

**EFFORTS TO IMPROVE STUDENTS' READING COMPREHENSION
THROUGH THE THINK-PAIR-SHARE TECHNIQUE
IN GRADE XI OF SMA N 1 PREMBUN
IN THE ACADEMIC YEAR OF 2012/2013**

A THESIS

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



By

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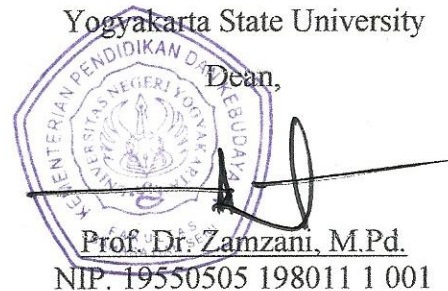
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PERNYATAAN

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

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

Yogyakarta, 1 April 2013

Penulis,



Nove Irawan

MOTTOS

*Mohonlah pertolongan (kepada Allah) dengan sabar dan shalat.
(Al-Baqarah 153)*

*You can have everything in life that you want if you just give enough
other people what they want.
(Zig Ziglar)*

*You don't have to be great to get started, but you have to get started to
be great.
(Les Brown)*

DEDICATIONS

I lovingly dedicate this thesis to:

My beloved mother,

My brothers and sisters,

My friends and classmates of PBI_B '08,

And my students.

ACKNOWLEDGEMENTS

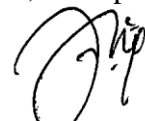
Firstly, I would like to express my highest gratitude to Allah SWT for his mercy and blessing so that I could finish my thesis well. Peace be upon to Muhammad SAW who taught human beings to believe in Allah the Almighty.

My special gratitude goes to my first consultant, Drs. Suharso, M.Pd., in guiding me to finish the thesis. His kindness, support and guidance contribute to my faith in making this thesis. My deepest thank is also devoted to Siwi Karmadi K., M.Hum. as my second consultant, who carefully gave me valuable suggestions and corrections to complete this thesis.

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I realize that this thesis is far from being perfect. Therefore, criticisms and suggestions from readers are highly appreciated for the improvements of this thesis.

Yogyakarta, 1st April 2013



Nove Irawan

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LIST OF ABBREVIATIONS

AR	: Action Research
BC	: Basic Competency
BKOF	: Building Knowledge of the Field
BSNP	: <i>Badan Standar Nasional Pendidikan</i>
<i>D</i>	: <i>Dokumentasi</i>
<i>G</i>	: <i>Guru</i>
<i>GBI</i>	: <i>Guru Bahasa Inggris</i>
ICOT	: Independent Construction of the Text
IPA	: <i>Ilmu Pengetahuan Alam</i>
JCOT	: Joint Construction of the Text
<i>KS</i>	: <i>Kepala Sekolah</i>
<i>KTSP</i>	: <i>Kurikulum Tingkat Satuan Pendidikan</i>
MOT	: Modeling of the Text
<i>P</i>	: <i>Peneliti</i>
<i>PTK</i>	: <i>Penelitian Tindakan Kelas</i>
R	: Researcher
<i>S</i>	: <i>Siswa</i>
SBC	: School-Based Curriculum
SC	: Standard of Competency
SMA N	: <i>Sekolah Menengah Atas Negeri</i>
SPSS	: Statistical Package for the Social Science
TPS	: Think-Pair-Share
USA	: United States of America

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ABSTRACT

The objective of the research was to improve the students' reading comprehension of Grade XI at SMA N 1 Prembun in the academic year of 2012/2013 by using the Think-Pair-Share (TPS) technique.

The type of the research was action research. It was conducted in two cycles involving the TPS technique as the main activities. Giving names to pairs, drawing lots, using media, and giving rewards and punishments were the complements of the main activities. The data were obtained by observing the teaching and learning processes, interviewing the students and the collaborator, taking photographs of the teaching and learning processes, and giving a pre-test and post-test to the students. The instruments used in the research were teaching observation sheets, field notes, interview guidelines, an audio recorder, digital cameras, and reading comprehension tests. The data collected were qualitative and quantitative in nature. The categorization and talk analysis were used to analyze the qualitative data. The quantitative data were analyzed by using descriptive statistics and t-test.

The results show that the students' reading comprehension improved through the use of the TPS technique. They made good improvements in some aspects of reading skills such as scanning, finding a referent, deciding a topic and main idea, and guessing a text. Moreover, the TPS technique facilitated them to activate their background knowledge and to construct meaning of a text. The variations used in the technique could improve their motivation to join the reading class. They were more enthusiastic and active in the teaching and learning processes. They were more confident in reading a text and had more chances to share ideas and knowledge in the form of discussion. The variations in the TPS technique made good learning atmospheres during the teaching and learning processes.

CHAPTER I

INTRODUCTION

A. Background of the Problems

Nowadays the world has arrived at the global era where science and technology become important things. Those things cannot be separated from human life. The changes of science and technology always occur from time to time and people should be ready to face the situation. Thus, they need to update their information by finding out what happens in the world. They can do many things to see the world by browsing the internet, watching televisions, reading newspapers, studying books, etc. Reading is one of the easy ways that they can do to update their information.

In the context of English teaching and learning, reading books can be a way to enlarge students' knowledge. Reading facilitates them to grasp knowledge and information in the books. Reading can also improve their critical thinking toward certain problems. In this way, reading becomes an essential skill for them. Moreover, it is also one of the skills which is tested in the final examination. Hence, reading should be taught well in the class.

Teachers in the reading teaching and learning processes play important roles. In the class teachers should become facilitators rather than main actors. They can facilitate the teaching and learning processes and reduce their domination in the activities. Unfortunately, there were teachers who still use conventional teaching and use the grammar translation method to teach

reading. They give the students a text in a course book and then ask them to translate the text into Bahasa Indonesia. Those activities are then ended by giving them a task based on the course book.

Teachers tend to regard their method i.e. the grammar translation method in teaching reading as an effective way. They assume that the students who are able to translate an English text into Bahasa Indonesia can comprehend the text well. Therefore, in reading comprehension the students should be given responsibilities to comprehend the text thoroughly by using a challenging activity rather than translating. Their method is also worsened by their reluctance to create any variations in order to make the activities more challenging.

The problems on reading as explained above also occurred at SMA N 1 Prembun. With regard to the observation of teaching and learning process and interview with the students and the teacher, there were some problems revealed in the teaching reading. The first problem was related to the teaching technique. The teaching technique did not employ the top-down and bottom-up processing maximally. It focused on translating a text. The translation made the activities undeveloped in the comprehension process. It did not provide an activity to activate the students' previous knowledge. In addition, it gave less opportunity for the students to construct meaning.

The second problem was related to the activities. The reading activity was dominated by using translation as a process for gaining comprehension. Other

activities tended to be monotonous. They did not give chances for the students to have interaction among others.

The next problem was related to the materials. A course book was used as the main source of the materials. There were no reading skills given to the students during the teaching and learning process. Reading skills should be added as supplementary materials to help the students to comprehend a text. The materials focused only on the social purpose, generic structures, and language features of a text based on the course book or student work sheet. Moreover, the reading materials were not interesting enough.

The fourth problem was related to the students' vocabulary mastery. The students' vocabulary mastery was still low. During the learning process, the students often got difficulties in translating a text because they lacked some vocabularies. In this way, the teacher then translated the words or sentences to them.

Based on the problems above, the teacher needed to find an appropriate technique and materials to overcome the problems. The technique and the materials should help the students not only to catch the materials but also to create good atmospheres during the teaching and learning process. She could use the Think-Pair-Share (TPS) technique which provides some activities to help the students to gain comprehension. The technique could be added by some activities and materials that make a good learning atmosphere.

B. Identification of the Problems

A school is a place for students to get much information from written resources. The students will get involved in written language mostly in classroom activities especially in a reading class. They should have good comprehension in the reading class to grasp the materials given by the teacher. It was not an easy thing for them to achieve comprehension toward a text during teaching and learning processes. There were some problems faced by both the students and the teacher. Based on the observation which was conducted in XI IPA 1, the researcher found some problems during the teaching and learning process of reading.

The first problem was related to the teaching technique. The teaching technique was monotonous and did not employ the top-down and bottom-up processing maximally. The grammar translation method used in discussing the text made the activities undeveloped. It made the students focused only on their translation in comprehending the text. Their activities were dominated by translating a text with less opportunity to activate their previous knowledge (top-down processing). Yet the translation did not give enough opportunity for them to construct meaning (bottom-up processing). They focused only on their translation.

The second problem was related to the activities. The activities were monotonous and the reading activity was dominated by using translation for gaining comprehension. The activities were dominated by the teacher's presentation about the materials in a course book. There were few interactions

among the students and between the teacher and the students. Furthermore, the reading activities were continued by discussing a text and a task using translation to explain its contents. They did not have an opportunity to construct meaning well.

The monotonous activities, namely discussing a text and doing a task, made the students less motivated. They were passive during the learning process because they did not have opportunities to contribute actively. They were afraid to ask questions to the teacher, too. Some of them were busy with their own business when the teacher explained the materials.

The next problem was related to the materials. The materials given to the students were in the form of a course book or student work sheet. The student work sheet as the main source for teaching reading was not interesting enough and made the students bored. Moreover, the materials in the student work sheet did not provide some reading skills for gaining comprehension. The reading skills could be added as supplementary materials because they could help the students to get comprehension. The materials focused only on the social purposes, generic structures, language features, examples of a text and tasks taken from the student work sheet.

The last problem was related to the students' vocabulary mastery. The students' vocabulary mastery was still low. It could be seen from the translation activity. The students often asked to the teacher about a difficult vocabulary when they lacked it. In this way, the teacher helped them by translating it in order to comprehend the text.

C. Limitation of the Problems

Reading is a very complex process that involves many aspects and factors to achieve comprehension. Based on the discussion in the background of the problems and the identification of the problems, the researcher limits the broad problem areas into a more specific one. The researcher discusses the technique to improve the students' reading comprehension by using the Think-Pair-Share technique because he focused the research on the activities to improve students' reading comprehension.

D. Problem Formulation

Based on the focus of the problem above, the problem of the research is formulated as follows.

How could the Think-Pair-Share technique be applied to improve students' reading comprehension in Grade XI of SMA N 1 Prembun?

E. The Objective of the Study

In line with the problem formulation above, the objective of this study is to improve students' reading comprehension through the Think-Pair-Share technique in Grade XI of SMA N 1 Prembun.

F. Significance of the Study

There are two types of significance in this research, namely theoretical and practical significance. Theoretically, the results may enrich current theories

which give good reasons for implementing the TPS technique to improve students' reading comprehension. Practically, the results can provide more choices on the types of techniques that can be used by English teachers to improve students' reading comprehension in SMA. Furthermore, the results of the study can provide procedures of how to improve students' reading comprehension by using the TPS technique for students, teachers, schools, and general readers.

CHAPTER II

LITERATURE REVIEW

A. Theoretical Review

1. Reading Comprehension

There are many reasons why people read. Their reasons are determined by their purposes. People who want to get pleasures and to spend their spare time often read a novel, magazine, newspaper, and the like. Students who study in a university and school often read books related to the subjects they need. When they deal with any books, they will need comprehension skills to grasp the text easily. The comprehension is crucially required for them who want to fully understand the book they read. Thus, reading has broad meaning depending on the purposes.

The nature of reading is important to be understood before starting to discuss the reading comprehension. Nunan (2003: 69) argues reading as an essential skill for learners of English in a second language. In line with this, Patel and Jain (2008:113) state that reading is useful and an important skill for people. Reading can be source of joy. A good reading can keep students to have a regular reading and provides them both pleasure and profit.

Alyousef (2005:2) says that reading can be seen as an interactive process between a reader and a text which leads to automaticity or reading fluency. In the process of reading, the reader interacts dynamically with the text as he/she tries to obtain the meaning and where various kinds of knowledge are being

used: linguistic or systemic knowledge (through bottom-up processing) as well as schematic knowledge (through top-down processing). Bottom-up and top-down processing are important in teaching reading. Brown (2001:299) states that a combination of top down and bottom-up processing, or what has come to be called interactive processing, is almost always a primary ingredient in a successful teaching methodology because both processes are important.

According to Celce-Murcia and Olshtain (2002: 119), reading is a process of trying to understand a written text by readers through decoding, interpreting the message and eventually understanding the writer's intention. Moreover, Nuttal (2000: 11) states that reading is an interactive process because the reader and writer depend on each other. It means that the message gotten by reading must be in harmony with the writer's intention.

In correlation to the reading comprehension, Snow and Chair (2002:11) define reading comprehension as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. Smith (2004:13) also says that comprehension may be regarded as relating aspects of the world around us including what we read to the knowledge, intentions, and expectations we already have in our head. Furthermore, Mikulecky and Jeffries (2007: 74) state that true comprehension means making sense of what people read and connect the ideas in the text to what they already know. It also means remembering what people have read. In other words, comprehending means thinking while they read. It involves word

knowledge (vocabulary) as well as thinking and reasoning. Therefore, comprehension is not a passive process, but an active one. The reader actively engages with the text to construct meaning. This active engagement includes making use of prior knowledge.

From the discussion above, it can be concluded that reading becomes an important skill for the students because as students they will get involved with many books, especially for them who learn English as a foreign language. Furthermore, they need comprehension skills which enable them to fully understand the text. The comprehension skills are built from relationship between their previous knowledge and the text read.

2. Factors Affecting Reading Comprehension

In some situation people need to give great attention when they are dealing with reading activities. They who read a text sometimes get nothing and do not understand what they have read. Reading is not only relationship between the readers and the text but also relationship among many factors which are connected with one another. The good connection among those factors will build comprehension.

In the reading comprehension, students need to have background knowledge first about the reading. Stone (2009:70) explains that text-to-self connections are highly personal connections made between the reader/listener of a written text and the reader's/listener's own life experiences (schema). In line with Stone, Brown (2001:299) states that the reader brings information,

knowledge, emotion, experience and culture - that is, schemata - to the printed word.

From the description above, it can be concluded that the students should activate their background knowledge before they are given a text. It is in line with the genre approach which has Building the Context as its first stage. It will be discussed further in the next part. The teacher can give them some questions as a way to stimulate their previous knowledge and to activate their background knowledge.

In addition, Snow and Chair (2002:11) state that comprehension consists of three elements, namely the reader, the text and the activities. The first factor is the readers; the readers are the most dominant factors because they are the main actors in reading. The readers in the context of English teaching and learning are the students. In a class, they are various and have different characteristics. The easy way to determine their differences in comprehension is from their proficiency although it is not the main factor. Snow and Chair (2002:19) emphasize that reader differences in such capabilities as fluency in word recognition, oral language ability, and domain knowledge, along with differences in such dispositions as the reader's motivation, goals, and purposes, are important sources of variability in reading comprehension.

Students who have low proficiency do not always have low level in their comprehension. That low level can be changed if they have willingness to make differences in their level. They should have motivation to change it because motivation can affect reading comprehension. In line with this,

Wigfield and Guthrie (1997) in Wyse, Andrews and Hoffman (2010:13) identify curiosity, preference for challenge, and involvement construct similar to “flow experiences” as three fundamental aspects of intrinsic motivation for reading. Each of these constructs helps students maintain effort in reading tasks.

The discussion above infers that different motivation among students in a class clearly influence their curiosity in joining reading activities. It indirectly influences their reading comprehension too. The low-motivated students are the students who do not have reading activities as their habits. The teacher should be resourceful to create any treatments to make them more motivated. It can be made by giving new activities, media and methods.

The second factor is the text. There are many kinds of text in social life whether it is a short functional or essay text. The characteristics of each text have impacts on students’ comprehension. The grammatical features and construction of some texts are different from one another. A text which has complex grammar and construction is more difficult to understand than a text which has simple grammar and construction.

The text given to the students in a class is already suited with their grade. The content of the text has different level of difficulties although it has the same type. For example, a narrative text for Junior High School students is easier to understand than a narrative for Senior High School students. Snow and Chair (2002:24) state that the texts should become more complex as

readers' capacities grow and the characteristics of various genres and subject matters create varying challenges for readers.

A text in different level of difficulties will be appropriate when it is given to the students' capabilities. It means that the texts are not too difficult and not too easy. Furthermore, the text given should be appropriate to the students' social context. It will be meaningless if they are given a text beyond their background knowledge. It can be illustrate as giving students a text about four seasons in Europe whereas they are from a remote area and never know about it before. Snow and Chair (2002:26) give description that the texts which treat certain social issues or that require an interpretation and appreciation of alternative perspectives may be considered inappropriate by parents from some cultural or religious groups.

The third factor is the activities. In the English teaching and learning context, the activities are determined by teachers. The teachers' role in creating interesting activities by using new media or techniques will make the atmosphere in the class more exciting. The teachers' ability in encouraging students to get involved with the text determines the comprehension because they will be more active in responding to the text given.

Each text has its characteristics and difficulties to be understood. A report text may be easy for some students but it will be different when they are given a narrative text. Therefore, the teachers are challenged to teach different text with different approach with various activities. Snow and Chair (2002:26) explain since the text is potentially difficult for students, teachers employ

various instructional techniques that support reading. These instructional techniques target particular operations that are part of the reading activity. In brief, the teachers should be creative to use or to create an activity that is help the students to comprehend the text when they get difficulties toward a certain text.

The students as the main actor in reading comprehension should be given consideration by making them feel comfortable with other factors. Principally, the result of reading comprehension gained by the students will be various with one another. The students' comprehension depends not only on their ability but also on their actions towards other factors in reading comprehension.

3. The Reading Materials in Senior High School

The growth of English as a compulsory subject has demanded many schools to give great concern in the English teaching and learning. The schools often create any extra-curricular or activities to give the students some competences out of regular class. Indeed, materials of them are designed in harmony with the curriculum. Today the curriculum used in Indonesia is the School-Based Curriculum (SBC) or *Kurikulum Tingkat Satuan Pendidikan (KTSP)*. Mulyasa (2008:8) says that the School-Based Curriculum is a curriculum that is developed based on each unit of education institution, local/school potentials, local/school characteristics, and socio cultural conditions of the area, and also the learner's characteristics.

The KTSP is different from the previous curriculum. It has some characteristics as stated by Siskandar in Haryati (2007:5). Those characteristics are as follows.

- 1) Emphasizing in the students competences individually or classically.
- 2) Orienting on the learning outcomes and diversities.
- 3) The presentation of learning processes using various approaches and methods.
- 4) The learning sources not only the teachers but also other resources which meet requirements.
- 5) The assessments emphasized in the processes and results in the effort of gaining competences.

From the characteristics above, it is clear that students' competences are given consideration. One of the competences in the English teaching and learning is reading skills. Recently, the reading materials in SMA (Senior High School) are based on the text types. The students are given many kinds of text types from short functional up to essay. Short functional texts, for instance, are banners, posters, and pamphlets. Essay texts are divided into several types based on their generic structures and language features. They are narrative, recount, descriptive, report, explanation, analytical exposition, hortatory exposition, procedure, discussion, review, anecdote, spoof, and news item. The students of grade XI are given texts which are based on the curriculum. Especially for the first semester of grade XI, they are given report, narrative and analytical exposition texts.

One of the texts which is taught in the class is report. It is used to classify and describe in general terms the way things are. The report information is organized in a way which suits the worldview and purpose of the writer of the text. Feez and Joyce (1998:95) furthermore states the purpose of the report is to give information about one type of things or the way things are. It has structures general statement and descriptions or explanation. The significant language features are organized factual information, general categories of people or things, two-clause sentences, and present tense.

The next text is narrative. Anderson and Anderson (1998:3) say that a narrative is a text that tells a story and, in doing so, entertains the audience. The definition implies narrative dominantly tells entertaining stories. It is also emphasized by Feez and Joyce (1998:95), they say that narrative has purpose which is deal with problematic events and to entertain. The structures consist of orientation, complication, evaluation, and resolution. The significant language features are series of clauses in past tense linked with conjunctions, vocabulary related to characters, contexts and events.

The other text is analytical exposition. Emilia (2011:104) defines analytical exposition as an exposition text which has a purpose to convince someone about something whether it is right/wrong, good/bad, important/not important depending on the topics. The generic structures of analytical exposition are the same as the exposition text in general. According to Anderson and Anderson (1998:22), an exposition is a piece of text that presents one side of an issue. It has a purpose to persuade the reader or listener

by presenting one side of an argument, that is, the case for or the case against. It consists of three sections. The first section introduces the author's point of view and can preview argument that may follow in the text. The next section is a series of arguments that aim to convince the audience. The last section is conclusion that sums up the arguments and reinforces author's point of view. Exposition has grammatical features, namely words that express the author's attitude, emotive noun and verbs, and adverbs that show a time sequence and link the arguments.

4. Reading Skills

As stated in the previous discussions, it is not easy to gain comprehension in reading. There are some factors which are related with one another. Besides those factors, there are also other factors which give important roles in the process of comprehension. The factors are reading skills. The reading skills can be added by teachers as supplementary materials in the texts. There are two big groups of in reading skills, namely the micro skills and macro skills. Brown (2004: 187) says reading skills consist of two big elements, namely micro skills and macro skills. The micro skills are presented below.

- 1) discriminating among the distinctive graphemes and orthographic patterns of English,
- 2) retaining chunks of language of different lengths in short-term memory,
- 3) processing writing at an efficient rate of speed to suit the purpose,
- 4) recognizing a core of words, and interpreting word order patterns and their significance,
- 5) recognizing grammatical word classes (noun, verbs, etc.), systems (e.g., tense, agreement, pluralization), patterns, rules, and elliptical forms,
- 6) recognizing that a particular meaning may be expressed in different grammatical forms,

7) recognizing cohesive devices in written discourse and their role in signaling the relationship between and among clauses

Besides the micro skills presented by Brown (*ibid.*) , Spratt *et al.* (2005:22) propose some sub skills which is determined by the reason of reading. They say if people read a text to find a specific piece or pieces of information, they usually use a sub skill called scanning. Mickulecky and Jeffries (1996:15) explain that by scanning can help readers to skip over unimportant words so that they can read faster. They also propose another sub skill namely skimming which use to read a text quickly to get a general idea of what is about. Mickulecky and Jeffries (1996: 132) state that skimming is a high-speed reading that can save the readers lots of time.

In addition, Mickulecky and Jeffries (1996: 35) suggest two skills essential for reading. They are previewing and predicting. Previewing is the activity to gather information about a book by examining its cover. The aim of previewing is to predict what is in the book. It can be stated that predicting is a result of previewing.

Furthermore, macro skills include: recognizing the rhetorical forms of written discourse and their significance for interpretation, recognizing the communicative functions of written texts according to form and purpose, inferring context that is not explicit by using background knowledge, distinguishing between literal and implied meanings, detecting culturally specific references and interpreting them in a context of the appropriate cultural schemata, and developing and using a battery of reading strategies.

5. Teaching Reading in Senior High School

Reading is an important skill in English teaching and learning. It should be taught well and the teachers should follow some regulations issued by the government. One of the regulations is about the standard of content in Ministerial Education Regulation No. 22/2006. BSNP (2006:4) says that standard of content consists of the basic framework and the structure of the curriculum, standard of competency (SC) and basic competency (BC) of every subject in a semester from every type and level of elementary and middle education.

In teaching reading, there are some competences should be mastered by the students. Those competences are mentioned in the Standard of Competency and Basic Competency (SC and BC). The Basic Competency is then elaborated into some indicators which will be used as teaching guidance and assessment reference. Mulyasa (2008:15) defines Standard of Competency as a set of skills should be mastered by learners in a certain subject as a consideration to arrange indicators.

Based on the discussion above, it can be concluded that in teaching reading the teachers should notice the Standard of Competency and the Basic Competency as the guidance for arranging a lesson plan. The table below presents the Standard of Competency and the Basic Competency of reading in first semester of grade XI.

Table 1. The Standard of Competency and the Basic Competency

Standard of Competency	Basic Competency
<p>Reading</p> <p>5. Understanding meaning of short functional texts and short essays in the form of <i>report</i>, <i>narrative</i> and <i>analytical exposition</i> in the daily life context and accessing knowledge.</p>	<p>5.1. Responding to the meaning of formal or informal short functional texts (e.g. <i>banner</i>, <i>poster</i>, <i>pamphlet</i>, etc.) using written language accurately, fluently, and acceptably in the daily life context.</p> <p>5.2 Responding to the meaning and the rhetoric steps of essays using written language accurately, fluently, and acceptably in the daily life context and accessing knowledge in the form of <i>report</i>, <i>narrative</i>, and <i>analytical exposition</i>.</p>

From the discussion above, it is clear that the SC-BC and indicators are important parts in the teaching and learning processes. Those parts are then formulated and arranged into a lesson plan. A lesson plan is made by a teacher before he/she delivers materials in a classroom. The lesson plan will help him/her to maintain the teaching learning processes and to guide him/her when move from one activity to another. A lesson plan also contains some activities that will be done in the classroom. Those activities are divided and delivered into some steps. Teachers can use genre-based approach as their steps in teaching reading in a classroom.

The genre-based approach is an approach that can be used to teach English as a foreign language. The steps in the genre-based approach lead the students to comprehend the text gradually. Feez and Joyce (1998:27) argue that the approach support language learning as a social process and include joint

construction and scaffolding elements. The joint construction gives chances for the teacher and the students to develop together and share the responsibility for performance until the students has the knowledge and skills to perform independently and with sole responsibility. On the other hand, the activity scaffolds the students by providing support for the students. This is done by providing explicit knowledge and guided practice.

In detail, the genre-based approach consists of several stages in which the teacher and students involved in those stages so that the students can gradually understand the texts. As stated by Feez and Joyce (1998:27), originally the stages in genre-based approach consist of five stages but the researcher only used four stages that were applied in the English teaching and learning processes. He only used four stages because it is commonly used by English teachers in Indonesia. Emilia (2011:24) explains that the model commonly used in Indonesia consists of four stages, namely the Building Knowledge of the Field, the Modeling of the Text, the Joint Construction of the Text and the Independent Construction of the Text. The details descriptions of those four stages are as follows.

The first stage is the Building the Context/Building Knowledge of the Field. According to Feez and Joyce (1998:28), in this stage the students are introduced to the social context of an authentic model of the text type being studied. They also explore features of the general cultural context in which the text-type is used and the social purposes the text-type achieves in a certain context. In this stage, they also explore the immediate context of situation by

investigating the register of a model text which has been selected on the basis of the course objectives and learner need.

In summary, it is clear that the students need to be given a time for brainstorming the context situation first. It will activate their previous knowledge which plays important role in the process of comprehension. By having good background knowledge, they will be helped to follow the message given by the text. Their background knowledge can be regarded as a first way for the students to go through inside the text.

The second stage is the Modeling and Deconstructing the Text. This stage consists of two main elements, namely modeling and deconstructing. Feez and Joyce (1998:29) implicitly say that the modeling stage means that the students are given input texts. They are given more than one text to compare the model with other examples of the text types. Moreover, the deconstructing means that they investigate the structural pattern and language features of the model. It has a purpose to present the language features of each text types. In addition, Emilia (2011:45) says that modeling is the stage when the teachers give or demonstrate the text which becomes the focus subject to the students.

From the second step, it is shown that the students should be given many exposures about the text and the language features of the text. The teacher should give them various models of texts so that they can compare the texts. In deconstructing the text, he/she is challenged to be able to break off the whole text into several parts well. It will help them to know the function and characteristics of each text.

The third step is the Joint Construction of the Text. According to Feez and Joyce (1998:30), in this stage the students begin to contribute to the construction of whole example of the text type. On the other hand, the teacher gradually reduces the contribution to text construction as they move closer to being able to control the text type independently. In line with this, Emilia (2011:60) says that this stage is the stage when the students start to implement their understanding and skills in writing the text given. The teacher and the students can also work together to construct texts that are similar to the text that have been learnt in the previous stage. In constructing the text, they should pay attention to the language features of the text.

The third stage shows that the students are the main actors in the activities as the teacher reduces his/her guidance. Unlike the previous stage where the text is broken off into small parts, in this stage the text is rebuilt from the small parts into a whole text. They can do the tasks in pair or groups under the teacher's supervision. When they get difficulties, the teacher helps them until they understand the text.

The fourth step is the Independent Construction of the Text. Feez and Joyce (1998:31) say that in this stage the students work independently with the text. In other words, the teacher should minimize his/her support, scaffolding and interference on the students learning processes. He/She can give tasks that are done by the students for achievement assessment. From the last step, it is shown that they are expected to grasp the previous materials and activities so that they are able to do some tasks to measure their

understanding. Emilia (2011:69) adds that independent construction is the stage when the students write the topic discussed individually in the texts or genre given.

6. Cooperative Learning

Cooperative Learning is a kind of teaching technique that commonly used in the classroom. According to Brown (2001:47), cooperative learning is a technique that can help students to build positive relationship among students. It can also build their responsibility to work together in groups. Moreover, Olsen and Kagan (1992) in Richards and Rodgers (2001:192) explain that cooperative learning is a group of systematic activity which depends on the information exchange between learners in groups in which each learner is given responsibility for his or her own learning and is motivated to increase the learning of others.

Based on the discussions above, it can be concluded that cooperative learning is a technique which covers both individual and small group learning. In the class, the learning processes are designed to improve students' cooperation and independence in comprehending materials. Furthermore, the students are trained to learn actively because they should involve in the learning activities. Therefore, cooperative learning is an instructional technique that can be used by teachers to build students' responsibility to comprehend the materials. The students will work together to reach the goal effectively.

There are other advantages of implementing the cooperative learning in a classroom. McGroarty (1989) in Richards and Rodgers (2001: 194) explains the advantages as follows.

- 1) increased frequency and variety of second language practice through different types of interaction
- 2) possibility for development or use of language in ways that support cognitive development and increased language skills
- 3) opportunities to integrate language with content-based instruction
- 4) opportunities to include a greater variety of curricular materials to stimulate language as well as concept learning
- 5) freedom for teachers to master new professional skills, particularly those emphasizing communication
- 6) opportunities for students to act as resources for each other, thus assuming a more active role in their learning

Teachers can implement some cooperative learning techniques to improve the quality of the teaching and learning processes in the classroom. The following presents some kinds of cooperative learning proposed by Olsen and Kagan (1992) in Richards and Rodgers (2001: 198).

1) Three-step Interview

In this technique, the students work in pairs, one is interviewer and the other is interviewee. Next, the students reverse their roles in the interview. Each student then shares with team member what was learned during the two interviews.

2) Roundtable

In this technique, the teacher provides students one piece of paper and one pen for each team. One student makes a contribution and then passes the paper and pen to the student on his or her left. Each student makes contribution in turn. The technique is called Round Robin if it is done orally.

3) Think-Pair-Share

In this technique, the teacher firstly poses a question (usually low consensus question). Next, the students think of a response and discuss their responses with a partner. Finally, they share their partner's response with the class.

4) Solve-Pair-Share

In this technique, the teacher firstly poses a problem and the students are asked to work out solutions individually. Finally, the students explain how they solved the problem in Interview or Round Robin structures.

5) Numbered Heads

In this technique, the students number off in teams and then the teacher asks a question. Heads Together – students literally put their heads together and make sure everyone knows and can explain the answer. Teacher then call a number and students with that number raise their hands to be called on, as in traditional classroom.

7. The Think-Pair-Share Technique for Reading

The TPS technique is one of the techniques in cooperative learning. It was first developed by Frank Lyman of the University of Maryland in 1981. Besides proposed by Olsen and Kagan (ibid.), the implementation of the TPS technique is also proposed by Slavin (1995:132). He argues that the implementation of the TPS technique is like its name. Firstly, the teacher presents a lesson to the class and the students sit in pairs within their teams.

He/She then gives questions to the class. The students next are instructed to think of an answer on their own, then to pair with their partners to get consensus of an answer. Finally, he/she asks them to share their agreed-upon answers with the rest of the class.

The discussion presented by Slavin (ibid.) is the application of the technique in general. It can be flexibly used to teach various skills and subjects. It can be used by teachers to teach reading, too. Sadler (2001:29) presents the procedures of the TPS technique to teach reading. The students are asked to read a text, after reading a story or section of text, students should think of things they already know, then decide what reading reminds them of, and determine what might happen next. Students then pair and share and discuss the things they have thought about. In addition, Jones (2006) in *Reading Quest* gives some reasons why he chooses the TPS technique to teach reading. According to him, the technique is helpful because it structures the discussion. Students can follow a prescribed process that limits off-task thinking and off-task behavior. Accountability is also built in because each student must report to a partner, and then partners must report to the class.

Based on the implementation of the TPS technique, there are three big stages that must be conducted well. Those stages are Think, Pair, and Share. The stages are related with one another with Think as the starting point in reading comprehension and Share as the result of students reading comprehension by giving sharing information. The detail discussion of each element/stage of the technique is presented below.

The first element is Think. In this stage, the teacher begins by asking a specific question or questions about a text. The students think about what they know or have learned about the topic. The questions are designed to brainstorm them toward a topic that is going to discuss. In line with this, Baker and Westrup (2000: 63) recommend the teachers to ask students what words or ideas they can suggest that relate to the text they will read, or to a picture from the text or to the topic or title. It will help them to remember the words and later they can look out for the words while reading. This stage allows them to have think times that activate their background knowledge. This stage also prepares them before reading the text. Their previous knowledge can be the factors to determine the success of reading activities.

The next element is Pair. In this stage, each student should be paired with another student. The pair work activities will provide a variety of ways where the teacher can increase opportunities for the students to share the related to text at all levels of instruction. Working in pairs also allows them to be involved in meaningful communication and motivates using the language. It can increase their responsibilities in comprehending the text because they will interact with their friend in pairs. Moreover, Harmer (2001:161) also states that pair work increases the amount of speaking time any, allows students to work and interact independently which promote learner independence, allows teachers time to work with one or two pairs while the others students continue working, recognizes the old maxim that ‘two heads are better than one’, quick and easy to organize.

Besides having advantages, pair work has some disadvantages too. The disadvantages are dominant in managing the class. To overcome those disadvantages, the teacher's competences in classroom management are required. In managing the pair work, he/she should administer the class before up to after the pair work. As stated by Harmer (2001:122), teacher's role in pair work and group work does not end when he/she has decided which student should work together. The teacher has other matters to address, not only before the activity starts but also during and after it.

The third element is Share. In this stage, the students share their thinking with their partner. Sharing activity give chances to them to construct meaning from one another. They who do not understand some parts of a text will be covered by his/her pair. It also makes them feel enjoy in reading. As stated by Jones (2007:28), reading together in class can be enjoyable, with students helping one another to understand and sharing reactions. It is clear that sharing activity can challenge them to give reaction toward their pair's opinion about the text and consequently improve their comprehension toward the text. It is emphasized by Coultas (2007:2) who says that a talk allows pupils to express doubts and clarify understanding; it legitimizes the discussion of feelings, emotions and preferences. It makes learning more affective, more personal. In addition, Coultas (2007:41) also says that talk partners is a vital technique in training pupils to think, articulate, share and deepen knowledge.

In summary, the TPS technique gives benefits in the process of teaching and learning. The technique is a versatile and simple technique to improve students' reading comprehension. It gives students time to think about an answer and activates their prior knowledge. It also enhanced students' oral communication skills as they discuss their ideas with one another. It constructs meaning from one another that improve their comprehension. This technique also demands the students to be active participants in reading.

B. Relevant Studies

There are several research studies related to the use of the TPS technique to improve English skills. The technique can be used to improve speaking skills and reading skills. It can also be applied in different education levels from Junior High School to University. Buharsa (2008), for instance, conducted a research to improve students' reading comprehension through the TPS technique at MTs N Sanggau, West Kalimantan. Based on her research, there were some findings that can be drawn.

According to Buharsa, the students' reading comprehension gradually improved. It means that there was a positive impact of the technique to the increase of students' ability in answering the quiz based on the reading text. In other words, the use of the technique could help and motivate them to learn the text with better understanding. In addition, the result of the study using the technique showed that their active participation increased. The number of students share, ask and answer questions increased. This occurred since the

technique encouraged them to share ideas, to ask questions as well as answer questions between pairs. Thus, simultaneous interactions between pairs and among class were apparent.

Another research was conducted by Wafi (2011). In the research, he used the TPS technique to improve students' involvement and students' speaking ability in the Islamic University of Malang. The findings of his study indicated that the technique was successful in increasing students' active involvement and improving their speaking ability. The increase could be seen from the number of them who were categorized as actively involved from only 7 students (29%) in the preliminary study to 20 students (78%) of 26. The improvement of their speaking ability could be seen from the number of them whose score achieved average 3 were 7 students (29%) of 24 students in the preliminary test, while in their final speaking score were 17 students (65%) of 26 students who achieved average score 3.

Based on the research above, it could be concluded that the use of the TPS technique could be used in different language skills and different education levels. The researcher then assumed that the technique was worthy to improve reading comprehension in Senior High School. The findings from those researchers also motivated him to conduct the research. He believed that the technique also effective to improve the students' reading comprehension in grade XI of SMA N 1 Prembun.

C. Conceptual Framework

English as an international language plays important roles in the development of science and technology because many books and literatures are written in English. People often read books, magazines, or newspapers written in English to update information around the world. For some reasons, those reading need comprehension to fully understand what they read. Reading comprehension is important because it is a key to obtain the purpose of reading, especially for the students in the context of English teaching and learning. They will need comprehension not only in their reading class but also in any other situation which demand them to understand a text.

Moreover, in school which applies the School-Based Curriculum (SBC), the teaching and learning of English is based on text types. There are some text types which are taught for SMA students of first semester of grade XI. The texts are report, narrative, and analytical exposition texts. Unfortunately, the teaching and learning processes in class still use conventional teaching that is by giving the students a text and then they answer the questions and by using grammar translation method. This condition makes the students feel bored and students do not get maximal information from their reading.

A teaching technique used by the teacher is one of the most important elements affecting English teaching and learning processes. The application of appropriate teaching technique is essential in determining the success of teaching learning processes. In reading, the appropriate technique can influence students' performance and reading comprehension.

One of the techniques that can be used by the teacher is the TPS technique. It is a part of cooperative learning techniques. The technique helps the teacher to create an enjoyable learning atmosphere which can maximize the effectiveness of teaching and learning processes. It also provides some activities which makes the students to be more active in engaging reading class.

As its name, the TPS technique consists of three elements, namely Think, Pair, and Share. Think allows the students to have think times that activate their background knowledge. Pair enables them to have responsibility when they work together with his/her partner in the class. The responsibility can be seen from their sharing activities. Share enables them to change information about the text and demands them to be active students in the class. The combination of the Think and Share elements which employ top-down and bottom-up processing help them to comprehend the text better.

The TPS technique can arouse students' involvement in reading class. It also creates a learning atmosphere which is full of encouragement and positive pair relation. During the teaching and learning processes, they can interact with one another. They can also motivate and encourage each other to get maximal results in comprehension. Therefore, the TPS technique is an appropriate technique to improve students' reading comprehension.

CHAPTER III

RESEARCH METHODS

A. The Research Type

This research was action research. It focused on the process to improve the students' reading comprehension through the Think-Pair-Share technique in Grade XI of SMA N 1 Prembun.

B. Setting of the Research Study

The research was conducted in SMA N 1 Prembun which is located on Wadaslintang Street km.1, Prembun, Kebumen. It was done in the first semester in the academic year of 2012/2013 for the 11th Grade at SMA N 1 Prembun from 22nd October up to 19th November, 2012.

C. Subjects of the Research

The population of the research was all Grade XI students of SMA N 1 Prembun. The subjects of the research were the students of XI IPA 1 in SMA N 1 Prembun. The class was chosen by a discussion between the researcher and the English teacher. They chose the class which had low reading comprehension based on the teacher's judgment in the form of students' involvement, the students' scores and the students' ability in reading. It was gathered from her experiences when she taught reading the classes of grade XI.

D. Data Collection Techniques

The researcher used some techniques to collect the data. The techniques were as follows.

1. Tests

The tests were used by the researcher to find out the competences of each student in the class XI IPA 1 before the research actions (pre-test) and after the research actions (post-test). The pre-test was conducted on Monday, October 29, 2012. The post-test was conducted on Monday, November 19, 2012.

2. Observations

The observations were conducted to identify the problems during the reading teaching and learning processes in class XI IPA 1. The researcher conducted the first observation on Monday, October 22, 2012. Next, the researcher conducted the observations when he acted as a teacher in the research. During the actions in the class, the collaborator wrote some notes occurring in each meeting and checked the points in the observation checklist

3. Interviews

The researcher conducted some interviews to gather data in the form of opinions, feelings, hopes, obstacles and suggestions from the teacher and the students. He used semi-structured interviews. He interviewed the interviewee before, during and after the research. The researcher recorded the interview process by using a recorder and then made interview transcripts.

4. Photographs

The photographs were used to enhance classroom analysis and to provide visual stimuli which were integrated into the research report.

E. Instruments

There were some instruments used in the research. The instruments were as follows.

1. Reading Comprehension Tests

The reading comprehension tests consisted of a pre-test and a post-test. The pre-test was used to measure the initial students' reading comprehension. It was conducted on Monday, October 29, 2012. The post-test was used to find out the students' reading comprehension after the actions. The tests consisted of multiple choice questions that were suitable with the curriculum used in the school. The questions in the test were tried out first. It was tried out in class XI IPA 2 on Wednesday, 24 October, 2012. The try-out test was done to test the quality of the questions and the items in each question. The items were analyzed using *AnBuso* software. The quality was shown from the difficulty index, the discrimination index and the distracter effectiveness. Based on those indicators, the researcher then made some changes in the items of the reading comprehension test. The validity of the test was assessed by using content validity.

2. Field Notes

The field notes gave descriptions and accounts of events in the research context which were written in a relatively factual and objective style.

3. Teaching Observation Sheets

The observation sheets were used by the English teacher who acted as a collaborator. She observed the activities during the teaching and learning processes where the researcher acted as a teacher. The observation sheet was in the form of checklist.

4. Interview Guidelines

The interview guidelines were used by the researcher when he conducted interviews. They helped him to maintain the questions on the track.

5. An Audio recorder

The audio recorder was used by the researcher when he conducted an interview and acted as a teacher in the teaching and learning processes. The recordings from the interviews then were transcribed in order to give clear picture about the content of the interviews. The recordings from the teaching and learning process were used to help and to complete the field notes made by the collaborator.

6. Digital Cameras

The digital cameras were used by the researcher to take photographs as documentation which was used to give picture in the form of figures.

F. Validity of the Study

Anderson *et al.* (1994) in Burns (1999:161) present five criteria in the validity of action research. Those criteria are as follows.

1. Democratic validity

This criterion relates to the extent to which the research is truly collaborative and allows for the inclusion of multiple voices. In the research the researcher worked collaboratively with the English teacher who acted as a collaborator to determine the feasible problems and to find some actions that were implemented.

2. Outcome validity

This criterion relates to the notion of actions leading to outcomes that are ‘successful’ within the research context. The researcher tried to get the outcome validity by looking at the result of the actions. The researcher regarded the actions were successful if there were some improvements in the teaching and learning processes.

3. Process validity

This criterion raises questions about the ‘dependability’ and ‘competency’ of the research. The actions of the research should be believable. They must be supported by some data sources to show the process was valid. The process of the research consisted of two cycles. Each cycle consisted of planning, action, observation and reflection.

4. Catalytic validity

This criterion relates to the extent to which the research allows participants to deepen their understanding of their social realities of the context and how they can make changes about it. In the research the researcher asked the students in the interviews. The interviews were to find out their responses to the changes occurring to themselves.

5. Dialogic validity.

This criterion parallels the processes of peer review which are commonly used in academic research. After conducting some actions the researcher collaborated with the English teacher to review the value of the actions.

G. Data and Data Analysis Techniques

There were two kinds of data from the research namely quantitative and qualitative data in nature. The quantitative data were gathered from the pre-test and the post-test. The qualitative data were gathered from the observations, interviews, field notes, and photographs.

The two kinds of data have different characteristics so that they were analyzed differently. For the quantitative data, the researcher used descriptive statistics and t-test. Both of them aimed to present the variables of the reading comprehension test. There were some formulas used in the descriptive statistics: the mean, the standard deviation, the ideal mean, the ideal standard deviation. The researcher then used t-test that is paired sample t-test. The quantitative data were analyzed using *SPSS 12.00* software.

The mean was used to know the position of the class, whether the class was in higher or low position. The standard deviation was used to know the average variability of all scores around the mean. The researcher also used ideal means and ideal standard deviation formula to measure the students' achievement whether it was suitable with the expected achievement in the statistics or not. The t-test was used to compare two means between pre-test and post-test. It was used to find the significance difference between two means.

On the other hand, the qualitative data were analyzed using two main tools namely categorization and talk analysis (Burns 2010:106). The first was categorization. In categorization, there were two ways that were used namely inductive coding and deductive coding. Inductive coding means that the researcher looks at data from the perspectives of the people closely involved in the research context and analyze their opinions and views exactly as he find them. Deductive categories means the researcher develops categories based on the literature or on theoretical knowledge and then looks for instances in the data to match those pre-arranged categories. (Burns 2010:107). The analysis was used for the interviews and the field notes.

