on preparing learners for real word uses of English. Rather than

organizing instruction around tasks, however, text was chosen as the framework for teaching. Text here was used in a special sense to refer to structured sequences of language that are used in specific contexts in specific ways. According to the text based approach, learners in different contexts have to master the use of the text types occurring most frequently in specific contexts.

This approach based on an approach to teaching language which involves:

- Teaching explicitly about the structures and grammatical features of spoken and written texts
- Linking spoken and written texts to the cultural contexts of their use
- Designing units of work which focus on developing skills in relation to whole texts
- Providing students with guided practice as they develop language skills for meaningful communication through whole texts

However, the syllabus of this approach also specified other components of texts, such as grammar, vocabulary, topics and functions, hence it is type of mixed syllabus, one which integrates reading, writing, and oral communication and which teaches grammar through the mastery of texts rather than in isolation.

Text-based approach involved explicit teaching of the structure of different text-types and an instructional strategy in which the teacher introduces the texts and its purpose features, guides students through the production of texts through the process of scaffolding. This approach focused primarily on the products of learning rather than the processes involved.

Each of these uses of language could be regarded as a text in that it existed as a unified whole with a beginning, middle, and end. It conformed to norms of

organization and content and it draws on appropriate grammar and vocabulary. Communicative competence involved being able to use different kinds of spoken and written texts in the specific contexts of their use. So, students in different contexts have to master the use of the text types occurring most frequently in specific contexts.

After having some discussions with the English teacher, the researcher planned to do some efforts to improve the quality of the English lessons by conducting an action research study involving the use of text-based approach to improve the quality of the English lesson.

B. Identification of the Problem

From the observation and interview, the researcher found that there was a problem related to the low quality of the English lessons. Based on the discussion among the researcher and the English teacher, the problem was the method of the English teaching. The teacher did not vary the method. Everyday, he taught English with the same method. Instead of varying the method, he just stood up and explained in front of the class. He did not realize that he has to vary the method in teaching so that the English lessons will be in high quality. So, it is not surprising if the students get bored.

The methods of the English teaching are the important things to make the English teaching become successful. The suitable method will make the English teaching based on the basic competences become successful. So, the English teaching will reach the criteria of the basic competences if the

teachers use the suitable method to teach. In fact, the teacher never vary the method that can improve the quality of the English lessons.

The problem above indicates that the cause of the low quality of the English lessons in SMA Islam 1 Gamping is on the method that is used by the teacher. This problem can be solved by using text-based approach because it will make the English lessons become matched with the basic competences and the students will enjoy the English by learning texts in their daily life. The materials will be interesting to the students because they are familiar with the texts. They use texts in their daily life so they enjoy the English lessons that use the text-based approach.

Because there is no effort to improve the quality of the English lessons at class XC of SMA Islam 1 Gamping, the researcher implemented the text-based approach to improve the quality of the English lessons.

C. Limitation of the Problems

After having a discussion with the school principal, the classroom teacher, and the English teacher, the researcher concluded the problem just in one problem that is the method of the English teaching.

This study focused on the implementation of text-based approach to improve the quality of the English lesson because the quality is very important in language learning. It helps make the teaching and learning process become successful.

Therefore, this research focused on implementing text-based approach at the class XC students of SMA Islam 1 Gamping because there are some

beneficial points that can be used as a guide in improving the quality of the English lessons. In the other words, there is an enjoyment while implementing the method. When the teacher can use the text-based approach appropriately in the English lessons, the students will enjoy the lesson and it will improve the quality of the English lessons.

D. Formulation of the Problems

From the identification and focus of the problems, the problem is formulated as follows: how can the quality of the English lessons of the class XC of SMA Islam 1 Gamping in the academic year 2012/2013 be improved?

E. Objective of the Research

Related to the formulation of the problems, this research purposed to improve the quality of the English lessons through the text-based approach of the class XC of SMA Islam 1 Gamping in the academic year 2012/2013.

F. Significance of the Research

1. For the school principal of SMA Islam 1 Gamping, this research can be used as the beginning step to make efforts in improving the quality of the English lessons.

2. For the English teacher, the result of this research can enrich their knowledge about how to improve the quality of the English lessons through the text-based approach.

3. For other researchers, this finding can be a reference for them to conduct the similar research studies to improve the quality of the English lessons in senior high school in general.

CHAPTER II

LITERATURE REVIEW & CONCEPTUAL FRAMEWORK

A. Literature Review

1. English as a Foreign Language

People can communicate with one another by using language. Language is a system of arbitrary conventionalized vocal, written or gestural symbols that enable members of a given community to communicate intelligibility with one another (Brown, 2000:5). Language is complex specialized skill which develops in the child spontaneously without conscious effort to formal instruction is deployed without awareness of its underlying logic, is qualitatively the same in every individual, and is distinct from more general abilities to process information or behave intelligently. Based on theories above, language means a set of arbitrary symbols that can be used for communication and it operates in a speech community.

Crystal (1987:368) states that English as a foreign language is a non-native language taught at school and has no status as a routine medium of communication in that country. In line with him, Richards (1985:1-3) states that English has a function as a foreign language in countries where English is not the official language but it may still have a significant role to play. It may be as an important school subject and it is needed by people who work in tourism, business, and other section for public services. In Indonesia, English is considered as a foreign language.

2. The Process of Teaching-Learning English as a Foreign language

a) The Process of Teaching English as a Foreign Language

Teaching and learning are different terms, but as Brown (2000:7) states that teaching cannot be defined apart from learning. Teaching is guiding and facilitating learning, enabling the learner to learn, setting the condition for learning. He adds that teaching is showing or helping someone to learn how to do something, giving instructions, guiding in the study of something providing with knowledge, causing to know or understand. In line with that, Tomlinson (1998:3) defines teaching as anything done by teacher or material developer to facilitate the learning of language. Teaching can be done directly or indirectly. Direct teaching is a process to transmit information overtly to the learner and teaching indirectly is a process to help the learners to discover things for themselves.

Therefore, teaching English means anything done by the teacher to facilitate the students to learn English. In foreign language teaching, there is a must for the teacher to provide exposure to the language and to provide opportunities for learning through classroom activities. It is because there is very little experience to use English outside the classroom (Cameron,2001:11-12). In line with her, Brown (2001:116) states that teaching English as foreign language happens in a context in which students do not use English for communication beyond their classroom.

In conclusion, the process of teaching cannot be separated from learning. It is because these processes are interrelated in the real classroom

situation and they support each other. English is taught as a foreign language which students only have little opportunities to use English outside the classroom. Therefore, it requires teacher who are creative in providing the opportunities to practice English for students in teaching-learning process.

b) The Process of learning English as a Foreign Language

The definition of teaching cannot be separated from the definition of learning. Tomlinson (1998:4) states that learning is normally considered to be a conscious process which consists of the committing to memory of information relevant to what is being learned. According to Brown (2000:7) learning is acquiring or getting of knowledge of a subject or a skill by study experience or instruction. Kimber and Garnezy in Brown (2000:7) state that learning is a relatively permanent change in a behavioral tendency and is result of reinforced practice. Based on those definitions, Brown (2000:7) break down the components of the definitions. Brown (2000:7) breaks down the components of the definition of learning as follows:

- 1.learning is acquisition or getting.
- 2.learning is retention of information or skill.
- 3.retention implies storage systems, memory, and cognitive organization.
- 4.learning involves active, conscious focus on and acting upon events outside or inside the organism.
5. learning is relatively permanent but subject to forgetting.

6. learning involves some form of practice, perhaps reinforced practice.

7. learning is a change in behaviour.

Oxford (1990:4) makes a distinction between language learning and acquisition. She explains that learning is conscious knowledge of language rules, does not typically lead to conversational fluency and is derived from formal instructions. Acquisition, on the other hand, occurs unconsciously and spontaneously does lead to conversational fluency and arises from naturalistic language use. In line with that, Krashen Linse (2005:12) distinguishes the process of language acquisition from the process of language learning. Language acquisition is the natural process used to develop language skills. The term language learning is often used to describe the more formal approach to language instruction that take place in classroom. In conclusion, learning English as a foreign language gives the students few opportunities to use the language.

3. English Teaching and Learning in the Senior High School

a) Characteristics of Students in Senior high School

In the language teaching, age is a major factor in the decision about how and what to teach (Hammer, 2001:37). The teacher should know whether the students are young who learn by doing and can imitate the teacher easily and prefer to learn language through media (games, song, picture, and so on) or the students are adult who have superior cognitive abilities and more handle abstract rules and concepts (Brown, 2001:90).

Therefore, it is important for the teacher to know whether the students are young children, teenagers, or adults because it is closely related to the way how he should teach the students and what should be taught in the classroom. This factor becomes one of the considerations for the teacher to decide what types of techniques that are used, the material that will be taught, and the classroom activities that are used, and so on.

Related to senior high school students in which their age range is between fifteen and eighteen, it can be said that they are teenagers. The characteristics of teenagers are they are in the transition process. Brown (2001:92) states young adults or teenagers are in transition from childhood and adulthood. The terrible teens are an age of transition, confusion, self-consciousness, growing, and changing bodies and minds.

In addition, Hammer (2001:39) states that the learner around this age can cause discipline problems. There are some reasons of this. First, apart from the need for self-esteem and the peer approval the learners may provoke from being disruptive. Second, the boredom they feel in the teaching and learning process also may provoke them to be disruptive too.

Therefore, to handle such problems which usually occur in teaching teenagers, the teacher must encourage students' engagement in the classroom. Hammer (2001:39) states teenagers have a great capacity to learn, a great potential for creativity, and a passionate commitment if they are engaged to things interests them.

Teaching teens is not a simple and easy work. It needs special considerations to teach them. The students must be encouraged to respond the texts and situations with their own thought and experiences. The teacher must give them tasks which they are able to do. In addition, there is one of the most important concerns in teaching teens is to keep self-esteem high (Brown, 2001:92). To keep students' self-esteem high, the teacher should avoid embarrassment of students at all costs; affirm each student's talent and strengths, allow mistakes and other errors to be accepted, emphasize competition between classmates, and encourage small group work.

Therefore, in teaching English particularly for the teenagers, the teacher must encourage students' engagement with materials which are appropriate teaching techniques and create classroom activities that encourage the students' involvement. Besides that, she can do something to support students' self-esteem and be conscious of their need for identity.

b) The Syllabus of Senior High School

In Indonesia, School Based Curriculum or *KTSP (Kurikulum Tingkat Satuan Pendidikan)* is used as the guide for the teaching and learning implementation in all levels of educational institutions. The senior high school students are expected to have the abilities to communicate and to improve their English.

The English instruction in Indonesia aims to develop four skills. Those are listening, speaking, reading and writing so that the graduates will be able to

communicate to one another in a certain literacy level. Those four levels of literacy are performative, functional, informational, and epistemic. At the performative level, learners are able to read, to write, to listen, and to speak within various symbols used. At the functional level, learners are able to practice the language in their daily life, such as reading newspapers. At the level of informational, learners are able to access knowledge through their language ability, meanwhile at the epistemic level learners are able to express knowledge in the target language (Wells,1987) cited in *Depdiknas*, (2006: 402). In conclusion, the teaching learning process of the senior high school students has to be at the four levels.

4. Teaching and Learning English as a Foreign Language at Senior high School

In the language teaching, age is a major factor in the decision about how and what to teach (Hammer, 2001:37). The teacher should know whether the students are young children who learn by doing and can imitate the teacher easily and prefer to learn by doing and can imitate the teacher easily and prefer to learn language through media (games, song, picture, and so on), or the students are adult who have superior cognitive abilities and more handle abstract rules and concepts (Brown, 2001:90).

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classroom. This factor becomes one of the considerations for the teacher to decide what types of techniques that are used , the material that will be taught, and the classroom activities that are used, and so on.

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Therefore, in teaching English, particularly for the teenagers, the teacher must encourage students' engagement with materials which are appropriate and relevant with the students' proficiency level. At the same time, the teacher should use appropriate teaching techniques and create classroom activities that encourage the students' involvement. Besides that, she can do something to support students' self-esteem and be conscious of their need for identity.

5. The Quality of Teaching-Learning Process in Senior High school

The quality of teaching learning process in senior high school should be achieved to gain the learning objectives. There are some teaching component that affected the quality of English teaching-learning process. They are as follows:

a. Teacher

In teaching-learning process, teachers play very important role in bringing the class to get the quality of teaching-learning process. Teachers have some roles in the classroom activities. According to Brown (2000:167-168), the role of teachers in the teaching-learning process is very complex for the following reasons. First, teachers become the controller. The teachers control every activity in the

classroom. They determine what the students should do, when they should speak, and what language forms they should use. Teachers can often predict many students' responses because everything is mapped out ahead of time, with no way for divergent paths. Second, teachers are the director in the class. In this case, teachers like a conductor of an orchestra or a director of a drama. As students engage in either rehearsed or spontaneous language performance, it is the teacher's job to keep the process flowing smoothly and efficiently.

Third, the teachers are manager in the class. In this case, a teacher is someone who plans lessons, modules, and courses, but allows each individual player to be creative within those parameters. Fourth, the teachers are facilitator. A teacher might be described as someone who facilitates the process of learning, makes learning easier for student. A facilitator capitalizes on the principle of intrinsic motivation by allowing students to discover language through using it pragmatically rather than by telling them about language. Finally, the teachers are resources. Teachers are available for advice and counsel when the student seeks it.

In teaching learning process, to be able to carry out their responsibility, foreign language teachers should be equipped with something. Brown (2000:24-25) says that English teachers should have competence and performance. The competence referring knowledge of the system of language, its rules of grammar, its vocabulary, all pieces of the language, and how those pieces fit together while performance referring to actual production (speaking and writing) or comprehension (listening and reading) of linguistic events.

b. Students

Besides the teachers, the students also play important roles in determining the quality of teaching-learning process. The students are the subject of teaching-learning process. Nunan (1989:80) explains the roles of a learner in a teaching and learning process as follows:

1. The learner is the passive recipient of outside stimuli.
2. The learner is an interactor and negotiator who is capable of giving as well taking.
3. The learner is a listener and performer who have little control over the content of learning.

The learner is involved in a process of personal growth.

5. The learner is involved in a social activity and the social and interpersonal roles of the learner cannot be divorced from the psychological learning process.
6. The learners must take responsibility for their own learning and developing autonomy and skills in learning how to learn.

c. Materials

Materials are important components in the teaching-learning process. It should be well prepared when it is used in the classroom. Good materials should include the teaching-learning experiences and it should be perceived by students as relevant and useful. It also consists of some parts that have been planned in the curriculum. According to Tomlinson (1998:7), good materials should achieve impact, materials have a noticeable effect on learners that is when the learners'

curiosity, interest, and attention are attracted. Materials should help learners to develop confidence and should require and facilitate learner self investment.

In teaching-learning process, appropriate materials should be based on the curriculum. Their content should be based on students' needs and characteristics. The appropriate materials will make the students easy to understand the material. The appropriate material should be also interesting. It is because interesting materials are able to encourage students to participate actively in the teaching-learning process.

If the materials are not interesting, it can make the students bored in joining the lesson. So, the material is not only appropriate but also interesting. Hutchinson and Waters (1987:107) mention characteristics of good materials as follows:

1. Interesting texts
2. Enjoyable activities which engage the learner's thinking capabilities
3. Opportunities for the learner to use their existing knowledge and skills
4. Content which both the learner and the teacher can cope with

d. Method

Method is one of the components that affect the quality of teaching-learning process. Therefore, the teachers should be able to select method that is suitable with the characteristic of students, teachers, and materials. According to River (1988:6), teachers should not be looking for one best method for teaching language (or helping students learn language) but rather the most appropriate approach, material design, or set of procedures in a

particular case so that teachers need to be flexible, with a repertoire of techniques they can employ as circumstance dictate, while keeping central interaction between the teacher and the students, a student and the teacher, and a student and students.

e. Media

Media play an important role in teaching-learning process. According to Gerlach and Ely (2002:3), media is human, materials, or even that build a condition that makes students are able to get knowledge, skills, or attitude. In this case, teacher, text books, and school's environment are the media. In addition, Heinich (2002:4) states that media is a mediator that transmits information from resource to receiver.

The primary role of media is to facilitate students learning. Media can provide various experiences in learning. Media can be a bridge in explaining the materials. Harmer (2002:134) argues that the use of media is to explain language meaning and construction, engage students in a topic, or as the basis of a whole activity. Interesting media can encourage the students to get involved in the teaching-learning process.

f. Classroom

The classroom in which the English teaching-learning takes place can affect the quality of the English teaching-learning process. Brown (2001:193) proposes some requirement for an ideal classroom as follows:

1. The classroom is neat, clean, and orderly in appearance
2. Chalkboard are erased
3. Chairs are appropriately arranged.
4. The classroom is as free from external noises as possible (machinery, outside, street noise, hallway voices, etc).

6. The Text Based Approach

The text based approach was first developed in Australia through the work of educational linguists and educators who have been working with disadvantages groups of students. This approach shares some features with task based approach since it focuses on preparing learners for real word uses of English.

Rather than organizing instruction around tasks, however, texts are chosen as the framework for teaching. Text here is used in a special sense to refer to structured sequences of language that are used in specific contexts in specific ways. According to the text based approach, learners in different contexts have to master the use of the text types occurring most frequently in specific contexts.

These contexts might include, studying in an English medium university, studying in an English medium primary or secondary school, working in a restaurant, working in an office, working in a store, or socializing with neighbours in a housing complex. It is based on an approach to teaching language which involves:

- Teaching explicitly about the structures and grammatical features of spoken and written texts
- Linking spoken and written texts to the cultural contexts of their use
- Designing units of work which focus on developing skills in relation to whole texts
- Providing students with guided practice as they develop language skills for meaningful communication through whole texts

As its name implies, the core units of planning in the text based approach are spoken and written text types. These are identified through need analysis and through the analysis of language as it is used in different settings. Text based teaching thus has much in common with an ESP approach to language teaching.

However, the syllabus also usually specifies other components of texts, such as grammar, vocabulary, topics and functions, hence it is type of mixed syllabus, one which integrates reading, writing, and oral communication and which teaches grammar through the mastery of texts rather than in isolation.

Text based approach involves explicit teaching of the structure of different text types and an instructional strategy in which the teacher introduces the texts and its purpose features, guides students through the production of texts through the process of scaffolding. This approach focuses primarily on the products of learning rather than the processes involved.

Critics have pointed out that an emphasis on individual creativity and personal expression is missing from this approach, which is heavily wedded to a methodology based on the study of model texts and the creation of texts based on models. Likewise, critics point out that there is a danger that teaching within this framework can become repetitive and boring over time since the teaching cycle described above is applied to the teaching of all four skills.

This approach is now widely used in all sectors of education. It is based on three assumptions about language learning which are outlined below.

a. Language learning is a Social activity

Language learning is a social activity and is the outcome of collaboration between the teacher and the student and between the student and other students in the group. Halliday (1992:19) describes language learning as learning to mean and to expand one's meaning potential. He proposes a language learning model with three outcomes:

1. students Learn Language

By interacting with others in purposeful social activities, students begin to understand that the target language is a resource they can use to make meaning.

2. students Learn Through Language

As they learn the target language, students begin to interpret and organize reality in terms of that language.

3. language Students Learn about Language

Learning about language means building knowledge of the target language and how it works. It also means developing a language to talk about language. In summary, this model of language learning shows that social interaction enables language students to develop:

- A resource for making meaning
- A tool for interpreting and organizing reality
- Knowledge about language

b. The Effective Learning

Over the past two decades, natural approaches to language learning have been adopted in many language learning contexts. These approaches are based on an assumption that students learn naturally and unconsciously if they are exposed to the appropriate language input (Krashen and Terrel 1983). When using natural approaches, teachers are often reluctant to intervene once they have provided the input.

It is considered that intervention will disrupt the learning process. A consequence of these natural approaches is that most interaction in the classroom is between students. The teacher's role in interaction is restricted to monitoring input. With these approaches, students are rarely conscious of what is expected of them in terms of language learning.

More recently, such natural approaches have been criticized because they are based on an invisible pedagogy (Bernstein 1990:73). Many educators are proposing more principled approaches to teaching and learning based on a visible pedagogy (Bernstein 1990:73) which clearly identifies what is to be learned and what is to be assessed. The role of the teacher in these more explicit approaches is to use methodology which collaborates with the students in the learning process. Rather than standing back, the teacher intervenes where necessary in the learning process to support students as they build knowledge and skills which have been explicitly negotiated.

In Australia, the text based approach has been developed as a visible pedagogy for teaching language. The text based approach is concerned with

providing students with explicit knowledge about language. It values teacher-learner interaction as well as interaction between students.

c. The Process of Learning Language is a Series of Scaffolded Developmental Steps

This methodology applied within the text-based approach is based on the work of the Russian psychologist Vygotsky (1934/1978) and the American educational psychologist Brunner (1986). Vygotsky proposed that in any given area of skills, knowledge or understanding, each learner has two levels of development:

- A level of independent performance
- A level of potential performance which is made possible through social interaction and joint construction with more capable others (Gray 1987:30) such as parents or teachers.

The gap between these two levels Vygotsky called the zone of proximal development. A learning model based on Vygotsky's concepts of development suggests two things about language learning:

- If a teacher is only concerned with that students can already do with language with their existing level of independent performance, then the students will never progress.
- If a teacher supports students so that they move through the zone of proximal development to their potential level; of performance, real learning and progress is possible.

The model also suggests that input alone is not enough for students to reach their potential. Vygotsky proposes the learning is collaboration between teacher and student with the teacher taking on authoritative role similar to that of an expert supporting an apprentice. He points out that this collaboration always

involves language in the form of a dialogue between teacher and student. Brune (1986:74) used the term scaffolding to describe the teacher's role in the learning collaboration. (See Burns, Joyce and Gollin, 1996:88-90).

Figure 1.1 represents the changing nature of the collaboration between teacher and student in response to learner progress.

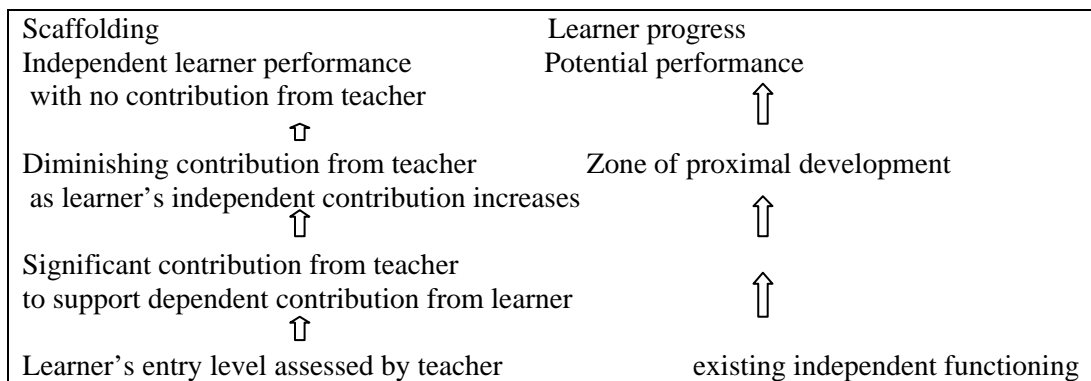


Figure 1.1 the changing nature of the collaboration between teacher and student in response to learner progress.

This methodology is designed to support language learning as social process and includes the following elements:

- Join Construction

Through join construction, the teacher and the student develop texts together and share the responsibility for performance until the student has the knowledge and skills to perform independently and with sole responsibility.

- Scaffolding

Through scaffolding, the teacher provides support for the students. This is done by providing explicit knowledge and guided practice. The teacher explicitly contributes what students are not yet able to do or do not know

and adjusts the contribution as students move through the zone of proximal development towards their potential level of independent performance.

d. The Teaching/Learning Cycle

The cycle of teaching and learning activities in the text based approach consists of a number of stages which the teacher and students go through so that students gradually gain independent control of a particular text type.

The teaching/learning cycle which has been used successfully in the field of adult TESOL as follows:

1. Building of the context
2. Modeling and deconstructing the text
3. Joint construction of the text
4. Independent construction of the text

Each of these five stages of the teaching/learning cycle is designed to achieve a different purpose within the cycle of teaching and learning. Each stage, therefore, is associated with different types of activities.

Usually, when a text-type and its context are being introduced for the first time, the teacher and the students work through all these stages. However, it is possible to enter the cycle at any point. If, for example students are already familiar with the context, the cycle could begin with activities from the modeling stage. It is also possible at any time to return to activities from earlier stages of the cycle if students need revision or further practice in order to progress. The purpose and focus of each stage is outlined below.

1. Building the Context

In this stage, students:

- Are introduced to the social contexts of an authentic model of the text type being studied.
- Explore feature of the general cultural context in which the text type is used and the social purposes the text type achieves.
- Explore the immediate context of situation by investigating the register of a model text which has been selected on the basis of the course objectives and learner need.

An exploration of register involves:

- Building knowledge of the topic of the model text and knowledge of the social activity in which this text is used, for example, the social activity of job-seeking within the topic *Employment in Australia*.
- Understanding the roles and relationships of the people using the text and how these are established and maintained, for example, the relationship between a job seeker and a prospective employer.
- Understanding the channel of communication being used, for example, using the telephone, speaking face to face with members of an interview panel.

