

**EFFORTS TO IMPROVE STUDENTS' MOTIVATION
IN READING CLASS THROUGH AUTHENTIC
TEXTS IN CLASS 8B OF SMP N 1 PUNDONG IN
ACADEMIC YEAR OF 2012/2013**

A THESIS

**Submitted as partial Fulfillment of the Requirements for the Attainment of
the Degree of *Sarjana Pendidikan* in English Language Education**



By

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2012

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ACADEMIC YEAR OF 2012/2013**

A THESIS



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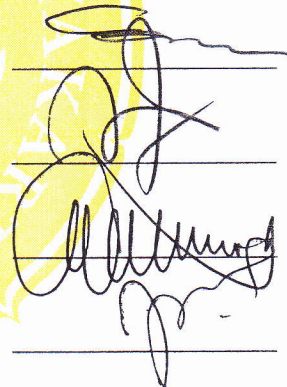
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Menyatakan bahwa skripsi ini adalah hasil pekerjaan saya sendiri dan sepengetahuan saya tidak berisi materi yang ditulis oleh orang lain sebagai persyaratan penyelesaian studi di perguruan tinggi ini atau perguruan tinggi lain kecuali bagian-bagian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

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

Yogyakarta, 26 Desember 2012

Penulis,



(Tri Maryanto)

DEDICATIONS

This thesis is dedicated to:

- ✚ My beloved mother and father for their endless love, prayers, and patience which have been enlightening every piece of moment of my life,
- ✚ My beloved brothers and sisters. Thank you all for your never ending prayers, and support,
- ✚ All of my family and my friends. Thank you for your timeless love, supports and motivation.

MOTTOS

Allah intends every facility for you. He does not want to put you to difficulties.

(Q.S. Al-Baqarah: 185)

Truly, my prayer and my sacrifice, my life and my death, are (all) for Alloh, the cherisher of the world

(Al-An'am: 162)

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Finally, the writer expects that this work can give contribution, no matter how little it is, to the development of the reading lesson in the future. He also realizes that this thesis is still far from being perfect. Therefore, He welcomes any criticisms and suggestions from readers.

Yogyakarta, Desember 2012

The Writer

(Tri Maryanto)

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ABSTRACT

EFFORTS TO IMPROVE STUDENTS' MOTIVATION IN READING CLASS THROUGH AUTHENTIC TEXTS IN CLASS 8B OF SMP N 1 PUNDONG IN ACADEMIC YEAR OF 2012/2013

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The objective of the research is to improve the students motivation in reading English of grade VIII B students of SMP N 1 Pundong by using authentic texts. This is action research.

The research was carried out at the first semester from October 1st to October 26th 2012 in SMP N 1 Pundong. The members consisted of the researcher, the principal, the English Teacher, and the students of grade VIII B. The steps were: reconnaissance, planning, action and observation, and reflection. The research was conducted in two cycles. The data were obtained by interviewing the English teacher and the students of grade VIII B, observing the teaching and learning process, taking pictures of the teaching and learning process. The instruments were the researcher, photo camera, interview guidelines, and questionnaire. The data were in forms of interview transcripts, field notes, photos and questionnaire scores. The validity of the data was obtained by applying the democratic validity, dialogic validity, catalytic validity, process validity, and outcome validity.

The result of this study showed that the implementation of using authentic texts in the reading class is believed effective to improve students' motivation to learn speaking English, maximizes students' participation during the speaking activities, and reduces students' boredom on learning. This implies that the implementation of using authentic texts give positive effects on improving students' motivation in reading English.

CHAPTER 1

INTRODUCTION

A. Background of the Study

Based on English curriculum at SMP, English teaching covers four skills, namely reading, listening, speaking, and writing. In fact, all skills in learning English are important, but reading is emphasized among those language skills. Reading is demand of life, because human being can not be apart from the need of written information. This kind of information is the most accessible one for it is not limited by time and space. It is also imperishable from the past to present, so it is fullfils a long range of need. From the written materials people can got knowledge. Knowledge is needed by everyone, including the students. For the students, gaining knowledge is one of their activities. One of the ways of getting the knowledge is reading. Reading is taught in Junior schools including SMP N 1 PUNDONG.

Reading is an essential skill for learners of English for second language. For most of these learners it is the most important skill to master in order to ensure success not only in learning English, but also in learning in any content class where reading in English required. With strenghtened reading skills, learners will make greater progress and development in all others areas of learning.

One of the possible efforts that make the students' master reading well is using media in the teaching learning process. Media as teaching aids are needed to

help the students' understanding and to increase the effectiveness of the communication between teacher and students in the teaching and learning process. It also stimulates the students' motivation and students' interest in the lesson. For example, the teacher can use sources from the authentic texts in the teaching learning process. One of the possible authentic texts is texts from News Papers or articles from the Magazines that are related to the subject or the materials.

The teachers can get benefits by using authentic texts in the teaching reading. Authentic texts are ones which can be very interesting and resourceful that the students can deal with to improve their reading activities in the class. In addition they can experience themselves dealing with authentic texts and situation they might face when reading such texts in real life. Authentic texts can be used in the classroom activities by English teacher to improve the materials and the reading activities so that the students will be motivated to learn reading better and have experiences in dealing with authentic texts in real life activities. Certainly, the authentic texts should cover the material taught. So, the teacher will find it easy in explaining the material and the students will also be easy in mastering reading.

B. Identification of the problem

The identification of field problems concerning the English teaching and learning process of the first grade students of SMP Negeri 1 Pundong was done through the class observation and interviews with the students and the English

teacher. Based on the observation the researcher identified the field problems as follow:

a. Students

The first problem comes from students. As readers and “actors” of the reading activities, many students find it difficult in reading English texts. It is because students vocabulary mastery is still low. Besides, most of them are not so interested in the learning activities. Moreover, in the daily learning especially in the reading class, the students focus on the text book without additional interesting activities. Such an activity creates monotonous atmosphere which decreases their motivation to get involved to the reading activities.

b. Teacher

In teaching learning process, a teacher plays important roles as an instructor, a guide, and a model for the students. In order to play those roles, a teacher is demanded to have competences and personalities which are in accordance with the learning needs. Based on the observation the problem was about the teachers’ attitudes in teaching and learning process. Firstly, the teacher only explained and helped the students who were familiar with him. Secondly, the teacher sometimes did not focus on the materials discussed in the lesson. He often explained something that did not have any relation with the materials being discussed. Next, the teachers’ methods in giving the tasks to the students was not developed well. The teacher only used the tasks provided in the text book. He mostly used them so that the students seldom had experiences in dealing with real texts and real tasks. Finally the teacher gave too much explanation of the materials in a meeting with

limited practices for the students. This situation caused the students' lack of motivation in reading English texts.

c. Materials

The next problems found in the observation was about the materials and the activities given to the students. The materials given to the students were mostly taken from textbooks. The students seldom used other materials. That was why the students did not have any experiences to learn materials related to their real life. He also emphasized exercises on the students' work sheet or LKS (Lembar Kerja Siswa). The teacher also used the same kinds of text book in using the materials. So that it limited the students' knowledge and information about the variety of the real language uses in the community. The materials which the teacher explained were also focused only in language forms and pattern without concerning the use of the new language in real daily life or in the context of language-in-use. However, the teacher did not develop the materials in the students work sheet. He tended to ask the students to find the materials by themselves since the students vocabulary was very limited, they found difficulty to do this task. As the results, the students thought that reading English was difficult and they had no desire to learn.

d. Methods

The goal of the teaching and learning process was to achieve academic goal. Besides the materials, the tasks given to the students were also not interesting for the students. In the teaching and learning process, most of the time, the students listened to the teachers' explanation and did many exercises from text book in

one-way interaction. The teacher did not give various reading activities to the students so that they got bored easily in the class. Moreover, they were not motivated to learn reading better.

Considering those problems, the researcher concluded that the main factor that caused the lack of students' motivation in reading English texts was the use of uninteresting and ineffective materials given to the students. If the teacher could create, find, and provide new kinds of materials, the teaching learning process and the students' reading motivation would improve. In order to reach the goal, the researcher considered authentic texts as an effective materials to be used.

C. The Limitation of the problem

Based on the identification of the problems above, the researcher limited the problems to the materials and the tasks used to improve students reading skills. The limitation was decided for a reason that the students needed authentic texts as supplementary ones to improve their reading interest so that they could be more motivated to learn reading and prepare themselves to deal with such texts outside the class activities. Authentic texts also give the students cultural information about the English speaking countries. It can build the students' motivations and interest to learn English. Finally, it can be assumed that the use of authentic text gives more meaningful and effective teaching and learning process.

D. Formulation of the problem

The problem in this research is formulated as follow: How to improve students' motivation in reading class through the use of authentic texts in class 8 B of SMP N 1 Pundong based on the problems identified together with all the research members.

E. Objective of the Research

The objective of this research is to improve students' motivation in reading class through the use of authentic texts in class 8 B of SMP N 1 Pundong based on the problems identified together with all the research members.

F. Significance of the Research

This research will hopefully give contributions to:

- a. The English teacher, it will provide some input making efforts to improve students' motivation in reading class through the use of authentic texts in developing the teaching of reading.
- b. The students, it will provide some input to improve their motivation in reading and understanding the English texts.
- c. The Head Master, it will provide some input to improve the quality of learning and teaching of English of his school.
- d. The researcher, it will be used as an experience on how to conduct an action research.

- e. The other English teachers, as one reference on the effort to improve students' motivation in reading class through the use of authentic texts.
- f. It is expected that the result of this research can gives contributions to the Teaching and learning process of English in Junior High School.

CHAPTER II

LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK

A. Literature Review

1) The Nature of Reading

a. Definition of reading

Reading is a very complex task and numerous definitions exist. According to Nunan (1991: 72) reading is usually conceived of as solitary activity in which the reader interacts with the text in isolation. Meanwhile, Johnston (1990: 2) defines reading as a complex behavior, which involves conscious and unconscious use of various strategies, including problem-solving strategies, to build a model of the meaning, which the writer is assumed to have intended.

Celce-Murcia (2002:154) states that reading is a complex interactive process. Reading involves a text, a reader, and a social context in which reading takes place. In reading, meaning is constructed through interpretation of written symbols that represent language. The interpretation, is influenced by the readers' past experiences, language background, cultural frame work, and purpose for reading.

Meanwhile, Grabe in Kaplan (2002:51) states that reading can be easily defined simply as the ability to derive understanding from the written texts, this simple definition is denied by the complexity inherent in the reading ability. He believes that everyone has a combination of skills and abilities that they bring

when they begin to read. Then, he proposes five abilities inherent in the reading ability that should be seen as definitional.

First, reading is a rapid and automatic process. To get good understanding of the text, readers need to be ready with their working memory which processes various bits of information at any time if the information (from the text and their background knowledge) is integrated. Moreover, one factor assisting the rapid and efficient reading is the ability to recognize words automatically because reading without it will be impossible.

Second, reading is an interactive process in two ways. Reading needs many skills and abilities to be carried out simultaneously, some of which are automatic and some of which are attentional where we focus our attention. At the same time, the higher level of comprehension process, such as deciding the main ideas of the text, the interaction of textual information and background knowledge will be needed.

Third, reading is strategic and flexible. It depends on readers' assessment on their reading purposes achievement. If they feel that they do not achieve their purposes of reading, they will be flexible to adapt various processing and monitoring activities.

Fourth, reading is purposeful. The major purpose of reading is for comprehending the text. Fifth and finally, reading is a linguistic process. Basically, readers get understanding and new meaning when they are interact with text information by using linguistic processing.

Therefore, reading is a receptive process in which readers interact with what read. However, it can not be simply defined as a process of understanding meaning from the text because its process requires readers to use various strategies and abilities that they have to construct meaning of a text in order to reach their reading purposes. In addition, readers also need to realize that they have to be familiar with text types so that they can recognize them within reading process they are going through.

Based on the above definitions about reading, it can be concluded that reading is an active cognitive process of getting the authors' ideas through interpreting the written symbols in the process of reading. The reader is influenced by his past experiences, language background, cultural framework, and the purpose of reading.

b. Reading Purposes

After understanding the concept of reading through its definition, it is also significant to have more understanding about it through reasons behind reading activities. People who read text deal with their purposes of reading. Different persons have different purposes of reading. Hence, the reading techniques are also different in use when people have different purposes of reading including:

- 1) Reading to find information. It requires scanning as the reading skill. Readers scan for a specific word, phrase, form, or number. Here, it is not necessary for them to know every word in the text.

- 2) Reading to learn. It requires reading for the main ideas. However, readers need to be aware of the details of the text and have a strong organizing background to coherent various meanings existing in the text.
- 3) Reading to criticize and evaluate. It requires reflections and elaborate connections to prior knowledge and integration with prior knowledge, including the reader's attitudes, emotions, motivations for reading, and level of topic – specific background knowledge.
- 4) Reading for general understanding. It is believed as the most common and basic of reading purposes. This purpose fulfills the reading expectations for understanding main ideas and a subset of supporting ideas and information.

In addition, Hammer (2001) proposes two reasons for reading including instrumental and pleasurable reasons. The instrumental reasons means that reading helps readers to achieve some clear purposes. For example, we read a road sign so that we know where to go. We read the instructions on a washing machine because we know how to operate it. Thus, a type of reading takes place because we have some instrumental purposes in mind. Another reason is the pleasurable reason which means that another kind of reading takes place for pleasure. Thus, people read magazines or spend hours buried in the Sunday paper. Others go to Poetry readings and some people read illustrated cartoon or photo stories.

At last, people read texts for different purposes. Moreover, different purposes of reading can be seen from different texts that are read by the readers

2) **The Teaching of Reading**

a. The role of students

The role of students in a reading instruction is related to their instruction and their motivation to participate in the reading activities in the class. Murcia (2001: 199) states that motivation is another key to successful reading because it has an important impact in the reading development. Students who have no motivation will not be interested and motivated to read texts and build their energy to join the reading activities. Hence, the impact of it will be that the students reading motivation will not be developed well although they have read many texts in their reading class. On the contrary, if students have intrinsic motivation, it will be easier for them to enjoy the reading activities and reach the purposes of it. Also, the teachers can easily help them develop their reading skills through reading activities given in the class. Therefore, motivation makes a real difference in students reading motivation and development, and teachers need to consider how to motivate students to active in reading activities.

b. The role of Teachers

Teacher give contributions to the success of a reading instruction. In accordance with students motivation, Celce–Murcia (2001: 199) suggest that there are some ways that can be used to develop students' positive motivations. First, teachers should discuss the importance of reading and the reasons for different activities used in the class. Second, teachers need to talk about what interest them as readers and why. Third, teachers need to build their students' background

knowledge so that students can manage complex ideas. The last, the teachers need to select texts and adapt activities with students' reading abilities.

At last, in a reading instruction, teachers' roles are not only as motivators who motivate the students to be actively involved in the reading process but also as a helper who provides support for their students.

c. Teaching Methods

Besides concerning to the roles of students and teachers, the teaching methodology is another key component in a reading instruction. The methods as well as the activities used in the teaching instruction can influence the success of the teaching of reading. In a reading instruction, the teachers can have some discussion or presentations in the class. They can ask their students about anything related to the text being studied that they can encounter in the social context or in real life. Moreover, the teachers can also present the material related to the text by using media such as pictures, or authentic texts.

d. Reading Materials

Reading material is also one of key components in a reading instructions. Whether teachers use textbooks, institutionally prepared materials, or their own materials. Instructional materials generally serve as the basic for much of language input learners receive and the language practice that occurs in the classroom. There are two types of reading materials commonly used in the reading instructions, i.e, non-authentic materials and authentic materials.

1. Non-authentic reading materials

Discussing non-authentic materials for a reading instruction leads people to talk about course books or text books which are commonly used by most teachers. From the teachers point of view, as stated by Ridell (2003: 204) the book provides materials, a syllabus structure, and consequently much less time is needed to prepare lessons. Such teachers simply think about the teaching preparation using course book to teach their students reading. They do not need to make complicated preparation because the course book have provided their needs including the materials and the syllabus structure so that they need less time to have the class preparation.

Meanwhile, Richard (2001:254) explain that reading textbooks might be the basis for a course in reading skills, providing both a set of reading texts and exercises for skills practice. He states that the use of textbooks in teaching has both advantages and disadvantages depending in how they are used and the contexts for their use. There are some advantages that are proposed to him. Firstly, they provide structure and a syllabus for a program. Without text book, a program may have no central core and learners may not receive a syllabus that has been systematically planned and developed. Secondly, they help standardize instruction. The use of text books in a program can ensure that the students in different classes receive similar content and therefore can be tested in the same way. Next, text books are efficient. They save teachers' time, enabling teachers to

devote time to teaching rather than materials production. Finally, they can train teachers. If teachers have limited teaching experiences, a text book together with the teachers' manual can serve as a medium of initial teachers training.

The advantages of using text books are not enough to support a reading instruction. Although using textbook gives benefits of a ready-use syllabus, materials, and less preparation time, it also potentially gives negative effects to the teachers as well as the students.

Meanwhile, Richard (2001:255) proposes some disadvantages of using textbooks that can be potential negative effects in reading instruction. First, they may contain inauthentic language. The texts, dialogues, and aspects of content tend to be specially written to integrate teaching points and do not represent the real language use. Second, they may not reflect the interests and needs of students. Next, they may distort content. Textbooks often present an idealized view of the world and fail to represent real issues. The producers often choose topics that are standard for global needs such as weather, food, holiday, etc. The last, they can deskill teachers, if teachers use textbook as the primary source of their teaching their role will be reduced because they just present materials prepared by others without considering their students' needs and interests.

Finally, using textbooks or course books in the teaching of reading should not only consider the teachers' point of view but also the students' need and interests. Textbooks can have negative or positive effects in a reading instruction depending on how well the teacher uses them and contexts of their use.

2. Authentic Reading Materials

Another type of materials that can be used in a reading instruction is authentic texts. In using these materials in the teaching of reading, the first thing that should be understood by teachers is that the teaching will be successful if the teachers consider the texts given to the students and the activities that they need to do with the texts. Hence, there should be a good collaboration between the texts and the activities presented in the classroom.

3. Characteristics of Authentic Materials

From the definition discussed above, it can be inferred that there are four main characteristics of authentic materials. Those are naturalness, applicability, appropriateness, and adaptability.

First, naturalness is related to the use of materials in real life with their cultural values. Cultural values of the authentic materials can be seen if they are genuine, up to date and taken from common sources (Berardo, 2006:62). Second, the applicability of materials is related to three important points. Authentic materials must be practical, useful, and interesting to the learners (Riddle, 2001:210). Third, authentic materials must be appropriate in use with learners objectives, needs, age, and interest. The appropriateness of authentic materials is related to the language content which consists of its structure and vocabulary (Spelleri, 2002). Fourth, the adaptability of authentic materials amenable and adaptable to exploitation for language teaching purposes (Crawford, 2002:85). It

means that authentic materials must have both authentic use and school-based use (Jacobson, 2003:4).

Regulatory, language is used to control behavior. It is related to the instrumental function but is distinct. While the instrumental function focusses on the goods or services required and it does not matter who provides them, the regulatory function is directed toward particular individual and it is the behaviour of that individual that is to be influenced. The examples of regulatory language are written rules and regulations (e.g. drivers' manual), the "don't walk" sign or a "stop" sign, etc. (Halliday, 2003:7).

Interactional language is used to make or maintain in interpersonal communication. The examples of international language are personal letters, greeting cards, etc. (Halliday, 2003:7).

Personal language is used to express awareness of one self, in contradistinction to one's environment. The examples of personal language are memos of personal reactions to a new policy, writing in a journal of personal reactions and feelings, of participation and withdrawal, interest, pleasure, disgust, etc. (Halliday, 2003:7).

Heuristic language is used to learn and to explore the environment. The examples of heuristic language are to read for information, to write down questions, etc. (Halliday, 2003:7).

Imaginative language is used to create, including stories, and make believe/pretend. The examples of imaginative language are reading/writing poetry, fiction, etc. (Halliday, 2003:7).

Informative language is used to communicate information to someone who does yet process that information. The examples of informative language are writing information texts or research reports, writing personal letters to inform someone or what has happened to a relative, etc. (Halliday, 2003:7).

Second, the school-based use authentic materials is derived from the achievement indicators of Basic competencies in School-based Curriculum for seventh grade students of junior high school.

e. Principles of teaching reading

Nunan (2003: 76) gives explanations about the principles for teaching reading as follows:

1) Exploit the reader background of knowledge.

Background of knowledge includes all of the experiences that a reader brings to a text: life experiences, educational experiences, knowledge of how texts can be organized rhetorically, knowledge of how one's first language works, knowledge of how the second language works, and cultural background and knowledge.

2) Build a strong vocabulary base.

Basic vocabulary should be explicitly taught and L2 readers should be taught to use context to effectively guess the meanings of less frequent vocabulary.