The second was talk analysis. In talk analysis, the researcher made recordings transcript from the interviews. Richards (2003) in Burns (2010:113) suggests four basic steps for analyzing talk. Those steps are as follows.

1. Providing a general characterization
2. Identifying grossly apparent features
3. Focusing in on structural elements
4. Developing a description

H. Research Steps

The researcher conducted several stages in his research. First of all, he conducted a reconnaissance. In the reconnaissance, the researcher saw, heard, observed and made notes of all identified problems in the field. He also discussed the problems in the research with the English teacher. He also conducted an observation. Based on the observation, the researcher analyzed the problem related to the reading comprehension. After the reconnaissance stage, the researcher used model given by Burns (2010:8) which was adapted from Kemmis and McTaggart (1988). The steps were as follows.

1. Planning

In this stage, the researcher identified the problems and then developed some plans of action in order to bring some improvements in a specific area of the research context. This was a forward looking phase where the researcher considered what kind of investigation was possible within the realities and constraints of the teaching situation and what potential improvements that were possible.

2. Action

In this stage, the researcher intervened in the teaching situation and acted as a teacher. The researcher acted as a teacher to bring about changes and even better improvements in practice.

3. Observation

In this stage, the researcher involved in observing systematically the effects of the action and documenting the context, actions and opinions of those involved. It was a data collection phase where the researcher used 'open-eyed' and 'open-minded' tools to collect information about what was happening during the teaching and learning processes.

4. Reflection

At this point, the researcher reflected, evaluated and described the effects of the action in order to make sense of what had happened and to understand the issue that the researcher had explored more clearly. The reflection was used to find some improvements toward the problems faced in observations.

CHAPTER IV

THE RESEARCH PROCESS, FINDINGS, AND INTERPRETATION

This chapter consists of the description of the research action steps. They are the identification of field problems, the reports of Cycle I, and Cycle II, and the general findings and discussions concerning on the actions.

A. Identification of Field Problems

The researcher did some procedures to identify the problems in the field. The first procedure was observing the teaching and learning process in class XI IPA 1. The observation was conducted to watch and to note the classroom event closely. It was conducted on Monday, October 22, 2012. The description of the reading teaching and learning process is presented in the field note 10, Appendix A.

After conducting the observation, the researcher conducted a pre-test to the students of XI IPA 1 on Monday, October 29, 2012. The pre-test was in the form of multiple choices. The questions of the pre-test were tried out firstly in XI IPA 2 on Wednesday, October 24, 2012. The pre-test was conducted to know the students' comprehension before the action was implemented. The result of the pre-test is presented in Appendix F.

The researcher did not only an observation, gave reading comprehension pre-test but also conducted some interviews with the students and the English teacher as a collaborator. Based on the observations, the interviews, and the

pre-test the researcher and the collaborator worked collaboratively to identify the field problem of reading.

There were some problems related to the teaching and learning process of reading. The problems were as follows.

- 1) Some students were passive and got bored with reading.
- 2) Some students were shy and afraid to ask questions and to share their opinions.
- 3) The students had low motivation in the teaching and learning process.
- 4) The students did not pay attention to the reading class.
- 5) The students' vocabulary mastery was still lack.
- 6) The teaching technique focused on translating and did not employ top-down and bottom-up processing maximally.
- 7) The class was teacher centred.
- 8) There was low interaction among the students and between the students and the English teacher.
- 9) The activities were monotonous.
- 10) There were limited media used in the teaching and learning process.
- 11) The teacher gave less opportunity to the students to be active in the teaching and learning process.
- 12) The classroom management was not good enough.

From the identified problems above, the researcher and the collaborator decided some crucial problems that were feasible and manageable to solve as shown in the table below.

Table 2. The Feasible Problems to be Solved

No.	Problems	Code
1.	Some students were passive and got bored with reading.	S
2.	Some students were shy and afraid to ask questions and to share their opinions.	S
3.	The students had low motivation in the teaching and learning process.	S
4.	The teaching technique focused on translating and did not employ top-down and bottom-up processing maximally.	M
5.	The class was teacher centred.	T
6.	There was low interaction among students and between the students and the English teacher.	M
7.	The activities were monotonous.	T

S = Student

T= Teacher

M= Method

Based on the discussions between the researcher and the collaborator, they wanted to improve the students' reading comprehension and the other feasible problems found in the observation. The actions were as follows.

Table 3. The Actions Applied in the Research

No.	Actions
	Implementing the Think-Pair-Share Technique a. Giving some skills in reading comprehension b. Giving various activities in the actions

B. Report of Cycle I

1. Planning

In planning, the researcher and the collaborator planned to apply the TPS technique.

Table 4. The Problems and the Researcher's Expectations

No.	Problems	The Researcher's Expectations
1.	Some students were passive and got bored.	The students were active and got fun.
2.	Some students were shy and afraid to ask questions and to share their opinions.	The students have confident and courage in the activity.
3.	The students had low motivation.	The students' motivation improved.
4.	The teaching technique focused on translating and did not employ top-down and bottom-up processing maximally	The teaching technique focused on activating schemata and sharing ideas which employ top-down and bottom-up processing.
5.	The class was teacher centred.	The class was student centred.
6.	There was low interaction among students and between the students and the English teacher.	The interaction among students and between the English teacher and the students improved.
7.	The activities were monotonous.	The activities were various.

Besides planning to apply the TPS technique in the teaching and learning processes, the researcher and the collaborator also made other plans related to the materials and the activities that were used. The details of the planning in each meeting are discussed as follows.

a. First Meeting

For the first meeting, the researcher and the collaborator planned to apply the TPS technique. They planned to present materials about report texts entitled *Camels* and *Safari Parks*. Those texts were used for the Building Knowledge of the Field (BKOF), the Modelling of the Text (MOT), the Joint Construction of the Text (JCOT), and the Independent Construction of the

Text (ICOT). In every meeting, the TPS technique was applied in the JCOT stage. The researcher consulted the lesson plans and asked about the length of the text, the difficulties of the text and the tasks to the teacher.

b. Second Meeting

For the second meeting, the researcher and the collaborator planned to apply the TPS technique. They planned to present materials about report texts entitled *Landmarks* and *A Global City*. Based on the experiences in the first meeting, they made changes in the second meeting. In the second meeting, they planned to give names in each pair. There were 30 students in the class so there were 15 pair names. It aimed to make the students enthusiastic in working in pairs and to reduce their shyness when they pointed each other in answering questions. The researcher and the collaborator also planned to administer the seating arrangements. It aimed to minimize the tightness when the students worked in pairs because in the class each table was shared for 4 students.

c. Third Meeting

For the third meeting, the researcher and the collaborator planned to apply the TPS technique with other variations. They planned to present materials about report texts entitled *Gawai Dayak* and *Thanksgiving Days*. Based on the experiences in the previous meetings, they planned to give rewards and punishments for the students. It aimed to motivate the students when they sharing their opinion or asking questions. The researcher and the collaborator also planned the way to choose the pairs by drawing lots. It aimed to reduce

monotonous pairs and to make them enthusiastic before moving to their partner in pairs.

2. Actions and Observations in Cycle I

Based on the planning that was agreed, the researcher implemented the Cycle I in three actions. They were done on November 3, 5, and 10, 2012. During the teaching and learning processes in the classroom, the English teacher and the collaborator observed the implementation of the actions. It was the researcher who did the actions and the collaborator as the observer.

a. First Meeting

The first meeting was held on November 3, 2012. The meeting involved three stages i.e. pre-teaching, while-teaching and post-teaching. In the pre-teaching, the teacher started the teaching and learning process by greeting the students, and checking their attendance. He also explained the materials and what the students were going to do in the class further. It was done in order to give pictures of the whole activities.

In the while-teaching, the teacher used the genre-based approach which employed the BKOF, MOT, JCOT, and ICOT. In each meeting in Cycle I, he gave a topic that was related to the texts discussed. The texts used in the first meeting were entitled *Camels* and *Safari Parks*.

For the building knowledge of the field, the teacher showed pictures that were related to the topic. Some questions related to the pictures were asked to the students. It was done to catch the their attentions and to activate their

schemata before moving to the next stage. It is explained in the following piece of a field note.

... ..

“When you see these pictures, what do you think?” “*Apa yang ada dalam pikiran kalian?*”. Kemudian salah seorang siswa, Aji, menjawab “forest man” karena di dalam gambar tersebut ada gambar Orang Utan. G kemudian menjelaskan bahwa Bahasa Inggris untuk Orang Utan tetap Orang Utan. G kemudian menanyakan asal dari binatang-binatang tersebut. Beberapa dari mereka menjawab “Sumatera”. G menyahut “Okay they’re from Indonesia.” Kemudian G membandingkan gambar A dengan gambar B, dan menanyakan perbedaannya kepada siswa. Selama beberapa menit siswa menjawab dengan berbagai macam jawaban, di antaranya hewan langka dan tidak, asli Indonesia dan bukan, dll. P juga memberikan pertanyaan untuk mengarahkan siswa ke teks yang akan dibahas.

(“When you see these pictures, what do you think?”. A student, Aji, then answered “forest man” because there was an Orang Utan in the pictures. The teacher then explained the name of Orang Utan in English. The teacher then asked the origin of the animals. Some of them answered “Sumatera”. The teacher supported their answers, “Okay they’re from Indonesia”. The teacher then asked some questions to find some differences among the pictures. There were various opinions from the students. The teacher also asked another question to guide them to go to the topic.)

... ..

(Appendix A, Field Notes 15)

For the modelling of the text, the teacher gave a report text entitled *Camels*. Besides giving the text, he also gave materials about purpose, generic structure and language features of a report text. He explained the materials based on the report text *Camels*.

For the joint construction of the text, the teacher firstly gave the students brainstorm questions related to the previous text before discussing the next text. After that, he paired them and gave a text entitled *Safari Parks*. They

then were instructed to read the text and to discuss their reading in pairs. It is explained in the following piece of a field note.

... ..

Selesai membahas teks Camels, G memberikan pertanyaan brainstorm sebelum masuk ke tahap JCOT (TPS). Pertanyaan tersebut masih berhubungan dengan binatang pada tahap BKOF yaitu tentang tempat hidup mereka/dimana biasanya siswa menemukan binatang-binatang tersebut. Beberapa siswa bersahutan menjawab “zoo” dan “forest”. G kemudian melanjutkan dengan memberi pertanyaan, tentang tempat hidup binatang dan lebih besar dari kebun binatang. Beberapa siswa menjawab “suaka margasatwa”, G kemudian memberikan gambaran bahwa tempat tersebut lebih besar dari kebun binatang dan lebih kecil dari suaka margasatwa. Salah seorang siswa, Westri, menjawab “taman safari”. “Okay good, taman safari atau Safari Parks and we’re going to discuss a text entitled Safari Parks”.

(Finished with the text Camels, the teacher gave brainstorm questions. The questions were the place of the animals usually live. Some of them answered “zoo” and “forest”. The teacher then developed the question that is the place for animals larger than a zoo. Some of them answered “Nature Reserve”. The teacher continued by asking the place larger than a zoo, smaller than a nature reserve. A student, Westri, answered “Safari Park”)

... ..

(Appendix A, Field Note 15)

... ..

Dalam pasangan siswa kemudian diinstruksikan untuk membaca teks tersebut dan kemudian menceritakan bacaannya dengan pasangannya. Kegiatan sharing belum berjalan dengan efektif dan beberapa siswa masih terlihat diam. G berkeliling ke pasangan yang terlihat tidak aktif dan membantu mereka mengenai apa yang harus dilakukan.

(In pairs the students were instructed to read the text and shared their reading to their partner. The sharing activities did not run well because some of the students were passive. The teacher moved to the passive pair and helped them.)

... ..

(Appendix A, Field Note 15)

For the independent construction of the text, the teacher gave them some true-false questions which were done individually. Unfortunately, this activity could not do well because of the limited time. He then decided the task as homework.

In the post-teaching, the teacher concluded the materials that day by asking some questions to the students. He then confirmed their conclusions. The class was dismissed by saying a prayer.

In connection with the process of teaching reading done, the teacher then conducted some interviews to the students in order to obtain their comments on the reading class. This following presents the interview transcripts of some students in the classroom.

... ..

P : *Oke, tadi kan sudah saya ajar pakai tehnik tadi ya. Itu yang diskusi itu. Menurutmu gimana?*

(I have taught you by using the technique I used. What do you think about the technique?)

S : *Menurut saya itu efektif, mudah dipahami, dan lebih asik.*

(I think it was effective, understandable, and fun.)

P : *Asiknya maksudnya?*

(“What do you mean by fun?)

S : *Ya lebih bisa berdiskusi, terus bertukar pikiran dengan teman.*

(I could discuss better and share my opinions with my friend.)

... ..

(Appendix B, interview 6)

... ..

P : *Maratun Chasanah, Oke. Gimana komentarnya tentang pelajaran tadi?*

(What is your comment about the lesson today?)

S : *Yaaa mudah. Mudah dimengerti, enak.*

(It was easy, understandable, nice.)

P : *Karena? (Why?)*

(Continued)

S : Karena yaa penyampaiannya itu enak lah, satu per satu diselesaikan dahulu baru pergi ke yang lain.
(Because the delivery was good, it was finished one by one and then move to the others.)

... ..

(Appendix B, Interview 7)

From the interview transcript above, the researcher found that the TPS technique could help the students to understand the text better. It facilitated them to have discussion and to share their opinion with their friends in pairs. The stages of TPS also helped them to understand the text because the stages have connection with the others.

However, there were problems which existed in the process of teaching reading. The problem came from the teacher as inferred from the interview transcripts below.

... ..

P : Ohh ada kekurangannya tidak pas saya mengajar?
(Are there any weaknesses when I teach the students?)

GBI : Untuk Anda sendiri?
(For you?)

P : Untuk saya sendiri.
(Yes, for me.)

GBI : Kalau itu memang nanti tergantung pada pengalaman, Anda kan masih baru, saya yakinit juga, apa namanya, akan mempeengaruhi. Jadi untuk kedepan, ini apa namanya ya eeee... Kalau bisa ini lebih pro aktif lagi mendekati siswa. Artinya Anda bisa berkeliling kelompok per kelompok selama mengerjakan itu. Jadi misalnya siswa ada kesulitan vocabulary atau ada hal lain yang perlu ditanyakan jadi tidak jauh dari siswa. Artinya bisa jalan dari kelompok ke kelompok lain.

(It depends on experiences, you are still fresh in the class, I am sure it was affected. So for the next, you should be more active approaching the students, moving around and helping them in the teaching-learning process. For example, if the students get vocabulary difficulties or any others, you can help them. It means you can move and help them pair by pair.)

(Continued)

P : Oke, jadi dibantu per kelompok.
(So I help them in pairs?)

... ..

GBI : Iya, terus lagi ini masalah metode atau teknik yang tadi hubungannya dengan pengalaman. Kalau bisa waktunya untuk mengerjakan dibatasi sehingga mereka terpaku pada waktu, tidak nglantur-nglantur.
(Yes, you can also limit the time when they do the task so they will stick with the time.)

P : Soalnya tadi ada yang belum dikerjakan, makanya tadi saya bilang itu dinilai.
(There was a pair who didn't do the task so I decided to take marks from that.)

GBI : Kalau dinilai terus kemudian mereka cepat-cepat. Ini bisa diatasi dengan satu, diberi catatan waktu, dua kelompok itu bisa diberi nama. Misalnya ini topiknya tentang binatang ya.
(If you say that, they will be active?. Actually it can be solved by giving time limitation and you can name the pairs.)

... ..

(Appendix B, Interview 8)

Based on the interview transcript above, the researcher found that he was less active to help the students when he applied the TPS activities. He need to be more active to help each pair and to move around to check the activities. He also could not manage the time well. He had to limit the time in order to make it more effective.

b. Second Meeting

The second meeting was held on November 5, 2012. The meeting involved three stages i.e. pre-teaching, while-teaching and post-teaching. In the pre-teaching, the teacher started the teaching and learning process by greeting the students, and checking their attendance.

In the while-teaching, the teacher used genre-based approach which employed BKOF, MOT, JCOT, and ICOT. Firstly, he introduced a topic that

would be discussed. The topic for that day was *City*. The texts used in the second meeting were entitled *Landmarks* and *A Global City*.

For the building knowledge of the field, the teacher showed pictures that were related to the topic. The pictures were landmarks in Kebumen, Yogyakarta and Jakarta. The students were asked some questions related to the pictures. They were asked to compare the pictures and to find the similarities. It was done to catch their attentions and to activate their schemata before moving to the next stage. It is explained in the following piece of a field note.

... ..

“There are picture A, picture B and picture C, Firstly, I show you the picture A, okay what is it?” “*Ada yang tahu?*”. *Beberapa siswa nampak diam dan berfikir. Kemudian G menunjuk salah seorang siswa dan bertanya “Where do you come from?”, “Kebumen” jawab siswa tersebut. G menjelaskan sebagai orang Kebumen mestinya tahu. Sambil bercanda “Nek ora ngerti mesti ra tau dolan nang kota kiye”, kelas menjadi ramai dengan tawa para siswa. Setelah itu beberapa siswa menjawab “Tugu Lawet”. Selanjutnya G menunjukan gambar B dan C dan meminta pendapat mereka. G juga bertanya tentang fungsi dari bangunan-bangunan tersebut. Beberapa siswa menjawab dengan jawaban yang bervariasi.*

(“There are picture A, picture B and picture C, Firstly I show you the picture A, okay what is it” “Anyone knows?” Some of them kept silent and thinking. The teacher then apointed a student and asked where he came from. He answered “Kebumen”. While joking the teacher said that the students must be never went to the city because they didn’t know the building. After some minutes, some students answered “Tugu Lawet”. Furthermore, the teacher asked some questions from the picture B and C. The students gave various answers.)

... ..

(Appendix A, Field Note 17)

For the modelling of the text, the teacher gave a text entitled *Landmarks* and explained reading skills (scanning and skimming). He then gave a task to

check the students' understanding about those reading skills. After explaining the skills, he then discussed the text with its purpose, generic structure and language features shortly.

For the joint construction of the text, the teacher firstly gave them brainstorm questions related to the previous text before discussing the next text. It is explained in the following piece of a field note.

... ..

Untuk masuk ke tahap JCOT (TPS), gambaran tentang kota Jakarta dan menanyakan kota apakah Jakarta itu. Salah seorang siswa menjawab "Metropolitan". G melanjutkan ilustrasinya bahwa ada jenis kota lain di dunia yang seperti metropolitan dan berpengaruh di dunia. Siswa berfikir dan berdiskusi dengan temannya, namun tidak ada jawaban yang muncul. G kemudian menjelaskan bahwa kota tersebut disebut Global City. "And now we are going to discuss that text."

(To move to the JCOT stage, the teacher gave some questions about Jakarta. He asked what the Jakarta is by giving descriptions. A students answered "Metropolitan". The teacher continued his illustrations about a city which is like a metropolitan city and influencing the world. The students looked thinking and discussed with their friends. Unfortunately, there was no one who could answer so the teacher gave the answer that is A Global City.)

... ..

(Appendix A, Field Note 17)

After that, the teacher paired them and gave a text entitled *Safari Parks*. He decided the pair members and then named them by using the names he had prepared. The list of the pair names then was attached on the white board. He also employed seating arrangements to minimize tightness of the seating in one table. The students then were instructed to read the text and to discuss their reading in pairs.

Next, the teacher divided the text into two parts. He then instructed the first person in each pair to tell the first part about and the second person to tell

the second part or the rest. The activity was still in the form of discussion so the students did not limit their sharing based on their part. There was changing information among them. It is explained in the following piece of a field note.

... ..

Dalam pasangan tersebut, G menginstruksikan mereka untuk membaca teks tersebut sambil berdiskusi, bertukar pikiran mengenai apa yang mereka baca. Suasana kelas menjadi ramai dengan diskusi yang mereka lakukan. Sambil berkeliling ke pasangan G bertanya apakah ada kata-kata yang sulit. Beberapa siswa bertanya banyak kosakata sulit. Saat kegiatan itu berlangsung G menginstruksikan mereka untuk membagi teks tersebut menjadi dua, orang pertama menjelaskan paruh pertama dan orang kedua sisanya (dalam diskusi).

(In pairs the students were instructed to read the text and shared their reading. While moving around, the teacher asked the difficult words. Some of them asked many difficult words. The teacher then divided the text into two parts and instructed the students to first person in pair to share the first half and the second person for the second one (in the form of discussion)

... ..

(Appendix A, Field Note 17)

The teacher then gave a task by showing some questions. He showed question number 1 which was printed in a large font on a piece of paper to the students. They did the task in pairs. The next questions were shown repeatedly as the first one. The questions which had been shown were attached on the white board.

... ..

Pada saat mereka berdiskusi G memberikan pertanyaan pada selembar kertas dengan font besar dengan cara menunjukannya pada siswa. Siswa kemudian menjawab soal tersebut dalam kelompok. Kelas kembali ramai dengan diskusi. G kemudian menempel soal tersebut di white board. Kemudian G menunjukkan soal kedua dengan cara yang sama, hingga soal terakhir.

(While the students had a discussion, the teacher showed them a question in piece of paper with large font.

(Continued)

The students were instructed to answer the question in pairs. The paper then was attached on the white board. The teacher continued showed the next question using the same way until the last question.)

... ..

(Appendix A, Field Note 17)

The teacher could not do the independent construction of the text because of the limited time. He finished the activity by concluding the materials have been learnt and ending the meeting

In connection with the process of teaching reading done, the teacher then conducted some interviews to the students in order to obtain their comments on the reading class. This following presents the interview transcripts of some students in classroom.

... ..

P : *Esti Khusnul Khotimah. Tadi sudah, saya sudah mengajar report teks dengan scanning, skimming dan dengan teknik Think-Pair-Share. Menurutmu gimana pelajaran tadi dengan teknik yang saya pakai itu?*

(I have taught you report texts, scanning-skimming by using TPS technique. What is your opinion about the lesson today?)

S : *Jelas sih*
(It was clear.)

P : *Terus apa lagi?*
(Any others?)

S : *Menyenangkan, apa lagi ya?*
(It was fun.)

P : *Dibandingkan dengan sebelumnya lebih suka yang mana?*
(In comparison with the previous meeting which one do you like?)

S : *Lebih suka ini*
(I like this one.)

P : *Kenapa?*
(Why?)

S : *Banyak ceritanya, banyak kosakatanya.*
(Because there were many discussions and vocabularies.)

... ..

(Appendix B, Interview 9)

... ..

P : *Tantri. Oke oke, tadi kan saya sudah mengajar memakai tehnik yang saya pakai ini, report teks dengan Think-Pair-Share, dengan diskusi itu tadi. Menurutmu gimana tadi?*
(I have taught you using TPS technique, what do you think about the lesson today?)

S : *Susah*
(It was difficult.)

P : *Susahnya*
(Where is the difficulty?)

S : *Yaa gampang si kayak gitu tapi saya gak bisa Bahasa Inggris jadi susah.*
(Actually it was easy but I'm not good in English so it became difficult.)

P : *Tapi dengan sebelum-sebelumnya, dengan GBI, lebih enak yang mana?*
(In comparison with another teacher which one do you like?)

S : *Enakan ini*
(This one)

P : *Enaknya di sebelah mana?*
(Why?)

S : *Ya kayak gitu, lebih detail, lebih enak.*
(It was more details and nicer.)

... ..

(Appendix B, Interview 10)

P : *Sorry ya sebentar ganggu, interview. Tadi kan di jam berapa itu saya ngajar Bahasa Inggris memakai tehnik Think-Pair-Share, kemarin sudah dipakai juga. Hmm, pendapatmu bagaimana tentang tehnik itu?*

(Sorry for bothering you for a while. I have taught you using TPS, what do you think about the technique?)

S : *Kegiatannya lebih aktif.*
(The activity was more active.)

P : *Alasannya?*
(Why?)

S : *Alasannya kita bisa lebih mudah belajar tentang report daripada teknik yang lain.*
(Because we were able to learn report text easier in comparison with other technique.)

P : *Selain itu? Mungkin*
(Any others?)

S : *..... (siswa diam)*
(silent)

(Continued)

P : *Tentang ini, comprehensionnya. Menurutmu bagaimana?*
(What do you think about the comprehension?)

S : *Ya lebih mudah ini.*
(It was easier.)

P : *Lebih mudah ini, kenapa?*
(Why?)

S : *Soalnya biasanya itu lebih monoton, kita cuma suruh ngartiin trus kita jawab soal.*
(Because the usual activity was monotonous, we were asked to translate then answer questions.)

(Appendix B, Interview 12)

Based on the interview above, the researcher found that the TPS technique helped the students to comprehend the text well and made them more active during the teaching and learning process. The TPS technique and its variations facilitated many discussions for the students. It gave them many opportunities to share their ideas based on the texts. The discussions also facilitated the contents more details with many vocabularies. They became more active because the TPS technique facilitated interactions among students. Each stage in the TPS also gave them opportunity to contribute actively.

However, there were still some problems which existed in the process of teaching and learning process. The problem came from the teacher as inferred from the interview transcript below.

... ..

P : *Bagaimana mengajar saya tadi di kelas IPA 1 tuk pertemuan kedua ini, Bu?*
(What is your comment about the second meeting?)

GBI : *Untuk pertemuan kedua, menurut saya sudah lebih baik dari, dari apa, yang pertemuan pertama. Itu tadi yang di depan itu nama-nama?*
(I think it was better than the first meeting. That was attached on the white board, names for?)

P : *Itu nama pair for... untuk mereka.*
(It was names for them.)

(Continued)

GBI : Nama kelompok?
(Pairs name?)

P : Nama kelompoknya itu, tapi itu belum berjalan karena waktunya habis, karena sebenarnya tadi untuk membahas itu mereka lempar-lemparan nama, tapi tadi keburu bel jadi soalnya dikumpulkan.
(Yes, but It didn't work yet because the time was over. Actually it will be used by them when they discussed the questions by throwing it among pairs. The time was over so I asked them to submit their answers.)

... ..

P : Untuk tempat duduknya juga saya atur, kemarin kan umpel-umpelan makanya saya atur mereka.
(I managed their seating arrangement , the previous meeting was tight so I managed it.

GBI : Iya sudah lebih baik itu dari kemarin. Terus yang berikutnya ini apa namanya, ee tadi tentang scanning dan skimming ya, kalau eee apa namanya tadi mungkin ada satu kata yang belum muncul ya. Anda menyampaikannya tapi tidak dengan bahasa yang mudah diterima oleh siswa. Mungkin kalau gak salah tadi , key words, kata kunci.”
(It was better than before. Next, that was about scanning and skimming wasn't it? I think you missed a term, key words)

P : Oh nggeh nggeh nggeh
(Yes, right)

GBI : Itu belum kelihatannya ya? Belum pernah Anda ucapkan.
(You didn't say that, did you?)

P : Belum belum
(Yes, right)

... ..

(Appendix B, Interview 11)

The interview transcript above implies that the teacher had problems with the time management and the way he delivered the materials. The time management did not apply well because there were some activities that spent much time beyond his expectations. He also had a problem in delivering the materials. He did not explain the materials simply using the words which were easy to understand.

c. Third Meeting

The third meeting was held on November 10, 2012. The meeting involved three stages i.e. pre-teaching, while-teaching and post-teaching. The teacher opened the third meeting by greeting the students, and checking their attendance. There were two absent students. They were Subur Gunawan and Eka Dwi S.

In the while-teaching, the teacher used genre-based approach which employed the BKOF, MOT, JCOT, and ICOT. Firstly, he introduced a topic that would be discussed. The topic for that day was *Ceremony*. The texts used in the second meeting were entitled *Gawai Dayak* and *Thanksgiving Days*.

For the building knowledge of the field, the teacher showed a picture that was related to the topic. It was a crowd in a ceremony. The students were asked some questions related to the picture. They were asked the name and the purpose of the ceremony. The questions were delivered to guide them to the text. It was also done to catch their attentions. It is explained in the following piece of a field note.

... ..

G menunjukkan gambar dan meminta siswa untuk menebak gambar apa itu. Beberapa siswa menjawab "Sekaten", namun kemudian ada seorang siswa menjawab "Nyadran" karena melihat ada tulisan di gambar tersebut yang ditekuk. Setelah mengetahui itu gambar upacara nyadran, G bertanya kepada siswa apa makna dari upacara nyadran. G kemudian menunjuk siswa yang menjawab tadi, Mar'atun, dan memberi pertanyaan, "What is the purpose of this ceremony?" Dia menjawab, "Biasanya dilakukan ketika memulai atau megakhiri menanam padi." G melanjutkan, "Wujud dari apa biasanya kalau seperti itu?" Secara serentak siswa menjawab "Syukuran". "Okay good, It is a ceremony to say thanks to the God and today the texts are related to nyadran or gratefulness ceremony."

(Continued)

(The teacher showed a picture and asked the students what was the picture about. Some students answered “*Sekaten*” but there was a student answered “*Nyadran*” because she saw the title which was hidden by the teacher. After they knew the ceremony, the teacher asked the meaning of the ceremony. The teacher appointed the students who saw the title, Mar’atun, and he asked “;”What is the purpose of this ceremony?”. The student answered, “It usually done before and after planting paddy”. The teacher continued by asking, “For what purpose was the ceremony done?”. The students all at once said, “Gratefulness”. The teacher continued, “Okay good, It is a ceremony to say thanks to the God and today the texts are related to nyadran or gratefulness ceremony.”)

... ..

(Appendix A, Field Note 19)

For the modelling of the text, the teacher gave a text entitled *Gawai Dayak* and a reading skill (finding referent in a text). He then gave a task about the skill. The teacher and the students then discussed the task together. During the discussions, he distributed lots which would be used as a way to decide the pair’s members. .

For the joint construction of the text, the teacher firstly gave them a brainstorm question that is the name of a ceremony like *Gawai Dayak* in USA. There was a student who was successful answering the questions. He then gave her a sticker which contains praising words such as “Good job!”, “Great job!”, “I’m so proud of you!”, “Caught Doing Good” and “Excellent” as a reward. It is explained in the following piece of a field note.

... ..

Selesai dengan teks Gawai Dayak, G kemudian memberikan pertanyaan sebelum masuk ke tahap JCOT. G bertanya mengenai upacara yang sama seperti Nyadran dan Gawai Dayak namun diselenggarakan di Amerika. Beberapa siswa menjawab, “Haloween” “Valentine”, dll. G melanjutkan bahwa upacara tersebut dilakukan pada bulan-bulan ini sekitar bulan November. Kemudian ada salah seorang siswa, Westri, yang menjawab “Thanksgiving”. Karena jawabannya benar, G menginstruksikan untuk memberi applause kepada Westri.

(Continued)

Selain itu G member sebuah stiker sebagai reward kepada Westri. Westri kemudian maju ke depan kelas untuk memilih stikernya. G juga memberi tahu bahwa masih banyak stiker yang akan dibagikan.

(Finished with the *Gaway Dayak* text, the teacher then asked question about the gratefulness ceremony held in America. Some of them answered “Halloween”, “Valentine” etc. He continued that the ceremony was held on that month, November. Then there was a student, Westri, who answered “Thanksgiving”. Because her aswer was right, she was given a sticker. She was also applauded by other students. Westri then was asked to go to front of the class to choose her sticker. The teacher informed that there were still plenty of stickers which would be given to the students.)

... ..

(Appendix A, Field Note 19)

After that, the teacher instructed the students to find their pairs based on the lots. The list of the pair’s names was attached on the white board. After gathering with their pairs, they were given a text entitled *Thanksgiving Days*. They then were instructed to read the text and to discuss their reading in pairs.

The teacher then challenged the students to share a half of the text to the class. They would be given three stickers if they were brave to be a volunteer. There was a student offering himself as a volunteer and sharing his reading to the class. He then asked another volunteer to share the rest. There was a student sharing the rest. Both of the students were given stickers as rewards. It is explained in the following piece of a field note.

... ..

G kemudian meminta salah seorang siswa untuk menceritakan separuh dari teks tersebut kepada seluruh kelas. Karena saat itu bertepatan dengan hari Pahlawan, G meminta seorang siswa untuk berani menjadi sukarelawan seperti para pahlawan dan akan diberi penghargaan dengan tiga stiker. Kemudian salah seorang siswa, Bangkit, mengajukan diri untuk menjadi volunteer dan menceritakan apa yang sudah dia baca di depan kelas. Atas keberaniannya Bangkit mendapatkan tiga stiker. Untuk separuh yang kedua teks, G “menantang” siswa lain untuk berani maju ke depan. Kemudian Aji, maju untuk menceritakan sisanya di depan kelas.

(Continued)

Meski tidak selancar Bangkit, Aji tetap mendapat tiga stiker dan applause atas keberaniannya.

(The teacher then asked the students to share their reading the whole class. Because that day was a Patriot Day, the teacher challenged them to be a volunteer, showed their bravery like the patriots. The one who was brave would get three stickers as rewards. Finally, there was Bangkit who shared the first half of the text and Aji who shared the second one. Because of their bravery, they were rewarded three stickers and applause from other students.)

... ..

(Appendix A, Field Note 19)

The teacher then gave a task by showing some questions one by one like the previous meetings and it was done in pairs. The teacher and the students then discussed the answers together. The teacher chose a student to answer the first question. After answering the first question, the student chose another pair's name based on the name list attached on the white board to answer the next question. It was done repeatedly until the last question was finished being discussed.

For the independent construction of the text, the teacher distributed an individual task in the form of true-false questions. After finishing the task, the students submitted their answer to the teacher. The class then closed by making conclusions and saying a prayer.

In connection with the process of teaching reading, the teacher then conducted some interviews to a student in order to obtain comments on the teaching and learning process. This following presents the interview transcripts.

... ..

P : *Oke. Hmm gini, tadi kan sudah saya ajar memakai tehnik yang saya pakai, tehnik TPS, yang diskusi itu. Menurut kamu pembelajaran tadi itu gimana? Prosesnya?*
(Okay, I have taught you using TPS technique. What do you think about today's lesson?)

S : *Asik sih, mudeng juga, ada permainannya juga. Jadi gak terasa langsung bel gitu.*
(It was fun, understandable and there were games as well. So the time was felt short.)

P : *Dengan yang biasanya lebih mudah, lebih itu gak, atau gimana? Menurut kamu.*
(In comparison with another day, what do you think?)

S : *Kalau sama yang biasanya, dari hari?*
(What do you mean?)

P : *Hari, tidak dengan saya dengan guru yang lain gitu?*
(I mean, with another teacher.)

S : *Hmm, kayaknya apa eeee.... , apa namanya, yang itu formal apa ya?*
(Hmm, what is it? It's kind of formal.)

... ..

P : *Kalau ini?*
(What about this?)

S : *Kalau ini nggak, nyantai gitu. Sama yang ngajar juga, bisa tanya langsung juga gak malu-malu.*
(It was different, easygoing. I could ask directly without feeling shy.)

P : *Tadi saya kasih itu, ada yang saling tunjuk gitu. Saya beri nama pair nya itu. Itu gimana menurutmu? Ada tak kasih stiker juga itu, menantang kamu tuk menjawab tidak?*
(I gave name in each pair and I also give stickers, did it challenge you to answer the questions?)

S : *Iya, kan jadinya tertarik. Kalau biasa aja, lah males gitu. Kalau ada stikernya biar dapet, jawab gitu.*
(Yes it did. The usual was not interesting. If it had stickers, I have to answer to get that.)

... ..

(Appendix B, Interview 13)

Based on the interview above, the researcher found that the variations used in the TPS technique helped not only to comprehend the text but also to improve students' motivation. The variations made them more active to contribute in the activity. The name given made them enthusiastic when they

threw the questions to be answered. The rewards motivated them not only for sharing but also for answering the questions. Indirectly, it affected to their reading comprehension.

However, there were still some problems appeared in the process of teaching and learning. The problems came from the teacher as inferred in the interview transcript below.

- P* : *Ini tadi sudah cycle 1 selesai, ini untuk refleksi selama dari cycle 1, termasuk pertemuan yang ketiga ini seperti apa Bu?*
(I have finished with the first cycle. What is your comment about this 1st cycle, including this 3rd meeting?)
- GBI* : *Ya kemajuannya ya untuk untuk tadi perkembangan siswanya ya menurut saya lebih aktif, jadi dengan apa tadi, dengan cara diberi reward ya, terus dengan kelompoknya diberi nama itu, mereka lebih aktif, lebih semangat lagi ya untuk mengerjakan. Cuma tadi pas membahas tentang kosakata, difficult words tadi, istilahnya menjelaskan kosakatanya itu yang misalnya poem ya, tadi agak kesulitan.*
(The students' improvement, In my opinion they were more active. By giving names, reward they became more active, more enthusiastic, and more motivated. but, when discussing the vocabularies you seemed confused?)
- P* : *Tadi poem itu puisi, tapi karena itu di acara ritual berarti bukan puisi biasa.*
(Yes, that was a poem so I think it was not an ordinary poem.)
- GBI* : *Oya tapi tadi anak kan belum tahu arti kata poem itu ya. Saya kira untuk lebih mudah anak menangkap, kita hubungkan juga jika bilang seperti ini 'Chairil Anwar reads a poem.'*
(Right, but the students didn't know what meaning of poem is. In my opinion, to make it easier to be understood you can say like this, Chairil Anwar reads a poem.)
- P* : *Oh mereka akan menebak sendiri.*
(Oh, they will guess the meaning by themselves.)

... ..

(Appendix B, Interview 14)

The transcript above implies that overall activities were done well but the teacher needed to offer opportunity for the students to answer difficult

vocabularies by giving them an example. By using an example, they were hoped to catch the meaning by themselves.

3. Reflection

After implementing the actions, the teacher and the collaborator had a discussion about the teaching and learning process. They reflected on the actions and found out whether the problems were already solved. The discussions were conducted with regard to the classroom observations in the process of teaching reading, opinions from students, and comments from the collaborator. The problems found and the results of the implemented actions were discussed below.

a. Some students were passive and got bored.

The TPS technique which was done by the researcher could make the students to be more active because the TPS facilitated them to have discussions and actively contributed in each activity. The variations used in TPS could make them enthusiastic and made the activities fun. It can be seen from the transcripts below.

... ..
GBI : *Ya kemajuannya ya untuk untuk tadi perkembangan siswanya ya menurut saya lebih aktif.*
 (The students' improvement, in my opinion they were more active.)

... ..

(Appendix B, Interview 14)

... ..
S : *Asik sih, mudeng juga, ada permainannya juga. Jadi gak terasa langsung bel gitu.*

(Continued)

(It was fun, understandable and there were games as well. So it felt short.)

... ..

(Appendix B, Interview 13)

- b. Some students were shy and afraid to ask questions and to share their opinions.

The TPS technique allowed the students to express their opinion based on the brainstorm questions given. It also facilitated discussion which gave them large opportunities to ask questions if they found difficulties. It can be seen from the transcripts below.

... ..

S : Kalau ini nggak, nyantai gitu. Sama yang ngajar juga, bisa tanya langsung juga gak malu-malu.

(It was different, easygoing. I could ask directly without feeling shy.)

... ..

(Appendix B, Interview 13)

... ..

Pertanyaan tersebut masih berhubungan dengan binatang yang dibahas pada tahap sebelumnya yaitu tentang tempat hidup mereka/dimana biasanya siswa menemukan binatang-binatang tersebut. Beberapa siswa bersahutan menjawab “zoo” dan “forest”.

(The question was related to the previous text that is the habitats of the animals. Some students answered *zoo* and *forest*)

... ..

G kemudian memberikan gambaran bahwa tempat tersebut lebih besar dari kebun binatang dan lebih kecil dari suaka margasatwa. Salah seorang siswa, Westri, menjawab Taman Safari.

(The teacher then gave descriptions that it's bigger than a zoo and smaller than a forest. A student answered Taman Safari.)

... ..

(Appendix B, Field Note 15)

- c. The students had low motivation

The variations in every teaching and learning process made the students enthusiastic to join the class. Moreover, by giving pairs' name, deciding the

name by drawing lots, and giving stickers as a reward could improve their motivation to join the reading activity and to read the text actively. It can be seen from the transcript below.

<p>... ..</p> <p><i>GBI</i> : Ya kemajuannya ya untuk untuk tadi perkembangan siswanya ya menurut saya lebih aktif, jadi dengan apa tadi, dengan cara diberi reward ya, terus dengan kelpoknya diberi nama itu, mereka lebih aktif, lebih semangat lagi ya untuk mengerjakan. Cuma tadi pas membahas tentang kosakata, difficult words tadi, istilahnya menjelaskan kosakatanya itu yang misalnya poem ya, tadi agak kesulitan.</p> <p>(The students' improvement, in my opinion they were more active. By giving names and rewards, they became more active, more enthusiastic, and more motivated. but, when discussed the vocabularies you seemed confused?)</p> <p>... ..</p> <p style="text-align: right;">(Appendix B, Interview 14)</p> <p>... ..</p> <p><i>S</i> : Iya, kan jadinya tertarik. Kalau biasa aja, lah males gitu. Kalau ada stikernya biar dapet, jawab gitu.</p> <p>(Yes I was interested. The usual activity was not interesting. I have to answer the questions to get that the stickers.)</p> <p>... ..</p> <p style="text-align: right;">(Appendix B, Interview 13)</p>

d. The teaching technique focused on translating and did not employ top-down and bottom-up processing maximally.

The Think element of the technique facilitated the students to activate their prior knowledge which helped them to comprehend the text easily. It was done by asking them brainstorm questions which led them to comprehend the text based on the their previous knowledge (top-down processing). Moreover, the Share element facilitated them to construct meaning from small parts into a whole in the form of discussions. There was a changing information among students (bottom-up processing).

e. The class was teacher-centred.

The TPS technique was a technique which employs the students as the main actors. The teacher was a facilitator that was by giving them questions, instructing them to move in pairs, allowing them to have discussion with its varieties.

f. There was low interaction among students and between the students and the English teacher.

The teaching and learning process which employed the BKOF and the MOT stages built interaction between the students and the English teacher. In BKOF, the teacher gave some questions based on pictures as media to illustrate the questions. The questions were arranged to guide them to go to the text. In the MOT, he gave materials and discussed the materials with them. The TPS technique in the JCOT built interaction among students because they worked in pairs and shared their reading. The teacher was as a facilitator.

g. The activities were monotonous

The variations used in the TPS technique made the activities more interesting. It also helped them to comprehend the text. It can be seen from the transcript below.

...	
P	: <i>Tentang ini, comprehensionnya. Menurutmu bagaimana?</i> (What do you think about the comprehension?)
S	: <i>Ya lebih mudah ini.</i> (It was easier.)
P	: <i>Lebih mudah ini, kenapa?</i> (Why?)
S	: <i>Soalnya biasanya itu lebih monoton, kita cuma suruh ngartiin trus kita jawab soal.</i>

(Continued)

S : (Because the usual activity was monotonous, we were asked to translate then to answer questions.)

(Appendix B, Interview 12)

4. Summary of Cycle I

In reference to the process of Cycle I, the following presents the conclusion of the actions in Cycle I.

- a. The use the TPS technique which employed discussion as the main activity could improve the students' reading comprehension because by having discussions they could exchange information with one another. Moreover, the teacher also gave them skills which helped them in comprehension.
- b. The TPS technique employed top-down and bottom-up processing which helped the students to comprehend a text. The top-down processing was in the Think activities, and bottom-up processing in the Share activities.
- c. The use of TPS technique could also improve students' interactions because the technique gave opportunities for them to work in pairs.
- d. The variations used in the TPS technique could improve the students' involvement. The pairs' name, the lots and the way to answer by throwing the questions made the activity fun.
- e. The use of stickers as a reward was effective to improve the students' motivation. The reward also motivated them to share their idea about the reading to the front of the class. It also motivated them to answer questions.

C. Report of Cycle II

1. Planning

In planning, the researcher and the collaborator planned to apply the TPS technique using other variations and changed the texts into narrative. Based on the reflections of the actions implemented in the Cycle I, the researcher found that there were some aspects in the Cycle I that needed to be improved. Considering the improvement of students' reading comprehension and student's involvement, he implemented the same actions as in the Cycle I. He made some improvements by adding new variations to solve the problems appeared. The details of the plans in each meeting are discussed as follows.

a. First Meeting

For the first meeting in Cycle II, the researcher and the collaborator planned to apply the TPS technique with its variations. They planned to present narrative texts materials entitled *The Four Friends* and *Fur and Feathers*. Those texts were used for the Building Knowledge of The Field (BKOF), the Modelling of The Text (MOT), the Joint Construction of The Text (JCOT), and the Independent Construction of The Text (ICOT). Based on the experiences in the Cycle I, they planned to make a game and gave some interesting rewards to motivate them. They who lose in the game would get punishments.

b. Second Meeting

For the second meeting, the researcher and the collaborator planned to apply the TPS technique. They planned to present narrative texts materials entitled *Lion and Androcles* and *Damon, Pythias, and the Test of Friendship*. Based on the experiences in the 1st meeting there are some changes in the 2nd meeting Cycle II. In the second meeting, they planned to simplify the texts and changed the reward from the stickers into credit points. They planned them in the reflection of the first meeting, Cycle II.