Context-building activities include:

- Presenting the context through pictures, audio-visual material, realia, excursions, field trips, guest speakers, etc.
- Establishing the social purpose through discussions or surveys etc.
- Cross cultural activities
- Related research activities
- Comparing the model text with other texts of the same or contrasting type, for example, comparing a job interview with a complex spoken exchange involving close friends, a work colleague or a stranger in service encounter.

2. Modelling and Deconstructing the Text

In this stage, students:

- Investigate the structural pattern and language features of the model
- Compare the model with other examples of the text-type

In this stage, diagnostic assessment helps the teacher to decide how much time to devote to particular language features and what kind of presentation or practice students need with each feature.

Modelling and deconstruction activities are undertaken at both the whole text, clause, and expression levels. It is at this stage that many traditional ESL language teaching activities come into their own. However, it is important that these activities are presented in relation to the text-type being studied, the social purpose being achieved and the meanings being made. Sample activities at each level of language are outlined in Table 1.2.

Text level Activities	<ul style="list-style-type: none"> • Presentation activities using devices such as OHTs, charts, big books, board work etc. • Sorting, matching, and labeling activities, for example sorting sets of texts, sequencing jumbled stages, labeling stages etc. • Activities focusing on cohesive devices such as sets of related lexical items, conjunction, modality, reference, for example semantic maps, vocabulary networks, cloze, transparency overlays etc.
Clause level activities	Presentation and practice activities relating to the grammatical features of the text
Expression Level Activities	Oral-aural, pronunciation, decoding, spelling, handwriting or typing practice as needed for the use of the text type.

Table 1.2 Activities of each level of language

3. Join Construction of The Text
In this stage: <ul style="list-style-type: none">• Students begin to contribute to the construction of whole examples of the text type.• The teacher gradually reduces the contribution to text construction as the students move closer to being able to control the text-type independently.

Joint construction activities include:

- Teacher questioning, discussing, and editing whole class construction, then scribing onto board or OHT.
 - Skeleton texts
 - Jigsaw and information gap activities
 - Dictogloss
 - Self assessment and peer assessment activities
- Diagnostic assessment is critical at this stage as the teacher must decide whether students are ready to move to independent functioning or whether they need to undertake further work at the text modeling or joint construction stages.

7. Independent Construction of the Text
In this stage: <ul style="list-style-type: none">• Students work independently with the text• Learner performances are used for achievement assessment

Independent construction activities include:

- Listening task, for example comprehension activities in response to live or recorded material such as performing a task, sequencing pictures,

numbering, ticking, or underlining material on a worksheet, or answering questions.

- Speaking task, for example, presentation to class, community organization, workplace etc.
- Listening and speaking tasks, for example role plays, simulated or authentic dialogues
- Reading tasks, for example comprehension activities in response to written material such as performing a task, sequencing pictures, numbering, ticking, or underlining material on a worksheet, or answering questions.
- Writing tasks which demand that students draft and present whole texts.

8. Linking to Related Texts

In this stage, students investigate how what they have learnt in this teaching/learning cycle can be related to:

- Other texts in the same or similar contexts
- Future or past cycles of teaching and learning

Activities which link the text-type to related texts include:

- Comparing the use of the text-type across different fields
- Researching other text-types used in the same field
- Role playing what happens if the same text-type is used by people with different roles and relationships
- Comparing spoken and written models of the same text-type
- Researching how a key language feature used in this text-types

It is very important to note that the text-based approach does not advocate that students mindlessly imitate the teacher. Instead it gives students the opportunity to learn to function at a level beyond that which they could learn to do on their own.

Gray (1987:35-8) lists four things which teachers need to consider as they implement this approach:

- Joint construction involves negotiation between the teacher and student, not domination by the teacher. Both the teacher

and student need to have a shared understanding of the context and of the meanings being negotiated. Problems are shared and the teacher only asks direct questions when students show they have a chance of success. Throughout this process, students are thinking and making choices to contribute to the joint construction.

- Teacher need to create contexts in which the use of the target language is legitimate and meaningful. Teachers also have to decide what kinds of texts to use.
- Jointly constructed and negotiated meanings are best supported or scaffolded within predictable and familiar routines, or cycles of interaction and activity over extended periods of time.
- Teachers use scaffolding to monitor the level of difficulty as control is gradually handed over to the student.

Through the social construction approach, even the most common classroom activities can be used to further the language development of students. What is important is that language occurs as part of a goal-oriented activity and becomes part of a socially constructed text (Gray 1983:39-49).

For those students whose background has not prepared them for formal learning, the social construction approach allows them gradually to take over the culture of the classroom and to make it their own (Gray 1983:51). For many ESL students, this move is a critical step especially when the culture of a formal learning environment is as challenging as the culture of the new language.

The text-based approach offers students the freedom to say and write what they want effectively. It makes it possible for the teacher to meet learner need within a framework which facilitates progress towards the students' potential instead of abandoning them permanently at entry level.

e. Linking Cycles of Teaching and Learning

Within a unit of work, each new cycle of teaching and learning is related to the one before. A new cycle might be related to the previous in one of the following ways:

- It develops the same topic.
Example: the topic is shopping and a unit of work focuses on an exchange between a shop assistant and a customer. The next unit of work focuses on information texts related to consumer rights.
- It introduces a new text-type which occurs in the same context of use as the one studied previously. Example: A unit of work focuses on job advertisements and the next unit a work focuses on job application letters.
- It revisits the same text-type in a different context. Example: A unit of work focuses on telling a personal recount to family and friends about a holiday and the next unit of work focuses on telling a personal recount to work mates about something that happened at work. Alternatively, the next unit of work focuses on writing a personal recount.
- It provides an opportunity to work with the same language feature or features. Example: The students work with noun groups in the next unit of work while writing a recount.
- It provides an opportunity to continue practicing the same skills or strategies. Example: Students work on listening skills and strategies which focus on listening to information texts. They continue working on listening skills and strategies in a subsequent unit of work focusing on making requests for information.

f. Cycles of Teaching and Learning Activities

Each of unit of work is designed so that students gradually gain control of one or more whole texts in order to use them in social contexts. Students gain control of the target text-type by engaging in a series of language learning activities in cycle of teaching and learning. Different activities are used at different stages of each cycle as illustrated in the example of a cycle in Table 1.3.

First stage of the cycle	<ul style="list-style-type: none"> • Activities build knowledge of a context of a language use which relates to learner needs • Activities involves visual, realia, excursions, discussions, field-work, and vocabulary building • Parallel activities build cross-
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	cultural strategies and pronunciation or spelling skills
Second stage of the cycle	<ul style="list-style-type: none"> • Involves a close investigation of the purpose and structure of a model of a text type which occurs in the context • Students focus on the register and language features which are central to the text achieving its purpose • Language features are studied at both whole text and clause level
Third stage of the cycle	<ul style="list-style-type: none"> • Initial activities provide students with opportunities to use the text type with support • Later activities gradually demand more independent performances

If the text is spoken, pronunciation activities will be interwoven into the cycle of teaching and learning. If the text is written, spelling, punctuation, and handwriting or typing skills will be developed during the cycle.

f. Developmental Steps

...if the language model is contextually sensitive along a number of dimensions, it is possible to acknowledge both strengths and weaknesses in one student text. It is possible when reading a piece of writing, for example, to see that a student may have learned a great deal about the operations of a machine but may not be confident about writing a procedure for its use. Knowledge of the goals for learning and how students' language approximates these enables teachers to acknowledge students' positive achievements and to plan the appropriate next steps in their learning.

In short, when planning learning experiences for their students, teachers need to know where they're going and why, how far students have come and what this

progress means in terms of their positive achievements and future needs. (Macken and Slade 1993:207)

In a text-based approach, you need to plan a sequence of developmental steps. Each step involves activities which gradually move students towards independent control of a target text-type. The first step in a sequence builds on the knowledge and experience the students have brought with them and each subsequent activity or task builds on what went before.

With each developmental step, students progress from

- The known towards the unknown
- The simplest and easiest elements towards the more complex and difficult

It is important that students know what is expected of them as they work through each developmental step. Students must also feel that each step is achievable, logical, and linked to their language learning goals. Learning is scaffolded so that students always feel that success is possible. The support is gradually reduced as students begin to function more and more independently.

Students differ in terms of what they already know and what they find easy to difficult. For this reason, you need to identify:

- What your groups of students already knows
- What your group of students find easy and what they find difficult
- The nature of any disparity between the students

This information is gathered at the beginning of the course during the needs analysis process.

Student's progress is then monitored by integrating diagnostic assessment into the teaching learning sequence. Diagnostic assessment makes it possible to:

- Monitor the effectiveness of the planned steps as they are implemented
- Adjust the plan as the course progresses
- Keep each student informed about their own progress

B. Conceptual Framework

Based on the several observations at SMA Islam 1 Gamping, the problems as follows. The students were passive; they did not enjoy the lesson. Second, the students had only little attention for the lesson given. Those problems indicated incorrect things during the teaching and learning process. In fact, those problems were the evidences of the low quality of the English lessons.

Based on the consideration above, the researcher tries to improve quality of the English lesson by implementing the text-based approach. The implementation of the approach involves the researcher, the English teacher, and the class XC students of SMA Islam 1 Gamping in the academic year of 2012/2013. Then, the action step consists of planning, implementing, evaluating, and reflecting the actions which are carried out to solve the problems.

The text-based approach based on Richard's theory: sees communicative competence as involving the mastery of different types of texts. This approach has many five stages: building the context, modeling and deconstructing the text, joint construction of the text, independent construction of the text, and linking to related texts.

The activities which will be used in this research involve building the context (presenting the context through pictures, audio-visual material, realia, excursions, field-trips, guest speakers etc), modeling and deconstructing the text

(presentation activities using device such as OHTs, charts, big books, board work etc), joint construction of the text (teacher questioning, discussing, and editing whole class construction, then scribing onto board or OHT), independent construction of the text (listening tasks, for example comprehension activities in response to live or recorded material such as performing a task, sequencing pictures, numbering, ticking or underlining material on a worksheet, and answering questions), and linking to related texts (comparing the use of the text-type across different fields).

Each of those treatments has different aims. Building the context is aimed at introducing to the social context of an authentic model of the text-type being used. Modeling and deconstructing of the texts is aimed at investigating the structural patterns and language features of the model. Joint construction of the text is aimed at contributing to the construction of whole examples of the text-type. Independent construction of the text is aimed at working independently with the text. Linking to related text is aimed at investigating how what they have learnt in the teaching-learning cycle can be related to other texts in the same or similar contexts.

The students will be given the text-based approach in each meeting. It is expected that there will be some changes in the quality of the English lessons at the class XC students of SMA Islam 1 Gamping after the new approach is applied.

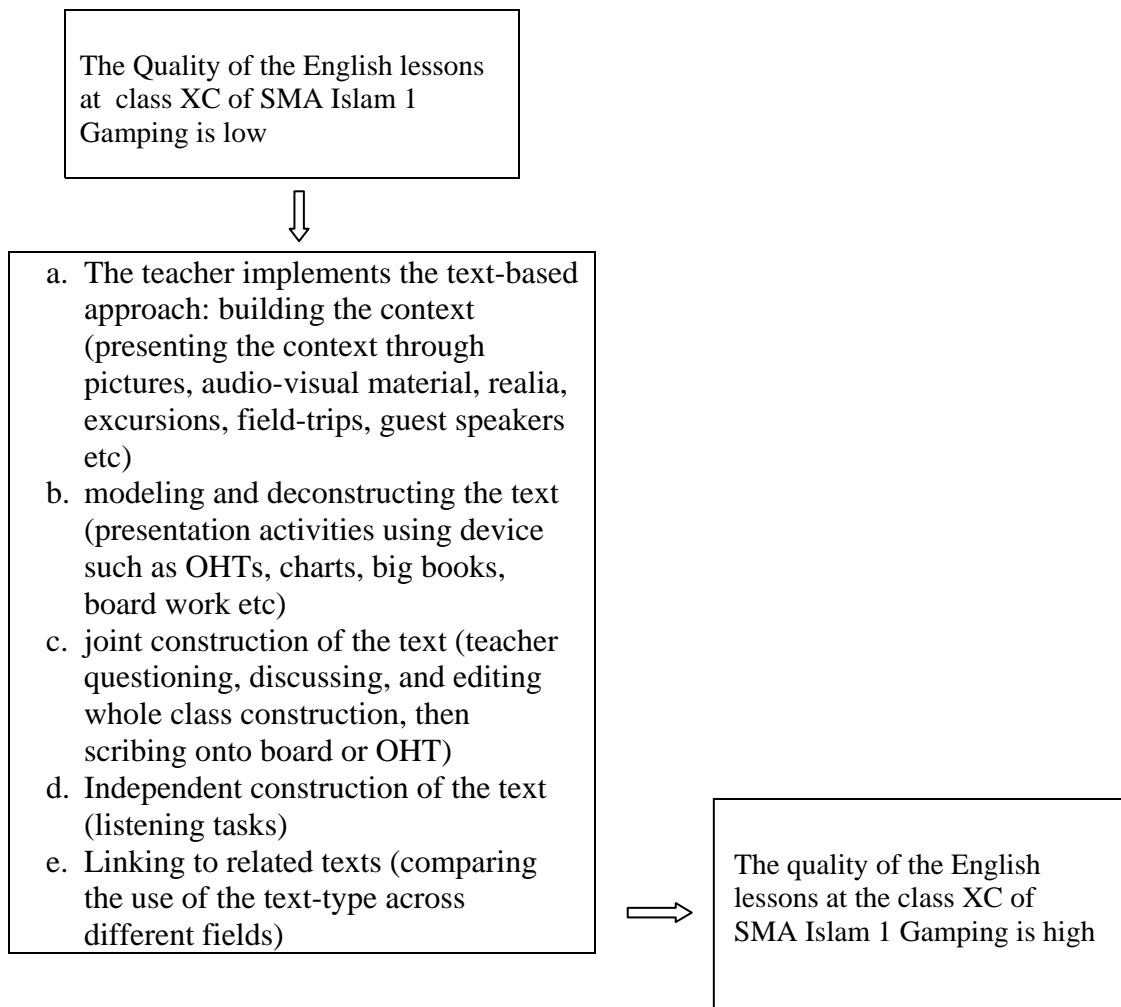


Figure 1
The conceptual Framework

CHAPTER III RESEARCH METHOD

A. Kinds of the Research

This research study is action research that is aimed at improving the quality of the English lessons through the text based approach in the class XC of SMA Islam 1 Gamping in the academic year of 2012/ 2013.

In conducting the study, the researcher worked together with her collaborator in deciding the subject of the research, identifying the field problems occurring in the target classroom, up to implementing the actions. The school headmaster, the English teacher, and the students were also invited to work collaboratively in conducting this action research.

The research team involved the class XC students, my collaborator, and I as the researcher. The object of the research is the quality of the English lessons that was improved by implementing the text-based approach.

B. The Setting of the Research

This research study has been done at class XC in SMA Islam 1 Gamping. SMA Islam 1 Gamping is located Jalan Wates Km.3.5, Pelemgurih, Gamping, Sleman, Yogyakarta. SMA Islam 1 Gamping has 9 classrooms, a headmaster's and teachers' room, a school yard, a mosque, ten toilets, a religion room, and a library. The size of each classroom is 7 x 8 meters.

Class XC has thirty students. Most of them come from the middle to low economic background. The class is bright, wide, and comfortable. It gets enough sunlight through its glass windows. There are desks and chairs made from wood.

There is a teacher desk and chair. There are two wide black boards in front of the class. Besides, there is class administration board which is used to write the lesson schedule, etc.

In SMA Islam 1 Gamping, English is taught from grade X up to XII. For class XC, the English class is held three times a week. The teacher takes the materials for the teaching learning process from the book entitled *Linked to the World* published by Yudhistira. He implemented translation and direct drilling as his method. The activities were monotonous because he did not provide interesting and appropriate activities. Besides, he did not use the interesting media, such as games, stories, and songs to improve the quality of the English lesson.

C. Participants of the Research

The participants of the research are the researcher, the English teacher, and grade XC students of SMA Islam 1 Gamping in the academic year of 2012/2013. In order to the implementation of the text-based approach successfully, the researcher should teach her teaching herself. Because of that, the researcher and the English teacher agreed that the researcher implemented the action while the teacher observed and noted the students' reactions toward the implementation.

D. Time of the Research

The research was carried out in the first semester in the academic year of 2012/2013. It was from October to November 2012. The class was held three times a week, every Thursday, Friday, and Saturday. The duration was 2 X 45 minutes and 1X45 minutes. On Thursday, it was from 07.00 a.m. up to 08.45 a.m., on Friday, it was from 08.30 a.m. up to 10.00 a.m., and on Saturday, it was from 11.00-11.45 a.m.

E. Data Collection Technique

The data were collected by observations and interviews. The researcher did observations to get the data from the teaching learning process. Then the result was made in the form of field notes. In order to complete the data, the researcher interviewed the students and the English teacher. The data from the interviews were made into interview transcripts.

F. Data Analysis

The data were obtained from the action conducted in the field. Firstly, the researcher looked up the findings as genuine data such as field notes, interview transcripts, and other records. She then analyzed the description of opinions, performances and the result of research. Secondly, from the interview transcript, it could be shown the progress of the implementation given. Additionally, the researcher and the teacher had the chances to give their own opinions, ideas, and comments about the implication of the action research. That was useful to avoid subjectivity in analyzing data and to get trustworthiness.

G. Procedure of the Research

1) Reconnaissance

The first step in this research was reconnaissance. In this step, The researcher interviewed the classroom teacher and the school principal to identify the existing problems in the field. The researcher collected the information by observing the teaching-learning process and interviewing some students. Then, the researcher discussed with the English teacher. The researcher and the English teacher shared their opinions, ideas, and problems in teaching and learning in the class XC of SMA Islam 1 Gamping. Then, the information collected was classified based on the level of problem.

Based on the interviews and field observations, the researcher and the classroom teacher classified the existing problems. The main focus of this research was improving the quality of the English lesson through the text based approach of the class XC of SMA Islam 1 Gamping. There were some major problems found in the field based on the observation:

- a) The students were not motivated in the English teaching and learning process.
- b) The boy students always made a noise in the class when the teacher explained the material
- c) To control the students was difficult for the teacher.
- d) Most of the students were not active in the class activity

2) Planning the Actions

After identifying and selecting the problems that were serious and feasible to be solved, the researcher and the English teacher made some plans to be implemented in the teaching learning process. The aim of the actions was to improve the quality of the English lessons through the text-based approach. The actions planned are:

1. Building the Context

In this stage, students:

- Are introduced to the social contexts of an authentic model of the text-type being studied.
- Explore feature of the general cultural context in which the text-type is used and the social purposes the text-type achieves.
- Explore the immediate context of situation by investigating the register of a model text which has been selected on the basis of the course objectives and learner need.

An exploration of register involves:

- Building knowledge of the topic of the model text and knowledge of the social activity in which this text is used, for example, the social activity of job-seeking within the topic *Employment in Australia*.
- Understanding the roles and relationships of the people using the text and how these are established and maintained, for example, the relationship between a job seeker and a prospective employer.
- Understanding the channel of communication being used, for example, using the telephone, speaking face to face with members of an interview panel.

Context-building activities include:

- Presenting the context through pictures, audio-visual material, realia, excursions, field trips, guest speakers, etc.
- Establishing the social purpose through discussions or surveys etc.
- Cross cultural activities
- Related research activities

- Comparing the model text with other texts of the same or contrasting type, for example, comparing a job interview with a complex spoken exchange involving close friends, a work colleague or a stranger in service encounter.

2. Modeling and Deconstructing the Text

In this stage, students:

- Investigate the structural pattern and language features of the model
- Compare the model with other examples of the text-type

In this stage, diagnostic assessment helps the teacher to decide how much time to devote to particular language features and what kind of presentation or practice students need with each feature.

Modeling and deconstruction activities are undertaken at both the whole text, clause, and expression levels. It is at this stage that many traditional ESL language teaching activities come into their own. However, it is important that these activities are presented in relation to the text-type being studied, the social purpose being achieved and the meanings being made. Sample activities at each level of language are outlined in Table 1.2.

Text level Activities

- Presentation activities using devices such as OHTs, charts, big books, board work etc.
- Sorting, matching, and labeling activities, for example sorting sets of texts, sequencing jumbled stages, labeling stages etc.
- Activities focusing on cohesive devices such as sets of related lexical items, conjunction, modality, reference, for example semantic maps, vocabulary networks, cloze, transparency overlays etc.

Clause level activities

Presentation and practice activities relating to the grammatical features of the text

Expression Level Activities

Oral-aural, pronunciation, decoding, spelling, handwriting or typing practice as needed for the use of the text type.

3. Join Construction of the Text

In this stage:

- Students begin to contribute to the construction of whole examples of the text-type.
- The teacher gradually reduces the contribution to text construction as the students move closer to being able to control the text-type independently.

Joint construction activities include:

- Teacher questioning, discussing, and editing whole class construction, then scribing onto board or OHT.
- Skeleton texts
- Jigsaw and information gap activities
- Dictogloss
- Self assessment and peer assessment activities

Diagnostic assessment is critical at this stage as the teacher must decide whether students are ready to move to independent functioning or whether they need to undertake further work at the text modeling or joint construction stages.

4. Independent Construction of the Text

In this stage:

- Students work independently with the text
- Learner performances are used for achievement assessment

Independent construction activities include:

- Listening task, for example comprehension activities in response to live or recorded material such as performing a task, sequencing pictures, numbering, ticking, or underlining material on a worksheet, or answering questions.
- Speaking task, for example, presentation to class, community organization, workplace etc.
- Listening and speaking tasks, for example role plays, simulated or authentic dialogues
- Reading tasks, for example comprehension activities in response to written material such as performing a task, sequencing pictures, numbering, ticking, or underlining material on a worksheet, or answering questions.
- Writing tasks which demand that students draft and present whole texts.

5. Linking to Related Texts

In this stage, students investigate how what they have learnt in this teaching/learning cycle can be related to:

- Other texts in the same or similar contexts
- Future or past cycles of teaching and learning

Activities which link the text-type to related texts include:

- Comparing the use of the text-type across different fields
- Researching other text-types used in the same field
- Role playing what happens if the same text-type is used by people with different roles and relationships
- Comparing spoken and written models of the same text-type

- Researching how a key language feature used in this text-type

3) Action and observation

The actions were implemented in two cycles. Each cycle was done in four meetings. The topics used were adapted from *Interlanguage*. Besides implementing the action plans, the researcher also observed and recorded the students' reactions during the activities and did interviews with some students of class XC after the action had been done. The English teacher and the collaborator helped to observe and record the process of the teaching and learning process. Based on the observation, field notes, and interviews, the team discussed the implemented actions and analyzed the result. The result of the discussion served as an evaluation to be used to improve the next action.

4) Reflection

The researcher made reflections in every cycle. The reflection was an important thing because it could be used to measure whether the actions are successful or not. When the actions were successful, they were continued. When the actions were unsuccessful, they were revised for the next cycle. The reflection was gotten from the observation and the interview with the English teacher and some students of class XC. They gave their comments of the actions done. The reflection was done to see what happened in the actions and to see whether the objectives were achieved or not.

CHAPTER IV THE RESEARCH PROCESS, FINDINGS, AND DISCUSSION

The following are the steps conducted in this research. The first step is the reconnaissance. The reconnaissance step was the step when the problems that occurred in the English teaching-learning process were observed and identified. Then, the problem was identified related to the quality of the English teaching-learning process.

After the problems had been identified, the course grid was designed and the action was done in two cycles. Each cycle consisted of four stages. They were planning, action, observation, and reflection. In the planning step, the action was designed by using the text-based approach in the English teaching-learning process. Then, the implementation of the action designed was done. After the action had been done, the data was got.

Then, the data were observed and evaluated whether the text-based approach was suitable to improve the quality of the English lessons at class XC or not. In the reflection step, the effective and ineffective action was identified, so that better plans could be designed for the next action.

The steps are in line with Kemmis and McTaggart (Burns 1999: 32-33). According to them, action research occurs through a dynamic and complementary process, which consists of $f(x) = a_0 + \sum_{n=1}^{\infty} \left(a_n \cos \frac{n\pi x}{L} + b_n \sin \frac{n\pi x}{L} \right)$ essential ‘moments’: planning, action, observation and reflection. These moments are the fundamental steps in a spiralling process through which participants in an action

research group undertake to: 1) develop a plan of critically informed action to improve what is already happening, 2) act to implement the plan, 3) observe the effects of critically informed action in the context in which it occurs, and 4) reflect of these effects as the basis for further planning, subsequent critically informed action, and so on, through a succession of stages. The whole steps are presented below:

A. Reconnaissance

In the reconnaissance step, the problems were identified through the discussion with the English teacher. Then, the observation of the English teaching-learning process in class XC of SMA Islam 1 Gamping was done.

1. Identification of the Field Problems

Based on the class observation, field notes, and interviews of the English teacher and the students of SMA Islam 1 Gamping on November 07th, 2012, many problems could be identified.