3) Teach for comprehension.

In many reading instruction programs, more emphasis and time may be placed on testing reading comprehension than on teaching readers how to comprehend. Monitoring comprehension is essential to successful reading.

4) Work in increasing reading rate.

One difficulty in the second language reading classroom is the even when language learners can read, much of their reading is not fluent.

5) Teach reading strategies

Strategies are tools for active, self-directed involvement that is necessary for developing communicative ability.

6) Encourage readers to transform strategies into skills.

Strategies can define conscious actions that learners take to achieve desired goals or objectives, while a skill is a strategy that has become automatic.

7) Build assessment and evaluation into your teaching.

Assessing growth development in reading skills from both a formal and an informal perspective requires time and training. Both quantitative and qualitative assessment activities should be included in the reading classroom.

3) **Authentic Texts**

a. Authentic texts

In teaching reading, teachers have to consider the materials can not be separated from reading texts that are created by publishers or even ones that are mainly not created for academic purposes existing in daily life. Aebersold (1997:9) states:

Although for many people reading texts means reading book, people read many different types of texts everyday such as, labels (on cereal boxes, medicine containers, clothes), instructions (street sign, directions for operating VCR, advertisement on TV, in magazines, on billboards), and notes (grocery lists, messages) to name only a few.

Students actually are faced with such texts in their daily life and they are familiar with the texts. Hence, teachers can use such authentic texts to teach their students because they can be so interested to deal with attractive materials that they are familiar with.

Grellet predicts the text-types usually come across the following issues:

- 1) Diaries.
- 2) Letters, postcards, telegrams, notes.
- 3) Newspapers and magazines, TV materials.
- 4) Pamphlets, reports, accounts.
- 5) Recipes.
- 6) Advertisement, travel brochures, catalogues.
- 7) Puzzles, problems, rules of games.
- 8) Instruction (e.g warnings), directions (e.g How to use,...), notices, rules and regulations, posters, sign (e.g. road sign), forms (e.g. application form, ladig cards), graffiti, menus, price list, tickets.
- 9) Comic strips, cartoons and caricatures, legends (of map, pictures).
- 10) Statistics, diagrams, flow chart/pie charts, time-table, maps.
- 11) Telephone directions, phrase books.

b. Advantages of Using Authentic Texts

The use of authentic texts has five main advantages. They have a positive effects on learners' motivation, provide authentic cultural information, provide

exposure to real language, are related more closely to learners' needs, and support a more creative approach to teaching (Richard, 2001).

Firstly, authentic texts are claimed to bring learner motivation an active effect in a foreign language classroom. Learners are motivated and interested by introducing and utilizing natural authentic texts which are considered to be more interesting or stimulating than invented ones (Fei and Yu-Feng, 2008: 12).

Secondly, authentic texts provide authentic cultural information. They give the readers the opportunity to gain real information and know what is going on in the world around them so that they can gain intrinsic educational values (Berardo, 2006 : 62).

Thirdly, authentic texts provide exposure to real language. They enable learners to interact with the real languages and content rather than form so that the learners feel that they are learning in the target language (Berardo, 2006 : 62).

Fourthly, authentic texts are related more closely to learners' needs in the real world. Authentic texts enable the students to be active, develop, their higher order thinking, and get information in the expertise level. This is because the more realistic, the languages, the more easily it can cater the range of proficiency levels found in many classes (Crawford, 2002: 85).

Finally, authentic texts support a more creative approach to teaching. Using authentic texts can be an informative manner of communication that is conducive to interactive learning. It can be effectively linked with ways of helping students to be more independent learners. For example, when students have to make

prediction and guess using reference books use of authentic texts can be an effective one (Hwang, 2005: 7).

4) Students Motivation

a. Definition of motivation

Motivation is a kind of effort or energy that pushes someone to do something. In the field of learning, motivation is the essential factor that determines whether learners will be successful or will fail to achieve what actually they want to reach toward learning. The following are some definitions proposed by some experts.

According to Harmer (2001), motivation is kinds of internal drive, which push someone to do things in order to achieve something. Furthermore, William and Burden In Harmer (2001) suggest that motivation is ‘a set of cognitive arousal’ which provokes a ‘decision to act’ as a result or which there is ‘sustained intellectual and/or physical efforts’ so that the person can achieve some previously set goal.

Moreover, Brown (2000:72) states that motivation is the extent to which you make choices about goals to pursue and the effort you will devote to that pursuit. In addition, Brewster (2004:218) states that motivation is a term which in the past has been used quite loosely. For example it sometimes refers to feelings, a goal, a mental process, a certain type of behavior or a personal characteristic. Arends (2009:140) states that motivation is usually defined as the process that stimulates our behavior or arouses us to take action. It is what makes us do what

we do. Then Arends (2009:146) summarizes motivation as a complex concept and numerous theories contribute to its understanding. Motivation often involves affective variables but also variables that are cognitive and metacognitive in nature.

Related to the children's motivation, Lile (2003) argues that motivation is the key to all learning. The main idea of motivation is to capture the children's attention and curiosity and channel their energy towards learning. In addition, Student's motivation needs efforts from all components including parents and teachers. Government should be very aware about education systems, especially related to student's motivation. They have to have regulation that allow the teachers to hold fun and interesting English teaching and learning process. Furthermore, parents have to support and help the teacher, and also trust them as the parents in how to work as hard as possible.

From the definition above, it can be concluded that motivation is an inner strength in order to achieve a set of goal in which there is a physical or intellectual efforts as well. It influences the success or failure of the second/foreign language learning. Learners with higher rate of motivation will be more successful than those with a lower rate of motivation.

b. Types of motivation

a) Intrinsic Motivation

According to Arends (2009:140) intrinsic motivation is a behavior that is sparked internally by one's own interest or curiosity or just for the pure enjoyment of an experience. Therefore, Harmer (2002:51) states that intrinsic motivation

comes from within the individual. Thus, a person will be motivated by the enjoyment of the learning process itself or by desire to make themselves feel better.

Moreover according to Brown (2000:76) intrinsically motivated behaviors are aimed at bringing about certain internally rewarding consequences, namely feelings of competence and self-determination.

Deci in Brown (2001:76) says that intrinsically motivated activities are ones for which there is no apparent rewards except the activity itself. People seem to engage in the activities for their own sake and not because they lead to an extrinsic reward. Intrinsically motivated behaviors are aimed at bringing about certain internal consequences, namely, feelings of competence and self-determination.

In addition Pinter (2006:37) states that young children are therefore intrinsically motivated which means that they want to learn because they enjoy the process of learning English for its own sake.

b) Extrinsic motivation

Harmer (2001) defines extrinsic motivation which is caused by any number of outside factors, such as the need to pass an exam, the hope of financial rewards, or the possibility of failure. In addition Brown (2000) says that extrinsically motivated behaviours are carried out in anticipation of a reward from outside and beyond the self. The student experiences extrinsic motivation when they receive a reward, avoid punishment, or in some other ways unconnected with the task, earn the approval for a particular behavior. Then in the technical

term, it refers to reinforcement, which is the external stimulus, which follows as a result of a certain response. If it is a positive reinforcer, the stimulus or even results in improved learning.

Arends (2009:140) states that extrinsically motivated behaviors, on the other hand are carried out in anticipation of a reward from outside and beyond the self. Typical extrinsic rewards are money, prizes, grades, and even certain types of positive feedback.

In addition, Pinter (2006:37) states in Nikolo'v study extrinsic factors seem to appear later, some where around the age of 11 or 12 when children begin to talk about future goals which English, but even in this stage these goals are quite vague and general.

c. Factors Influencing Student's motivation

According to Spratt (2005:38) there are some factors which influence student's motivation to learn language. Firstly, the usefulness to students of knowing the language well, e.g. For finding jobs, getting on to courses of study, getting good marks from the teacher. Secondly, the students interest in the target language cultures (The culture of the language we are learning). Thirdly, feeling good about learning the language: success self confidence (feeling that we can do things successfully), learner autonomy/independence (feeling responsible for and in control of our own learning).

Moreover, Paul (2003:23) also proposes the important factors that influence children's motivation's is home and friends. The attitude of friends and

families can have big effect on a child's motivation. If the student parent's encourage her or him to learn, she or he would more likely to be positive about learning. The second factor is transferability. This factors will help children themselves if they can see how to transfer what they learn into other situations. The third is self-perception. In order to make the children motivated to learn actively, it is important that they have to perceive themselves as being successful. The fourth factors is absence of extrinsic rewards may have an adverse effect on motivation. And the last factor is evaluation and threat. If children expect to be evaluated or feel they are being watched and checked up on. It is likely that they study for the sake of the evaluation, to avoid the threatened punishment, or to satisfy the adult watching them, and will lose some inner motivation to learn for its own sake.

d. Motivational Strategies

According to Pornyei (2001:28) motivational strategies are techniques that promote the individual's goal-related behavior. Because human behavior is rather complex, there are many diverse ways of promoting it in fact, almost any influence a person is exposed to might potentially affect his/her behavior. Motivational strategies refer to those motivational influences that are consciously exerted to achieve some systematic and enduring positive effect.

There are ten suggestions of how teachers can encourage greater student's motivation: The first is set a personal example with your own behavior (i.e. be motivated as a teacher yourself). The second is create the relaxing atmosphere in

the classroom (i.e. try to prevent anxiety in yourself or the learners). The third is present tasks in an interesting way which makes the tasks seem achievable to the learners (i.e. try to use authentic texts that are familiar with students lives). The fifth is increasing the learners' self-confidence about language learning (i.e. help learners feel they can be good at learning the language). The sixth is making the language classes is interesting. The seventh is promoting learner autonomy. The eighth is personalize the learning process (i.e. make the course feel relevant to the learners' lives). The ninth is increasing the learners' awareness of their goal (i.e. what they want to achieve). The tenth is familiarizing learners with the target language culture (Dornyei and Csizer in Spratt, 2005:39).

Moreover, Dornyei (2001) in Pinter (2006:37) suggests that the area are four main components or stages of motivational teaching. The first stage is to create motivating conditions for learning. This means creating a pleasant and supportive environment in the classroom. The next stage is to introduce initial motivational techniques such as talking about values, showing positive attitudes to learning, creating materials that are relevant for the learners, and establishing expectations success. After this initial stage, teachers need to take care to maintain and protect their learners motivation by offering stimulating activities and fastering self-esteem , self-convidence, and co-operating among learners. Finally, from the explanation above, we can conclude that with developing interesting materials in the teaching learning process, it will improve students motivation in reading, because they are very interested with the authentic texts that are found in

their daily lives. Besides that, the teacher roles are very important to give supports to improve students reading motivation especially using authentic texts.

B. Conceptual Framework

The running of reading learning process needs a set of methods and technique. It means that it does not occur instantly. It requires a period of time and efforts to reach a successful reading instruction. A reading teaching and learning process is said to be good if the teacher provides effective resources for the students. Effective resources can be defined as materials that can attract students' motivation in reading English texts.

The learning tools that students find in their daily lives are authentic texts. Authentic texts are real materials that students encounter in their daily lives, such as advertisement on magazines or news paper, labels on medicine containers, brochures, food recipes, and etc. Therefore, teachers can design reading materials from authentic texts to be used in the classroom to vary reading activities and scaffold their students to cope with such texts.

There are four embedded characteristics of authentic texts. Those are naturalness, applicability, appropriateness, and adaptability. First the term naturalness is related to the use of materials in their real life with their cultural values. They have to characteristics of being genuine, up-to-date, and taken from a common source. Second, the utilization of authentic texts is practical, useful, and interesting. Third, the language structure and vocabulary of the authentic texts are appropriate with the learners' objectives, needs, ages, and interests. Fourth, the

authentic texts are enable to exploitation for language teaching purposes. By using their naturalness, authentic texts bring the students close to the target language culture and make the teaching and learning process more enjoyable. The use of authentic texts also motivates the students to practice reading English texts because they are intrinsically more nteresting, useful, and practical than artificial or non authentic texts. Besides, by accompanying the appropriateness and adaptability of authentic texts, learners can explore a wider range of topics and situations in the target language through the linguistics elements such as structure and vocabulary.

In order to use these materials in a reading instruction to improve students' reading activities there should be actions to enhance the teaching and learning processes and action research might be the appropriate study for reaching the goals. It includes the application of fact finding to practical problem solving in a social situation with a view to improve the quality of actions within it, involving the collaboration, and cooperation of researchers, practitioners and laymen (Burns,1999).

All components of school members who influence the teaching and learning processes, such as subject teachers, students, and school principals should be aware of the problems that may occur in the processes. They need to support and make collaboration to find the problems and give the solutions to make a better improvement considering all of discussions, it is believed that using authentic texts in the reading teaching and learning process can improve students reading motivation of the first grade students of SMP Negeri 1 Pundong.

CHAPTER III

RESEARCH METHODS

A. Type of the Study

This study is grouped into action research since it deals with a practice in a natural situation (Madya, 2007: 9). The major focus of this study is on concrete and practical issues of immediate concern to a particular social group (Burn,1999: 24). This action research is contextual, small - scale, and localized, and it identifies and investigates problems within a specific situation (Burn,1999: 30). This study is characterized as a systematic inquiry that is collective, collaborative, self-reflective, critical, and undertaken by the participants of inquiry (Kemmis and Taggart cited in Suharto, 2003:159). The goal of this study is to introduce a more systematic process that is employed (Mr. Millan and Schumacher, 2010: 445). In other words, it is aimed to get some continuous changes in the situation where the research is conducted (Madya, 2007: 11).

Since the data are taken from an English teaching and learning process, the study is categorized as action research in the pedagogical field (Stenhouse Cited in Suharto, 2003 : 160). This study is the refinement of professional skills which is generally achieved by the gradual elimination of failings through a systematic study or one's teaching (Stenhouse cited in Suharto, 2003 : 160).

B. Setting of Study

The research is conducted in SMP N 1 Pundong, Bantul, Yogyakarta. This school conducts the English Subject from the seventh grade up to ninth grade.

The research involves the researcher, the english teacher, and the eight grade students in the academic year of 2012/2013.

The location of the school is strategic because it is only 500 meters from Yogyakarta-Parangtritis street. Students can reach the school by public transportation. However, most of them go to school by bicycle, and some others go to school on foot. The building has 30 rooms which consist of 18 class rooms for 7th grade up to 9th grade , a teachers office, a headmaster office, a guest room, an administration an financial staff office, a library, a workshop room, a language laboratory room, a science laboratory room, a guidance and counseling office, an OSIS room, a medical room, a pantry, a school shop, a ware house, and a gymnastic room. The school also has some others facilities such as an aula, a mosque, a canteen, three parking areas, a school guard office, a basket ball court, a volley ball court, and a main square.

C. Time of the Research

The research was carried out in the first semester in the academic years of 2012/2013. There were two cycles in this research and each cycle consisted of two meetings. The researcher followed the school schedule in determining the time for each meeting. It depended on the schedule for the English subject for the class.

D. Data Resource

This research on improving students reading motivation was carried out to the second graders of SMP N 1 Pundong. There were six classes of the second grade

students (8A – 8F). The subject of the research was the students of class 8B. Class 8B was chosen because the characteristics of the students were almost the same as those in other classes. Therefore, class 8B could represent the others students in the Second grade with a hope that the English teacher would be able to use the authentic texts to vary reading activities to other students in other classes.

E. Data Collection Technique and Data Analysis

1. Data Collection Techniques

The data of the research were in forms of opinions, obstacles, and expectations of the research members. The techniques used in the research were:

a. Class Observation

The class observation was done to know what happened in the classroom when the action was conducted. In doing the observation, the field notes are required to deliver clear descriptions of the teaching and learning process. The observations included the students' attitudes in learning reading using authentic texts, the reading activities that were done, and the problems occurred during the actions.

b. In – depth Interview

The interviews were conducted to gain the data about the students' behavior and the teacher' behavior during and after the teaching and learning process. The participants were the second-grade students, the English teacher, and the school principal. The interviews were conducted after the actions were implemented.

c. **Photographs**

To support the data from the class observation and the interviews, media were required to represent and authenticate the research in the new ways. Type of the media that were used in this research were photographs. The media were used to ensure the authenticity of the data from the class observations and the interviews. Moreover, together with field notes and photograph, the data gained from the class observation would be more acceptable.

2. Data analysis

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

F. Procedure of the Research

1. The Problem Identification or Reconnaissance

This research is action research. The purposes of the research is to find out whether the use of authentic texts can improve the students reading

motivation of the eight grades students of SMP N 1 Pundong. The researcher focuses on using authentic texts to improve students reading motivation. In order to carry out the action research, the researcher uses the following procedures, steps, and methods (Tripp Cited in Suharto, 2003 : 165).

2. Planning

After analyzing the field problems that would be solved, the researcher and the English teacher planned possible actions to solve them.

The general plans that would be implemented in this research were:

- a. giving authentic texts and suggesting students to read silently and work individually,
- b. asking the students to list the difficult words and then translate them into Indonesian,
- c. designing pair and group works to motivate the students in joining the class, and
- d. giving rewards to motivate students in joining the class.

3. Action and Evaluation

In this step the researcher began the first cycle after planning general action to be implemented in the research. In this cycle, the researcher acted as the observer. He observed the students' attitudes and the implication of the authentic texts and the reading activities. Moreover, the researcher also wrote field notes of what happened during the teaching and learning processes. After that, the

researcher interviewed the students to know the students' attitudes and responses of the reading materials and activities given to them. The researcher also interviewed the English teacher to know his opinion about the lessons. To support the data from field notes and interviews, the researcher also took some photographs of the teaching and learning process during the actions.

4. Reflection

After implementing the actions in the first cycle. The researcher did the reflection. It was to evaluate the actions implemented before. The researcher did the reflection to analyze whether the actions were successful or not and to analyze failures and obstacles that occurred during the actions by doing the reflection. The reflection was done by analyzing the field notes and the interviews with the students and the English teacher. The result of the reflection would be used to improve the next actions in the second cycle.

G. Data Validity

In this study, the trustworthiness was enhanced by using multiple data gathering techniques and gaining different perspectives of the research participant (the students and the English teacher) to produce the same results considered reliable. The multiple techniques were in the form of writing field notes, interviewing the English teacher as the observer, and the students of VIII B as the subject of the research, and also taking photographs during the implication of the actions.

Anderson (1999:161-162) present five criteria of validating research data. The criteria include democratic validity, outcome validity, process validity, catalytic validity, and dialogic validity. Democratic validity relates to the opportunities that the stakeholders have to be actively involved to share their opinions, ideas, and comments about the implication of the action research. Outcome validity is about the results gained in the research. This criterion includes not only the solutions of the field problems but also the new questions that may appear after the problems are solved. Process validity concerns with the 'dependability' and 'competency' of the research in which the research participants are able to follow the research process and learn by following the process. Catalytic validity, points to the understanding of the research participants through the changes that they feel after the actions. Dialogic validity, relates to the research that is peer reviewed through a dialog with practitioner peers.

In the present study, the democratic validity was assessed by having discussions with the members of the research, the students, and the teacher. During the discussion, the researcher let them give their ideas, comment, and suggestions toward the research. The outcome validity was assessed when the researcher found that the actions led to the findings that solved the problem. This validity depends on the process validity. Meanwhile, the process validity was assessed by reflecting on the data collection and modifying the strategies to answer the questions that occurred during the process. To assess the process validity, the researcher examined the data and identified whether the participants were able to go on learning from the process. Then the researcher modified the

strategies when he found that the data did not answer the questions. The research assessed the catalytic validity by identifying the changes accruing during and after the action was done. Finally, the dialogic validity was assessed by having dialogs with the teacher to review the value of the actions. Besides, the researcher had the conversation with other researcher practitioners about the research findings.