2. Actions and Observations in Cycle II

Based on the planning that was agreed, the researcher implemented Cycle II in two actions. They were done on November 12 and 17, 2012. During the teaching and learning processes in the classroom, the English teacher and the collaborator observed the implementation of the actions. It was the researcher who did the actions as the teacher and the collaborator as the observer.

a. First Meeting

The first meeting of Cycle II was held on November 12, 2012. The meeting involved three stages i.e pre-teaching, while-teaching and post-teaching. The teacher started the learning process by greeting the students, and checking their attendance.

Next, the teacher explained the materials that day were different from those in the previous meeting. That day he discussed narrative texts. Unlike the previous meeting where the teacher told the topic in the beginning, that

day he kept the topic and it would be found during the teaching and learning process.

For the building knowledge of the field, the teacher showed some pictures that were illustrations from some narrative stories. Some questions related to the pictures were given to the students. A student was selected to tell the story from one picture briefly. The teacher then explained that a narrative story has moral values like the story that had been told. It was done to guide them before moving to the next stage. It is explained in the following piece of a field note.

... ..

G kemudian masuk ke tahap BKOF dengan menunjukkan beberapa gambar. Gambar tersebut (A, B dan C) adalah contoh gambar ilustrasi dari teks narrative. G kemudian melanjutkan dengan bertanya kepada para siswa tiap gambar tersebut dan menyebutkan cerita apa yang ada dalam ilustrasi. Siswa menjawab dengan jawaban beragam pada tiap-tiap gambar. Setelah itu G menunjuk salah seorang siswa, Westri, untuk menceritakan secara singkat ilustrasi pada gambar A (Snow White). G kemudian menjelaskan bahwa ketika membaca teks narrative ada moral value yang bisa didapat seperti pada cerita Putri Salju. Untuk mencari tahu tema dan moral value apa pada teks yang akan dibahas.

(The teacher continued to the BKOF stage by showing some pictures. There were picture A, B, and C. The pictures were illustrations from some narrative stories. The teacher asked the students to guess the pictures about. There were various answers from the students. Furthermore, the teacher appointed a student, Westri, to tell one of the stories (Snow White) briefly. After that, he explained that in every story there were theme and moral value inside.)

... ..

(Appendix A, Field Note 21)

For the modeling of the text, the teacher gave a narrative text entitled *The Four Friends*. Besides giving the text, he also gave materials about the purpose, the generic structure, and the language features of a narrative text. He

also gave materials about topic and main idea. He explained the materials based on the *The Four Friends* text.

For the joint construction of the text, the teacher firstly gave them brainstorm questions related to the previous text. He asked them to decide the theme of that narrative text. It was done because the next text had a same theme as the first one. After that, he paired them and gave a text entitled *Fur and Feathers*. They then were instructed to read the text and to discuss their reading in pairs.

Furthermore, the teacher made a game for the students. He gave them a work sheet and asked them to attach their answers on the white board with time judgment. He looked for three fastest pairs who were able to attach their answers on the white board quickly. The three fastest pairs would get some stickers as rewards. The others pairs would get a punishment that was to find at least ten verbs in the sentences of the text. Those verbs then should be changed into the form of present tense, past simple and past participle. It is explained in the following piece of a field note.

... ..

Dalam pasangan G menginstruksikan siswa untuk membaca teks tersebut dan menceritakan bacaannya dengan pasangannya. Sambil berkeliling G membahas kata-kata sulit jika siswa menemukannya. G kemudian memberikan daftar table berisi bagian-bagian pada teks narrative. Tabel tersebut harus di isi siswa dengan adu cepat dan jawabannya ditempel di white board. Dalam adu cepat itu G akan memilih tiga peringkat terbaik dan memberi hadiah stiker pada pasangan tersebut. Peringkat pertama mendapat 10 stiker, peringkat kedua 6 stiker dan ketiga 4 stiker. Bagi siswa diluar tiga besar akan mendapatkan hukuman, saat itu hukumannya belum diberitahukan.

(Continued)

(In pairs the students were instructed to read and to share the text. While moving around, the teacher discussed difficult words. After some minutes, the teacher distributed tables contained the parts of a narrative text. The students were instructed to fill in the table in time calculation. The pair who could fill the table quickly and attached the table on the white board would get stickers as rewards. The teacher needed three fastest pairs. Other pairs out of the big three would get punishments. The punishments were told later.)

....

(Appendix A, Field Note 21)

The game was begun and the class became noisy because of the discussions. The teacher monitored the activity and reminded them to attach their answers as soon as possible. Next, there were three pairs who were able to attach their answers quickly. Those pairs then read their answer in the front of the class and discussed the answers together with other pairs. Finally, the other pairs got a punishment and had to submit their punishment task in the next meeting.

For the independent construction of the text, the teacher could not do it because the bell rang. He concluded the lesson that day together with the students and then wrote the theme and the moral value obtained on the white board. He ended the lesson on that day.

The teacher then conducted an interview to a student in order to obtain comments on the teaching and learning process. This following presents the interview transcript.

....

P : Chomsiyatun. Oke, tadi kan sudah saya ajar menggunakan Think-Pair-Share ya, teknik itu. Menurutmu gimana tadi? Pelajaran tadi.

(Okay I have taught you using TPS technique, what do you think about today's lesson?)

(Appendix B, Interview 15)

- S : *Yaaa cukup mudeng.*
(It was understandable.)
- P : *Oh cukup mudeng. Hmm dengan penggunaan ini tadi, ada game-game trus memberi stiker itu, lebih memacu kamu untuk lebih memahami teks nggak?*
(I also added games and gave stickers. Did it challenge you to comprehend the text?)
- S : *Iya*
(Yes, it did.)
- P : *Kenapa?*
(Why?)
- S : *Ya kan saya harus bisa, saya pengen mendapatkan itu, gitu.*
(I have to comprehend the text in order to get that)
- P : *Oh seperti itu.*
(Oh I see)
- S : *Iya*
(Yes)
- P : *Kemudian pemahaman kamu dari yang biasanya mungkin dengan GBI atau siapa, mungkin dengan cara saya tadi itu ada perbedaan gak? Pemahamannya*
(Are there any differences in your comprehension from another teacher?)
- S : *Ada*
(Yes)
- P : *Perbedaannya dimana?*
(Where is it?)
- S : *“eeee ini eeee, ini kan dengan kelompok gitu jadi lebih bisa memahami, kan ada diskusi.”*
(It was in pairs so I was able to comprehend because of the discussion.)

... ..

(Appendix B, Interview 15)

Based on the interview above, the researcher found that the variations used in the technique by using games could help the students to comprehend the text. The competition could make the intensity of discussions higher. It also challenged them to work together well. The reward and punishments made the activity more interesting because they should do the task quickly. It motivated the students.

However, there were still some problems appeared in the process of teaching and learning. The problems are inferred from the interview transcript below.

... ..

P : *Teksnya terlalu susah atau gimana?*
(The text was too difficult?)

S : *Tadi itu teks yang pertama.*
(It was the first one?)

P : *Teks yang pertama itu kenapa?*
(Why?)

S : *Kan kata-katanya ada yang sulit.*
(There were difficult vocabularies.)

... ..

(Appendix B, Interview 15)

... ..

P : *Gimana Bu pendapatnya, untuk pertemuan yang ke empat ini? Dengan teks yang berbeda.*
(What do you think about the meeting today by using a different text.)

GBI : *Ya jauh lebih bagus dari kemarin tapi kelihatannya anak-anak kesulitan ya?*
(It was better than before but the students seemed to get difficulties, weren't they?)

P : *Iya tadi ada kendala untuk materi itu.*
(Yes, I have the problems on the materials.)

GBI : *Iya mungkin karena teks nya baru, juga mungkin kosa katanya lebih sulit ya, sehingga agak lama ya, tidak seperti teks report kemarin kan kelihatannya lebih cepat. Tapi sudah bagus artinya metode semacam itu tadi untuk memacu siswa. Itu kalau kalau di apa namanya, dibatasi waktunya yang lebih tepat lagi, tidak terlalu longgar jadi siswa terbatas mengerjakannya, trus pokoknya begitu selesai langsung tempel. Gitu ya.*

(Yeah it might be because of the new texts which was more difficult than reports. They took longer time to do it. The method was good to motivate the students. If it was possible you can limit the time, and when the students finished answer the questions they were instructed to attach their answers.)

... ..

(Appendix B, Interview 15)

Based on the interview transcript above, the researcher found that he had problems in time management and the materials. The teacher spent much time to discuss the materials and some difficult words. The difficulties level of a text also affected to the running of the activities. The students needed longer time to comprehend it.

The materials were also numerous that was the purpose, generic structure, language features and the skills. It spent much time to explain and to discuss the whole materials in the MOT stage.

b. Second Meeting

The second meeting was held on November 17, 2012. The meeting involved three stages i.e. pre-teaching, while-teaching and post-teaching. The teacher started the lesson on that day by greeting the students, and checking their attendance.

Before entering the building knowledge of the field, the teacher firstly wrote the theme and the moral value of the narrative text with a big question mark. They would be found out during the teaching and learning process. In the BKOF, he showed some pictures. Based on the three different pictures, the students were instructed to guess a theme of the story if the pictures were illustrations of a narrative text. Their guessing would be used to decide the theme of that day. It is explained in the following piece of a field note.

... ..

Untuk mulai masuk ke tahap BKOF, G menunjukkan beberapa gambar. Gambar tersebut terdiri dari gambar A, B, dan C.

(Continued)

Gambar A adalah gambar sekelompok anak perempuan, Gambar B sekelompok anak laki-laki dan gambar C kucing dan anak ayam. Dari ketiga gambar tersebut siswa diinstruksikan untuk menebak cerita apa jika gambar tersebut adalah ilustrasi dari sebuah teks narrative. Siswa menjawab dengan variatif.

(The teacher showed some pictures to move to the BKOF. The were picture A, B, and C. Picture A was a group of girls. Picture B was a group of boys. Picture C was a kitten and a chick. From the pictures the students were asked the guess the theme if those were illustrations of narrative texts. The students answered with various answers.)

... ..

(Appendix A, Field Note 23)

For the modelling of the text, the teacher firstly gave materials about previewing and predicting. The students were also given a task related to the skills to check their understanding. The task was to predict a story based on a picture. They were asked to keep their predictions because it would be discussed further in the TPS stage.

Next, the teacher distributed a text entitled *Lion and Androcles*. The teacher and the students discussed each element of a narrative text briefly. Furthermore, he asked the students to read the narrative text. The story of the narrative was not finished yet and the students were asked to finish it using their predictions. Their predictions then were discussed with the teacher. When discussing theirs, he asked a volunteer to share his/her prediction to the class. Finally, there was a student offered himself as a volunteer and got a reward for his bravery. The reward was in the form of credit points.

For the joint construction of the text, the teacher firstly gave the students a brainstorm question that was about the predictions they had in the previous activity. After that, he paired them and gave a text entitled *Damon, Pythias*,

and the Test of Friendship. He decided the pair members by drawing lots. The list of the pairs names was attached on the white board. They then were asked to read the text and to discuss their reading in pairs. It is explained in the following piece of a field note.

Dalam pasangan tersebut G membagikan teks yang berjudul Damon, Pythias and Test of Friendship dan mencocokkan prediksi mereka dengan teks aslinya. Dalam pasangan tersebut siswa juga membaca dan membagi cerita kepada pasangannya.

(Based on “Damon, Pythias and Test of Friendship” picture, the teacher asked the students’ predictions which was made in MOT stage. The teacher then instructed them to move in pairs based on the lots. In pairs the students were given a text entitled “*Damon, Pythias and Test of Friendship*” and they asked to compare their predictions with the text. They were also instructed to read and to share the text in pairs.)

... ..

(Appendix A, Field Note 23)

Next, the teacher asked a volunteer to share his/her idea about the text to the class. The students who offered himself/herself as a volunteer would get a reward in the form of credit points. There was a student offered herself as a volunteer. She then shared the first half of the story to the class. He also asked another volunteer for the second part. Furthermore, he gave some questions about the text to check the students’ understanding. The questions were shown on a piece of paper. The answers were discussed together by pointing the name of the pairs. It is explained in the following piece of a field note.

... ..

G kemudian meminta volunteer dari siswa untuk menceritakan apa yang mereka baca kepada seluruh kelas dan akan mendapatkan kredit poin 0,5 sebagai reward. (G kemudian memberikan kesempatan kepada siswa lain untuk menceritakan sisanya.

(Continued)

Kemudian Nuris mengajukan diri sebagai volunteer dan mendapatkan reward poin atas kesediannya. Salah seorang siswa, Westri, mengajukan diri sebagai volunteer dan menceritakan setengah dari teks tersebut kepada seluruh kelas.

The teacher then asked volunteers to shared the first half of the text and they would get credit points as rewards. A student, Westri, offered herself as a volunteer and got 0,5 point as reward. The teacher then offered another chance to share the rest, Nuris then offered herself as a volunteer.)

(Appendix A, Field Note 23)

For independent construction of the text, the teacher gave the students an individual task in the form of true-false questions. The students submitted the task. The teacher finished the lesson on that day by making conclusion and writing the moral value obtained on the white board. The teacher ended the class that day.

Based on the process of teaching reading done, the teacher then conducted some interviews to the students to obtain comments on the teaching learning process. This following presents the interview transcripts.

... ..

P : Oke, tadi kan sudah saya ajar pakai tehnik yang saya pakai Think-Pair-Share gitu ya, pakai kasih nama gitu. Menurutmu tehnik yang saya pakai itu bagaimana?

(Okay I have taught you using TPS technique and its variations. What do you think about that?)

S : Ya baik, maksudnya bisa apa ya, bisa lebih memahami gitu. Terus bisa, misal apa ya. Ya bisa memahami lah, terus tadi kan ada gambar, terus bisa jadi bisa maksud gitu loh.

(It was good. I mean I can comprehend better. I can comprehend; moreover, there were pictures to help in comprehension.)

P : Kalau dengan skill yang saya pakai, pertama ada scanning-skimming, kemudian seterusnya itu, itu membantu kamu untuk comprehension gak?

(What about the skills, did it help?)

(Continued)

- S : *Iya*
(Yes, it did)
- P : *“Oke. Terus tadi saya juga pakai, kemarin kan ada stiker trus saya kasih, saya ganti poin ya, Itu memacu kamu tuk lebih memahami teks gak?”*
(I gave rewards as well, did it motivate you?)
- S : *Iya*
(Yes, it did)
- P : *Alasannya kenapa?*
(Why?)
- S : *Yaaa apa ya, misal tadi kan ada pertanyaan apa, supaya bisa menjawab kan harus membaca itu.*
(There were questions, In order to answer I should read it.)

... ..

(Appendix B, Interview 17)

-
- P : *Kalau teksnya sendiri, Think-Pair-Share itu membantu gak atau gimana?*
(Did the TPS help you?)
- S : *Ya sedikit membantu untuk menentukan itunya.*
(Yeah it's little bit helped to decide the contents.)
- P : *Alasannya kenapa?*
(Why?)
- S : *Lebih, lebih itu mengacu kepada itunya.*
(It focused on it.)
- P : *Mengacu kepada?*
(Focused on what?)
- S : *Isi, isi teks*
(The contents)

... ..

- P : *Tadi juga ada tak kasih reward, tak kasih apa itu, ada stiker, itu gimana menurutmu?*
(What do you think about the rewards?)
- S : *Menurut saya itu lebih memacu.*
(I think it was motivating.)
- P : *Kenapa?*
(Why?)
- S : *Ya lebih, lebih semangat untuk mengerjakan itu.*
(I was motivated to do that.)

... ..

(Appendix B, Interview 18)

Based on the interview above, the researcher found that the TPS technique with its variations helped the students to comprehend the text. Next, the pictures could help them to gain comprehension well. Moreover, they were motivated because they were given rewards even though the rewards were changed from stickers into credit points.

However, there were still some difficulties faced by the students in the teaching and learning process. The difficulties are inferred from the interview transcript below

... ..

P : *“Oke, tadi kan sudah saya ajar dengan tehnik Think-Pair-Share, dari awal sampai akhir. Itu menurutmu gimana?, tehnik yang saya pakai, hubungannya dengan comprehension, pemahaman teks.*

(Okay, I have taught you using TPS technique. What do you think about that? In connection with comprehension.)

S : *Menurut saya tu kalau langsung belum baca teksnya itu agak sulit menentukan moral value sama itu loh, isi atau akhirnya ini.*

(I think it’s difficult to decide the moral value and the ending without reading the text.)

... ..

(Appendix B, Interview 17)

.. ..

GBI : *Terus berikutnya ada masukan tambahan, kalau eee yang dibahas itu kemarin kan teks report maka saya menyarankan pada Anda untuk membuat pairs itu diberi nama-nama ya, diberi nama-namanya kemarin menggunakan nama binatang, nah kalau bisa suatu saat nanti kalau Anda mengajar ini diganti sesuai teksnya. Kalau ini narrative bisa kan diganti Cinderella, The beast. Saya sengaja diam dari kemarin coba anda ganti gak, eee masih sama. Jadi itu akan variatif mereka akan lebih senang lagi, waktu teks lain lagi, waktu analytical kita ganti lagi, gitu ya.*

(Next if it’s a narrative text, you can change the pairs’ name based on the narrative. You can change it into Cinderella, the Beast, etc. For another text its names are also changed.)

(Appendix B, Interview 19)

... ..

GBI : Terus berikutnya ada masukan tambahan, kalau eee yang dibahas itu kemarin kan teks report maka saya menyarankan pada Anda untuk membuat pairs itu diberi nama-nama ya, diberi nama-namanya kemarin menggunakan nama binatang, nah kalau bisa suatu saat nanti kalau Anda mengajar ini diganti sesuai teksnya. Kalau ini narrative bisa kan diganti Cinderella, The beast. Saya sengaja diam dari kemarin coba anda ganti gak, eee masih sama. Jadi itu akan variatif mereka akan lebih senang lagi, waktu teks lain lagi, waktu analytical kita ganti lagi, gitu ya.

(Next if it's a narrative text, you can change the pairs' name based on the narrative. You can change it into Cinderella, the Beast, etc. For another text its names are also changed.)

P : Oh nggeh nggeh suatu saat saya terapkan.
(Oh I see, I will implement it someday.)

... ..

(Appendix B, Interview 19)

The interview 17 implies that there was misunderstanding between the student and the teacher. It occurred from his explanations/instructions which misled to the student, or his explanations/instructions were unclear. The interview 19 implies that the collaborator suggested him to change the pairs' names which were suitable with the text to create better atmosphere even though the teaching and learning process had done well.

3. Reflection

The Cycle II was actions to find effective activities by using the TPS technique to improve reading comprehension. Report text has different level of difficulties from narrative's. The challenges were the teacher's actions to use other various activities to teach narrative. In correlation to the actions, the technique was able to improve the students' reading comprehension and other problems appeared in the Cycle I. It can be seen from the transcripts below.

... ..
GBI : *Keseluruhan cycle kedua ini saya kira lebih, sudah lebih baik dari kemarin ya. Jauh lebih baik, iya anak-anak sudah sangat aktif saya kira, tadi kemudian mereka tidak ragu-ragu, tidak ragu lagi ya untuk menjadi volunteer untuk menjawab, sangat aktif dibandingkan pada awal-awal.*
 (The second cycle, in my opinion, was better than the previous one. So much better, the students became more active, they wasn't shy to offer themselves as volunteers anymore. They were very active in comparison with the beginning.)

 (Appendix B, Interview 19)

... ..
P : *Oke, tadi kan sudah saya ajar pakai tehnik yang saya pakai Think-Pair-Share gitu ya, pakai kasih nama gitu. Menurutmu tehnik yang saya pakai itu bagaimana?*
 (Okay I have taught you using TPS technique and its variations. What do you think about that?)

P : *Oke, tadi kan sudah saya ajar pakai tehnik yang saya pakai Think-Pair-Share gitu ya, pakai kasih nama gitu. Menurutmu tehnik yang saya pakai itu bagaimana?*
 (Okay I have taught you using TPS technique and its variations. What do you think about that?)
S : *Ya baik, maksudnya bisa apa ya, bisa lebih memahami gitu. Terus bisa, misal apa ya. Ya bisa memahami lah, terus tadi kan ada gambar, terus bisa jadi bisa maksud gitu loh.*
 (It was good. I mean I can comprehend better. I can comprehend the text; moreover, there were pictures to help in comprehension.)

 (Appendix B, Interview 17)

4. Summary of Cycle II

In reference to the process of Cycle II, the following presents the conclusions of the actions in Cycle II.

- a. The TPS technique was able to improve the students reading comprehension in different text types.

- b. The game as a variation in TPS technique was able to improve interaction among students and to make the amount of the discussion higher.
- c. The credit points as reward could motivate the students to be volunteers and could reduce their shyness in sharing the text.
- d. The pairs' names need to be changed based on the text types. In report, the names should be related to the report text. In narrative, the names should be related to the narrative text. The changes can make a better atmosphere in the teaching and learning processes.

D. General Findings and Discussions

The implementation of the research actions in the research was over. Based on the actions, observations and reflections, the researcher concluded that generally the actions gave some improvements. The actions were able to create a good atmosphere during the teaching and learning processes and to improve the students' reading comprehension in class XI IPA 1. Furthermore, the implementation of the actions was able to overcome the field problems. The results can be seen from the discussion below.

The element of the TPS technique offered some stages to obtain the comprehension. The Think element helped the students to get pictures about the materials which were going to discuss. The students' schemata were activated because in this stage the teacher gave them brainstorm questions related to the texts. Brown (2001:299) explains that the reader brings information, knowledge, emotion, experience and culture - that is, schemata -

to the printed word. The brainstorm questions given by the teacher were an effective way to introduce the materials. In line with this, Baker and Westrup (2000: 63) recommend the teachers to ask students what words or ideas they can suggest that relate to the text they will read, or to a picture from the text or to the topic or title.

The Pair element gave the students a responsibility to work together well in pair. The responsibility was built when the students had a job to comprehend the first part or the second part of the text. The pair work also challenged them to give good contribution in sharing their idea. Harmer (2001:161) states that pair work increases the amount of speaking time, allows students to work and interact independently which promote learner independence.

The Share element became the important element because it offered discussion which helped the students to get comprehension. By having discussions, they could share their idea related to the texts and could change information with one another. Coultas (2007:2) says that a talk allows pupils to express doubts and clarify understanding; it legitimizes the discussion of feelings, emotions and preferences. It makes learning more affective, more personal. In addition, Coultas (2007:41) explains that a talk partners is a vital technique in training pupils to think, articulate, share and deepen knowledge.

Moreover, the various activities which were implemented in the TPS were able to support the technique in teaching reading. Snow and Chair (2002:26) state since the text is potentially difficult for students, teachers employ various

instructional techniques that support reading. These instructional techniques target particular operations that are part of the reading activity.

The combination of Think and Share elements in the technique could help the students to gain comprehension easily. Both of them provided top-down and bottom up processing. The Think element facilitated the students to relate their previous knowledge to comprehend the text (top-down processing). The *Share* element facilitated them to construct meaning from small parts into a whole in the form of discussions (bottom-up processing). Brown (2001:299) explains that a combination of top-down and bottom-up processing, or what has come to be called interactive processing, is almost always a primary ingredient in a successful teaching methodology because both processes are important.

Moreover, the various activities which were implemented in the technique were able to support it in the teaching reading. Snow and Chair (2002:26) explain since the text is potentially difficult for students, teachers employ various instructional techniques that support reading. These instructional techniques target particular operations that are part of the reading activity.

The pairs' names which were given by drawing lots could make the activities more fun. It could make the students felt enthusiastic when they moved to find their pairs. It was also able to minimize their shyness when they pointed each other to answer questions.

The teacher's way by showing each question in a piece of paper could help the students in gaining the comprehension. The questions gave a stopping

point to limit the discussion. Moreover, the previous activity which divided the text into two parts gave another stopping point in a larger scale. The combination of them created activities which helped the students to comprehend the text step by step. It is suitable to the JCOT stage in the genre-based approach. Feez and Joyce (1998: 27) say that through joint construction the teacher and the students develop texts together and share the responsibility for performance until the students has the knowledge and skills to perform independently and with sole responsibility.

The use of rewards and punishments could improve the students' motivation. By giving rewards, they were motivated to read the text thoroughly. It also motivated them to be volunteers to share their reading to the front of the class and indirectly improved the their confidence. On the other hand, they were motivated to avoid a punishment by doing their best efforts. The punishment was not literally "punished" them because it was designed to make them had a better understanding toward a text by using a task.

The TPS technique and its variations were successfully done in the Cycle I using report texts as the materials. The Cycle II was done using the same technique with the teaching of narrative text. The students' comprehension could also be improved by using the TPS technique and its variations as in the Cycle I.

Besides collecting qualitative data, the researcher also conducted a pre-test and a post-test to get quantitative data. The discussion of the quantitative data

deals with descriptive statistics and t-test. The table below shows the results of the pre-test and the post-test.

Table 5. Results of the Pre-test and the Post-test

Test	N	Ideal Mean	Mean	Ideal Std. Deviation	Std. Deviation
Pre-test	28	50	54.83	16.67	11.87
Post-test	28		66.91		9.72

The table above shows that there were 28 students who completed both the pre-test and the post-test. The data reveal that the students' mean scores was higher than the ideal mean. Yet the researcher decided to have some actions and a post-test because he planned to improve the students' reading comprehension by teaching some reading skills. By having some reading skills, the students could comprehend a text better and it could be seen from the comparison between the pre-test and the post-test results.

The results of the pre-test and the post-test show that there was an improvement. It can be seen from the comparison results between the mean scores of the pre-test and the post-test. The pre-test mean is 54.83 with a standard deviation 11.88, while the post-test mean is 66.91 with a standard deviation of 9.73.

Next, the researcher analyzed the standard deviation of the pre-test and the post-test scores. The standard deviation gives information about whether the group is homogeneous or heterogeneous. If standard deviation is low, it becomes homogeneous, and vice versa. The limitation of low and high can be compared with the ideal standard deviation.

The table shows that the ideal standard deviation is 16.67 meanwhile the standard deviation of the pre-test is 11.88. It can be stated that the group was homogeneous. Furthermore, the standard deviation of the post-test score is 9.73. It means that the group was also homogeneous. It is because the standard deviation of the pre-test and the post-test was lower than the ideal standard deviation.

Besides analyzing the data using descriptive statistics, the researcher also analyzed the data using t-test that was paired-samples t-test. It is used to compare the students' pre-test and post-test scores in order to know whether there was a significant difference in the pre-test and the post-test results. The data can be seen from the students' mean scores before and after the actions. The results of the t-test are presented below.

Table 6. Results of the t-test (paired-samples t-test)

Data	N	T	df	Sig. (2-tailed)
<i>Pair 1</i> <i>Pre-Post</i>	28	-8.646	27	.000

The table shows that the significance value is lower than 0.05 i.e. $0.000 < 0.05$. It means that there is a significant difference between the pre-test and the post-test.

CHAPTER V

CONCLUSIONS, IMPLICATIONS, AND SUGGESTIONS

This chapter deals with three points. They are the conclusions, the implications, and the suggestions. The points are presented as follows.

A. **Conclusions**

In the research, the Think-Pair-Share technique was applied in two cycles by giving some changes and variations in each meeting. In the first cycle, the researcher applied the TPS technique with report texts as the materials. Based on a discussion between the researcher and the collaborator, they planned to give some variations in the technique that was by making pairs' names to make the activities more fun. They also planned to decide the pair's members by drawing lots. Those plans were applied by the researcher who acted as the teacher. The researcher also planned to make a variation in presenting a task. He showed each question on a piece of paper. That way aimed to give a stopping point in a discussion.

In the second cycle, the researcher applied the TPS technique with narrative texts as the materials. He applied the variations as in the Cycle I and gave another improvement. The researcher and the collaborator planned to make a game as the variations. They also planned to give stickers and credit points to motivate the students. Besides giving stickers and credit points as rewards, they also made some punishments.

In reference to the findings of the study, the use of the TPS technique was believed as an effective way to improve the students' reading comprehension. The

Think element of the technique helped them to get pictures about the materials which were going to discuss. Their schemata were activated because in this stage they were given brainstorm questions related to the texts.

The Pair element gave the students a responsibility to work together well in pairs. The responsibility was built when they had a job to comprehend the first part or the second part of the text. The pair work also challenged them give good contribution in sharing their idea.

The Share element became the important element because it offered discussion which helped the students to get comprehension. By having discussions, they could share their idea related to the texts and could change information with one another.

In addition, the combination of the Think and Share element could help the students to comprehend the text easily. Both of them employed top-down and bottom-up processing. The Think element utilized the students' prior knowledge to comprehend a text (top-down processing). The Share element facilitated them to build comprehension in the form of discussions (bottom-up processing).

Moreover, the various activities planned by the researcher and the collaborator could create better atmosphere during the teaching and learning processes. It indirectly supported the process of comprehension. The pair's names decided by drawing lots could make the activities more fun. The students were enthusiastic to join the activities in pairs. Moreover, it could reduce their shyness when they were asked to answer questions or to share ideas.

The teacher's way in giving a question by showing it on a piece of paper could help the students to gain comprehension. It gave a stopping point of discussions and made them focused toward a certain topic. The game was effective to improve the intensity of discussions. The rewards in the form of stickers or credit points could improve the students' motivation. They were motivated to comprehend and to share their idea in order to get the rewards or to avoid punishments.

Those activities were effective to create good atmospheres during the teaching and learning processes. As a result, it led the students to have positive responses toward the learning processes. They did not show any reluctance in the learning process and became active participants as the process of comprehension.

In addition, the researcher also gave reading comprehension tests to the students in the form of a pre-test and a post-test. The results of the pre-test and the post-test shows that there were improvements in the mean scores. The mean score of the pre-test was 54.83 and the mean score of the post-test was 66.91. There were a significant difference between the pre-test and the post-test because the significance value was lower than 0.05 i.e. $0.000 < 0.05$

B. Implications

With regard to the results of the research, the implementation of the TPS technique is believed to improve students' reading comprehension and students' involvement in the process of teaching reading. The elements of the TPS technique strengthened previous studies about comprehension. The Think element which was done by giving brainstorm questions proves that activating

students' schemata is important to gain comprehension. Baker and Westrup (2000: 63) recommend the teachers to ask students what words or ideas they can suggest that relate to the text they will read or to a picture from the text or to the topic or title. It is also supported by Brown (2001:299) who says that the reader brings information, knowledge, emotion, experience and culture - that is, schemata - to the printed word.

The Pair element also helped the students to gain comprehension because it gave them opportunity to discuss a text with their partner. Harmer (2001:161) says that pair work increases the amount of speaking time, allows students to work and interact independently which promote learner independence.

The Share element became the important element because toward the sharing activity, the students could change information with one another. As stated by Coultas (2007:2), a talk allows pupils to express doubts and clarify understanding; it legitimizes the discussion of feelings, emotions and preferences. It makes learning more affective, more personal. In addition, Coultas (2007:41) also says that a talk partner is a vital technique in training pupils to think, articulate, share and deepen knowledge.

The combination of the Think and Share elements could help the students to comprehend the text better. Both of them utilized top-down and bottom-up processing which are important in the reading comprehension. Brown (2001:299) explains that a combination of top down and bottom-up processing, or what has come to be called interactive processing, is almost always a primary ingredient in a successful teaching methodology because both processes are important

C. Suggestions

In reference to the conclusions and the implications of the study, some suggestions are directed to English teachers and other researchers.

1. To English Teachers

It is essential for English teachers to improve the quality of the teaching reading by employing various activities which are enjoyable and motivating in order to improve students' reading comprehension and students' involvement. The English teachers can use the TPS technique to improve students' reading comprehension. The TPS technique can be added some variations depending on the problems faced in the class. For example, they can decide pairs' names based on the text types. They can name the pairs based on characters of folklore when teaching a narrative text or other names when teaching different text types. Those variations demand the teachers' creativity to improve the quality of teaching and learning processes.

2. To Other Researchers

The focus of this study deals with improving students' reading comprehension by using the TPS technique. For other researchers, there are some interesting issues to be investigated related to the reading comprehension or the TPS technique. They can improve students' reading comprehension by using different techniques. They can also apply the TPS technique with different approaches to improve other skills besides reading.

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APPENDICES



Appendix A

Field Notes

Field Note 1

Hal : **Izin Observasi**
Hari, Tanggal : **Kamis, 26 Juli 2012**
Waktu : **08.00-08.15**
Isi :

P tiba di sekolah pukul 08.00 kemudian masuk ke ruang Tata Usaha untuk menyerahkan surat observasi. Sesampainya di ruang TU, P diterima oleh salah pegawai TU dan disuruh menunggu hingga besok untuk mendapat disposisi dari Ibu Kepala Sekolah. Pukul 08.15 P pulang.

Field Note 2

Hal : **Bertemu dengan GBI**
Hari, Tanggal : **Jumat, 27 Juli 2012**
Waktu : **08.00-09.05**
Isi :

P tiba di sekolah pukul 08.00 kemudian menuju ruang TU untuk menanyakan tindak lanjut dari surat observasi yang dikirim. Oleh petugas TU, P disuruh menunggu di lobi karena GBI sedang mengajar. Pukul 08.35 R bertemu dengan GBI, Ibu Dyah Woro P, yang ditunjuk oleh Kepala Sekolah di lobi. P kemudian berbincang dengan GBI tentang maksud kedatangannya untuk melakukan observasi untuk penelitian AR/PTK. Selama kurang lebih 30 menit berbincang, GBI sepakat untuk observasi di hari berikutnya di kelas XI IPA 1 dan XI IPA 2. Pukul 09.05 P pulang.

Field Note 3

Hal : **Observasi 1 (XI IPA 1)**
Hari, Tanggal : **Sabtu, 28 Juli 2012**
Waktu : **08.30-10.00**
Isi :

P tiba di sekolah pukul 08.30 dan menunggu di lobi untuk persiapan observasi. Pukul 09.00 P ditemui GBI dan langsung diantar ke kelas XI IPA 1 untuk melakukan observasi. Saat observasi di kelas terjadi kesalahpahaman antara P dan GBI. GBI mengira saya akan langsung melakukan penelitian dengan memberikan angket atau semacamnya. Selama beberapa menit P menjelaskan mekanisme observasi dan penelitian yang akan saya lakukan kepada GBI. Kemudian GBI kembali ke ruang guru untuk mempersiapkan materi karena GBI datang ke kelas belum mempersiapkan materi. Sambil menunggu GBI, P masuk ke kelas memperkenalkan diri dan menyampaikan maksud kedatangannya masuk

ke kelas XI IPA 1. Beberapa menit kemudian GBI tiba di kelas dan P duduk di belakang untuk melakukan observasi. Pada saat KBM, GBI belum menyampaikan materi mengenai teks tertentu. GBI masih memperdalam pengetahuan mereka tentang *parts of speech*. Dalam penyampaianya sesekali GBI mengaitkan *parts of speech* tersebut dengan teks yang telah mereka pelajari. Pukul 10.00 kelas berakhir dan P langsung menemui GBI. Di ruang guru, P disuruh untuk langsung menuju kelas XI IPA 2 memperkenalkan diri terlebih dahulu.

Field Note 4

Hal : Observasi 2 (XI IPA 2)

Hari, Tanggal : Sabtu, 28 Juli 2012

Waktu : 10.05-11.30

Isi :

P masuk kelas XI IPA 2 sekitar pukul 10.05 dan langsung memperkenalkan diri. Saat memperkenalkan diri beberapa siswa belum masuk dan P mempersilakan untuk langsung masuk saja. Selama beberapa menit, P memperkenalkan diri dan menyampaikan maksud kedatangannya ke kelas XI IPA 2, GBI masuk kelas dan P langsung duduk di belakang untuk melakukan observasi. Kegiatan belajar mengajar yang terjadi dan materi yang disampaikan di kelas XI IPA 2 tidak jauh berbeda dengan yang ada di XI IPA 1. Namun di XI IPA 2, siswa nampak lebih aktif dengan menjawab beberapa pertanyaan yang disampaikan guru. Beberapa dari mereka juga bertanya kepada GBI atas inisiatif sendiri. Pukul 11.30 kelas berakhir.

Setelah itu P langsung menuju GBI untuk berbincang mengenai hal-hal yang akan dilakukan lebih lanjut. Dalam perbincangan itu P menjelaskan mengenai mekanisme penelitian PTK dan tahap-tahap yang akan dilakukan (pre-test, implementasi hingga post-test). P juga menjelaskan belum bisa menentukan kapan waktu penelitian karena saat itu P sedang mempersiapkan instrumen penelitian dengan dosen pembimbing. P kemudian menjelaskan bahwa dia memilih KD 2 dan *report* dan *narrative* sebagai teks yang akan diajarkan. Untuk kelas yang akan dipilih sebagai tempat penelitian, P menyerahkannya pada GBI. GBI mengampu kelas XI IPA 1, XI IPA2, dan XI IPA 3. Dalam kesempatan itu P belum bisa mendapatkan gambaran pasti mengenai kemampuan reading siswa karena materi yang diajarkan belum menyentuh teks tertentu.. Pukul 12.00 R pulang.

Field Note 5

Hal : Bertemu GBI
Hari, Tanggal : Sabtu, 6 Oktober 2012
Waktu : 09.20-08.15
Isi :

Pukul 08.20 P tiba di sekolah dan langsung menuju ke ruang guru untuk bertemu dengan GBI. Sesampainya di ruang guru, oleh salah seorang guru P disuruh untuk menunggu di lobi karena GBI masih mengajar. Sekitar pukul 08.45 GBI menemui P di lobi kemudian berbincang-bincang mengenai kepastian jadwal penelitian, kelas yang akan menjadi objek penelitian, materi yang akan diajarkan, dan mekanisme penelitian.

Berdasarkan perbincangan tersebut GBI dan P menyetujui untuk memulai penelitian mulai tanggal 22 Oktober 2012. Kesepakatan tersebut tercipta dengan mempertimbangan GBI jadwal P untuk mengurus surat izin penelitian (selama 5 hari) dan jadwal sekolah yang hendak mengadakan mid semester (selama seminggu). Untuk kelas yang akan menjadi objek penelitian, P menyerahkan sepenuhnya kepada G berdasarkan kriteria yang diberikan P yaitu kelas yang memiliki tingkat reading comprehension rendah dibanding kelas lain. G menyetujui P yang hendak mengajarkan teks *report* dan *narrative*. Selain itu P menjelaskan secara singkat mekanisme penelitian yang akan dilakukan, P memberikan course grid kepada G untuk memberikan gambaran penelitian secara umum. Sekitar pukul 08.15, P selesai berbincang dengan G, dan P pulang.

Field Note 6

Hal : Mengurus surat izin penelitian
Hari, Tanggal : Senin- Jumat, 8-12 Oktober 2012
Waktu : -
Isi :

P mengurus surat izin penelitian mulai dari tingkat fakultas (8-10-2012), Kepatihan Yogyakarta (9-10-2012), tingkat Provinsi-Semarang (10-10-2012), dan Bappeda Kabupaten Kebumen (12-10-2012).

Field Note 7**Hal** : Menyerahkan surat izin penelitian**Hari, Tanggal** : Sabtu, 13 Oktober 2012**Waktu** : 08.30 – 08.40**Isi** :

Pukul 08.30 P tiba di sekolah dan langsung menuju ruang TU. Di ruang TU, P disambut oleh seorang petugas TU yang menerima surat izin penelitian dan P disuruh kembali ke sekolah pada hari Senin untuk bertemu dengan Kepala Sekolah untuk mengetahui guru yang akan mendampingi P. Pukul 08.40 P pulang.

Field Note 8**Hal** : Bertemu GBI**Hari, Tanggal** : Senin, 15 Oktober 2012**Waktu** : 08.10 - 09.15**Isi** :

Pukul 08.10 P tiba di sekolah dan langsung menuju ruang TU untuk menyampaikan maksud kedatangannya yaitu bertemu Kepala Sekolah. Di TU, P disuruh untuk menunggu di lobi karena Kepala Sekolah sedang berkeliling memeriksa kegiatan mid semester.

Pukul 08.45 diberitahu oleh salah seorang petugas TU untuk tidak perlu bertemu Kepala Sekolah karena KS telah menunjuk GBI sebagai guru pendamping sebelumnya pada saat observasi. (Field Note 2). Kemudian P menuju lobi kembali untuk menunggu GBI (P dan GBI telah melakukan komunikasi via SMS untuk bertemu). Sekitar pukul 08.50, GBI menemui P dan berbincang mengenai kepastian kelas yang akan menjadi objek penelitian yaitu kelas (XI IPA 1) dan meminta kelas yang akan digunakan sebagai tempat uji coba soal pre-test (XI IPA 2). Selanjutnya P meminta jadwal kedua kelas tersebut untuk memberikan gambaran mengenai tahap yang akan dilakukan selanjutnya. P juga meminta daftar siswa untuk kelas tersebut. Pukul 09.05 P selesai berbincang dengan GBI dan kemudian pulang.

Field Note 9**Hal** : Persiapan sebelum observasi kelas**Hari, Tanggal** : Senin, 22 Oktober 2012**Waktu** : 07.55 – 08.30**Isi** :

Pukul 07.55 P tiba di sekolah dan langsung menuju lobi sambil menunggu bel tanda masuk berbunyi yaitu pukul 08.30. Setelah bel tanda masuk P menuju

ruang guru dan oleh P dipersilakan untuk menuju kelas XI IPA 1 terlebih dahulu sementara GBI mempersiapkan untuk mengajar. Sekitar pukul 08.40 GBI tiba di kelas.

Field Note 10

Hal : Observasi
Hari, Tanggal : Senin, 22 Oktober 2012
Waktu : 08.40 – 09.55
Isi :

1. Setibanya di kelas XI IPA 1, GBI menyapa siswa, memberi salam dan memeriksa kehadiran siswa. Pada saat itu semua siswa hadir.
2. GBI kemudian menuju ke depan kelas dan menyampaikan bahwa hasil mid-semester belum selesai dikoreksi dan langsung menuju ke materi selanjutnya yaitu membahas teks *analytical exposition*.
3. GBI bertanya kepada siswa apakah sudah pernah mempelajari teks *analytical exposition* atau belum. Kemudian GBI melanjutkan dengan membandingkan teks tersebut dengan teks *exposition*.
4. Guru bertanya apa tujuan teks tersebut kepada siswa. Beberapa siswa nampak diam dan hanya beberapa yang menjawab. Setelah itu GBI menyuruh siswa untuk membuka LKS dan siswa diinstruksikan untuk memperhatikan materi yang ada di LKS.
5. Berdasarkan gambar di LKS guru bertanya, “*Do you have a father?*”, “*Is he a smoker? What do you think?*”. Kelas ramai dengan suara siswa namun tak ada siswa yang menjawab pertanyaan GBI. GBI kemudian menunjuk salah seorang siswa yang duduk dibelakang untuk menjawab pertanyaan GBI. GBI melanjutkan dengan menjelaskan tujuan teks *analytical exposition*.
6. Beberapa anak terlihat tidak memperhatikan penjelasan dari guru karena materi yang disampaikan ada di LKS. Guru melanjutkan penjelasannya sambil sesekali memberikan pertanyaan kepada siswa. Hanya beberapa siswa yang duduk di depan yang terlihat merespon pertanyaan GBI. Siswa lain terlihat melamun, dan salah seorang siswa yang duduk di belakang terlihat menggambar di LKS miliknya.
7. GBI melanjutkan penjelasan tentang *language features* dari teks *analytical exposition*. GBI bertanya tentang *general participant* kepada siswa namun siswa cenderung diam dan GBI melanjutkan dengan menerangkan *general participant* pada teks *analytical exposition*. GBI melanjutkan dengan menerangkan tenses yang di pakai dalam teks tersebut.
8. Selesai menyampaikan materi, GBI melanjutkan dengan membahas contoh teks yang ada di LKS. GBI menerjemahkan teks tersebut per kalimat.

“Paragraph 2 sentence 1, *Cancers are caused by smoking. Kanker disebabkan oleh merokok. If we smoke... Jika kita merokok....*” Seterusnya hingga satu paragraf GBI menerjemahkan teks tersebut. Saat menerjemahkan GBI sesekali bertanya kepada siswa apa arti dari kata yang ada di teks. “*Additionally apa artinya?*”. Dalam menerjemahkan GBI juga menginstruksikan siswa untuk mencari perbedaan antara *linking verb* dan *action verb*.