Table 1
The Field Problems of the English Teaching and Learning Process in Class XC of SMA Islam 1 Gamping

No	Problems	Code
1.	The student complained and did not want to do the task.	S
2.	The students were very noisy in the classroom.	S
3.	The students' enthusiasm to learn English in the class was low.	S
4.	The students were bored during the lesson.	S
5.	The teacher did not use the interesting media in the English teaching-learning process.	T
6.	Some students liked walking around the class during the lesson.	S
7.	Some students did not pay attention to the lesson.	S
8.	The teacher could not handle the students well.	T
9..	Some of the students asked permission to go to the toilet when the English teaching learning process was going on.	S
10.	The teacher did not create the interesting activities of the materials.	M
11.	There was much time for the students to do the activities unrelated to the material.	S
12.	The students did not frequently listen English from the teacher in the teaching-learning process.	S
13.	Sometimes, the students did not want to do the task individually.	S

S: Students

T: Teacher

M:Materials

From the table above, it could be identified that the problems which occurred in the English teaching-learning process were related to the students, the teacher, and the material. Here, the research would only focus on improving the quality of the English lessons. The problems are listed in the table below:

Table 2
The Problems Related to the Quality of the English Lessons (the students problems)

No	Problems
1.	The students complained and did not want to do the task.
2.	The students were noisy in the class.
3.	Sometimes, the students did not want to do the task individually.
4.	The students' enthusiasm to learn English in the class was low.
5.	The students were easily getting bored during the lesson.
6.	Many students at the back rows did activities unrelated to the material.
7.	There was much time for the students to do the activities unrelated to the material.
8.	The students did not frequently listen English from the teacher in the teaching-learning process.
9.	Some of the students asked permission to go to the toilet when the English teaching -earning process was going on.
10.	Some students did not pay attention to the lesson.

2. Implementing the Action to Solve the Problems

The problems above needed some actions to be implemented which were taken from the text-based approach. The action involved the use of the materials based on this approach and the use of teaching/ learning cycle. The materials in this research were based on the text-based approach. The materials were text

types. The text here was used in a special sense to refer to structured sequences of language that are used in specific contexts in specific ways. However, the course grid also specified other components of texts, such as grammar, vocabulary, topics, and functions, so it is a type of mixed course grid which integrates reading, writing, and oral communication and which teaches grammar through the mastery of texts rather than in isolation. The course grid also identified the grammatical items such as adjectives, adverbs, and tenses to express time.

The process of teaching English in this research involved teaching explicitly about the structures and grammatical features of spoken and written texts, linking spoken and written texts to the cultural context of their use, designing units of work which focus on developing skills in the relation to whole texts, and providing students with guided practice as they develop language skills for meaningful communication through whole texts.

The teaching and learning cycle were building the context, modeling and deconstructing the texts, joint construction of the texts, independent construction of the texts, and linking to related texts.

3. The Relationship between the Problems, the Actions, and the Function of Actions

After the actions had been designed, the field problems were related to the actions designed. The table below showed which field problems could be solved with the actions that had been designed.

Table 4
The Relationship Between the Problems, the Actions, and the Function of Actions

No	Problems	Action	The Function of the Action
1	Some students did not pay attention to the lesson.	Building the context	Introducing the social context can make the students feel interested and they will pay attention to the teacher.
		a. Introducing the social context	
2.	The students did not want to do the task.	b. Presenting the context through pictures	<ul style="list-style-type: none"> - The students were motivated to learn the social context through the pictures - It made the students enjoyed the lesson
	The students' enthusiasm to learn English in the class were low.		
4.	The students were easily getting bored during the lesson.	Modelling and deconstructing the text	<ul style="list-style-type: none"> - Investigating the language features could make the students enjoy so they are not bored during the lesson.
		a. Investigating the language features of the text	
5.	Some of the students asked permission to go to the toilet frequently		<ul style="list-style-type: none"> - By learning the language feature through the power point, the students will enjoy the lesson and they do not ask permission to go to toilet
6.	The students were noisy in the class	b. Comparing the text with other text in the same type	<ul style="list-style-type: none"> - It is used to make the students become active. In this stage, the teacher and the students discuss the text and compare the text with the other text in the same type
7.	The students did not often listen English from the teacher in the teaching-learning process	Joint construction of the text	It is used to make the students understand the the text and listen English frequently
		a. Discussing the text	
8.	Sometimes, the students did not want to do the task individually	b. Doing group work	Pair and group work promoted learner responsibility and autonomy
9.	There were many students do the activities unrelated to the material	c. Doing peer assessment	By doing peer assessment, students will be busy so they do not do the activities that are unrelated to the material
10.	The students at the back rows did activities unrelated to the material	Independent construction of the text	<ul style="list-style-type: none"> - The students will enjoy the task so they will focus on the lesson.
		<ul style="list-style-type: none"> a. The students worked independently with the text b. The students did the task 	

B. The Report of Cycle I

1. Planning

Considering the problems identified, the text-based approach was planned to be implemented in this research. In this research, texts were chosen as the framework for teaching. This research involved explicit teaching of the structure of different text types and instructional strategy in which the researcher introduced the texts and its purpose features, and guides students through the production of texts. So, by implementing the text-based approach, the students of class XC had to master the use of the text-types occurring most frequently in specific contexts.

The media were required in this research. The media were varied. In this research, particularly in building the context and the modeling and deconstructing stage, the media were required to attract the students' attention. Then, this research also required the group work. In the joint construction stage, the students had to cooperate with the others to do the task. So, before conducting the research, the course grid was designed.

The course grid was designed based on the text-based syllabus. However, this course grid also specified other components of texts, such as grammar, vocabulary, topics and functions so it was type of mixed course grid which integrated reading, writing, and oral communication and which taught grammar through the mastery of texts rather than in isolation.

The components in the course grid were theme, indicators, materials, media, teaching and learning of the text, and evaluation. The theme was different every meeting. The basic competences were based on the curriculum. The

indicators were made based on the basic competence. The media were used in every meeting. The teaching and learning of the text consists of the stages of building the context, modeling and deconstructing the text, joint construction of the text, independent construction of the text, and linking to related texts. The last was evaluation. In the evaluation, the students did the task. The course grid is provided in the appendix. Because this is action research, so the action is the main point. It was expected that by implementing the actions, the problems could be solved.

Table 5
The Problem and the Expectation

No	Problem	Expectation
1	Some students did not pay attention to the lesson.	The students would give attention to the teacher's explanation.
2	The students did not want to do the task.	The students would be happy to do the task.
3	The students' enthusiasm to learn English in the class was low.	The students would be enthusiastic to learn English in the class.
4	The students were easily getting bored during the lesson.	The students would be interested in learning English in the class.
5	Some of the students asked for a permission to go to the toilet when the English teaching- learning process was going on.	Some of the students would not go to the toilet everytime when the English teaching learning process was going on.
6	The students were noisy in the class.	The students would not be noisy in the class.
7	The students do not often listen English from the teacher in the teaching-learning process.	The students would listen English frequently in the classroom
8	Sometimes, the students did not want to do the task individually.	The students would be enthusiastic to do the task individually.
9	There was much time for the students to do activities that were unrelated to the material.	There would be no time for the students to do the activities that were unrelated to the material.
10	The students at the back row did activities unrelated to the materials.	The students at the back rows focused on the lesson.

2. Action and Observation

The actions were carried out four times; on November 14th, 15th, 16th, and 21st, 2012. This research used the text-based approach to improve the quality of the English lessons. The complete description is provided below:

a. The Materials

The materials in this research were based on the text-based approach. The materials were text types. The text here was used in a special sense to refer to structured sequences of language that are used in specific contexts in specific ways. However, the course grid also specified other components of texts, such as grammar, vocabulary, topics, and functions, so it is a type of mixed course grid which integrates reading, writing, and oral communication and which teaches grammar through the mastery of texts rather than in isolation. The course grid also identified the grammatical items such as adjectives, adverbs, and tenses to express time.

The process of teaching English in this research involved teaching explicitly about the structures and grammatical features of spoken and written texts, linking spoken and written texts to the cultural context of their use, designing units of work which focus on developing skills in the relation to whole texts, and providing students with guided practice as they develop language skills for meaningful communication through whole texts.

b. The Teaching / Learning Cycle

1) Building the Context

When the context was explained through the pictures, the student paid attention and enjoyed the lesson. This stage attracted the students' attention. They were happy and enthusiastic. They gave comment about the pictures and they answered the teacher's question based on their background knowledge that can be seen from the interview below.

R : *Kenapa tadi waktu miss menjelaskan tentang konteks melalui gambar kamu semangat sekali mengomentari gambar itu?*
(Why were you attractive when I explained the context through the picture?)

S : *Gambar nya lucu.*
(The pictures were funny.)

R : *Lalu apalagi yang membuat kalian senang waktu saya menjelaskan tentang konteks?*
(Then what made you happy when I explained the context?)

S : *Waktu miss tanya tentang dongeng apa yang saya sukai*
(When you asked me about the tales that I liked.)

R : *Jadi kamu memang suka dongeng?*
(So, you really like tales?)

S : *Iya suka.*
(Yes, I like tales.)

(interview 1)

2) Modelling and Deconstructing the Text

In this stage, the model of the text was presented and discussed with all students in the class. The power point was used to present the text and the pictures related to the text. Then, the text was being discussed together in the class. The students were very active during the discussion. They liked the pictures and they became enthusiastic during the lesson.

The discussion covered many things. The first was the content of the text. In this discussion, students were explained about what was being informed of the

text. The second was the purpose of the text. In this stage, students and the researcher discussed the function of the text in the daily life. The third was the generic structure of the text. In this stage, the students and the researcher discussed the structure of the text. The fourth was the grammar of the text. In this stage, the students and the researcher discussed about the language focus of the text. The last was the vocabularies of the text. In this stage, the students and the researcher discussed the vocabularies especially the difficult words in the text.

When the students were asked about the discussion of the text in the class, they said they enjoyed the discussion.

R : *Kamu suka ga waktu belajar pake diskusi pada awal pelajaran tadi?*

(Did you like to discuss the lesson?)

S : *Iya miss, suka. Karena kita jarang diskusi seperti itu sebelumnya He..he..*

(Yes, I did. I liked it because I do not often have discussion like that before.)

(Interview 1)

R : *Tadi waktu miss memberi penjelasan tentang konteks daerah Toraja melalui gambar, kamu seneng gak?*

(Were you happy when I gave you explanation about Toraja?)

S : *Seneng, gambarnya bagus-bagus*

(Yes, I was happy. The pictures were beautiful.)

(Interview 2)

Moreover, the students felt happy and were motivated to learn English in the class when they discussed the text with the researcher.

R : *Kalau melakukan diskusi bersama untuk membedah teks seperti tadi, suka gak?*

(Did you like to have discussion like we had today?)

S : *Suka.*

(Yes, I did. I liked it.)

R : *Jadi sudah tahu isi teks yang tadi dibahas?*

(So, now you know about the content of the text?)

- S : *Ya udah tahu.*
(Yes, I know that.)
- R : *Waktu berdiskusi mengenai tujuan teks, kamu seneng gak?*
(When we had the discussion about the purpose of the text, did you like it?)
- S : *Ya seneng soalnya ada gambar-gambarnya juga.*
(Yes, I did because there were many pictures.)

(Interview 1)

- R : *Kalian suka ga pelajaran tadi?*
(Did you like the lesson?)
- S : *Suka.*
(Yes, I did. I liked it.)
- R : *Sukanya kenapa, Fery?*
(Why did you like it, Fery?)
- S : *Menyenangkan. Banyak gambarnya.*
(I was happy. There were lots of pictures.)
- S1,S3 : *Iya itu enakny.*
(Yes, that was pleasant.)
- R : *O... karena gambarnya. Trus apalagi enakny?*
(I see..., you were happy because there were many pictures. Then, what else did you like?)
- R : *Diskusinya bikin semangat.*
(The discussion made me enthusiastic.)

(Interview 3)

- R : *Halo Laura...Diskusinya tadi suka ga?*
(Hey Laura...did you like the lesson?)
- S : *Suka.*
(Yes, I did. I liked it.)
- R : *Sukanya kenapa?*
(Why?)
- S : *Jadi tahu banyak hal tentang teks recount.*
(I got knowledge about recount text.)
- S : *Iya itu enakny.*
(Yes, that was pleasant.)
- R : *O...jadi tahu banyak hal tentang teks recount. Trus apalagi enakny?*
(I see..., you were happy because you got knowledge about recount text. Then, what else did you like?)
- S : *Diskusinya bikin semangat.*
(The lesson made me happy)

(Interview 11)

- R : *Jadi kalian menikmati diskusi tadi?*
(So, you enjoyed the discussion?)
- S1 : *Ya, menikmati sekali. Nggak membosankan.*
(Yes, I did. I wasn't bored.)
- R : *Berarti kamu suka waktu mendiskusikan tata bahasa/grammar dalam teks?*
(So, you liked to discuss the grammar of the text?)
- S1 : *Iya suka. Suka banget. Kalo yang past tense itu gak susah.*
(Yes, I liked it very much. Moreover, the simple past is not difficult.)
- R : *Ya, betul sekali. Jadi kalau sesuatu sudah terjadi, kalian pake kata kerja bentuk berapa?*
(That's right. So, to express what happened in the past, which verb will you use?)
- S2,S3 : *Bentuk kedua*
(Verb two)
- R : *Bagus kalo gitu. Lain kali lebih aktif lagi ya*
(Good. Be more active in the next meeting.OK?)
- S2,S3 : *Tentu miss. Jadi lebih semangat kalau diskusinya menyenangkan.*
(Of course miss. I will be active if the discussion is interesting.)

(Interview 14)

- R : *..... waktu saya pertama kali observasi proses pembelajaran bahasa Inggris disini, saya sebenarnya kurang yakin kalau anak-anak di kelas XC mudah diatur. Apa mungkin karena saya menggunakan model diskusi bersama untuk membahas suatu teks?.....*
(When I observed the English teaching-learning process in this class, I was not sure that the class XC students would be easy to be managed. Did the modeling and deconstructing the text make them motivated?)
- ET : *Nah itu mbak yang memotivasi mereka aktif di kelas, apalagi mbak menyediakan power point dan gambar-gambar yang mendukung.*
(Yes, it did. It motivated them to be active in the class, moreover you presented the interesting pictures. It was because they never doing it before.)

(Interview 5)

3. Joint Construction of the Text

In this stage, the students worked in group. They were given a new text but still the same type. They analyzed the text in group. The text that was analyzed was still in the same kind. When they had difficulty, they could ask the researcher. In the group, they discussed the content of the text, the purpose, the generic structure, the grammar, and the vocabularies of the text. They did the activities and then they did the peer correction.

The peer correction was the activity when every group displayed their work in the whiteboard and then the other group evaluated that work. This activity was interesting. The students were enthusiastic to do this activity. They evaluated the other groups work based on their opinion.

(Wednesday, November 21st, 2012), the students were very happy to do this activity. They became very talkative. The class became noisy because the students liked to give correction that could be seen from the interview below.

R : *Kelihatannya tadi kalian senang ya ngoreksi hasil pekerjaan temanmu?*

(I think you were happy to evaluate your friends' work.)

S1 : *Iya miss karena biasanya tidak pernah.*

(Yes, Miss because I never do it.)

S2 : *Kalau aku, kadang cuma ngawur aja waktu ngasih koreksinya.*

(Sometimes I was not serious when I gave my correction.)

(Interview 3)

Actually, sometimes there were some students who were not serious when they gave the correction. Every meeting, the researcher tried to explain how to evaluate the friends' work. It could be seen in the fourth meeting (Wednesday, November 28th, 2012), the students were serious to evaluate the friends work. They were also serious in the group discussion. Every student tried to participate in the discussion based on their knowledge.

- R : *Sekarang, kalian sudah pintar ya kalau disuruh diskusi sudah jalan.*
(Now, you *are* clever students because you can do the group work well.)
- S2 : *Iya miss kan sudah biasa.*
(Yes. We usually do it, so it doesn't matter.)
- S1,S3 : *Iya miss sudah biasa*
(Yes Miss, we usually do it so it doesn't matter.)

(Interview 14)

In each meeting, the researcher used different methods for managing group work. It happened in the stage of joint construction and independent construction. She applied individual, pair, and group work. They felt happy because there were various tasks which had to be done individually, in pairs, and in groups. The individual method was used in rearranging the paragraph. The method of working in pairs and in groups was used in matching the pictures based on the text. They preferred to do the task in groups than did it individually that can be seen in the interview below.

- R : *Halo Anggi...Pelajarannya tadi suka ga?*
(Hello Anggi... did you like the lesson?)
- S : *Suka*
(Yes, I did)

- R : *Sukanya kenapa?*
(Why did you like it?)
- S : *Ada yang ngerjain soal bareng-bareng*
(I did the task with my friends)
- R : *Yang berkelompok tadi ya? Kenapa suka?*
(Why did you like the group work?)
- S : *Karena cepat selesai*
(Because the group work could finish the task quickly)
- R : *Seneng yang sekelompok dua atau empat orang?*
(Which one did you like; two or four students in a group?)
- S : *Semuanya*
(Both.)

(Interview 11)

- R : *..... trus waktu ngerjain tugas kelompok bareng temennya yang satu kelompok 4 orang suka ga?*
(..... did you like to do the task in a group which consisted of four students?)
- S : *Suka*
(Yes, I did. I liked it.)
- R : *Sukanya kenapa?*
(Why did you like it?)
- S : *Ngerjainnya lebih cepet.*
(It was quick to do the task.)

(Interview 10)

- GBI : *Oiya mengenai yang tugas kelompok di tahapan joint construction sudah cukup bagus. Anak-anak kelihatan sangat antusias dan aktif. Lalu pada tahapan independent construction yang tugas individu juga sudah cukup bagus. Anak-anak kelihatannya serius mengerjakan. Secara keseluruhan sudah cukup bagus.*
(In my opinion, the group work and the individual work were well done. So far so good.)
- R : *Makasih Pak*
(Thank you Sir.)

(Interview 5)

Then, in the joint construction stage, there was an area to display students' work for the peer correction activities. The area was on the whiteboard. The students put his/ her work on the whiteboard or on the wall.

- R : *Halo Diah, gimana ni pelajaran hari ini?*
(Hello Diah, how was the lesson today?)
- S : *Seneng yang nempel-nempel tadi Miss.*
(I was happy with the sticking activity, Miss)
- R : *O..yang nempel hasil pekerjaan kelompokmu di papan tulis tadi ya.*
(O... the activity of sticking the group task result on the whiteboard, right?)
- S : *Iya miss. Bisa ngoreksi pekerjaan kelompok lain.*
(Yes, Miss. I could evaluate the other group's work)
- R : *Sip deh kalo gitu.*
(Ok, good.) (Interview 12)

4. Independent Construction of the Text

This fourth stage made the students worked independently with the text. They were given a new text but still in the same type and then they analyzed the text individually. This stage aimed to know the students' knowledge of the text. They did the task about the content of the text, the purpose, the generic structure, the grammar, and the vocabularies of the text. In each meeting, the teacher gave the students an individual task and they should answer the questions related to the text.

In this research, there were two individual task in Cycle 1. The text types were recount and narrative. The students worked with this text and answered the questions related to the text. The questions covered the content of the text, the purpose, the generic structure, the grammar, and the vocabularies of the text. The activities include matching the pictures and rearranging the jumbled texts

They liked to do the individual work. They did it seriously. If they found difficulty, they asked the researcher and sometimes, they asked their friends. They

enjoyed rearranging the paragraph. They rearranged the paragraph seriously and they tried many times to check whether the paragraphs were in good order or not. Sometimes, they found difficulty in understanding the meaning of words. To solve this problem, the researcher wrote the difficult words in the whiteboard so they could see the meaning of the difficult words that can be seen from the interview below.

- R : *Seneng ga waktu ngerjain tugas individu?*
(Did you like doing the individual task?)
- S : *Seneng*
(Yes, I did.)
- R : *Senangnya kenapa?*
(Why?)
- S : *Ya karena aku suka nyusun-nyusun paragraph.*
(Because I liked to arrange the paragraph.)
- R : *Jadi sudah bisa tadi nyusun paragrafnya?*
(So, you can arrange the paragraph well?)
- S : *Iya sudah. Gampang kok miss.*
- R : (Yes, I could do it. It's easy for me.)

(Interview 1)

- S : *Tadi suka nggak mencocokkan gambar?*
(Did you like matching the pictures?)
- R : *Suka tapi masih ada yang salah.*
(Yes, I did, but I think I still made mistakes.)

(Interview 6)

- R : *Tadi suka nggak waktu ngerjain tugas yang sendiri-sendiri?*
(Did you like to do the individual work?)
- S : *Suka*
(Yes, I did.)
- R : *sudah bisa?*
(Could you do that?)
- S : *Iya sudah*
(Yes, I could.)

(Interview 7)

- R : *Tugas individunya tadi gampang tidak?*
(Did you enjoy the individual work?)
- S : *Ya gampang. Aku suka menyusun paragraph.*
(Yes, it's easy. I liked to arrange the paragraph.)
- R : *Judul teksnya tadi apa?*
(What was the title of the text?)
- S : *Swimming*
(Swimming.)
- R : *Jenis teksnya apa?*
(What kind of text is it?)
- S : *Recount text.*
(Recount text.)

(Interview 8)

- R : *Hello, apa kamu Nuardhi?*
(Hello, are you Nuardhi?)
- S : *Yes, my name is Nuardhi*
(Yes, my name is Nuardhi.)
- R : *Gimana tadi seneng ga ma tugas individunya?*
(Did you like the individual task?)
- S : *Senang*
(Yes, I did. I liked it.)
- R : *Senangnya kenapa?*
(Why?)
- S : *Karena asik aja*
(Because it was interesting.)
- R : *Asiknya kenapa?*
(Why and in what activity?)
- S : *Waktu mencocokkan gambar.*
(When matching the pictures.)
- R : *O..waktu mencocokkan gambar. Tadi judul teksnya apa waktu yang tugas individu?*
(I see... what was the title of the text?)
- S : *Apa tadi Fer? (tanya teman)*
(What was the title of the text, Fer? (Asking his friend))
- R : *Kok tanya? Ya udah kalau lupa judulnya, tadi jenis teksnya apa? Sudah tahu belum urutan-urutannya?*
(Why did you ask your friend? It was ok if you forgot the title of the texts. Do you know the structures of the text?)
- S : *Orientation, events, reorientation.*

- R : *Nah itu bisa. Judul teksnya dah ingat belum?*
(Have you remembered the title of the text?)
- S : *Swimming miss.*
(Swimming miss.)
- R : *Good. Nah itu bisa. Tadi waktu mencocokkan gambar suka ga?*
(Good. You remember. Did you like matching the pictures?)
- S : *Suka*
(Yes, I did. I liked it.) (Interview 10)

In this stage, there was a task to match pictures related to the text. The students enjoyed matching the pictures. They did it seriously. Then, there was a task to rearrange jumbled paragraph. They also liked it. They stayed in the class and just two students who asked permission to go to the toilet that can be seen from the interview below.

- R : *Menurut Bapak, tadi anak-anak suka tidak dengan tugas individu itu?*
(What do you think, did the students liked the individual work?)
- ET : *Mbak Fajar sudah memberi tugas individu dengan baik. Saya kira sudah cukup bagus. Anak-anak kelihatan antusias dalam mengerjakan tugas individu itu.*
(You have given a good individual task. I think that's good. The students were enthusiastic to do the task.)
- R : *Pada saat saya menyuruh siswa untuk mencocokkan gambar gimana Pak?*
(What did you think when I asked the students to match the pictures?)
- ET : *Saya lihat semua siswa suka mbak.*
(I thought the students liked it.)
- (Interview 5)

In this stage, the students worked independently with the text to be produced. Students performances are assessed and evaluated based on individual achievements. The students did the tasks that were related to the text. The type of the text was recount text. The students should do the task and it was expected that after the students completed the task, they could understand the text. The

understanding should cover the content of the text, the purpose, the generic structure, the grammar, and the vocabularies of the text that can be seen from the interview below.

- R : *Tadi bisa nggak ngerjain yang tugas individu?*
(Could you do the individual task?)
S : *Iya bisa tapi ada yang gak bisa.*
(Yes, I did but I still have difficulties.)

(Interview 1)

- R : *Apa kesulitannya dalam memahami teks yang buat tugas individu tadi?*
(What were the difficulties in understanding the text?)
S : *Kata-katanya sulit dimengerti miss.*
(The vocabularies were difficult.)
R : *Misalnya kata apa yang susah?*
(What is the example?)
S : *Misalnya kata rough.*
(For example the word “rough”.)

(Interview 6)

- R : *Teks yang judulnya “Swimming tadi mudah dimengerti tidak?*
(Did you like the text “Swimming?”)
S : *Suka. Tapi ada banyak kata-kata yang sulit dimengerti.*
(Yes, I did. However, there were many difficult words.)
R : *Masih ingat teks tadi jenisnya apa?*
(Do you still remember the type of that text?)
S : *Apa ya? Oya recount.*
(What is it? Recount..)
R : *Masih ingat urutan-urutannya?*
(Do you still remember the structures of recount text?)
S : *Orientation, event, yang terakhir lupa miss.*
(Orientation, event and I forget the last one.)