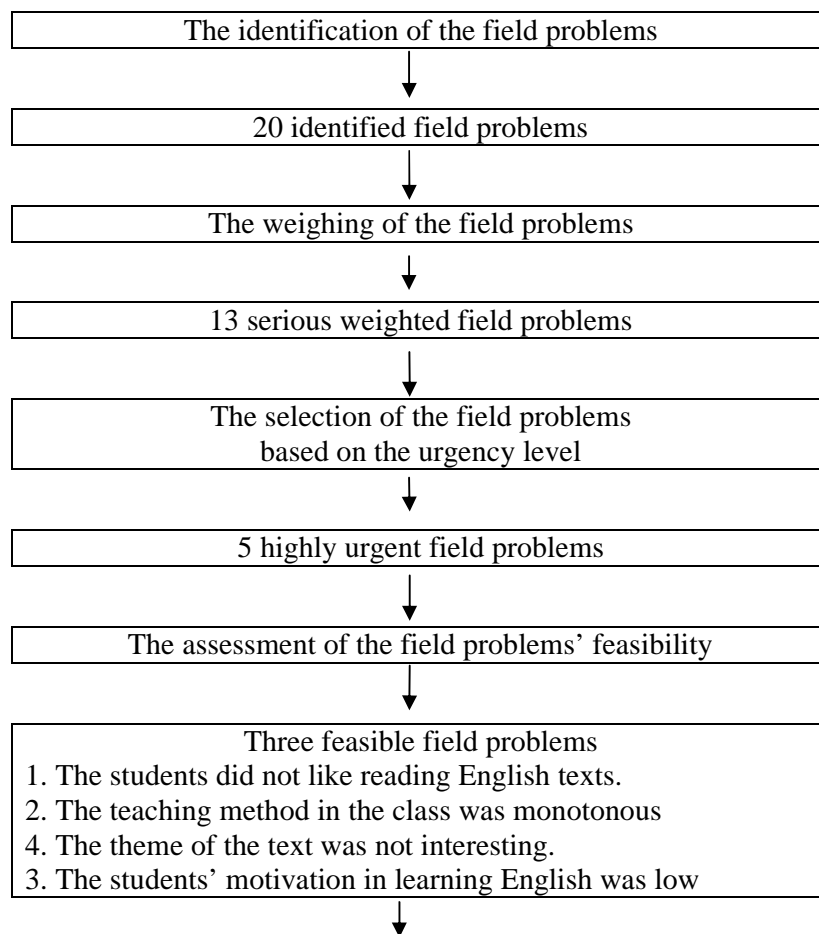
In this research, the data validated by using the dialogic validity. The researcher did a reflective dialog with the English teacher. The English teacher as the practitioner peer could give her opinion about the process and the results of the research.

CHAPTER IV

RESEARCH PROCESS AND FINDINGS

As mentioned in the previous chapter this research was English classroom research which aimed was to improve students reading motivation of the second grade students of SMP N 1 Pundong. The methods used were authentic texts combined with other interesting media and activities to support the students reading motivation in the class.

There were many steps conducted in this research. The steps were as follows:



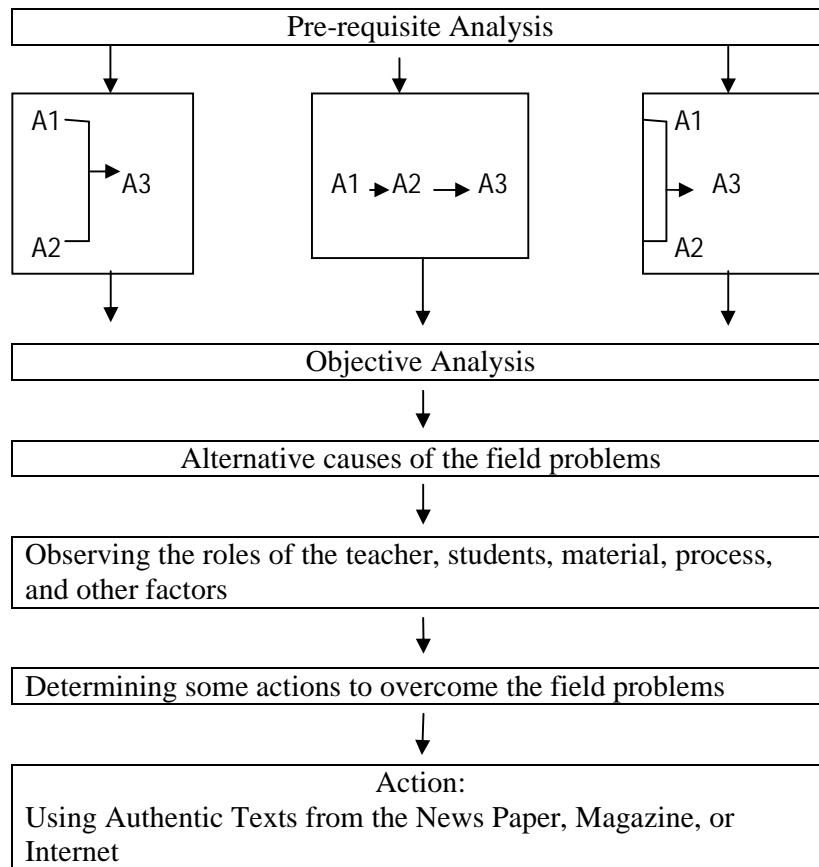


Figure 1: The Steps of the Study

A. Reconnaissance

1. The Identification of the Field Problems

The researcher did the observation in class VIII B. He observed, noted and recorded the teaching and learning process carefully. The researcher finally found the field problems by doing observation of teaching and learning process in the classroom, interview and giving questionnaires to the other research members. Those actions were done in order to get inputs from their opinion, obstacle,

preference and expectation. There were 20 problems found in the English teaching and learning process. They were as follows:

Table 1. The English Reading Problems of Class VIII B of SMP N 1 Pundong in the Academic Year of 2012/2013

No	Problems	Codes
1	The students did not like reading English texts	S
2	The teaching method in the class was monotonous	A
3	The students were not interested in studying English.	S
4	The students considered that English was difficult.	S
5	The teacher could not handle the noisy situation in the classroom.	T
6	The students' abilities were low.	S
7	The students lack vocabulary.	S
8	The students were lazy to open the dictionaries.	S
9	The theme of the text was not interesting.	M
10	The students considered that English was not important.	S
11	The students could not spell in English well.	S
12	The students were confused to translate the English sentences into Indonesian.	S
13	The students lack self-confidence.	S
14	The students were lazy to bring the modules.	S
15	The students were not serious in learning English in the classroom.	MT
16	The students were not serious in reading the English texts when the teacher asked them to read.	S
17	The students' motivation in learning English was low.	S
18	The students were undisciplined.	S
19	The students did not pay attention to the teacher's explanation.	S
20	The teacher only use Text book and LKS, without any other references	T

Notes : S: Students

T: Teacher

M: Material

A: Activity

2. Comparing the Problems Based on the Urgency Level

Comparing the problems based on the urgency level was done after all field problems identified. The researcher and the English teacher worked collaboratively. They compared all problems and choose the most important problems that influence the students' reading motivation in the class. It was very importance because the problem would be solved soon. The students' reading motivation would increase if those problems were solved. The most urgent problems were presented in Table 2.

Table 2. The Most urgent Problems in The Students Reading problems of Class VIII B of SMP N 1 Pundong in the Academic Year of 2012/ 2013

No	Problems	Codes
1	The students did not like reading English texts	S
2	The teaching method in the class was monotonous	A
3	The students lack vocabulary.	S
4	The theme of the text was not interesting.	M
5	The students were not serious in reading the English texts when the teacher asked them to read.	S
6	The students lack self-confidence.	S
7	The students' motivation in learning English was low.	S

Notes : S: Students

M: Material

A: Activity

3. Assessment of the Feasibility to Solve the Field Problems

The most urgent problems were compared. Then, the most urgent problems would be compared based in the feasibility of the problems to be solved. The problems were shown as follows.

Table 3. The Most Feasible Problems of the English Reading Problems of Class VIII B of SMP N 1 Pundong in the Academic Year of 2012/ 2013

No	Problems	Codes
1	The students did not like reading English texts	S
2	The teaching method in the class was monotonous	A
3	The theme of the text was not interesting.	M
4	The students' motivation in learning English was low.	S

Notes: S: Students

M: Material

A: Activity

4. Pre-Requisites Analysis

A-pre-requisite analysis was done by the researcher after deciding the field problems feasible to be solved. It was done in order to find the cause and effect between the problems and the action implemented.

The pre-requisite analysis was made by the collaborative between the researcher and the English teacher. They discussed to get opinion about the pre-requisite analysis.

From the discussion, the researcher got the cause and effect. Because the materials were only taken from the course book and the teaching and learning process was monotonous, it made the students feel difficult to comprehend the text because they feel bored, not interested, so that they did not pay attention to the teaching and learning process.

5. Objective Analysis

After having the pre-requisite analysis, the researcher and the English teacher discussed the objective analysis. The researcher and the English teacher formulated the final objective of the four solvable problems. There are four solvable problems and then the researcher and the English teacher tried to find the alternative causes of each problem by considering the possible factors, such as the students, teacher, materials and methods. From the possible factor, the researcher made some alternative causes and then discussed them with the English teacher to know his opinion.

Finally, the researcher got some alternative causes of the possible factors. According to the English teacher, the students did not like to read a text in English, especially when they found so many difficult words. It was not easy to read a long text; it could be so complicated to be understood by the students. Although sometimes they could get the meaning, answer the questions, the students need a material which could build their interest to learn English more.

B. The Report of the Cycle

1. Cycle One : Using Authentic Texts

a. Planning

The field problems found were used as the bases to formulate the actions and to solve the problems. The teacher gave comments, opinion, and suggestion, of the action. The main problems of the cycle was about the material. The students were not interested in the materials.

After discussing the material, the researcher and the English teacher decided to use authentic texts. The researcher and the English teacher not only decided to use authentic texts but also combined it with other actions.

The other actions were:

- a) suggesting students to read silently and work individually, and
- b) asking the students to list the difficult words and then translate them into Indonesian.

Two actions above were used together with the authentic texts. They were used to facilitate the use of authentic texts so that the students could comprehend the texts well and the teaching and learning process could run well.

As the first action, the teacher wanted to suggest the students to read silently and work individually. It was purposed to increase the students' motivation in reading a text. Silent reading might help them to get more concentration when they want to understand the content of the text. The students would be asked to work individually, it is to increase their confidence to doing the task. The researcher planned to choose a short text and an announcement. Those are two different materials for them. The researcher got the materials from The Jakarta post.

The last action asking the students to list the difficult words and then translate them into Indonesian. By translating some difficult words, the students would be easier in reading the articles, although the articles were difficult.

The procedure of the teaching and learning process using authentic texts was presented as follows:

1) Warming Up Activity

- a) Brainstorming
- b) Introducing the topic
- c) Giving the students authentic texts

2) Main Activities

- a) The students read and comprehend the text given by the teacher.
- b) The teacher asks the students' difficulties.
- c) The teacher and the students discuss the texts and students' difficulties.
- d) The teacher gives exercises
- e) The teacher and the students discuss the exercises

3) Closing

- a) The teacher gives reward to the students who gets the highest mark.
- b) The teacher and the students review the materials have been learnt.

b. Action and Observation

There were two action was done. There were suggesting students to read silently and work individually, and asking the students to list the difficult words and then translate them into Indonesian, the researcher acted as the observer and the English teacher as the teacher. After the action was finished, the researcher

obtained the opinion from the teacher and the students. The description of the study was presented as follows.

1) Suggesting students to read silently and work individually

Before the teaching and learning process was started, the researcher went to the library to borrow some English dictionaries. After greeting the students and praying together, the teacher explained about what to do that day. The researcher sat at the back seat to observe the process of the first action. He wrote, recorded and noted everything he needed. The teacher asked the researcher to help his distribute the texts, dictionaries and question sheets to the students. After getting the texts, they read seriously and sometimes opened the dictionaries if they did not know the meaning of new vocabulary. After reading the texts, the teacher guided the students to answer the questions in the paper. It took more than 30 minutes for the students to finish the questions, and then the teacher asked them to collect their work on a table. The last session was the questions and answers session. Some students asked about unfamiliar words and the difficulties they faced in the text.

After conducting the second action, the researcher and the English teacher considered that silent reading could help the students in getting the meaning of a text. Many students said that texts in English were difficult, but in the second action they could answer the questions well. They liked to practice the method, as a student said in the interview transcripts below:

- R : *Menurut kamu, tadi tuh gimana belajarnya* ('what do you think, how was your learning today')?
- S2 : *Menyenangkan mas* ('It was fun, Mas').
- R : *Pernah baca dengan metode kaya tadi* ('Have you ever reading in that method')?
- S2 : *Belum sih mas* ('Not yet').
- R : *Lha kamu merasa paham tidak dengan metode membaca silent kaya tadi* ('But, do you understand that silent method')?
- S2 : *Ya paham, kalo beneran konsen gitu mas* ('Yes, I do, if I fully pay attention to it').
- R : *Lha, konsen nggak tadi* ('Did you focus on it')?
- S2 : *Lumayan, soalnya kan agak ribut suasananya* ('Not too bad, because it is a little bit crowded here').

(**Appendix B, interview 6**)

Another student felt happy when he learned using the silent reading method. The quiet condition made him more focused when he read the texts in English. The interview transcript below portrays the situation:

- R : *Gitu ya, makasih. Kalo menurut kamu gimana* ('Okay, thank you. How about you')?
- S4 : *Ya gitu mas, sama lah mudeng, lebih masuk soalnya kan tenang* ('I got it too. It is easier to understand because it is quiet here').
- R : *Cuma itu aja* ('Is that all')?
- S4 : *Kalo aku sih seneng aja belajar kaya tadi. Asyik* ('I prefer studying like that. That is fun').
- Ss : *Huuu, gaya* ('Huuu, show off').
- S4 : *Iyo mas, tenan jadi bisa paham* ('I mean it, it is clearer').

(**Appendix B, interview 6**)

However, not all of the students agreed with the silent reading method, one student argued another opinion. It can be seen in the interview transcript below:

- R : *Gitu ya, nah kalau kamu* ('Okay, and what about you')?
- S5 : *Aku lumayan mas, soale malah ngantuk kalo baca sambil diem* ('Not too bad. For me, it gets me sleepy when reading in the silent way').
- R : *Lho, berarti tadi kamu nggak mudeng dong dengan bacaannya* ('How come? So, you did not understand the text')?

S5 : *Mudeng, ning yo agak ngantuk* ('I did, but I felt little bit sleepy').
 R : *Yah malah ngantuk, yawes yang penting paham* ('You got sleepy, that is okay, the most important is that you understand the materials').

(**Appendix B, interview 6**)

There were positive and negative responses from the students, but based on the whole assessment of the students' assignments, the first action was successfully increasing the students reading motivation in the class.

The explanation of the whole implementation of the action can be shown in the chart below:

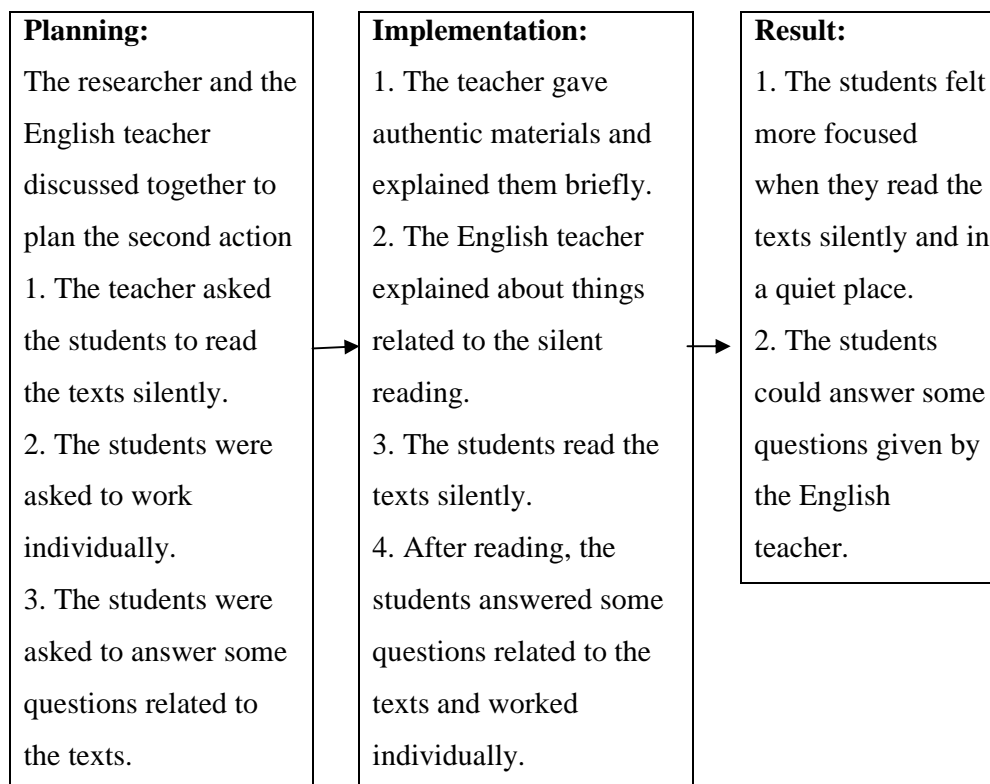


Figure 2. The explanation of the whole implementation of the action

Based on the evaluation, the researcher and the English teacher knew that silent reading could be one way to increase students' understanding of text, although the text was short. As stated by the English teacher in the interview transcript below:

<i>T</i>	<i>: Itu menurut saya bagus, buktinya anak-anak bisa mengerti, paham apa yang ada di teks. Yaa bacaanya sih pendek tapi kan pas buat mereka gitu, apa yaa? berhasil juga mungkin ya pake metode seperti itu ('It is good, in my opinion the students can understand what the text is about? the text is short and suitable for them, it can be successful using this kind of method').</i>
<i>R</i>	<i>: Iya pak ('Yes, sir').</i>
<i>T</i>	<i>: Kalo untuk hasilnya sendiri saya belum cek semua, tapi kalo dilihat dari tanya jawab kemarin saya rasa ya bisa mereka menjawab pertanyaan ('I have not checked all the result yet, but if we take a look from the interview yesterday, I think they can answer the questions').</i>
<i>R</i>	<i>: Tidak terlalu susah ya pak ('Is it that easy, sir')?</i>
<i>T</i>	<i>: Yaa, ini tidak susah, tapi gampang banget yo nggak sih pas dengan mereka gitu. Kan kadang anak-anak suka protes kalo bacaane panjang ('It is not difficult, yet I cannot say that it is easy too, it is suitable for them. The students usually complain for a long reading text').</i>
(Appendix B, interview 7)	

By using this method, the students get the easier way to understand the point of the text. Most of the students could answer the question given by. This action was considered successful.

2) Asking the students to list the difficult words and then translate them into Indonesian

The dictionary was very important in the second action, so that before the teaching and learning process began, the researcher borrowed some dictionaries in the library. As usual, while the discussion was being implemented the researcher

sat at the back seat. He observed the process and made some notes. The students felt that the article given was very difficult, and then the teacher gave some explanation to them patiently. The students worked individually, they had to find 10 difficult words, and then translated them into Indonesian. That was easy because they got the dictionary on their table.

After finishing their assignments, the students read the result one by one. When they pronounced the word improperly, the teacher corrected their pronunciation and then they spelled together. The next step was found out the meaning of the text. By collecting the unknown words, the students together with the English teacher read and solved the problem in understanding the contents of the articles.

Although the students found the difficulty in reading the article, but they finally could solve their problem by making a list of unfamiliar words. As one student said in the interview transcript below:

- | | |
|----|---|
| R | : Menurut kamu gmana? Kan kemarin kalian disuruh mendata 10 kata sulit tu lho ('What do you think? Yesterday I told you to list 10 difficult words'). |
| S5 | : Mmm, menurutku hehe gimana ya ya asik, menyenangkan mas, soale gampang ('Umm, I think it was fun, because it was easy'). |
| R | : Gampang gimana ('Easy')? |
| S5 | : Ya gampang di kerjain, sama gampang ngartiinya ('It was easy to do and it was easy to be translated'). |
| R | : Kalo artikelnya ('What about the article')? |
| S5 | : Na itu yang susah ('That was difficult'). |
| R | : Tapi bisa ngerjain kan ('But you can do it, right')? |
| S5 | : Ya bisa, kan udah dibantu ma yang itu apa mas, yang ('Yes, I can, it was helped by what is it called, that'). |
| P | : Mendata kata sulit itu ('Listing difficult words')? |
| S5 | : He eh ('Yeah'). |

(Appendix B, interview 6)

The interview transcript below shows that the second action helped the students to get the meaning of the text. They could also do the exercise. The text was rather difficult, but the students could understand the message in the article. They know the purpose of the second action, which was to make them easier in comprehending the materials from the newspaper. As one student said in the interview transcript below:

R : Tapi kamu tau gak tujuan dari kenapa tak suruh mendata kata Sulitan ('But, do you know what the purpose of why you are told to list those difficult words is')?

S5 : Yo tau. Biar gampang kan membaca itunya, opone? korane tu lho Mas ('I do. It makes us easy to read the text, what is that called? that Paper').

R : Nah pinter ('Excellent').

S5 : Wah ngenyek, yo tau lah mas ('Are you kidding me? I know that').

R : Itu membantu gak menurutmu ('Does it work')?

S5 : Iyo membantu ('It does').

(Appendix B, interview 6)

The achievement of the students in this action shows that the action has positive effects in increasing students' reading motivation. They could participate in the teaching and learning process well.