9. Setelah selesai memberikan contoh teks, GBI memberikan tugas kepada siswa untuk membuat teks *analytical exposition* ditulis di kertas asturo dan kemudian dihafalkan. Siswa akan disuruh menceritakan teks tersebut di depan kelas pada semester 2 saat pelajaran speaking. Setelah semua siswa mengerti tugas yang diberikan, GBI melanjutkan dengan membahas soal yang ada pada LKS.
10. GBI membaca sambil menerjemahkan soal no 1, “*According to the text... Berdasarkan teks tersebut....*” *Siapa yang mau menjawab no 1?* Kelas terdengar gaduh dengan suara siswa namun tak ada yang berani menjawab. Setelah beberapa saat, salah seorang siswa yang duduk di depan menjawab soal no 1. “*Why do you choose B?*” GBI bertanya kepada siswa dan siswa kemudian menjelaskan alasannya.
11. GBI melanjutkan soal nomor selanjutnya sambil tetap menerjemahkan soal tersebut. “*Apa yang sebenarnya ingin dikatakan penulis? Mainly yang utamanya, inti kenapa penulis mengungkapkan ini, Fakta apa?*”. GBI dan siswa membahas soal bersama-sama. Kemudian GBI menunjuk Surya yang duduk di belakang untuk menjawab soal no 2 sedangkan siswa lain diam dan memperhatikan LKS. Karena jawabannya salah, GBI kemudian memberikan jawabannya dan menerjemahkan pilihannya satu-per satu.
12. GBI kemudian melanjutkan no 3 dengan mendikte dan membahas soal selanjutnya sambil menerjemahkan. Namun, sebelum semua soal selesai dibahas bersama-sama, bel sekolah berbunyi. GBI menyuruh siswa tersebut untuk melanjutkan di rumah. GBI mengakhiri pertemuan pada hari itu.

Field Note 11

Hal : Wawancara siswa setelah Observasi

Hari, Tanggal : Senin, 22 Oktober 2012

Waktu : 09.55 – 10.15

Isi :

Pukul 09.55 setelah selesai mengajar GBI mempersilakan P untuk melakukan program selanjutnya. Kesempatan itu digunakan P untuk melakukan interview dengan beberapa siswa. P secara acak memilih empat siswa yang terdiri dari 2 siswa putra dan 2 siswa putri.

Pukul 10.15 bel tanda masuk berbunyi, P selesai melakukan interview dengan siswa dan kemudian menuju ruang guru untuk melakukan interview dengan GBI. Namun sesampainya di ruang guru, GBI belum bisa di interview karena memiliki jadwal mengajar penuh hari itu. GBI menawari P hari Rabu, 24 Oktober 2012 setelah uji soal pre-test. P menyetujuinya dan pulang.

Field Note 12

Hal : Uji soal pre-test (XI IPA 2) dan Interview GBI
Hari, Tanggal : Rabu, 24 Oktober 2012
Waktu : 06.40 – 09.00
Isi :

Pukul 06.40 P tiba di sekolah dan langsung menuju lobi sambil menunggu bel tanda masuk. Setelah bel tanda masuk berbunyi, P menuju ruang guru untuk bertemu dengan GBI dan oleh GBI, P dipersilakan untuk langsung menuju kelas XI IPA 2 untuk melaksanakan programnya dan GBI akan menyusul kemudian. Sekitar 10 menit P memberi salam, menyapa dan menyampaikan maksud kedatangannya untuk memberikan tes *reading comprehension*.

Pada pukul 07.18 siswa mulai mengerjakan soal *reading comprehension* dengan alokasi waktu 75 menit yang terdiri dari 40 soal pilihan ganda. P kemudian mengawasi siswa tersebut mengerjakan soal. Sekitar pukul 08.10 GBI tiba di kelas dan berbincang sebentar dengan P sambil meminta soal pre-test nya dan GBI kemudian masuk kelas untuk ikut mengawasi jalannya tes. Pukul 08.30 bel berbunyi dan siswa diberitahu masih memiliki waktu sekitar 2 menit. Pukul 08.37 P selesai mengumpulkan soal dan dipersilakan menuju ruang guru terlebih dahulu sementara GBI masih dikelas untuk menyampaikan beberapa hal kepada siswa.

Sekitar pukul 08.45 P bertemu dengan GBI dan bersiap melakukan interview. Namun ketika hendak interview suasana di ruang kurang begitu kondusif, P dan GBI menuju lobi. Namun di lobi juga ada beberapa guru dan staf yang sedang berbincang (ramai) sehingga lokasi dialihkan ke Lab. Bahasa. P dipersilakan menuju lab. bahasa terlebih dahulu sementara GBI mengambil kunci lab. tersebut. Sekitar pukul 09.00 interview dimulai.

Setelah interview selesai, P dan GBI berbincang cukup lama sekitar 30 menit. GBI berbagi pengalaman suka duka menjadi guru di SMA N 1 Prembun. GBI juga menginformasikan bahwa hari Sabtu, 27 Oktober 2012 sekolah hendak melakukan studi banding ke luar kota sehingga pada hari itu sekolah diliburkan. Hal ini menyebabkan pre-test yang rencananya dilakukan pada hari itu terpaksa diundur hingga pertemuan selanjutnya. Pukul 09.45 P selesai berbincang dengan GBI dan pulang.

Field Note 13

Hal : Pre-test (XI IPA 1)
Hari, Tanggal : Senin, 29 Oktober 2012
Waktu : 07.50 – 10.30
Isi :

Pukul 07.50 P tiba disekolah dan langsung menuju lobi sambil menunggu jadwal kelas XI IPA 1 di jam 3-4 (08.30-10.00). Sambil menunggu P mempersiapkan dan mengecek instrumen yang dibutuhkan.

Setelah bel berbunyi P langsung menuju kelas XI IPA 1. Selama 15 menit dan P menjelaskan maksud kedatangannya, mengatur tempat duduk mereka dan membagikan soal tes tersebut. Pukul 08.50 siswa mulai mengerjakan soal dan diberi waktu 65 menit. Saat mengawasi jalannya tes, G datang ke kelas dan ikut mengawasi siswa. Selesai melakukan pre-test, P menuju ruang guru tuk bertemu GBI dan pulang.

Field Note 14

Hal : Persiapan sebelum masuk kelas
Hari, Tanggal : Sabtu, 3 November 2012
Waktu : 11.40 – 12.15
Isi :

P tiba di sekolah pukul 11.40 dan langsung menuju lobi. Beberapa menit di lobi, P mendengar adzan dari musholla sekolah dan langsung menuju sekolah untuk menunaikan shalat. Selesai shalat P menuju ruang guru tuk bertemu GBI. Oleh GBI, P dipersilakan untuk langsung menuju kelas XI IPA 1 ketika bel berbunyi dan GBI akan menyusul kemudian.

Field Note 15

Hal : Meeting 1 Cycle I
Hari, Tanggal : Sabtu, 3 November 2012
Waktu : 12.15 – 13.45
Isi :

1. Pukul 12.15 setelah bel berbunyi G menuju ruang kelas XI IPA 1 yang merupakan laboratorium fisika. G masuk dan mengkonfirmasi apakah saat itu pelajaran Bahasa Inggris.
2. G menuju ruang guru, duduk dan meletakkan tas. Setelah itu G berdiri di depan kelas, menyapa siswa (*"Good afternoon everyone?"*) dan member

salam (*"How are you, today?"*). Secara serentak siswa menjawab sapaan dan salam dari G.

3. G kemudian mengecek kehadiran siswa apakah ada yang tidak masuk hari itu. Salah seorang siswa menjawab *"Nihil"*. Beberapa saat kemudian salah seorang siswa menanyakan tentang hasil tes di pertemuan sebelumnya dan G menjawab bahwa hasilnya masih disimpan dan belum bisa dibagikan.
4. G mulai masuk ke dalam materi dan secara singkat menyampaikan kegiatan apa yang akan dilakukan selama dua pelajaran tersebut. G kemudian bahwa teks yang akan dibahas adalah teks report dan dalam setiap pertemuan akan ada topik yang dibahas. *"In each meeting I'll give you a topic and it will be related to the report texts"*. G juga menyampaikan hal tersebut dalam Bahasa Indonesia.
5. Topik pada pertemuan saat itu adalah *animals*. G kemudian menulis kata *animals* di white board. Setelah itu G menunjukkan gambar sebagai tahap BKOF. Gambar tersebut berupa gambar binatang yang terbagi menjadi 2 grup yaitu gambar A dan gambar B.
6. *"When you see these pictures, what do you think?" "Apa yang ada dalam pikiran kalian?"*. Kemudian salah seorang siswa, Aji, menjawab *"forest man"* karena di dalam gambar tersebut ada gambar Orang Utan. G kemudian bahwa Bahasa Inggris untuk Orang Utan tetap Orang Utan. G kemudian menanyakan asal dari binatang-binatang tersebut. Beberapa dari mereka menjawab *"Sumatera"*. *"Okay they're from Indonesia."* Kemudian G membandingkan gambar A dengan gambar B, dan menanyakan perbedaannya kepada siswa. Selama beberapa menit siswa menjawab dengan berbagai macam jawaban, di antaranya hewan langka dan tidak, asli Indonesia dan bukan, dll. G juga memberikan pertanyaan untuk mengarahkan siswa ke teks yang akan dibahas.
7. Setelah selesai dengan BKOF, G kemudian masuk ke tahap MOT. Dalam tahap ini G memberi teks berjudul *Camels*. G kemudian membagikan teks tersebut kepada siswa. Selain itu G juga membagikan lembaran materi berisi *purpose, generic structure dan language features* dari teks *report*.
8. Setelah semua materi dibagikan, G menginstruksikan siswa untuk membaca teks tersebut. G bersama dengan siswa kemudian membahas *purpose, generic structure dan language features* dari teks *report*. Unsure-unsur tersebut dihubungkan dengan teks *Camels* yang telah dibagikan. Dalam pembahasan itu G menekankan pada *language features* yang dipakai yaitu tenses yang dipakai. G menjelaskan secara singkat bahwa dalam *simple present tense* terbagi menjadi dua yaitu bentuk nominal dan verbal. Dalam penjelasan itu G menggunakan kalimat-kalimat dari teks *report* sebagai contoh dan perbandingan.

9. Setelah itu G menginstruksikan salah seorang siswa untuk reading aloud teks tersebut dan memperhatikan pronunciation mereka. Reading aloud tersebut bergantian dengan siswa lain per paragraf. Pergantiannya dengan saling tunjuk, siswa putra menunjuk siswa putri dan sebaliknya. Selesai per paragraf G membaca teks tersebut dan membenarkan pronunciation mereka jika ada yang kurang tepat.
10. Selesai membahas teks Camels, G memberikan pertanyaan brainstorm sebelum masuk ke tahap JCOT (TPS). Pertanyaan tersebut masih berhubungan dengan binatang pada tahap BKOF yaitu tentang tempat hidup mereka/dimana biasanya siswa menemukan binatang-binatang tersebut. Beberapa siswa bersahutan menjawab “zoo” dan “forest”. G kemudian melanjutkan dengan memberi pertanyaan, tentang tempat hidup binatang dan lebih besar dari kebun binatang. Beberapa siswa menjawab “suaka margasatwa”, G kemudian memberikan gambaran bahwa tempat tersebut lebih besar dari kebun binatang dan lebih kecil dari suaka margasatwa. Salah seorang siswa, Westri, menjawab “taman safari”. “*Okay good, taman safari atau Safari Parks and we’re going to discuss a text entitled Safari Parks*”.
11. G kemudian membagi teks tersebut kepada siswa. Setelah itu G membagi mereka dalam pasangan-pasangan berdasarkan tempat duduk mereka yaitu depan-belakang. Suasana kelas menjadi ramai karena pengeturan tempat duduk yang agak susah di lab. Fisika dan beberapa siswa susah diatur. Ruang kelas terlihat padat.
12. Dalam pasangan siswa kemudian diinstruksikan untuk membaca teks tersebut dan kemudian menceritakan bacaannya dengan pasangannya.
13. Kegiatan sharing belum berjalan dengan efektif dan beberapa siswa masih terlihat diam. G sesekali berkeliling ke pasangan yang terlihat tidak aktif dan membantu mereka mengenai apa yang harus dilakukan.
14. G kemudian memberikan lembar soal mengenai teks tersebut dan dikerjakan dalam kelompok sambil terus berdiskusi. Beberapa pasangan terlihat lebih aktif. Akan tetapi ketika berkeliling mengamati kegiatan tersebut, ada salah satu pasangan yang belum aktif dan belum mengerjakan soal yang diberi. G kemudian memutuskan akan mengambil nilai tugas dari soal tersebut. Saat itu suasana kelas menjadi menjadi ramai dan gaduh karena mereka sibuk mengerjakan soal tersebut.
15. Selesai mengerjakan soal, G dan siswa menukar jawaban mereka dan kemudian membahas soal tersebut secara bersama dengan cara saling tunjuk per pertanyaan, melanjutkan giliran pada tahap sebelumnya.
16. Setelah kegiatan itu berakhir, G menginstruksikan siswa untuk duduk ke tempat sebelumnya dan membagi soal di tahap ICOT. Akan tetapi ketika

sedang mambagi soal bel tanda pulang berbunyi, maka G memutuskan soal tersebut sebagai PR dan dikumpulkan di pertemuan selanjutnya.

17. G kemudian secara singkat memberi simpulan terhadap materi pelajaran hari itu dengan bertanya kepada siswa dan dikuatkan oleh G. G mengakhiri pertemuan hari itu dan menginstruksikan ketua kelas untuk memimpin doa.
18. Setelah kelas berakhir P mewawancarai siswa dan GBI.

Field Note 16

Hal : **Persiapan sebelum masuk kelas**
Hari, Tanggal : **Senin, 5 November 2012**
Waktu : **07.40 – 08.30**
Isi :

P tiba di sekolah pukul 07.40, P berangkat lebih awal untuk mengantisipasi jam pelajaran dimajukan karena saat itu sedang gerimis dan kemungkinan tidak ada upacara. Setiba disekolah ternyata jam pelajaran normal dan P langsung menuju pos satpam sambil menunggu jam pelajaran dimulai.

Field Note 17

Hal : **Meeting 2 Cycle 1**
Hari, Tanggal : **Senin, 5 November 2012**
Waktu : **08.30 – 10.00**
Isi :

1. G menuju ruang kelas XI IPA 1 ketika bel berbunyi. Kelas terdengar gaduh karena beberapa siswa sedang mengerjakan tugas Biologi.
2. G menuju meja guru dan meletakkan tas. G kemudian berdiri di depan kelas menginstruksikan mereka untuk menyimpan tugas Biologi terlebih dahulu karena saat itu pelajaran Bahasa Inggris. Siswa Nampak sibuk buku mereka ke dalam laci.
3. Setelah suasana mulai tenang, G memberi salam dan menyapa mereka. Setelah itu G menanyakan kehadiran siswa apakah ada yang tidak masuk hari itu.
4. G kemudian mulai masuk ke dalam materi dengan menjelaskan bahwa topic yang akan dibahas saat itu berbeda dengan pertemuan sebelumnya. Ketika menjelaskan hal tersebut, G teringat bahwa siswa memiliki PR dan menginstruksikan siswa untuk mengumpulkan PR mereka.
5. G kemudian melanjutkan membahas topik yang akan dibahas dengan menuliskan *topic* tersebut di *white board*. Topik saat itu adalah *City*. Setelah itu G mulai masuk ke tahap BKOF dengan menunjukkan beberapa gambar

yang terbagi menjadi gambar A, B, dan C. Gambar tersebut berupa landmarks dari kota Kebumen (A), Yogyakarta (B) dan Jakarta (C).

6. *“There are picture A, picture B and picture C, Firstly I show you the picture A, okay what is it?” “Ada yang tahu?”*. Beberapa siswa nampak diam dan berfikir. Kemudian P menunjuk salah seorang siswa dan bertanya *“Where do you come from?”*, *“kebumen”* jawab siswa tersebut. G menjelaskan sebagai orang kebumen mestinya tahu. Sambil bercanda *“Nek ora ngerti mesti ra tau dolan nang kota kiye”*, kelas menjadi ramai dengan tawa para siswa. Setelah itu beberapa siswa menjawab *“Tugu Lawet”*. Selanjutnya G menunjukkan gambar B dan C dan meminta pendapat mereka. G juga bertanya tentang fungsi dari bangunan-bangunan tersebut. Beberapa siswa menjawab dengan jawaban yang bervariasi.
7. Untuk mengarahkan kepada teks yang hendak dibahas G memberi pertanyaan mengenai nama bangunan tersebut secara umum. Beberapa siswa menjawab *“tugu, monument*. Kemudian G memberikan contoh bangunan lain yang tidak berbentuk monument dan kembali menanyakan nama bangunan tersebut. Siswa terlihat diam, berfikir dan tidak bisa menjawab. G kemudian menyebutkan bahwa nama bangunan itu disebut landmarks dan menjelaskan apa itu landmarks secara singkat. *“And today we are going to discuss a text entitled landmarks.”* G kemudian membagi teks tersebut kepada siswa.
8. Sebelum membahas teks itu lebih jauh, G memberikan ilustrasi jika ada banyak bangunan di dunia ini dan kemudian ada data mengenai tinggi, tahun pembuatan, asal Negara dan siswa disuruh mencari tahun pembuatan menara Eiffel secara cepat, apa yang akan mereka lakukan. Seorang siswa, Bangkit, menjawab *“Find the word Eiffel. “Okay good”*, G membalasnya. Kemudian bertanya cara tersebut disebut apa, salah seorang siswa menjawab *scanning*. G kemudian membagikan matri mengenai scanning dan skimming kepada siswa. G menjelaskan lebih lanjut mengenai scanning kepada siswa. Selain itu G juga menjelaskan tentang skimming dan perbedaanya dengan scanning.
9. Selesai membahas itu G memberikan latihan tentang scanning dan skimming kemudian menjawab dan membahasnya secara singkat.
10. Selesai membahas scanning dan skimming, G melanjutkan membahas teks landmarks dan menginstruksikan mereka tuk membacanya. Bersama siswa secara singkat G membahas tentang *purpose, generic structure dan language features* dari teks tersebut. Selain itu G juga bertanya apakah ada kata-kata yang sulit dari teks tersebut. Selesai dengan kata-kata sulit G menginstruksikan salah seorang siswa untuk menjawab soal secara singkat dengan skill yang telah diajarkan. Soal selanjutnya dijawab dengan cara saling tunjuk seperti pada pertemuan sebelumnya.

11. Untuk masuk ke tahap JCOT (TPS), gambaran tentang kota Jakarta dan menanyakan kota apakah Jakarta itu. Salah seorang siswa menjawab “*Metropolitan*”. G melanjutkan ilustrasinya bahwa ada jenis kota lain di dunia yang seperti metropolitan dan berpengaruh di dunia. Siswa berfikir dan berdiskusi dengan temannya, namun tidak ada jawaban yang muncul. G kemudian menjelaskan bahwa kota tersebut disebut Global City. “*And now we are going to discuss that text.*”
12. G kemudian membagikan teks tersebut kepada siswa. Setelah itu G menempel daftar nama pairs yang telah dibuat di white board. G menentukan pasangan tersebut berdasarkan tempat duduk mereka di sampingnya. Setelah itu G member nama pasangan tersebut berdasarkan nama yang telah dibuat. G juga mengatur tempat duduk mereka dengan cara membagi empat orang dalam satu meja tuk duduk berpasangan, tidak berhadapan namun membentuk sudut 90 derajat.
13. Dalam pasangan tersebut, G menginstruksikan mereka untuk membaca teks tersebut berdiskusi, bertukar pikiran mengenai apa yang mereka baca. Suasana kelas menjadi ramai dengan diskusi yang mereka lakukan. Sambil berkeliling ke pasangan G bertanya apakah ada kata-kata yang sulit. Beberapa siswa bertanya banyak kosakata sulit. Saat kegiatan itu berlangsung G menginstruksikan mereka untuk membagi teks tersebut menjadi dua, orang pertama menjelaskan paruh pertama dan orang kedua sisanya (tetap berdiskusi). G juga menjeaskan bahwa cara menceritakannya tidak dengan menerjemahkan kalimat per kalimat namun dengan menceritakan inti dari tiap paragraf. Suasana kelas menjadi semakin ramai dan aktif dengan diskusi dan G berkeliling ke pasangan-pasanagn jika ada yang kurang aktif dan mengalami kesulitan.
14. Pada saat mereka berdiskusi G memberikan pertanyaan pada selembur kerts dengan font besar dengan cara menunjukannya pada siswa. Siswa kemudian menjawab soal tersebut dalam kelompok. Kelas kembali ramai dengan diskusi. G kemudian menempel soal tersebut di white board. Kemudian G menunjukkan soal kedua dengan cara yang sama, hingga soal terakhir.
15. Selesai mengerjakan soal, G menyuruh mereka untuk membahas dola bersama-sama dengan menukarnya. Akan tetapi ketika hendak membahas itu bel berbunyi dan siswa mengumpulkan tugas yang telah dikerjakan.
16. Tahap ICOT tidak bisa dilakukan sesuai rencana dan G mengakhiri kelas tersebut dengan memberikan simpulan secara singkat.
17. Setelah kelas berakhir P mewawancarai siswa dan GBI

Field Note 18**Hal** : **Persiapan sebelum masuk kelas****Hari, Tanggal** : **Sabtu, 10 November 2012****Waktu** : **11.40 – 12.15****Isi** :

P tiba di sekolah pukul 11.40. Sesampainya tiba di sekolah, P menuju ke lobi sambil menunggu adzan Dhuhur dan mengecek materi dan perlengkapan untuk mengajar. Sekitar pukul 12.10, P selesai shalat dan langsung menuju ruang guru. Oleh GBI, P dipersilakan untuk langsung menuju kelas ketika bel berbunyi dan GBI akan menyusul kemudian.

Field Note 19**Hal** : **Meeting 3 Cycle 1****Hari, Tanggal** : **Sabtu, 10 November 2012****Waktu** : **12.15 – 13.45****Isi** :

1. Pukul 12.15 setelah bel berbunyi G menuju kelas XI IPA 1. G menuju meja guru dan meletakkan tas kemudian berdiri di depan kelas. Saat itu ruang kelas masih sepi karena sebagian siswa putra masih istirahat/menjalankan shalat di mushalla. G menunggu hingga beberapa siswa masuk kelas. G kemudian menyapa, memberi salam dan mengecek kehadiran siswa. Hari itu ada dua siswa yang tidak hadir yaitu Subur Gunawan dan Eka Dwi S. karena mewakili sekolah di Kabupaten.
2. Setelah semua siswa masuk kelas, G melanjutkan dengan masuk ke dalam materi. G memperkenalkan topic yang akan dibahas hari itu yaitu Ceremony. G menuliskan topic tersebut di white board. G kemudian menunjukkan gambar kepada siswa sebagai tahap BKOF. Gambar tersebut berupa gambar orang berkumpul dalam acara "Nyadran".
3. G menunjukkan gambar dan meminta siswa untuk menebak gambar apa itu. Beberapa siswa menjawab "Sekaten", namun kemudian ada seorang siswa menjawab "Nyadran" karena melihat ada tulisan di gambar tersebut yang ditekuk. Setelah mengetahui itu gambar upacara nyadran, G bertanya kepada siswa apa makna dari upacara nyadran. G kemudian menunjuk siswa yang menjawab tadi, Mar'atun, dan member pertanyaan, "*What is the purpose of this ceremony?*" Dia menjawab, "*Biasanya dilakukan ketika memulai atau megakhiri menanam padi.*" G melanjutkan, "*Wujud dari apa biasanya kalau seperti itu?*" Secara serentak siswa menjawab "*Syukur*". "*Okay good, It is a ceremony to say thanks to the God and today the texts are related to nyadran.*"

4. G kemudian melanjutkan dengan membagi teks yang berjudul Gawai Dayak kepada siswa. Sebelum membahas soal tersebut lebih lanjut G memberikan materi tentang pronoun dan cara mencari referent dalam sebuah teks. G membagi materi tersebut dan kemudian menjelaskannya kepada siswa. Untuk lebih memahami materi tersebut G memberikan soal. Sambil mengerjakan soal, G membagikan kertas undian untuk menentukan pasangan dalam kegiatan TPS. G juga menempelkan daftar nama pairs yang telah dibuat di white board.
5. Setelah siswa selesai mengerjakan soal, G menunjuk salah seorang siswa untuk menjawab. Karena saat itu hari pahlawan maka G memilih no sepuluh untuk menjawab soal kedua (soal pertama sudah dikerjakan sebagai contoh). G bertanya, *“Okay what’s your name?”*, dan dijawab *“Fitri”*, G melanjutkan *“No, name of your pair?”* Siswa menjawab, *“Amoeba 1”*. G kemudian menerangkan *“Okay Fitri is Amoeba 1, later Amoeba 2 will be Fitri’s partner. Nanti Amoeba 2 akan menjadi pasangannya Fitri jadi ingat itu.”* Amoeba 1 kemudian menjawab soal no 2. Selesai menjawab, Amoeba 1 menunjuk nama lain untuk menjawab no selanjutnya. Fitri kemudian memilih Orang Utan 1, saat itu suasana kelas menjadi meriah karena saling tunjuk dan mereka menemukan pasangan masing-masing. Saling tunjuk berlanjut hingga siswa menjawab no yang terakhir.
6. Setelah itu G kembali membahas teks Gawai Dayak dan menginstruksikan siswa untuk membaca teks tersebut. G juga membahas kata-kata sulit yang ditemukan siswa. G kemudian memberikan soal dengan menunjukkan soal tersebut dalam lembaran kertas. Secara cepat siswa menjawab soal tersebut. Soal itu lalu ditempel di white board. Begitu seterusnya dan G membahas soal tersebut dengan siswa.
7. Selesai dengan teks Gawai Dayak, G kemudian memberikan pertanyaan sebelum masuk ke tahap JCOT. G bertanya mengenai upacara yang sama seperti Nyadran dan Gawai Dayak namun diselenggarakan di Amerika. Beberapa siswa menjawab, *“Haloween” “Valentine”*, dll. Kemudian ada salah seorang siswa, Westri, yang menjawab *“Thanksgiving”*. Karena jawabannya benar, G menginstruksikan untuk memberi applause kepada Westri. Selain itu G memberi sebuah stiker sebagai reward kepada Westri. Westri kemudian maju ke depan kelas untuk memilih stikernya. G juga memberi tahu bahwa masih banyak stiker yang akan dibagikan.
8. G kemudian melanjutkan dengan membagikan teks *Thanksgiving* kepada siswa. Setelah itu G menginstruksikan siswa untuk mencari pasangannya. Kelas nampak ramai dengan perpindahan siswa, dan G mengatur posisi duduk mereka supaya rapi.

9. Ketika siswa sudah berada dalam pasangannya, G menginstruksikan siswa untuk membaca teks tersebut dan menceritakan apa yang mereka baca dengan pasangannya. Kelas menjadi ramai dengan aktifitas diskusi. Saat itu G juga membahas kata-kata sulit.
10. P kemudian meminta salah seorang siswa untuk menceritakan separuh dari teks tersebut kepada seluruh kelas. Karena saat itu bertepatan dengan hari Pahlawan, G meminta seorang siswa untuk berani menjadi sukarelawan seperti para pahlawan dan akan diberi penghargaan dengan tiga stiker. Kemudian salah seorang siswa, Bangkit, mengajukan diri untuk menjadi volunteer dan menceritakan apa yang sudah dia baca di depan kelas. Atas keberaniannya Bangkit mendapatkan tiga stiker. Untuk separuh yang kedua teks, G “menantang” siswa lain untuk berani maju ke depan. Kemudian Aji, maju untuk menceritakan sisanya di depan kelas. Meski tidak selancar Bangkit, Aji tetap mendapat tiga stiker dan applause atas keberaniannya.
11. Selesai dengan hal tersebut, G memberikan soal pada selambar kertas dan menunjukkannya kepada siswa. Sambil berdiskusi, siswa menjawab soal bersama pasangannya. G kemudian menempel soal tersebut di white board dan menunjukkan soal selanjutnya. Begitu seterusnya hingga soal terakhir. G dan siswa kemudian membahas jawaban soal tersebut bersama-sama.
12. Selesai dengan TPS, siswa kembali ke tempat duduk masing masing dan diberi soal untuk dikerjakan secara mandiri. Pada saat itu terjadi keterlambatan jam yang dipasang di kelas dan mengira waktu masih cukup. Akan tetapi siswa tetap mengerjakan soal hingga selesai meskipun bel sudah berbunyi. G kemudian menginstruksikan mereka untuk mengumpulkan jawabannya.
13. Secara singkat G menyimpulkan pelajaran hari itu dan menginstruksikan ketua kelas untuk memimpin doa sebelum pulang. Setelah kelas berakhir, P mewancarai siswa dan GBI.

Field Note 20

Hal : **Persiapan sebelum masuk kelas**

Hari, Tanggal : **Senin, 12 November 2012**

Waktu : **08.10 – 08.30**

Isi :

P tiba di sekolah pukul 08.10 dan langsung menuju pos satpam sambil menunggu jam pelajaran dimulai. Sambil menunggu P pergi ke rental computer untuk mencetak stiker namun tidak bisa. Setelah bel tanda masuk P menuju ruang guru tuk bertmu GBI. Oleh GBI, P dipersilakan tuk langsung masuk kelas.

Field Note 21

Hal : Meeting 1 Cycle II
Hari, Tanggal : Senin, 12 November 2012
Waktu : 08.30 – 10.00

Isi :

1. G menuju ruang kelas XI IPA 1 dan kelas Nampak gaduh karena beberapa siswa sedang mengerjakan tugas biologi.
2. G menuju meja guru dan meletakkan tas dan berdiri di depan kelas mengatur mereka untuk menyimpan tugasnya terlebih dahulu karena saat itu pelajaran Bahasa Inggris. Setelah suasana tenang, P member salam dan menyapa mereka. G juga mengecek kehadiran siswa.
3. G kemudian mulai masuk ke dalam materi dan menyampaikan bahwa teks yang dibahas adalah narrative. G menjelaskan bahwa dalam narrative tidak akan membagi teks dalam bentuk topic tetapi akan membaginya dalam tema dan moral value. Tema dan moral value tersebut belum disampaikan. G hanya menulis theme dan moral value dengan tanda tanya di white board.
4. G kemudian masuk ke tahap BKOF dengan menunjukkan beberapa gambar. Gambar tersebut (A, B dan C) adalah contoh gambar ilustrasi dari teks narrative. G kemudian melanjutkan dengan bertanya kepada para siswa tiap gambar tersebut dan menyebutkan cerita apa yang ada dalam ilustrasi. Siswa menjawab dengan jawaban beragam pada tiap-tiap gambar. Setelah itu G menunjuk salah seorang siswa, Westri, untuk menceritakan secara singkat ilustrasi pada gambar A (*Snow White*).
5. G kemudian menjelaskan bahwa ketika membaca teks narrative ada moral value yang bisa didapat seperti pada cerita Putri Salju. Untuk mencari tahu tema dan moral value apa pada teks yang akan dibahas, G membagikan teks berjudul *The Four Friends* kepada siswa. Selain itu G juga membagikan lembar materi tentang *purpose, generic structure, dan language features* dari teks narrative.
6. G kemudian membahas materi *purpose, generic structure, dan language features* bersama siswa dengan menggunakan teks narrative sebagai contoh. G menekankan pembahasan pada tenses pada narrative dan membandingkannya dengan teks sebelumnya. Selain itu G juga membagikan materi topic dan main idea kepada siswa. G menjelaskan materi tersebut.
7. G kemudian menginstruksikan siswa untuk membaca teks tersebut. Ketika siswa membaca G membahas kata-kata sulit yang ditemukan siswa sambil membagikan undian. Setelah itu G memberikan latihan soal tentang generic structure report text dan topic-main idea dengan menunjukkan soal tersebut pada selembur kertas. P dan siswa jawaban secara bersama-sama.

8. Sebelum masuk ke tahap JCOT, G memberi pertanyaan dengan meminta simpulan mengenai tema dan moral value dari teks pertama. “*What is the moral value of this text?*”, “*Moral value dari ini apa?*” “*Oke topiknya apa dulu?*” Beberapa siswa menjawab dengan jawaban bervariasi “*persahabatan*”, “*tolong menolong*”, “*pertemanan*”. G kemudian menjelaskan bahwa teks selanjutnya masih tentang persahabatan, seperti apa ceritanya G membagikan teks *Fur and Feathers* untuk mengetahuinya.
9. G kemudian menginstruksikan siswa untuk menuju pasangannya berdasarkan lotre yang telah dibagikan. Suasana kelas pun menjadi ramai dengan perpindahan siswa.
10. Dalam pasangan G menginstruksikan siswa untuk membaca teks tersebut dan menceritakan bacaannya dengan pasangannya. Sambil berkeliling G membahas kata-kata sulit jika siswa menemukannya. G kemudian memberikan daftar table berisi bagian-bagian pada teks narrative. Tabel tersebut harus di isi siswa dengan adu cepat dan jawabannya ditempel di white board. Dalam adu cepat itu G akan memilih tiga peringkat terbaik dan memberi hadiah stiker pada pasangan tersebut. Peringkat pertama mendapat 10 stiker, peringkat kedua 6 stiker dan ketiga 4 stiker. Bagi siswa diluar tiga besar akan mendapatkan hukuman, saat itu hukumannya belum diberitahukan.
11. Setelah beberapa menit, ada 3 pasangan yang menempelkan jawabannya di white board. Ketiga pasangan tersebut kemudian membaca jawaban mereka di depan kelas dan membahasnya bersama-sama. G kemudian memberikan hukuman bagi pasangan lain untuk mencari 10 verb dari teks *Fur and Feathers* dan menuliskan bentuk V1, V2 dan V3 dari kata kerja tersebut. Hukuman ini dikumpulkan di pertemuan selanjutnya.
12. G kemudian menginstruksikan siswa tuk kembali ke tempat duduk semula. Saat itu bel berbunyi dan P tidak bisa melanjutkan ke tahap ICOT. G kemudian menyimpulkan pelajaran pada hari itu bersama dengan siswa dan menuliskan tema dan moral value yang tadi belum terisi di white board. G mengakhiri pelajaran pada hari itu. Setelah itu P mewancarai siswa dan GBI.

Field Note 22

Hal : Persiapan sebelum masuk kelas
Hari, Tanggal : Sabtu, 17 November 2012
Waktu : 11.45 – 12.15
Isi :

P tiba di sekolah pukul 11.45 bersama dengan D. D bertugas mendokumentasikan kegiatan pada hari itu. P dan D kemudian menuju lobi. Setelah adzan berkumandang P menuju mushalla dan D tetap di lobi. Sekitar

pukul 12.10 setelah P shalat, P dan D menuju ruangan guru untuk memperkenalkan D dan tugasnya. P dan D dipersilakan untuk langsung menuju ruang kelas setelah bel berbunyi.

Field Note 23

Hal : Meeting 2 Cycle II
Hari, Tanggal : Sabtu, 17 November 2012
Waktu : 12.15 – 13.45
Isi :

1. Setelah bel berbunyi G menuju ruang kelas XI IPA 1. Saat itu kelas nampak ramai karena siswa puteri sedang mengerjakan tugas elektro. G kemudian menginstruksikan mereka untuk menyimpan tuugasnya terlebih dahulu dan kembali ke tempat duduk masing-masing. Setelah itu G memperkenalkan D yang akan bertugas mendokumentasikan kegiatan pada hari itu.
2. G kemudian menuju meja guru dan meletakkan tas. Saat itu ada beberapa siswa putra yang baru masuk kelas dan langsung menuju tempat duduk masing-masing. Sambil menunggu siswa putra lain yang belum hadir, G meminta mereka mengumpulkan tugas punishment yang pada pertemuan sebelumnya. G juga membagikan stiker untuk peringkat 3 terbaik.
3. Ketika semua siswa masuk kelas G mulai masuk ke dalam materi dengan menuliskan kata Narrative, Theme dan Moral Value. Theme dan moral value masih dalam bentuk tanda tanya.
4. Untuk mulai masuk ke tahap BKOF, G menunjukkan beberapa gambar. Gambar tersebut terdiri dari gambar A, B, dan C. Gambar A adalah gambar sekelompok anak perempuan, Gambar B sekelompok anak laki-laki dan gambar C kucing dan anak ayam. Dari ketiga gambar tersebut siswa diinstruksikan untuk menebak cerita apa jika gambar tersebut adalah ilustrasi dari sebuah teks narrative. Siswa menjawab dengan variatif.
5. “*Originally the pictures are related to the friendship, persahabatan, seperti pada pertemuan sebelumnya*” G kemudian menjelaskan alasan mereka menebak gambar itu karena siswa akan diberi materi *previewing* dan *predicting*. G kemudian membagikan materi tersebut dan menjelaskannya. Untuk menguji kemampuan siswa, G memberikan latihan kepada siswa. G juga membagikan lotre. Dalam latihan tersebut siswa diminta untuk memprediksi segala hal tentang gambar (*Damon, Phytias and Test of Friendship*) dan gambar tersebut akan diceritakan di tahap berikutnya. G dan siswa membahas prediksinya bersama-sama.
6. G kemudian membaikan teks *Lion and Androcles* dan menginstruksikan siswa untuk membacanya. G membahas kata-kata sulit ketika siswa menemukannya

dan membahas generic structure teks tersebut secara singkat. G kemudian memberikan tugas yaitu untuk menebak akhir dari cerita yang mereka baca. Bagi siswa yang mampu menebak dengan benar akan diberi reward yaitu antara stiker atau kredit poin. Salah seorang siswa kemudian menjawabnya dan mendapatkan kredit poin sebagai reward. G kemudian membagi lembaran yang berisi sisa cerita yang belum selesai.

7. Berdasarkan gambar (*Damon, Pythias and Test of Friendship*), G menanyakan prediksi yang mereka simpan di tahap MOT. G kemudian menyuruh mereka untuk berpindah dalam pasangan sesuai lotre yang telah dibagi. Dalam pasangan tersebut G membagikan teks yang berjudul *Damon, Pythias and Test of Friendship* dan mencocokkan prediksi mereka dengan teks aslinya. Dalam pasangan tersebut siswa juga membaca dan membagi cerita kepada pasangannya. Sambil mengamati kegiatan siswa G membahas kata-kata sulit.
8. G kemudian meminta volunteer dari siswa untuk menceritakan apa yang mereka baca kepada seluruh kelas dan akan mendapatkan kredit poin 0,5 sebagai reward. Salah seorang siswa, Westri, mengajukan diri sebagai volunteer dan menceritakan setengah dari teks tersebut kepada seluruh kelas. G kemudian memberikan kesempatan kepada siswa lain untuk menceritakan sisanya. Kemudian Nuris mengajukan diri sebagai volunteer dan mendapatkan reward poin atas kesediannya.
9. P kemudian memberikan soal dengan cara menunjukkannya dalam selembar kertas dan siswa diinstruksikan untuk menjawab soal tersebut bersama pasangannya. Soal tersebut ditempel di white board dan sterusnya hingga soal terakhir. G dan siswa kemudian membahas soal-soal tersebut bersama-sama. Siswa yang bersedia menjawab soal tersebut benar atau salah mendapatkan 0,3 poin sebagai reward.
10. Selesai membahas soal G menginstruksikan mereka untuk kembali ke bangkunya masing-masing dan diberi lembar soal berupa pertanyaan benar-salah. Selesai dikerjakan soal tersebut kemudian dikumpulkan kepada G.
11. G mengakhiri pertemuan hari itu dengan membuat simpulan dan menuliskan simpulannya di white board. Kelas diakhiri dengan berdoa yang dipimpin ketua kelas.

Field Note 24

Hal : Post-test
Hari, Tanggal : Senin, 19 November 2012
Waktu : 12.15 – 13.45
Isi :

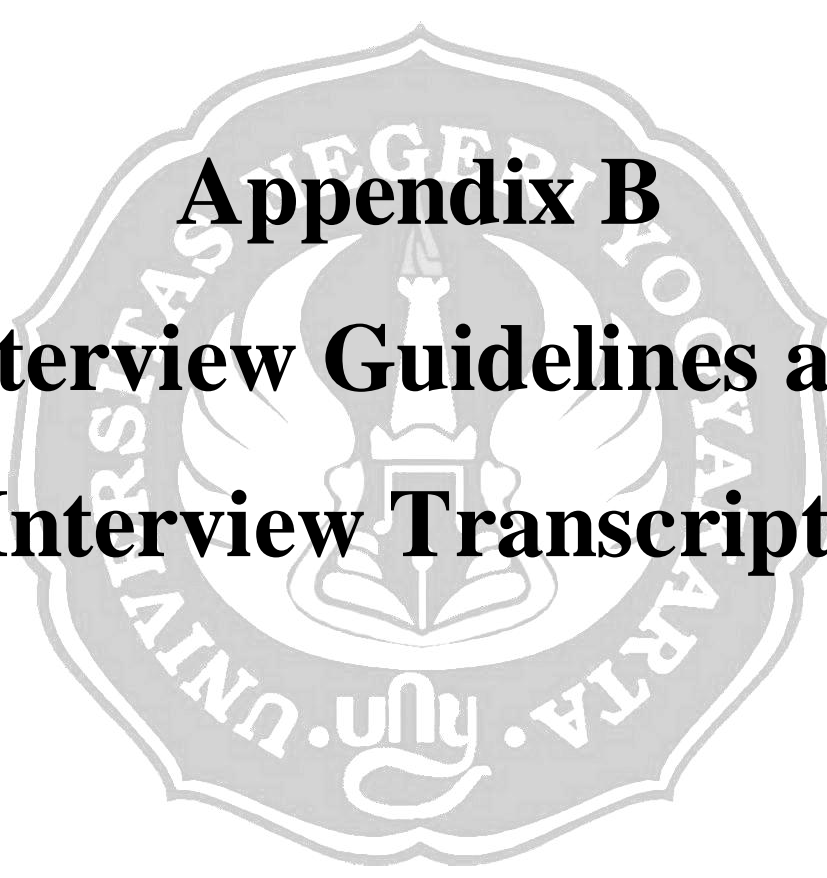
Pukul 08.20 P tiba di sekolah dan langsung menuju pos satpam sambil menunggu jam pelajaran dimulai. Saat bel berbunyi P langsung menuju ruang kelas XI IPA 1 dan menjelaskan pada saat itu tidak ada pelajaran dan hanya ada *comprehension test*. Sebelum memulai post-test P mengatur tempat duduk siswa. Selanjutnya P membagi lembar soal dan lembar jawab sambil menjelaskan petunjuk dan tata tertib tes. Sekitar pukul 08.45 tes dimulai dengan alokasi waktu 65 menit. P dibantu GBI yang datang ke ruang kelas kemudian mengawasi jalannya tes. Setelah berakhir P mengumpulkan lembar jawab siswa.

Sisa waktu yang ada digunakan P untuk menyampaikan beberapa kata patah kata sebagai ucapan terima kasih, permohonan maaf dan meminta saran dan masukannya untuk P. Beberapa menit setelah jam istirahat berbunyi P selesai mengucapkan kata perpisahan dan menuju ruang guru.

Field Note 25

Hal : Perpisahan dan mengurus surat keterangan
Hari, Tanggal : Senin, 19 November 2012
Waktu : 12.15 – 13.45
Isi :

Sekitar pukul 10.30 P bertemu GBI di ruang guru untuk menyampaikan ucapan terima kasih dan permohonan maaf apabila selama melakukan penelitian ada hal-hal yang tidak berkenan di depan GBI. Selesai menyampaikan kata-kata perpisahan P langsung menuju TU untuk menyampaikan ucapan terima kasih kepada Kepala Sekolah dan TU. Pada saat itu KS sedang tidak di sekolah dan langsung mengurus surat keterangan bahwa P telah melakukan penelitian di SMA N 1 Prembun. Selama pembuatan P menunggu di lobi sekolah. Sekitar 15 menit kemudian salah seorang petugas TU memberikan surat keterangan yang telah dibuat.



Appendix B
Interview Guidelines and
Interview Transcripts

Interview Guidelines

For English Teacher

Before the implementation

1. Menurut Ibu bagaimana proses pembelajaran Bahasa Inggris di kelas XI?
2. Apa kendala yang sering Ibu hadapi dalam proses belajar mengajar?
3. Kemampuan Bahasa Inggris apa yang menjadi prioritas? Kenapa?
4. Bagaimana pengajaran *reading* dalam Bahasa Inggris?
5. Bagaimana kemampuan *reading comprehension* siswa di kelas yang Ibu ajar?
6. Bagaimana kemampuan *reading comprehension* siswa pada teks *report* dan *narrative*?
7. Apa kendala mereka saat pelajaran *reading comprehension*? Bagaimana mengatasinya?