(Interview 7)

- R : *Pendapat Angga gimana dengan teks recount yang judulnya “Swimming”?*

- (What was your opinion about the text “Swimming”? Did you like it?)
- S : *Suka*
(Yes, I liked it.)
- R : *Sukanya kenapa?*
(Why did you like it?)
- S : *Soalnya tugasnya gampang.*
(Because the task was easy.)
- R : *Masih ingat sruktur teks recount seperti apa?*
(Did you still remember the structures of the text?)
- S : *Ehm....lupae*
(I forgot.)
- R : *“Orientation.....”*
(Orientation...)”)
- S : *Event trus reorientation*
(Event then reorientation)

(Interview 8)

5. Linking to related Texts

The last was the students had to do homework about comparing the recount text with the narrative text. They were familiar with the narrative text so they accepted the homework. This task was used to make the students have deep understanding about the type of the text because these texts were familiar in their daily life. They deal with text everyday in their daily life.

3. Reflection

In the reflection, the data from the observations, field notes, and interview transcript were analyzed to evaluate the action conducted. The following were the results of the reflection of the teaching and learning cycle.

a. Building the Context

Giving the context through the pictures was effective to attract the students' attention. It could make the students concentrate more on the teacher's explanation. As the result, the class was not noisy and the students could understand the materials easily. However, the attention to the male students who like to be joking during the class had to be increased by asking them about context that were familiar in their daily life.

In this stage, students used their background knowledge to understand the topic. They were introduced to the topic of the recount text through the pictures. This was a successful technique to motivate the students in learning the text. They were more active in the class and they were motivated to learn the text. They answered the questions based on their background knowledge.

b. Modelling and Deconstructing the Text

Discussing the model text together in the class was a good way to be applied to improve the students' understanding of the text. In this stage, the researcher and the students discussed the content of the text, the purpose, the generic structure, the grammar, and the vocabularies of the text. There were some students asked the difficult words and the researcher made a list of difficult words in the whiteboard.

c. Joint Construction of the Text

Learning the text through group discussion ran smoothly. In this stage, the students worked with the new text but still in the same type. In the group work,

they discussed the content of the text, the purpose, the grammar, the generic structures, and the vocabularies. They did the task and then displayed their work in the whiteboard. Then, they did the peer correction. Every group evaluated the others' work. In other words, this stage was well done because the students were very active in the group work and in the peer correction.

d. Independent Construction of the Text

Doing the individual work made the students very busy. They did it seriously. In this stage, they did like what they did in the joint construction stage. They identified the content of the text, the purpose, the grammar, the generic structures, and the vocabularies of the text by doing the individual task. They did it seriously. When they found difficulties, they asked the researcher and sometimes, they asked their friends. They frequently asked about the difficult words and then the researcher wrote the difficult words in the whiteboard so that the students could see.

c. Linking to Related Texts

Having the homework of identifying the differences between the recount text and the narrative text, the students did it based on their knowledge. However, some students did not do their homework. When the researcher asked them, they gave many reasons.

C. The Report of Cycle II

1. Planning

The cycle 2 still focused on the same technique as those in cycle 1 by implementing the text-based approach. The course grid was designed again. The components of this course grid were theme, basis competence, indicators, materials, media, teaching and learning of the text, and evaluation. The theme was different every meeting. The indicators were designed based on the basic competence. The materials were three texts for the modelling and deconstructing stage, the joint construction stage, and independent construction stage. The teaching and learning of the text consisted of the stages of building the context, the modeling and deconstructing stage, joint construction stage, independent construction stage, and linking to related texts stage. In the evaluation, the students did the task related to the materials that were given in the class. The teaching and learning cycle was provided below.

a. Building the Context

In this stage, pictures were used to explain the context to attract the students' attention. The teacher paid more attention to the male students who were noisy when joining the English lesson in Cycle I. There were some male students who were noisy when they did the task in the cycle 1.

b. Modeling and Deconstructing the Text

In this stage, the model text was discussed. The discussion covered the content of the text, the generic structure, the purpose, the grammar, and the vocabularies of the text. The teacher used power point to explain the materials. The teacher discussed the materials with the students in the class. The activities that were done in Cycle II were discussing the content through the power point and the pictures. When the students had questions, they could ask the researcher and then the researcher would discuss the answers together in the class. This stage made the students had deep understanding of the text.

c. Joint Construction of the Text

Doing the group work was an important factor to make the English teaching and learning process ran smoothly. So, this activity should be arranged and organized well. In this stage, the students worked in group. Then, they were given a new text but still in the same type. They matched the pictures related to the texts and then rearranged the jumbled paragraph so that they could identify the sequence of events.

d. Independent Construction of the Text

In this stage, the students did the task individually. What they did was same with what they did in the joint construction stage. The difference was that they should do the task individually. They were given the new text but still in the same type. They completed the task that covered the content of the

text, the purpose, the grammar, the generic structure, and the vocabularies of the text.

e. Linking to Related Texts

In this stage, the students got the homework to find the differences between the texts that were being learned with the other text types. They also have to investigate the use of these text types.

2. Action and Observation

This cycle was carried out four times: on November 22nd (Thursday), 23rd (Friday), 28th (Wednesday), and 29th (Thursday). The researcher used different topics in each meeting. Meeting 1 and meeting 3 were about narrative texts, meeting four was about recount text. The complete descriptions are provided below:

a. The Materials

The materials in this research were based on the text-based approach. The materials were text types. The text here was used in a special sense to refer to structured sequences of language that are used in specific contexts in specific ways. However, the course grid also specified other components of texts, such as grammar, vocabulary, topics, and functions, so it is a type of mixed course grid which integrates reading, writing, and oral communication and which teaches grammar through the mastery of texts rather than in isolation. The course grid also identified the grammatical items such as adjectives, adverbs,

and tenses to express time.

The process of teaching English in this research involved teaching explicitly about the structures and grammatical features of spoken and written texts, linking spoken and written texts to the cultural context of their use, designing units of work which focus on developing skills in the relation to whole texts, and providing students with guided practice as they develop language skills for meaningful communication through whole texts.

b. The Teaching / Learning Cycle

1) Building the Context

In this cycle, the researcher used the interesting pictures to introduce the context to the students. In this stage, the pictures were in the slides in the power point. The students were introduced to the social context of the text. This context should be related to their daily life so they were familiar with the context. The researcher asked the students about context and the social activity in which the text was used and then the students answered based on their background knowledge.

In the first meeting in Cycle II, the male students had started not to be noisy again but became active in the class that can be seen in the interview below:

- R : *Eh ternyata kalian bisa juga tidak ribut tapi ikut aktif seperti murid-murid yang lainnya. Tidak ngawur menjawab pertanyaan*
(In fact, you could be active students like other students; answering the question well.)
- S1 : *Kan disuruh sama mbak Fajar?*
(Because I was asked by Miss Fajar)
- S2,S3 : *Iya mbak mau tobat lah*

- (Yes, Miss, I will be a good student.)
- R : *Ya bagus bagus.*
(Yes that's good.)
- S1,S2 : *Tapi kalo ributnya kadang-kadang nggak papa ya miss?*
S3 (But if sometimes we become noisy, it's okay right?)
- R : *Tapi tidak boleh ribut yang ngawur ya. Boleh ribut asal sesuai dengan pelajaran.*
(You may be noisy as long as it is related to the lessons.)
- S : *Ya oke.*
(Yes, we would.)

(Interview 19)

With this condition, the researcherr had to make some male students became serious in the lesson. In the second meeting in Cycle II, they showed improvement. Some of them kept silent when the contexts were presented and explained in the class. They tried to listen to the explanation and they were brave enough to ask questions about difficult words which can be seen from the interview below.

- R : *Tadi kalian sudah berani ya aktif bertanya.*
(Wow you were brave to ask.)
- S : *Iya donk, terpaksa.he*
(Of course, I was asked to do that..he)
- R : *Jadi yang benar yang mana?*
(So which one is right?)
- S : *Kan cuma bercanda miss.*
(I'm only joking.)
- R : *Oke jadi kalian sudah betul-betul mengerti kan apa itu teks narrative?*
(So now you understand what the narrative text is?)
- S : *Iya dong.*
(Yes, we understand.)
- R : *Good.*
(Good.)

(Interview 23)

The good improvement of the male students could be seen in the last meeting. They were active in the class when the pictures were presented to explain the context. They asked whether 'Malinkundang' was a kind of narrative text or not.

a. Modeling and Deconstructing the Text

The text was discussed together with the students. The discussion covers the content of the text, the purpose, the grammar, the generic structures, and the vocabularies of the text. The power point was used to present the text. Then the text was discussed together with the students. When the students asked the questions, the researcher answered it and explained it in the class so that all students could understand it that can be seen from the field note below.

15. Kali ini P berdiskusi dengan siswa mengenai teks narrative. P memakai power point untuk menjelaskan teks narrative lalu membedah teks itu bersama-sama. Diskusi membahas mengenai isi bacaan, tujuan teks, tata bahasa, struktur teks, dan kata-kata sulit dalam teks tersebut.
(In this occasion, R discussed the narrative text with the students. R used power point to present the material. The discussion covered the content of the text, the purpose, the grammar, the generic structures, and the vocabularies of the text.)
(Field note 19)

The students also enjoyed when the researcher discussed the text together as could be seen in the interview below:

- R : *Kalian suka tidak pada saat kita berdiskusi bersama untuk membahas teks narrative?*
(Did you like it when we had discussion to discuss the narrative text?)
S : *Suka*
(Yes, I liked it.)

(Interview 19)

They felt that the discussion helped them to understand the text because they could not understand the text by themselves. They said there were many difficult words in the text that can be seen in the interview below.

- R : *diskusi yang tadi bareng mbak bermanfaat tidak?*
(... did the discussion in the lesson had function?)
- S : *Ya bermanfaat soalnya banyak kata-kata sulit.*
(Yes, it did because there were many difficult words.)
- R : *Jadi itu membantu kamu dalam memahami teks?*
(So it helped you to understand the text?)
- S : *Ya betul.*
(Yes, that's right.) (Interview 18)

b. Joint Construction of the Text

In this stage, the students worked in group. They were given a new text but still in the same type. Then, they had to display their work in the whiteboard and then the other groups evaluated them. The students were happy to do the activities. They were very enthusiastic to evaluate their friends work. Every student tried to give comment. The class became very noisy that time.

However, it was diferent from Cycle I in the sense that in Cycle II, there were no students who were very noisy. The students were happy and enthusiastic to do the peer correction that can be seen from the interview below.

- R : ... *yang membuat enak kerja kelompoknya karena apa?*
(... what made you enjoy the group work?)
- S : *Senang karena bisa ngomentari pekerjaan teman.*
(I was happy because I could evaluate the others' work.)
- R : *Tadi bisa kerja kelompoknya?*
(Could you do the group work?)
- S : *Ada yang bisa ada yang tidak.*

- (Yes but there were some task that I couldn't do.)
- R : Kata-katanya ada yang sulit tidak?
(Was there any difficult word?)
- S : *Iya ada tapi tidak banyak.*
(Yes, there were some difficult words but not much.)

(Interview 18)

Furthermore, the English teacher said that the group work was successful and the students liked to do the peer correction that can be seen from the interview below.

- R : *...menurut Bapak, bagaimana penerapan text-based approach terutama yang waktu joint construction activities?*
(...according to you, how was the implementation of the text-based approach especially in the joint construction activities?)
- ET : *Bagus mbak. Apalagi siswa sudah lumayan aktif di kelas.*
(Good Miss. Moreover, the students were active in the classroom.)
- R : *Kemudian hubungannya dengan kualitas pembelajaran apakah penggunaan text-based approach bisa meningkatkan kualitas pembelajaran bahasa Inggris?*
(Related to the quality of the English lessons, could the text-based approach improve the quality of the English lessons?)
- ET : *Tentu saja bisa meningkatkan kualitas pembelajaran bahasa Inggris karena siswa-siswa aktif dan siswa mampu memahami pelajaran dengan baik.*
(Of course it could improve the quality of the English lessons because the students were active and they could understand the materials.)

(Interview 24)

c. Independent Construction of the Text

In this stage, the students were given a new text but still in the same type. They did like what they did in the joint construction activities but in this stage, they did it individually. They had to answer the questions related to the text. The

task covered the understanding about the content of the text, the purpose, the generic structure, the grammar, and the vocabularies of the text.

They did it seriously. Sometimes, they asked about the difficult words and the researcher then made a list of difficult words in the whiteboard.

Sometimes, when they had difficulties, they asked their friend and some of them cheated the others' work. When it happened, the researcher asked them to stop cheating. They just laughed and continued to do the task seriously that can be seen from the interview below.

5. *Tahapan independent construction membuat siswa merasa tertantang untuk mempercayai dirinya. P memberi tugas untuk menyusun paragraph rumpang hari ini. Siswa melakukannya dengan serius walaupun ada beberapa siswa yang mencoba menyontek pekerjaan teman tapi digagalkan oleh P.*

(The independent construction stage made the students trusted themselves. The students did the task seriously although some students tried to cheat the others work.)

(Field note 26)

In this stage, many students tried to answer all the questions. Sometimes, they asked permission to open the dictionary. In this case, the researcher let them to open the dictionary although she had made a list of difficult words in the whiteboard that can be seen from the interview below.

R : *Tadi kalian ngerain tugas individunya bisa nggak ya?*
(Could you do the task?)

S : *Ya ada yang bisa ada yang tidak Miss.*
(Yes, I could do it but there were some questions that I could not answer it.)
(Interview 21)

R : *Kamu masih sering dandan ya saat miss menerangkan materi?*

- (You often do the make up when I explained the material, right?)
- S : *Iya*
(That's right)
- R : *Kamu kan bisa berdandan lain waktu kalo bukan pas pelajaran. Masa temannya ngerain kamu malah dandan.*
(You may do the make up out of the class. It is not fair when your friends do the task and you do the make up.)
- S : *Miss sudah hafal namaku ya. Jadi malu tadi waktu ditegur.*
(Miss had known my name. It made me embarrassed when you asked me to stop doing the make up.)
- R : *Makanya, kalau di kelas tuh memperhatikan, bukannya malah dandan, oke?*
(Because of that, you must pay attention when you are in the class, do not do the make up!)
- S : *Iya Miss*
(Ok, Miss)

(Interview 22)

d. Linking to Related Texts

The students were given homework about finding differences between the narrative text and the descriptive text. In the next meeting, the students had finished the homework although some students didn't do it. For the lazy students, the researcher asked them the reason why they didn't do the homework and they gave many reasons. From their homework, it could be seen that they already understood about the differences between the narrative text and the other text type as shown in interview below:

- ET : *O iya mbak ternyata antusias siswa sangat tinggi untuk mengerjakan pekerjaan rumah yang mbak berikan pada mereka. Hanya tiga siswa saja yang tidak mengerjakan.*
(In fact, the students were more enthusiastic to do the homework. Just three students that didn't do it.)
- R : *Saya juga merasa begitu Pak.*
(I also felt that Sir.)
- ET : *Wah bagus mbak. Jadi lanjutkan saja mbak kasih mereka pekerjaan rumah supaya mereka belajar bertanggung jawab.*

(Very good, Miss. So, keep giving the homework to make them learn to have the responsibility.)

R : *Baik Pak*
(Ok Sir. (interview 20))

3. Reflection

After conducting the action in Cycle II, the research team conducted a discussion and found that:

- a. Attracting students' attention by building the context activities through the pictures was successful. The students became active in the class without being asked. They became very cooperative. As the result, they focused on the lesson and they were not noisy in the class. They enjoyed the lesson and sometimes asked about the pictures related to the task. They focused on the lesson. They answered the questions based on their background knowledge.
- b. Discussing the text together in the modeling and deconstructing activities made the students enjoyed the lesson. They were enthusiastic to do these activities. In this stage, the researcher discussed the materials together with the students. The discussion covered the content of the text, the purpose, the grammar, the generic structure, and the vocabularies of the text. The text used in this cycle was narrative text. Most of the students liked to discuss this text because they were already familiar with the text. That because in their daily life, they deals with the folktales, the legend, and the folklore. They enjoyed the activity and no student went to the toilet because they focused on the lesson.

- c. Doing the group work in the joint construction activities made the students become very busy. They did the group work well and the class became noisy. They were cooperative in the group work.
Each student tried to express their mind to answer the questions. Then, they had to do the peer correction. This activity was well done because the students were active and each of them tried to evaluate the others' work.
- d. Doing the individual task in the independent construction activities made the students relied on themselves. They tried to do the task individually. They had to do like in the joint construction activities but they had to do individually. It means that they were really had to rely on themselves. When they found the difficult words, they asked the researcher and sometimes they asked their friends. Some of them tried to cheat the other's work and when it happened, the researcher asked them to stop cheating.
- e. Having the homework to find the differences between the narrative text and the other text-type made the students explored the information about the type of texts. They did the homework and the homework made them had deep understanding on the materials.

D. General Findings:

The cycles in the research were complete. There were two cycles in the action. Based on the reflections of each cycle, the findings are concluded as follows.

The text-based approach was an appropriate technique which was implemented to teach English in the classroom. It was done to improve the quality of the English lessons at class XC of SMA Islam 1 Gamping. This was the result of the research.

The use of the text-based approach was really effective to make the students become actively involved in the class. They were also motivated to learn English in the class. They were happy during the teaching and learning process. They participated in the class actively. They enjoyed the lesson that could be seen in the photographs and the videos.

Through the stages in the text-based approach, the interaction in the class was well done. The interaction between the students and the researcher was good. The interaction between the students and the students was good too. In the joint construction of the text stage, the students were happy to interact with the others to finish the task. This was proved by the interview between the researcher and the English teacher.

By implementing the text-based approach, the teacher could monitor the students' achievement through the stages. In the building the context stage, the teacher could provide the real context of the text that was being learnt so that the students became interested with the text. In the modeling and deconstructing the text stage, the teachers could provide the good explanation and interacted with the

students so that the students could have deep understanding of the text that was being learned. This was proved by the interview with the English teacher.

The stages existing in the text-based approach could improve the students' achievement. Before the actions were conducted, the students didn't know the differences between narrative text and recount text. They also didn't know how to change the verb into past form in the recount and narrative text. They still confused about the use of the past forms. Conducting the text-based approach could improve their understanding about the differences between the recount text and the narrative text and the use of the past forms. This was proved by the interview between the researcher and the English teacher.

Table 6
The Changes (before and after implementation)

Before action were conducted	After action	
	Cycle I	Cycle II
The students did not want to do the task and the students' enthusiasm to learn English in the class was low.	Some of students were enthusiastic to learn English in the class by using text-based approach. But, there were still some problems emerging, e.g. some of the students were very noisy during the lesson.	All students were enthusiastic during the lesson. They tried to be active and focus on the lesson.
The students were noisy in the class.	Some students paid more attention to the teacher's explanation.	All students paid more attention to the teacher's explanation and instruction. Besides, they were active in the class
Sometimes, the students did not want to do the task individually.	The students were happy and enthusiastic to do the task.	The students did the task quickly since they understood how to do the task.
The students were bored during the lesson.	All students were motivated to learn English because of the stages in the text-based approach forced them to involve actively in the class.	The peer correction made the students became very enthusiastic.
There were three trouble makers in the class who disturbed the others.	One of the trouble maker could be handled.	All students focused on the lesson. They participated in the class.
There was much time for the students to do the activities unrelated to the material	Most of the students focused on the teaching learning activities.	All students focused on English learning activities. They did not do activities unrelated to the lesson.
The students did not listen English frequently from the teacher in the teaching-learning process	The students often hear English in the classroom	The students tried to respond to the teacher in English.
Some of the students asked for a permission to go to the toilet when the English teaching -learning process was going on.	There were three students who went to the toilet only for leaving the English lesson.	There were no students who went to the toilet only for leaving the English lesson. All students stayed in the classroom.
Some students did not pay attention to the lesson	The difficult question and interesting media made the students paid attention to the lesson. However, there were three trouble maker that were very noisy during the lesson.	All students paid attention to the lesson from the beginning until the end. They were also active in the class.

CHAPTER V

CONCLUSIONS, IMPLICATIONS, AND SUGGESTIONS

A. Conclusions

The research findings and discussions in chapter IV showed that the quality of the English lessons at class XC of SMA Islam 1 Gamping improved through the use of the text-based approach. This technique was implemented in two cycles.

The researcher found that the text-based approach could: (1) make the students active to do activities in the English learning process that was proved by the interview with the English teacher, (2) make the interaction between the students and the teacher ran well that was proved by the interview with the students and the English teacher, (3) make the teacher got knowledge to assess the students' performances that was proved by the interview with the English teacher, (4) attract the students' attention and involve them in the English lessons that was proved by the interview with the students, (5) control the students, especially the trouble makers that was proved by the interview with the naughty students, (6) encourage the students to cooperate with one another that was proved by the interview with the students.

As expected by the researcher, there were changes as the result of the actions. The changes were both in the way of thinking and in the behavior of the involved members. The changes were related to the following aspects:

1. The Changes in the English Teaching-Learning Process

The English teaching-learning process became more interesting, attracting, and active. Besides, the class condition was quiet. It was different from the previous situation in which it was very noisy. The students were very noisy and did activities which were unrelated to the material. They did not pay attention to the teacher's explanation. After implementing the text-based approach, the researcher could make the students actively involved in the teaching-learning process.

2. The Changes Happened to the Students and English Teacher

Before the action was conducted, there were many student who were passive in the class. They felt shy and afraid of making mistakes. To make the things worse, there were three students who were the trouble makers in the class. They were very noisy and they asked permission to go to the toilet to escape from the lesson. This problem could be solved. The trouble makers became the nice students. They tried to active in the class and did not escape from the lesson. As the result, the teaching-learning process ran smoothly.

The changes also happened to the English teacher. In addition, the English teacher enriched his knowledge on how to teach English well and to assess the students' performances. Using text-based approach could make the students involved in the English teaching-learning process and could make the English teaching-learning process ran smoothly.

3. The Changes Happened to the Researcher

As the action was implemented, the researcher enriched the knowledge about the teaching and learning process to the students in senior high school. As a teacher then, she found an effective way to solve the low quality of the English lesson. It is the text-based approach. The good teaching would make the English teaching-learning process run smoothly.

B. Implications

The research findings showed that the quality of the English lessons improved. Comparing the quality of the English lessons in the previous condition, the quality of the English lessons of the class XC students of SMA Islam 1 Gamping was getting better. It was related to the action given in the classroom by implementing the text-based approach as the solution of the emerging problems.

The successful actions have some implications. They are described below:

1. The use of the text-based approach could improve the quality of the English lessons. There were some stages in this technique. They were attracting the students' attention by building the context, discussing the model text together, organizing group work, and organizing individual work. Those stages were appropriate for the students in a senior high school who had different characteristics.
2. The use of various media was successful in improving the quality of the English lessons because it could motivate the students and attract the students'

attention. Therefore, the teacher should be creative in using media to support the teaching and learning process.

C. Suggestions

Based on the conclusions, implications and limitations above, some suggestions would then be directed toward the English teacher, class teacher, institution, and other researchers.

1. To the English teachers.

The English teachers need to implement the text-based approach because it can improve the quality of the English lessons. They also need to use interesting media such as pictures to make the teaching and learning process become more interesting. Then, let the students speak English and do not interrupt them in speaking. Another important thing is that they must be able to select and grade the materials according to the level of the students.

2. To the Students

The students can use the text-based approach to enrich their knowledge about the use of the text-types. They deal with the text everyday and they can get the benefits in their daily life. They also can use this approach to learn the materials through stages.

3. To the Other Researchers

The researchers who will conduct the similar researches should have better preparation before conducting the research because preparation will make perfect performance. They also must have much knowledge related to their

research study so their research will be successful.

4. To the English Department of Yogyakarta State University

The English department needs to implement the text-based approach in the teaching and learning process. This approach is effective to make the students have deep understanding about the text because they deal with the texts everyday in their daily life.

5. To the School Principal

The school principal should socialize the text-based approach to the teachers in the school because this approach is helpful to make the teaching and learning process run smoothly.

6. To Book Writers

The book writers need to write the book about the text-based approach so that the readers will know the advantages of this approach in the teaching and learning process and in the daily life. The books writers especially the text-book writers should write the text-book based on the stages of the text-based approach so that the readers can understand the books easily.

7. To the Educational Offices

The educational offices need to socialize the text-based approach as the effective approach to be applied in the class because it has many advantages for the students and the teachers.

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Interview 1

14 November 2012

Ruang kelas XC

P: peneliti S: siswa

P	:	Halo... saya pengen ngobrol-ngobrol ni (Hello, I want to talk to you)
S	:	oke, aku mau diwawancarai lagi (ok, I want to be interviewed again)
P	:	Ok, ayo kalau begitu. What is your name? (Ok, what's your name?)
S	:	My name is Angga
P	:	Seneng ga pelajarannya tadi? (Do you like the lesson?)
S	:	Seneng (Yes, I do.)
P	:	Senangnya kenapa? (Why)
S	:	Gambarnya bagus-bagus (The pictures were good)
P	:	Kenapa tadi waktu miss menjelaskan tentang konteks melalui gambar, kamu semangat sekali mengomentari gambar itu? (Why you were so happy when I explained the context through the pictures?)
S	:	Gambarnya lucu (The pictures were funny.)
P	:	Lalu apalagi yang membuat kalian senang waktu saya menjelaskan tentang konteks? (What else that made you happy when I explained the context?)
S	:	Waktu miss tanya tentang dongeng apa yang saya sukai.(When you asked me about my favourite tales?)
P	:	Jadi kamu memang suka dongeng? (So, you really like tales?)
S	:	Iya suka (Yes, I do.)