The explanation of the whole implementation of the action can be shown in the chart below:

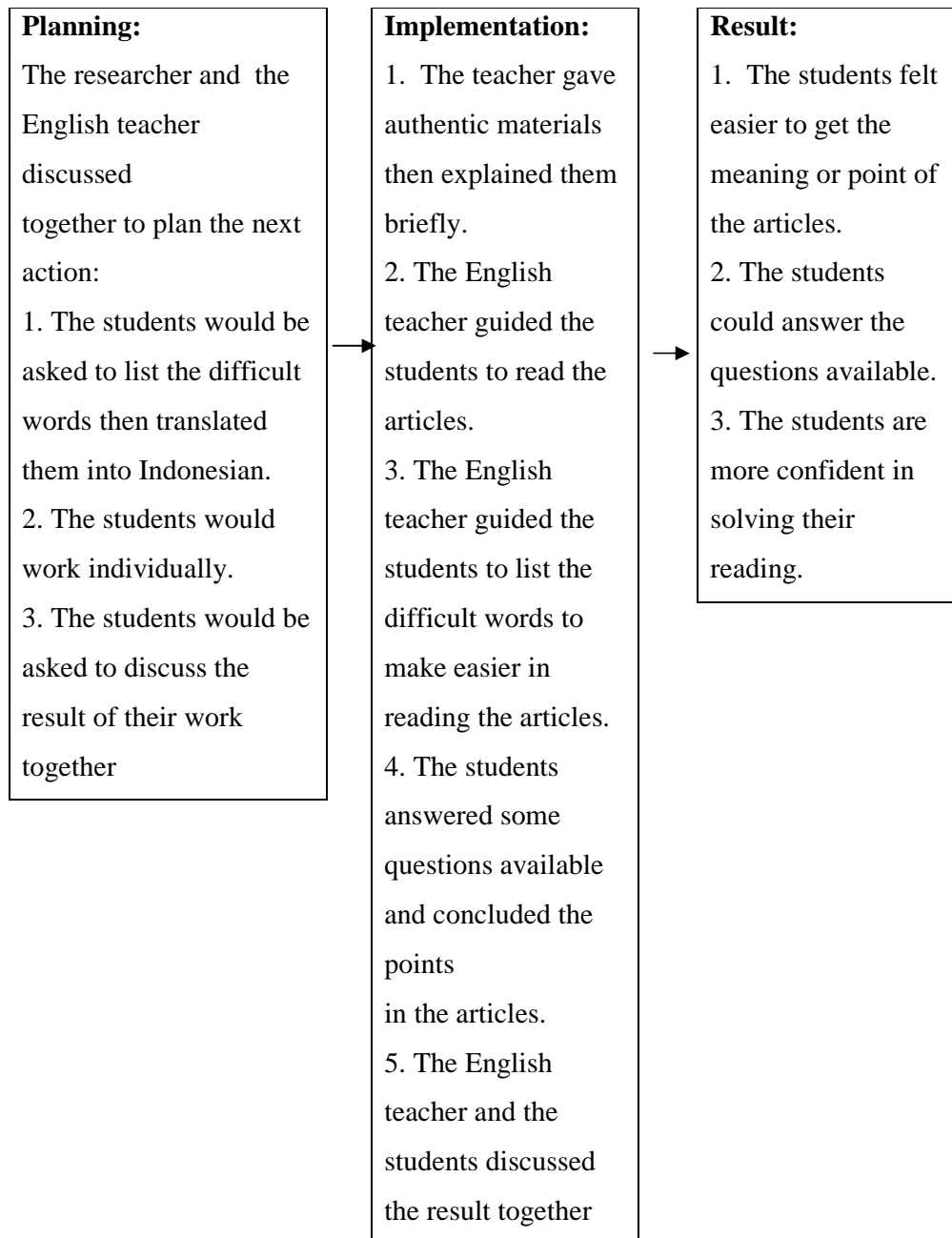


Figure 3. The explanation of the whole implementation of the action

Based on the result, the English teacher and the researcher knew that by translating some difficult words, the students would be easier in reading the articles, although the articles were difficult, as stated by the English teacher in the interview transcript below:

<i>R</i>	: <i>Iya pak. anak-anak itu biasane kan males kalo disuruh membaca Sulit</i> ('That is true Sir. Sometimes it is hard to tell them to read a difficult text').
<i>T</i>	: <i>Tapi memang setiap pertemuan itu harus ada perkembangan ya mas sama juga sama materi to</i> ('But, it is true, in every meeting there should be a progress in giving materials too').
<i>R</i>	: <i>Iya pak, jadi walaupun susah tapi ya bermanfaat kan pak</i> ('I guess so though it is difficult, it has an advantages')?
<i>T</i>	: <i>Sangat bermanfaat mas. Anak-anak itu harus dikasih sesuatu yang beda mungkin ya tapi kalo menurut saya ya itu, bahasane ini tapi ndilalah anak-anak kan bisa juga to ngerjaion soalnya</i> ('It is very useful for them. The students should be given something different, I guess so, but in my opinion the language difficult but fortunately the students can answer the questions').
(Appendix B, interview 10)	

The English teacher explained that the articles were difficult to understand, but the students could get the meaning because they had a list of unfamiliar words to guide them in reading the articles. The English teacher said also that although the articles were difficult, those were good for the students, because they had to get an improvement in every meeting. It is shown in the interview transcript below:

<i>R</i>	: <i>Iya pak, anak-anak itu biasane kan males kalo disuruh membaca sulit</i> ('That is true, Sir. Sometimes it is hard to tell them to read a difficult text').
<i>T</i>	: <i>Tapi..tapi memang setiap pertemuan itu harus ada perkembangan ya</i>

mas sama juga sama materi to ('But, it is true, in every meeting there should be a progress in giving materials too').

(**Appendix B, interview 12**)

According to the result of students' work and some in-depth interviews with the research members, the second action was effective to help students in improving their reading motivation in the class. This action was considered successful

c. Reflection

After conducting three actions, the researcher did some reflections. It was done based on the observation in the teaching and learning process, the students' opinion and English teacher's opinion. From the implementation above, it can be classified into three main results. They were success and failure that would be described as follows.

1. Suggesting students to read silently and work individually.

The researcher and the English teacher found that by reading silently, the students' understanding in getting the meaning of the texts were increased. There was some progress in the students' reading motivation of the English text. They felt easier to understand the content of the text deeply, because the condition was also maintaining them. The researcher and the English teacher felt that the action helped the students to gain their reading motivation, and this could be said that the action was successful.

- R* : *Terus maksudnya pengaruhnya ke anak menurut bapak ada peningkatan motivasi nggak* ('Then, In your opinion, the students motivation increase or not')?
- T* : *Iya jelas ada mas* ('Yes, of course').
- R* : *Berarti efektif juga ya pak pakai authentic texts yang kemarin itu* ('So, the authentic texts is effectif')?
- T* : *Iya mas, kalau menurut saya sih cukup efektif dan ada peningkatan* ('Yes, I think it is effectif').

(Appendix B, interview 12)

2. Asking the students to list the difficult words and then translate them into Indonesian

The researcher and the English teacher thought that the action was very effective in helping the students to read the articles from the newspaper which sometimes used difficult language. However, by listing the unfamiliar words, the students were easier to get the points in the articles.

- R* : *Iya pak, jadi walaupun susah tapi ya bermanfaat kan pak* ('I guess so though it is difficult, it has an advantage')?
- T* : *Sangat bermanfaat mas. Anak-anak itu harus dikasih sesuatu yang beda mungkin ya tapi kalo menurut saya ya itu, bahasane ini tapi ndilalah anak-anak kan bisa juga to ngerjaion soalnya* ('It is very useful for them. The students should be given something different, I guess so but in my opinion, the language (difficult) but fortunately the students can answer the questions').

(Appendix B, interview 11)

Although the students could cooperate well and there was improvement in the teaching and learning process of reading motivation, the students were still bored because they did not get appreciation and rewards from the teacher. They need something that could motivate them clearly.

d. Finding of Cycle 1

After doing the reflection, the researcher concluded some points as follows:

- 1) Suggesting students to read silently and work individually was quite effective to make the students able to reading the text well. Suggesting students to read silently and work individually without combining with the attractive and interesting techniques could not make the teaching and learning process run well.
- 2) Authentic texts were effective to attract the students' attention. Therefore, the use of authentic texts needs to be varied to maintain the students' attention and to overcome the problem in comprehending the text. It also needs to be combined with attractive and enjoyable activities. Selecting the authentic texts were much needed because the interesting and attractive materials could facilitate the teacher in explaining the materials.
- 3) Asking the students to list the difficult words and then translate them into Indonesian is effective. It needs to be used to make the students' easier to know the meaning in the texts.
- 4) Designing pair and group work was very effective in the reading activities. It needs to be used to make the teching and learning process of reading run well and process of delivering materials could be easier.
- 5) Giving rewards needs to be used to motivate the students in joining the class. It made the students enthusiastic to the work.

2. Cycle Two : Using Authentic Texts

a. Planning

The two actions was done in the first cycle were quite successful in improving the students' motivation in the classroom. The researcher would still implement the actions in te second action. However the use of authentic texts would be combined with games. Suggesting students to read silently and work individually was changed by designing pair and group work combined with game activities. It was done in order that the teaching and learning process of reading could be more interesting and enjoyable so that the students did not get bored with the activities. The actions included in the combination of authentic texts and game activities were follows:

- 1) designing pair and group works to motivate the students in joining the class, and
- 2) giving rewards to motivate students in joining the class.

b. Action and Implementation

Based on the discussion between the researcher and the English teacher, it was decided that there two actions done in cycle two. It was done because there was improvement in the teaching and learning process of reading of the second grade students of SMP N 1 Pundong. The descriptions of the actions in the collaboration of authentic texts and games activities done in this cycle are presented as follow.

1. Designing pair and group works to motivate the students to join the class

Designing pair and group works to motivate the students to join the class was applied in last meeting. The Teacher gives authentic text from the News paper as the materials. Every pair of group work was organized by the teacher. It was done in order that every group had equal result and teaching and learning process could run well.

In the first meeting, the researcher and the teacher organized the students into 5 groups. Every group consisted of 6 students in order that they were able to give their aspiration and every student could work well. However, this condition made the few students still have a chat with others and did not do the work.

<i>R</i>	: <i>Tadi bisa bekerjasama waktu permainan</i> ('Could you cooperate in this teaching and learning process').
<i>S</i>	: <i>Bisa, ya tapi tadi ada 1, 2 anak yang tidak bekerja</i> ('Yes, I can. But, there were few students did not works').
<i>R</i>	: <i>Besok lagi kalau ada yang tidak bekerja diingatkan saja</i> ('If there still some students do not work, you must warn them').
<i>S</i>	: <i>Baiklah</i> ('Alright').

(Appendix B, interview 15)

In the second meeting the group works were organized based on the students' counting. The students counted from 1 up to 6. Based on the students' counting, every group consisted of five students. The teacher made the group less than the group in the first meeting because the group in the first meeting could not work well and the teaching and learning proces could not run well. It would minimize the noise so that all students could work well.

- R* : *Besok lagi kalau ada yang tidak dimengerti tanya ya* ('If you find any difficulties, you can ask me').
S : *Iya* ('Yes').
R : *Tadi semua kelompoknya bekerja tidak* ('Did all members of your group do the work')?
S : *Bekerja semua kok mas* ('Yes, they did').

(Appendix B, interview 15)

In the last meeting, the group was pair work. Every group consisted of two students. Every pair work was organized by the teacher. The group was based on the students' mark in the first cycle. The students who got good mark worked with the students who got bad mark. This was done in order that the clever students could help their pair. Besides the game in the meeting would be more effective done in pair.

In this meeting, all students could cooperate well. They were busy with their own work so that they did not talk with others. They focused on the game. They helped each other, it can be seen as follows.

- R* : *Bisa bekerja dengan pasangannya tidak* ('Could you cooperate with your pair')?
S : *Bisa, kan teman pasangan saya lumayan pintar* ('Yes, I can. Because my pair quite clever').
R : *Jangan-jangan yang mengerjakan tadi hanya teman pasangan kamu* ('By the way, only your pair who did the work, did not he').
S : *Ya tidak dong, Kita tadi bagi tugas. Biar adil mengerjakan dengan porsi yang sama. Tapi saya banyak di bantu teman saya, jadi saya ikut mengerti* ('Of course not. We doing the equal work. But my friend help me, so I understand about the texts').

(Appendix B, interview 15)

The explanation of the whole implementation of the action can be shown in the chart below:

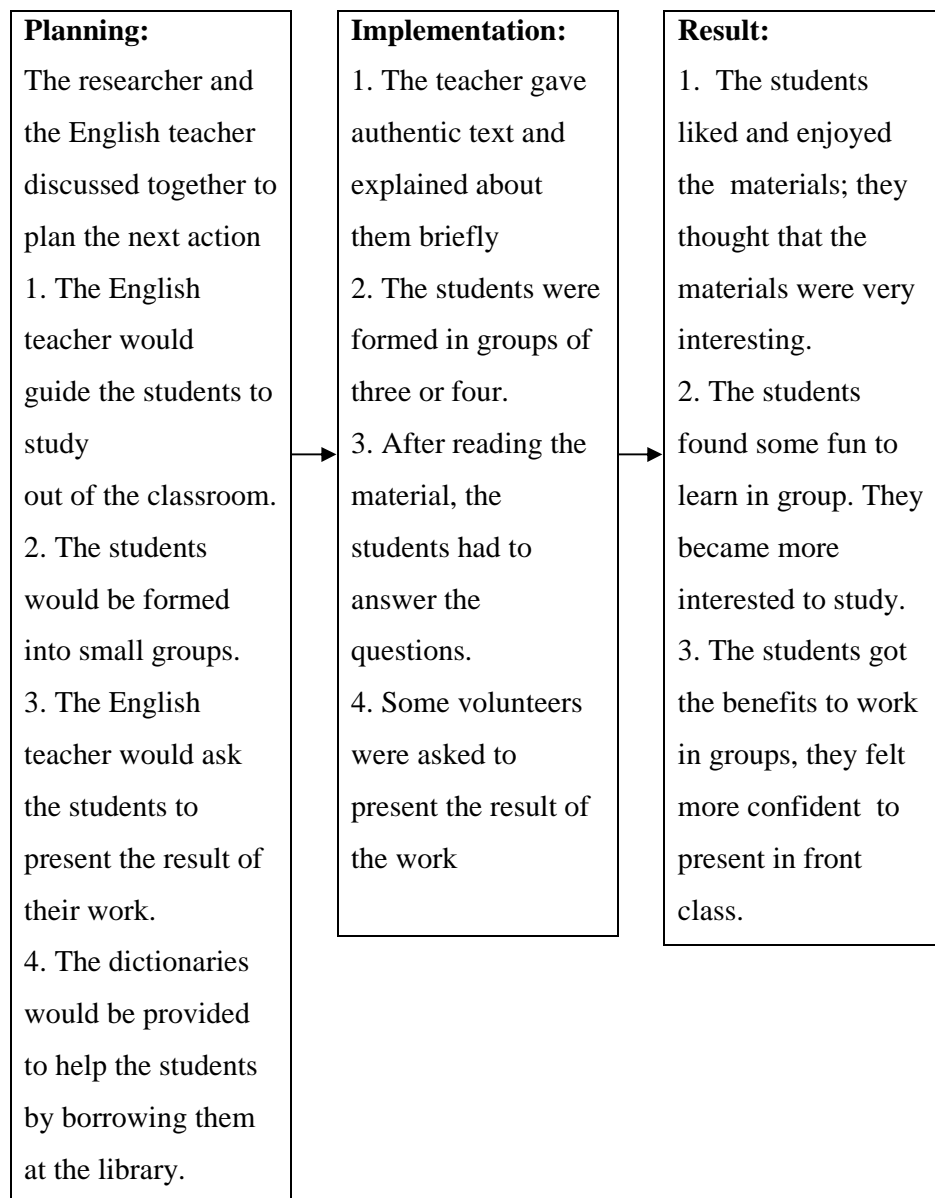


Figure 4. The explanation of the whole implementation of the action

From the implementation of the action, the students become more active in the classroom. They are more confident in delivering their arguments in front of the class. Some positive responses indicate that the action is successful.

2. Giving rewards to motivate the students in joining the class

Giving rewards to motivate the students in joining the class was applied in every meeting. Giving rewards was done in order that the students get more interested and happy in doing their work. When they get rewards from the teacher, they would collect other rewards. It would make them proud.

It was effective to make the students involved and cooperate well. It was shown from the activities. When the teacher checked their work, they were not shy to ask whether their work was neither correct nor false. They did not show their work to other groups. They competed to be the winner cooperatively.

Giving rewards in this cycle was successful. It was found that the students were motivated when the teacher told the winner and the loser. Therefore, they tried to be the winner. It was shown from the interview below.

<p><i>R</i> : <i>Senang tidak kalau menang permainan</i> ('Will you be happy if you win the game')? <i>S</i> : <i>Senang dong, kan jadi bangga. Selain itu kan dapat hadiah jadi semangat</i> ('Yes, I am so proud of this. Besides, I can get prize').</p>
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(Appendix B, interview 17)

The explanation of the whole implementation of the action can be shown in the chart below:

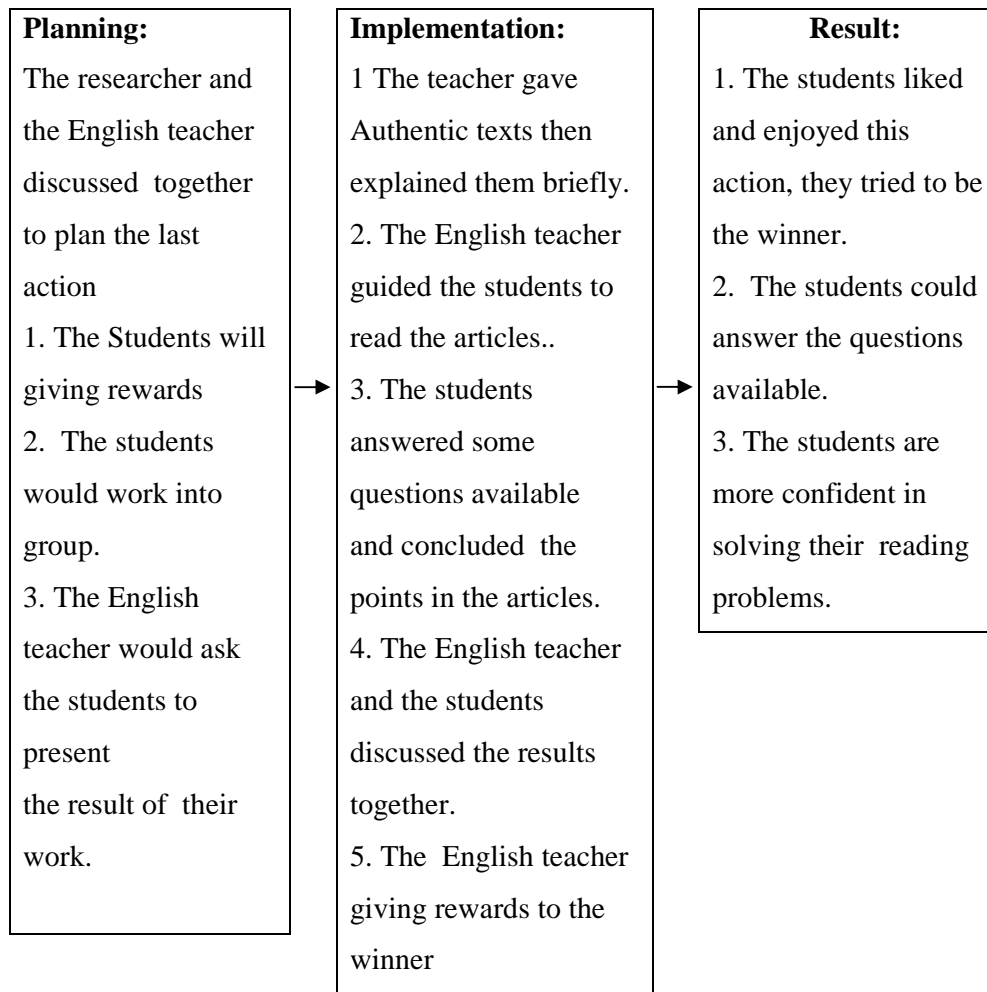


Figure 7. The explanation of the whole implementation of the action

The last action was conducted twice and it was considered successful because the progresses of students' reading motivation were significantly increased. The researcher and the English teacher thought that the action was very effective in helping the students to read the articles from the newspaper which sometimes used difficult language. However, by giving rewards, the students were more motivated to reading the English text.

According to the result of students' work and some in-depth interviews with the research members, the third action was effective to help students in improving their reading motivation. This action was considered successful.

c. Reflection II

After implementing two action in the second cycle, the researcher as the observer in the implementation of the actions did some reflections. It was done based on the implementations of the actions, the students' opinion and the comments from the English teacher. From the implementation of the actions, there were two main results and success.