After the implementation

1. Menurut Ibu, bagaimana proses pembelajaran Bahasa Inggris di kelas XI IPA dengan menggunakan teknik TPS?
2. Menurut Ibu bagaimana interaksi antar siswa dengan menggunakan TPS?
3. Apakah Ibu mempunyai saran untuk proses pembelajaran selanjutnya?

For Students

Before the implementation

1. Apakah kamu suka dengan pelajaran Bahasa Inggris? Kenapa?
2. Bagaimana dengan *reading*, apakah kalian suka?
3. Apakah kamu menemui kendala saat memahami bacaan?
4. Apa kendala kamu saat memahami sebuah bacaan?
5. Apakah kamu suka berdiskusi dengan temanmu?

After the implementation

1. Bagaimana pendapat kamu tentang pelajaran Bahasa Inggris hari ini?
2. Bagaimana pendapat kamu tentang TPS?
3. Apakah kamu lebih memahami bacaan dengan TPS?
4. Apakah kamu senang dengan pengajaran menggunakan teknik TPS?
5. Menurut kamu, apa yang kurang dalam penerapan TPS tadi?
6. Apakah kalian termotivasi untuk lebih memahami bacaan dengan menggunakan teknik TPS?

Interview 1

Hal : **Intervie w Sis wa-Observasi**
Hari, Tanggal : **Senin, 22 Oktober 2012**
Waktu : **09.55 – 10.15 WIB**
Tempat : **XI IPA 1**

- P : Dengan siapa? Mas siapa?
S : Eko Budi Prasetyo
P : Dari pituruh tadi ya? Oke, suka bahasa inggris gak?
S : Sedikit
P : Sedikit, alasannya kenapa?
(S agak gugup)
P : Gak pa2 jawab aja
S : Karena ada asiknya dan nggak, nggak minatnya gak bisa
P : Oke, kalau paling susah itu ngapain . maksudnya kalau bahasa inggris itu paling susah ngapain?
S : Mengartikan
P : Mengartikan, apa berarti sering mengartikan gtu pas pelajaran atau bagaimana?
S : Ya sering mengartikan
P : Sering mengartikan gtu. Oke. Berarti kalau mengartikan itu di reading ya?
Kebanyakan di reading gtu, mengartikan
Suka reading? Suka membaca-baca buku atau apa gtu?
S : Gak suka
P : Gak suka. Kenapa?
S : Males aja *(sambil tertawa kecil)*
P : Bahasa Indonesia misalnya, gak harus bahasa inggris?
S : Gak.
P : Gak suka juga. Oke. Di reading itu kan memahami bacaan, susahya dimana?
S : Mengartikan
P : Mengartikan tadi itu ya. Selain mengartikan?
S : Kurang kosakata
P : Bukannya kalau mengartikan itu tahu kosa kata ini, itu, gak efektif atau gimana?
S : Sering lupa
P : hmm, oke. kalau diskusi dengan teman itu misalnya baca teks trus dengan teman sebangku misalnya ini gimana maksudnya, pernah gak?
S : Gak
P : Berarti cuma sendiri, baca teks sendiri gtu?
S : Iya
P : Gak tanya temenmu ini gimana, artinya gimana?
S : Kadang ya tanya
P : Kalau keseluruhan teks itu, tanya maksudnya gimana, pernah gak?
S : Jarang

P : Jarang. Oke terima kasih.

Interview 2

Hal : **Interview Siswa-Observasi**

Hari, Tanggal : **Senin, 22 Oktober 2012**

Waktu : **09.55 – 10.15 WIB**

Tempat : **XI IPA 1**

P : Dengan siapa?

S : Nuris Asmaul Ma'shumah

P : Siapa?

P : Nuris Asmaul Ma'shumah

P : Panggilannya?

S : Nuris

P : Nuris. Oke, suka bahasa Inggris gak?

S : Suka

P : Alasannya

S : Eee bahasa Internasional *mbok (sambil tertawa)*

P : Iya, terus selain itu?

S : Yaaaa, kayaknya menghibur aja, unik bahasanya.

P : Oh unik, uniknya?

S : Hmm. *##^##* (R tidak begitu mendengar S mengatakan apa)*

P : Oke, *good*. Hmm bentar. Suka baca, reading maksudnya?

S : Suka

P : Suka, biasanya yang suka itu... bahasa Inggris suka juga nggak? Maksudnya bacaan bahasa Inggris gitu.

S : Yang narrative suka.

P : Berarti yang cerita-cerita itu ya, Alasannya kenapa?

S : Alasannya ya selain suka bahasa Inggris juga menghibur, Khan termasuk cerita.

P : Oh cerita.

S : Ya kalau *mudeng*, kalau gak *mudeng* ya... *(sambil tertawa)*

P : Oke, pernah kesusahan gak pas reading? Pas baca bacaan itu, susah, pernah gak?

S : Pernah

P : Susahnya dimana?

S : Kalau kata-kata sulit itu misalnya yang pake *EX* itu kan.

P : *EX*?

S : Ya misalnya terlalu sulit gak *familiar* dengan bahasa Indonesia. Kalau misalnya *read* itu kan biasa, tapi kalau yang sulit ya sulit.

P : Oya. Biasanya kalau udah sulit itu kamu cari sendiri di kamus atau tanya teman.

S : Kalau penasaran ya cari di kamus, kalau gak ada ya tanya.

P : Selain vocab, susahnya dimana?

S : Kalau yang bacaan narrative?

- P : Ya semua teks.
 S : Oh semua teks. pertama si baca dulu, klau kayaknya gak *mudeng* gitu, misalnya isi dari itu apa.
 P : Oh misalnya ada yang tersirat itu ya. Oya oke sip. Suka diskusi gak dengan temenmu?
 S : Menganai bahasa inggris?
 P : Iya bahasa inggris.
 S : Ya itu kalau gak tahu ya diskusi.
 P : Diskusi. Contohnya kalau diskusi itu cuma diskusi isinya, keseluruhan atau gimana?
 S : Kalau pas bareng-bareng itu ya secara keseluruhan tukar pikiran, pendapat menurutmu gimana?
 P : Oh gitu, oke. Kenapa kok itu, maksudnya lebih suka diskusi?
 S : Lebih enak aja, kan kadang sepaham pikiranya.
 P : Oh maksudnya menyatukan pikiran, maksud ceritanya gini.
 S : He em
 P : Oke, saya kira cukup. Terima kasih.

Interview 3

- Hal** : Interview Siswa-Observasi
Hari, Tanggal : Senin, 22 Oktober 2012
Waktu : 09.55 – 10.15 WIB
Tempat : XI IPA 1

- P : Dengan siapa?
 S : Sigit Ardiansyah
 P : Sigit Ardiansyah. Oke, pertanyaannya.. Suka Bahasa Inggris gak?
 S : Lumayan
 P : Kok lumayan, maksudnya?
 S : Ya suka lah (*sambil tertawa kecil*)
 P : Kok lah, suka atau gak gitu?
 S : Suka, suka
 P : Alasannya?
 S : Karena yaaa, mudah
 P : Keren, mudah. (*sambil tertawa kecil*). Mudahnya dimana?
 S : Ya kalau, ya kalau... mudah mengartikannya
 P : Oh berarti... dari sana tadi bilang mengartikan, sini mengartikan. sering mengartikan gitu berarti? Mengartikan gitu berarti gurunya yang mengartikan, atau kamu memahami teks dengan mengartikan?
 S : Saya, disuruh menerjemahkan.
 P : Disuruh berarti. Yang nyuruh siapa?
 S : Ya gurunya.
 P : Gurunya. Berarti kalau ada teks gitu disuruh mengartikan gitu ya?
 S : Iya
 P : Efektif gak?

- S : Saya si efektif
P : Efektif. oke.
Kalau mengartikan itu kan dominannya di reading, kalau listening susah mengartikannya. Sebenarnya kamu sendiri suka baca gak? Reading maksudnya terutama bahasa Inggris.
S : Suka
P : Suka. Kenapa?
S : Karena.. daripada listening
P : Karipada?
S : Daripada listening
P : Oke. Sering mendapat kesulitan gak pas memahami bacaan gitu?
S : Ya sering
P : Biasanya dimana?
S : Ya kalau saya kata-kata yang langka.
P : Berarti vocab gitu ya. Selain itu?
S : Sudah
P : Sudah? Kalau tentang grammarnya gitu gak begitu susah ya, terutama vocab gitu ya?
S : Iya
P : Oke. Suka diskusi gak? Maksudnya, pas membaca memahami bacaan itu kan reading. Itu kamu baca sendiri atau kalau ada temen kamu gini. Gini, ini isinya gini, ini begini.
S : Ya kadang sama temen.
P : Kadang sama temen. Lebih suka mana, sendiri atau sama temen?
S : Sama temen.
P : Sama temen. Alasannya?
S : Karena ya sama-sama. Kalau satu tahu bisa bagi-bagi.
P : Oh gitu. Misalnya kalau ada yang kurang tahu, ini lebih tahu. Nanti menyatukan pikiran gitu.
S : Iya
P : Oh. Oke terima kasih. Terima kasih

Interview 4

- Hal** : **Interview Siswa-Observasi**
Hari, Tanggal : **Senin, 22 Oktober 2012**
Waktu : **09.55 – 10.15 WIB**
Tempat : **XI IPA 1**

- P : Dengan siapa?
S : Siti Ulul Azmi
P : Siti Ulul Azmi, oke. Pertanyaanya, suka bahasa Inggris gak?
S : Suka (*tertawa kecil*)
P : Suka, kenapa?
S : Ya belajar mengartikan itu kata-kata.

- P : Belajar mengartikan.. kenapa itu dari tadi yang saya tanya itu mengartikan, sering mengartikan gitu berarti?
- S : Ya khan dalam belajar bahasa Inggris itu khan suruh mengartikan dulu kalau misal belum tahu, gitu lho.
- P : Tetapi kalau di kelas itu sering mengartikan gak? Kegiatannya mengartikan gitu?
- S : Sering
- P : Sering. Oke
Mengartikan, kalau mengartikan itu seringnya di reading ya. Mata pelajaran Bahasa Inggris, hmm maksudnya fokus ke reading skill reading gitu. Atau speaking suruh mengartikan mungkin gak? Susah kan. (tertawa kecil) Suka reading gak?
- S : Eee... suka
- P : Suka. Alasannya?
- S : Yaaa, apa yaaa? (tertawa)
- P : Gak apa-apa jawab aja.
- S : (*siswa diam sejenak*)
- P : Kenapa suka reading? Suka membaca gak perlu harus, gak perlu harus Bahasa Inggris. Bahasa Indonesia itu, suka?
- S : Iya
- P : Kenapa?
- S : Ya bisa menambah wawasan
- P : Bisa menambah wawasan. Oke, oke. Kalau reading, bahasa Indonesia, bahasa Inggris. Susahnya dimana kalau bahasa Inggris? Pas reading membaca bacaan itu. Di bagian apa?
- S : Eeee, (*diam sejenak*) Apa ya?
- P : Apa kamu baca, tiba-tiba langsung tahu gitu.
- S : Ya enggak
- P : Karena pasti ada kendalanya di reading itu, dimananya?
- S : Ya yang itu, yang belum tahu artinya
- P : Berarti ke vocabnya ya? Kosakatanya?
- S : Iya
- P : Oke, selain itu mungkin ada yang lain?
- S : (*siswa diam*)
- P : Kalau misalnya, ke grammarnya. Maksudnya ke tenses nya mungkin?
- S : Tenses?
- P : Tenses itu?
- S : (*siswa diam*), (tertawa kecil)
- P : Tenses itu misalnya kalau past tense, present tense, atau itu passive voice atau apa. Itu pengaruh nggak?
- S : Enggak
- P : Oke. Kalau itu, suka diskusi gak kamu?
- S : Nggak (tertawa)
- P : Kenapa? Gak suka diskusi
- S : Yaaa, males lah (tertawa)

- P : Males. Hmmm berarti kalau membaca, kaya yang reading tadi itu lebih suka sendiri berarti ya mbacanya?
- S : Iya
- P : Kalau misalnya reading membaca teks narrative, misalnya ada cerita tentang Romeo-Juliet. Itu berarti lebih suka membaca itu sendiri?
- S : Iya
- P : Atau mungkin nanti kalau ada temennya, seperti ini. Biar tahu ini maksudnya begini, ini. Sama temenmu gak tanya atau gimana?
- S : Ya kadang tanya sih (sambil tertawa).
- P : Kadang tanya
Lebih suka mana misalnya, kalau hmm.. sendiri sama diskusi dengan temen?
- S : (diam sejenak) eeee.. diskusi
- P : Diskusi, suka diskusi.
Oke, kalau gitu. Terima kasih. Saya kira cukup
- S : Yak

Interview 5

- Hal** : Interview Guru Bahasa Inggris-Observasi
- Hari, Tanggal** : Rabu, 24 Oktober 2012
- Waktu** : 09.00 WIB
- Tempat** : Lab. Bahasa

(P tiba di ruang guru untuk melakukan interview mengenai observasi yang dilakukan tanggal 22-10-2012. Namun suasana di ruang guru kurang begitu kondusif sehingga lokasi interview dipindah ke Lab. Bahasa. R disuruh menuju lab. Bahasa terlebih dahulu sementara GBI mengambil kunci lab. tersebut)

- P : Hmm langsung saja, bagaimana proses pembelajaran Bahasa Inggris di kelas XI IPA 1, Bu?
- GBI : Kalau selama saya mengajar XI IPA 1, karena saya mengajarnya ada 3 kelas yaitu kelas IPA 1,2,dan 3. Itu, kelas XI IPA 1 termasuk kelas yang sedang.
- P : Maksudnya, Bu?
- GBI : Jadi berbeda dengan XI IPA 2 yang mana mereka lebih aktif dan juga kelas XI IPA 3 yang lebih aktif juga dari XI IPA 1.
- P : Jadi pemilihannya itu berdasarkan salah satunya dari keaktifan siswa.
- GBI : Iya, keaktifan siswa.
- P : Kendala lain mungkin Bu yang dihadapi?
- GBI : Kalau dalam proses belajar mengajar itu kendala yang sering dihadapi utamanya adalah penguasaan siswa terhadap satu kosakata.
- P : Vocab.
- GBI : Vocabulary, iya.

Kemudian yang kedua itu struktur, karena kalau kita masuk dalam teks, yang mana menjadi fokus dalam pembelajaran Bahasa Inggris sekarang itu, kebanyakan kendalanya kebanyakan yang dihadapi adalah dua itu.

P : Fokusnya ke dasarnya dulu?

GBI : Dasarnya dulu, karena dengan dasar yang baik itu ya siswa akan lebih mengerti, lebih mudah memahami apapun yang mereka dapatkan.

P : Kalau yang menjadi prioritas apa Bu? untuk skill dari Bahasa Inggris.

GBI : Dari four skills yang ada ya, dari reading, writing, listening dan speaking itu fokus utamanya tentu saja pada reading karena kita mengacunya pada ujian nasional.

P : Oh *ngoten. nggeh, nggeh, nggeh.*

GBI : Jadi ujian nasional itulah yang menjadi prioritas kita utamanya ya, reading comprehension utamanya.

P : Oh, oke.

Kemarin pas itu, interview dengan siswa itu ada yang mengatakan kesulitan menerjemahkan gitu Bu. Apakah pas pembelajaran itu prosesnya sering menerjemahkan atau gimana, untuk reading comprehension?

GBI : Biasanya sih kalau kita menerjemahkan di kelas ya, biasanya memang saya memberi tugas untuk menerjemahkan ya, seperti itu. Kemudian pernah juga saya memberi tugas untuk siswa, untuk berlatih sebanyak mungkin menerjemahkan dengan menerjemahkan semua teks di rumah yang ada di buku panduan yang ada.

P : Buku? LKS gitu Bu?

GBI : LKS. Dengan menerjemahkan seperti itu begitu kita masuk ke dalam proses pembelajaran di kelas, mereka sudah paham ya. Paham artinya ya tentu saja karena kosakatanya yang kurang tadi, mereka sudah paham artinya tinggal kita lebih mudah untuk masuk ke *reading comprehension*.

P : Jadi sebelumnya menerjemahkan dulu gitu bu, bukan pas saat pembelajaran? Itu ada proses menerjemahkan tidak?

GBI : Ya kalau pada saat proses pembelajaran biasanya kita menanyakan dulu kosakata mana yang sulit ya, tapi kalau sudah menerjemahkan dulu mereka sudah tahu dulu dan bahkan ada juga anak yang hanya *copy-paste* sih ya. Tapi anak-anak yang pandai itu sudah, apa, mengantisipasinya dengan menerjemahkan. Karena saya yakin kalau apa, kesulitan kosakata itu sudah teratasi mereka lebih, lebih apa ya, mudah menerima pelajaran.

P : Kalau kemampuan ini, kelas XI IPA 1 khususnya di reading comprehension gimana bu?

GBI : Kalau, ini baru, karena baru awal semester istilahnya ya sementara pengamatan XI IPA 1 sih merata. Hanya beberapa anak yang di bawah rata-rata, istilahnya untuk melihat dari nilai ulangannya karena ulangan kita menilainya kognitif ya, jadi dari reading.

P : Kalau untuk report dan narrative itu ada perbedaan tidak, Bu?

GBI : Maksudnya?

P : Misalnya mereka kesulitan untuk membaca, memahamai teks report dan narrative, tipe teks itu berpengaruh tidak?

- GBI : Tipe, tipe teks berpengaruh juga. Mereka tentu saja akan lebih mudah memahami sebuah teks narrative ya, daripada teks report karena teks report tingkatannya lebih sulit walaupun di dalam teks narrative sendiri, apa namanya, penguasaan siswa terutama untuk ini mencari moral value dari sebuah teks narrative ini masih merupakan kendala. Ya semacam itu.
- P : Jadi menyimpulkan dari ceritanya itu.
- GBI : Iya anak-anak kadang, ini kepekaannya harus tinggi sih.
- P : Kadang juga tersirat juga ya Bu?
- GBI : Iya tersirat itu yang sulit, misal kalau teks report itu kan nyata ya, jelas. Jadi ya itu kendalanya paling di kosakatanya. Karena teks report kalau hal-hal yang baru khan kosakata yang baru mesti muncul.
- P : Oh *nggeh*, iya iya. Kalau ada masalah itu, kemarin itu kurang aktif itu, Ibu mengatasinya gimana?
- GBI : Mengatasinya ya, eee misal dengan cara, apa namanya menggilir mereka satu per satu, mengerjakan secara berurutan biar aktif semuanya. Atau bisa nanti dengan saling tunjuk, misalnya cowok menunjuk yang cewek, nanti cewek menunjuk cowok.
- P : Bergantian terus
- GBI : Bergantian terus, semacam itu. Ya kadang-kadang saja kerja dalam kelompok, mereka diaktifkan di situ. Cuma dalam kelompok kendalanya, ya itu yang aktif, aktif yang pasif, pasif. Ya itu, yang menjadi tugas kita bagaimana mengaktifkan anak-anak yang pasif itu tadi. Terus juga, saya tambahkan ini kalau dalam kelas pelajaran reading selain reading comprehension juga menekankan pada reading aloud.
- P : Reading aloud?
- GBI : Ya reading aloud itu untuk pronunciationnya, jadi untuk memperbaiki pronunciation mereka.
- P : Itu caranya gimana, itu ditunjuk atau mungkin ?
- GBI : Itu bahkan semua, jadi satu kelas saya nilai satu per satu.
- P : Oh jadi reading aloud nya itu dinilai? Itu satu teks penuh atau mungkin satu paragraf?
- GBI : Satu paragraf. Itu cuma memperbaiki mereka sambil memotivasi mereka untuk belajar tentang pronunciation sendiri, gitu. Karena akan berbeda sekali sih anak yang pronunciationnya bagus dengan yang tidak, pemahamannya terhadap reading juga lain sekali. Itu ternyata berpengaruh sekali.
- P : Ada hubungannya gitu ya.
- GBI : Iya ada korelasi. Terus ada lagi mungkin?
- P : Kendala lain yang belum saya tanyakan, mungkin, ketika mengajar reading itu apa Bu?
- GBI : Ketika mengajar reading. Paling ya itu tadi, gitu. Kalau pemahaman pertanyaan, pertanyaan ya. Kalau untuk teks narrative sih, kalau pertanyaannya masih sederhana ya masih bisa dijawab, tapi kalau untuk teks report kendalanya tadi di kosakatanya, jadi tidak tidak ada hal yang lain.
- P : Sebatas itu tadi ya Bu?

GBI : Iya
 P : *Nggeh* saya kira cukup sekian Bu, terima kasih atas waktunya.
 GBI : Iya sama-sama

Interview 6

Hal : Interview Siswa-Meeting 1 Cycle I
Hari, Tanggal : Sabtu, 3 November 2012
Waktu : 13.50-14.00 WIB
Tempat : XI IPA 1

P : Dengan siapa?
 S1 : Bangkit Wicaksono
 P : Oke, tdi kan sudah saya ajar pakai tehnik tadi ya. Itu yang diskusi itu. Menurutmu gimana?
 S1 : Menurut saya itu efektif, mudah dipahami, dan lebih asik.
 P : Asiknya maksudnya?
 S1 : Ya lebih bisa berdiskusi, terus bertukar pikiran dengan teman.
 P : Oke, ada yang kurang gak tadi? Teksnnya atau apanya, atau apanya yang kurang jelas tadi saya mengajar.
 S1 : Tadi, tadi pertanyaannya sebenarnya terlalu mudah, mudah dijawab gitu.
 P : Soalnya terlalu mudah. Sepertinya tadi kok kayak gak bisa jawab. Ternyata terlalu mudah ya?
 S1 : Iya mudah
 P : Oh terlalu mudah. Ada yang lain mungkin komentar yang tadi? Secara umum lah gimana?
 S1 : Saya yang verb dan nominal itu belum terlalu paham
 P : Belum terlalu paham tentang itu ya, ya mungkin bisa saya jelaskan lagi untuk selanjutnya. Ada yang kurang paham lagi mungkin?
 S : Ehm, sudah
 P : Sudah, Oke.

Interview 7

Hal : Interview Siswa-Meeting 1 Cycle I
Hari, Tanggal : Sabtu, 3 November 2012
Waktu : 13.50-14.00 WIB
Tempat : XI IPA 1

P : Dengan siapa tadi? Mbak?
 S2 : Maratun Chasanah
 P : Maratun Chasanah, Oke. Gimana komentarnya tentang pelajaran tadi?
 S2 : Yaaa mudah. Mudah dimengerti, enak.
 P : Karena?
 S2 : Karena yaa penyampaiannya itu enak lah, satu per satu diselesaikan dahulu baru pergi ke yang lain.

- P : Ada kekurangannya gak pas ngajar tadi?
- S2 : Kayaknya gak.
- P : Gak. Mungkin tuk pertemuan selanjutnya mungkin ada yang ditambahkan atau apa?
- S2 : Paling apa ya? Gak ada, enak lah.
(S1 yang duduk di dekat S2 kemudian ikut memberikan komentar)
- S1 : Kalau mau bahas teks yang lain ya kayak gini, mudah dipahami terus diskusi gitu.
- P : Untuk selanjutnya, pertemuan itu topiknya berbeda. Jadi mungkin sekarang membahas animal, besok berbeda dan language feature nya juga saya perdalam.
- S1 : Oya sepertinya pelajaran dari G kurang diperhatikan si. *(sambil tertawa)* kan G jarang masuk.
- P : Oh seperti itu, oke2. Ada lagi? Komentar tentang pelajaran tadi?
- S1 : Gak ada.
- P : Oke teima kasih. Samapai bertemu Senin ya?
- S1 : Iya, terima kasih.

Interview 8

- Hal** : **Interview Guru Bahasa Inggris-Meeting 1 Cycle I**
- Hari, Tanggal** : **Sabtu, 3 November 2012**
- Waktu** : **14.00-14.10 WIB**
- Tempat** : **Ruang Guru**

- P : Tadi Ibu sudah mengamati saya mengajar. Hmm menurut Ibu, tadi proses pembelajaran di kelas XI IPA 1 tadi gimana Bu? Dengan tehnik yang saya pakai itu, Think-Pair-Share itu.
- GBI : Yaaa untuk siswanya sendiri saya melihat dari keseharian saya mengajar sudah lebih aktif, dengan cara yang Anda gunakan tadi, sudah lebih aktif daripada biasanya. Terus ada lagi?
- P : Interaksinya juga lebih aktif?
- GBI : Interaksinya juga lebih aktif.
- P : Ohh ada kekurangannya tidak pas saya mengajar?
- GBI : Untuk Anda sendiri?
- P : Untuk saya sendiri.
- GBI : Kalau itu memang nanti tergantung pada pengalaman, Anda kan masih baru, saya yakinit juga, apa namanya, akan mempeengaruhi. Jadi untuk kedepan, ini apa namanya ya eeee... Kalau bisa ini lebih pro aktif lagi mendekati siswa. Artinya Anda bisa berkeliling kelompok per kelompok selama mengerjakan itu. Jadi misalnya siswa ada kesulitan vocabulary atau ada hal lain yang perlu ditanyakan jadi tidak jauh dari siswa. Artinya bisa jalan dari kelompok ke kelompok lain.
- P : Oke, jadi dibantu per kelompok.

- GBI : Iya, terus lagi ini masalah metode atau tekhnik yang tadi hubunhannya dengan pengalaman. Kalau bisa waktunya untuk mengerjakan dibatasi sehingga mereka terpaku pada waktu, tidak nglantur-nglantur.
- P : Soalnya tadi ada yang belum dikerjakan, makanya tadi saya bilang itu dinilai.
- GBI : Kalau dinilai terus kemudian mereka cepat-cepat. Ini bisa diatasi dengan satu, diberi catatan waktu, dua kelompok itu bisa diberi nama. Misalnya ini topiknya tentang binatang ya.
- P : Oh nggeh nggeh nggeh
- GBI : Ya itu, kelompok itu diberi nama. Misalnya camel, lion, tiger, sehingga mereka menunjuknya bukan nama temannya. Tadi kan masihunjuk orang per seorang. Camel please, nanti apa lion please..’
- P : Oke
- GBI : Gtu, atau mungkin denga tekhnik lain misalnya, apa namanya yang sudah selesai menjawab ditempelkan jawabannya di papan tulis.
- P : Hmm, seperti adu cepet gitu.
- GBI : Iya adu cepet, semacam itu juga bisa. Nanti mereka akan lebih aktif lagi. Semacam itu, semacam itu disuruh nempel di papan tulis terus apanya dikumpulkan juga bisa dengan menggunakan reward and punishment. Nanti yang mengumpulkan paling akhir diberi punishment, dengan pakai permen, atau apa semacam itu.
- P : Oh nggeh nggeh.
- GBI : Itu akan lebih menarik memang, semacam itu. Sebenarnya banyak banyak cara untuk mengaktifkan siswa, Cuma kadan tidak terfikir ya?
- P : Iya memang agak nervous juga tadi. Aduh ini kok tidak jalan gimana, harus diapakan gitu.
- GBI : Memang perlu pengalaman itu
- P : Time management bu?
- GBI : Time management ya itu tadi harus dibatasi waktunya. Kalau tidak mereka mesti akan nglantur, semacam itu, atau bahkan mungkin ada yang tidak tahu *‘Iki sakjane kon ngopo?’* lalu mereka santai, cuek. Kalau misalnya mereka yang mengumpulkan pertama kali dapat permen 10, yang kedua 9, dst trus yang terakhir nanti gigit permen sama bungkusnya, misalnya. Nah semacam itu menarik, mereka akan terangsang untuk lebih, lebih aktif lagi. Jadi ada banyak metode.
- P : Penggunaan media tadi perlu gak?
- GBI : Media perlu juga misalnya Anda mau pakai picture, yang menarik.
- P : Tadi memakai picture untuk BKOF, gambar hewan itu mereka antusias. Apalagi ada gambar monyet atau apa mereka seperti senang sekali.
- GBI : Tadi pas awalnya ya. Terus sepertinya belum menyinggung tentang vocabulary ya?
- P : Vocab itu, nggeh nggeh. Saya bingung mau ditaruh dimana.
- GBI : Vocab itu ditaruh di awal jadi sebelum mereka itu menjawab pertanyaan coba lihat per paragraph ada kata yang sulit tidak? Tanyakan dulu ke kelompok kan kadang ada kelompok yang ini sudah tahu, yang itu belum, gitu. Jika tidak ada baru kita yang sebagai narasumbernya.

(Ketika sedang interview ada 2 siswi alumni SMA N 1 Prembun, bertemu dengan G. Mereka kemudian berbicara selama beberapa menit. Setelah selesai berbincag, R melanjutkan interview)

- P : Mungkin ada yang lain Bu?
 GBI : Tadi vocabulary ya. Disampaikan di awal jika ada kesulitan per paragraph ditanyakan yang tidak tahu, gak harus dijawab sendiri juga, bisa dilempar ke kelompok lain. 'Ada yang tahu?' gitu. 'Lion gimana?' misalnya. Jadi tidak, sumbernya dari kita semua. Siapa tahu ada yang tahu, biar lebih aktif memberikan masukannya, pendapatnya. Udah, ada lagi?
 P : Saya kira cukup, untuk hari ini, sekarang. Nanti kalau ada wawancara lagi. Terima kasih Bu.

Interview 9

Hal : **Interview Siswa-Meeting 2 Cycle I**
Hari, Tanggal : **Senin, 5 November 2012**
Waktu : **10.00- 10.10 WIB**
Tempat : **XI IPA 1**

- P : Oke, dengan mbak siapa?
 S : Esti Khusnul Khotimah
 P : Esti Khusnul Khotimah. Tadi sudah, saya sudah mengajar report teks dengan scanning, skimming dan dengan teknik Think-Pair-Share. Menurutmu gimana pelajaran tadi dengan teknik yang saya pakai itu?
 S : Jelas sih
 P : Terus apa lagi?
 S : Menyenangkan, apa lagi ya?
 P : Dibandingkan dengan sebelumnya lebih suka yang mana?
 S : Lebih suka ini
 P : Kenapa?
 S : Banyak ceritanya, banyak kosakatanya.
 P : Oke oke. Ada yang kurang gak dari pelajaran tadi?
 S : Enggak
 P : Mungkin kurang apanya, nanti biar saya pakai buat kedepannya lebih baik.
 S : Sudah jelas. Cuma itu dijelasin sama G, Cuma penerapannya.
 P : Oh gitu, oke terima kasih.

Interview 10

Hal : Interview Siswa-Meeting 2 Cycle I
Hari, Tanggal : Senin, 5 November 2012
Waktu : 10.00- 10.10 WIB
Tempat : XI IPA 1

- P : Terima kasih, daripada galau-galau liat hujan. Dengan mbak siapa?
 S : Tantri, mbak Tantri.
 P : Tantri. Oke oke, tadi kan saya sudah mengajar memakai tehnik yang saya pakai ini, report teks dengan Think-Pair-Share dengan diskusi itu tadi. Menurutmu gimana tadi?
 S : Susah
 P : Susahnya
 S : Yaa gampang si kayak gitu tapi saya gak bisa Bahasa Inggris jadi susah. *(sambil tertawa kecil)*
 P : Tapi dengan sebelum-sebelumnya, dengan G, lebih enak yang mana?
 S : Enakan ini
 P : Enaknya di sebelah mana?
 S : Ya kayak gitu, lebih detail, lebih enak.
 P : Ke diskusinya gitu? Atau?
 S : He eh, enakan kayak gitu. Kalau G terlalu cepat. *(sambil tertawa kecil)*
 P : Ada yang lain mungkin? Unek-unek?
 S : Enggak *(tertawa kecil)*
 P : Santai aja gak papa. Yaudah Oke.
 Ada tambahan mungkin ke depannya, kurang jelas atau apa?
 S : Sudah jelas *(tertawa kecil)*
 P : Saya kan pakai Think-Pair-Share, penerapannya susah gak? Pas diskusi itu? Gimana?
 S : Malah enak
 P : Kenapa?
 S : Ya kan bisa tahu, kalau saya tidak tahu bisa dikasih tahu.
 P : Oke, terima kasih
 S : Iya *(sambil tertawa kecil)*

Interview 11

Hal : Interview Guru Bahasa Inggris-Meeting 2 Cycle I
Hari, Tanggal : Senin, 5 November 2012
Waktu : 10.15-10.25 WIB
Tempat : Ruang Guru

- P : Bagaimana mengajar saya tadi di kelas IPA 1 tuk pertemuan kedua ini, Bu?
 GBI : Untuk pertemuan kedua, menurut saya sudah lebih baik dari, dari apa, yang pertemuan pertama. Itu tadi yang di depan itu nama-nama?
 P : Itu nama pair for... untuk mereka.
 GBI : Nama kelompok?

- P : Nama kelompoknya itu, tapi itu belum berjalan karena waktunya habis, karena sebenarnya tadi untuk membahas itu mereka lempar-lemparan nama, tapi tadi keburu bel jadi soalnya dikumpulkan.
- GBI : Oh seperti itu, jadi padahal mestinya nama itu sudah disiapkan, justru itulah yang mau saya tanyakan kok belum jadi menggunakan nama. Kenapa gak di awal?
- P : Itu di awal, oh jadi dari awal saya belum pair mereka, belum membuat pasangan, masih individu-individu.
- GBI : Nah justru disitulah, waktunya itu yang harus diperkirakan, jadi supaya dalam 2 jam itu Anda bisa masuk ke arah pair itu, untuk kedepannya. Kalau semuanya sih sudah baik cuma hanya pengaturan wktu, untuk kedepannya. Hanya time management nya saja yang digeser, misalnya untuk pembahasan apa dibatasi, yang memenuhi target hingga teknik yang sudah Anda buat itu bisa berjalan. Palagi untuk keseluruhan sudah baik lah, membadi waktunya juga sudah baik sebetulnya Cuma untuk perencanaan yang belum tercapai.
- P : Untuk tempat duduknya juga saya atur, kemarin kan umpel-umpelan makanya saya atur mereka.
- GBI : Iya sudah lebih baik itu dari kemarin. Terus yang berikutnya ini apa namanya, ee tadi tentang scanning dan skimming ya, kalau eee apa namanya tadi mungkin ada satu kata yang belum muncul ya. Anda menyampaikannya tapi tidak dengan bahasa yang mudah diterima oleh siswa. Mungkin kalau gak salah tadi, key words, kata kunci.
- P : Oh nggeh nggeh nggeh
- GBI : Itu belum kelihatannya ya? Belum pernah Anda ucapkan.
- P : Belum belum
- GBI : Tetapi Anda secara tersirat si menyampaikan itu, karena tadi sudah ke arah itu tapi kok tidak, tidak muncul. Saya kira itu akan lebih mudah diterima oleh mereka, mungkin itu.
- K : Mungkin lain kali akan saya sisipkan itu.
- GBI : iya jadi anak akan lebih mudah mencerna, bahasa kan jelas kalau itu. 'Tadi kata kuncinya apa?' mungkin mereka akan lebih cepat lagi istilahnya. Tadi sudah mengarah si yang tadi, tpi kok gak muncul-muncul.
- P : Oh nggeh nggeh (*sambil tertawa kecil*)
- GBI : Saya kira itu, secara keseluruhan sudah baik dari awal sampai akhir, itu.
- P : Itu selanjutnya saya tetap pakai Think-Pair-Share tapi ada reward and punishment. Saya berencana buat stiker, stikernya nanti cepet-cepetan njawab atau gimana nanti, yang bisa dapet stiker.
- GBI : Iya bagus untuk merangsang, terus kalau bisa ama pasangan itu, itu ditetapkan dari awal, di awal pertemuan itu. Nama-nama itu sudah Anda kasihkan ke pairnya kan sudah, Anda tentukan. Misalnya urut nomer atau apa, kan mereka kan sudah, nah itu langsung diberi nama.
- P : Itu menyampaikannya di awal atau masuk ke Think-Pair-Share itu?
- GBI : Ya di awal bisa.
- P : Ketika Think-Pair-Share itu kalian menuju ke pasangannya, oke.
- GBI : Misal kamu kelompoknya namanya apa, kamu apa.

- P : Oke oke oke
- GBI : Atau mungkin Anda, kertas itu sudah diberi nama, bisa saja secara acak lho ya. Misalnya kertasnya kan jumlah siswa 30. 30 siswa itu dibuat berapa kelompok berarti 15 kelompok. Berarti Anda buat kelompok itu 2-2, yang namanya lion 2 kertas, yang lain juga 2. Nanti ini Anda acak, susunannya acak juga. Dan nani silahkan menuju pasangannya, nah mereka kan akan mencari. Hal semacam itu juga lebih menarik, tap saya belum pernah praktek.
- P : Nanti saya praktekan. (*sambil tertawa kecil*)
- GBI : Artinya mereka mencari pasangan sendiri, gak ditentukan.
- P : Nggeh nggeh nggeh.
- GBI : Kertasnya sudah Anda tentukan, 'tiger, lion cari pasanganmu sendiri-sendiri'. Rame nanti, mereka akan senang dulu, antusias mencari pasangannya kemudian nanti sodori pertanyaan. Coba seperti itu, mungkin mereka akan lebih aktif lagi.
- P : Ini saya maksimalkan karena kendalanya ini cuma beberapa pertemuan, sedangkan Action Research itu harus improve makanya harus banyak variasi, banyak tehnik, banyak tetap fokus di Think-Pair-Share, dan lebih banyak kegiatan yang membuat mereka aktif lebih suka, lebih suka membaca gitu.
- GBI : Iya semacam itu. Kalau ide itu banyak di sini tapi begitu, kalau saya yang sudah keseharian mengajar, sudah banyak tugas, sebagai guru di kelas, wali kelas, kadang pesiapannya juga butuh waktu. Itulah kendala kita di lapangan. Kalau ide-ide itu dilakukan akan bagus sekali. Kalau saya sendiri si kalau berbagai macam teori itu gak bisa nyantel di sini tapi bagaimana ya supaya anak-anak aktif gitu kadang muncul ide-ide yang tidak terduga, karena sudah ada pengalaman sebelumnya. Kalau saya melakukan seperti itu kadang di kelas lain kok di kelas lain berbeda, itu kalau kita real ya, real mengajar. Di kelas ini aktif, kok di kelas lain masih kurang aktif anaknya, kita tambah lagi. Biasanya sih jalan seperti itu dan yang paling bagus di kelas yang terakhir, yang pertama yang paling jelek, gitu. Dan itu akan terasa apalagi di kelas yang anaknya memang dasarnya pasif dan anak yang dasarnya aktif. Itu akan berbeda juga, menerapkan metode yang berbeda. Metode yang Anda pakai ini mungkin kalau di IPA 2 akan lebih bagus lagi, karena mereka sudah aktif. Sudah? Cukup?
- P : Cukup. Terima kasih Bu, jadi tambah wawasan, tambah pengalaman.

Interview 12

- Hal** : Interview Siswa-Meeting 2 Cycle I
- Hari, Tanggal** : Senin, 5 November 2012
- Waktu** : 12.20
- Tempat** : XI IPA 1

(karena hujan lebat, R belum bisa pulang dan kemudian menunggu hujan reda di lobi sekolah. Hingga jam istirahat kedua hujan belum juga reda dan R

menggunakan waktu tersebut untuk mewancarai seorang siswa putra dari kelas XI IPA 1)

- P : Sorry ya sebentar ganggu, interview. Tadi kan di jam berapa itu saya ngajar Bahasa Inggris memakai tehnik Think-Pair-Share, kemarin sudah dipakai juga. Hmm, pendapatmu bagaimana tentang tehnik itu?
- S : Kegiatannya lebih aktif.
- P : Alasannya?
- S : Alasannya kita bisa lebih mudah belajar tentang report daripada tehnik yang lain.
- P : Selain itu? Mungkin
- S : (siswa diam)
- P : Tentang ini, comprehensionnya. Menurutmu bagaimana?
- S : Ya lebih mudah ini.
- P : lebih mudah ini, kenapa?
- S : Soalnya biasanya itu lebih monoton, kita cuma suruh ngartiin trus kita jawab soal.
- P : Ngartiin jawab soal.
Ada yang kurang gak tadi?, kira-kira kurang jelas atau yang lain. Karena besok saya ngajar lagi, untuk perbaikan kedepannya.
- S : Sejauh ini sih sudah bagus
- P : Untuk yang tadi itu kurang besar gak? Soal yang saya tampilkan tadi.
- S : Untuk soalnya kalau yang belakang kurang lihat.
- P : Mungkin untuk bentuk seperti itu saya buat lebih besar lagi, gitu?
- S : Iya
- P : Oke. Terima kasih, saya rasa cukup.

Interview 13

Hal : Interview Siswa-Meeting 3 Cycle I
Hari, Tanggal : Sabtu, 10 November 2012
Waktu : 13.45-13.50 WIB
Tempat : XI IPA 1

- P : Dengan siapa?
- S : Rizki
- P : Rizki, tenang saja saya gak nguji tadi kok.
Oke. Hmm gini, tadi kan sudah saya ajar memakai tehnik yang saya pakai, tehnik TPS, yang diskusi itu. Menurut kamu pembelajarantadi itu gimana? Prosesnya?
- S : Asik sih, mudeng juga, ada permainannya juga. Jadi gak terasa langsung bel gitu.
- P : Dengan yang biasanya lebih mudah, lebih itu gak, atau gimana? Menurut kamu.
- S : Kalau sama yang biasanya, dari hari?
- P : Hari, tidak dengan saya dengan guru yang lain gitu?

- S : Hmm, kayaknya apa eeee.... , apa namanya, yang itu formal apa ya?
- P : Formal? Iya formal, terus kenapa?
- S : Kayaknya gitu banget, gitu lah.
- P : Oh terlalu formal gitu?
- S : Iya
- P : Kalau ini?
- S : Kalau ini nggak, nyantai gitu. Sama yang ngajar juga, bisa tanya langsung juga gak malu-malu.
- P : Tadi saya kasih itu, ada yang saling tunjuk gitu. Saya beri nama pair nya itu. Itu gimana menurutmu? Ada tak kasih stiker juga itu, menantang kamu tuk menjawab tidak?
- S : Iya, kan jadinya tertarik. Kalau biasa aja, lah males gitu. Kalau ada stikennya biar dapet, jawab gitu.
- P : Jadi lebih tertarik seperti itu ya. Kedepannya seperti itu atau diganti dengan yang lain, atau?
- S : Hmm, maksudnya?
- P : Besok masih dikasih stiker atau mungkin apa, nilai atau apa. Lebih suka nilai atau stiker.
- S : Sebetulnya nilai, tapi kalau kebetulan kita gak bisa jawab yah gak dapet nilai, gitu.
- P : Gak masalah. Ada kurangnya gak yang tadi?
- S : Kurang apanya?
- P : Maksudnya ada yang kurang jelas atau apa?
- S : Jelas
- P : Oke, saya rasa cukup. Terima kasih atas waktunya.

Interview 14

- Hal** : **Interview Guru Bahasa Inggris-Meeting 3 Cycle I**
- Hari, Tanggal** : **Sabtu, 10 November 2012**
- Waktu** : **13.50-14.00 WIB**
- Tempat** : **Ruang Guru**

- P : Ini tadi sudah cycle 1 selesai, ini untuk refleksi selama dari cycle 1, termasuk pertemuan yang ketiga ini seperti apa Bu?
- GBI : Ya kemajuannya ya untuk untuk tadi perkembangan siswanya ya menurut saya lebih aktif, jadi dengan apa tadi, dengan cara diberi reward ya, terus dengan kelompoknya diberi nama itu, mereka lebih aktif, lebih semangat lagi ya untuk mengerjakan. Cuma tadi pas membahas tentang kosakata, difficult words tadi, istilahnya menjelaskan kosakatanya itu yang misalnya poem ya, tadi agak kesulitan.
- P : Tadi poem itu puisi, tapi karena itu di acara ritual berarti bukan puisi biasa.
- GBI : Oya tapi tadi anak kan belum tahu arti kata poem itu ya. Saya kira unuk lebih mudah anak menangkap, kita hubungkan juga jika bilang seperti ini 'Chairil Anwar reads a poem.'