Interview 2

14 November 2012

Ruang kelas XC

P: peneliti S: siswa

P	:	Hey Harindra, kamu suka gak waktu belajar pake diskusi pada awal pelajaran tadi? (Hi Harindra, do you like the discussion in our lesson?)
S	:	Iya suka karena kita jarang diskusi seperti itu sebelumnya.He he.(Yes, I do because I never do it before.)
P	:	Tadi waktu miss menjelaskan tentang konteks daerah Toraja melalui gambar, kamu seneng gak? (When I explained the context through the pictures, do you like it?)
S	:	Seneng, gambarnya bagus-bagus (Yes, I do. The pictures were good.)
P	:	Kalau melakukan diskusi bersama untuk membedah teks seperti tadi suka gak? (When we had discussion, do you like it?)
S	:	Suka. (Yes, I do).
P	:	Jadi sudah tahu isi teks yang dibahas? (So, you know about the text we have learnt today?)
S	:	Ya udah tahu (Yes, I do.)
P	:	Waktu berdiskusi mengenai tujuan teks, kamu seneng gak? (When we had discussion about the purpose of the text, do you like it?)
S	:	Apa? (What)

P	:	Tadi lho waktu berdiskusi mengenai tujuan teks. (When we had discussion about the purpose of the text).
S	:	Ya seneng soalnya ada gambar-gambar juga. (Yes, I do.)

Interview 3

14 November 2012

Ruang kelas XC

P: peneliti S1: siswa 1 S2: siswa 2 S3: Siswa 3 S4: siswa 4

P	:	Kalian suka ga pelajaran tadi? (Do you like the lesson today?)
S1	:	Suka. (Yes, I did.)
P	:	Sukanya kenapa, Fery? (Why do you like it Fery?)
S2	:	Menyenangkan, banyak gambarnya.(Interesting, there were lots of pictures).
S1,S3	:	Iya itu enaknyanya(Yes, because of that.)
P	:	O... karena gambarnya. Trus apalagi enaknyanya? (And then what else that made you happy?)
S4	:	Diskusinya bikin semangat (The discussion made me enthusiastic.)

Interview 4

14 November 2012

Ruang kelas XC

P: peneliti S: siswa kelas XC secara keseluruhan

P	:	Kalian suka ga pelajaran tadi? (Do you like the lesson today?)
S	:	Suka (yes, I do)
P	:	Diskusinya tadi suka gak? (Do you like the discussion?)
S	:	Suka (Yes, I do)
P	:	Sukanya kenapa? (Why do you like it?)
S	:	Jadi tahu banyak hal tentang teks recount. (I know about recount text)
P	:	Iya itu enaknyanya.(Yes, because of that)
S	:	O...jadi tahu banyak hal tentang teks recount. Trus apalagi enaknyanya? (And then what else?)
P	:	Diskusinya bikin semangat. (The discussion made me happy)

Interview 5

14 November 2012

Kantor Guru

P: peneliti GBI: Guru Bahasa Inggris

P	:	Permisi...(Excuse me)
GBI	:	E... mbak Fajar. Bagaimana? (Hi Fajar, what happened?)
P	:	Ini Pak, saya mau tanya tentang penelitian saya. (I want to ask about my research, Sir)
GBI	:	Oya silahkan mbak Fajar. (Okay)

P	:	Waktu saya pertama kali observasi proses pembelajaran bahasa Inggris disini, saya sebenarnya kurang yakin kalau anak-anak di kelas XC mudah diatur. Apa mungkin karena saya menggunakan model diskusi bersama untuk membedakan suatu teks? (When I observed the English teaching and learning process at the first time, I'm not sure that the students of class XC could be managed. Do you think because I used the discussion model, so they became enthusiastic?)
GBI	:	Nah itu mbak yang memotivasi siswa untuk aktif di kelas, apalagi mbak menyediakan power point dan gambar-gambar yang mendukung. (Yes, because of that the students became enthusiastic)
P	:	Terus mengenai respon siswa pada saat saya mengajar bagaimana Pak? (What do you think about the students' response?)
GBI	:	Siswa merespons dengan cukup bagus saya kira. Mereka lumayan aktif. (The students responded you very well I think)
P	:	Oya terima kasih banyak Pak. Maaf mengganggu.(Thank you Sir)
GBI	:	Tidak apa-apa. Oya besok tolong ingatkan saya ya jam berapa mbak mau mengajar lagi soalnya saya suka lupa.(no problem and please remind me when you will do the research again)
P	:	Iya pak. Pasti. Terima kasih Pak. (Alright, Sir. Thank you)
GBI	:	Ya sama-sama. Good luck ya. (You're welcome. Good luck)
P	:	Amin. Terima kasih Pak. (Thank you, Sir)

Interview 6

14 November 2012

Ruang kelas XC

P: peneliti S: siswa kelas XC

P	:	Hello good morning Nuardhi
S	:	Morning miss
P	:	Menurutmu pelajaran bahasa Inggris tadi gimana? (What do you think about the lesson today)
S	:	Menyenangkan (Good)
P	:	Menyenangkannya kenapa? (Why did you say that?)
S	:	Enak. Pelajarannya enak (the lesson was good)
P	:	Kenapa enak? Apa karena materinya? (Is it because of the materials?) Masih ingat, kemarin materinya tentang apa? (Did you still remember the materials?)
S	:	Recount
P	:	Masih ingat apa itu recount? (Do you still remember what recount is?)
S	:	Cerita (Story)
P	:	Masih ingat urutan teks recount? (Do you still remember the order?)
S	:	Apa ya? Orientation trus gak tahu apa lagi (I just remember the orientation)
P	:	Complication trus yang terakhir apa hayo? (Complication and then?)
S	:	Reorientation
P	:	Kalo disuruh bikin teks recount sudah bisa? (If you were asked to make the recount text, can you do it?)
S	:	Ya sedikit. (Yes, a little)
P	:	Apa maksudnya sedikit (What do you mean?)
S	:	Ya kalau bikin orientasinya bisa (If I were asked to make the orientation)

P	:	Oke. Kalo teks recount pake kata kerja bentuk berapa? (What type of verb did you use in recount text?)
S	:	Pake bentuk berapa ya? Oya bentuk kedua (Verb-2)
P	:	Good. Kalo kata go, bentuk keduanya apa? (What is the past form of the word go?)
S	:	Went. Aku pintar kan mba? (Went. I'm clever right?)
P	:	Iya kamu memang pintar. Oya tadi kelihatannya kalian senang ya ngoreksi hasil pekerjaan temanmu? (Yes, you are. Do you feel happy when you were asked to evaluate your friends' work?)
S	:	Iya miss karena biasanya tidak pernah (Yes, I did because I never do it before)
P	:	Oke. Terima kasih ya atas waktunya. (Okay, thank you)
S	:	Iya sama-sama Miss. Aku mau jajan dulu ya. (you're welcome)
P	:	Oke. (Okay)

Interview 7

15 November 2012

Ruang kelas XC

P: peneliti S: siswa kelas XC

P	:	Ade Carrysta, gimana pelajaran bahasa Inggris tadi? (What do you think about the lesson today)
S	:	Menyenangkan (Interesting)
P	:	Kenapa? (Why)
S	:	Ya menyenangkan aja. Maksudnya aku dah ngerti apa yang mba ajarkan. (I know what you taught me)
P	:	O... jadi kamu dah ngerti apa yang saya ajarkan di kelas. (So, you understand what I told you?)
S	:	Iya dong. Aku tuh pintar lho mba tapi kok gak bisa masuk sekolah negeri ya? (Yes, I do)
P	:	Gak papa. Oya kamu dah pintar berdiskusi ya. Kalo disuruh berdiskusi sudah lancar tadi. (I think you did the discussion very well)
S	:	Iya miss kan sudah biasa. (Yes, I did)
P	:	Jadi kamu tadi bisa ngerjain tugas-tugasnya? (Could you do the task?)
S	:	Ya ada yang bisa ada yang tidak. (Yes, but I still find difficulty)
P	:	Tadi bisa tidak nyusun paragrafnya? (Could you arrange the paragraph?)
S	:	Ya...bisa tapi ada yang salah. (Yes, I could do that but I still made mistakes)
P	:	Trus kamu dah paham tentang teks yang tadi saya ajarkan? (Do you understand the text I have taught you?)
S	:	Sudah miss. (Yes, I do)
P	:	Masih ingat teksnya tentang apa? (Do you still remember the text?)
S	:	Tentang menceritakan pengalaman. (The text to tell experience)
P	:	Nama teksnya apa?(What is the name of the text?)

S	:	Apa ya? Oya recount. (recount)
P	:	Pinter. Kalo teks jenis recount pake present tense atau past tense? (And recount text uses past form or present form?)
S	:	Kalo lampau itu past apa present Miss? If it happened in the past?)
P	:	Past. Masa kamu lupa. (Past tense)
S	:	Oya berarti pakenya simple past. (So, it uses simple past)
P	:	Very good. Thank you
S	:	Your welcome miss.

Interview 8

15 November 2012

Ruang kelas XC

P: peneliti S: siswa kelas XC

P	:	Halo Anggi, lagi ngapain? (Hello Anggi, what are you doing?)
S	:	Nggak ngapa-ngapain (nothing)
P	:	Pendapat Anggi gimana dengan pelajarannya tadi? Suka tidak? (What do you think about the lesson?)
S	:	Suka dan senang (made me happy and excited)
P	:	Sukanya kenapa? (Why)
S	:	Seru soalnya pake diskusi segala. (Challenging because we had discussion)
P	:	Masih ingat diskusinya tentang apa? (Do you still remember the discussion?)
S	:	Ehm....lupae (No)
P	:	Membahas tentang apa? (What did we learn?).
S	:	Oh itu. Membahas tentang teks miss. (Discussing the text)
P	:	Masih ingat judul teksnya apa waktu diskusi tadi? (Do you still remember the title of the text?)
S	:	Wah apa ya. Swimming miss. (Swimming)
P	:	Iya pinter. Kamu suka diskusi tadi? (Do you like the discussion?)
S	:	Suka soalnya ada yang ngerjain soal bareng-baeng. (Yes, I do because I could do the task with my friend)
P	:	Yang berkelompok tadi ya? Kenapa suka? (Why do you like it?)
S	:	Karena cepet selesai (Because I could do it very fast)
P	:	Cepet selesai apanya? (What do you mean?)
S	:	Ya tugasnya dong miss. (the task)
P	:	Oke. Seneng yang sekelompok dua atau empat orang? (Did you like the group of two or four?)
S	:	Semuanya (Both)
P	:	Jadi tadi benar-benar diskusi tidak pake nggosip? (So, you really did the discussion?)
S	:	Iya beneran diskusi tapi diselingi gossip dikit.he (yes, I did although sometimes I talked to my friends)
P	:	Oh gitu. Trus waktu ngerjain tugas, yang ngerjain semuanya atau cuma satu orang aja? (When you did the group work, did all the members did it?)
S	:	Ya semuanya miss. Tapi yang pinter si Ade itu.(Yes, all the members but the clever one is Ade)
P	:	Oke terima kasih ya Anggi. (Thank you Anggi)
S	:	Ya sama-sama miss (You're welcome)

Interview 9

16 November 2012

Ruang Tata Usaha

P: peneliti GBI: Guru Bahasa Inggris

P	:	Selamat siang Pak. Maaf mengganggu. Bagaimana proses belajar mengajar tadi Pak? (Excuse me Sir, what do you think about the lesson?)
GBI	:	Seru mbak, menyenangkan bagi siswa. (Good, the students were enthusiastic)
P	:	Apa pak yang membuat mereka senang dan pelajarannya seru? (What made they liked the lesson Sir?)
GBI	:	Mbak menyediakan power point yang bagus dan teksnya menarik dan mudah dimengerti. Oya mengenai tugas kelompok di tahapan joint construction sudah cukup bagus. Anak-anak kelihatan sangat antusias dan aktif. Lalu pada tahapan independent construction yang tugas individu juga sudah cukup bagus. Anak-anak kelihatannya serius mengerjakan. Secara keseluruhan sudah cukup bagus. (You provided the good power point. In the joint construction activity, you gave good task and in the independent construction stage, you also gave them good task. I think so far so good)
P	:	Terima kasih Pak. Terus bagaimana dengan antusias siswa mengikuti pelajaran bahasa Inggris? (Thank you Sir. And what about the students' enthusiasm?)
GBI	:	Siswa sangat antusias dengan pelajaran tadi dan siswa juga paham dengan materi yang mbak ajarkan. Mereka mampu melakukan instruksi dari guru. (I think they were enthusiastic and they want to do your instruction).

Interview 10

16 November 2012

Ruang kelas XC

P: peneliti S: siswa

P	:	Hello, are you Emi?
S	:	Yes, my name is Emi.
P	:	Gimana ni pelajaran hari ini? (What do you think about the lesson today?)
S	:	Senang (good)
P	:	Senangnya kenapa? (Why)
S	:	Senang yang nempel-nempel tadi miss. (I like when I put my group work on the whiteboard)
P	:	O.. yang nempel hasil pekerjaan temanmu di papan tulis tadi ya? (When you put your work?)
S	:	Iya miss. Bisa ngoreksi pekerjaan kelompok lain. (Yes, I can evaluate my friends' work)
P	:	Sip deh kalo gitu. Terus waktu kelompokan, kamu bisa nggak? (Could you do

		the group work?)
S	:	Ya ada yang bisa ada yang tidak. (Yes, I could but I found difficulties)
P	:	Masih ingat pelajarannya tentang apa tadi? (Do you still remember the lesson?)
S	:	Ingat dong Miss. Membahas dongeng. (Yes, I do. We talked about tales)
P	:	Dongeng itu termasuk jenis teks apa? (The tales included to what type of text?)
S	:	Apa ya? Bentar. Narrative ya miss. (Narrative Miss)
P	:	Good. Nah itu bisa. (Good) Trus tadi kamu udah tahu uruan-urutan dari teks narrative? (Do you know the order of narrative text?)
S	:	Ya tapi belum begitu hafal. (Not really)
P	:	Yang pertama bagian apa? (What is the first part?)
S	:	Orientation Miss.
P	:	Bagis. Orientation itu bagian yang menjelaskan tentang apa? (Orientation explains us about?)
S	:	Tentang tempatnya miss. (The place)
P	:	Ya tempat, waktu, dan juga pelakunya. (The place, the character, and the time)
S	:	Oya oke oke. (Okay)
P	:	Habis orientation trus apa? (What is it after orientation?)
S	:	Lupa miss.(I forgot)
P	:	Complication dong. (complication)
S	:	Oya complication. (Yes, complication)
P	:	Complication itu tentang apa hayo? (The complication explains us about?)
S	:	Tentang isi (the content)
P	:	Bagus. Yang terakhir apa? (Good. What is the last part?)
S	:	Resolution miss. (Resolution)
P	:	Good. Jadi resolution tentang apa? (So, the resolution is about?)
S	:	Tentang akhir ceritanya. (The end of the story)
P	:	Oke pinter. Jadi kamu dah bisa belum bikin teks narrative? (Good. So, could you write narrative text?)
S	:	Ya bisa mungkin.he (Yes, maybe)
P	:	Okelah terima kasih atas waktunya ya Emi. (Thank you Emi)
S	:	Ya sama-sama miss. Aku senang kok diwawancarai (You're welcome. I'm happy to be interviewed)

Interview 11

21 November 2012

Ruang kelas XC

P: peneliti S: siswa

P	:	Hello Riko... Pelajarannya tadi suka ga? (Do you like the lesson?)
S	:	Suka (Yes, I do)
P	:	Seneng gak waktu ngerjain tugas individu? (Do you like to do the individual task?)
S	:	Seneng. (Yes, I do)
P	:	Senangnya kenapa? (Why?)
S	:	Karena aku suka nyusun-nyusun paragraph. (Because I like to arrange the

		paragraph)
P	:	Jadi sudah bisa tadi nyusun paragrafnya? (So, you could do that?)
S	:	Iya sudah. Gampang kok miss. (Yes, I could. That was easy)
P	:	Kamu masih ingat tadi belajar apa di kelas? (Do you still remember the lesson?)
S	:	Masih miss. Belajar teks narrative. (Yes, I do. We learned about narrative text)
P	:	Bagus. Oke terima kasih ya. (Good. Thank you)
S	:	Oke (Okay)

Interview 12

21 November 2012

Ruang kelas XC

P: peneliti S: siswa

P	:	Halo Adil, gimana ni pelajaran hari ini? (Hello Adil, what do you think about the lesson today?)
S	:	Seneng yang nempel-nempel tadi miss (I like when I put my group work on the whiteboard)
P	:	O..yang nempel hasil pekerjaan kelompokmu di papan tadi ya. Trus tadi yang mencocokkan gambar suka nggak? (Do you like when you match the pictures?)
S	:	Suka tapi masih ada yang salah. (Yes, I did but I still made mistakes)
P	:	Sip deh kalo gitu. (Thank you) Makasih ya...
S	:	Sip juga. Sama-sama miss (You're welcome)

Interview 13

21 November 2012

Kantor Guru P: peneliti GBI: Guru Bahasa Inggris

P	:	Siang Pak, gimana proses pembelajaran bahasa Inggris hari ini? (Good afternoon Sir, what do you think about the lesson today?)
GBI	:	Sudah baik mbak (Good)
P	:	Terima kasih Pak. Menurut Bapak, mereka antusias tidak mengikuti pelajaran tadi? (Do you think the students were enthusiastic to join the lesson Sir?)
GBI	:	Oya menurut saya mereka sangat antusias mbak. Mereka menjawab semua pertanyaan yang mbak ajukan dan mereka mau mngerjakan tugas. (Yes, I do. They did the task and answered your questions)
P	:	Trus mereka kelihatannya mengerti tidak dengan teks yang saya ajarkan Pak? (Do you think they understand the text that I taught?)
GBI	:	Iya, menurut saya mereka cukup paham dengan apa yang mbak ajarkan. (Yes, I do)
P	:	Oke terima kasih ya Pak. Maaf mengganggu.(Thank you Sir)
GBI	:	Tidak apa-apa. Saya senang mbak mau penelitian disini. Anak-anak jadi kelihatan bersemangat.(No problem. I'm happy you conduct the research here. The students were happy)
P	:	Terima kasih Pak. (Thank you Sir)
GBI	:	Oke. (Okay)

Interview 14

22 November 2012

Ruang kelas XC

P: peneliti S: siswa

P	:	Hey, semua? Disini sebentar mau? (Hi guys, please come here)
S	:	Ada apa Miss? (What's up?)
P	:	Ini, miss mau interview kalian. Ada yang mau diwawancarai? (I want to interview you)
S1	:	Saya (me)
S2	:	Saya juga mau (me too)
S3	:	Aku juga mau (me too)
P	:	Oke, kalian bertiga sini duduk disini. Bagaimana pelajaran hari ini menurut kalian? (Okay, you guys, what do you think about the lesson today?)
S2	:	Ya senang miss.(We're happy)
P	:	Trus tadi waktu ngerjain tugas yang sendiri-sendiri, kalian suka nggak? (Do you like to do the individual work?)
S2	:	Suka. (Yes, I do.)
P	:	Sudah bisa? (Could you do that?)
S1	:	Iya sudah. (Yes, I do)
P	:	Kalau kamu gimana? Kok Cuma diam saja? (What do you think? You keep silent)
S3	:	Senang karena ada juga yang tugas kelompok. (I was happy because there was a group work)
P	:	Sip deh. Terima kasih ya. (Thank you)
S3	:	Oke. (Okay)

Interview 15

22 November 2012

Kantor guru

P: peneliti GBI: Guru Bahasa Inggris

P	:	Selamat siang Pak...(Good afternoon Sir) Mau interview seperti biasa (I want to do the nterview as usual)
GBI	:	Boleh mbak. Silahkan duduk sini mbak. Sudah selesai mewawancarai siswa? (Please sit down. Have you finished interviewed the students?)
P	:	Baru saja selesai mewawancarai siswa. (I have finished) Untuk hari ini menurut Bapak bagaimana? (What do you think about the lesson today?)
GBI	:	Sudah baik. Waktu mbak menjelaskan konteks trus semua tahapan dari ngerjain tugas individu sampai kelompok sudah cukup bagus. (I think you taught very well. All the stages were successful. I mean the individual and group work)
P	:	Anak-anak tadi kayaknya gembira sekali ya Pak waktu ngoreksi hasil pekerjaan teman? (The students were happy to evaluate the others')

		work, isn't it?)
GBI	:	Iya mbak. Mungkin karena mereka sebelumnya tidak pernah melakukan hal itu. (Yes, maybe because they never do it before)
P	:	Oke terima kasih Pak. Oya pertemuan berikutnya, bapak masih bisa menghadiri kan? (Could you attend the next meeting?)
GBI	:	Iya Insya Allah bisa tapi jangan lupa saya dihubungi dulu ya takutnya ada agenda mendadak. (Yes, but please remind me first)
P	:	Baik Pak. Nanti saya hubungi Bapak. (Okay, I will call you before I conduct the research)
GBI	:	Okelah kalau begitu (Alright)

Interview 16

Jum'at, 23 November 2012

Ruang kelas XC

P: peneliti

KS: Kepala Sekolah

P	:	Permisi Pak (Excuse me Sir)
KS	:	Iya. Mari mbak silahkan duduk. (Please sit down)
P	:	Makasih (Thank you)
KS	:	Ada apa kok pengen ketemu saya? (What happened?)
P	:	Begini pak. Setelah saya dan Pak Bambang berdiskusi, akhirnya kami menetapkan kalau siklus pertama sudah cukup. Kemudian, saya minta ijin kepada bapak selaku kepala sekolah disini, mau melanjutkan penelitian saya di siklus kedua. (I want to ask you whether you let me to continue my research or not)
KS	:	Tidak apa-apa. Silahkan mbak.(no problem)
P	:	Terimakasih pak atas ijinnya (Thank you Sir)
KS	:	Ya, sama-sama (You're welcome)

Interview 17

23 November 2012

Kantor Guru

P: peneliti

GBI: Guru Bahasa Inggris

GBI	:	e...mbak Fajar. Mari mbak silahkan masuk (Hi Fajar, please sit down)
P	:	Iya terima kasih Pak.(Thank you Sr)
GBI	:	Ada apa? Mau membahas rencana untuk siklus kedua ya? (Do you want to discuss about cycle two?)
P	:	Iya Pak. (Yes Sir)
GBI	:	Sekarang tersearah mbak aja. Menurut saya sih sudah bagus tapi kalau memang mau dilanjutkan ya tidak apa-apa. (I think so far so good but if you want to continue your research, it's okay)
P	:	Iya pak solanya saya amati masih ada beberapa siswa yang kurang antusias dalam mengikuti pelajaran. (Yes Sir because I think there were several

		students that were not enthusiastic in the class)
GBI	:	Oke good luck kalo gitu. Saya akan membantu sebisanya. (Good luck)
P	:	Terima kasih banyak Pak. Saya permisi dulu. (Thank you Sir)
GBI	:	Iya mbak silahkan. (no problem)

Interview 18

28 November 2012

Ruang kelas XC

P: peneliti S: siswa

P	:	Hello Arin. Pelajarannya tadi suka nggak? (Hello Arin, do you like the lesson?)
S	:	Suka (Yes, I do)
P	:	Sukanya kenapa? (Why)
S	:	Penak (I was happy)
P	:	Penaknya kenapa? (Why)
S	:	Pelajarannya (The lesson made me happy)
P	:	Iya, yang membuat enak pelajarannya karena apa? (Why)
S	:	Senang karena Miss pake power point trus ada gambar-gambarnya. (Because you used power point and the pictures were interesting)
P	:	Trus tugas individunya tadi gampang tidak? (How about the individual task?)
S	:	Ya gampang. Aku suka nyusun paragraph. (It's easy. I like to arrange the paragraph).
P	:	Kenapa? (Why?)
S	:	Bikin semangat. (It made me enthusiastic)
P	:	Masih ingat judul teksnya tadi apa? (Do you still remember the title of the text?)
S	:	Waduh. Apa ya? Oya swimming. (Swimming)
P	:	Jenis teksnya apa? (What type of text it is?)
S	:	Recount iya kan miss? (Recount)
P	:	Iya betul. Terima kasih ya Arin. Namamu bagus. Arin Em We Dwi Kuntari. (Thank you. You have a beautiful name)
S	:	Iya donk. Orangtuaku pintar kasih nama.he (Yes, my parents are clever to give name)

Interview 19

28 November 2012

Ruang kelasXC

P: peneliti S: siswa

P	:	Hello, apa kamu Bagio? (Hello, are you Bagio?)
S	:	Yes, my name is Bagio.
P	:	Gimana pelajarannya tadi suka nggak? (What do you think about the lesson?)
S	:	Iya suka. (I like it)