- 1) Designing pair and group work to motivate the students in joining the class was effective to make the students cooperate when one of them could not understand and comprehend the texts. It was also effective to reduce their noise. They would focus on their work. It is shown in the quotation of interview transcript below.

<p><i>R</i> : <i>Bagaimana menurut bapak dengan pair work dalam kegiatan hari ini ('How do you think about the pair work in the activities today')?</i></p> <p><i>T</i> : <i>Sudah sngat terkendali mas, Siswa semua konsentrasi dengan pekerjaan mereka masing-masing. Sudah tidak ada yang mngobrol sendiri ('It was controlled well. All students concentrated with their own work. No chatting. Every students was busy with their own work').</i></p>
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(Appendix B, interview 16)

Fewer students in a group would be more effective than many student in a group. It would be minimize the noisy and the group members

could work well. Many students in a group just made the students who always did not pay attention did not work well. There would be the students who did not pay attention did not do the work and just made noise.

- 2) Giving rewards to motivate the students in joining the class were still effective to make the students motivated to get involved in the activities. The interesting rewards made the students curious of the rewards so that they paid attention and gave participation to finish and win the game. It is proven from the interview transcript below.

<p><i>R</i> : <i>Siswa juga sudah disiplin ya pak dan lebih antusias belajar</i> (‘Students were discipline, weren’t they and more enthusiastic in study’)?</p> <p><i>S</i> : <i>Iya mas, mereka lebih disiplin sekarang dan lebih antusias dalam belajar</i> (‘Yes, they more discipline and enthusiastic in study’).</p>
--

(Appendix B, interview 16)

d. Finding of Cycle 2

After doing the reflection of the actions in the second cycle, there are some points that could be concluded as follows:

- 1) The use of authentic texts combined with games in teaching reading was very effective because it can make the class active and fun. It can also attract the students and make them interested in the materials.
- 2) The use of good authentic texts could attract the students’ attention and overcome their boredom.

- 3) Designing pair and group work was very effective in playing game because it could make the game run well and the process of delivering materials could be easier.
- 4) The viewer students in a group will be more effective.
- 5) Giving rewards could support the teaching and learning process through games. It needs to be kept in order that the teaching learning process can run well. The variation of rewards and games could make the students more enthusiastic in joining the class.

3. The Limitation of the Research

After conducting three actions in this research, the researcher was found some limitations that needs special ttentio. It happen in the use of authentic texts combined with some actions. It was quaitte sucessful to make the students interested, attract, and active in the activity. The use of authentic texts needed support media and variation in doing the game because without any support media and variation, it would fail in delivering the materials.

4. The general Findings of the Research

1. Authentic texts were effective to attract the students' attention. Therefore, the use of authentic texts needs to be varied to maintain the students' attention and to overcome the problem in comprehending the text. It also needs to be combined with attractive and enjoyable activities. Selecting

the authentic texts were much needed because the interesting and attractive materials could facilitate the teacher in explaining the materials.

2. Suggesting Students to Read Silently and Work Individually makes the students more concentration in reading the English text. It made the students active in reading.
3. Asking the students to list the difficult words and then translate them into Indonesian is effective. It needs to be used to make the students' easier to know the meaning in the texts.
4. Designing pair and group work was very effective in the reading activities because it could make the teaching and learning process of reading comprehension run well and process of delivering materials could be easier.
5. Giving rewards was effective because it could motivate the students in joining the class. It made the students enthusiastic to the work.

CHAPTER V

CONCLUSIONS, IMPLICATIONS, AND SUGGESTION

A. Conclusions

Some actions were implemented in improving the Students reading motivation of students in class VIII B of SMP N 1 Pundong, in the academic year of 2012/2013. The researcher has conducted the research collaboratively with the research members. There are four field problems found based on the observation, indepth interview, and questionnaires. Based on the discussion with the English teacher, there are four actions conducted to overcome the problems and improve students' reading motivation in the class.

In the first cycle, suggesting the students to read silently and work individually in the use of authentic texts were quite successful to improve the students reading motivation in the class. Asking the students to list the difficult words and then translate them into Indonesian was successful so that asking the students to list the difficult words and then translate them into Indonesian was still used in the second cycle. However, it still found failure. Therefore, there were some changes in the second cycle.

In the second cycle, the authentic texts were combined with game activities. Designing pair or group work combined with game activities was successful to attract the students' attention to the materials. Giving rewards were effective to motivate the students in joining the class.

There were some changes including the way of thinking and behaviour of the involving members in this study. Those changes are related to the following :

1. The changes in the English teaching and Learning Process

The teaching and learning process of reading in the class were more active, alive and enjoyable than before. The class was more active and communicative. Using authentic texts combined with games could improve the students' reading motivation. They could understand the text easier and well. Before the action was conducted, the students could not understand the text well. They could read aloud without knowing the content of the text. When the teacher explained the materials, they looked bored and talked by themselves.

2. The Students' Changes

Before the researcher implemented the action, the students were very noisy; they could not understand the text; and did not pay attention to the teacher's explanation. After the researcher conducted the actions, the students could understand the text well, were not noisy and paid attention to the teacher's explanation. They looked very interested and enthusiastic with the teaching and learning process.

3. The English Teacher's changes

After observing the research, the English teacher became interested and motivated with the action implemented in the teaching and learning process. Before observing the research, he could not read actively because of his assumption that reading was a passive skill. There was no technique to teach reading actively.

He realized that he would think more to find out the fun, enjoyable, and interesting techniques to teach reading comprehension. This study gives

himinspiration to do the best in teaching reading so that the students were more interesting and paid attention to his explanation.

B. Implications

The research findings show that the teaching and learning process of students' reading motivation improves through the authentic texts and games that were combined and supported with oter interesting media and activities. It means that the teacher should be more creative and attentive to the student's condition in order that they are interested and enjoyed the teaching and learning process. From the findings above, the implication of the study are as follows :

- a. The students can easily understand the contents of the texts when they read silently. The quiet place and condition are good for the students to comprehend a text, especially authentic texts which use difficult language.
- b. Asking the students to list the difficult words and then translate them into Indonesian is effective. The students were active open the dictionary and find the difficult words.
- c. The students are more confident to deliver their arguments. The researcher and the English teacher understood that the students feel free in communicating their feeling when they do the work in pairs or group. They can solve the problem easily because they have partners to discuss and decide the right decision.
- d. Giving rewards was effective to make the students motivated. They competed to be the winner so that they did the work well.

- e. The students are more active in the classroom because they are involved in every activity. They have chances to convey their ideas and arguments. They also can practice everything they have learned.

C. Suggestion

Based on the conclusions and implications of the study above, some suggestions will be directed towards the students, the English teacher, the school principal, and the other researchers.

1. To the students

Relating to the development of student's reading motivation in the class, the students should read English text more. If they do not know the meaning of some words, they can ask other people who are more capable in English or find out the meaning in the dictionary. Besides it can increase their reading motivation, by reading English texts they can enrich their vocabulary and grammar.

2. To the English teacher

- a. The English teacher has to improve the students' reading motivation using the suitable techniques, materials and media.
- b. The English teacher can choose authentic texts in the teaching and learning reading. If he/she wants to use authentic texts, he/she has to consider the sources and materials which are suitable for the students' needs.

- c. The English teacher should be able to make the class atmosphere more enjoyable and comfortable.

3. To the school principal

It is necessary for the principal to facilitate the English teaching and learning process. It will be better for the teacher to provide the media for the students in doing English activities.

4. To Other Researchers

This research can be a source for the other researchers to find another way to improve the students reading motivation in the class. However, if the other researchers want to use authentic texts, they have to be careful in choosing the suitable material for their research. The materials have to be selected based on the level of students' mastery. The material used may be useful to the other research but need to be modified.

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[Http: Www. Sekolahoke.Com](http://www.sekolahoke.com)

APPENDIX A

FIELD NOTES

FIELD NOTES

Field Note 1

Hari/Tanggal : Senin/03 September 2012

Waktu : 09.00 WIB.

R : Peneliti (Researcher)

T : Guru Bahasa Inggris (Teacher)

Tempat : Ruang Tata Usaha

Peneliti datang ke sekolah pada pukul 09.00 WIB. R langsung menuju ruang Tata Usaha untuk mengurus izin bertemu dengan Kepala sekolah. Dengan diantar Kepala Tata Usaha, R bertemu dengan Kepala Sekolah Untuk meminta izin observasi di SMP N 1 Pundong. Kemudian Kepala Sekolah memanggil salah satu guru Bahasa Inggris untuk mendampingi dan melakukan observasi di kelas beliau. T memberi tahu textbook yang digunakan untuk mengajar Bahasa Inggris di kelas. Textbook yang digunakan adalah Let's Talk. Untuk tugas T menggunakan latihan-latihan yang ada didalam textbook dan kadang-kadang menggunakan LKS. Menurut T, siswa paling senang apabila diajar dilaboratorium bahasa atau diwarung internet. Menurut siswa, di laboratorium bahasa mereka bisa belajar dengan santai karena dengan mendengarkan kaset atau menonton film. Jika di warnet, mereka bisa mencari artikel-artikel yang berhubungan dengan materi sesuai dengan keinginan mereka dan tidak harus sama dengan teman mereka. Selain itu mereka bisa chatting dengan sesama teman. Mereka dapat menikmati dan belajar fasilitas internet secara gratis di sekolah. Walaupun mereka dapat menikmati fasilitas internet gratis di sekolah, namun pemakaian internet tetap diawasi oleh T agar tidak disalah gunakan oleh siswa. Walaupun disediakan fasilitas internet, proses pembelajaran tidak dapat dilakukan terus menerus di tempat ini. Kegiatan disini hanya dilakukan sesekali jika ada materi yang harus menggunakan fasilitas internet dan komputer. Selain itu T juga tidak memanfaatkan fasilitas dengan maksimal, misalnya mencari materi-materi dari internet dan sumber yang lain. T hanya melakukan sesekali karena T lebih banyak menggunakan textbook. Dari perbincangan dengan T dapat disimpulkan bahwa

pemilihan materi dan sumber-sumber pembelajaran yang digunakan T masih kurang variatif dan hanya berfokus pada textbook.

Field Note 2

Hari/Tanggal : Rabu/05 September 2012

Waktu : 09.00 WIB.

R : Peneliti (Researcher)

T : Guru Bahasa Inggris (Teacher)

Tempat : Kelas VIII B

Sebelum memasuki ruang kelas untuk melakukan observasi, R bertemu T terlebih dahulu diruang Tata Usaha sambil menunggu bel pelajaran dimulai Pukul 10.00. R dan T memasuki ruang kelas VIII B. Kemudian siswa memberi salam kepada T dan T memperkenalkan R kepada siswa dan memberitahu maksud kedatangan R ke kelas tersebut. T mempersilahkan R untuk mengambil tempat duduk disalah satu bangku yang kosong. Kebetulan waktu itu ada salah satu siswa yang tidak masuk karena sakit. Setelah itu, T menanyakan tugas kepada siswa yaitu tentang surat undangan. T memanggil satu persatu siswa untuk membacakan surat mereka didalam kelas dan membahas surat tersebut. Selesai membahas tugas siswa, T memerintahkan siswa untuk membuat surat lagi yang berisi tentang hewan peliharaan mereka. Tugas ini dimaksudkan untuk memperbaiki surat siswa sebelumnya yang dianggap belum memenuhi syarat. Setelah selesai membuat, tugas tersebut dikumpulkan. Kemudian T memberikan tugas tersebut kepada R untuk di cek dan dimintai pendapat tentang tugas tersebut. Pada saat proses belajar mengajar, beberapa siswa yang duduk dibelakang sibuk sendiri dengan teman yang lain saling berjalan kesana kemari tanpa memperhatikan guru. Selesai jam kelas, R meminta pamit dan berterimakasih kepada T.

Field Note 3

Hari/Tanggal : Kamis/06 September 2012

Waktu : 09.30 WIB

R : Peneliti (Researcher)

T : Guru Bahasa Inggris (Teacher)

Tempat : Kelas VIII B

R dan T masuk kelas VIII B pukul 10.00. Tujuan R melakukan observasi lagi adalah untuk mengetahui hambatan ataupun permasalahan yang lainnya. Metode Pembelajaran yang dilakukan oleh T masih sama seperti yang sebelumnya. Materi pada waktu itu adalah deskriptif text tentang binatang. Siswa membaca deskriptif text satu persatu didepan kelas kemudian dibahas. Tetapi waktu itu siswa tidak disuruh untuk membuat teks lagi melainkan mereview dan mengerjakan soal-soal latihan karena mereka akan menjalani ulangan harian. Kondisi waktu itu tetap sama, anak-anak yang duduk dibelakang tetap ramai sekali. Ketika diberi pertanyaan mereka tidak bisa menjawab. Masih banyak kesalahan siswa.

Field Note 4

Hari/Tanggal : Kamis/13 September 2012

Waktu : 09.30 WIB

R : Peneliti (Researcher)

T : Guru Bahasa Inggris (Teacher)

Tempat : Kelas VIII B

R kembali ke sekolah untuk mengambil data tentang motivasi belajar siswa di kelas. R memberikan beberapa pertanyaan untuk mengukur seberapa tinggi minat belajar bahasa inggris siswa. R memasuki kelas pukul 10.00 di temani T. Setelah mengumumkan hal tersebut T mempersilahkan R untuk membagikan angket tentang mengukur motivasi belajar siswa. Waktu yang diberikan selama 1 jam untuk mengisi angket tersebut. Setelah selesai, R menemui T dan menyerahkan RPP dan materi yang akan digunakan mengajar. R memberi penjelasan mengenai langkah-langkah dan materi yang akan digunakan dalam proses pembelajaran nantinya.

Field Note 5**Hari/Tanggal : Senin/01 Oktober 2012****Waktu : 06.50 WIB****R : Peneliti (Researcher)****T : Guru Bahasa Inggris (Teacher)****S : Siswa (Students)****KBM : Kegiatan Belajar mengajar****Tempat : Kelas VIII B**

Pukul 06.50 R dan temannya datang ke sekolah dan langsung menuju Ruang Guru untuk menemui T. Pukul 07.00 R dan T menuju ruang kelas VIII B dan memulai untuk kegiatan belajar mengajar. T menjelaskan kepada S bahwa hari itu R akan melakukan penelitian dikelas. Kemudian R mengambil tempat duduk dibelakang untuk mengamati T. R memperkenalkan temannya yang akan membantunya melakukan penelitian. Kemudian T membuka pelajaran dengan warming-up dan mengecek daftar hadir siswa.

Setelah warming-up, T mulai menjelaskan materi yang akan dipelajari. T menunjukkan surat undangan yang sudah dicetak dan membagikan kepada S. 1 surat digunakan untuk 2 S, hal ini dimaksudkan agar S mau bekerjasama.

Selanjutnya T menyuruh beberapa S untuk membaca undangan tersebut secara bergantian. Selesai membaca, T bertanya kepada S mengenai kata-kata sukar yang terdapat dalam surat undangan tersebut. T kemudian menjelaskan Surat undangan tersebut kepada S.

Setelah selesai memberikan penjelasan mengenai materi yang tersedia, T memberi latihan secara oral sebagai practice. Semua pertanyaan berdasarkan teks yang telah dibahas.

Setelah merasa S dapat memahami isi surat undangan, T memberi soal latihan secara tertulis. Latihan ini digunakan sebagai bentuk production sebagai tes akhir dari pertemuan dan akan diambil nilainya. S mengerjakan soal ini secara individu.

Selesai mengerjakan soal, T dan S membahas bersama soal tersebut dengan menukar hasil pekerjaan mereka dengan teman. Penukaran dilakukan dengan menukar buku, dihitung sampai lima. Setelah sampai 5 penukaran berhenti. T menunjuk S satu persatu, untuk menjawab S diurutkan berdasarkan no urut presensi.

T mengulang materi yang telah diajarkan dengan bertanya mengenai pokok-pokok bahasan sebagai review. Setelah selesai review, T memberi masukan S agar tidak lupa belajar Bahasa Inggris.

R, T dan teman R meninggalkan ruangan kemudian R menanyakan pendapat T mengenai KBM saat itu dengan interview.

Field Note 6

Hari/Tanggal : Kamis/04 Oktober 2012

Waktu : 09.30 WIB

R : Peneliti (Researcher)

T : Guru Bahasa Inggris (Teacher)

S : Siswa (Students)

KBM : Kegiatan Belajar mengajar

Tempat : Kelas VIII B

R dan temannya datang ke sekolah pukul 09.30 dan langsung menuju Kelas untuk menemui T. Pukul 10.00 R, T dan temannya masuk ruang kelas VIII B. T menyapa S dan menjelaskan materi yang akan di sampaikan hari itu. S sangat rame namun semangat untuk mengikuti KBM pada hari itu. Setelah selesai mempersiapkan materi T segera memulai proses KBM yaitu:

T membuka pelajaran dengan melakukan greeting dan mengecek kehadiran S. Menanyakan apakah S belajar atau tidak semalam. Menanyakan hari ulang tahun S sebagai kegiatan warming-up.

T menunjukkan kartu undangan ulang tahun dan membagikannya kepada S. T menerangkan bahwa undangan tersebut adalah undangan asli dari internet. T

menerangkan tentang persamaan dan perbedaan undangan di Indonesia dan yang dari luar negeri.

Setelah selesai menerangkan, T bertanya secara lisan mengenai surat tersebut sebagai bentuk practice.

Sebagai bentuk production, siswa mengerjakan soal latihan yang mirip dengan tes lisan hanya perbedaannya dalam bentuk tertulis. Selain berbentuk tertulis, tugas ini adalah tugas individu. Selesai mengerjakan, tugas dikumpulkan ke meja terdepan. S yang dapat tempat duduk dimeja terdepan menukar dengan yang berada di meja deret ke 2 dan seterusnya. Kemudian T dan S membahas tugas seperti pertemuan sebelumnya, T memanggil acak S untuk menjawab pertanyaan.

T melakukan review materi dan mengingatkan S untuk tetap belajar Bahasa Inggris dan menyapkan materi berikutnya. T meninggalkan kelas bersama R dan temannya.

Field Note 7

Hari/Tanggal : Senin/08 Oktober 2012

Waktu : 09.30 WIB.

R : Peneliti (Researcher)

T : Guru Bahasa Inggris (Teacher)

S : Siswa (Students)

KBM : Kegiatan Belajar mengajar

Tempat : Kelas VIII B

R dan temannya datang ke sekolah pukul 09.30 dan langsung menemui T dikelas. Bersama dengan T dan temannya, R menuju ruang kelas VIII B pukul 10.00. R dan teman R langsung mengambil posisi tempat duduk dibelakang. T melakukan greeting dengan S seperti biasa dan memulai proses KBM. Proses KBM sebagai berikut:

1. T bertanya tentang pengumuman yang ada di sekolah sebagai pemanasan. T juga bertanya tentang pengumuman-pengumuman yang ada disurat kabar ataupun pengumuman tidak resmi lainnya.
2. T memberitahu bahwa materi pada hari itu adalah mengenai pengumuman. Kemudian T membagikan pengumuman yang berasal dari surat kabar 'The Jakarta Post'. T menjelaskan isi surat dan menjelaskan perbedaan pengumuman resmi dan tidak resmi.
3. T memberi pertanyaan secara lisan sebagai bentuk practice. Semua pertanyaan berdasarkan materi yang telah disampaikan. Karena materinya menyangkut pengumuman formal, maka S agak kurang bersemangat. Setiap T memberikan pertanyaan S menjawab dengan bingung. Namun setelah T mengulang penjelasan beberapa kali S menjadi lebih paham dan mampu menjawab pertanyaan walaupun agak ragu-ragu.
4. Selesai menjelaskan dan memberi latihan secara lisan, R memberi latihan tertulis sebagai bentuk production. S menjawab pertanyaan secara tertulis dan diambil nilainya.
5. Selesai membahas latihan, T dan S menyimpulkan materi hari itu. T tidak lupa mengingatkan untuk belajar.
6. R, T dan temannya meninggalkan ruangan, R melakukan interview terhadap T mengenai KBM hari itu.