- P : Oh mereka akan menebak sendiri.
- GBI : Mereka menebak sendiri, akan jelas sekali anak mesti akan mengingat, menghubungkan itu, artinya membuat kalimat yang dekat dengan kata itu dan anak, kebanyakan anak mengetahui, itu akan lebih membantu kalau mau mendeskripsikan sebuah kata yang sulit untuk agar anak tahu dengan menebak artinya sendiri. Artinya kita buat kalimat yang sedekat mungkin dengan kata itu, dengan mereka, dengan background, dengan latar belakang, saya kira kalau Chairil Anwar semuanya akan tahu kalau itu seorang penyair. Itu contohnya ya.
- P : Nggeh nggeh
- GBI : Trus kalau bisa untuk siswanya lebih aktif lagi, tadi cepet-cepetan pada saat terakhir, tapi belum., itu kan individual, itu supaya kelompok, kelompok itu supaya maju coba kalau dibuatkan di papan itu pakai kertasnya sendiri-sendiri per kelompok, ditempel di papan, misalnya ini orang utan, yang kedua Chimpanzee, kelompok ketiga nanti apa, Patrick atau apa. Untuk jawabannya nanti anak-anak nempel di situ, cepet-cepetan gitu, ya nanti ini kertas ini setelah pembelajaran selesai dikasih, dikasih stiker itu tadi. Misalnya kalau yang pertama misalnya dapat 10 stiker, yang selesai kedua berapa gitu.
- P : Jadi kompetisinya itu per kelompok, per pasangan itu? Itu pas menjawab soal yang teks itu?
- GBI : Itu pada tahap terakhir, biar cepet-cepetan, atau dikasih dibagian mana yang enak bagi Anda.
- P : Tapi intinya nanti yang cepet-cepetan itu nempel di depan itu. Yang lain nanti itu bagaimana? Yang tidak maju itu? Kan tidak semuanya maju ke depan itu Bu.
- GBI : Punishment itu. Punishment nya misalnya disuruh membaca, membacakan jawabannya itu. Misalnya membacakan jawabannya kelompok pertama, kedua, dst. Atau mungkin nanti bisa dipikirkan lagi seperti apa. Atau mungkin mereka dikasih pertanyaan lain yang berhubungan dengan teks itu. Ini supaya, supaya mereka lebih aktif lagi, cepet-cepetan tapi waktu tetap harus dibatasi.
- P : Iya, saya kira tadi jam nya tidak telat.
- GBI : Saya juga tidak tahu tapi jam saya alarm nya sudah berbunyi. Lho kok ini waktunya masih segitu. Mereka bilang jam nya telat. Iya saya kira seperti itu masi=ukannya.
- P : Jadi semakin meningkat ini Bu?
- GBI : Iya, sudah semakin bagus keaktifannya, juga semakin luwes, sudah lebih membaur dengan siswa juga gak nervous lagi seperti yang pertama. Semoga langkah yang berikutnya akan lebih baik, cuma pembatasan waktunya.
- P : Nggeh, saya kira cukup terima kasih Bu atas masukannya.

Interviw 15

Hal

: Interviw Siswa-Meeting 1 Cycle II

Hari, Tanggal : **Senin, 12 November 2012**

Waktu : **10.00-10.05 WIB**

Tempat : **XI IPA 1**

P : Sambil mengerjakan itu gak apa-apa. Oke, namanya siapa?

S : Chomsiyatun

P : Chom?

S : Chomsiyatun

P : Chomsiyatun. Oke, tadi kan sudah saya ajar menggunakan Think-Pair-Share ya, tehnik itu. Menurutmu gimana tadi? Pelajaran tadi.

S : Yaaa cukup mudeng.

P : Oh cukup mudeng. Hmm dengan penggunaan ini tadi, ada game-game trus memberi stiker itu, lebih macu kamu untuk lebih memahami teks nggak?

S : Iya

P : Kenapa?

S : Ya kan saya harus bisa, saya pengen mendapatkan itu, gitu.

P : Oh seperti itu.

S : Iya

P : Kemudian pemahaman kamu dari yang biasanya mungkin dengan G atau siapa, mungkin dengan cara saya tadi itu ada perbedaan gak? Pemahamannya

S : Ada

P : Perbedaannya dimana?

S : eeee ini eeee, ini kan dengan kelompok gitu jadi lebih bisa memahami, ka nada diskusi.

P : Ada diskusi gitu?

S : Iya

P : Ada kekurangan gak tadi, memahami teks atau saya mengajar? Kurangnya dimana?

S : eeeee (*sambil berfikir*)

P : Teksnya terlalu susah atau gimana?

S : Tadi itu teks yang pertama.

P : Teks yang pertama itu kenapa?

S : Kan kata-katanya ada yang sulit.

P : Termasuk susah ya teksnya, yang lain mungkin?

S : Tidak ada

P : Oke terima kasih atas waktunya.

Interview 16

Hal : **Interview Guru Bahasa Inggris-Meeting 1 Cycle II**

Hari, Tanggal : **Senin, 12 November 2012**

Waktu : 10.10-10.20 WIB
Tempat : Ruang Guru

- P : Gimana Bu pendapatnya, untuk pertemuan yang ke empat ini? Dengan teks yang berbeda.
- GBI : Ya jauh lebih bagus dari kemarin tapi kelihatannya anak-anak kesulitan ya?
- P : Iya tadi ada kendala untuk materi itu.
- GBI : Iya mungkin karena teks nya baru, juga mungkin kosa katanya lebih sulit ya, sehingga agak lama ya, tidak seperti teks report kemarin kan kelihatannya lebih cepat. Tapi sudah bagus artinya metode semacam itu tadi untuk memacu siswa. Itu kalau kalau di apa namanya, dibatasi waktunya yang lebih tepat lagi, tidk terlalu longgar jadi siswa terbatas mengerjakannya, trus pokoknya begitu selesai langsung temple. Gitu ya,
- P : Untuk soalnya terlalu banyak tidak Bu?
- GBI : Soalnya?
- P : Iya tadi ada orientation, complication, resolution, moral value?
- GBI : Saya kira nggak, nggak masalah. Cuma memang harus diperkirakan misalnya soal dalam jumlah sekian itu untuk berapa menit itu sudah harus diperkirakan. Jadis siswa mengerjakannya nanati waktunya sekian menit kira-kira sudah selesai, entah benar entah salah bisa nempel gitu. Tadi kan yang nempel baru tiga ya, mestinya yang lain itu perlu nempel, saya kira begitu.
- P : Oh nggeh nggeh terima kasih Bu.

Interview 17

Hal : Interview Siswa-Meeting 2 Cycle II
Hari, Tanggal : Sabtu, 17 November 2012
Waktu : 13.50-14.00 WIB
Tempat : XI IPA 1

- P : Oke dengan mbak siapa?
- S : Fitriatusaadah, Fitriatusaadah.
- P : Oke, tadi kan sudah saya ajar pakai teknik yang saya pakai Think-Pair-Share gitu ya, pakai kasih nama gitu. Menurutmu tehnik yang saya pakai itu bagaimana?
- S : Ya baik, maksudnya bisa apa ya, bisa lebih memahami gitu. Terus bisa, misal apa ya. Ya bisa memahami lah, terus tadi kan ada gambar, terus bisa jadi bisa maksud gitu loh.
- P : Kalau dengan skill yang saya pakai, pertama ada scanning-skimming, kemudian seterusnya itu, itu membantu kamu untuk comprehension gak?
- S : He eh
- P : Membantu?
- S : Iya

- P : Oke. Terus tadi saya juga pakai, kemarin kan ada stiker trus saya kasih, saya ganti poin ya, Itu memacu kamu tuk lebih memahami teks gak?
- S : Iya
- P : Alasannya kenapa?
- S : Yaaa apa ya, misal tadi kan ada pertanyaan apa, supaya bisa menjawab kan harus membaca itu.
- P : Lebih suka mana, misal stiker atau poin nilai gitu?
- S : Hmm, terserah.
- P : Kalau kamu sendiri lebih memilih mana?
- S : Kalau poin itu maksudnya gimana?
- P : Ya poin nilai, nanti kalau poin nilai itu saya Misal dapat 0,3, 0,1, 0,5 itu saya tambahkan ke nilainya. Nanti kan misal kamu dapat nilai 8, poin itu nanti saya tambahkan jadi 8,3 gitu seperti itu.
- S : Ya kalau nilai juga gak apa-apa.
- P : Jadi intinya sama aja ya, yang paling lebih suka kalau ada rewardnya gitu. Kalau punishment nya, kemarin disuruh mencari verb itu merasa terbebani gak, atau gimana?
- S : Gak, malah tambah lebih memahami teksnya.
- P : Oke,ada kekurangannya gak, selama pengajaran tadi, dari awal sampai akhir?
- S : Gak.
- P : Oke, sudah terima kasih.

Interview 18

- Hal** : Interview Siswa-Meeting 2 Cycle II
- Hari, Tanggal** : Sabtu, 17 November 2012
- Waktu** : 13.50-14.00 WIB
- Tempat** : XI IPA 1

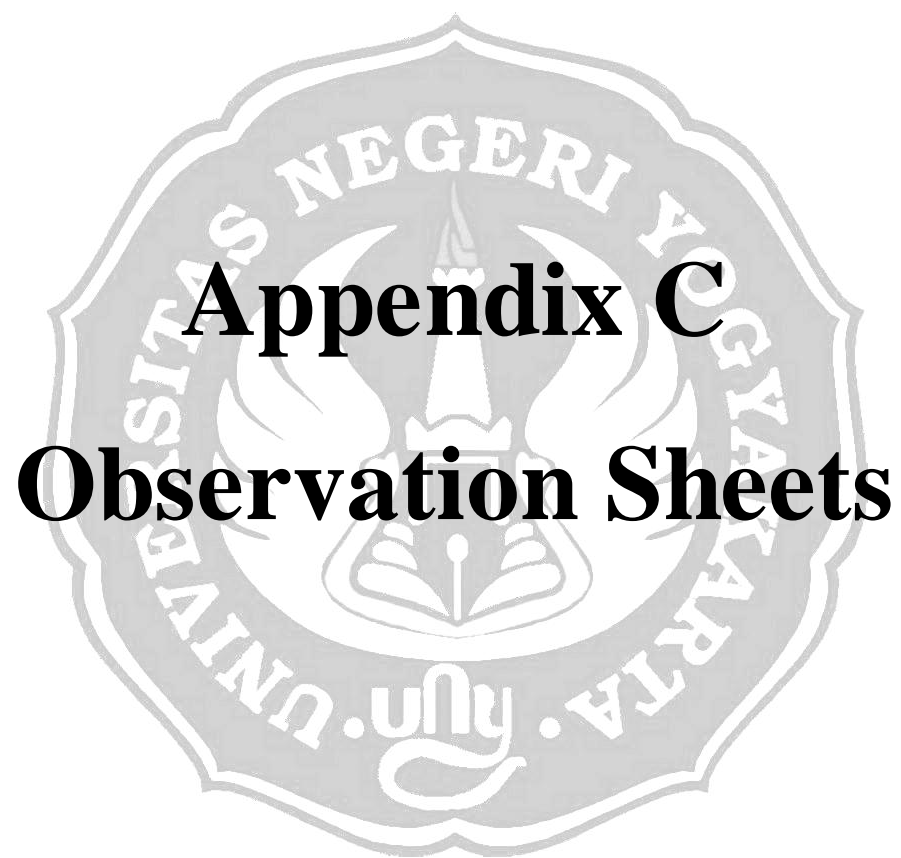
- P : Dengan siapa?
- S : Marfungah
- P : Oke, tadi kan sudah saya ajar dengan teknik Think-Pair-Share, dari awal sampai akhir. Itu menurutmu gimana?, teknik yang saya pakai, hubungannya dengan comprehension, pemahaman teks
- S : Menurut saya tu kalau langsung belum baca teksnya itu agak sulit menentukan moral value sama itu loh, isi atau akhirnya ini.
- P : Kalau teksnya sendiri, Think-Pair-Share itu membantu gak atau gimana?
- S : Ya sedikit membantu untuk menentukan itunya.
- P : Alasannya kenapa?
- S : Lebih, lebih itu mengacu kepada itunya.
- P : Mengacu kepada?
- S : Isi, isi teks
- P : Oh gitu. Dari sharing, sharing tadi, tadi kan ada sharing gitu. Suka gak dengan sharing itu?
- S : Ya lebih suka sharingnya.

- P : Tadi juga ada tak kasih reward, tak kasih apa itu, ada stiker, itu gimana menurutmu?
- S : Menurut saya itu lebih macu.
- P : Kenapa?
- S : Ya lebih, lebih semangat untuk mengerjakan itu.
- P : Oke, kalau stiker sama poin itu lebih suka mana? Kalau milih.
- S : Ya kalau stiker si ada
- P : Milih stiker, oke gak apa-apa, oke.
Ada kekurangannya gak ketika saya mengajar?
- S : Hmm enggak.
- P : Oke, terima kasih.

Interview 19

- Hal** : **Interview Guru Bahasa Inggris-Meeting 1 Cycle II**
- Hari, Tanggal** : **Sabtu, 17 November 2012**
- Waktu** : **14.05-14.15 WIB**
- Tempat** : **Ruang Guru**

- P : Ini kan sudah dari meeting 1 sampai 5 cycle kedua ini, tanggapan Ibu untuk pertemuan terakhir ini karena jadwal tidak memungkinkan dan tidak bisa melanjutkan ke pertemuan ke enam. Menurut Ibu bagaimana pertemuan tadi dan juga keseluruhan cycle kedua ini?
- GBI : Keseluruhan cycle kedua ini saya kira lebih, sudah lebih baik dari kemarin ya. Jauh lebih baik, iya anak-anak sudah sangat aktif saya kira, tadi kemudian mereka tidak ragu-ragu, tidak ragu lagi ya untuk menjadi volunteer untuk menjawab, sangat aktif dibandingkan pada awal-awal. Terus berikutnya ada masukan tambahan, kalau eee yang dibahas itu kemarin kan teks report maka saya menyarankan pada Anda untuk membuat pairs itu diberi nama-nama ya, diberi nama-namanya kemarin menggunakan nama binatang, nah kalau bisa suatu saat nanti kalau Anda mengajar ini diganti sesuai teksnya. Kalau ini narrative bisa kan diganti Cinderella, The beast. Saya sengaja diam dari kemarin coba anda ganti gak, eee masih sama. Jadi itu akan variatif mereka akan lebih senang lagi, waktu teks lain lagi, waktu analytical kita ganti lagi, gitu ya.
- P : Oh nggeh nggeh suatu saat saya terapkan.
- GBI : Iya suatu saat kalau Anda mengajar gitu jadi anak lebih tertarik, jadi yang relevan dengan yang dibahas itu. Tapi untuk keaktifan anak oke, jauh lebih aktif dari yang pertama Gitu?
- P : Nggeh Bu
- GBI : Saya kira itu.
- P : Oh nggeh, terima kasih Bu untuk masukannya, bantuannya selama ini jadi tambah banyak pengalaman ini.



Teaching Observational Checklist

Date : *November, 3rd, 2012*

Time : *12.15 - 13.45*

Place : *CLASS XI-1A 1*

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

No	Observed Aspects	Yes	No
A.	Pre Teaching		
	1. The teacher greets the students.	✓	
	2. The students respond to the greeting.	✓	
	3. The teacher asks the students' condition.	✓	
	4. The students tell their condition to the teacher.	✓	
	5. The teacher checks the attendance list.	✓	
	6. The teacher outlines the material.	✓	
	7. The teacher explains the goal of teaching and learning.	✓	
B.	While Teaching		
	1. The students are ready to learn the materials.	✓	
	2. The students answer the teachers' getting-started question(s).	✓	
	3. The teacher asks the students to read the text.	✓	
	4. The students read the text.	✓	
	5. The students identify the content of the texts.	✓	
	6. The teacher gives chances to the students for asking questions.	✓	
	7. The students ask questions.	✓	
	8. The teacher is as a facilitator.	✓	
	9. The teacher checks the students' understanding.	✓	
	10. The teacher gives enough times to the students to arrange their seat/to move in pairs.	✓	
	11. The teacher gives brainstorm question(s).	✓	
	12. The students brainstorm what they already know about the topic before reading.	✓	
	13. The students read the text carefully.	✓	
	14. The students use a dictionary to help them.	✓	
	15. The students actively share their reading with their friends.		✓
	16. The students cooperate well in pairs.		✓
	17. The teacher monitors the technique practiced by the students.	✓	
	18. The students practice the technique in teacher guidance.	✓	
	19. The teacher helps the students when they find difficulty.		✓
	20. The students offer themselves to be a volunteer.		✓
	21. The teacher gives clear instructions to the students.		✓
	22. The students respond teacher's instructions.		✓
	23. The students do the worksheet actively.		✓
	24. The students do peer-correction.		✓
	25. The students memorize vocabulary.		✓

	26. The students and the teacher discuss the task together.	✓	
C.	Post Teaching		
	1. The teacher summarizes and reflects the lesson.	✓	
	2. The students reflect their learning.	✓	
	3. The teacher previews the upcoming materials.	✓	
D.	Classroom Situation		
	1. The students are enthusiastic during the teaching learning processes.		✓
	2. The students actively involve in the teaching learning processes.		✓
	3. The teacher manages the time well.	✓	
	4. The teacher uses media.	✓	
	5. The teacher instructions are clear.		✓



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Teaching Observational Checklist

Date : *November, 5th, 2012*

Time : *08.30 - 10.00*

Place : *CLASS XI-IA 1*

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

No	Observed Aspects	Yes	No
A.	Pre Teaching		
	1. The teacher greets the students.	✓	
	2. The students respond to the greeting.	✓	
	3. The teacher asks the students' condition.	✓	
	4. The students tell their condition to the teacher.	✓	
	5. The teacher checks the attendance list.	✓	
	6. The teacher outlines the material.	✓	
	7. The teacher explains the goal of teaching and learning.	✓	
B.	While Teaching		
	1. The students are ready to learn the materials.	✓	
	2. The students answer the teachers' getting-started question(s).	✓	
	3. The teacher asks the students to read the text.	✓	
	4. The students read the text.	✓	
	5. The students identify the content of the texts.	✓	
	6. The teacher gives chances to the students for asking questions.	✓	
	7. The students ask questions.	✓	
	8. The teacher is as a facilitator.	✓	
	9. The teacher checks the students' understanding.	✓	
	10. The teacher gives enough times to the students to arrange their seat/to move in pairs.	✓	
	11. The teacher gives brainstorm question(s).	✓	
	12. The students brainstorm what they already know about the topic before reading.	✓	
	13. The students read the text carefully.	✓	
	14. The students use a dictionary to help them.	✓	
	15. The students actively share their reading with their friends.	✓	
	16. The students cooperate well in pairs.	✓	
	17. The teacher monitors the technique practiced by the students.	✓	
	18. The students practice the technique in teacher guidance.	✓	
	19. The teacher helps the students when they find difficulty.	✓	
	20. The students offer themselves to be a volunteer.	✓	
	21. The teacher gives clear instructions to the students.	✓	
	22. The students respond teacher's instructions.	✓	
	23. The students do the worksheet actively.	✓	
	24. The students do peer-correction.	✓	
	25. The students memorize vocabulary.	✓	

	26. The students and the teacher discuss the task together.	✓	
C.	Post Teaching		
	1. The teacher summarizes and reflects the lesson.	✓	
	2. The students reflect their learning.	✓	
	3. The teacher previews the upcoming materials.	✓	
D.	Classroom Situation		
	1. The students are enthusiastic during the teaching learning processes.	✓	
	2. The students actively involve in the teaching learning processes.	✓	
	3. The teacher manages the time well.	✓	
	4. The teacher uses media.	✓	
	5. The teacher instructions are clear.	✓	



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Teaching Observational Checklist

Date : *Saturday, 10th November 2012*

Time : *12.15 - 13.45*

Place : *CLASS XI - 1A 1*

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

No	Observed Aspects	Yes	No
A.	Pre Teaching		
	1. The teacher greets the students.	✓	
	2. The students respond to the greeting.	✓	
	3. The teacher asks the students' condition.	✓	
	4. The students tell their condition to the teacher.	✓	
	5. The teacher checks the attendance list.	✓	
	6. The teacher outlines the material.	✓	
	7. The teacher explains the goal of teaching and learning.	✓	
B.	While Teaching		
	1. The students are ready to learn the materials.	✓	
	2. The students answer the teachers' getting-started question(s).	✓	
	3. The teacher asks the students to read the text.	✓	
	4. The students read the text.	✓	
	5. The students identify the content of the texts.	✓	
	6. The teacher gives chances to the students for asking questions.	✓	
	7. The students ask questions.	✓	
	8. The teacher is as a facilitator.	✓	
	9. The teacher checks the students' understanding.	✓	
	10. The teacher gives enough times to the students to arrange their seat/to move in pairs.	✓	
	11. The teacher gives brainstorm question(s).	✓	
	12. The students brainstorm what they already know about the topic before reading.	✓	
	13. The students read the text carefully.	✓	
	14. The students use a dictionary to help them.	✓	
	15. The students actively share their reading with their friends.	✓	
	16. The students cooperate well in pairs.	✓	
	17. The teacher monitors the technique practiced by the students.	✓	
	18. The students practice the technique in teacher guidance.	✓	
	19. The teacher helps the students when they find difficulty.	✓	
	20. The students offer themselves to be a volunteer.	✓	
	21. The teacher gives clear instructions to the students.	✓	
	22. The students respond teacher's instructions.	✓	
	23. The students do the worksheet actively.	✓	
	24. The students do peer-correction.	✓	
	25. The students memorize vocabulary.	✓	

	26. The students and the teacher discuss the task together.	✓	
C.	Post Teaching		
	1. The teacher summarizes and reflects the lesson.	✓	
	2. The students reflect their learning.	✓	
	3. The teacher previews the upcoming materials.	✓	
D.	Classroom Situation		
	1. The students are enthusiastic during the teaching learning processes.	✓	
	2. The students actively involve in the teaching learning processes.	✓	
	3. The teacher manages the time well.	✓	
	4. The teacher uses media.	✓	
	5. The teacher instructions are clear.	✓	



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Teaching Observational Checklist

Date : *November, 12th, 2012*

Time : *08.30 - 10.00*

Place : *CLASS XI-1A ↓*

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

No	Observed Aspects	Yes	No
A.	Pre Teaching		
	1. The teacher greets the students.	✓	
	2. The students respond to the greeting.	✓	
	3. The teacher asks the students' condition.	✓	
	4. The students tell their condition to the teacher.	✓	
	5. The teacher checks the attendance list.	✓	
	6. The teacher outlines the material.	✓	
	7. The teacher explains the goal of teaching and learning.	✓	
B.	While Teaching		
	1. The students are ready to learn the materials.	✓	
	2. The students answer the teachers' getting-started question(s).	✓	
	3. The teacher asks the students to read the text.	✓	
	4. The students read the text.	✓	
	5. The students identify the content of the texts.	✓	
	6. The teacher gives chances to the students for asking questions.	✓	
	7. The students ask questions.	✓	
	8. The teacher is as a facilitator.	✓	
	9. The teacher checks the students' understanding.	✓	
	10. The teacher gives enough times to the students to arrange their seat/to move in pairs.	✓	
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	17. The teacher monitors the technique practiced by the students.	✓	
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	25. The students memorize vocabulary.	✓	

	26. The students and the teacher discuss the task together.	✓	
C.	Post Teaching		
	1. The teacher summarizes and reflects the lesson.	✓	
	2. The students reflect their learning.	✓	
	3. The teacher previews the upcoming materials.	✓	
D.	Classroom Situation		
	1. The students are enthusiastic during the teaching learning processes.	✓	
	2. The students actively involve in the teaching learning processes.	✓	
	3. The teacher manages the time well.	✓	
	4. The teacher uses media.	✓	
	5. The teacher instructions are clear.	✓	



Dyah Woro Ruslanani, S. Pd.
NIP. 19701228 199412 2 003

Teaching Observational Checklist

Date : *Saturday, 17th November 2012*

Time : *12.15 - 13.45*

Place : *CLASS - XI - 1A 1*

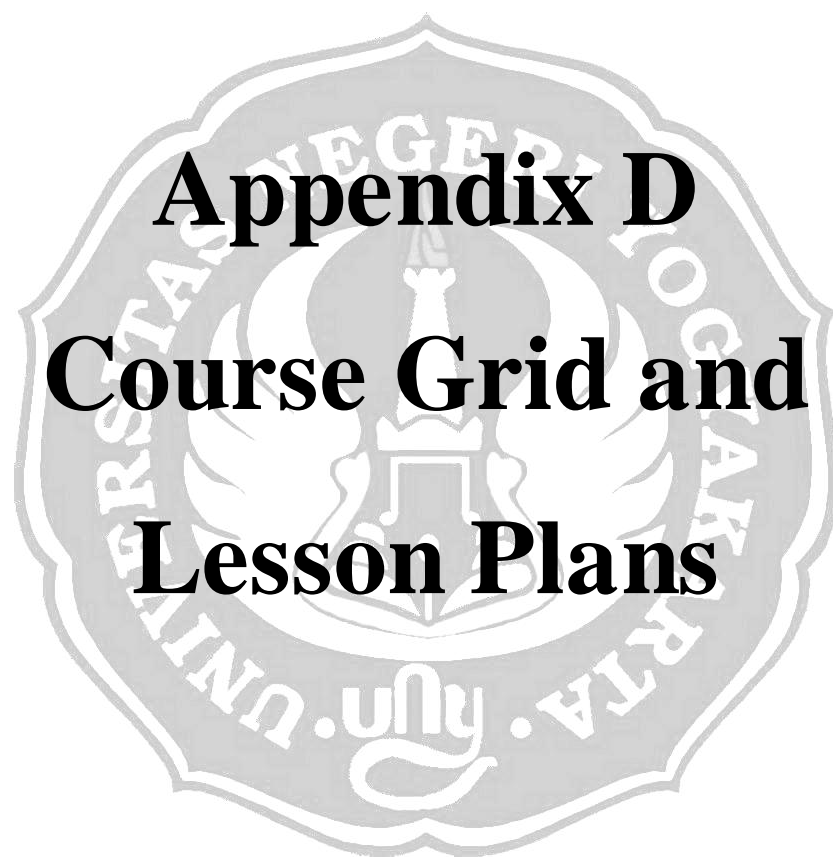
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	2. The students respond to the greeting.	✓	
	3. The teacher asks the students' condition.	✓	
	4. The students tell their condition to the teacher.	✓	
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	3. The teacher asks the students to read the text.	✓	
	4. The students read the text.	✓	
	5. The students identify the content of the texts.	✓	
	6. The teacher gives chances to the students for asking questions.	✓	
	7. The students ask questions.	✓	
	8. The teacher is as a facilitator.	✓	
	9. The teacher checks the students' understanding.	✓	
	10. The teacher gives enough times to the students to arrange their seat/to move in pairs.	✓	
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	16. The students cooperate well in pairs.	✓	
	17. The teacher monitors the technique practiced by the students.	✓	
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	20. The students offer themselves to be a volunteer.	✓	
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	22. The students respond teacher's instructions.	✓	
	23. The students do the worksheet actively.	✓	
	24. The students do peer-correction.	✓	
	25. The students memorize vocabulary.	✓	

	26. The students and the teacher discuss the task together.	✓	
C.	Post Teaching		
	1. The teacher summarizes and reflects the lesson.	✓	
	2. The students reflect their learning.	✓	
	3. The teacher previews the upcoming materials.	✓	
D.	Classroom Situation		
	1. The students are enthusiastic during the teaching learning processes.	✓	
	2. The students actively involve in the teaching learning processes.	✓	
	3. The teacher manages the time well.	✓	
	4. The teacher uses media.	✓	
	5. The teacher instructions are clear.	✓	



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Appendix D
Course Grid and
Lesson Plans

COURSE GRID

School : SMA Negeri 1 Prembun
Class : XI IPA 1
Subject : English
Semester : 1
Standard of Competency : 5. Understanding short functional written texts and essays in the form of report, narrative and analytical exposition in daily life context to access knowledge .

No.	Cycle/ Meeting	Basic Competency	Learning Materials	Learning Activities	Indicators	Assessment	Sources	Time
1	1/ 1-3	5.2. Responding to the meaning and rhetorical steps of an essay using written language accurately, fluently, and understandably in daily life context and accessing knowledge in the form of <i>report</i> , <i>narrative</i> , and <i>analytical exposition</i> .	The Report Text 1. <i>Camels</i> , and <i>A Safari Park</i> (meeting 1) 2. <i>Landmarks</i> , and <i>A Global City</i> (meeting 2) 3. <i>Gawai Dayak</i> , and <i>Thanksgiving Day</i> (meeting 3) The Characteristics of Report 1. Social purpose: to present information about something. 2. Generic Structure: - general classification - description 3. Language Features: - introducing group or general aspect - using conditional logical connection - using simple present tense	a. Building Knowledge of the Field 1). The students answer questions based on pictures. 2). The students tell their experiences/knowledge/opinion related to the pictures. b. Modeling of the Text 1). The students comprehend the text demonstrated by the teacher. 2). The students discuss the social purpose, generic structure, and language features of the text. 3). The students pay attention to the teacher's explanation - report text (meeting 1) - scanning and skimming (meeting 2) - pronoun and referent (meeting 3) 4). The students do a task based on the materials they have learned.	1. Identifying the social purposes, generic structure, and language features of the text. 2. Stating the social purposes, generic structure, language features and the content of the text 4. Finding details information by scanning and skimming 5. Finding referents of a pronoun.	1. Discussion 2. Quizzes	Doddy, Achmad, et al. 2008. <i>Developing English Competences 2: for Senior High School (SMA/MA) Grade XI</i> . Jakarta : Pusat Perbukuan, Departemen Pendidikan Nasional Priyana, Joko. et al. 2008. <i>Interlanguage : English for Senior High School Student XI</i> . Jakarta : Pusat Perbukuan, Departemen Pendidikan Nasional Mikulecky, Beatrice s, Linda Jeffrie. 1997. <i>Basic Reading Power</i> .	2 x 45 minutes/ meeting

				<p>c. Joint Construction of the Text (Think-Pair -Share).</p> <p>1). The students brainstorm the teacher’s question(s), related to the previous text.</p> <p>2). The students work in pairs and read the text.</p> <p>3). The students share idea about the text in pairs/the class.</p> <p>4). The pairs answer some questions/worksheet given by the teacher.</p> <p>d. Independent Construction of the Text.</p> <p>1). The students do a worksheet based on the previous text.</p>			<p>NY. Longman.</p> <p>Mikulecky , Beatrice s, Linda Jeffrie. 1996. <i>More Reading Power</i>. NY. Addison-Wesley Publishing Company .Inc.</p> <p>www.wikipedia.com</p>	
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COURSE GRID

School : SMA Negeri 1 Prembun
Class : XI IPA 1
Subject : English
Semester : 1
Standard of Competency : 5. Understanding short functional written text and essay in the form of report, narrative and analytical exposition in daily life context to access knowledge .

No.	Cycle/ Meeting	Basic Competency	Learning Materials	Learning Activities	Indicators	Assessments	Sources	Time
2	2/4-5	5.2. Responding to the meaning and rhetorical steps of an essay using written language accurately, fluently, and understandably in daily life context and accessing knowledge in the form of <i>report</i> , <i>narrative</i> , and <i>analytical exposition</i> .	The Narrative Text 1. <i>The Four Friends and Furs and Feathers</i> (meeting 4) 2. <i>Lion and Androcles and Damon, Pythias, and the Test of Friendship</i> (meeting 5) The Characteristics of Narrative 1. Social Purpose: to amuse/entertain the readers and to tell a story. 2. Generic Structure: - orientation - complication - resolution - reorientation 3. Language Features: - using past tense - using action verb	a. Building Knowledge of the Field 1). The students answer questions based on pictures. 2). The students tell their experiences/knowledge/opinion related to the pictures. b. Modeling of the Text 1). The students comprehend the text demonstrated by the teacher. 2). The students discuss the social purpose, generic structure, and language features of the text. 3). The students pay attention to the teacher's explanation. - topic and main idea. (meeting 4) - previewing and predicting (meeting 5) 4). The students do the task based on the materials they have learned.	1. Identifying the social purposes, generic structure, and language features of the text. 2. Stating the social purposes, generic structure, language features and the content of the text. 3. Finding topics and main ideas of a narrative text. 4. Previewing and predicting a narrative text.	1. Discussion 2. Quizzes	Doddy, Achmad, et al. 2008. <i>Developing English Competences 2: for Senior High School (SMA/MA) Grade XI</i> . Jakarta : Pusat Perbukuan, Departemen Pendidikan Nasional Priyana, Joko. et al. 2008. <i>Interlanguage : English for Senior High School Student XI</i> . Jakarta : Pusat Perbukuan, Departemen Pendidikan Nasional Mikulecky, Beatrice s, Linda Jeffrie. 1997. <i>Basic</i>	2 x 45 minutes/meeting

			- chronological arranged	<p>c. Joint Construction of the Text (Think-Pair -Share).</p> <p>1). The students brainstorm the teacher’s question(s), related to the previous text.</p> <p>2). The students work in pairs and read the text.</p> <p>3). The students share the text in pairs/the class.</p> <p>4). The students answer some questions/worksheet given by the teacher.</p> <p>d. Independent Construction of the Text.</p> <p>1). The students do a worksheet based on the previous text.</p>			<p><i>Reading Power.</i> NY. Longman.</p> <p>Mikulecky, Beatrice s, Linda Jeffrie. 1996. <i>More Reading Power.</i> NY. Addison-Wesley Publishing Company .Inc.</p> <p><i>www.storiestogrow by.com</i></p>	
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RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Satuan Pendidikan : SMA Negeri 1 Prembun
 Kelas/Semester : XI IPA 1 / 1
 Mata Pelajaran : Bahasa Inggris
 Materi Pokok : Teks Report
 Keterampilan : Membaca
 Alokasi Waktu : 2 x 45 menit (1 pertemuan)

A. STANDAR KOMPETENSI

5. Memahami makna teks fungsional pendek dan esei berbentuk *report*, *narrative*, dan *analytical exposition* dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan.

B. KOMPETENSI DASAR

5.2. Merespon makna dan langkah retorika dalam esei yang menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan dalam teks berbentuk: *report*, *narrative*, dan *analytical exposition*.

C. TUJUAN PEMBELAJARAN

Pada akhir kegiatan pembelajaran baik secara mandiri, berpasangan atau kelompok peserta didik dapat:

1. Memahami *social purposes*, *generic structure*, dan *language features* dari teks *report*.
2. Memahami isi bacaan dari sebuah teks *report*.
3. Bekerjasama dan berdiskusi dengan baik.

D. METODE PEMBELAJARAN

Genre Based Approach

E. KEGIATAN PEMBELAJARAN

No	Langkah- langkah	Waktu
1.	Kegiatan Pendahuluan a. Salam b. Presensi c. Informasi tujuan pembelajaran dan bahan	5 menit
2.	Kegiatan Inti a. <i>Building Knowledge of the Field</i> 1) Peserta didik mengomentari gambar yang ditunjukkan oleh guru. 2) Peserta didik mencari persamaan atau perbedaan yang ada dalam gambar.	15 menit

	<p>3) Peserta didik memberikan pendapat mereka terhadap persamaan/perbedaan dalam yang mereka temukan.</p> <p><i>b. Modelling of the Text</i></p> <ol style="list-style-type: none"> 1) Peserta didik membaca dan memahami teks “Camels” yang diberikan guru. 2) Peserta didik memperhatikan penjelasan mengenai teks <i>report</i> yang disampaikan guru. 3) Peserta didik berdiskusi tentang <i>social purpose</i>, <i>generic structure</i>, dan <i>language features</i> pada teks <i>report</i>, guru mendampingi dan memfasilitasi. 4) Peserta didik membandingkan teks <i>report</i> dengan jenis teks lain untuk mencari persamaan atau perbedaannya. 5) Peserta didik mengerjakan latihan untuk menguji pemahaman mereka. <p><i>c. Joint Construction of the Text (TPS)</i></p> <ol style="list-style-type: none"> 1) Peserta didik menjawab pertanyaan <i>brainstorm</i> mengenai teks yang akan dibahas. 2) Peserta didik membentuk pasangan berdasarkan instruksi guru. 3) Peserta didik membaca teks “A Safari Park” dengan seksama. 4) Peserta didik bertukar pendapat/bercerita dengan pasangannya mengenai teks yang telah dibaca. 5) Peserta didik menjawab pertanyaan yang diberikan guru. <p><i>d. Independent Construction of the Text</i></p> <ol style="list-style-type: none"> 1) Peserta didik mengerjakan tugas individu berdasarkan teks sebelumnya. 2) Peserta didik dan guru membahas jawaban masing-masing siswa. 	<p>25 menit</p> <p>25 menit</p> <p>15 menit</p>
3.	<p>Kegiatan Penutup</p> <ol style="list-style-type: none"> a. Peserta didik membuat simpulan pembelajaran dan dikuatkan oleh guru. b. Peserta didik dan guru melakukan refleksi terhadap kegiatan pembelajaran yang telah dilaksanakan. c. Guru menginformasikan kegiatan pembelajaran pada pertemuan selanjutnya. 	5 menit

F. SUMBER BELAJAR

1. Doddy, Achmad, et al. 2008. *Developing English Competences 2: for Senior High School (SMA/MA) Grade XI*. Jakarta : Pusat Perbukuan, Departemen Pendidikan Nasional
2. Priyana, Joko. et al. 2008. *Interlanguage : English for Senior High School Student XI*. Jakarta : Pusat Perbukuan, Departemen Pendidikan Nasional.
3. <http://www.wikipedia.com>

G. PENILAIAN

Indikator Pencapaian Kompetensi	Teknik Penilaian	Bentuk Penilaian
1. Mengidentifikasi dan menyebutkan <i>social purposes, generic structure</i> , dan <i>language features</i> dari teks <i>report</i> .	Group works	Task and Work sheet
2. Menjawab pertanyaan tentang isi bacaan dari sebuah teks <i>report</i> .	Pair and Individual works	Worksheet
3. Bekerjasama dengan baik secara berpasangan.	Observation	Observation sheets

Prembun, November 2012

Guru Mata Pelajaran,

Peneliti,

Dyah Woro Rushanani, S.Pd
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Materi Pembelajaran**BKOF****Getting-Started Questions.**

1. What do you know about the pictures?
2. In your opinion, what are the differences between animals in picture A and animals in picture B?

MOT

Struktur Organisasi Teks Report

Genre	Social Function	Generic Structure	Language Features
Report	to present information about something.	<ul style="list-style-type: none"> • General Classification • Description 	<ul style="list-style-type: none"> • Introducing group or general aspect • Using conditional logical connection • Using Simple Present Tense

Contoh Teks Report

Task 1.

Read the following text and answer the questions.



Camels

Camels are large, strong desert animals. Camels can travel great distances across hot, dry deserts with little food or water. They walk easily on soft sand and carry people and heavy loads to places that have no roads. Camels also serve the people of the desert in many other ways.

Camels carry their own built-in food supply on their back in the form of a hump. The hump is a large lump of fat providing energy if food is hard to find. There are two chief kinds of camels: first, the Arabian camels also called dromedary, which have one hump, and second, Bactrian camels, which have two humps. Both species have been domesticated; they provide milk, meat, hair for textiles or goods such as felted pouches, and are working animals.

The average life expectancy of camels is 40 to 50 years. A fully grown adult camel stands 1.85 m at the shoulder and 2.15 m at the hump. The hump rises about 75 cm (30 in) out of its body. Camels can run at up to 65 km/h in short bursts and sustain speeds of up to 40 km/h

Questions.

1. What is the text about?
2. Which paragraphs are categorized in general classification?
3. Which paragraphs are categorized in description?
4. In general, state the function of a report text above.

JCOT**Task 2.**

In pairs, read the following text and answer the questions.

**A Safari Park**

A safari park, sometimes known as a wildlife park, is a zoo-like commercial tourist attraction where visitors can drive in their own vehicles or ride in vehicles provided by the facility to observe freely roaming animals. The main attractions are frequently large animals from Sub-Saharan Africa such as giraffes, lions, rhinoceros, elephants, zebras, and antelope.

A safari park is larger than a zoo and smaller than game reserves. For example, African Lion Safari near Cambridge, Ontario, Canada is 3.0 km². For comparison, Lake Nakuru in the Great Rift Valley, Kenya, is 168 square kilometres, and a typical large game reserve is Tsavo East, also in Kenya, which encompasses 11,747 square kilometers. It provides unique panoramic views over African Plains, enabling guests to view Rhino, Giraffe, Wild Dogs and Siamang Gibbons. Safari parks also often have other associated tourist attractions such as golf courses, carnival rides, cafes/restaurants, miniature trains, and gift shops.

Like the countries in Africa, Indonesia also has Safari Parks. The Safari Parks are located in Bogor, Mount Arjuno and Bali. The Safari Park in Bali includes Marine Park.

Adapted from: www.wikipedia.com

Questions

1. What is the text about?
2. What is the other name of Safari Park?
3. What are the differences between Zoo and Safari Park?
4. What are the specialities of Safari Park?
5. Where we can find Safari Park in Indonesia?

ICOT**Task 3.**

Based on the text entitled "A Safari Park", state the statements whether it is TRUE (T) or FALSE (F) and give your justification.

No.	Statements	T/F	Justifications
1.	The other name of safari park is wildlife zoo.		
2.	The visitors can not see the animals from their car.		
3.	The zoo is the smallest between the safari park and the reserves.		
4.	The safari parks always have other associated tourist attractions.		
5.	Indonesia has three safari parks spread in Java island.		

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Satuan Pendidikan : SMA Negeri 1 Prembun
 Kelas/Semester : XI IPA 1 / 1
 Mata Pelajaran : Bahasa Inggris
 Materi Pokok : Teks Report
 Keterampilan : Membaca
 Alokasi Waktu : 2 x 45 menit (1 pertemuan)

A. STANDAR KOMPETENSI

5. Memahami makna teks fungsional pendek dan esei berbentuk *report*, *narrative*, dan *analytical exposition* dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan.

B. KOMPETENSI DASAR

5.2. Merespon makna dan langkah retorika dalam esei yang menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan dalam teks berbentuk: *report*, *narrative*, dan *analytical exposition*.

C. TUJUAN PEMBELAJARAN

Pada akhir kegiatan pembelajaran baik secara mandiri, berpasangan atau kelompok peserta didik dapat:

1. Memahami *social purposes*, *generic structure*, dan *language features* dari teks *report*.
2. Memahami isi bacaan dari sebuah teks *report* dengan menggunakan *scanning* dan *skimming*.
3. Bekerjasama dan berdiskusi dengan baik.

D. METODE PEMBELAJARAN

Genre Based Approach

E. KEGIATAN PEMBELAJARAN

No	Langkah- langkah	Waktu
1.	Kegiatan Pendahuluan a. Salam b. Presensi c. Informasi tujuan pembelajaran dan bahan	5 menit
2.	Kegiatan Inti a. <i>Building Knowledge of the Field</i> 1) Peserta didik mengomentari gambar A, B, dan C yang ditunjukkan oleh guru. 2) Peserta didik mencari persamaan atau perbedaan	15 menit

	<p>yang ada dalam gambar.</p> <p>3) Peserta didik memberikan pendapat mereka terhadap persamaan/perbedaan dalam gambar yang mereka temukan.</p> <p><i>b. Modelling of the Text</i></p> <p>1) Peserta didik memperhatikan penjelasan mengenai teknik membaca <i>scanning</i> dan <i>skimming</i> dan mengerjakan latihan untuk menguji pemahaman mereka.</p> <p>2) Peserta didik membaca dan memahami teks “Landmarks” yang diberikan guru.</p> <p>3) Peserta didik berdiskusi tentang <i>social purpose</i>, <i>generic structure</i>, dan <i>language features</i> pada teks <i>report</i>, guru mendampingi dan memfasilitasi.</p> <p>4) Peserta didik mengerjakan latihan untuk menguji pemahaman mereka.</p> <p><i>c. Joint Construction of the Text</i></p> <p>1) Peserta didik menjawab pertanyaan <i>brainstorm</i> mengenai teks yang akan dibahas.</p> <p>2) Peserta didik membentuk pasangan berdasarkan instruksi guru dan menyesuaikan nama yang telah dibagi.</p> <p>3) Peserta didik membaca teks “A Global City” dengan seksama.</p> <p>4) Peserta didik bertukar pendapat/bercerita dengan pasangannya mengenai teks yang telah dibaca.</p> <p>5) Peserta didik menjawab pertanyaan yang diberikan guru.</p> <p><i>d. Independent Construction of the Text</i></p> <p>1) Peserta didik mengerjakan tugas individu berdasarkan teks sebelumnya.</p> <p>2) Peserta didik dan guru membahas jawaban masing-masing siswa.</p>	<p>25 menit</p> <p>25 menit</p> <p>15 menit</p>
3.	<p>Kegiatan Penutup</p> <p>a. Peserta didik membuat simpulan pembelajaran dan dikuatkan oleh guru.</p> <p>b. Peserta didik dan guru melakukan refleksi terhadap kegiatan pembelajaran yang telah dilaksanakan.</p> <p>c. Guru menginformasikan kegiatan pembelajaran pada pertemuan selanjutnya.</p>	5 menit

F. SUMBER BELAJAR

1. Doddy, Achmad, et al. 2008. *Developing English Competences 2: for Senior High School (SMA/MA) Grade XI*. Jakarta : Pusat Perbukuan, Departemen Pendidikan Nasional
2. Priyana, Joko. et al. 2008. *Interlanguage : English for Senior High School Student XI*. Jakarta : Pusat Perbukuan, Departemen Pendidikan Nasional.
3. Mikulecky, Beatrice s, Linda Jeffrie. 1997. *Basic Reading Power*. NY. Longman.
4. <http://www.wikipedia.com>

G. PENILAIAN

Indikator Pencapaian Kompetensi	Teknik Penilaian	Bentuk Penilaian
1. Mengidentifikasi dan menyebutkan <i>social purposes, generic structure, dan language features</i> dari teks <i>report</i> .	Group works	Tasks and Work sheet
2. Menjawab pertanyaan pada teks <i>report</i> dengan teknik membaca <i>scanning</i> dan <i>skimming</i> .	Pair and Individual works	Worksheet
3. Bekerjasama dengan baik secara berpasangan.	Observation	Observation sheets

Prembun, November 2012

Guru Mata Pelajaran,

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Materi dan Media Pembelajaran

BKOF



Getting-Started Questions.