P	:	Trus seneng gak sama tugas individunya? (What do you think about the individual work?)
S	:	Senang (I like it)
P	:	Senangnya kenapa? (Why?)
S	:	Karena asik aja (Because it's interesting)
P	:	Asiknya kenapa? (Why?)
S	:	Waktu mencocokkan gambar. (I like it when I match the picture)
P	:	O..waktu mencocokkan gambar. Tadi judul teksnya apa waktu yang tugas individu? (Whai is the title of the text in individual task?)
S	:	Apa tadi Fer? (Tanya teman)(Do you still remember the title of the text?)
P	:	Kok tanya? Ya udah kalo lupa judulnya, tadi jenis teksnya apa? (What is the type of the text?)
S	:	Recount
P	:	Sipp kalau begitu. Masih ingat urutan-urutannya? (Do you still remember the order?)
S	:	Orientation, events, reorientation
S	:	Benar tidak miss?(Is that right?)
P	:	Nah itu bisa. Judul teksnya dah ingat belum? (Yes, do you remember the title of the text?)
S	:	Swimming miss.
P	:	Trus tadi waktu mencocokkan gambar, suka nggak? (Do you like to match the picture?)
S	:	Suka. (yes, I do)
S	:	Miss rumahnya dimana e? (Where do you live?)
P	:	Di Cilacap (Cilacap)
S	:	Jauh ya. (So far)
P	:	Oke terima kasih ya.(Thank you)
S	:	Oke deh.(Okay)

Interview 20

29 November 2012

Kantor Guru

P: peneliti GBI: Guru Bahasa Inggris

P	:	Selamat siang Pak Agus... (Good afternoon Sir)
GBI	:	Siang mbak. Sini mbak duduk di sini saja. (Good afternoon, please sit down)
P	:	Ya Pak. Bagaimana kalau dimulai saja membahas implementasi text-based approach untuk penerapan materi? (Yes Sir. Can we start with the implementation of the text-based approach?)
GBI	:	Ya. (Yes)
P	:	Gimana Pak respon siswa saat saya menggunakan text-based approach? (What is the students' response when I implemented text-based approach?)
GBI	:	Saya lihat siswa merasa senang. Oya mbak trus ternyata antusias siswa sangat tinggi intuk mengerjakan pekerjaan rumah yang mbak berikan pada mereka. Hanya tiga siswa saja yang tidak mengerjakan. (They were happy and they

		want to do the homework)
P	:	Iya Pak. Saya juga merasa begitu.(Yes Sir)
GBI	:	Wah bagus mbak. Jadi lanjutkan saja mbak kasih mereka pekerjaan rumah supaya mereka belajar bertanggung jawab. (Good, just continue it)
P	:	Baik Pak. Terima kasih banyak Pak.Trus menurut Bapak, tadi anak-anak suka tidak dengan tugas individu itu? (Do you think the students like the individual task?)
GBI	:	Mbak Fajar sudah memberi tugas individu dengan baik. Saya kira sudah cukup bagus. Anak-anak kelihatan antusias dalam mengerjakan tugas individu itu. (Yes, I do. They were enthusiastic to do the task)
P	:	Trus pada saat saya menyuruh siswa untuk mencocokkan gambar gimana Pak? (What do you think when I asked them to match the pictures?)
GBI	:	Saya lihat semua siswa suka mbak. (I think they like it)

Interview 21
29 November 2012
Ruang kelas XC
P: peneliti S: Siswa

P	:	Hello Diah.. kamu masih sering dandan ya saat miss menerangkan materi? (Hello Diah, you still did the make up when I explained the lesson?)
S	:	Iya. (Yes)
P	:	Kamu kan bisa berdandan lain waktu kalau bukan pas pelajaran. Masa temannya ngerjain, kamu malah dandan. (You can do the make up another time)
S	:	Iya. Miss sudah hafal namaku ya jadi malu waktu ditegur tadi. (yes, I was embarrassed when you asked me to stop it)
P	:	Makanya kalau di kelas tuh memperhatikan, bukannya malah dandan, oke? (So, you must pay attention in the class, okay?)
S	:	Iya miss. (Yes)
P	:	Oke tapi tadi bisa nggak ngerjain tugas yang individu? (Could you do the individual work?)
S	:	Iya bisa tapi ada yang nggak bisa. (Yes, I could but I still made mistakes)
P	:	Apa kesulitannya dalam memahami teks yang buat tugas individu tadi? (What is the difficult part?)
S	:	Kata-katanya ada yang susah, misalnya kata rough. (The vocabulary, for example, the word rough)

P	:	Oh gitu. Berarti harus sering berlatih. Oke terima kasih ...(So you must practice, Thank you)
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Interview 22

29 November 2012

Ruang kelas XC

P: peneliti S: Siswa

P	:	Helo Galih... tadi kamu sudah berani ya aktif bertanya. (Hello Galih, you were brave to ask)
S	:	Iya donk. Terpaksa.he (I was forced to do that)
P	:	Jadi yang benar yang mana? (So, which one is right?)
S	:	Kan cuma bercanda amiss.(I'm just kidding)
P	:	Oke jadi kamu sudah betul-betul mengerti kan apa itu teks narrative? (So now you understand what narrative text is?)
S	:	Iya dong. (Yes, I do)
P	:	Good. Trus masih ingat urutan-urutannya? (Do you still remember the order?)
S	:	Apa ya? Orientation, complication, yang terakhir apa ya miss? (Orientation, complication, the last I forget)
P	:	Resolution. Kalo orientation menjelaskan tentang apa? (Resolution. Orientation tells us about?)
S	:	Waktu miss. (Time Miss)
P	:	Tidak cuma waktu tapi juga pelaku dan tempat. Kalau narrative pake simple present apa simple past? (Not just the time but also the characters and place. The narrative text uses simple present or simple past?)
S	:	Simple past miss.
P	:	Good. Oke terima kasih ya Galih. (Thank you Galih)
S	:	Iya miss (Yes Miss)

Interview 23

29 November 2012

Ruang kelas XC

P: peneliti S: Siswa

P	:	Hello semua...eh ternyata kalian bisa juga tidak ribut tapi aktif seperti murid-murid yang lainnya. Tidak ngawur menjawab pertanyaan. (Hello..wow you could be nice like other students)
S1	:	Kan disuruh sama mbak Fajar (Because you asked me)
S2,S3	:	Iya mbak mau tobat lah.(I want to stop being naughty)
P	:	Ya bagus, bagus. (Good)
P	:	Lain kali tidak boleh nakal lagi ya. (Next time, you should always be nice)
S1, S2	:	Tapi kalau ributnya kadang-kadang nggak papa ya miss? (Okay, but if we're noisy sometimes, it's okay right?)
P	:	Tapi tidak boleh ribut yang ngawur ya. Boleh ribut asal sesuai dengan pelajaran.

		(But you may not be noisy in the class, you may be noisy if you play with your friends)
S1,S2	:	Ya oke.(Okay)
P	:	Kalau gitu terima kasih ya. (Thank you)
S1,S2,S3	:	Oke deh...(Okay)

Interview 24

29 November 2012

Ruang Tata Usaha

P: peneliti

GBI: Guru Bahasa Inggris

GBI	:	Sudah selesai belum mbak wawancara siswanya? (Have you interviewed the students?)
P	:	Sudah Pak. Ada apa Pak? (Yes, what's up Sir?)
GBI	:	Kita diskusi di sini saja ya.(We discuss about it here)
P	:	Baik Pak. Menurut Bapak, bagaimana penerapan text-based approach dalam pembelajaran di kelas? (Alright. What do you think about the implementation of the text-based approach in the English lesson?)
GBI	:	Bagus mbak. Maksud saya berhasil. (Good)
P	:	Kemudian hubungannya dengan kualitas pembelajaran, apakah text-based approach bisa meningkatkan kualitas pembelajaran bahasa Inggris? (Does the text-based approach improve the quality of the English lessons?)
GBI	:	Tentu saja mbak. Text-based approach bisa meningkatkan kualitas pembelajaran karena siswa-siswa aktif dan mampu memahami pelajaran dengan baik. (Of course it does because the students were active and understand the lesson as well.
P	:	Terima kasih Pak. Kalau begitu, saya permisi dulu. Selamat siang Pak. (Thank you Sir. Good afternoon)
GBI	:	Ya selamat siang. (Good afternoon)

Field note 1

Hari/ tanggal : Rabu, 07 November 2012

Ruang : Ruang kepala sekolah, ruang guru, dan ruang kelas XC

Hal : Perijinan Penelitian

Hari ini adalah hari pertama P (Peneliti) datang ke sekolah. Tiba di sekolah, P masuk ruang kepala sekolah dan disambut baik oleh KS (Kepala Sekolah). P menjelaskan maksud kedatangannya untuk meminta ijin akan mengadakan penelitian tindakan kelas di SMA Islam 1 Gamping pada bidang studi bahasa Inggris kelas XC. KS memberikan ijin kepada P dan beliau menyarankan agar minta ijin juga kepada GBI (Guru Bahasa Inggris). Kemudian, P menemui GBI dan mengutarakan maksud kedatangannya akan melakukan penelitian di kelasnya dan beliau pun mempersilahkan. Pertemuan dengan GBI bagi P hari ini bukan merupakan pertemuan yang pertama. Sebelumnya, GBI dan P telah berkolaborasi dalam kegiatan KKN PPL. Kemudian P minta ijin kepada GBI untuk melakukan penelitian tindakan kelas di kelas XC dan telah diberi ijin oleh KS. Alhamdulillah, GBI pun mengizinkan P melakukan penelitian di SMA Islam 1 Gamping dan beliau juga senang karena ada yang bantu-bantu.

(Today was the first time R (Researcher) came to the school. In the school, R entered the headmaster's room and he was so kind to let her do the research. R told the intention to do the action research in SMA Islam 1 Gamping in class XC. The headmaster let the R to do the research. He also asked to get permission from the ET (English Teacher). The meeting with the ET was not the first meeting. We met at the KKN PPL. Then, R asked permission to ET to do the action research in class XC and the headmaster let it. The ET agreed the R to do the action research in SMA Islam 1 Gamping. He also felt happy because I could help him in the school.)

Field note 2

Hari/ tanggal : Rabu, 07 November 2012

Ruang : Ruang Kelas XC

Hal : Interview dengan GBI dan siswa kelas XC

Setelah mendapat perijinan dari KS mengenai penelitian tindakan kelas yang akan dilakukan, P langsung mengutarakan maksud kedatangannya untuk melakukan interview mengenai masalah yang dihadapi dalam pengajaran bahasa Inggris di SMA Islam 1 Gamping. Setelah selesai melakukan interview dengan GBI, P juga melakukan interview dengan siswa-siswa kelas XC untuk mengidentifikasi masalah-masalah yang mungkin ada dan mereka hadapi dalam belajar bahasa Inggris di sekolah.

(After the headmaster let the R to do the research, the R did the interview about the problems in the English lessons at SMA Islam 1 Gamping. After finishing the interview, the R interviewed the students of class XC to identify the problems that they faced in learning English in the school.)

Field note 3

Hari/ tanggal : Rabu, 07 November 2012

Ruang : Ruang kelas XC

Hal : Observasi

1. Pukul 09.00 peneliti (P) dan Guru Bahasa Inggris (GBI) masuk ke ruang kelas XC. GBI langsung menuju ke meja guru dan P langsung menuju ke bangku kosong yang berada di deretan paling belakang. Saat P memasuki ruangan, siswa kelas XC memperhatikan P dan bisik-bisik “kok ada mbak Fajar?” sebagian siswa ada yang memanggil P karena sudah pernah diajar pada saat KKN PPL. GBI pun langsung menyapa siswa dan kegaduhan masih saja terjadi. Namun, GBI tak begitu menghiraukannya. Kemudian, GBI menyebutkan materi yang akan diajarkan dan menyuruh siswa mengeluarkan LKS Bahasa Inggris. Lalu GBI mulai menerangkan materi.
(At 09.00 a.m., the researcher (R) and the English Teacher (ET) entered the class XC. The ET sat in the chair and the R sat in the back. The students looked at the R and whispered. Some students called the R because they already know the R in KKN PPL. The ET greeted the students and the class was still noisy. Then, the ET explained the materials and asked the students to open the LKS.)
2. Beberapa menit kemudian, GBI memberi tugas untuk mengerjakan latihan di LKS. Siswa-siswa mengeluh. Ada yang berbuat keterlaluan dengan mengucapkan kata-kata yang buruk sehingga GBI menyuruh siswa tersebut berdiri di depan kelas selama sepuluh menit.
(Then, the ET asked the students to do the exercises in the LKS. The students complained. There was one student who said the dirty word so that the ET asked her to stand in front of the class.)
3. Tiba-tiba kelas terganggu karena bel berbunyi. GBI pun langsung mengistirahatkan mereka.
(Suddenly, the class was disturbed because the bell rang. The ET let the students to go.)
4. Saat istirahat, P menulis inventaris kelas yang ada di ruang kelas: 30 meja siswa, 30 kursi siswa, 1 meja dan kursi guru, 1 papan tulis, 1 pot tanaman hias, administrasi kelas, alat kebersihan, jam dinding, kalender, gambar-gambar pahlawan, dan gambar presiden dan wakil presiden.
(When the students went to the canteen, the R wrote the things in the classroom. There were 30 chairs, 1 table and 1 chair for the teacher, 1 whiteboard, 1 vase, the class administration, broom, the clock, the calendar,

the pictures of national heroes, and the photographs of the President and the Vice President.)

5. Waktu istirahat telah selesai. GBI menyuruh siswa kelas XC masuk ke ruang kelas untuk melanjutkan pelajaran bahasa Inggris. GBI menerangkan bagaimana mengerjakan tugas latihan di LKS. Pada saat itu, siswa laki-laki mengganggu siswa perempuan
(The bell rang again. The ET asked the students to enter the class to continue the English lesson. The ET explained how to do the exercises in the LKS. At that time, the boys students disturbed the girls.)
6. GBI menutup pelajaran. GBI dan P meninggalkan kelas dan menuju ke kantor guru.
(The ET closed the lesson and walked to the teacher's room.)
7. GBI dan P berbincang-bincang mengenai permasalahan yang terjadi selama proses pembelajaran tadi. P usul kepada GBI kalau masalah yang akan diteliti adalah meningkatkan kualitas pembelajaran bahasa Inggris. GBI pun setuju.
(The ET and the R talked about the problems happened in the English teaching-learning process. The R told that she wanted to conduct the research to improve the quality of the English lessons and the ET agreed.)

Field note 4

Hari/ tanggal : Kamis, 8 November 2012

Ruang : Ruang guru

Hal : Perencanaan

Hari ini jadwal P membicarakan rencana pembelajaran bahasa Inggris yang akan diimplementasikan pada hari Rabu, 14 November 2012. Untuk pertemuan pertama, tema yang akan diajarkan adalah I'm Sorry to Hear That dengan materi teks recount. P menyerahkan RPP dan "course grid" kepada GBI.

(Today, the R discussed about the lesson plans that will be implemented on Wednesday, November 14th, 2012. For the first meeting, the theme is 'I'm Sorry to Hear That.' The material was recount text. The R gave the lesson plan and course grid to the ET.)

Field note 5

Hari/ tanggal : Rabu, 14 November 2012

Ruang : Ruang kelas XC

Hal : Implementasi text-based approach pertemuan pertama

1. Hari ini adalah hari pertama pelaksanaan tindakan. P tiba di sekolah pukul 08.00 karena ingin menyiapkan power point dan media pembelajaran yang sesuai dengan penerapan text-based approach.
(Today was the first day for the research. The R came to the school at 08.00 a.m. because she wanted to prepare the power point and the teaching aids.)
2. Setelah selesai menyiapkan power point dan media pembelajaran, P masuk ruang guru kemudian bersalaman dengan guru-guru.

- (After finished prepared the power point and the teaching aids, the R entered the teacher's room and shook hands with the teachers.)
3. Tak lama kemudian, KS datang dan P bersalaman dengannya kemudian P bilang kalau hari ini adalah hari pertama P melakukan penelitian. KS pun mempersilahkan
(After that, the headmaster came and the R told him that this was the first time to conduct the research and the headmaster agreed.)
 4. Lonceng tanda pergantian jam berbunyi. P, GBI, dan cameraman masuk ke ruang kelas XC pada jam 08.40 WIB.
(The bell rang. The R, the ET, and the cameraman entered the class XC at 08.40 p.m.)
 5. Sebagian siswa kelas XC memanggil nama P karena P sudah pernah mengajar pada saat KKN PPL, ada yang tersenyum, ada pula yang bertanya “mbak Fajar mau ngajar di sini?” sehingga timbullah suara gaduh di ruang kelas ini.
(Some students called the R because they already know the R in the KKN PPL. There was student who smiled and asked: “Will you teach here?” The class was noisy that time.)
 6. GBI menyuruh siswa diam dan menyapa mereka “selamat pagi anak-anak” dan memberitahu kepada mereka kalau P akan mengajar di kelas ini sebanyak delapan kali pertemuan.
(The ET asked the students to keep silent and said “good morning students” and told them that the R will teach them for eight meetings.)
 7. Siswa menjawab sapaan guru “selamat pagi”. Siswa perempuan tersenyum dan keliatan senang sedangkan siswa laki-laki berteriak “asik”
(The students answered “good morning”. The girl students smiled and the boy students looked happy.)
 8. P lega karena disambut baik oleh anak-anak dan kemudian P mengucapkan salam dan menanyakan kabar pada siswa “how are you today”
(The R felt happy because the students were enthusiastic to greet the R.)
 9. P mengabsen siswa. P menyuruh siswa menjawab “present” sambil mengangkat tangan kanannya ketika dipanggil namanya. Ada siswa yang masih malu menjawab “ present” sehingga hanya mengangkat tangannya saja, ada juga siswa yang menjawab present tetapi tidak mengangkat tangannya. Hari ini ada dua siswa yang tidak masuk karena sakit.
(The R called the roll. The R asked the students to answer present and raise their right hands. There were some students who felt shy to answer present and there were some students who just answered present without raise their right hands. Today, two students were absent because they were ill.)
 10. P menjelaskan peraturan-peraturan selama mengikuti pelajaran seperti memperhatikan ketika guru menjelaskan materi, tidak boleh ramai, dan siswa harus menggunakan bahasa Inggris bila ingin keluar kelas seperti ijin ke toilet. Siswa memperhatikan penjelasan tentang peraturan dari P.
(The R explained the rules in the lesson like pay attention when the teacher

- explained the materials, do not be noisy, and the students should use English in the classroom, for example when they want to go to the toilet.)
11. P mempresentasikan power point yang memuat gambar-gambar daerah Toraja dan menanyakan apakah siswa pernah ke Toraja.
(The R presented the power point that presented the pictures of Toraja. The R asked the students whether they ever go to Toraja.)
 12. Banyak siswa menjawab dengan antusias bahwa mereka belum pernah ke Toraja. Kemudian, P membagi teks kepada setiap siswa. Dengan bantuan power point, P berdiskusi bersama mengenai isi teks, grammar, vocabularies, social function, purpose, dan jenis teks.
(There were many students who answered they never go to Toraja. Then, the R gave the text to the students. With the power point, the R discussed the content, grammar, social purpose, types of texts, and the vocabularies of the text with the students.)
 13. Siswa mendengarkan dan sesekali bertanya mengenai teks tentang Toraja tersebut. Teks itu adalah jenis recount. P menjelaskan tentang penggunaan simple past dalam teks recount dan siswa banyak yang bertanya apa itu past tense.
(The students listened and sometimes asked about Toraja. The text was recount. The R explained the use of simple past in the recount text and there were many students asked about simple past tense.)
 14. P berdiskusi bersama-sama dengan siswa untuk membedah teks recount berjudul My Grandpa's Funeral in Toraja.
(The R discussed the text entitled 'My grandpa's Funeral in Toraja' together with the students.)
 15. P mengajari siswa cara memahami teks recount dan membuatnya. P memberi contoh dengan mengisahkan pengalaman pribadi.
(The R taught the students how to understand the recount text and how to make it. The R gave example and told her own experience.)
 16. P menyuruh siswa menceritakan pengalaman pribadi dalam bahasa Inggris dan menjelaskan bahwa hal itu merupakan contoh teks recount.
(The R asked the students to tell about their experiences and told them that it was the example of recount text.)
 17. P mereview materi hari ini tentang membedah teks recount dan siswa pun antusias menjawab pertanyaan P.
(The R reviewed about discussing the recount text and the students were enthusiastic).
 18. P menugaskan kepada siswa agar belajar teks recount lagi karena pertemuan selanjutnya, siswa akan diberi tugas untuk membedah teks secara berkelompok dan individu.
(The R asked the students to learn the recount text because in the next meeting, they will discuss the recount text in groups and individually.)
 19. P menutup pelajaran dengan mengucap salam dan berkata "good bye". Siswa pun menjawab "good bye Miss."
(The R closed the lesson by saying "good bye" and the students answered "good bye Miss.")

Field note 6

Hari/ tanggal : Kamis, 15 November 2012

Tempat : Ruang guru dan Ruang kelas XC

Hal : Interview dengan GBI dan siswa

Setelah selesai mengajar, P dan GBI masuk ruang guru untuk melakukan interview tentang implementasi text-based approach pada pembelajaran bahasa inggris tadi. Setelah bel istirahat berbunyi, P melanjutkan interview dengan siswa di ruang kelas XC.

(After the lesson finished, the R and the ET entered the teacher's room to discuss the implementation of the text-based approach in the English lesson. After the bell rang, the R interviewed the students of class XC.)

Field note 7

Hari/ tanggal : Kamis, 15 November 2012

Tempat : Ruang guru

Hal : konsultasi RPP

P tiba di ruang guru pukul 08.00 WIB. P menyerahkan RPP kepada GBI untuk mendapatkan persetujuannya. GBI pun membacanya dan meminta P untuk menjelaskan aktivitas-aktivitas yang akan dilakukan nanti saat pelajaran bahasa Inggris. GBI akhirnya menyetujui RPP tersebut. Kemudian P pamit kepada GBI.

(The R came to the teacher's room at 08.00 a.m. The R gave the lesson plan to the ET and he read it and asked the R to explain the activities. The ET agreed the lesson plan. Then, the R went home).

Field note 8

Hari/ tanggal : Kamis, 15 November 2012

Tempat : Ruang kelas

Hal : Implementasi text-based approach pertemuan kedua

1. Hari ini merupakan hari kedua P melakukan penelitian. P, GBI, dan kameraman menuju ruang kelas XC pada pukul 08.45 WIB. Sesampainya di depan pintu, P disambut dengan sapaan "good morning, miss" oleh salah satu siswa laki-laki kelas XC. P pun merespon "good morning. How are you today?" "Fine" jawabnya.

(Today was the second meeting. The R, the ET, and cameraman entered the class XC at 08.45 a.m. In the class, one of the students said "good morning Miss" to the R. The R answered "good morning, how are you today" and he answered "fine".)

2. GBI menyuruh siswa tersebut masuk kelas dan siswa tersebut menurutinya

(The ET asked the student to come to the class)

3. Siswa lain sudah menunggu P di tempat duduk masing-masing. P, GBI, dan cameraman memposisikan diri. P menyiapkan power point, media pembelajaran,, daftar presensi, dan alat tulis, sedangkan GBI menyiapkan buku dan pulpen untuk menulis kegiatan selama pembelajaran.
(Other students waited for the R in the class. The R, the ET, and the cameraman entered the class. The R prepared the power point, the teaching aids, the attendance list, and the pen. The ET prepared the book and the pen to write the activities in the lesson.)
4. Seperti biasa, P membuka pelajaran dengan assalamu'alaikum wr. wb, mengucapkan good morning, dan how are you today. Siswa pun menjawab meskipun masih ada sebagian siswa yang malas menjawab karena belum terbiasa. P mengulang menyapa mereka untuk yang kedua kalinya. Alhamdulillah siswa lebih semangat dari yang pertama tadi.
(As usual, the R opened the lesson by saying "assalamu'alaikum wr.wb., good morning, and how are you today." The students answered although there were some students who didn't answer it.)
5. P mengabsen siswa; memanggil nama siswa satu persatu dan siswa yang dipanggil namanya harus mengangkat tangan kanannya sambil mengucapkan "present". Kali ini siswa sudah tak malu dan takut lagi mengucapkan present sambil mengangkat tangan kanannya. Hari ini, semua siswa masuk.
(The R called the roll and the student should raise their hands and said "present". This time, the students were brave to raise their hands and said "present". Today, all the students came.)
6. P mulai mengulas lagi materi yang diajarkan kemarin tentang bagaimana membedah teks recount dari segi isi, jenis teks, tujuan, grammar, dan vocabularies. Semua siswa mendengarkan dengan antusias.
(The R reviewed the last materials about how to discuss the recount text from the content, types of the text, the purpose, the grammar, and the vocabularies).
7. P menyuruh siswa untuk bekerja dalam kelompok antara empat sampai lima orang. Kemudian, P membagi teks recount yang baru untuk didiskusikan dalam kelompok.
(The R asked the students to make a group of four or five. Then, the R gave the new recount text to be discussed in group.)
8. P memberitahu siswa bagaimana caranya bekerja dalam kelompok dan bagaimana cara mengerjakan tugas kelompok tersebut. Tugasnya adalah untuk menyusun paragraf dan siswa melakukannya dengan baik.
(The R told the students how to work in group and how to do the task. The task was arranging the paragraph and the students did it vey well.)
9. Siswa-siswa menjadi ramai dalam tugas kelompok tersebut. Banyak siswa bertanya mengenai kata-kata yang sulit dalam teks tersebut. Beberapa siswa yang lain minta izin untuk membuka kamus dan P mengizinkannya.
(The students became noisy when they did the group work. There were many students asked the R about the difficult words. Some students asked permission to open the dictionary and the R let them)

10. Selama kerja kelompok berlangsung, P berkeliling melihat pekerjaan siswa dan menjawab pertanyaan siswa yang kurang paham dengan tugas yang diberikan.
(When the students did the group work, the R walked around and answered the questions of the students who asked her).
11. Setelah kerja kelompok selesai, P menyuruh siswa untuk menempelkan hasil pekerjaannya di papan tulis dan kelompok lain mengoreksinya. Kelas menjadi gaduh pada saat itu.
(After the group work, the R asked the students to put their work in the whiteboard and the other groups evaluated their work. The class became noisy that time).
12. Setelah itu, P membagi tugas individu kepada siswa. Teksnya masih sama yaitu teks recount. P kembali berkeliling untuk memeriksa pekerjaan siswa. Banyak siswa yang mengeluh karena tidak suka disuruh bekerja sendiri-sendiri. Mereka maunya berkelompok. P menenangkan siswa dan menyuruh siswa mengerjakannya dengan tenang.
(After that, the R gave the individual task to the students. The text was still recount text. The R walked around when they did the individual work. There were many students who complained because they didn't like to do the task individually. The R asked the students to keep quiet.)
13. Jam menunjukkan pukul 10.10 WIB. P menyuruh siswa mengumpulkan tugasnya dan banyak siswa mengeluh karena belum selesai. P memberi tambahan waktu dua menit untuk mengerjakannya. Setelah itu, semua siswa selesai dan P memberi pekerjaan rumah kepada mereka untuk mencari perbedaan antara teks recount dan teks narrative. Beberapa siswa mengeluh dan sebagian lainnya mencatat pekerjaan rumah yang diberikan. P mengakhiri pelajaran dengan bilang good bye dan siswa pun menjawab good bye...
(The R asked the students to submit their work at 10.10 a.m. There were many students complained because they haven't finished their task. The R gave the extra time two minutes to finish it. After that, the R gave the homework to the students. The homework was to find the difference between narrative text and recount text. There were many students complained and the others wrote the homework in their notebook. The R said "good bye" and the students answered "good bye".)