Field Note 8**Hari/Tanggal : Kamis/11 oktober 2012****Waktu : 09.30 WIB****R : Peneliti (Researcher)****T : Guru Bahasa Inggris (Teacher)****S : Siswa (Students)****KBM : Kegiatan Belajar mengajar****Tempat : Kelas VIII B**

Seperti hari sebelumnya, R dan temannya datang ke sekolah pukul 09.30 dan langsung menuju kelas. R dan T saling memberi salam. R dan teman R segera mengambil posisi di bagian belakang dari kelas. Kemudian T menjelaskan kegiatan hari itu. S senang karena pelajaran hari itu sangat santai dan menyenangkan. Prosesnya adalah sebagai berikut:

1. T membagi S menjadi 5 kelompok. Setiap kelompok terdiri dari 6 S. Pengelompokan ditentukan oleh T sesuai dengan penilaian T selama KBM sebelumnya. Hal ini dimaksudkan agar pembagian kelompok adil. Siswa yang pandai bekerjasama dengan siswa yang kurang pandai.
2. R membagikan materi dan T kemudian menjelaskan kegiatan yang akan dilaksanakan. Setiap kelompok harus bekerjasama didalam memahami teks dan menjawab pertanyaan. S sangat merasa senang karena dapat berdiskusi dengan teman kelompoknya.
3. Selama S mengerjakan tugas kelompok, R mengecek pekerjaan siswa dan memberikan penjelasan apabila ada kelompok siswa yang belum jelas, tanpa memberikan jawabannya.
4. Kelompok yang selesai pertama dan jawabannya benar adalah pemenangnya. Hasilnya adalah, kelompok 1 selesai pertama dan semua jawabannya benar. Pemenang kedua adalah kelompok 3. Kelompok yang masih ada salahnya adalah kelompok 2,4 dan 5. Kelompok yang menang membacakan hasil pekerjaan mereka didepan kelas dan kelompok yang lain memperhatikan.
5. Selesai kegiatan tersebut, T menanyakan isi dari teks dan hal-hal yang terkait didalam teks. Selesai KBM, R berterimakasih dan berpamitan. Kemudian R, T dan temannya meninggalkan ruang kelas dan melakukan interview dengan T.

Field Note 9

Hari/Tanggal : Senin 15 Oktober 2012

Waktu : 09.30 WIB

R : Peneliti (Researcher)

T : Guru Bahasa Inggris (Teacher)

S : Siswa (Students)

KBM : Kegiatan Belajar mengajar

Tempat : Kelas VIII B

R dan temannya datang ke sekolah pukul 09.30 dan langsung menuju kelas. R dan T saling memberi salam. R dan teman R segera mengambil posisi di bagian belakang dari kelas seperti biasanya. Kemudian T menjelaskan kegiatan hari itu. Inti dari KBM hari itu hampir sama dengan hari sebelumnya, hanya materi dan cara pengelompokan siswa yang berbeda. Prosesnya adalah sebagai berikut:

1. T membentuk kelompok. S harus berhitung dari 1 sampai 6. S yang menyebut nomor sama dengan S lainnya, mereka 1 kelompok.
2. R membagikan materi dan peralatan berupa Authentic teks.
3. T kemudian menjelaskan kegiatan yang akan dilaksanakan. Setiap kelompok harus bekerjasama didalam memahami teks dan menjawab pertanyaan.
4. Selama S mengerjakan tugas kelompok, T mengecek pekerjaan siswa dan memberikan penjelasan apabila ada kelompok siswa yang belum jelas, tanpa memberikan jawabannya.
5. Kelompok yang selesai pertama dan jawabannya benar adalah kelompok ke 3, siswa sangat senang karena bacaan yang digunakan sangat menarik dan mudah untuk dipahami.
6. Selesai kegiatan tersebut, T menanyakan isi dari teks secara lisan dan siswa berebut untuk menjawab pertanyaan.
7. Selesai KBM, T, R dan temannya meninggalkan ruang kelas dan melakukan interview dengan T.

Field Note 10

Hari/Tanggal : Kamis/18 Oktober 2012

Waktu : 10.00 WIB.

R : Peneliti (Researcher)

T : Guru Bahasa Inggris (Teacher)

S : Siswa (Students)

KBM : Kegiatan Belajar mengajar

Tempat : Kelas VIII B

R dan temannya datang kesekolah seperti bisanya langsung menuju kelas dengan T. Pukul 10.00 memasuki ruang kelas III B. T dan S saling memberi salam. Hari itu S nampak lebih antusias mengikuti KBM, karena sudah merasa senang dengan kegiatan hari sebelumnya. R dan teman R mengawasi di belakang kelas. Seperti biasanya R menyampaikan materi pada hari itu, Proses KBM pada hari itu adalah sebagai berikut:

1. T membentuk kelompok. Kelompok hari itu berdasarkan tempat duduk mereka yaitu berpasangan.
2. T menjelaskan kegiatan pada hari itu, yaitu siswa harus memahami isi teks dan mengisi soal-soal rumpang yang telah disediakan. S harus mengerjakannya hingga benar.
3. Selama S mengerjakan, T mengecek pekerjaan siswa.
4. Kelompok yang menang adalah Anang dan Rafli karena mereka selesai pertama dan jawaban mereka benar semua.
5. Kelompok yang menang membacakan hasil pekerjaannya didepan kelas setelah semua kelompok selesai mengerjakan soal.
6. Selesai KBM, R berterima kasih kepada S atas bantuannya dan berpamitan. R menjelaskan bahwa hari itu adalah hari pertemuan terakhir mereka. R mengingatkan agar S rajin belajar dan mengingat semua materi pelajaran yang telah diberikan oleh T.
7. T, R dan temannya meninggalkan kelas dan selanjutnya melakukan interview dengan T mengenai KBM hari itu.

APPENDIX B

INTERVIEW TRANSCRIPT

INTERVIEW TRANSCRIPTS

Interview 1

Hari/Tanggal: Kamis 13 Setember 2012

Waktu : 09.30 WIB

Tempat : Kelas VIII B

Responden : 4 siswa VIII B

Responden 1

Anang Ma'ruf Martanto

- R : "Hai, what's your name?"
- A : "My name is Anang." (sambil duduk disebelah R)
- R : "Anang, menurut kamu bahasa Inggris susah tidak?"
- A : "Lumayan mas."
- R : "Susahnya dimana?"
- A : "Susahnya ya kalau menghafal kata-katanya mas."
- R : "Oh, maksudnya kosa katanya?"
- A : "Iya mas, kalau itu juga susah..mmm..apalagi kalau mau buat kata-kata pake Bahasa Inggris mas."
- R : "Terus kalau belajar bahasa Inggris gitu kamu sukanya pakai metode apa?"
- A : "Pakai games mas."
- R : "Oh, pakai games, kalau membaca teks atau reading kamu suka nggak?"
- A : "Saya nggak suka reading mas."
- R : "Kenapa?"
- A : "Susah."
- R : "Terus sukanya apa?"
- A : "Listening."
- R : "Kenapa suka listening?"
- A : "Ya, kan kita cuma dengerin saja mas, kita juga bisa tahu bagaimana cara pengucapannya."
- R : "Oh, begitu ya, ya udah makasih ya Anang."

Responden 2

Dewi Puspita Sari

- R : "Hello, what's your name?"
- D : "Dewi, mas."
- R : "Okay, Dewi, do you like English? Mmm..apakah kamu suka pelajaran bahasa Inggris?"
- D : "Suka mas."
- R : "Menurut kamu bahasa inggris susah nggak?"

- D : “Mmm..sedikit.”
 R : “Sedikit berarti ada susahnya dong? Dibagian mananya?”
 D : “Tapi banyak sukanya.”
 R : “Kenapa kok banyak sukanya?”
 D : “Soalnya nilainya bagus-bagus.”
 R : “Kamu suka reading nggak?”
 D : “Suka tapi kadang susah.”
 R : “Susahnya dimana?”
 D : “Kalau mengartikan kata-kata susah itu lho mas.”
 R : “Terus kalau kamu menemukan kesulitan apa yang kamu lakukan?”
 D : “Buka kamus mas.”
 R : “Emang kalau pas pelajaran bahasa Inggris suka bawa kamus po?”
 D : “Mmm...(tertawa) ya, kadang mas, kalau tidak males.”
 R : “Kalau pas nggak bawa kamus apa yang kamu lakukan?”
 D : “Ya, dicari tahu saja sendiri artinya.”
 R : “Kalau kamu juga nggak tahu?”
 D : “Ya, tanya teman.”
 R : “Kalau teman nggak tahu juga?”
 D : “Kan banyak yang pakai kamus di HP mas.”
 R : “Oh, begitu ya? Nah, kalau metode belajar yang kamu suka tu yang bagaimana?”
 D : “Ya, yang seru mas, misalnya pakai gambar-gambar yang menarik atau pakai games.”
 R : “Ya, udah deh, makasih ya Dewi.”
 D : “Iya mas sama-sama.”

Responden 3

Eka Dewi Rossita

- R : “Hi, what’s your name?”
 E : “My name is Eka.”
 R : “Bisa ngomong pakai bahasa Inggris?”
 E : “Sedikit mas.”
 R : “Hehe..kamu suka bahasa Inggris nggak?”
 E : “Banyak nggak sukanya.”
 R : “Kenapa?”
 E : “Soalnya susah, mau ngomongnya..artinya..”
 R : “Kalau reading kamu suka nggak?”
 E : “Sedikit.”
 R : “Kok sedikit terus?”
 E : “Soalnya susah”

- R : “Kesulitannya dimana?”
 E : “Di..pelafalanya..”
 R : “Oh..kalau pas baca gitu ya? Nah kalau menemukan kata sulit atau nggak bisa bacanya bagaimana?”
 E : “Ya, buka kamus.”
 R : “Emang bawa kamus pa kalau pelajaran?”
 E : (tertawa) Ya, kadang.”
 R : “Kalau metode atau cara belajar yang kamu inginkan tu yang kayak bagaimana?”
 E : “Ya..yang jangan terlalu tegang gitu lho mas. Gurunya banyak bercanda gitu.”
 R : “Oh..ya udah Eka, makasih ya!”
 E : “Sama-sama mas!”

Responden 4

Giri Saputro

- R : “Hai, siapa namanya?”
 G : “Giri mas.”
 R : “Giri, namanya bagus. Giri suka bahasa Inggris nggak?”
 G : “Suka.”
 R : “Menurut kamu bahasa Inggris tuh susah nggak sih?”
 G : “Susah.”
 R : “Kalau yang paling disenengin pas belajar bahasa Inggris tuh apa? misalnya reading apa listening..”
 G : “Mmm..reading.”
 R : “Reading ya? Kenapa suka reading?”
 G : “Soalnya enak, kita bisa dapat istilah baru dan tahu artinya dalam bahasa Indonesia.”
 R : “Bagaimana caranya selain dengan reading?”
 G : “Dengerin musik.”
 R : “Oh, kamu suka denger musik? Barat?”
 G : “Iya.”
 R : “Sambil denger musik kamu cari tahu juga ya arti kata di liriknya?”
 G : “Iya kadang-kadang sih mas.”
 R : “Kalau di dalam kelas, metode atau cara belajar yang kayak gimana yang kamu sukai?”
 G : “Mmm..yang kayak apa ya? Yang biasa saja mas, yang materinya gampang dipahami.”
 R : “Oh, gitu ya? Ya udah makasih waktunya ya?”
 G : “Iya sama-sama.”

Interview 2**Hari/Tanggal: Senin 13 Sptember 2012****Waktu : 07.30 WIB****Tempat : Ruang guru****Responden : Teacher**

- T : “Selamat pagi mas, nah kalau seperti ini kan saya jadi tahu sebenarnya anak-anak tuh kayak apa sih inginnya. Wah, macam-macam saja jawabanya, tapi malah bisa buat masukan pas mengajar.”
- T : “Terus mas Tri kapan mau penelitiannya?”
- R : “Wah belum tahu juga pak. Menunggu materinya selesai.”
- T : “Kalau bisa sih secepatnya saja, jadi kan cepat selesai skripsinya.”
- R : “Pengennya sih gitu bu (sambil tersenyum). Ya nanti saya kabari lagi pak.”
- T : “Besok kesini lagi?”
- R : “Belum tahu juga sih pak, nanti kalau saya mau kesini lagi saya kabari bapak.”
- T : “Oh, iya..iya..”
- R : “Makasih banyak lho pak atas bantuannya.”
- T : “Sama-sama mas.”

Interview 3**Hari/Tanggal: Kamis 13 September 2012****Waktu : 09.30 WIB****Tempat : Ruang guru****Responden : Teacher**

- T : “Ada apa mas Tri?”
- R : “Ini pak, seperti yang sudah saya konfirmasi lewat sms kemarin pak, semacam angket.”
- T : “Angket apa to mas?” (R menyerahkan daftar permasalahan yang sudah R rangkum berdasarkan hasil observasi dan kuesioner dari siswa). Oh, permasalahan terus bagaimana ini?”
- R : “Ya, mohon bantuannya untuk bapak isi, kan ada beberapa macam permasalahan yang saya temukan setelah kemarin observasi dan membagi angket pada siswa pak. Nah, dari itu semua kemudian saya data dan ditemukan 20 permasalahan.”

- T : “Oh, begitu. Ini sekarang saya yang isi?”
 R : “Iya pak, itu dicari masalah yang menurut baik masuk ke kategori masalah yang berat, sedang atau ringan.”
 T : “Mmm..iya-iya. Saya isi ya mas? Gini tok mas?”
 R : “Iya pak.” (T menyerahkan kembali pada R)
 R : “Besok insya Allah saya kesini lagi pak. Ini nanti saya pilih masalah yang sedang, besok bapak pilih lagi masalahnya untuk masuk ke kategori yang urgent, cukup urgent dan tidak urgent.”
 T : “Oh, iya mas, besok kesini saja.”
 R : “Ya, sudah pak, saya mau langsung balik ke kampus.”
 T : “Lho, nggak minum dulu nih?”
 R : “Nggak usah pak, makasih. besok saya kesini lagi ya pak, terimakasih sekali lagi ya pak?”
 T : “Sama-sama mas! Hati-hati.”

Interview 4

Hari/Tanggal: Senin 17 September 2012

Waktu : 07.30 WIB

Tempat : Ruang guru

Responden : Teacher

- T : “Nglanjutin yang kemarin itu ya mas?”
 R : “Iya pak.”
 T : “Sebentar saya tak minum dulu, ini lho mas Tri minumnya!”
 R : “Iya..pak. Makasih.”
 T : “Mana mas?”(R memberikan angket data permasalahan pada T)
 “Oh, ini dari yang sedang kemarin ya mas? Sekarang jadinya apa?”
 R : “Itu maksudnya urgent, cukup urgent dan tidak urgent pak.”
 T : “Oh, iya..iya, Ini mas sudah, besok masih kesini lagi?”
 R : “Iya pak, ini masih belum selesai. Besok yang terakhir kok pak.”
 T : “Iya nggak papa.”
 R : “Ya, sudah pak, saya mau pamit pulang dulu.”
 T : “Lho, kok buru-buru?”
 R : “Iya, kan sudah selesai yang ini.”
 T : “Ya, sudah.”
 R : “Makasih ya pak.”
 T : “Ya, sama-sama.”

Interview 5

Hari/Tanggal: Rabu 19 September 2012

Waktu : 11.30 WIB

Tempat : Ruang guru

Responden : Teacher

(R tiba di sekolah kemudian langsung menuju ruang guru. R mencari T dan setelah bersalaman dan duduk T bertanya)

- T : “Bagaimana mas?”
 R : “Begini pak saya cuma mau konfirmasi, bapak sudah selesai belum materinya?”
 T : “Oh, masih kok mas, Cuma kurang 2 bab kok, tapi tadi malah tak pakai buat ulangan remidi soalnya nilai anak-anak masih kurang baik. Tapi nggak papa, besok saya kebut juga nyampe.”
 R : “Ya kalau bapak belum selesai materi ya tidak apa-apa bu. Dipakai dulu saja, nanti saya malah ganggu.”
 T : “Nggak kok mas, gampang kok ini tinggal sesedikit. Dipakai mas Tri saja. Lha bagaimana jadinya materinya?”
 R : “Ini pak, saya bawa contohnya (sambil menyerahkan contoh materi). Menurut bapak bagaimana, anak-anak kesulitan nggak pak?”
 T : “Oh, kayak gini nanti terus diapain mas?” (sambil membaca)
 R : “Seperti rencana kemarin pak, nanti dibuat grup.”
 T : “Terus bagaimana?”
 R : “Nanti anak-anak disuruh berdiskusi dengan teman sekelompok mereka.”
 T : “Oh, gitu ya..ya sudah nggak papa, pakai kayak gini saja.
 R : “Iya pak. Terus kira-kira kapan nggih saya bisa mulai penelitian?”
 T : “Kira-kira oktober saja mas, nanti saya usahakan biar cepat selesai.”
 R : “Iya pak. Habis ini masih ngajar ya pak?”saya juga mau ijin pamit juga.”
 T : “Udah gitu saja mas?”
 R : “Terimakasih banyak lho mas!”
 T : “Sama-sama mas!”

Interview 6

Hari/Tanggal: Senin 01 Oktober 2012

Waktu : 11.00 WIB

Tempat : Kelas VIII B

Responden : Siswa kelas VIII B

(Suasana kelas ramai karena jam pergantian pelajaran dan guru belum datang. Sebagian anak terlihat sedang berada diluar kelas dan sebagian yang lainnya berada di dalam kelas.)

- S1 : “Ada apa mas, bisa kami bantu?”
 R : “Ini ganti pelajaran kan? Gurunya belum datang? Mas mau tanya-tanya sebentar, bisa nggak?”
 S1 : “Tanya apa mas, bisa-bisa gurunya belum datang kok.”
 S2 : “Kayaknya kosong malah.”
 (Seorang siswa mendekati R)

- S3 : “Kenapa mas?”
R : “Aku mau wawancara, boleh kan”
S3 : “Oh, wawancara saya saja mas.”
R : “Ya udah kamu saja. Nama kamu siapa?”
S3 : “Rafli Ramadhan mas.”
R : “Bagaimana tadi belajar pakai invitation?”
S3 : “Keren!”
R : (Tertawa) “Keren bagaimana maksudnya?”
S3 : “Ya keren mas. Asyik, proses belajarnya menyenangkan, soalnya lebih mudah, kalau ngarang kan susah mikirin ide, ini ada gambar sama penjelasannya jadi tinggal mencari kata-kata susah dan mencari informasinya.”
R : “O..gitu ya, ya udah deh, makasih ya?”
S3 : “Sama-sama mas!”
R : “Siapa lagi yang mau di wawancara?”
S4 : “Aku mas!”
(Seorang siswa yang menghampiri R)
R : “Ya udah kamu. Nama kamu siapa?”
S4 : “Nurul Sae Samsi, mas.”
R : “Menurut kamu, tadi tuh gimana belajarnya?”
S4 : “Menyenangkan mas.”
R : “pernah membaca dengan metode tadi?”
S4 : “Belum sih mas.”
R : “Iha kamu merasa paham tidak dengan metode membaca silent tadi?”
S4 : “Ya paham, kalau beneran konsen gitu mas.”
R : “Iha konsen tidak tadi?”
S4 : “ Lumayan, soalnya kan agak ribut suasananya.”
S5 : “Ini mas (mendorong seorang siswa) Ini pintar mas bahasa Inggrisnya.”
R : “Gitu ya,,kalau menurut kamu bagaimana?”
S5 : “ Ya gitu mas, sama lah.. mudeng, lebih masuk soalnya kan tenang.”
R : “ Cuma itu saja?”
S5 : “ Kalau aku sih seneng belajar kaya tadi”
R : “ HUU... gaya...”
S5 : “ Iya tenan mas, jad bisa paham.”
S6 : “Nggak mas, jangan saya!”
R : “Lho nggak papa, kan cuma ditanya soal tadi.”
S7 : “Di nilai ya mas?”
R : “Nggak dinilai kok. Ayo masa nggak ada yang mau tak tanya, orang nggak diapa-apain juga.”
S8 : “Ya udah saya saja mas.”
R : “Ya udah nama kamu siapa?”
S8 : “Wahyudi.”
R : “Wahyudi, bagaimana tadi belajar pakai materi Invitation?”
S8 : “Menyenangkan mas materinya cukup menarik, tapi ada kata-kata yang belum pernah saya dengar mas, tapi semuanya menyenangkan kok.”
R : “Oke makasih ya!”

- (R berpamitan pada para siswa.)
 S4 : “Mas besok kesini lagi kan?”
 R : “Iya besok kita masih ketemu lagi kok.”

Interview 7

Hari/Tanggal: Jumat 05 Oktober 2012

Waktu : 09.30 WIBWIB

Tempat : Kelas VIII B

Responden : Teacher

- R : “Pak, mau evaluasi yang kemarin itu. Maksudnya, kalau menurut bapak itu kemarin tu bagaimana, waktu pakai materi Descriptive texts.”
 T : “Ya bisa saja Soalnya anak-anak kan dapat materi yang belum pernah mereka lihat gitu. Sebenarnya hampir sama kayak yang di modul, hanya yang mas Tri berikan kan dalam bentuk yang baru jadi menarik buat anak-anak. Anak-anak itu sebenarnya memang lebih suka materi yang menarik. Jadi materinya tu lebih cepat masuk.”
 R : “Kalau untuk materinya sendiri kemarin itu bagaimana pak?”
 T : “Ya lumayan bisa di mengerti mas, kalau dulu biasanya kan mengerjakan tugas bareng-bareng, jadi saya jarang memakai cara belajar dengan berdiskusi dan kerja kelompok.”
 R : “Terus maksudnya pengaruhnya ke anak menurut bapak ada peningkatan nggak?”
 T : “Iya jelas ada mas.”
 R : “Berarti efektif juga ya pak pakai authentic texts yang kemarin itu?”
 T : “Iya mas, kalau menurut saya sih cukup efektif dan ada peningkatan.”