1. What do you know about the pictures above?
2. In your opinion, what are the functions of the buildings in the pictures?

MOT

Struktur Organisasi Teks Report

Genre	Social Function	Generic Structure	Language Features
Report	to present information about something.	<ul style="list-style-type: none"> • General Classification • Description 	<ul style="list-style-type: none"> • Introducing group or general aspect • Using conditional logical connection • Using Simple Present Tense

Scanning dan Skimming

1. Scanning is a way to read fast. In this way you do not read all the words. You read only the words you are looking for.

Example:

Key words

1. read read reel raid read
2. three tree there these trees three

2. Skimming is high-speed reading that can save lots of time. You skim to get the general sense of a passage or a book.

Task 1.

Circle the key word every time you see it in the line. Work quickly.

Key words

1. into onto unto into intro intro
2. back black bark back bank book
3. must much must mist mush muse
4. then them then ten than then
5. out our cut oust own out
6. all ail all awl owl owe
7. with which witch wish will with
8. over ever aver over our over
9. down dawn darn done down dean
10. may my many may way marry
11. after alter alter after altar offer
12. were wear were ware wore where
13. will wilt wall with will wild
14. could cold culled could called culled
15. through though tough thought through

Task 2.

Read the following text and by skimming answer the questions quickly.



Landmarks

In modern usage, landmarks include anything that is easily recognizable, such as a monument, building, or other structure. In American English it is the main term used to designate places that might be of interest to tourists due to notable physical features or historical significance.

Landmarks in the British English sense are often used for casual navigation, such as giving directions. This is done in American English as well. In urban studies as well as in geography, a landmark is furthermore defined as an external point of reference that helps orienting in a familiar or unfamiliar environment. Landmarks are often used in verbal route instructions and as such an object of study by linguists as well as in other fields of study. A variant is a seamark or daymark, a structure usually built intentionally to aid sailors navigating featureless coasts.

There many famous landmarks in the world. The landmarks can be in the form of monuments, city icons or place of power and worship. An example of famous monument is the Statue of Liberty in New York City, USA. It is recognized as a universal symbol of freedom and democracy. Sydney Opera house has become the very symbol of Sydney and maybe for whole modern Australia. The white house building is recognized as the symbol of the President, of the President's administration, and of the United States.

Adapted from: www.wikipedia.com

Questions

1. The other name of landmark ...
2. Landmark in New York City ...
3. Symbol of USA president ...
4. The function of Landmark in England ...
5. The form of Liberty Statue ...

JCOT

Contoh daftar nama "Pairs" dalam tahap JCOT.



Task 3.

Read the text below and answer the questions.



A Global City

A global city is a city generally considered to be an important area in the global socio-economic or political system. It is also called world city or sometimes alpha city or world center. The concept comes from geography and urban studies and rests on the idea of globalization.

Global city status is considered to be beneficial and desired. Because of that many groups have tried to classify and rank which cities are seen as *world cities* or *non-world cities*. Although there is a consensus upon leading world cities, the criteria upon which a classification is made can affect which other cities are included. The criteria for identification tend either to be based on a *yardstick value* or on an *imminent determination*.

There are also some criteria which make a city can be called a global city. The criteria can be from economic characteristics and political characteristics. New York is considered a global city because it has The New York Stock Exchange. It serves as the corporate headquarter sites for multinational corporations, international financial institutions, law firms, conglomerates, and stock exchanges that influence the world economy. London is also categorized in a global city in political characteristics because of The Palace of Westminster. Other cities can be regarded when they active influence on and participate in international events and world affairs; for example, Beijing, Berlin, London, Moscow, New Delhi, Paris, Tokyo, and Washington.

Adapted from: www.wikipedia.com

Questions

1. What is the text about?
2. What is the other name of Global City?
3. What are the criteria to be a global city?
4. Why does New York City influence the world economy?
5. What are the conditions should be fulfilled to be regarded as a global city in political characteristics?

ICOT

Task 4.

Based on the text entitled "A Global City", state the statements whether it is TRUE (T) or FALSE (F) and give your justifications.

No.	Statements	T/F	Justifications
1.	The other names of global city are worldwide city and alpha city.		
2.	The major concept of global city comes from globalization idea.		
3.	London is called a global city because it has Queen Elizabeth.		
4.	If a city actively participates and does not influence in international word affairs, it belongs to a global city.		
5.	Moscow, Paris, and Jakarta can be regarded as a global city because they participate actively in international events.		

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Satuan Pendidikan : SMA Negeri 1 Prembun
 Kelas/Semester : XI IPA 1 / 1
 Mata Pelajaran : Bahasa Inggris
 Materi Pokok : Teks Report
 Siklus : Membaca
 Alokasi Waktu : 2 x 45 menit (1 pertemuan)

A. STANDAR KOMPETENSI

5. Memahami makna teks fungsional pendek dan esei berbentuk *report*, *narrative*, dan *analytical exposition* dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan.

B. KOMPETENSI DASAR

5.2. Merespon makna dan langkah retorika dalam esei yang menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan dalam teks berbentuk: *report*, *narrative*, dan *analytical exposition*.

C. TUJUAN PEMBELAJARAN

Pada akhir kegiatan pembelajaran baik secara mandiri, berpasangan atau kelompok peserta didik dapat:

1. Memahami *social purposes*, *generic structure*, dan *language features* dari teks *report*.
2. Memahami isi bacaan dari sebuah teks *report* dengan mencari *referent* dalam sebuah teks.
3. Bekerjasama dan berdiskusi dengan baik.

D. METODE PEMBELAJARAN

Genre Based Approach

E. KEGIATAN PEMBELAJARAN

No	Langkah- langkah	Waktu
1.	Kegiatan Pendahuluan a. Salam b. Presensi c. Informasi tujuan pembelajaran dan bahan	5 menit
2.	Kegiatan Inti <i>a. Building Knowledge of the Field</i> 1) Peserta didik menebak nama kegiatan yang ada dalam gambar. 2) Peserta didik memberikan pendapatnya mengenai	15 menit

	<p>kegiatan yang ada dalam gambar.</p> <p>3) Peserta didik menceritakan pengalaman mereka terhadap kegiatan yang ada dalam gambar.</p> <p><i>b. Modelling of the Text</i></p> <p>1) Peserta didik memperhatikan penjelasan mengenai <i>pronoun</i> dan <i>referent</i> dan mengerjakan latihan untuk menguji pemahaman mereka.</p> <p>2) Peserta didik membaca dan memahami teks “Gawai Dayak” yang diberikan guru.</p> <p>3) Peserta didik berdiskusi tentang <i>social purpose</i>, <i>generic structure</i>, dan <i>language features</i> pada teks, guru mendampingi dan memfasilitasi.</p> <p>4) Peserta didik mengerjakan latihan untuk menguji pemahaman mereka.</p> <p><i>c. Joint Construction of the Text</i></p> <p>1) Peserta didik menjawab pertanyaan <i>brainstorm</i> mengenai teks yang akan dibahas.</p> <p>2) Peserta didik membentuk nama dan anggota pasangan berdasarkan undian yang dibuat guru.</p> <p>3) Peserta didik membaca teks “Thanksgiving Day” dengan seksama.</p> <p>4) Peserta didik bertukar pendapat/bercerita dengan pasangannya mengenai teks yang telah dibaca.</p> <p>5) Peserta didik menjawab pertanyaan yang diberikan guru.</p> <p><i>d. Independent Construction of the Text</i></p> <p>1) Peserta didik mengerjakan tugas individu berdasarkan teks sebelumnya.</p> <p>2) Peserta didik dan guru membahas jawaban masing-masing siswa.</p>	<p>25 menit</p> <p>25 menit</p> <p>15 menit</p>
3.	<p>Kegiatan Penutup</p> <p>a. Peserta didik membuat simpulan pembelajaran dan dikuatkan oleh guru.</p> <p>b. Peserta didik dan guru melakukan refleksi terhadap kegiatan pembelajaran yang telah dilaksanakan.</p> <p>c. Guru menginformasikan kegiatan pembelajaran pada pertemuan selanjutnya.</p>	5 menit

F. SUMBER BELAJAR

1. Doddy, Achmad, et al. 2008. *Developing English Competences 2: for Senior High School (SMA/MA) Grade XI*. Jakarta : Pusat Perbukuan, Departemen Pendidikan Nasional
2. Priyana, Joko. et al. 2008. *Interlanguage : English for Senior High School Student XI*. Jakarta : Pusat Perbukuan, Departemen Pendidikan Nasional.
3. Mikulecky, Beatrice s, Linda Jeffrie. 1996. *More Reading Power*. NY. Addison-Wesley Publishing Company.Inc.
4. <http://www.wikipedia.com>

G. PENILAIAN

Indikator Pencapaian Kompetensi	Teknik Penilaian	Bentuk Penilaian
1. Mengidentifikasi dan menyebutkan <i>social purposes, generic structure, dan language features</i> dari teks <i>report</i> .	Group works	Tasks and Work sheet
2. Menjawab pertanyaan mengenai <i>referent</i> dari teks <i>report</i> .	Pair and Individual works	Worksheet
3. Bekerjasama dengan baik secara berpasangan.	Observation	Observation sheets

Prembun, November 2012

Guru Mata Pelajaran,

Peneliti,

Dyah Woro Rushanani, S.Pd
NIP. 19701228 199412 2 003

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Materi dan Media Pembelajaran

BKOF

NYADRAN



Getting-Started Questions.

1. What do you know about the picture above?
2. Does your village have that ceremony?
3. Have you ever take part in that ceremony? Tell briefly.
4. In your opinion, what is the purpose of the ceremony?

MOT

Struktur Organisasi Teks Report

Genre	Social Function	Generic Structure	Language Features
Report	to present information about something.	<ul style="list-style-type: none"> • General Classification • Description 	<ul style="list-style-type: none"> • Introducing group or general aspect • Using conditional logical connection • Using Simple Present Tense

Pronouns

A pronoun is a word that takes the place of a noun or another pronoun in a sentence or a phrase. Writers use pronoun because repeating the same word or name many time is boring and dumsy. Pronouns can be singular or plural. This means they can replace a single name/idea or a group of names/ideas. Here are the table of commonly used pronoun.

Table. Pronouns

Subject	Object	Possessive Adjective
I	Me	My
You	You	Your
He	Him	His
She	Her	Her
They	Them	Their
We	Us	Our
It	It	Its

Recognizing words that connect ideas.

Task 1.

In the following paragraph write the referent for each pronoun. The pronouns are underlined.

Pedicabs could be a good addition to the total transportation system in many cities. the owner of a pedicabs company plans to invest in a total of twenty of them (1). He (2) believes that they (3) will be popular with football fans at the new football stadium. They (4) can use them (5) to ride to their parked cars or to nearby restaurants. Furthermore he (6) thinks that pedicabs could help carry some of the crowds to the stadium. And he (7) thinks they (8) would be useful in port cities where cruise ship docks. Tourist could use them (9) to get from the port to the city centre.

Write the referent for:

- | | | |
|---------|---------|---------|
| 1. them | 4. they | 7. he |
| 2. he | 5. them | 8. they |
| 3. they | 6. he | 9. them |

Task 2.

Read the text below and answer the questions.



Gawai Dayak

Gawai Day or Gawai Dayak, is a festival celebrated in Sarawak. **It** is both a religious and social occasion. Gawai Dayak literally means “Dayak Festival”. Dayak visit their friends and relatives on this day. **They** who are far away receive greeting cards. The mode of celebrations varies from place to place.

The celebration is held on the 1st of June every year. However, **it** actually starts on the evening of 31st of May. Gawai Dayak celebration may last for several days. On the evening of 31st of May, the ceremony to cast the greediness spirit away (Muai Antu Rua) is held. Then, offering ceremony (miring) is conducted. Thanking gods for the good harvest, guidance, blessings and long life is done through sacrificing a cockerel. At midnight the people hold spirit welcoming procession (Ngaluh Petara) is. Then, the celebration gets merrier as **they** start singing and reading poems.

On the 1st of June, the homes of the Dayaks are opened to visitors. Cock-fighting, blowpipe skill demonstration, and ngajat competitions are held. It is also during this time of the year that many Dayak weddings take place. Today, it is an integral part of Dayak social life. It is a thanksgiving day marking good harvest and a time to plan for the new farming season or activities ahead.

Questions

1. What is the text about?
2. What is the referent for word “it” in line 1?
3. What is the referent for word “they” in line 3?
4. What is the referent for word “it” in line 6?
5. What is the referent for word “they” in line 13?

JCOT

Contoh daftar nama "Pairs" dalam tahap JCOT.



Contoh Daftar Undian

Catfish (1)	Comodo (1)	Chimpanzee (1)	Crab (1)
Catfish (2)	Comodo (2)	Chimpanzee (2)	Crab (2)
Dolphin (1)	Grasshopper (1)	Starfish (1)	Amoeba (1)
Dolphin (2)	Grasshopper (2)	Starfish (2)	Amoeba (2)
Frog (1)	Dove (1)	Jellyfish (1)	
Frog (2)	Dove (2)	Jellyfish (2)	
Crocodile (1)	Orang Utan (1)	Spider (1)	
Crocodile (2)	Orang Utan (2)	Spider (2)	

Contoh stiker sebagai rewards



Task 3

In pairs, read the following text and answer the questions.



Thanksgiving Day

Thanksgiving or Thanksgiving Day is a celebration of harvest, thankfulness for peace, and the attempt of Native Americans. It is celebrated in late autumn. It is celebrated in United States of America and in Canada. Most people celebrate Thanksgiving by gathering with family or friends for holiday feast. Thanksgiving festivals are held every fourth Thursday of November in the U.S and on the second Monday of October in Canada. It is usually celebrated in four to five days in the North America and for three days in Canada.

At the thanksgiving, American try to remember their ancestors, they are the Pilgrims who inhabit the North America land. Thanksgiving parades are also usually held. It often feature children dressed in Pilgrim costume, complete with tall hats, dark clothes, and shoes with large-silver coloured buckles.

Many of the images commonly associated with Thanksgiving are derived from much older traditions of celebrating the autumn harvest. For example, the *cornucopia* (a horn-shaped basket overflowing with fruits and vegetables) is a typical symbol of Thanksgiving. Turkey is the main dish in the thanksgiving dinner.

In Thanksgiving homes are decorated with wreaths, fresh and dried flowers. Lamps are lighted to brighten the environment. Tables are decorated with best china and antique silver dishes to mark the occasion. Many communities also decorate their churches with fruits, flowers, and vegetables at Thanksgiving.

Questions. (justify in what line you get the answers)

1. What is thanksgiving?
2. How do people celebrate thanksgiving?
3. When do people celebrate thanksgiving?
4. What is the main food in the thanksgiving?
5. Why do children usually dress in Pilgrim costume?

ICOT

Task 4.

Fill the blank with the referent of each italic pronoun based on the text entitled "Thanksgiving Day".

No.	Pronouns	Line	Referents
1.	<i>It</i> is celebrated in United States of America and in Canada.	3	
2.	<i>It</i> is usually celebrated in four to five days in the North America and for three days in Canada.	6	
3.	At the thanksgiving, American try to remember <i>their</i> ancestors, they are the Pilgrims who inhabit the North America land.	9	
4.	At the thanksgiving, American try to remember their ancestors, <i>they</i> are the Pilgrims who inhabit the North America land.	9	
5.	Many communities also decorate <i>their</i> churches with fruits, flowers, and vegetables at Thanksgiving.	22	

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Satuan Pendidikan : SMA Negeri 1 Prembun
 Kelas/Semester : XI IPA 1 / 1
 Mata Pelajaran : Bahasa Inggris
 Materi Pokok : Teks Narrative
 Siklus : Membaca
 Alokasi Waktu : 2 x 45 menit (1 pertemuan)

A. STANDAR KOMPETENSI

5. Memahami makna teks fungsional pendek dan esei berbentuk *report*, *narrative*, dan *analytical exposition* dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan.

B. KOMPETENSI DASAR

5.2. Merespon makna dan langkah retorika dalam esei yang menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan dalam teks berbentuk: *report*, *narrative*, dan *analytical exposition*.

C. TUJUAN PEMBELAJARAN

Pada akhir kegiatan pembelajaran baik secara mandiri, berpasangan atau kelompok peserta didik dapat:

1. Mengidentifikasi dan menyebutkan *social purposes*, *generic structure*, dan *language features* dari teks *narrative*.
2. Memahami isi bacaan dari sebuah teks *narrative* dengan menentukan *topic* dan *main idea*.
3. Berdiskusi dan bekerjasama dengan baik.

D. METODE PEMBELAJARAN

Genre Based Approach

E. KEGIATAN PEMBELAJARAN

No	Langkah- langkah	Waktu
1.	Kegiatan Pendahuluan a. Salam b. Presensi c. Informasi tujuan pembelajaran dan bahan	5 menit
2.	Kegiatan inti <i>a. Building Knowledge of the Field</i> 1) Peserta didik mengomentari gambar A, B, dan C yang ditunjukkan oleh guru. 2) Peserta didik mencari persamaan/perbedaan yang	

	<p>ada dalam gambar.</p> <p>3) Peserta didik menceritakan secara singkat cerita <i>narrative</i> yang ada pada salah satu gambar.</p> <p>4) Peserta didik memperhatikan simpulan yang dari cerita tersebut.</p> <p><i>b. Modelling of the Text</i></p> <p>1) Peserta didik membaca dan memahami isi teks <i>narrative</i> yang diberikan guru.</p> <p>2) Peserta didik berdiskusi tentang <i>social purpose</i>, <i>generic structure</i>, dan <i>language features</i> pada teks “The Four Friends”, guru mendampingi dan memfasilitasi.</p> <p>3) Peserta didik memperhatikan penjelasan mengenai <i>topic</i> dan <i>main idea</i> dalam teks <i>narrative</i>.</p> <p>4) Peserta didik mengerjakan latihan untuk menguji pemahaman mereka.</p> <p><i>c. Joint Construction of the Text</i></p> <p>1) Peserta didik menjawab pertanyaan <i>brainstorm</i> mengenai teks yang akan dibahas.</p> <p>2) Peserta didik membentuk nama dan anggota pasangan berdasarkan undian yang dibuat guru.</p> <p>3) Peserta didik membaca teks “Fur and Feathers” dengan seksama.</p> <p>4) Peserta didik bertukar pendapat/bercerita dengan pasangannya mengenai teks yang telah dibaca.</p> <p>5) Peserta didik bermain games dengan adu cepat menjawab latihan yang diberikan guru.</p> <p><i>d. Independent Construction of the Text</i></p> <p>1) Peserta didik mengerjakan tugas individu berdasarkan teks sebelumnya.</p> <p>2) Peserta didik dan guru membahas jawaban masing-masing siswa.</p>	<p>15 menit</p> <p>25 menit</p> <p>25 menit</p> <p>15 menit</p>
3.	<p>Kegiatan Penutup</p> <p>a. Peserta didik membuat simpulan pembelajaran dan dikuatkan oleh guru.</p> <p>b. Peserta didik dan guru melakukan refleksi terhadap kegiatan pembelajaran yang telah dilaksanakan.</p> <p>c. Guru menginformasikan kegiatan pembelajaran pada pertemuan selanjutnya.</p>	5 menit

F. SUMBER BELAJAR

1. Doddy, Achmad, et al. 2008. *Developing English Competences 2: for Senior High School (SMA/MA) Grade XI*. Jakarta : Pusat Perbukuan, Departemen Pendidikan Nasional
2. Priyana, Joko. et al. 2008. *Interlanguage : English for Senior High School Student XI*. Jakarta : Pusat Perbukuan, Departemen Pendidikan Nasional.
3. Mikulecky, Beatrice s, Linda Jeffrie. 1996. *More Reading Power*. NY. Addison-Wesley Publishing Company.Inc.
4. [http://: www.storiestogrowby.com](http://www.storiestogrowby.com)

G. PENILAIAN

Indikator Pencapaian Kompetensi	Teknik Penilaian	Bentuk Penilaian
1. Mengidentifikasi dan menyebutkan <i>social purposes, generic structure, dan language features</i> dari teks <i>narrative</i> .	Group works	Tasks and Work sheet
2. Menentukan <i>topic</i> dan <i>main idea</i> dari teks <i>narrative</i> .	Pair and Individual works	Worksheet
3. Bekerjasama dengan baik secara berpasangan.	Observation	Observation sheets

Prembun, November 2012

Guru Mata Pelajaran,

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Getting-Started Questions.

1. What do you know about the pictures above?
2. Tell me one of the stories in the picture briefly.
3. What do you feel when/after read those stories?

MOT

Struktur Organisasi Teks Narrative

Genre	Social Function	Generic Structure	Language Features
Narrative	To amuse / entertain the readers and to tell a story	<ul style="list-style-type: none"> • Orientation • Complication • Resolution 	<ul style="list-style-type: none"> • Using Past Tense • Using action verb • Chronologically arranged

Topic and Main Idea

1. Topic

Topic is the subject or theme being discussed. It can be in the forms of noun, noun phrase or noun clause.

Example:

Yudhistira - Harjuna - Bima - Nakula - Sade wa

The topic of the words above is **Pandawa Lima**.

The topic sentence is the main sentence of a paragraph, which describes its content and direction. It details the main controlling idea of the paragraph.

Example:

- Pandawa lima were handsome and brave knights.
- Pandawa Lima were tricked by their brothers.
- Pandawa Lima won in Bharatayuda war against Kurawa.

2. Main idea

The Main idea of a paragraph is the author's idea about the topic. It is always a complete sentence that includes both the topic and the idea that the author wishes to express.

Example:

Topic: Kings

Possible main ideas about kings:

- The King of Hastina ruled his Kingdom with tyrant.
- The King Pandu was a wise man.
- The King of Madukara held an archery competition for his daughter.

Task 1

Read the story below and answer the questions.



The Four Friends

Once upon a time there were four dear friends, a Crow, a Rat, a large Turtle, and a Deer. One day, three of the friends – that is, Turtle, Rat, and Crow -- gathered at the usual noontime hour by Turtle's pond, and waited for Deer to arrive. But she did not. After awhile they became very much alarmed, and worried that she might have come upon some sort of accident.

They determined to go in search of her. The Crow flew up into the air to see what discoveries she could make. To her horror, she saw at a distance poor Deer caught in a Hunter's net! Crow immediately flew back to the pond to share the terrible news with Rat and Turtle. You may be sure all three friends were terribly upset.

They then planned to save the Deer. The Rat can chew through the net that binds the Deer foot and set her free. So Crow carried Rat in her bill and delivered him to the place where Deer was trapped. Immediately, Rat started to chew upon the net that held Deer's foot, and had almost set her free by the time. Unfortunately the Turtle also came to help the Deer and couldn't run away.

When the Hunter arrived, he was surprised to discover his net torn and the deer gone. Annoyed, he looked about to see if he could discover who had done him the mischief. Then he noticed Turtle.

When the Hunter had disappeared into the woods, the three friends came out of their hiding places. Everyone agreed setting a plan to save the Turtle. Immediately Deer ran before the Hunter, limping and appearing so faint and feeble that the Hunter was sure she would be an easy mark to catch. Setting down his sack, he ran after Deer with all his might. But as soon as he approached her, the cunning creature burst into a full-fledged chase, until she had dragged him deep into the woods. Then out scampered Rat, who gnawed the string that tied the sack. At last Turtle was free.

Finally the Hunter, tired of running, gave up on catching Deer and returned to his sack. When the Hunter found that his sack was torn, and besides that, empty as well, he was much amazed, and thought himself in a place of hobgoblins and ghosts. Struck with panic and fear, he ran home as if a thousand spirits were nipping at his heels. Safe at last, the four friends congratulated each other on their escapes and dedared anew their everlasting friendship.

Adapted from: www.storygrowsby.com

Questions

1. What is the topic of the text above?
2. What is the topic and main idea of paragraph 2?
3. What is the topic and main idea of paragraph 3?
4. What paragraphs are categorized in orientation?
5. What paragraphs are categorized in complication?
6. What paragraphs are categorized in resolution?

JCOT

Contoh daftar nama "Pairs" dalam tahap JCOT.



Contoh Daftar Undian

Catfish (1)	Comodo (1)	Chimpanzee (1)	Crab (1)
Catfish (2)	Comodo (2)	Chimpanzee (2)	Crab (2)
Dolphin (1)	Grasshopper (1)	Starfish (1)	Amoeba (1)
Dolphin (2)	Grasshopper (2)	Starfish (2)	Amoeba (2)
Frog (1)	Dove (1)	Jellyfish (1)	
Frog (2)	Dove (2)	Jellyfish (2)	
Crocodile (1)	Orang Utan (1)	Spider (1)	
Crocodile (2)	Orang Utan (2)	Spider (2)	

Contoh stiker sebagai rewards



Task 2.

In pairs, read the following text and complete the table.



Fur and Feathers

One day, a Mama Ostrich returned home from gathering food for her two dear chicks. She looked and looked for them but could not find them anywhere. Imagine her alarm when she discovered lion tracks around her two-footed chicks' tracks! Fearful but determined to find her babies, she followed the lion tracks.

5 The tracks led into the woods and finally ended at the den of Mama Lion. In the opening through the cave there lay her own dear chicks in the arms of Mama Lion. The Mama Lion did not want to give the chicks back. She said they were her cubs. Then she challenged Mama Ostrich. She said to Mama Ostrich that if she can make an animal to look her in the eye and tell her that the chicks are not her cubs, she will give them back to her.

10 Mama Ostrich agreed and set out to her friends to ask for help.

She told all the animals that there is an important meeting and that they should come. Then, when she came to mongoose she told him the story and he said that he had an idea. The Mongoose told her to make a hole under an anthill, as a second exit. Then, Mama Ostrich did just what the mongoose had told her to do.

15 The next morning, the entire animals gathered near the anthill. Then, Mama Ostrich told them the story and asked one of them to stare the Mama Lion in her eyes and say that the chicks were not her cubs. The animals wanted to help her but they didn't want to risk their life. One by one they said that the chicks were her cubs. Mama Ostrich was disappointed that her friends would not help her.

20 When it was the mongoose's turn he said, "Have you ever seen a mama with fur has babies that have feathers? Think of what you are saying. Mama Lion has fur! The chicks have feathers! They belong to the ostrich!" having said that, Mongoose jumped down the hole under the anthill, and escaped out the other end.

At once, Mama Lion jumped after him, and when she did so the two ostrich chicks were freed. Mama Lion could not escape from the anthill and had to stay there for a long time.

Table

Characters	Characterizations	Orientation	Complication	Resolution	Moral value	Purpose of the text

ICOT

Task3.

Fill the blank with the referent of each italic pronoun based on the text entitled "Fur and Feathers".

No.	Pronouns	Line	Referents
1.	She looked and looked for <i>them</i> but could not find them anywhere	2	
2.	<i>She</i> said they were her cubs.	7	
3.	She said to Mama Ostrich that if she can make an animal to look <i>her</i> in the eye and tell her that the chicks are not her cubs, she will give them back to her. Mama Ostrich agreed and set out to her friends to ask for help.	9	
4.	The animals wanted to help her but <i>they</i> didn't want to risk their life.	17	
5.	At once, Mama Lion jumped after <i>him</i> , and when she did so the two ostrich chicks were freed.	24	

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Satuan Pendidikan : SMA Negeri 1 Prembun
 Kelas/Semester : XI IPA 1 / 1
 Mata Pelajaran : Bahasa Inggris
 Materi Pokok : Teks Narrative
 Siklus : Membaca
 Alokasi Waktu : 2 x 45 menit (1 pertemuan)

A. STANDAR KOMPETENSI

5. Memahami makna teks fungsional pendek dan esei berbentuk *report*, *narrative*, dan *analytical exposition* dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan.

B. KOMPETENSI DASAR

5.2. Merespon makna dan langkah retorika dalam esei yang menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan dalam teks berbentuk: *report*, *narrative*, dan *analytical exposition*.

C. TUJUAN PEMBELAJARAN

Pada akhir kegiatan pembelajaran baik secara mandiri, berpasangan atau kelompok peserta didik dapat:

1. Mengidentifikasi dan menyebutkan *social purposes*, *generic structure*, dan *language features* dari teks *narrative*.
2. Memahami isi bacaan dari sebuah teks *narrative* dengan melakukan *previewing* dan *predicting*.
3. Berdiskusi dan bekerjasama dengan baik.

D. METODE PEMBELAJARAN

Genre Based Approach

E. KEGIATAN PEMBELAJARAN

No	Langkah- langkah	Waktu
1.	Kegiatan Pendahuluan a. Salam b. Presensi c. Informasi tujuan pembelajaran dan bahan	5 menit
2.	Kegiatan inti <i>a. Building Knowledge of the Field</i> 1) Peserta didik mengomentari gambar A, B, dan C yang ditunjukkan oleh guru. 2) Peserta didik mencari persamaan atau perbedaan	

	<p>yang ada dalam gambar.</p> <p>3) Peserta didik memberikan pendapat mereka terhadap persamaan/perbedaan dalam gambar yang mereka temukan</p> <p><i>b. Modelling of the Text</i></p> <p>1) Peserta didik memperhatikan penjelasan mengenai teknik membaca <i>previewing</i> dan <i>predicting</i> dan mengerjakan latihan untuk menguji pemahaman mereka.</p> <p>2) Peserta didik membaca dan memahami teks “Lion and Androcles” yang diberikan guru.</p> <p>3) Peserta didik berdiskusi tentang <i>social purpose</i>, <i>generic structure</i>, dan <i>language features</i> pada teks <i>narrative</i>, guru mendampingi dan memfasilitasi.</p> <p>4) Peserta didik mengerjakan latihan untuk menguji pemahaman mereka.</p> <p><i>c. Joint Construction of the Text</i></p> <p>1) Peserta didik menyampaikan prediksi pada gambar “Damon, Pythias, and the Test of Friendship”</p> <p>2) Peserta didik membentuk pasangan berdasarkan instruksi guru dan menyesuaikan nama yang telah dibagi.</p> <p>3) Peserta didik membaca teks “Damon, Pythias, and the Test of Friendship” dengan seksama.</p> <p>4) Peserta didik bertukar pendapat/bercerita dengan pasangannya mengenai teks yang telah dibaca.</p> <p>5) Peserta didik menjawab pertanyaan yang diberikan guru.</p> <p><i>d. Independent Construction of the Text</i></p> <p>1) Peserta didik mengerjakan tugas individu berdasarkan teks sebelumnya.</p> <p>2) Peserta didik dan guru membahas jawaban masing-masing siswa.</p>	<p>15 menit</p> <p>25 menit</p> <p>25 menit</p> <p>15 menit</p>
3.	<p>Kegiatan Penutup</p> <p>a. Peserta didik membuat simpulan pembelajaran dan dikuatkan oleh guru.</p> <p>b. Peserta didik dan guru melakukan refleksi terhadap kegiatan pembelajaran yang telah dilaksanakan.</p> <p>c. Guru menginformasikan kegiatan pembelajaran pada pertemuan selanjutnya.</p>	5 menit

F. SUMBER BELAJAR

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3. Mikulecky, Beatrice s, Linda Jeffrie. 1996. *More Reading Power*. NY. Addison-Wesley Publishing Company.Inc.
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G. PENILAIAN

Indikator Pencapaian Kompetensi	Tekhnik Penilaian	Bentuk Penilaian
1. Mengidentifikasi dan menyebutkan <i>social purposes, generic structure, dan language features</i> dari teks <i>narrative</i> .	Group works	Task and Work sheet
2. Menyampaikan prediksi isi bacaan dari teks <i>narrative</i> .	Pair and Individual works	Worksheet
3. Bekerjasama dengan baik secara berpasangan.	Observation	Observation sheets

Prembun, November 2012

Guru Mata Pelajaran,

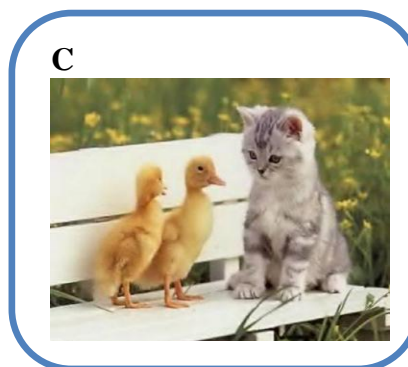
Peneliti,

Dyah Woro Rushanani, S.Pd
NIP. 19701228 199412 2 003

Nove Irawan
NIM. 08202241024

Materi dan Media Pembelajaran

BKOF



Getting-Started Questions.

1. In your opinion, what are the pictures about?
2. In your opinion, what is the importance of friendship?
3. If picture B is a picture of a narrative story, predict the theme of the story.

MOT

Struktur Organisasi Teks Report

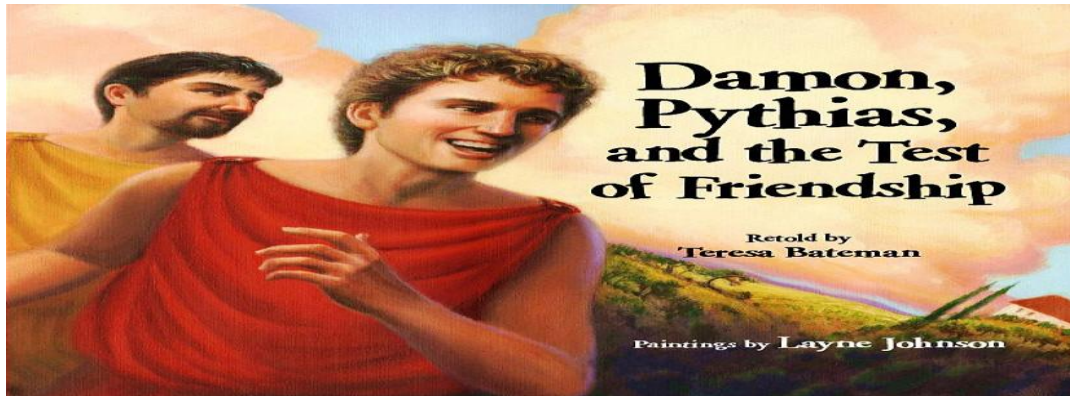
Genre	Social Function	Generic Structure	Language Features
Narrative	To amuse / entertain the readers and to tell a story	<ul style="list-style-type: none"> • Orientation • Complication • Resolution 	<ul style="list-style-type: none"> • Using Past Tense • Using action verb • Chronologically arranged

Previewing and Predicting

The aim of previewing is to help the readers to predict or make some educated guesses about what is in the book/story. Previewing and predicting before read a story can make a big difference. They will get some ideas about what will read. It will help them to process the information far more quickly. The readers will also be able to follow the writer's ideas better. Though it takes a few minutes to preview and predict, those few minutes are well invested. They will find that later will save reading time and gain comprehension.

Task 1.

Study the picture below, and then fill in the following information.



1. Title

2. Fiction or non fiction?

3. What do you predict that the story is about?

4. Would you like to read the story?

Task 2.

Read the following text and answer the question.



Lion and Androcles

This story takes place in Rome, where a Greek slave named Androcles escaped from his master and fled into the forest. There he wandered for a long time until he was weary and well nigh spent with hunger and despair.

Just then he heard a lion near him moaning and groaning and at times roaring terribly. Poor Androcles was in despair; he had not strength to rise and run away, and there was the lion coming upon him. But when the great beast came up to him instead of attacking him it kept on moaning and groaning and looking at Androcles. He saw the lion was holding out his right paw, which was covered with blood and much swollen. The lion's paw was badly wounded. Plucking up courage he healed the wound until the lion got better. Because of Androcles' kindness, the lion then brought him a young deer that he had slain instead of eating him up. Androcles managed to make a meal from it. For some time the lion continued to bring the game he had killed to Androcles, who became quite fond of the huge beast.

But one day a number of soldiers came marching through the forest and found Androcles. As he could not explain what he was doing, they took him prisoner and brought him back to the town from which he had fled. Soon Androcles was condemned to death for fleeing from his master. Now it used to be the custom to throw murderers and other criminals to lions in a huge circus.

.....

.....

.....

.....

Question.

The story above is not finished yet, in your predictions, decide the ending of the story. Give your reasons.

The original ending of the story

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

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

JCOT

Contoh daftar nama "Pairs" dalam tahap JCOT.



Contoh Daftar Undian

Catfish (1)	Comodo (1)	Chimpanzee (1)	Crab (1)
Catfish (2)	Comodo (2)	Chimpanzee (2)	Crab (2)
Dolphin (1)	Grasshopper (1)	Starfish (1)	Amoeba (1)
Dolphin (2)	Grasshopper (2)	Starfish (2)	Amoeba (2)
Frog (1)	Dove (1)	Jellyfish (1)	
Frog (2)	Dove (2)	Jellyfish (2)	
Crocodile (1)	Orang Utan (1)	Spider (1)	
Crocodile (2)	Orang Utan (2)	Spider (2)	

Task 4

In pairs, read the text and answer the questions.

Damon, Pythias, and the Test of Friendship

There once were two best friends named Damon and Pythias. They lived in Syracuse, Sicily in the 4th century BC. They were philosophers of Pythagorean School.

One day Pythias was sentenced to death by Dionysius the Younger, the ruler of the city, for plotting against his rule. Pythias then begged for permission to go home to finish his private affairs before he's executed. Dionysius of course refused his request. Pythias felt very hopeless. But then, Damon came to Dionysius and begged to grant Pythias's request. Damon loyally offered to replace Pythias while he is gone. He is willing to take Pythias's place in prison. Dionysius then agreed and granted their request.

Pythias was very happy and thankful for his friend's sacrifice. He promised Damon that he will returned as soon as possible. He started home as fast as he can.

Days gone by and Damon waited very patiently in jail. But until the day before his execution, Pythias had not returned. And on his execution day Pythias still had not returned. Damon knew that he had to take Pythias's place and get executed if Pythias didn't show up.

It turned out that Pythias had tried to keep his promise to his best friend, but he cannot. He got delayed on his way back. Pythias heart beat fast. He felt very uneasy. He feared that he would be too late, and Damon, his faithful friend will get executed because of him. Dionysius told Damon that it's the execution day and since Pythias had not returned he had to take his place. Incredibly, just as Damon was about to die in his place, Pythias arrived. He shouted to stop the execution.

He felt so relief that his friend is still alive. He apologized to Damon for his delay. Damon said that it's alright and he told Pythias that he trusted him. Dionysius was so impressed by this example of loyalty that he pardoned Pythias and asked to share their friendship.

Questions

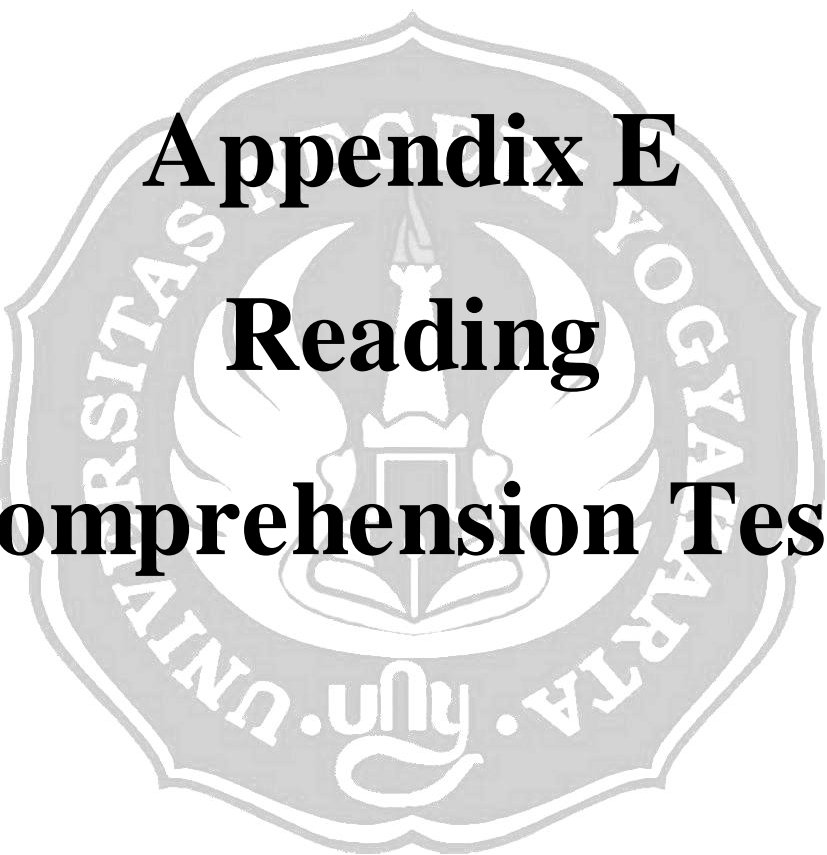
1. How was the ending of the story?
2. In your own words, conclude the moral value of the story.

ICOT

Task 5.

Based on the text entitled “Damon, Pythias, and the test of Friendship”, state the statements whether it is TRUE (T) or FALSE (F) and give your justifications.

No.	Statements	T/F	Justifications
1.	Damon and Pythias were mathematicians.		
2.	Dionysius the Younger was the ruler of the city and he was Damon’s friends.		
3.	Pythias took Damon’s place in the prison.		
4.	Pythias wanted to finish his private affairs before execution.		
5.	The execution was not stopped because Pythias was late.		



Appendix E
Reading
Comprehension Tests

READING COMPREHENSION TEST-THE FIRST DRAFT

Choose the best answer by crossing (X) A, B, C, D or E on the answer sheet.

Questions 1-5 are based on the following text.

Whales

Whales are the largest animals on earth bigger than elephants. They may grow 95 feet long, and weigh 150 tons. A baby blue whale, just born, can be 23 feet long and weigh 3 tons.

Although whales live in the oceans and can swim like fish, they are not fish. 5 They are mammals, like cows and elephants. Unlike fish, they bear young alive not as eggs. Their babies live on their mother's milk. They breathe through their lungs and hold their breath when they go under water. If they cannot come to the surface to breathe fresh air, they will drown. They are warm blooded. Fish, however, lay eggs, breathe oxygen in the water and are cold blooded.

10 Whales live in all the oceans. In the winter some of them go to warm waters to breed and in the summer most of them go to cold waters to feed. There are two kinds of whales, whales with teeth (toothed whales) and whales without teeth (baleen whales). The toothed whales eat fish and squid, which they can catch with their teeth, although they swallow their food without chewing *it*. The baleen 15 whales eat plankton (small sea animals and plants). When they find plankton, they open their mouths and swim into the plankton. When they close their mouths, they squeeze out the water and swallow the plankton.

Whales have few enemies. Only human beings and the killer whales attack whales. Whales do not seem to fight among themselves. They usually live from 20 to 30 years.

1. What is the topic of the text above?
 - A. whales
 - B. whales in oceans
 - C. protected animals
 - D. the biggest animal
 - E. animal bigger than elephants

2. Which of the following is TRUE about whales?
 - A. A new baby whale may weigh 150 tons.
 - B. Like fish, whales can live in all kinds of waters.
 - C. Their life span is usually longer than human beings.
 - D. Whales are generally 95 feet long and weigh 150 tons.
 - E. Big animals living in the ocean tend to be their enemies.

3. What does the word "it" in line 14 refer to?

A. water	D. baleen whales
B. food	E. toothed whales
C. teeth	

4. The difference between whales and fish is that whales
 - A. are mammals that are cold blooded
 - B. deliver their young like elephants do
 - C. can easily breathe when they are under water
 - D. do not have to come to the surface to get fresh air
 - E. will die if they cannot get any oxygen in the water

5. Whales occasionally live in warm waters ... to get more food.
 - A. for fresh air
 - B. to avoid winter
 - C. to get more food
 - D. for reproduction
 - E. to feed their babies

Questions 6-10 are based on the following text.

Elephants

Elephants are the largest and strongest of all animals. They are strange looking animals with their thick legs, huge sides and backs, large hanging ears, a small tail, little eyes, long white tusks and above all they have a long nose, the trunk.