Field note 9

Hari/ tanggal : Jum'at, 16 November 2012

Tempat : Ruang kelas XC

Hal : Implementasi "text-based approach" pertemuan ketiga

1. Hari ini adalah hari ketiga P melakukan penelitian. Pukul 08.00 P tiba di sekolah. P kemudian menuju ruang guru dan bersalaman dengan guru-guru. KS sedang tidak ada di ruangan hari ini. Lalu, bel tanda masuk berbunyi. GBI, P, dan dua cameraman masuk ke kelas XC.
(Today was the third meeting. The R came to the school at 08.00 a.m. Then, the R went to the teacher's room and shook hands with the teachers.

- The headmaster was not there. Then, the bell rang. The ET, the R, and cameraman entered the class XC.)
2. GBI, P, dan cameraman memposisikan diri. P menyiapkan power point, presensi siswa, alat tulis, dan media di atas meja.
(The ET, the R, and the cameraman sat. The R prepared the power point, the attendance list, the pen, and the teaching aids.)
 3. P membuka pelajaran dengan mengucapkan “assalamualaikum wr wb dan good morning, how are you today?” kemudian siswa menjawabnya “good morning miss Fajar. I am fine thank you”. Semua siswa tampak bersemangat untuk mengikuti pelajaran hari ini.
(The R said “Assalamu’alaikum wr.wb. and “good morning, how are you today?”. All the students were enthusiastic to join the lesson)
 4. P mereview materi hari kamis lalu dan beberapa siswa masih ingat dan sebagian siswa lainnya sudah lupa.
(The R reviewed the materials yesterday. Some students still remembered and the others forgot.)
 5. P bertanya kepada siswa tentang apakah siswa menyukai dongeng dan banyak siswa menjawab suka. Lalu P mempresentasikan power point tentang dongeng Timun Mas. Gambar-gambar Timun Mas terpampang dalam slide dan siswa bersemangat mengomentarnya.
(The R asked the students whether they liked tales and many students answered that they like tales. Then, the researcher presented the materials about “Timun Mas”. The pictures from the story of ‘Timun Mas’ were on the slides and the students were enthusiastic to comment on that.)
 6. Setelah itu, P menjelaskan bahwa dongeng, cerita rakyat, dan fable termasuk ke dalam teks narrative. Lalu P berdiskusi bersama untuk membahas teks narrative mulai dari isi, jenis teks, tujuan, grammar, dan vocabularies. Siswa antusias mendengarkan dan ada yang usil bertanya apakah Avatar termasuk teks narrative. P menjawab bahwa itu bukanlah termasuk teks narrative.
(After that, the R told that tales, fable, and folklore were included narrative texts. Then, the R discussed about the content of the text, the grammar, the vocabularies, the purpose, and the social function. The students were enthusiastic to discuss the narrative text together with the students and there was one student asked whether ‘Avatar’ was narrative text or not and the R told them that it wasn’t.)
 7. Setelah itu, P memberi penjelasan tentang tujuan teks narrative yaitu untuk menghibur pembacanya dan ada siswa yang bertanya bagaimana kalau dia tidak terhibur setelah membaca teks narrative. P menjawab pertanyaan itu dengan mengatakan bahwa terhibur atau tidak, teks narrative berusaha menghibur pembacanya.
(After that, the R explained that the purpose of the narrative text was to entertain the readers and there was one student who asked how if he was not entertained after reading narrative text. The R answered that narrative text just tries to entertain the readers).

8. P mereview materi yang telah dipelajari hari ini dan siswa pun menyebutkan macam-macam contoh teks narrative, tujuan, dan grammarnya.
(The R reviewed the materials today and the students mentioned the examples of narrative text, the purpose, and the grammar).
9. Jam menunjukkan pukul 09.50. P mengakhiri pelajaran dengan mengucapkan “good bye”. Siswa merespon ‘good bye, miss’
(The R closed the lesson at 09.50 and said “good bye”. The students answered “good bye”).

Field note 10

Hari/ tanggal : Jum’at, 16 November 2012

Tempat : Ruang kelas XC

Hal : Interview siswa kelas XC

Hari ini P mewawancarai tentang proses pembelajaran bahasa Inggris yang diimplementasikan pada hari ini kepada beberapa siswa kelas XC pada jam istirahat pertama. Banyak siswa yang jajan dan membawa jajannya ke dalam kelas. Hal ini memudahkan P untuk mewawancarai mereka. Mereka sangat senang diwawancarai bahkan pada saat P mau mengakhiri wawancara, salah satu siswa berkata “ya...kok sudah miss”. Bel masuk berbunyi, P bilang terimakasih dan pamit kepada siswa.

(Today, the R interviewed the students about the implementation of the text-based approach. There were many students who stayed in the class in the break time. They were happy to be interviewed. The bell rang and the R ended the interview.)

Field note 11

Hari/ tanggal : Jum’at, 16 November 2012

Tempat : kantor guru

Hal : Interview GBI

P datang ke kantor guru pukul 11.00 WIB atas saran GBI. P mewawancarai GBI seputar proses pembelajaran bahasa Inggris hari ini. Setengah jam kemudian, P pamit karena sudah merasa cukup.

(The R came to the teacher’s room at 11 a.m. The R interviewed the ET about the lesson today. Then, the R went home.)

Field note 12

Hari/ tanggal : Selasa, 20 November 2012

Tempat : kantor guru

Hal : Konsultasi RPP untuk hari Rabu, 21 November 2012

P menemui GBI di kantor guru pagi ini sebelum proses belajar mengajar dimulai yaitu pukul 07.15 WIB. Belum ada guru yang datang, hanya ada tukang kebun sekolah yang sedang menyapu halaman kantor guru. Murid-murid pun belum banyak yang datang. P dan GBI diskusi tentang RPP dan hal-hal yang harus diperbaiki untuk mengajar pada hari Rabu, 21 November 2012. Setelah P dan GBI sepakat, P pun pamit pulang. P jabat tangan dengan KS dan guru-guru karena mereka sudah datang.

(The R met the ET at 07.15 a.m. There was no other teacher in the teacher's room. Just a few students came to the school. The R and the ET discussed the lesson plans for Wednesday, November 21st, 2012. After that, the R went home.)

Field note 13

Hari/ tanggal : Rabu, 21 November 2012

Tempat : kantor guru dan ruang kelas XC

Hal : Implementasi "text-based approach" pertemuan keempat

1. Hari ini adalah hari keempat P melakukan penelitian. Pukul 08.00 P tiba di sekolah. P kemudian menuju ruang guru dan jabat tangan dengan guru-guru termasuk GBI.
(Today was the fourth meeting. The R came at school at 08.00 p.m. Then, the R went to the teacher's room and met the teachers.)
2. Salah satu guru membunyikan bel tanda masuk. GBI, P, dan cameraman masuk ke kelas XC.
(One of the teachers rang the bell. The ET, the R, and cameraman entered the class XC.)
3. GBI, P, dan cameraman memosisikan diri. P menyiapkan power point, presensi siswa, alat tulis, dan media di atas meja.
(The ET, the R, and the cameraman sat. The R prepared the power point, the attendance list, and the teaching aids.)
4. P membuka pelajaran dengan mengucapkan "assalamualaikum wr wb dan good morning, how are you today?" kemudian siswa menjawabnya "good morning miss Fajar. I am fine thank you".
(The R said "assalamu'alaikum wr.wb. and good morning, how are you today." Then, the students answered "good morning Miss Fajar, I'm fine thank you.")
5. P mereview materi hari Jum'at lalu. Siswa menyebutkan contoh-contoh teks narrative. Ada yang bilang dongeng, cerita rakyat, dan cerita binatang. Ada juga yang menjawab legenda. Ada siswa yang menjawab cerita Malin Kundang.
(The R reviewed the materials last Friday. The students mentioned the examples of the narrative text. There were students who mentioned tales, folklore, and fables. There was also one student said 'Malin Kundang'.)
6. P kembali mengulas tentang teks narrative lalu menyuruh siswa untuk bekerja secara kelompok. P membagi teks kepada siswa dan siswa

melakukan tugas kelompok dengan kelompok yang sama dengan minggu lalu.

(The R reviewed the narrative text and asked the students to work in group. The R gave the task and asked the students to do the task in group.)

7. P berkeliling melihat pekerjaan siswa dan menjawab pertanyaan yang diajukan siswa. Setelah kerja kelompok selesai, P menyuruh siswa menempel pekerjaan kelompoknya di papan tulis dan kelompok lain mengomentarnya. Kelas menjadi gaduh.

(The R walked around when they did the group work and answered the students' questions when they asked her. After that, the R asked her to put their work on the whiteboard and the others will evaluate their work. The class became noisy that time.)

8. P kemudian menyuruh siswa bekerja secara individu dan siswa kembali mengeluh karenanya. P menenangkan siswa dan berhasil. P kemudian membagi teks kepada siswa dan siswa menerimanya. Ada yang cemberut tapi ada pula yang menerima teks dengan tersenyum. Setelah waktu habis, P menyuruh siswa untuk mengumpulkan tugasnya. Kali ini semua sudah selesai dan mengumpulkannya tepat waktu karena mereka sudah lapar ingin jajan.

(Then, the R asked them to do the individual task and they complained because they didn't like to do that. Then, the R gave the task. After that, the R asked them to submit the task when the time was up and all students submitted on time because they couldn't wait to go to the canteen.)

9. P mereview materi hari ini dan siswa antusias menjawab pertanyaan P.

(The R reviewed the materials today and the students were enthusiastic.)

10. P mengakhiri pelajaran dengan mengucapkan "good bye". Siswa merespon 'good bye, Miss'

(The R ended the lesson by saying "good bye". The students answered "good bye Miss")

Field note 14

Hari/ tanggal : Rabu, 21 November 2012

Tempat : ruang kelas XC

Hal : interview siswa kelas XC

P mewawancarai siswa di ruang kelas XC tentang proses pembelajaran bahasa Inggris hari ini pada saat jam istirahat. P mewawancarai tiga siswa dan siswa secara keseluruhan. Setelah selesai wawancara, P memberitahu siswa kalau P akan melanjutkan mengajar bahasa Inggris di kelas XC besok pada hari Kamis tanggal 22 November 2012 jam 08.40.

(The R interviewed the students about the lesson today at the break time. The R interviewed three students and the students at all. After that, the R told the students that she will teach them again on Thursday, November 22nd, 2012 at 08.40 a.m.)

Field note 15**Hari/ tanggal : Rabu, 21 November 2012****Tempat : kantor guru****Hal : interview GBI dan ijin KS untuk melanjutkan penelitian**

P menemui GBI di kantor guru setelah istirahat pertama yaitu setelah P selesai mewawancarai siswa. P dan GBI membahas penerapan text-based approach untuk materi hari ini dan penerapannya secara keseluruhan. GBI berpendapat bahwa penerapan teknik tersebut sangat membantu siswa-siswa untuk termotivasi belajar bahasa Inggris di kelas. Akhirnya GBI dan P memutuskan kalau penelitian untuk siklus yang pertama sudah cukup dan akan melanjutkan siklus kedua.

Setelah selesai berunding dengan GBI, P menemui KS di ruangnya. P mengutarakan kalau P dan GBI sepakat untuk mengakhiri penerapan text-based approach untuk meningkatkan kualitas pembelajaran bahasa Inggris di siklus pertama dan akan melanjutkan siklus kedua. KS menyetujuinya dan P pamit pulang.

(The R met the ET after interviewing the students. The R and the ET discussed about the implementation of the text-based approach. The ET thought that the implementation of that approach was beneficial to motivate the students to learn English. Then, the R and the ET decided that the research will be continued in cycle 2. After that, the R met the headmaster in his office. Then, the R told that she and the ET agreed to do the research in cycle 2. The headmaster agreed and then, the R went home.)

Field note 16**Hari/ tanggal : Rabu, 21 November 2012****Tempat : Kantor Guru****Hal : merencanakan implementasi “text-based approach” siklus kedua**

P bertemu GBI di kantor guru yang berniat akan berdiskusi tentang implementasi “text-based approach” untuk lebih meningkatkan kualitas pembelajaran bahasa Inggris di kelas XC di siklus kedua. Hasil dari diskusi hari ini adalah P tetap menerapkan “text-based approach” karena terbukti teknik ini dapat meningkatkan kualitas pembelajaran bahasa Inggris.

(The R met the ET in the teacher’s room to discuss the implementation of the text-based approach to improve the quality of the English lessons at class XC in cycle two. The result was the R could continue the implementation of text-based approach because this approach could improve the quality of the English lessons.)

Field note 17**Hari/ tanggal : Kamis, 22 November 2012**

Tempat : Ruang kelas XC
Hal : Implementasi “text-based approach” pertemuan kelima (siklus kedua)

1. Tiba saatnya penelitian siklus kedua yang merupakan penyempurnaan tindakan dari siklus pertama. Hari ini adalah kelima kalinya P mengajar di kelas XC. Jadwal bahasa Inggris kelas XC hari ini pukul 12.15-13.45 .
(Today was the fifth meeting. The English lesson began at 12.15-13.45)
2. P datang ke sekolah pukul 11.00 untuk melakukan persiapan.
(The R came to the school at 11.00 a.m. to prepare everything.)
3. Bel tanda masuk berbunyi. Siswa-siswa masuk ke kelas. P, GBI, dan cameraman juga masuk ke kelas kemudian memposisikan diri. Siswa-siswa pun duduk rapi di tempat duduk masing-masing. P masuk ke kelas tepat pukul 12.20 WIB
(The bell rang and the students entered the class. The R, the ET, and the cameraman entered the class and sat at 12.20 p.m.)
4. P menyiapkan alat-alat mengajar; LCD, power point, presensi siswa, alat tulis, dan media.
(The R prepared the teaching aids like LCD, power point, the attendance list, pen, and the media).
5. Ketika P mau menyapa siswa “good morning and how are you today”, tiba-tiba siswa sudah menyapa duluan. P pun menjawab sapaan siswa dan merasa senang karena sudah ada peningkatan dari siswa.
(The students greeted the R first. The R answered them and felt happy.)
6. P pun mengucapkan assalamualaikum dan siswa menjawabnya dengan keras. Kemudian P menyapa siswa menggunakan lagu hi how are you. Dengan dibimbing P, siswa membalas sapaan P dengan lagu juga. Suasana kelas hari ini kelihatan meriah dan menyenangkan. Tak ada lagi siswa yang tidak mau menjawab sapaan dari P.
(Then, the R said “assalamu’alaikum” wr.wb. and the students answered her loudly. Today, the class was in good condition. There was no student who didn’t answer when the R greeted the students.)
7. P mereview materi yang sudah dipelajari pada pertemuan sebelumnya. Siswa menyebutkan tentang contoh-contoh teks narrative dan recount.
(The R reviewed the lesson and the students mentioned the examples of narrative and recount texts.)
8. P kembali mempresentasikan materi melalui bantuan LCD dengan menggunakan power point. Teks yang dipelajari hari ini adalah recount text.
(The R explained the materials through the power point. The text was recount.)
9. P kemudian berdiskusi bersama mengenai tujuan teks, jenis teks, grammar, dan vocabularies dalam teks tersebut. Kebanyakan siswa masih ingat sehingga proses pembelajaran berjalan lancar.
(Then, the R discussed about the content, the purpose, the grammar, and

the vocabularies of the text. Some students still remember that so the teaching-learning process ran smoothly.)

10. Banyak siswa bertanya tentang bagaimana cara menghafal kata kerja bentuk kedua dan P menjawab bahwa hal itu diperlukan ketekunan dan sering berlatih. P menjelaskan bahwa P bisa menghafal kata kerja bentuk kedua karena sering berlatih dan sering membuka kamus.
(Many students asked how to know all the past form and the R told them that it needed practice. The R told them that she knew all the past forms because she practiced and opened the dictionary.)
11. Setelah pelajaran selesai, P mereview materi hari ini dan siswa antusias menjawab pertanyaan dari P.
(After that, the R reviewed the materials today and the students were enthusiastic.)
12. P mengakhiri pelajaran dengan mengucapkan “good bye”. Siswa merespon ‘good bye, miss’
(The R closed the lesson by saying “good bye” and the students answered “good bye Miss.”)

Field note 18

Hari/ tanggal : Kamis, 22 November 2012

Tempat : Ruang kelas XC dan kantor guru

Hal : Interview siswa kelas XC dan GBI

P mewawancarai siswa saat istirahat. P mewawancarai 1 siswa laki-laki dan 3 siswa perempuan. P puas mendengar jawaban-jawaban mereka karena mereka senang dengan cara mengajar P yang menggunakan power point dan gambar-gambar yang menarik. Setelah selesai mewawancarai siswa, P melanjutkan mewawancarai GBI di kantor guru mengenai teknik yang diterapkan tadi untuk mengajar

(The R interviewed the students in the break time. The R interviewed one girl student and three boys students. The R felt happy because they liked it when the R used power point and pictures. Then, the R interviewed the ET to discuss about the implementation of the text-based approach.)

Field note 19

Hari/ tanggal : Kamis, 22 November 2012

Tempat : Ruang guru

Hal : Konsultasi RPP dan teknik “text-based approach” yang perlu diperbaiki untuk mengajar hari Jum’at

P menemui GBI di ruang guru pada jam istirahat pertama. P konsultasi RPP untuk mengajar pada hari Jum’at, 23 November 2012.

(The R met the ET at the break time in the teacher’s room. The R consult the lesson plan to teach on Friday, November 23rd, 2012.)

Field note 20**Hari/ tanggal : Jum'at, 23 November 2012****Tempat : Ruang kelas XC****Hal : Implementasi “text-based approach” pertemuan keenam**

1. Jadwal mengajar bahasa Inggris hari ini adalah 08.30-09.50 WIB. Pada siklus kedua ini, P mendapat jam mengajar pada jam ketiga dan keempat karena hari Jum'at waktunya pendek.
(The English lesson today was at 08.30-09.50 a.m. In the cycle two, the R got the schedule on Friday).
2. P tiba di sekolah pukul 07.45 WIB. P berjabat tangan dengan guru-guru di ruang guru, kemudian menuju ruang kelas XC. P menyiapkan alat-alat untuk mengajar terutama menyiapkan LCD. Bel tanda masuk berbunyi. Beberapa siswa jabat tangan dengan P. GBI dan cameraman pun masuk ke dalam kelas.
(The R came at school at 07.45 a.m. the R shook hands with the teachers in the teacher's room and then entered to the class XC. The R prepared the teaching aids, especially the LCD. The bell rang. The students entered the room. The R, the ET, and the cameraman sat.)
3. P menunggu siswa duduk rapi dan suasana kelas tenang. P mengucapkan “assalamualaikum” dan siswa menjawabnya dengan keras. Kemudian P menyapa siswa. Siswa sudah bisa menjawab sapaan P tanpa dibimbing P.
(The R waited the students to sit and keep silent. The R said “assalamu’alaikum wr.wb.” and the students answered “wa’alaikumsalam wr.wb. loudly. Then, the R greeted the students.)
4. P mengabsen siswa seperti pertemuan sebelumnya. Hari ini, suara siswa perempuan sudah agak keras dan lumayan percaya diri.
(The R called the roll as usual. Today, the voices of the female students were louder than before).
5. P mereview materi yang sudah dipelajari pada hari Rabu lalu. Siswa menyebutkan contoh-contoh teks recount.
(The R reviewed the materials last Wednesday. The students mentioned the examples of recount text.)
6. P kembali mempresentasikan teks recount dalam power point dan mengulas sebentar teks tersebut lalu menyuruh siswa bekerja secara berkelompok empat orang. Kemudian, P membagi teks untuk dikerjakan secara berkelompok.
(Then, the R presented the materials through the power point and asked the students to work in group of four. Then, the R gave the text to be discussed in group.)
7. P berkeliling untuk memeriksa pekerjaan siswa dan menjawab pertanyaan siswa yang kurang paham. Setelah selesai, P menyuruh siswa untuk menempel hasil pekerjaan kelompoknya dan kelompok lain mengomentarnya.
(The R walked around when they did the group work and answered the

- students who asked about the task. After that, the R asked the students to put their work on the whiteboard and the others evaluate them.)
8. Setelah selesai P menyuruh siswa untuk bekerja sendiri-sendiri. P membagi teks kepada setiap siswa. Ada siswa yang berusaha menyontek dan P menegurnya dan siswa tersebut hanya tersenyum.
(After that, the R asked them to do the individual work. The R gave the task to the students. There was one student who tried to cheat and the R asked him to stop it and he just smiled.)
 9. P menyuruh siswa untuk mengumpulkan hasil pekerjaannya karena waktu sudah habis dan mereka buru-buru mengumpulkan karena sudah tidak sabar lagi mau jajan.
(When the time was up, the R asked the students to submit their work and they submitted quickly because they couldn't wait to go to the canteen)
 10. P meriview materi hari ini dan siswa menjawab pertanyaan yang diajukan P.
(The R reviewed the materials and the students answered the R's questions.)
 11. P mengakhiri pelajaran dengan mengucapkan "good bye". Siswa merespon "good bye, miss"
(The R ended the lesson by saying "good bye". The students answered "good bye Miss".)

Field note 21

Hari/ tanggal : Jum'at, 23 November 2012

Tempat : Ruang kelas XC dan kantor guru

**Hal : - Interview siswa kelas XC dan GBI
- Konsultasi RPP**

P mewawancarai siswa di ruang kelas kemudian dilanjutkan wawancara dan konsultasi RPP dengan GBI di kantor guru.

(The R interviewed the students in the class. Then, the R consulted the lesson plan with the ET in the teacher's room.)

Field note 22

Hari/ tanggal : Rabu, 28 November 2012

Tempat : Ruang kelas XC

Hal : Implementasi "text-based approach" pertemuan ketujuh

1. P tiba di sekolah bertepatan dengan bunyi bel tanda masuk. Siswa-siswa masuk ke kelas. P, GBI, dan cameraman juga masuk ke kelas kemudian memposisikan diri. Siswa-siswa pun duduk rapi di tempat duduk masing-masing.
(The R came at school when the bell rang, The students entered the class. The R, the ET, and the cameraman entered the class and sat. The students sat on the chairs.)

2. P menyiapkan alat-alat mengajar; LCD, power point, presensi siswa, alat tulis, dan media.
(The R prepared the teaching aids.)
3. P membuka pelajaran dengan mengucapkan “assalamualaikum” dan siswa menjawabnya dengan keras. Kemudian P menyapa siswa menggunakan lagu.
(The R opened the lesson by saying “assalamu’alaikum wr.wb.” and the students answered loudly. Then, the R greeted the students with the song.)
4. P menyapa siswa dan siswa pun membalasnya. Kemudian, P mengabsen siswa
(The R greeted the students and the students answered her.)
5. P meriview materi hari jum’at yang lalu.
(The R reviewed the materials the last Friday)
6. P mempresentasikan teks yang diajarkan dengan power point. Hari ini materinya teks narrative dan P mempresentasikan melalui gambar-gambar di dalam slide.
(The R presented the materials through the power point. Today the material was narrative text and the R presented the pictures in the slides.)
7. P berdiskusi bersama mengenai teks narrative dan siswa mendengarkan dan memperhatikan. P membahas tentang isi teks, tujuan, grammar, dan vocabularies dalam teks tersebut.
(The R discussed the narrative text together with the students and the students paid attention. The R discussed about the content, the purpose, the grammar, and the vocabularies of the text.)
8. P mereview materi hari ini dan siswa antusias menjawab pertanyaan yang diajukan oleh P.
(The R reviewed the materials today and the students answered the R’s questions.)
9. P mengakhiri pelajaran dengan mengucapkan “good bye”. Siswa merespon ‘good bye, Miss’
(The R ended the lesson by saying “good bye” and the students answered by saying “good bye Miss”.)