Interview 9

Hari/Tanggal: Senin 08 Oktober 2012

Waktu : 09.30 WIB

Tempat : Depan Kelas VIII B

Responden : Siswa-siswi kelas VIII B

(Beberapa siswa terlihat sedang duduk bergerombol, R menghampiri mereka.)

- R : “Hai, lagi pada ngapain ini?”
 Ss : (tertawa)
 S1 : “Nggak papa kok mas.”
 R : “Boleh tanya-tanya sebentar.”
 S1 : “Wah, jangan saya mas, ini saja.” (Mendorong teman)
 S2 : “Jangan aku..ini saja mas.”
 R : “Ya udah kamu saja, menurut kamu tadi materi nya bagaimana?”
 S3 : “Susah mas.”
 R : “Susah, tapi menarik nggak? Maksudnya kamu jadi lebih paham”

- S3 : “Ya, jadi lebih paham.”
 R : “Iya, terus?”
 S3 : “Mengerti.”
 R : “Terus?”
 S3 : “Ya, gitu lah mas”
 R : “Kalau...”
 S3 : “Ini lho mas (menunjuk teman) ini yang paling pinter
 R : “Ya, udah kamu saja kalau menurut kamu...”
 S4 : “Lha piye, lha kowe sing ditakoni kok.”
 R : “Cuma kasih pendapat tadi tu bagaimana gitu, materi yang tadi kayak itu?”
 S4 : “Menarik, asyik, bisa kumpul, sharing sama teman-teman, suasananya deket, ya...”
 R : “Kalau untuk kerja kelompok kayak gitu kamu suka nggak?”
 S4 : “Suka.”
 R : “Kenapa?”
 S4 : “Ya, lebih paham, bisa tuker pikiran mas.”
 R : “Bacaanya tadi menarik nggak?”
 S4 : “Ya, cukup menarik lah. Cukup menarik.”
 R : “Ya udah, makasih ya!”
 Ss : “Makasih mas!”

Interview 10

Hari/Tanggal: Senin 08 Oktober 2012

Waktu : 10.30 WIB

Tempat : Kantor Guru

Responden : Teacher

- R : “Met pagi Pak, mau evaluasi pertemuan kedua.”
 T : “Oh, iya sini mas.”
 T : “Bagaimana..mas yang pertemuan kedua itu, pakai dari internet ya?”
 R : “Iya pak, kalau menurut bapak sendiri meningkat nggak njih?”
 T : “iya ada mas, yang satu anak-anak itu lebih tertarik, yang kedua lebih aktif ya?”
 R : “Iya lebih aktif. Tapi biasanya kalau di kelas ya seperti ini ya pak? Atau ada bedanya gitu?”
 T : “Ya bedanya..ya itu kan seperti yang kemarin..saya belum pernah menerapkan untuk reading diskusi seperti itu belum. Baru di coba ini dan ternyata antusias siswa sangat bagus?”
 R : “Nggih, pak.”
 T : “Ternyata mereka lebih antusias kayaknya. Mungkin di kelas nanti bisa di pakai lebih sering yang kayak gini.”
 T : “Begitu mas, jadi intinya yang kedua ini bagus, mungkin bisa lanjut lagi nanti atau bagaimana tapi pakai materi yang beda lagi.”
 R : “iya pak, nanti kita rencanain dulu saja.”

Interview 11

Hari/Tanggal: Rabu 10 oktober 2012

Waktu : 09.00 WIB

Tempat : Ruang kelas VIII B

Responden : Siswa-siswi kelas VIII B

Pada jam istirahat pertama R menemui beberapa siswa yang sedang asyik mengobrol di depan kelas.

- Ss : “Sini lho mas, mau ngobrol-ngobrol ya?”
 R : “Kok tahu? Hehe..begini, mau wawancara sebentar ya?”
 S1 : “Wah, wawancara terus koyo artis wae.”
 R : “Lha kenapa?”
 Ss : “Yo ora popo.”
 R : “Nggak, ini..cuma mau tanya-tanya yang tadi itu. Siapa yang mau di tanyain?”
 Ss : “Iki wae lah, kowe wae..” (Saling mendorong)
 R : “Udah tak pilih saja, lama, kamu ya? (Bertanya pada siswa yang duduk di sebelahnya)
 S2 : “Iyo wis mas, piye?”
 R : “Gini, menurut kamu..ehm,tadi tuh bagaimana belajarnya?”
 S2 : “Menyenangkan mas, ya kaya gitu.”
 R : “Baru pernah baca dengan metode kaya tadi?”
 S2 : “Yo nggak sih mas, cuma kan di kelas beda gitu.”
 R : “Oh..lha kamu ngerasa mudeng apa nggak dengan metode membaca silent kaya tadi?”
 S2 : “Yo mudeng, kalau beneran konsen gitu mas.”
 R : “Lha, konsen nggak tadi?”
 S2 : “Lumayan, soalnya kan nggak ribut suasananya.”
 R : “Gitu ya? Ya udah deh, makasih. Kalau menurut kamu bagaimana? (Bertanya pada siswa yang lain)
 S3 : “Ya gitu mas, sama lah, mudeng, lebih masuk soalnya kan tenang.”
 R : “Cuma itu saja?”
 S3 : “Yooo..kalau aku sih seneng saja belajar kaya tadi. Asyik!”
 Ss : “Huuu..gaya..!”
 S3 : “Iyo mas, tenan. Jadi bisa paham, hehe..”
 R : “Gitu ya? Nah kalau kamu? (Bertanya pada siswa lain lagi)
 S4 : “Aku lumayan mas, soale malah ngantuk kalau baca sambil diem. Hehehe..”
 R : “Lho, berarti tadi kamu nggak mudeng dengan bacaannya?”
 S4 : “Mudeng, ning yo agak ngantuk.”
 R : “Hehe, yah malah ngantuk. Yo wis sing penting mudeng tenan. Ya udah kalau gitu.Saya mau nemuin Pak Widoyo dulu. Makasih ya semuanya.”
 Ss : “Oke mas, sama-sama. Besok kesini lagi ya.”

Interview 12**Hari/Tanggal: Kamis 11 Oktober 2012****Waktu : 10.30 WIB****Tempat : Kantor Guru****Responden : Teacher**

Suasana kantor guru ramai. R mendekati T yang sedang membaca.

- R : "Met pagi pak."
 T : "Oh, sini mas. Dari mana?"
 R : "Dari kelas pak."
 T : "Oh iya, bagaimana mas?"
 R : "Begini pak, membahas materi yang kemaren."
 T : "Yang itu mas, teks pendek..?"
 R : "Kalau menurut bapak bagaimana?"
 T : "Yang pakai ini..ehm..itu ya mas, silent reading."
 R : "Nggih pak."
 T : "Itu menurut saya bagus, buktinya anak-anak bisa ngerti, paham apa yang ada di teks. Yaa..bacaanya sih pendek tapi kan pas buat mereka..berhasil juga nyatanya."
 R : "Iya pak."
 T : "Kalau untuk hasilnya sendiri saya belum cek semua, tapi kalau dilihat dari tanya jawab kemarin saya rasa ya bisa mereka..menjawab pertanyaan."
 R : "Tidak terlalu susah ya pak?"
 T : "Yaa..ini tidak susah, tapi gampang banget yo nggak. Pas dengan mereka kadang anak-anak kan suka protes kalau bacaane panjang."
 R : "Gitu ya pak. berarti ada progress nggih pak?"
 T : "Ya jelas ada lah mas, walaupun dikit."
 R : "Tapi anak-anak suka ya pak?"
 T : "Iya suka, kan kemarin dah ngobrol juga to?"
 R : "Iya pak..dengan jawaban yang berbeda-beda."
 T : "Ya namanya juga murid, kan mungkin ada yang cocok dengan materi ada yang nggak."
 R : "Iya pak, gampang-gampang susah hee."
 T : "Makanya, harus benar-benar pilih (materi) ang bagus, mas."
 R : "Iya pak. Ya sudah pak, terimakasih."
 T : "Sudah tidak ada pertanyaan?"
 R : "Mboten pak, terimakasih. Ngajar lagi ya pak?"
 T : "iya mas."
 R : "Ya sudah kalau begitu saya keluar dulu, sambil nunggu anak-anak."
 T : "Oh,iya..mas."

Interview 13**Hari/Tanggal: Kamis 11 Oktober 2012****Waktu : 09.30 WIB**

Tempat : Depan ruang kelas

Responden : Siswa-siswi kelas VIII B

R menghampiri beberapa siswa yang sedang duduk bergerombol dibangku depan kelas.

- R : “Selamat siang!”
 Ss : “Siang mas!” (serempak)
 S1 : “Ada apa lagi e mas?”
 S2 : “Mesti mau wawancara?”
 R : “Kok tahu?”
 S2 : “Yo, tahu lah.”
 S3 : “Apa e mas?”
 R : “Bentar ya? Ganggu waktu kalian sebentar.”
 S2 : “Mau wawancara yang mana mas?”
 R : “Materi yang kemaren itu lho?”
 S2 : “Oh, yang artis itu hehe?”
 R : “Iya, ingat?”
 SS : “Ingat..ingat.”
 S2 : “Kenapa mas?”
 R : “Menurut kalian gimana?”
 S1 : “Ayu Ting-ting mas?yo cakep.”
 S2 : “Seksi!”
 (siswa yang lain tertawa)
 R : “Ya, bukan. Maksudnya materine gitu.”
 S2 : “Oh, materine lho.” (tertawa)
 R : “Ya, menurut kamu wis piye?”
 S2 : “Bagus mas. Yo, kan jarang to dapat yang kayak gitu.”
 R : “Maksudnya?”
 S2 : “Maksudnya?”
 R : “Iya maksud kamu bagaimana?”
 S2 : “Ya, kayak wawancara gitu, terus ada artisnya, terkenal. Ya, asyik lah.”
 R : “Susah apa gampang dipahami? Kan kemaren itu to, bacanya silent gitu.”
 S2 : “Gampang kok mas. Bacaane juga nggak sulit-sulit banget.”
 S1 : “Tapi kadang ada yang nggak jelas mas.”
 R : “Bagian mananya?”
 S1 : “Bahasanya susah.”
 S2 : “Tidak ah!”
 S1 : “Iyo, kan kayak orang ngomong gitu.”
 R : “Oh, maksudnya karena bacaanya terlalu banyak ya
 S1 : “Iyo mas. Piye yo Ya, gitu lah.”
 R : “Tapi bisa jawab pertanyaanya nggak?”
 S1 : “Ya, bisa.”
 R : “Gitu ya? Kira-kira kalau nggak ada kamus bisa ngerjain nggak?”
 S2 : “Yo, bisa lah.” (tertawa)
 R : “Tenane yakin?”
 S2 : “Kan adapak guru, bisa nanya, haha?”

- S1 : “Iyo.”
 R : “Halah, tetep aja disuruh mengerjakan sendiri. Ya, udah kalau gitu. Makasih banget ya?”
 S2 : “Mau kemana e mas?”
 P : “Pulang, udah siang.”

Interview 14

Hari/Tanggal: Jumat 12 Oktober 2012

Waktu : 07.30 WIB

Tempat : Ruang guru

Responden : Teacher

R menunggu T di depan ruang guru, sementara pelsajaran masih berlangsung. Bel tanda istirahat berbunyi. Tidak berapa lama T datang ke kantor guru dan mempersilahkan R masuk.

- T : “Udah lama mas Tri?”
 R : “Belum pak.” (bersalaman)
 T : “Ayo masuk saja, udah rame ini.”
 R : “Iya pak.”
 T : “Bagaimana mas?”
 R : “Ini pak, biasa mau evaluasi tentang materi yang kemarin.”
 T : “Yang tentang?”
 R : “Yang ini pak.” (menunjukkan materi pada T)
 T : “Oh iya.” (sambil membaca)
 R : “Mau tanya mengenai pendapat bapak.”
 T : “Mmm, ini ya. Yang Ayu Ting-ting ini, saya rasa bacaanya agak susah ya mas,
 R : “Bagaimana pak?”
 T : “Tapi menarik mas, soalnya yang dibahas itu menarik, terkenal, jadi anak-anak juga suka.”
 R : “Kalau untuk kemajuan membaca anak-anak babagaimana pak?”
 T : “Yaa, baik, sebenarnya kan mereka pada intinya bisa ya, tapi karena agak sedikit kurang kemauan. Yaa, saya rasa anak-anak lumayan ya mas. Kalau mas Tri lihat juga babagaimana kemarin?”
 R : “Ya, sepanjang pengetahuan saya selama mengikuti bapak mengajar ya anak-anak jadi lebih keliatan bagaimana gitu, antusiasnya setiap pertemuan itu bertambah.”
 T : “Nah, iya to? Ya begitu.”
 R : “Ya sudah pak, terimakasih banyak atas waktu dan bimbinganya pak.”
 T : “Iya saya juga makasih mas.”
 R : “Kalau begitu saya mau pamit pak.”
 T : “Kok buru-buru?”
 R : “Mau ke kampus lagi pak.”
 T : “Oh, ya sudah kalau begitu. Besok kesini lagi atau bagaimana?”
 R : “Ya, Insya Allah pak.”

T : “Oh, ya sudah.”
R berpamitan kemudian meninggalkan sekolah.

Interview 14

Hari/Tanggal: Senin 15 Oktober 2012

Waktu : 10.00 WIB

Tempat : Ruang guru

Responden : Teacher

R : “Pagi pak .”
T : “Monggo mas, silahkan duduk, ada apa.”
R : “Ini pak, evaluasi yang kemarin pakai materi ini pak.” (menunjukkan materi)
T : “Oh ini. Yang..(membaca perlahan artikel). Iya..iya.
R : “Bagaimanapak, kalau menurut bapak?”
T : “Mmm, kalau bacaan ini sih menurut saya cukup susah untuk dipahami anak-anak ya mas, bahasanya itu , kan berita to di koran, jadi beda dengan bahasa yang dipakai selain d sini.”
R : “Iya pak.”
T : “Tapi kan kemarin kita mendata kata sulit ya mas?”
R : “Iya pak, yang 10 itu anak-anak suruh mendata new vocabulary.”
T : “Ya, itu membantu gitu. Jadi kan maksud dari anak-anak suruh mendata kata sulit kan agar mereka paham bacaanya.”
R : “Iya pak.”
T : “Ya, makanya konten atau pesan dari artikel ini bukan fokusnya. Ya, saya rasa memang perlu seperti itu, jadi anak-anak juga mengenal kata baru kan?”
R : “Efektif mboten pak?”
T : “Yaa efektif-efektif saja, kan metode. Yang utama anak-anak jadi tahu juga kan isinya (artikel) walaupun secara global intinya.
R : “Iya pak, jadi lumayan ya pak?”
T : “Ya, menurut saya lumayan hasilnya.”
R : “Oh, ya sudah pak kalau begitu.”
T : “Iya..iya.”
R : “Nanti saya Tanya-tanya lagi pak.”
T : “Masih ada? Ya nggak papa, kalau cari saya kan gampang.”
R : “Nggih sampun pak, saya mau ke kelas dulu.”
T : “Mau ketemu anak-anak?”
R : “Iya pak, mau Tanya-tanya. Ya, sudah pak. Maaf ganggu.”
T : “Oh, nggak mas. Santai saja.”
R : “Iya pak, terimakasih waktunya. Mari pak.”
T : “Mari-mari, mas.”

Interview 15

Hari/Tanggal: Senin 18 Oktober 2012

Waktu : 10.15 WIB

Tempat : Depan ruang kelas

Responden : Siswa-Siswi kelas VIII B

Jam istirahat, suasana kelas ramai. Sebagian murid berada di luar kelas. R menghampiri mereka yang sedang duduk di bangku depan.

- R : "Selamat pagi adik-adik!"
 Ss : "Pagi mas!"
 R : "Hehe, wah asik nih, ganggu sebentar ya?"
 S1 : "Lama juga boleh mas." (tertawa)
 S2 : "Ati-ati mas ojo cedak-cedak." (tertawa)
 R : "Sebentar to, ini aku mau wawancara lagi."
 S3 : "Wawancara lagi."
 R : "Iya, mengenai materi yang kemarin, masih ingat?"
 S3 : "Agak sesedikit lupa." (tertawa)
 P : "Yo, seingatnya berarti."
 S4 : "Ha piye to mas?"
 R : "Udah..udah, sapa yang mau kasih pendapat mengenai materi ini?"
 Ss : "Wegah aku, kowe wae." (saling melemparkan pada temannya)
 R : "Ya wis tak tunjuk wae."
 Ss : "Nah, gitu mas."
 R : "Sama kamu saja ya?"
 S5 : "Wah, mesti to. Jangan aku mas."
 R : "Ayolah, orang cuma kasih pendapat doang kok, takut?"
 S5 : "Iya wis."
 R : "Menurut kamu gimana?"
 S5 : "Menurutku? Bagaimana ya? Ya asik, menyenangkan mas, soale gampang."
 R : "Gampang bagaimana?"
 S5 : "Ya, gampang di kerjain. Sama gampang ngartiinya."
 R : "Kalau artikelnya?"
 S5 : "Nah, itu yang susah."
 R : "Tapi bisa ngerjain kan?"
 S5 : "Ya bisa, metodenya asik."
 R : "Itu membantu gak menurutmu?"
 S5 : "Sangat membantu."

Interview 16

Hari/Tanggal : Sabtu 20 September 2012-12-11

Waktu : 09.30 WIB

Tempat : Ruang guru

Responden : Teacher

- R : "Kalau untuk materi yang ini pripun pak?"

- T : “Oh, yang ini. Mmm, kalau menurut saya ini juga bacaanya lebih susah lagi ya mas.”
- R : “Iya pak, anak-anak itu biasane kan malas kalau disuruh membaca sulit.”
- T : “Tapi..tapi memang setiap pertemuan itu..harus ada perkembangan ya mas? Ya, sama juga sama materi to.”
- R : “Iya, pak. Jadi walaupun susah tapi ya bermanfaat pak?”
- T : “Sangat bermanfaat mas. Anak-anak itu harus di kasih sesuatu yang beda mungkin ya? Tapi kalau menurut saya ya itu, bahasane ini. Tapi ndilalah anak-anak kan bisa juga to ngerjain soalnya?”
- R : “Iya pak, jadi yang ini juga berhasil ya pak?”
- T : “Kalau menurut saya ya iya. Di lihat lah dari perkembangan anak selama diajar oleh saya, Kan ada perkembangan.”
- R : “Gitu nggih pak? Wah, berarti sukses?”
- T : “Iya mas.”

Interview 17

Hari/Tanggal: Sabtu 20 Oktober 2012

Waktu : 10.15 WIB

Tempat : Depan ruang kelas

Responden : Siswa-Siswi kelas VIII B

Empat orang siswa sedang duduk di koridor depan kelas. R menghampiri mereka untuk wawancara materi yang terakhir.

- R : “Hai! Lagi pada ngapain?”
- Ss : “Nggak ngapa-ngapain mas.”
- R : “Mau tanya-tanya bentar boleh nggak?”
- S1 : “Boleh, tapi ojo aku mas.”
- R : “Kenapa? Orang cuma mau tanya pendapat soal materi yang kemarin kok.”
- S2 : “Yang mana to mas?”
- R : “Yang tentang artikel di surat kabar itu lho.”
- S1 : “Oh, yang itu.”
- S2 : “Lumayan mas.”
- R : “Lumayan piye?”
- S2 : “Susah.” (tertawa)
- R : “Makanya kan tak suruh mendata kata sulit lagi to?”
- S2 : “Ho-oh.”
- R : “Menurut kalian membantu nggak?” (bertanya pada S3)
- S3 : “Mmm..ya, membantu mas. Kan jadi nggak bingung gitu, kalau cuma buka kamus kadang suka lupa nek nggak di catet.”
- R : “Efektif nggak buat belajar?”
- S2 : “Efektif mas, yaa,,tapi berarti waktunya juga harus lama to?”

- R : “Lha, kan kemaren juga di kasih waktu. Tapi..tapi bacaane sulit ya?”
S2 : “Ya, lumayan.”
R : “Kalau menurut kalian, belajar dengan materi dari saya bagaimana?”
S2 : “Yaa, ada enakya ada susahya mas.”
R : “Belum pernah ya dapat yang kayak gitu?”
S2 : “Kan paling pakainya modul mas.”
R : “Oh, berarti materi saya bermanfaat ya?”
S2 : “Ya, Ada lah mas banyak.”
R : “Ya, wis, dilanjut. Makasih banyak ya buat waktunya?”