- 5 The trunk is the elephants' *peculiar* feature, and it has various uses. The elephants draw up water by their trunk and can squirt it all over its body like a shower bath. It can also lift leaves and puts them into their mouth. In fact the trunk serves the elephant as a long arm and hand. Elephants look very clumsy and heavy and yet they can move very quickly.
- 10 The elephants are very intelligent animals. Their intelligent combined with their great strength makes them very useful servants to man and they can be trained to serve in various ways such as carry heavy loads, hunt for tigers and even fight.
6. What is the topic of the second paragraph?
 - A. the trunk
 - B. elephants' trunk
 - C. various uses of the trunk
 - D. the trunk as a long arm and hand
 - E. the largest and strongest animals

7. The third paragraph is mainly about the fact that
- elephants are strong
 - elephants can lift logs
 - elephants are servants
 - elephants are very useful
 - elephants must be trained
8. Which of the following is NOT part of elephants described in the first paragraph?
- They have hanging ears.
 - They have long hair.
 - They have little eyes
 - They have a long trunk.
 - They have a small tail.
9. It is stated in the text that elephants use the trunk to do the following, EXCEPT....
- to eat
 - to push
 - to drink
 - to carry things
 - to squirt water over the body
10. "The trunk is the elephants' *peculiar* feature" (line 5)
What is the closest meaning of the italic word?
- large
 - strange
 - tough
 - smooth
 - long

Questions 11-15 are based on the following text.

There are many popular flowers in the world. Roses are very popular flowers. The most common roses are red and white roses. In some places, there are purple and black roses. A rose has thorn on its stem. Jasmine is also popular flower. It is much smaller and has only a white colour. Jasmine is used for materials and ornaments for various needs and occasion. Dahlia is much **bigger** than a rose. **It** has more petals and looks more solid. It usually has a dark red colour. Sunflowers are the biggest of all. The petals are longer and more pointed. They also have longer stems and they are mostly yellow in colour. Another popular name for the sunflower is chrysanthemum.

11. What is the topic of the text above?
- black roses
 - roses colour
 - popular jasmine
 - popular flowers
 - popular Dahlia

12. According to the text, the colour below is NOT the colour of the roses?
- | | |
|-----------|----------|
| A. red | D. pink |
| B. white | E. black |
| C. purple | |
13. What is the smallest size of all flowers according to the text?
- | | |
|------------|--------------|
| A. roses | D. flowers |
| B. jasmine | E. sunflower |
| C. dahlia | |
14. What does the italic word “it” in line 6 refer to?
- | | |
|------------|--------------|
| A. rose | D. flower |
| B. jasmine | E. sunflower |
| C. dahlia | |
15. “Dahlia is much *bigger* than a rose” (line 5). What is the antonym of the italic word?
- | | |
|------------|-------------|
| A. thinner | D. greater |
| B. taller | E. smallest |
| C. smaller | |

Questions 16-21 are based on the following text.

Ultraviolet

Ultraviolet light means the invisible part of the spectrum beyond violet. This light has always been regarded as very useful because it is used to cure certain skin diseases, kill bacteria, detect counterfeit money, form vitamins, etc.

Along with the increasingly extensive use of computers in financial activities, ultraviolet light has been widely applied by banks to identify the signatures of *their* customers in passbook. When a customer opens a new account with a bank, the bank teller always asks him to sign on a card placed in the signature column of a passbook. When the card is removed, the trace of his signature will be left. This can be used to compare with the signature on the customer’s withdrawal slip under ultraviolet light.

Ultraviolet light certainly has many practical applications, but it may also be *harmful* to human beings on some occasions. To everyone’s knowledge, the direct impact of the light on the eyes for an excessive length of time may blind a person.

Even though it can cure certain skin diseases, it is also very harmful to the skin. A study just completed in the United States says that the light may cause skin cancer. The ultraviolet rays of the sun have been ranked as the third most dangerous cancer-causing agent after alcohol and tobacco.

It is high time to warn sun-worshipper in the quest for a bronzed look to be careful of excessive and uncontrolled exposure to the sun.

16. What is the text mainly about?
- A. the use of ultraviolet light in business
 - B. the effect of ultraviolet rays on human being
 - C. the danger of ultraviolet light to people's health
 - D. the application of ultraviolet rays on human being
 - E. the advantages and disadvantages of ultraviolet light
17. Which of the following statement about ultraviolet light is TRUE according to the text?
- A. Ultraviolet is used by banks for computers.
 - B. Ultraviolet light is one of the existing vitamins.
 - C. Ultraviolet is in the 3rd place as causing cancer-agent.
 - D. Skin diseases can only be caused by ultraviolet rays.
 - E. Ultraviolet can cure certain skin cancers.
18. What is the benefit of ultraviolet rays?
- A. to detect false signatures
 - B. to sign customers' passbooks
 - C. to check customers' deposits
 - D. to be a component in medicines
 - E. to cure a particular kind of cancer
19. Ultraviolet rays may endanger people who
- A. stay indoors
 - B. like sun bathing
 - C. have skin cancer
 - D. take vitamins regularly
 - E. consume alcohol and tobacco
20. What does the word "their" in line 6 refer to?
- A. ultraviolet
 - B. computers
 - C. people
 - D. banks
 - E. signatures
21. What is the synonym of the italic word in line 12?
- A. peaceful
 - B. useful
 - C. careful
 - D. dangerous
 - E. generous

Questions 22-26 are based on the following text.

A Rabbit and Crocodiles

Once upon a time, a rabbit wanted to cross a river but he could not swim. He had an idea. He saw a boss of crocodile swimming in the river. The rabbit asked the boss of crocodile, "How many crocodiles are there in the river?" The boss of

(Continued)

crocodile answered, "We are twenty here." "Where are they?" the rabbit asked for
 5 the second time. "What is it for?" the boss of crocodile asked.

"All of you are good, nice, *gentle* and kind, so I want to make a line in
 order. Later I will know how kind you are," said the rabbit. Then, the boss of the
 crocodile called all his friends and asked *them* to make a line in order from one
 side to the other side of the river. Just then, the rabbit started to count while
 10 jumping from one crocodile to another; one...two...three....four....until twenty,
 and finally, he thanked all crocodiles because he had crossed the river.

22. What is the text mainly about?

- A. twenty crocodiles
- B. the boss of the crocodile
- C. a rabbit and twenty crocodiles
- D. a rabbit and the boss of crocodile
- E. the boss of the crocodile and all his friends

23. We know from the first paragraph that the rabbit actually wanted

- A. to know the number of crocodiles there
- B. to know where the crocodiles are
- C. to meet the boss of crocodile
- D. to swim across the river
- E. to cross the river

24. How was the character of the rabbit?

- | | |
|-------------|------------|
| A. clumsy | D. honest |
| B. smart | E. patient |
| C. generous | |

25. What does the word "them" (line 8) refer to?

- | | |
|--------------------------|-------------------------|
| A. the rabbit | D. the rabbit's friends |
| B. the Crocodiles | E. the river |
| C. the boss of Crocodile | |

26. "All of you are good, nice, *gentle*, and kind" (line 6)

What is the synonym of the italic word?

- | | |
|-------------|---------------|
| A. wild | D. natural |
| B. diligent | E. honourable |
| C. calm | |

Questions 27-31 are based on the following text.

The White Butterfly

An old man named Takahama lived in a little house behind the cemetery of the temple of Sozanji. He was extremely friendly and generally liked by his neighbours, though most of them considered him a little mad. That was because

(Continued)

he was very old but he did not want to get married. He did not have the desire for intimate relationship with women.

One summer day he became very ill, so ill, in fact, that he sent for his sister-in-law and her son. They both came and did all they could to bring comfort during his last hours. While Takahama fell asleep, they watched a large white butterfly flew into the room and rested on the old man's pillow. The young man tried to drive it away with a fan; but it came back three times, as if it was very loath to leave the sufferer.

At last Takahama's nephew chased it out into the garden, through the gate, and into the cemetery beyond, where it lingered over a woman's tomb, and then mysteriously disappeared. On examining the tomb the young man found the name "Akiko" written upon *it*, together with a description narrating how Akiko died when she was eighteen. Though the tomb was covered with moss and must have been erected fifty years previously, the boy saw that it was surrounded with flowers, and that the little water tank had been recently filled.

When the young man returned to the house he found that Takahama had passed away, and he returned to his mother and told her what he had seen in the cemetery. "Akiko?" murmured his mother. "When your uncle was young he was betrothed to Akiko. She died shortly before her wedding day. When Akiko left this world your uncle resolved never to marry, and to live ever near her grave. For all these years he has remained faithful to his vow, and kept in his heart all the sweet memories of his one and only love. Every day Takahama went to the cemetery, whether the air was fragrant with summer breeze or thick with falling snow. Every day he went to her grave and prayed for her happiness, swept the tomb and set flowers there. When Takahama was dying, and he could no longer perform his loving task, Akiko came for him. That white butterfly was her sweet and loving soul."

27. What is the text about?

- A. a mad old man
- B. a crazy old man
- C. a dying old man
- D. an old man with his faith
- E. an old man with his neighbours

28. How was Takahama's character?

- A. He was a humorous person.
- B. He was an indolent person.
- C. He was a pathetic person.
- D. He was a sociable person.
- E. He was a hilarious person.

29. Who was Akiko?

- A. She was Takahama's niece.
- B. She was Takahama's fiancée.
- C. She was Takahama's sister in-law.
- D. She was Takahama's mother.
- E. She was Takahama's sister.

30. Which statement is NOT true according to the text?
- A. Takahama lived near Akiko's grave.
 - B. Takahama became very ill on summer day.
 - C. Takahama resolved not to marry after Akiko's death.
 - D. Takahama chased the white butterfly out into the garden.
 - E. Takahama went every day to Akiko's grave and prayed for her happiness.
31. The word "it" (line 15) refers to
- A. the gate
 - B. the tomb
 - C. the garden
 - D. the cemetery
 - E. the white butterfly

Questions 32-36 are based on the following text.

The Smartest Parrot

Once upon time, a man had a wonderful parrot. There was no other parrot like it. The parrot could say every word, except one word. The parrot would not say the name of the place where it was born. The name of the place was Catano.

The man felt excited having the smartest parrot but he could not understand why the parrot would not say Catano. The man tried to teach the bird to say Catano however the bird kept not saying the word.

At the first, the man was very nice to the bird but then he got very angry. "You stupid bird!" pointed the man to the parrot. "Why can't you say the word? Say Catano! Or I will kill you" the man said angrily. Although *he* tried hard to teach, the parrot would not say it. Then the man got so angry and shouted to the bird over and over; "Say Catano or I'll kill you". The bird kept not to say the word of Catano.

One day, after he had been trying so many times to make the bird say Catano, the man really got very *angry*. He could not bear it. He picked the parrot and threw it into the chicken house. There were four old chickens for next dinner "You are as stupid as the chickens. Just stay with them" Said the man angrily. Then he continued to humiliate; "You know, I will cut the chicken for my meal. Next it will be your turn, I will eat you too, stupid parrot". After that he left the chicken house.

The next day, the man came back to the chicken house. He opened the door and was very surprised. He could not believe what he saw at the chicken house. There were three death chickens on the floor. At the moment, the parrot was standing proudly and screaming at the last old chicken; "Say Catano or I'll kill you".

32. What is the text mainly about?
- A. a stupid parrot
 - B. a beautiful parrot
 - C. a parrot named Catano
 - D. a parrot which can say every word
 - E. a parrot which can say every word except Catano

33. Why did the man get so angry and try to kill the Parrot?
- because the parrot is stupid
 - because the parrot hate the man
 - because the parrot could say Catano
 - because the parrot could not say even one word
 - because the parrot could say every word except Catano
34. What is Catano?
- the name of the man
 - the name of the Parrot
 - the name of the chicken house
 - the name of the place where the man was born
 - the name of the place where the parrot was born
35. “Although *he* tried hard to teach” (line 9). The word “he” refers to
- Catano
 - the man
 - the parrot
 - the Chicken
 - the Chicken house
36. “The man really got very *angry*” (line 14).
What is the synonym of the italic word?
- | | |
|------------|-------------|
| A. patient | D. generous |
| B. hate | E. mad |
| C. kind | |

Questions 37-40 are based on the following text.

A Fox and A Goat

A fox fell into a well and couldn't get out. By and by a thirsty goat came along. Seeing the fox in the well it asked if the water was good. “Good”, said the fox “It's the best water I've tasted in all my life. Come down and try it yourself.”

The goat was thirsty so he got into the well. When he had drunk enough, he
5 looked around but there was no way to get out. Then the fox said, “I have a good idea. You stand on your hind legs and put your forelegs against the side of the well. Then I'll climb on your back, from there. I'll step on your horns, and I can get out. And when I'm out, I'll help you out of the well.”

The goat did as he was asked and the fox got on his back and climbed out of
10 the well. Then he coolly walked away. The goat called out loudly after him and reminded him of his promise to help him out. The fox merely turned to him and said; “If you only had thought carefully about getting out, you wouldn't have jumped into the well.”

The goat felt very sad. **He** called out loudly. An old man walking nearby
15 heard him and put a plank into the well. The goat got out and thanked the old man.

37. The text tells the story of
- A. a fox
 - B. a goat
 - C. a fox and a goat
 - D. an old man and the fox
 - E. the goat and an old man
38. Paragraph 2 mainly tells
- A. how the fox helped the goat
 - B. why the fox got into the well
 - C. how the fox got out of the well
 - D. the fox's idea how to get out of the well
 - E. how both the goat and the fox got out of the well
39. "The goat did as he was asked" (line 9)
What does the sentence above mean?
- A. The goat drank enough and locked around.
 - B. The goat came down to the well and drank.
 - C. The goat called out loudly after the fox got out.
 - D. The goat waited someone who might help him.
 - E. The goat stood on his legs and put his forelegs on the well.
40. What does the word "he" in line 14 refer to?
- A. the fox
 - B. the goat
 - C. the old man
 - D. the goat's friend
 - E. the old man and the fox

READING COMPREHENSION TEST (SECOND DRAFT)

Choose the best answer by crossing (X) A, B, C, D or E on the answer sheet.

Questions 1-5 are based on the following text.

Whales

Whales are the largest animals on earth bigger than elephants. They may grow 95 feet long, and weigh 150 tons. A baby blue whale, just born, can be 23 feet long and weigh 3 tons.

Although whales live in the oceans and can swim like fish, they are not fish. 5 They are mammals, like cows and elephants. Unlike fish, they bear young alive not as eggs. Their babies live on their mother's milk. They breathe through their lungs and hold their breath when they go under water. If they cannot come to the surface to breathe fresh air, they will drown. They are warm blooded. Fish, however, lay eggs, breathe oxygen in the water and are cold blooded.

10 Whales live in all the oceans. In the winter some of them go to warm waters to breed and in the summer most of them go to cold waters to feed. There are two kinds of whales, whales with teeth (toothed whales) and whales without teeth (baleen whales). The toothed whales eat fish and squid, which they can catch with their teeth, although they swallow their food without chewing *it*. The baleen 15 whales eat plankton (small sea animals and plants). When they find plankton, they open their mouths and swim into the plankton. When they close their mouths, they squeeze out the water and swallow the plankton.

Whales have few enemies. Only human beings and the killer whales attack whales. Whales do not seem to fight among themselves. They usually live from 20 to 30 years.

1. Which of the following is TRUE about whales?
 - A. Whales have many enemies in the ocean.
 - B. Whales as mammals breathe through their gills.
 - C. Whales are fish because they live in an ocean.
 - D. Whales are generally 95 feet long and weigh 150 tons.
 - E. Big animals living in the ocean tend to be their enemies.

2. What does the word "it" in line 14 refer to?

A. fish	D. squid
B. food	E. toothed whales
C. teeth	

3. The difference between whales and fish is that whales
 - A. are mammals that are cold blooded
 - B. deliver their young like elephants do

- C. can easily breathe when they are under water
 - D. do not have to come to the surface to get fresh air
 - E. will die if they cannot get any oxygen in the water
4. Whales occasionally live in warm waters ... to get more food.
- A. for fresh air
 - B. to avoid winter
 - C. to get more food
 - D. for reproduction
 - E. to feed their babies

Questions 6-10 are based on the following text.

Elephants

Elephants are the largest and strongest of all animals. They are strange looking animals with their thick legs, huge sides and backs, large hanging ears, a small tail, little eyes, long white tusks and above all they have a long nose, the trunk.

- 5 The trunk is the elephants' *peculiar* feature, and it has various uses. The elephants draw up water by their trunk and can squirt it all over its body like a shower bath. It can also lift leaves and puts them into their mouth. In fact the trunk serves the elephant as a long arm and hand. Elephants look very clumsy and heavy and yet they can move very quickly.
- 10 The elephants are very intelligent animals. Their intelligence combined with their great strength makes them very useful servants to man and they can be trained to serve in various ways such as carry heavy loads, hunt for tigers and even fight.

5. What is the topic of the second paragraph?
- A. the trunk
 - B. elephants' trunk
 - C. various uses of the trunk
 - D. the trunk as a shower bath
 - E. the largest and strongest animals
6. The third paragraph is mainly about the fact that
- A. elephants are strong
 - B. elephants can lift logs
 - C. elephants are servants
 - D. elephants are very useful
 - E. elephants can carry heavy loads

7. Which of the following is NOT part of elephants described in the first paragraph?
- | | |
|----------------------------|----------------------------|
| A. They have hanging ears. | D. They have a long trunk. |
| B. They have long hair. | E. They have white tusks. |
| C. They have long tusks | |
8. It is stated in the text that elephants use the trunk to do the following, EXCEPT....
- to eat
 - to push
 - to drink
 - to carry things
 - to squirt water over the body
9. “The trunk is the elephants’ *peculiar* feature” (line 5)
What is the closest meaning of the italic word?
- | | |
|------------|-----------|
| A. large | D. smooth |
| B. strange | E. long |
| C. tough | |

Questions 11-15 are based on the following text.

There are many popular flowers in the world. Roses are very popular flowers. The most common roses are red and white roses. In some places, there are purple and black roses. A rose has thorn on its stem. Jasmine is also popular flower. It is much smaller and has only a white colour. Jasmine is used for

5 materials and ornaments for various needs and occasion. Dahlia is much **bigger** than a rose. *It* has more petals and looks more solid. It usually has a dark red colour. Sunflowers are the biggest of all. The petals are longer and more pointed. They also have longer stems and they are mostly yellow in colour. Another popular name for the sunflower is chrysanthemum.

10. What is the smallest size of all flowers according to the text?
- | | |
|------------------|-----------|
| A. roses | D. orchid |
| B. jasmine | E. lily |
| C. chrysanthemum | |
11. “Dahlia is much *bigger* than a rose” (line 5). What is the antonym of the italic word?
- | | |
|------------|-------------|
| A. thinner | D. greater |
| B. huger | E. smallest |
| C. smaller | |

Questions 16-21 are based on the following text.

Ultraviolet

Ultraviolet light means the invisible part of the spectrum beyond violet. This light has always been regarded as very useful because it is used to cure certain skin diseases, kill bacteria, detect counterfeit money, form vitamins, etc.

Along with the increasingly extensive use of computers in financial activities, 5 ultraviolet light has been widely applied by banks to identify the signatures of *their* customers in passbooks. When a customer opens a new account with a bank, the bank teller always asks him to sign on a card placed in the signature column of a passbook. When the card is removed, the trace of his signature will be left. This can be used to compare with the signature on the customer's withdrawal slip 10 under ultraviolet light.

Ultraviolet light certainly has many practical applications, but it may also be harmful to human beings on some occasions. To everyone's knowledge, the direct impact of the light on the eyes for an excessive length of time may blind a person.

Even though it can cure certain skin diseases, it is also very harmful to the 15 skin. A study just completed in the United States says that the light may cause skin cancer. The ultraviolet rays of the sun have been ranked as the third most dangerous cancer-causing agent after alcohol and tobacco.

It is high time to warn sun-worshippers in the quest for a bronzed look to be careful of excessive and uncontrolled exposure to the sun.

12. What is the topic of the text above?
 - A. the use of ultraviolet light in business
 - B. the effect of ultraviolet rays on human being
 - C. the danger of ultraviolet light to people's health
 - D. the application of ultraviolet rays on human being
 - E. the advantages and disadvantages of ultraviolet light

13. Which of the following statement about ultraviolet light is TRUE according to the text?
 - A. Ultraviolet is used by banks for computers.
 - B. Ultraviolet light is one of the existing vitamins.
 - C. Ultraviolet is in the 3rd place as causing cancer-agent.
 - D. Skin diseases can only be caused by ultraviolet rays.
 - E. Ultraviolet can cure certain skin cancers.

14. What is the benefit of ultraviolet rays?
 - A. to detect false signatures
 - B. to sign customers' passbooks
 - C. to check customers' deposits
 - D. to be a component in medicines
 - E. to cure a particular kind of cancer

15. Ultraviolet rays may endanger people who
- A. stay indoors
 - B. like sun bathing
 - C. have skin cancer
 - D. take vitamins regularly
 - E. consume alcohol and tobacco
16. What does the word “their” in line 6 refer to?
- A. ultraviolet
 - B. computers
 - C. people
 - D. banks
 - E. signatures

Questions 22-26 are based on the following text.

A rabbit and Crocodiles

Once upon a time, a rabbit wanted to cross a river but he could not swim. He had an idea. He saw a boss of crocodile swimming in the river. The rabbit asked the boss of crocodile, “How many crocodiles are there in the river?” The boss of crocodile answered, “We are twenty here.” “Where are they?” the rabbit asked for the second time. “What is it for?” the boss of crocodile asked.

“All of you are good, nice, *gentle* and kind, so I want to make a line in order. Later I will know how kind you are,” said the rabbit. Then, the boss of the crocodile called all his friends and asked *them* to make a line in order from one side to the other side of the river. Just then, the rabbit started to count while jumping from one crocodile to another; one...two...three....four....until twenty, and finally, he thanked all crocodiles because he had crossed the river.

17. What is the text mainly about?
- A. crocodiles
 - B. the crocodiles and their boss
 - C. a rabbit and twenty crocodiles
 - D. a rabbit and the boss of crocodile
 - E. rabbits and the boss of the crocodile
18. We know from the first paragraph that the rabbit actually wanted
- A. to know the number of crocodiles there
 - B. to know where the crocodiles are
 - C. to fight with the crocodile
 - D. to drink in the river
 - E. to cross the river

19. How was the character of the rabbit?
- | | |
|-----------|------------|
| A. clumsy | D. sincere |
| B. smart | E. awkward |
| C. tidy | |
20. What does the word “them” (line 8) refer to?
- | | |
|-------------------------------|-----------------------------|
| A. the rabbit and his friends | D. the rabbit’s friends |
| B. the Crocodiles | E. the rabbit and crocodile |
| C. the boss of rabbit | |
21. “All of you are good, nice, *gentle*, and kind” (line 6)
What is the synonym of the italic word?
- | | |
|-------------|---------------|
| A. wild | D. mature |
| B. diligent | E. honourable |
| C. calm | |

Questions 27-31 are based on the following text.

The White Butterfly

An old man named Takahama lived in a little house behind the cemetery of the temple of Sozanji. He was extremely friendly and generally liked by his neighbours, though most of them considered him a little mad. That was because he was very old but he did not want to get married. He did not have the desire for intimate relationship with women.

One summer day he became very ill, so ill, in fact, that he sent for his sister-in-law and her son. They both came and did all they could to bring comfort during his last hours. While Takahama fell asleep, they watched a large white butterfly flew into the room and rested on the old man's pillow. The young man tried to drive it away with a fan; but it came back three times, as if it was very loath to leave the sufferer.

At last Takahama's nephew chased it out into the garden, through the gate, and into the cemetery beyond, where it lingered over a woman's tomb, and then mysteriously disappeared. On examining the tomb the young man found the name "Akiko" written upon *it*, together with a description narrating how Akiko died when she was eighteen. Though the tomb was covered with moss and must have been erected fifty years previously, the boy saw that it was surrounded with flowers, and that the little water tank had been recently filled.

When the young man returned to the house he found that Takahama had passed away, and he returned to his mother and told her what he had seen in the cemetery. "Akiko?" murmured his mother. "When your uncle was young he was betrothed to Akiko. She died shortly before her wedding day. When Akiko left this world your uncle resolved never to marry, and to live ever near her grave. For all these years he has remained faithful to his vow, and kept in his heart all the

(Continued)

- 25 sweet memories of his one and only love. Every day Takahama went to the cemetery, whether the air was fragrant with summer breeze or thick with falling snow. Every day he went to her grave and prayed for her happiness, swept the tomb and set flowers there. When Takahama was dying, and he could no longer perform his loving task, Akiko came for him. That white butterfly was her sweet and loving soul."
22. What is the text about?
- | | |
|-------------------------|-----------------------------------|
| A. a mad old man | D. an old man with his faith |
| B. a crazy old man | E. an old man with his neighbours |
| C. an ambitious old man | |
23. How was Takahama's character?
- | | |
|-------------------------------|-------------------------------|
| A. He was an educated person. | D. He was a sociable person. |
| B. He was an indolent person. | E. He was a hilarious person. |
| C. He was a pathetic person. | |
24. Who was Akiko?
- | |
|--------------------------------------|
| A. She was Takahama's niece. |
| B. She was Takahama's fiancée |
| C. She was Takahama's sister in-law. |
| D. She was Takahama's mother. |
| E. She was Takahama's nephew. |
25. Which statement is NOT true according to the text?
- | |
|---|
| A. Takahama lived near Akiko's grave. |
| B. Takahama became very ill on summer day. |
| C. Takahama resolved not to marry after Akiko's death. |
| D. Takahama chased the white butterfly out into the garden. |
| E. Takahama was a faithful person. |
26. The word "it" (line 15) refers to
- | | |
|------------------|------------------------|
| A. the graveyard | D. the cemetery |
| B. the tomb | E. the white butterfly |
| C. the garden | |

Questions 32-36 are based on the following text.

The Smartest Parrot

Once upon time, a man had a wonderful parrot. There was no other parrot like it. The parrot could say every word, except one word. The parrot would not say the name of the place where it was born. The name of the place was Catano.

(Continued)

The man felt excited having the smartest parrot but he could not understand
 5 why the parrot would not say Catano. The man tried to teach the bird to say
 Catano however the bird kept not saying the word.

At the first, the man was very nice to the bird but then he got very angry.
 “You stupid bird!” pointed the man to the parrot. “Why can’t you say the word?
 Say Catano! Or I will kill you” the man said angrily. Although he tried hard to
 10 teach, the parrot would not say it. Then the man got so angry and shouted to the
 bird over and over; “Say Catano or I’ll kill you”. The bird kept not to say the word
 of Catano.

One day, after he had been trying so many times to make the bird say
 Catano, the man really got very **angry**. He could not bear it. He picked the parrot
 15 and threw it into the chicken house. There were four old chickens for next dinner.
 “You are as stupid as the chickens, just stay with them” said the man angrily.
 Then he continued to humiliate; “You know, I will eat the chicken for my meal.
 Next it will be your turn, I will eat you too, stupid parrot”. After that he left the
 chicken house.

20 The next day, the man came back to the chicken house. He opened the door
 and was very surprised. He could not believe what he saw at the chicken house.
 There were three dead chickens on the floor. At the moment, the parrot was
 standing proudly and screaming at the last old chicken; “Say Catano or I’ll kill
 you”.

27. What is the text mainly about?

- A. a stupid parrot
- B. a colourful parrot
- C. a parrot named Catano
- D. a parrot which can say every word
- E. a parrot which can say every word except Catano

28. Why did the man get so angry and try to kill the Parrot?

- A. because the parrot was ill
- B. because the parrot could say Catano
- C. because the parrot wanted to be free
- D. because the parrot could not say even one word
- E. because the parrot could say every word except Catano

29. What is Catano?

- A. the name of the man
- B. the name of the Parrot
- C. the name of the chicken
- D. the city in Italy where they lived
- E. the city where the parrot was born

30. "The man really got very *angry*" (line 14).
 What is the synonym of the italic word?
- | | |
|--------------|-------------|
| A. patient | D. generous |
| B. hate | E. mad |
| C. excellent | |

Questions 37-40 are based on the following text.

A Fox and A Goat

A fox fell into a well and couldn't get out. By and by a thirsty goat came along. Seeing the fox in the well it asked if the water was good. "Good", said the fox "It's the best water I've tasted in all my life. Come down and try it yourself." The goat was thirsty so he got into the well. When he had drunk enough, he
 5 looked around but there was no way to get out. Then the fox said, "I have a good idea. You stand on your hind legs and put your forelegs against the side of the well. Then I'll climb on your back, from there. I'll step on your horns, and I can get out. And when I'm out, I'll help you out of the well."

The goat did as he was asked and the fox got on his back and climbed out of
 10 the well. Then he coolly walked away. The goat called out loudly after him and reminded him of his promise to help him out. The fox merely turned to him and said; "If you only had thought carefully about getting out, you wouldn't have jumped into the well."

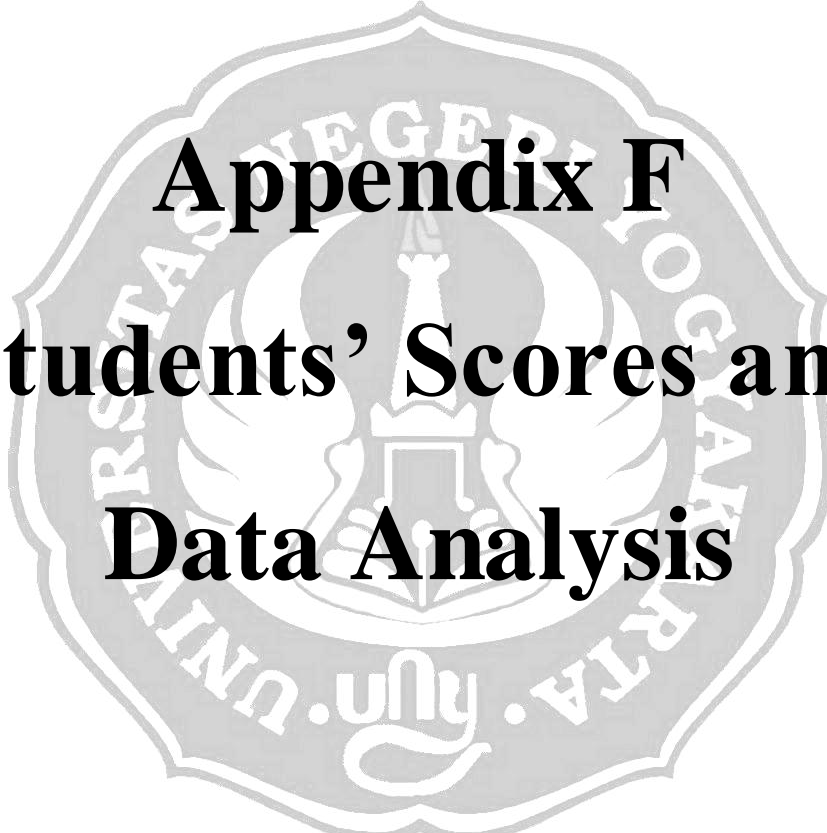
The goat felt very sad. **He** called out loudly. An old man walking nearby
 15 heard him and put a plank into the well. The goat got out and thanked the old man.

31. The text tells the story of
- a stupid fox
 - a stupid goat
 - a fox and a goat
 - an old man and the fox
 - an old man in a well
32. Paragraph 2 mainly tells
- how the fox helped the goat
 - how the goat got out of the well
 - why the fox couldn't get out of the well
 - the fox's idea how to get out of the well
 - how both the goat and the fox got out of the well
33. "The goat did as he was asked" (line 9)
 What does the sentence above mean?
- The goat helped the fox out..
 - The goat came down to the well and drank.

- C. The goat called out loudly after the fox got out.
 - D. The goat waited someone who might help him.
 - E. The goat stood on his legs and put his forelegs on the well.
34. What does the word "he" in line 14 refer to?
- A. the fox
 - B. the goat
 - C. a kind old man
 - D. the goat and the fox
 - E. the old man and his friend

Answers Key (Pre/Post-test)

- | | |
|-------|-------|
| 1. D | 18. E |
| 2. B | 19. B |
| 3. A | 20. B |
| 4. D | 21. C |
| 5. B | 22. D |
| 6. D | 23. C |
| 7. B | 24. B |
| 8. B | 25. A |
| 9. B | 26. B |
| 10. B | 27. E |
| 11. C | 28. E |
| 12. E | 29. E |
| 13. C | 30. E |
| 14. A | 31. C |
| 15. B | 32. D |
| 16. D | 33. E |
| 17. D | 34. B |



Appendix F
Students' Scores and
Data Analysis

The image features a large, faint watermark of the Universitas Negeri Yogyakarta (UNY) logo in the background. The logo is a shield-shaped emblem with a central figure and text in Indonesian and Latin. The text 'UNIVERSITAS NEGERI YOGYAKARTA' is visible around the perimeter of the shield.

Item analysis using *Anbuso* software

(in XI IPA 2)

Table. The *Anbuso* output

No. Butir	Daya Beda		Tingkat Kesukaran		Alternatif Jawaban Tidak Efektif	Kesimpulan
	Koefisien	Keterangan	Koefisien	Keterangan		
1	0.000	Tidak Baik	1.000	Mudah	BCDE	Tidak Baik
2	0.104	Tidak Baik	0.900	Mudah	ABC	Tidak Baik
3	0.203	Cukup Baik	0.333	Sedang	AD	Revisi Pengecoh
4	0.077	Tidak Baik	0.433	Sedang	-	Tidak Baik
5	-0.117	Tidak Baik	0.167	Sulit	-	Tidak Baik
6	-0.065	Tidak Baik	0.533	Sedang	D	Tidak Baik
7	-0.274	Tidak Baik	0.533	Sedang	E	Tidak Baik
8	0.363	Baik	0.933	Mudah	CE	Cukup Baik
9	0.131	Tidak Baik	0.500	Sedang	-	Tidak Baik
10	-0.185	Tidak Baik	0.333	Sedang	-	Tidak Baik
11	0.000	Tidak Baik	1.000	Mudah	ABCE	Tidak Baik
12	0.000	Tidak Baik	1.000	Mudah	ABCE	Tidak Baik
13	0.107	Tidak Baik	0.967	Mudah	CDE	Tidak Baik
14	0.000	Tidak Baik	1.000	Mudah	ABDE	Tidak Baik
15	0.124	Tidak Baik	0.800	Mudah	B	Tidak Baik
16	0.248	Cukup Baik	0.467	Sedang	-	Baik
17	0.331	Baik	0.233	Sulit	-	Cukup Baik
18	0.146	Tidak Baik	0.233	Sulit	-	Tidak Baik
19	0.333	Baik	0.200	Sulit	-	Cukup Baik
20	0.661	Baik	0.567	Sedang	-	Baik
21	0.000	Tidak Baik	1.000	Mudah	ABCE	Tidak Baik
22	0.159	Tidak Baik	0.133	Sulit	ABE	Tidak Baik
23	0.397	Baik	0.833	Mudah	CD	Cukup Baik
24	0.034	Tidak Baik	0.967	Mudah	CDE	Tidak Baik
25	-0.039	Tidak Baik	0.967	Mudah	ACE	Tidak Baik
26	0.486	Baik	0.233	Sulit	D	Cukup Baik
27	0.342	Baik	0.333	Sedang	B	Revisi Pengecoh
28	-0.302	Tidak Baik	0.133	Sulit	A	Tidak Baik
29	0.369	Baik	0.333	Sedang	E	Revisi Pengecoh
30	0.578	Baik	0.433	Sedang	E	Revisi Pengecoh
31	0.187	Tidak Baik	0.833	Mudah	A	Tidak Baik
32	0.302	Baik	0.867	Mudah	B	Cukup Baik
33	0.152	Tidak Baik	0.833	Mudah	AB	Tidak Baik
34	0.325	Baik	0.967	Mudah	ACD	Cukup Baik
35	0.000	Tidak Baik	1.000	Mudah	ACDE	Tidak Baik
36	0.330	Baik	0.033	Sulit	C	Cukup Baik
37	0.325	Baik	0.967	Mudah	ABE	Cukup Baik
38	0.279	Cukup Baik	0.900	Mudah	BC	Cukup Baik
39	0.416	Baik	0.600	Sedang	A	Revisi Pengecoh
40	0.325	Baik	0.967	Mudah	CDE	Cukup Baik

The Pre-test dan the Post-test results

(in XI IPA 1)

No.	Students' Names	Pre-test	Post-test
1	AJI PUSPITO NUGROHO	50.0	61.8
2	BANGKIT WICAKSANA	52.9	64.7
3	BISRI MUSTOFAH	64.7	79.4
4	CHOMSIYATUN	61.8	67.6
5	EKA DWI SULISTYAWATI	26.5	55.9
6	EKA MEIRENI SUHESTI	58.8	73.5
7	EKO BUDI PRASETYO	58.8	79.4
8	ESTI KHUSNUL KHO TIMAH	67.6	73.5
9	FAJAR ISTI FAUZIATI	47.1	58.8
10	FITRIATUSSA' ADAH	61.8	70.6
11	ISHKHANDAR HARIYANTO	52.9	67.6
12	MAR'ATUN CHASANAH	55.9	70.6
13	MARFUNGAH	52.9	64.7
14	MULYONO	35.3	52.9
15	NURIS ASMAUL MA'SHUMAH	55.9	70.6
16	NURJANAH	44.1	47.1
17	RIA MUTSANA FURZAH	50.0	70.6
18	RIRIN SETYOWATI	44.1	-
19	RIZKI ANA KADARWATI	47.1	61.8
20	SIGIT ARFIANSYAH	73.5	88.2
21	SUBUR GUNAWAN	-	-
22	SUPARDI	55.9	67.6
23	SURYATMAN	50.0	70.6
24	SUSI ERNAWATI	52.9	61.8
25	TANTRI RATNASARI	50.0	55.9
26	TITI ULUL AZMI	61.8	67.6
27	UMI ROKHANIYAH	35.3	52.9
28	USWATUN KHASANAH	58.8	73.5
29	WESTRI TIARA PUSPA	85.3	85.3
30	WIDIA NINGRUM	67.6	58.8

The Analysis of the Pre-test and the Post-test Results

(using SPSS 12.0)

T-test

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre	54.8286	28	11.87169	2.24354
	Post	66.9036	28	9.71980	1.83687

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	Pre & Post	28	.783	.000

Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pre - Post	-12.07500	7.39022	1.39662	-14.94063	-9.20937	-8.646	27	.000



Appendix G

Photographs



Figure 1. The students do the pre-test. (1)



Figure 2. The students do the pre-test. (2)



Figure 3. The students do the pre-test. (3)



Figure 4. The teacher shows a picture in the BKOF.



Figure 5. The teacher explains the materials. (1)



Figure 6. The teacher explains the materials. (2)



Figure 7. The teacher explains the materials. (3)



Figure 8. The teacher distributes the lots.



Figure 9. The teacher manages the students' movement.



Figure 10. The students read a text in pairs.



Figure 11. The students share their ideas about the text.



Figure 12. The students have a discussion in pairs.



Figure 13. The teacher helps a student who gets difficulties.



Figure 14. A student shares her reading to the class. (1)



Figure 15. A student shares her reading to the class. (2)



Figure 16. The teacher shows a question on a piece of paper



Figure 17. The pair's names and questions are attached on the whiteboard.



Figure 18. The students do an individual task in the ICOT.



Figure 19. The students do the post-test. (1)



Figure 20. The students do the post-test. (2)



Figure 21. The students do the post-test. (3)



Appendix H

Letters

APPROVAL**EFFORTS TO IMPROVE STUDENTS' READING
COMPREHENSION THROUGH THE THINK, PAIR AND SHARE
TECHNIQUE IN GRADE XI OF SMA N 1 PREMBUN IN THE
ACADEMIC YEAR OF 2012/2013****A Research Proposal**

Written by
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08202241024

Approved by the consultants on October, 2012.

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**KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN
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http: //www.fbs.uny.ac.id//

FRM/FBS/33-01
10 Jan 2011

Nomor : 1202g/UN.34.12/PP/X/2012
Lampiran : 1 Berkas Proposal
Hal : **Permohonan Izin Penelitian**

8 Oktober 2012

Kepada Yth.
Gubernur Daerah Istimewa Yogyakarta
c.q. Kepala Biro Administrasi Pembangunan
Sekretariat Daerah Provinsi DIY
Kompleks Kepatihan-Danurejan, Yogyakarta 55213

Kami beritahukan dengan hormat bahwa mahasiswa kami dari Fakultas Bahasa dan Seni Universitas Negeri Yogyakarta bermaksud akan mengadakan **Penelitian** untuk memperoleh data guna menyusun Tugas Akhir Skripsi (TAS)/Tugas Akhir Karya Seni (TAKS)/Tugas Akhir Bukan Skripsi (TABS), dengan judul :

Efforts to Improve Students' Reading Comprehension through the Think, Pair, and Shared Technique in Grade XI of SMA Negeri I Prembun in Academic Year of 2012/2013

Mahasiswa dimaksud adalah :

Nama : NOVE IRAWAN
NIM : 08202241024
Jurusan/ Program Studi : Pendidikan Bahasa Inggris
Waktu Pelaksanaan : Oktober – November 2012
Lokasi Penelitian : SMA Negeri I Prembun

Untuk dapat terlaksananya maksud tersebut, kami mohon izin dan bantuan seperlunya.

Atas izin dan kerjasama Bapak/Ibu, kami sampaikan terima kasih.


 a.n. **DARHAN D.W. KEBUDAYAAN**
 NIP 19610524 199001 2 001

Tembusan:
Kepala SMA Negeri I Prembun



PEMERINTAH KABUPATEN KEBUMEN
BADAN PERENCANAAN PEMBANGUNAN DAERAH
(BAPPEDA)

Jl. Veteran No. 2 Telp. (0287) 381570 Kebumen - 54311

Kebumen, 12 Oktober 2012

Nomor : 071 – 1 / 432 / 2012
 Lampiran : -
 Hal : Ijin Pelaksanaan Penelitian

Kepada Yth:
 Kepala SMA Negeri 1 Prembun

di -

TEMPAT

Menindak-lanjuti surat Bupati Kebumen Nomor 072/1005/2012 tanggal 12 Oktober 2012 tentang Rekomendasi Ijin Penelitian, maka dengan ini diberitahukan bahwa pada Instansi/wilayah Saudara akan dilaksanakan penelitian oleh :

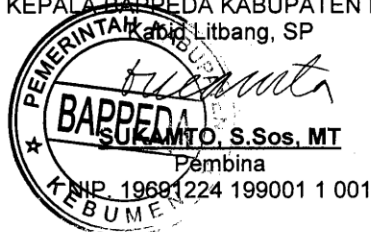
1. Nama / NIM : Nove Irawan / 08202241024
2. Pekerjaan : Mahasiswa UNY Yogyakarta
3. Alamat : Padureso Rt 01 Rw 01 Kecamatan Padureso Kabupaten Kebumen.
4. Penanggung Jawab : Suharso, M.Pd
5. Lokasi : SMA N 1 Prembun
5. Judul Penelitian : Effort to Improve Students Reading Comprehension through the think, Pair and Share Technique in Grade XI of SMA Negeri 1 Prembun in the Academic of 2012/2013
6. Waktu : Mulai 12 Oktober 2012 s/d 12 Desember 2012

Dengan ketentuan-ketentuan sebagai berikut :

- a. Pelaksanaan survey/penelitian tidak disalahgunakan untuk tujuan tertentu yang dapat mengganggu kestabilan Pemerintah.
- b. Setelah survey/penelitian selesai diharuskan melaporkan hasil-hasilnya kepada BAPPEDA Kabupaten Kebumen.

Demikian surat ijin ini dibuat untuk dapat digunakan sebagaimana mestinya.

A.n. KEPALA BAPPEDA KABUPATEN KEBUMEN
 Kab. Litbang, SP



Tembusan : disampaikan kepada Yth.

1. Kepala Dinas Dikpora Kab. Kebumen
2. Yang Bersangkutan.
3. Arsip.



PEMERINTAH KABUPATEN KEBUMEN
DINAS PENDIDIKAN PEMUDA DAN OLAH RAGA

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SURAT KETERANGAN

Nomor : 420 / 1809/ 2012

Yang bertanda tangan di bawah ini Kepala SMA Negeri 1 Prembun Kabupaten Kebumen, Provinsi Jawa Tengah, menerangkan bahwa :

N a m a : **NOVE IRAWAN**
NIM : 08202241024
Fakultas : Bahasa dan Seni ;

Benar-benar telah melakukan Penelitian dengan judul ” Efforts to Improve Students’ Reading Comprehension through the think, Pair and and Share Technique in Grade XI of SMA Negeri 1 Prembun in the Academic Year of 2012/2013.” , mulai tanggal 12 Oktober s/d 12 Desember 2012.

Surat keterangan ini dibuat untuk menyelesaikan tugas Akhir.

Demikian surat keterangan ini dibuat dengan sebenarnya untuk dapat dipergunakan sebagaimana mestinya.

Prembun, 19 Nopember 2012.
Kepala Sekolah
DR. RAHMI LESTARI RAHAYUNI, M.Pd
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