Field note 23

Hari/ tanggal : Rabu, 28 November 2012

Tempat : Ruang kelas XC dan kantor guru

Hal : Interview GBI dan siswa kelas XC serta konsultasi RPP

P mewawancarai GBI di kantor guru kemudian melanjutkan mewawancarai siswa kelas XC di ruang kelas tentang implementasi “text-based approach” untuk meningkatkan kualitas pembelajaran bahasa Inggris. Selain itu, P juga konsultasi RPP dengan GBI.

(The R interviewed the ET in the teacher’s room and then continued to interview the class XC students in the classroom about the implementation of the text-based

approach to improve the quality of the English lessons. Then, the R consulted the lesson plan with the ET.)

Field note 24

Hari/ tanggal : Kamis, 29 November 2012

Tempat : Ruang kelas XC

Hal : Implementasi “text-based approach” pertemuan kedelapan”

1. Hari ini adalah hari kedelapan sekaligus hari terakhir P melakukan penelitian. P tiba di sekolah bersamaan dengan bunyi bel tanda masuk. GBI, P, dan cameraman masuk ke kelas XC.
(Today was the last meeting. The R came at school when the bell rang. The R, the ET, and the cameraman entered the class.)
2. GBI, P, dan cameraman memposisikan diri. P menyiapkan LCD, power point, presensi siswa, alat tulis, dan media di atas meja.
(The ET, the R, and the cameraman sat. The R prepared the LCD, the power point, the attendance list, the pen, and the teaching aids.)
3. P membuka pelajaran dengan mengucapkan “assalamualaikum wr.wb dan good morning, how are you today?” kemudian siswa menjawabnya “good morning miss Fajar. I am fine thank you”.
(The R opened the lesson by saying “assalamu’alaikum wr.wb. and good morning, how are you today?”. The students answered by saying “good morning Miss Fajar. I’m fine thank you.”)
4. P kembali mempresentasikan mengenai teks narrative dan mengulasnya bersama-sama dengan siswa. Lalu, P menyuruh siswa berkelompok dan membagi teks kepada siswa. Jumlah kelompok hari ini lima orang setiap kelompok dan siswa menyetujuinya. Lalu, P memberi teks kepada setiap kelompok untuk didiskusikan. P berkeliling melihat pekerjaan siswa dan menjawab pertanyaan siswa yang kurang jelas dengan tugasnya.
(The R presented the narrative text and discussed it together with the students. Then, the R asked the students to work in group and the R gave the task to the students. The R asked the students to make group of five and they agreed. The R gave the text to be discussed. Then, the R walked around to see the students’ work and answered the questions of the students who asked her about the task.)
5. Setelah selesai, P menyuruh siswa untuk menempel hasil pekerjaannya di papan tulis dan kelompok lain mengomentarnya.
(After that, the R asked the students to put their work on the whiteboard and the other students evaluated them.)
6. P kemudian menyuruh siswa untuk bekerja sendiri-sendiri dan membagi tugas kepada siswa. P berkeliling untuk memeriksa hasil pekerjaan siswa dan membantu siswa yang kesulitan dalam memahami kosa kata yang sulit.
(Then, the R asked the students to do the individual work and gave the task to the students. The R walked around to see the students’ work and help the students who found difficulties about the difficult words.)

7. P menyuruh siswa untuk mengumpulkan hasil pekerjaannya setelah waktu habis. Semua siswa mengumpulkan karena mereka sudah tidak tahan lagi mau ke kantin buat jajan.
(The R asked the students to submit their work when the time was up. All students submitted because they couldn't wait to go to the canteen.)
8. P mereview materi hari ini dan siswa antusias menjawab pertanyaan yang diberikan P.
(The R reviewed the materials today and the students answered the R's questions)
9. P mengakhiri pelajaran dengan mengucapkan "good bye". Siswa merespon 'good bye, Miss'
(The R ended the lesson by saying "goodbye" and the students answered by saying "good bye Miss.")

Field note 25

Hari/ tanggal : Kamis, 29 November 2012

Tempat : Ruang kelas XC

Hal : Interview GBI dan siswa kelas XC

P wawancara dengan siswa kelas XC dan GBI di ruang kelas XC. GBI mengucapkan selamat kepada P karena telah dapat menyelesaikan penelitiannya dan berhasil membuat kualitas pembelajaran bahasa Inggris di kelas XC meningkat.

(The R interviewed the ET and the students in class XC. The ET congratulated the R because the R finished the research and the R could improve the quality of the English lessons.)

Field note 26

Hari/ tanggal : Kamis, 29 November 2012

Tempat : Ruang kelas XC

Hal : Pamitan kepada KS dan guru-guru SMA Islam 1 Gamping

P menuju ruang kepala sekolah. P mengetuk pintu kemudian KS mempersilahkan masuk. Tetapi KS masih sibuk dengan pekerjaannya. P minta ijin kepada KS apakah ada waktu untuk P sebentar. Kemudian KS mempersilahkan P duduk dan P berkata kalau GBI telah setuju untuk mengakhiri penelitian dan KS pun juga menyetujui karena KS melihat anak-anak kelas XC yang tadinya bandel dan susah belajar bahasa Inggris, sekarang sudah memiliki motivasi untuk belajar bahasa Inggris. P mengucapkan terima kasih dan pamit pulang

(The R entered the school principal's room. He let R to sit. The R said that she and the ET agreed to finish the research. The headmaster also agreed because he saw that the class XC students became nice students and they motivated to learn English. The R said "thank you" and then went home.



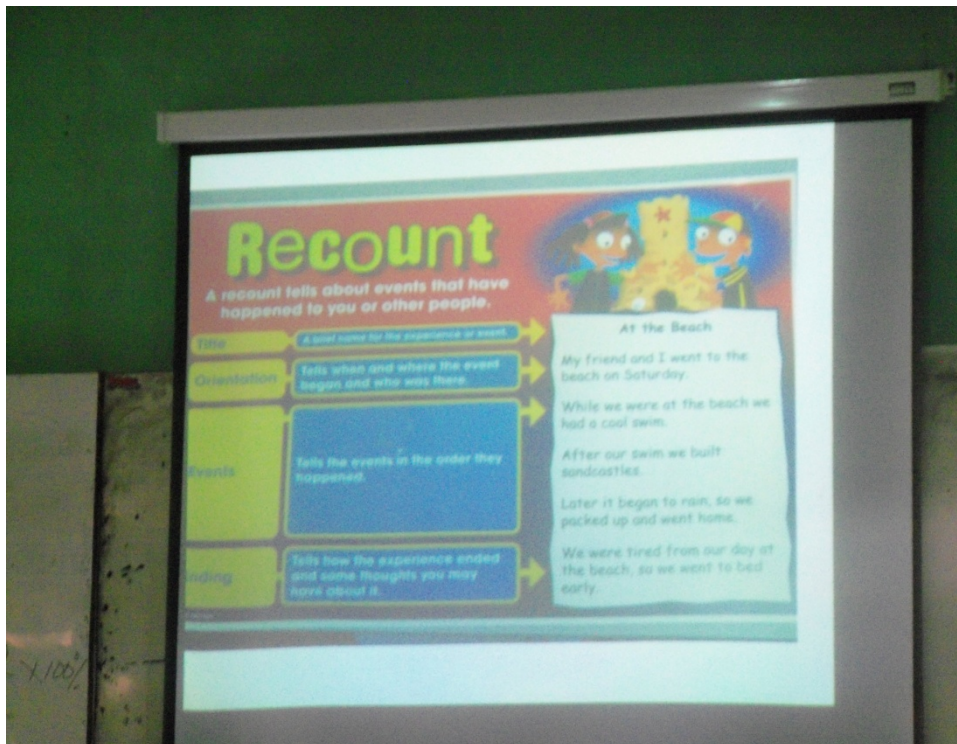
SMA ISLAM 1 GAMPING



The Teacher Greets the Students



The Teacher Uses Pictures to Explain the Text



The Teacher Uses Power Point to Discuss the Text



The Teacher are Discussing the Text Together With the Students



The English Teacher at the Back Row Joins the Lesson



The Students Pay Attention to Teacher's Explanation



The Teacher Gives the Task to the Students



The Students are Doing the Group Work



The Students are Doing the Individual Work



The Students are asking the Teacher about the Task



The Students are Enthusiastic to Do the Task

LESSON PLAN I

Class/Semester	: X/1
Day and date	: Wednesday, November 14th, 2012
Subject	: English
Topic	: I'm Sorry to Hear That
Duration	: 2x45 minutes

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

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

A. Learning Objectives

- Students are able to identify the vocabularies of the text
- Students are able to identify the function of the text
- Students are able to identify the order of the text
- Students are able to identify the language focus of the text

B. Language Focus

Vocabularies: balcony, coffin, corpse, elaborate, kin, slaughter, funeral, ceremony, puppet, match, feast, chant, graveyard

Simple Past Tense

To talk about past events and conditions, you use Verb-2 forms. Here are some examples taken from the text

- I **went** to Toraja to attend grandpa's funeral.
- It **was** my first time to go to such a ceremony.

C. Teaching Learning Process

1. Pre Teaching

- a) The teacher greets to the students "good morning" and "how are you today"
- b) The teacher calls the roll
- c) The teacher informs the students about the lesson for the day.

2. Whiles Teaching (BKOF: MOT, JCOT, and ICOT)

a) Building the Context

- The teacher elicits information from the students about Toraja
- The students answer the teacher's question based on their knowledge
- The teacher and the students discuss the function and the language focus of the text by giving questions to the students orally.

b) Modelling and Deconstructing the Text

- The teacher asks the students about the content of the text
- The students and the teacher discuss the purpose of the text
- The teacher and the students discuss the order of the text
- The students and the teacher discuss the vocabularies of the text
- The students identify the sequence of events by matching the pictures and rearranged the jumbled texts

d) Joint Construction of the Text

- The students work in groups and discuss the new recount text entitled 'Joining the Traditional Dance Competition'.

- The teacher asks the students about the content of the text
- The students and the teacher discuss the purpose of the text
- The teacher and the students discuss the structure of the text
- The teacher and the students discuss the language focus of the text
- The students and the teacher discuss the vocabularies of the text
- The teacher and the students do peer correction

e) Independent Construction of the Text

- The students work individually with the new text entitled ‘Swimming’
- The teacher asks the students to answer the questions related to the text
- The students answer the questions related to the text

f) Linking to Related Texts

- The teacher and the students discuss the difference of recount text with the procedure text by giving questions to the students orally
- The teacher asks the students to do the homework about the differences between recount texts and other types of texts

3. Closing

- a) The teacher asks to the students what they have learnt today
- b) The teacher closes the lesson by saying “Thank You” and Good Bye”.

D. Source :

a) Richards, J.C. 2005. *Communicative Language Teaching Today*. Singapore :SEAMEO Regional Language Centre

b) Feez and Joyce. 1998. *Text-Based Syllabus Design*. Sydney: National Centre for English Language Teaching and Research

c) Priyana, Jaka d.k.k. 2008. *Interlanguage: English for Senior High School Students X*. Jakarta: Pusat perbukuan Departemen pendidikan Nasional

E. Material : Enclosed

F. Media : Pictures of funeral in Toraja, traditional dance, and the beach

G. Evaluation : Written

Yogyakarta, November 14th,

2012

Teacher

Researcher

Drs.Bambang Agus.Subekti

NIP. 19580813 198803 1 004

Fajar Okayanti

NIM. 07202241056

My Grandpa's Funeral in Toraja

Last month my family and I went to Toraja to attend Grandpa's funeral. It was my first time to go to such a ceremony. We gathered there with our kin in the ceremony.

Overall, the ceremony was quite elaborate. It took about a week. Several days before the ceremony was done, grandpa's body was kept in a series of houses arranged in a circular row around an open field called *Tongkonan*. His corpse was dressed in a fine wearing.

The funeral was performed in two phases. First, we slaughtered the pigs and buffaloes, and then moved the corpse to face north. In this ceremony we wore black clothes. After that, the corpse was placed in a sandal wood coffin. Then, it was brought out of the house and placed on an open platform beneath the granary. Meanwhile, my uncle, my brother, and I prepared the wooden puppet and a funeral tower called *lakian*. The next phase of the ceremony was held in this place. The coffin is borne from the house and placed in the *lakian*. During the day, there were also buffalo matches. They were great matches. In the night, we were feasting, chanting, and dancing.

On the last day, the grandpa's coffin were lowered from the funeral tower and brought up to the mountain side family graveyard. It was followed by great shouting and excitement from the relatives and the guests. Finally, we installed the wooden puppet on a high balcony where other puppets representing the members of a whole family were already there.

The funeral ceremonies made my family and me tired. However, we were grateful because it ran smoothly.

Adapted

from:

<http://www.worldisround.com>

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.

No.	Statements	T/F	Correction
1.	The writer joined the modern dance competition.	F	The writer joined the traditional dance competition
2.	The writer joined the competition when she was in the Junior High School.		
3.	The writer went to Jakarta a day before the competition was held.		

4.	The writer went to Jakarta alone.		
5.	The writer spent more than an hour for the preparation before she performed.		
6.	The writer performed in the stage confidently.		
7.	The writer's performance ended gracelessly.		
8.	The writer went back to Yogyakarta the next day.		

Swimming

When I was a boy, I liked swimming very much. Each year my two brothers and I spent the holiday with our uncle and aunt in their house by the sea. It was only twenty yards from the water. The water was warm, the sun shone brightly, and most days there were no waves. In the middle of the day a wind always began to blow, but it was not strong and it did not make the sea rough.

One day, we put on our swimming-shorts before breakfast. Then, we ran down to the sea across the sand and jumped in. We were in the sea or on the beach until late at night. When our aunt rang a bell, we went back to the house for food, but we ate it in our swimming-shorts and soon went back in the sea again. We were all very good swimmers. We dived through the waves or rode towards the beach on top of them until we were tired and hungry.

Adapted

from : L.A.Hill,1963

Choose the correct statement based on the text.

1. a. The boys' home was near the sea.
- b. The boys' uncle's home was near the sea.
- c. The boys' uncle's home was a long way from the water.

- d. the boys 'home was a long way from the water.
-
- 2. a. There were waves everyday.
 - b. There were waves on most days.
 - c. There were no waves on most days.
 - d. There were no waves everyday.
-
- 3. a. the boy had breakfast in the house.
 - b. The boys did not have breakfast.
 - c. The boys had breakfast on the sand.
 - d. the boys did not use to have breakfast.
-
- 4. a. The boys put on their swimming-shorts before each meal.
 - b. The bys put other clothes on before every meal.
 - c. The boys did not do anything to their clothes before meals.
 - d. The boys always changed their clothes before meals.
-
- 5. a. The waves rode on top of the boys towards the beach.
 - b. The waves carried the boys toward the beach.
 - c. The boys rode on top of their brothers towards the beach.
 - d. The boys rode on the waves using their board.

LESSON PLAN II

Class/Semester : X/1

Day and date : Thursday, November 16th,
2012

Subject : English

Topic : Tell Me the Story

Duration : 2x45 minutes

Standard Competency : 5. Mengungkapkan makna teks tulis fungsional pendek essei sederhana berbentuk *recount*, *narrative*, dan *procedure* dalam konteks kehidupan sehari-hari.

Basic Competency : 5.2 Mengungkapkan makna dan langkah retorika teks tulis esei secara akurat, lancar, dan berterima dengan menggunakan ragam bahasa tulis dalam konteks kehidupan sehari-hari dalam teks berbentuk: *recount*, *narrative*, dan *procedure*.

A. Learning Objectives:

- a. Students are able to identify the vocabularies of the text
- b. Students are able to identify the function of the text
- c. Students are able to identify the order of the text
- d. Students are able to identify the language focus of the text

B. Language Focus

Vocabularies: giant, lonely, uneasiness, return, desire, odd, cucumber, seed, chase, promise, needle, mud, shine, meal, widow, lose

Simple Past Tense

To talk about pas events and conditions, you use Verb-2 forms. Here are some examples taken from the text.

- There was a **widow** who lived alone.
- The widow **loved** her child too much.

C. Teaching Learning Process

1. Pre Teaching

- a. The teacher greets to the students “good morning” and “how are you today”
- b. The teacher calls the roll
- c. The teacher informs the students about the lesson for the day.

2. Whiles Teaching (BKOF: MOT, JCOT, and ICOT)

a) Building the Context

- The teacher elicits information from the students about ‘Timun Mas’.
- The students answer the teacher’s question based on their knowledge
- The teacher and the students discuss the function and the language focus of the text by giving questions to the students orally.

b) Modelling and Deconstructing the Text

- The teacher asks the students about the content of the text entitled ‘Timun Mas’..
- The students and the teacher discuss the purpose of the text
- The teacher and the students discuss the order of the text
- The students and the teacher discuss the vocabularies of the text
- The students identify the sequence of events by matching the pictures and rearranged the jumbled texts

d. Joint Construction of the Text

- The students work in groups and discuss the new recount text entitled ‘Kyai Jegod’.
- The teacher asks the students about the content of the text
- The students and the teacher discuss the purpose of the text
- The teacher and the students discuss the structure of the text
- The teacher and the students discuss the language focus of the text

- The students and the teacher discuss the vocabularies of the text
 - The teacher and the students do peer correction
- e. Independent Construction of the Text
- The students work individually with the new text entitled ‘Calon Arang’
 - The teacher asks the students to answer the questions related to the text
 - The students answer the questions related to the text
- f. Linking to Related Texts
- The teacher and the students discuss the difference of narrative text with the procedure text by giving questions to the students orally
 - The teacher asks the students to do the homework about the differences between narrative texts and another types of texts

3. Closing

- c) The teacher asks to the students what they have learnt today
- d) The teacher closes the lesson by saying “Thank You” and Good Bye”.

D. Source :

- a) Richards, J.C. 2005. *Communicative Language Teaching Today*. Singapore :SEAMEO Regional Language Centre
- b) Feez and Joyce. 1998. *Text-Based Syllabus Design*. Sydney: National Centre for English Language Teaching and Research
- c) Priyana, Jaka d.k.k. 2008. *Interlanguage: English for Senior High School Students X*. Jakarta: Pusat perbukuan Departemen pendidikan Nasional

E. Material : Enclosed

F. Media : Pictures of Kyai Jegod story, Timun Mas story, and Calon Arang story

G. Evaluation : Written

Yogyakarta, November 16th,

2012

Teacher

Researcher

Drs.Bambang Agus.Subekti

NIP. 19580813 198803 1 004

Fajar Okayanti

NIM. 07202241056

TIMUN EMAS (GOLDEN CUCUMBER)

Once upon a time, there was a widow who lived alone. Because there was no one on her side, she felt lonely and dreamed of the presence of a child. In the same village, there lived a giant. Knowing her uneasiness, the giant offered his help by giving a child, on condition that when the child is 6 year old, it must be returned to the giant to become his meal. Because of her strong desire to have a child, the widow agreed with the od condition. The giant then gave her a cucumber seed to be planted at the widow's lawn.

Two weeks passed and the cucumber started to bear fruits, and there was one which was large and shined like gold. The widow picked the large cucumber and splitted it carefully and it appeared that there was a cute baby girl inside. How happy the widow was, and the baby was named Timun Emas.

Times passed so fast, 6 years ws Timun Emas' age now. At this age she became a beautiful and clever child. The giant came to the widow to fulfill her promise, but she loved her child and didn't want to lose her child. She asked the giant to come back two years later, told him that Timun Emas would be bigger and more appetizing to eat then. The giant agreed.

Two years passed, the time had come for the widow to let the giant have Timun Emas. The widow loved her child too much. She didn't want her child to become the giant's meal. Yet, it was impossible to confront him. Eventually the widow ordered Timun Emas to go to Gunung Kidul (Southern Mountain) to meet a powerful hermit there. He gave Timun Emas four small packages contained cucumber seeds, needles, salt and terasi (a kind of seasoning). He didn't forget to order Timun Emas to pray for safety from the giant

One morning the giant came to the widow to fulfill her promise. The widow ordered Timun Emas to run through the back door. He chased her. when she was almost caught, she dispersed the cucumber seeds from the package and they suddenly became cucumber field. He stopped chasing her for he was interested in eating the cucumber. Then he chased her again, when she was almost caught she dispersed the needles from the package that became bamboo field. His feet were wounded and bled, pricked by the bamboos. Yet he didn't give up and kept chasing her, then she dispersed the salt from the package and the field became a sea. Yet he kept chasing her. Finally, she dispersed the terasi from the package. Suddenly appeared boiling sea of mud, and finally he was dead. with the dead of the giant, Timun Emas could live happily with her mother.

Rearranged the jumbled paragraphs of the story entitled Timun Mas into a good text by numbering the paragraphs. Look at the example.

<p>Once upon a time, there was a widow who lived alone. Because there was no one on her side, she felt lonely and dreamed of the presence of a child. In the same village, there lived a giant. Knowing her uneasiness, the giant offered his help by giving a child, on condition that when the child is 6 year old, it must be returned to the giant to become his meal. Because of her strong desire to have a child, the widow agreed with the od condition. The giant then gave her a cucumber seed to be planted at the widow's lawn.</p>	<p>Paragraph 1</p>
<p>One morning the giant came to the widow to fulfill her promise. The widow ordered Timun Emas to run through the back door. He chased her. when she was almost caught, she dispersed the cucumber seeds from the package and they suddenly became cucumber field. He stopped chasing her for he was interested in eating the cucumber. Then he chased her again, when she was almost caught she dispersed the needles from the package that became bamboo field. His feet were wounded and bled, pricked by the bamboos. Yet he didn't give up and kept chasing her, then she dispersed the salt from the package and the field became a sea. Yet he kept chasing her. Finally, she dispersed the terasi from the package. Suddenly appeared boiling sea of mud, and finally he was dead. with the dead of the giant, Timun Emas could live happily with her mother.</p>	<p>Paragraph....</p>
<p>Two weeks passed and the cucumber started to bear fruits, and there was one which was large and shined like gold. The widow picked the large cucumber and splitted it carefully and it appeared that there was a cute baby girl inside. How happy the widow was, and the baby was named Timun Emas.</p>	<p>Paragraph....</p>
<p>Two years passed, the time had come for the widow to let the giant have Timun Emas. The widow loved her child too much. She didn't want her child to become the giant's meal. Yet, it was impossible to confront him. Eventually the widow ordered Timun Emas to go to Gunung Kidul (Southern Mountain) to meet a powerful hermit there. He gave Timun Emas four small packages contained cucumber seeds, needles, salt and terasi (a kind of</p>	<p>Paragraph....</p>

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Rearranged the jumbled paragraphs of the story entitled *Kyai Jegod* into a good text by numbering the paragraphs. Look at the example.

Once upon a time there was a king who ruled Mataram Kingdom. His name is Amangkurat IV. He was the grandfather of Sultan. He often meditated in a nearby forest, called Garjitawati.	Paragraph 1
Then Sultan ordered that the main pole in the palace's hall had to be built from special wood which would give strong impression. One night, a servant who was sleeping in the forest heard loud and deep voice. The voice introduced itself as Kyai jegod. The servant saw that Kyai jegod was an old, tall, and massive tree. He said that he would voluntarily let himself to be cut to make the main pole so that he could stay inside it forever.	Paragraph....
One day, when a gardener was gathering grass for his cattle in the forest, he looked for some water because it was so hot. He found a small pond and when he was going to drink some water from it, a dragon came out of the underwater, but it was so friendly to him. The dragon said that if Sultan wanted to build his palace, it was supposed to be located in that forest. Then it disappeared.	Paragraph....
Then Sultan started to build the palace in that forest where those woods lied was said to be home of genies and spirits. His lumberjacks could not find anything to eat and the only thing they could have were some rice and water for three days, or sometimes they could not have anything.	Paragraph....
The servant told it to Sultan and Sultan let Kyai jegod stay inside it forever, while Kyai jegod became the protector of that palace since then.	Paragraph....

Rearranged the jumbled paragraphs of the story entitled *Calon Arang* into a good text by numbering the paragraphs. Look at the example.

Calon Arang was a widow of Girah who gave birth to a daughter in the jungle. Her daughter grew up to be the famed beauty Ratna Menggali. Calon arang wanted her	Paragraph 1
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<p>daughter to marry a prince from Airlangga's palace. However, no prince came along. Infuriated by this, Calon Arang learned the art of black magic and practiced it against the kingdom, causing many people to die.</p>	
<p>Calon Arang inscribed her black magic secret on a <i>lontar</i> (palm leaf book). One day, her son-in-law found it and gave it to his father. When Calon Arang found out that that Mpu Bharadah had learned her secrets, she was furious and declared war upon him. The priest had no choice but to fight and, in deadly struggle, destroyed the widow by casting a spell. Before she died, calon arang asked forgiveness. Mpu bharadah forgave her and showed her the way to heaven.</p>	Paragraph....
<p>When the king Airlangga heard of the epidemic in Girah, he consulted his high priest, Mpu Bharadah. The priest then sent his son to propose Ratna Menggali. Calon Arang was pleased, the curse ended, and the couple wed.</p>	Paragraph....