Ss : “Sama-sama mas.

RENCANA PELAKSANAAN PEMBELAJARAN

Sekolah	: SMP N 1 Pundong
Kelas/semester	: VIII/1
Mata Pelajaran	: Bahasa Inggris
Tema	: News' Report
Alokasi waktu	: 2 x 40 menit (Pertemuan kelima)

1. Standar Kompetensi

5. Memahami makna teks tulis fungsional dan esai pendek sederhana berbentuk *Descriptive* dan *Recount* yang berkaitan dengan lingkungan sekitar.

2. Kompetensi Dasar

5.1 Membaca nyaring bermakna teks tulis fungsional dan esai berbentuk *Descriptive* dan *Recount* pendek dan sederhana dengan ucapan, tekanan dan intonasi yang berterima yang berkaitan dengan lingkungan sekitar.

3. Indikator Pencapaian Kompetensi

- Dapat membaca dengan nyaring dan bermakna teks recount (Dengan Intonasi dan Pengucapan yang benar)
- Dapat mengidentifikasi berbagai informasi dalam teks fungsional pendek berbentuk recount texts, berupa: Ide utama, Topik, Informasi tersurat, dan Kosakata sukar.
- Dapat mengidentifikasi fungsi sosial teks recount
- Dapat mengidentifikasi berbagai makna teks recount
- Mengidentifikasi langkah retorika dan ciri kebahasaan teks recount dengan benar.

4. Tujuan pembelajaran

Pada akhir pembelajaran siswa mampu:

- Membaca dengan nyaring dan bermakna teks recount
- Mengidentifikasi berbagai informasi dalam teks fungsional pendek berbentuk recount texts
- Mengidentifikasi fungsi sosial teks recount
- Mengidentifikasi berbagai makna teks recount
- Mengidentifikasi langkah retorika dan ciri kebahasaan teks recount

5. Materi Pembelajaran:

- Print out berbentuk *recount texts* berjudul "*Suspected bird flu patient dies in Bandung*" yang diambil dari The Jakarta Post edisi Monday March 5, 2012
- Print out berbentuk *recount texts* berjudul "*E.Java best in water manajemen, govt says*" yang diambil dari The Jakarta Post edisi Monday March 5, 2012

- c. Print out berbentuk *recount texts* berjudul “*Transjakarta expands feeder route*” yang diambil dari The Jakarta Post edisi Friday february 17, 2012
- d. Print out berbentuk *recount texts* berjudul “*Police prepare for gubernatorial election*” yang diambil dari The Jakarta Post edisi Friday february 17, 2012
- e. Kosa Kata : suspected, treated, symtoms, respiratory system, malfuction, admission, infected, isolated, design, reservoirs, feeder, extend, connecting,.
- f. Past tense

6. Metode Pembelajaran

PPP (Presentation, Production, Practice)

7. Langkah-Langkah Pembelajaran

- a. Kegiatan pendahuluan:
 - *Greeting*
 - Mengecek kehadiran/presensi siswa
 - Mengenalkan topik yang akan dibahas
 - Warming up (bertanya kepada siswa tentang hal-hal yang terkait dengan berita di surat kabar, apakah siswa sudah sering membaca berita dari surat kabar)
- b. Kegiatan inti:
 - a) Presentation
 - Guru memberi penjelasan mengenai ciri-ciri kebahasaan teks recount
 - Memberikan model teks recount dan membahas isi bacaan yaitu tentang artikel berita disurat kabar
 - Guru membagikan kamus untuk mncari kata-kata sulit
 - Membagi siswa kedalam beberapa kelompok dan mengatur tempat duduk siswa berdasarkan kelompok masing-masing.
 - Memerintahkan siswa untuk berdiskusi mengenai masing-masing teks yang dibaca
 - b) Practice
 - Menyuruh siswa untuk mencari informasi dari teks recount yang dibaca
 - Menjawab pertanyaan yang telah disediakan berdasarkan teks yang telah dibaca secara kelompok
 - Melakukan group discussion antar kelompok, mengenai teks recount yang selesai dibaca
 - c) Production
 - Meminta siswa untuk membacakan hasil diskusi dengan teman kelompok mereka
 - Membahas hasil kerja siswa bersama-sama

- c. Kegiatan penutup:
- Guru memberi kesempatan kepada siswa untuk bertanya hal-hal yang belum di ketahui
 - Guru dan siswa menyimpulkan materi yang telah dibahas
 - Memberikan motivasi kepada siswa agar rajin belajar
 - Salam penutup

8. Sumber Belajar

- a. Kamus
- b. The Jakarta Post edisi Friday february 17, 2012
- c. The Jakarta Post edisi Monday March 5, 2012

9. Penilaian

- a. Teknik : Tes Lisan
- b. Bentuk : Membaca dengan keras teks fungsional pendek berbentuk *recount texts*.
- c. Pedoman penilaian :
Jumlah skor maksimal keseluruhan 100
- d. Rublik Penilaian

Element	Score
Pronunciation	25
Delivery	25
Performance	25
Clarity	25

Standard of each element

Excellent	21-25
Very Good	16-20
Good	11-15
Average	6-10
Poor	5

- e. Instrumen : Read the texts aloud

RENCANA PELAKSANAAN PEMBELAJARAN

Sekolah	: SMP N 1 Pundong
Kelas/semester	: VIII/1
Mata Pelajaran	: Bahasa Inggris
Tema	: News' artist
Alokasi waktu	: 2 x 40 menit (Pertemuan kelima)

1. Standar Kompetensi

5. Memahami makna teks tulis fungsional dan esai pendek sederhana berbentuk *Descriptive* dan *Recount* yang berkaitan dengan lingkungan sekitar.

2. Kompetensi Dasar

5.1 Membaca nyaring bermakna teks tulis fungsional dan esai berbentuk *Descriptive* dan *Recount* pendek dan sederhana dengan ucapan, tekanan dan intonasi yang berterima yang berkaitan dengan lingkungan sekitar.

3. Indikator Pencapaian Kompetensi

- Dapat membaca dengan nyaring dan bermakna teks recount (Dengan Intonasi dan Pengucapan yang benar)
- Dapat mengidentifikasi berbagai informasi dalam teks fungsional pendek berbentuk recount texts, berupa: Ide utama, Topik, Informasi tersurat, dan Kosakata sukar.
- Dapat mengidentifikasi fungsi sosial teks recount
- Dapat mengidentifikasi berbagai makna teks recount
- Mengidentifikasi langkah retorika dan ciri kebahasaan teks recount dengan benar.

4. Tujuan pembelajaran

Pada akhir pembelajaran siswa mampu:

- Membaca dengan nyaring dan bermakna teks recount
- Mengidentifikasi berbagai informasi dalam teks fungsional pendek berbentuk recount texts
- Mengidentifikasi fungsi sosial teks recount
- Mengidentifikasi berbagai makna teks recount
- Mengidentifikasi langkah retorika dan ciri kebahasaan teks recount

5. Materi Pembelajaran:

- Print out berbentuk *recount texts* berjudul "Baim Wong Single Again" yang diambil dari The Jakarta Post edisi Monday March 5, 2012
- Print out berbentuk *recount texts* berjudul "Indonesian stars walk red carpet in Berlin" yang diambil dari The Jakarta Post edisi Monday March 5, 2012

- c. Print out berbentuk *recount texts* berjudul “Eco-friendly lifestyle urgent:Nugie” yang diambil dari The Jakarta Post edisi Friday february 17, 2012
- d. Print out berbentuk *recount texts* berjudul “Oprah to interview Houston’s Daughter” yang diambil dari The Jakarta Post edisi Friday february 17, 2012
- e. Kosa Kata : popular, relationship, stars, red carpet, talented, friendly, lifestyle.
- f. Past tense

6. Metode Pembelajaran

PPP (Presentation, Production, Practice)

7. Langkah-Langkah Pembelajaran

- a. Kegiatan pendahuluan:
 - *Greeting*
 - Mengecek kehadiran/presensi siswa
 - Mengenalkan topik yang akan dibahas
 - Warming up (menanyakan pengalaman siswa berkaitan dengan materi *recount texts* yaitu menanyakan tentang berita artis favorit mereka
- b. Kegiatan inti:
 - a) Presentation
 - Guru memberi penjelasan mengenai ciri-ciri kebahasaan teks *recount*
 - Memberikan model teks *recount* dan membahas isi bacaan
 - Guru membagikan kamus untuk mncari kata-kata sulit
 - Menyuruh siswa untuk membaca nyaring teks tersebut
 - b) Practice
 - Menyuruh siswa untuk mencari informasi dari teks *recount* yang dibaca
 - Menjawab pertanyaan yang telah disediakan berdasarkan teks yang telah dibaca
 - Melakukan “Sharing” dengan teman sebangku tentang teks *recount* yang selesai dibaca
 - c) Production
 - Meminta siswa untuk membacakan hasil diskusi dengan teman sebangku mereka
 - Membahas hasil kerja siswa bersama-sama
- c. Kegiatan penutup:
 - Guru memberi kesempatan kepada siswa untuk bertanya hal-hal yang belum di ketahui
 - Guru dan siswa menyimpulkan materi yang telah dibahas
 - Memberikan motivasi kepada siswa agar rajin belajar

➤ Salam penutup

8. Sumber Belajar

- a. Kamus
- b. The Jakarta Post edisi Friday february 17, 2012
- c. The Jakarta Post edisi Monday March 5, 2012

9. Penilaian

- a. Teknik : Individual
- b. Nilai Tertinggi : 8
- c. Nilai terendah : 0
- d. Bentuk : Tertulis
- e. Instrumen : Answer the following question based on the text

Answer the following question based on the text!

1. Who is the man in the Text?
2. Who is the woman in the text?
3. What is the title of the movie?
4. What is the purpose they come to Berlin?
5. In your opinion, what is Ladya Cheryl's job?
6. In your opinion, what is the meaning of "red carpet"?
7. What is the theme of this text?
8. What information that we can get from this text/

RENCANA PELAKSANAAN PEMBELAJARAN

Sekolah	: SMP N 1 Pundong
Kelas/semester	: VIII/1
Mata Pelajaran	: Bahasa Inggris
Tema	: Undangan (Invitation)
Alokasi waktu	: 2 x 40 menit (Pertemuan keempat)

1. Standar Kompetensi

5. Memahami makna teks tulis fungsional dan esai pendek sederhana berbentuk *Descriptive* dan *Recount* yang berkaitan dengan lingkungan sekitar.

2. Kompetensi Dasar

5.2 Merespon makna dalam teks tulis fungsional pendek sederhana secara akurat lancar dan berterima yang berkaitan dengan lingkungan sekitar

3. Indikator Pencapaian Kompetensi

- a. Dapat mengidentifikasi berbagai informasi dalam teks fungsional pendek berbentuk undangan, misalnya: tujuan penulisan undangan, siapa pengirim dan penerima, dan informasi yang ingin disampaikan.
- b. Dapat mengidentifikasi fungsi sosial teks fungsional pendek berbentuk undangan.
- c. Dapat mengidentifikasi ciri kebahasaan teks fungsional pendek berbentuk undangan, yaitu: kata-kata yang digunakan, cara penulisan, dan ciri-ciri khusus undangan.

4. Tujuan pembelajaran

Pada akhir pembelajaran siswa mampu:

- a. Mengidentifikasi berbagai informasi dalam teks fungsional pendek berbentuk undangan dan pengumuman
- b. Mengidentifikasi fungsi sosial teks fungsional pendek berbentuk undangan dan pengumuman
- c. Mengidentifikasi ciri kebahasaan teks fungsional pendek berbentuk undangan dan pengumuman

5. Materi Pembelajaran:

- a. Print out berbentuk “Undangan Pesta Ulang tahun” Yang diambil dari www.sekolahoke.com
- b. Print out berbentuk “Undangan Pernikahan” Yang diambil dari www.sekolahoke.com

- c. Inviting someone:
- Would you like to join us
 - Come and celebrate
 - Request the honour of your presence

6. Metode Pembelajaran

PPP (Presentation, Production, Practice)

7. Langkah-Langkah Pembelajaran

- a. Kegiatan pendahuluan:
- *Greeting*
 - Mengecek kehadiran/presensi siswa
 - Mengenalkan topik yang akan dibahas
 - Warming up (menanyakan pengalaman siswa apakah mereka sudah pernah membaca surat undangan atau membuat surat undangan)
- b. Kegiatan inti:
- a) Presentation
- Guru memberi penjelasan mengenai ciri-ciri kebahasaan undangan ulang tahun dan Pernikahan
 - Memberikan model undangan ulang tahun dan Pernikahan, kemudian membahas isi bacaan
 - Guru membagikan kamus untuk mencari kata-kata sulit
 - Menyuruh siswa untuk membaca dengan keras teks tersebut.
 - Memberi contoh siswa mencari informasi untuk membandingkan dua undangan yang berbeda untuk mencari persamaan dan perbedaan dari kedua undangan tersebut
- b) Practice
- Menginstruksikan kepada siswa untuk bekerja secara kelompok masing-masing terdiri dari 4 atau 5 siswa untuk membandingkan dua undangan yang berbeda untuk mencari persamaan dan perbedaan dari kedua undangan tersebut
 - Menyuruh siswa untuk berdiskusi dan menyampaikan hasil kerja mereka secara berkelompok
- c) Production
- Meminta salah satu siswa untuk mewakili kelompoknya membacakan hasil jawaban mereka
 - Membahas hasil kerja siswa bersama-sama
- c. Kegiatan penutup:
- Guru memberi kesempatan kepada siswa untuk bertanya hal-hal yang belum di ketahui
 - Guru dan siswa menyimpulkan materi yang telah dibahas
 - Memberikan motivasi kepada siswa agar rajin belajar
 - Salam penutup

8. Sumber Belajar

- a. Kamus
- b. Internet (www.sekolahoke.com)
- c. Gambar-gambar yang relevan

9. Penilaian

- a. Teknik : Tes tertulis
- b. Bentuk : Menjawab pertanyaan berdasarkan teks yang telah dibaca
- c. Pedoman penilaian :
 - Tiap jawaban benar diberi skor 10
 - Nilai maksimal 100
 - Skor maksimal : Jumlah skor jawaban benar
Jumlah soal = $50:5 = 10$
 - Nilai siswa = Jumlah Skor Jawaban benar : 5
- d. Instrumen : Choose the best option based on the text

Choose the best option based on the text!

1. What kind of letter is it?
 - a. Wedding invitation
 - b. Announcement
 - c. Notice
 - d. Get well card
2. What day is the invitation held?
 - a. Saturday
 - b. wednesday
 - c. Sunday
 - d. Friday
3. What time is the wedding held?
 - a. Seven o'clock
 - b. Six o'clock
 - c. Eight o'clock
 - d. Nine o'clock
4. Where is the wedding held?
 - a. Helen's house
 - b. Raymond's house
 - c. Presbyterian Church
 - d. Berlin Church
5. How does the sender invite her friend?
 - c. How are you
 - d. May you join us
 - c. May I help you
 - d. Request the honour of your presence

RENCANA PELAKSANAAN PEMBELAJARAN

Sekolah	: SMP N 1 Pundong
Kelas/semester	: VIII/1
Mata Pelajaran	: Bahasa Inggris
Tema	: Pengumuman (Announcement)
Alokasi waktu	: 2 x 40 menit (Pertemuan keempat)

1. Standar Kompetensi

5. Memahami makna teks tulis fungsional dan esai pendek sederhana berbentuk *Descriptive* dan *Recount* yang berkaitan dengan lingkungan sekitar.

2. Kompetensi Dasar

5.2 Merespon makna dalam teks tulis fungsional pendek sederhana secara akurat lancar dan berterima yang berkaitan dengan lingkungan sekitar

3. Indikator Pencapaian Kompetensi

- Dapat mengidentifikasi berbagai informasi dalam teks fungsional pendek berbentuk Pengumuman, misalnya: tujuan penulisan pengumuman, siapa pembuat dan tujuan yang ingin disampaikan, dan informasi yang ingin disampaikan.
- Dapat mengidentifikasi fungsi sosial teks fungsional pendek berbentuk pengumuman.
- Dapat mengidentifikasi ciri kebahasaan teks fungsional pendek berbentuk pengumuman, yaitu: kata-kata yang digunakan, cara penulisan, dan ciri-ciri khusus penulisan pengumuman.

4. Tujuan pembelajaran

Pada akhir pembelajaran siswa mampu:

- Mengidentifikasi berbagai informasi dalam teks fungsional pendek berbentuk undangan dan pengumuman
- Mengidentifikasi fungsi sosial teks fungsional pendek berbentuk undangan dan pengumuman
- Mengidentifikasi ciri kebahasaan teks fungsional pendek berbentuk undangan dan pengumuman

5. Materi Pembelajaran:

- Print out berbentuk announcement texts yang diambil dari www.sekolahoke.com
- Print out berbentuk announcement texts yang diambil dari The Jakarta Post edisi Monday March 5, 2012

- c. Kosakata : importance, meeting, punctual, register, attention.
- d. Present tense

6. Metode Pembelajaran

PPP (Presentation, Production, Practice)

7. Langkah-Langkah Pembelajaran

- a. Kegiatan pendahuluan:
 - *Greeting*
 - Mengecek kehadiran/presensi siswa
 - Mengenalkan topik yang akan dibahas
 - Warming up (menanyakan pengalaman siswa apakah mereka sudah pernah membaca pengumuman atau membuat pengumuman)
- b. Kegiatan inti:
 - a) Presentation
 - Guru memberi penjelasan mengenai ciri-ciri kebahasaan pengumuman
 - Memberikan contoh pengumuman, kemudian membahas isi bacaan
 - Guru membagikan kamus untuk mencari kata-kata sulit
 - Menyuruh siswa untuk membaca dengan keras teks tersebut.
 - Memberi contoh siswa mencari informasi dari pengumuman yang telah dibaca
 - b) Practice
 - Menginstruksikan kepada siswa untuk bekerja secara individu
 - c) Production
 - Menyuruh siswa untuk menyampaikan hasil kerja mereka di depan kelas
 - Membahas hasil kerja siswa bersama-sama
- c. Kegiatan penutup:
 - Guru memberi kesempatan kepada siswa untuk bertanya hal-hal yang belum diketahui
 - Guru dan siswa menyimpulkan materi yang telah dibahas
 - Memberikan motivasi kepada siswa agar rajin belajar
 - Salam penutup

8. Sumber Belajar

- a. Kamus
- b. Internet (www.sekolahoke.com)
- c. The Jakarta Post edisi Monday March 5, 2012

9. Penilaian

- a. Teknik : Tes tertulis
- b. Bentuk : Menjawab comprehension question yang berkaitan dengan print out authentic teks berbentuk announcement
- c. Pedoman penilaian :
 - Tiap jawaban benar diberi skor 10
 - Nilai maksimal 100
 - Skor maksimal : Jumlah skor jawaban benar
Jumlah soal = $60:6 = 10$
 - Nilai siswa = Jumlah Skor Jawaban benar : 6
- d. Instrumen : Answer the questions below based on the texts

Answer the questions below based on the texts!

1. What is the topic of the announcement?
2. What is the main idea of the announcement?
3. Who write the announcement?
4. To whom is the announcement make?
5. What time is the migration process held?
6. What is the information we can get from the announcement?

RENCANA PELAKSANAAN PEMBELAJARAN

Sekolah	: SMP N 1 Pundong
Kelas/semester	: VIII/1
Mata Pelajaran	: Bahasa Inggris
Alokasi waktu	: 2 x 40 menit (Pertemuan kelima)

1. Standar Kompetensi

5. Memahami makna teks tulis fungsional dan esai pendek sederhana berbentuk *Descriptive* dan *Recount* yang berkaitan dengan lingkungan sekitar.

2. Kompetensi Dasar

5.3 Merespon makna dan langkah retorika dalam esai pendek sederhana secara akurat, lancar, dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk *Descriptive* dan *recount*

3. Indikator Pencapaian Kompetensi

- Dapat membaca dengan nyaring dan bermakna teks deskriptive (Dengan Intonasi dan Pengucapan yang benar)
- Dapat mengidentifikasi berbagai informasi dalam teks fungsional pendek berbentuk *descriptive texts*, berupa: Ide utama, Topik, Informasi tersurat, dan Kosa Kata sukar.
- Dapat mengidentifikasi fungsi sosial teks *descriptive*
- Dapat mengidentifikasi berbagai makna teks *descriptive*
- Mengidentifikasi langkah retorika dan ciri kebahasaan teks *descriptive* dengan benar.

4. Tujuan pembelajaran

Pada akhir pembelajaran siswa mampu:

- Membaca dengan nyaring dan bermakna teks deskriptive
- Mengidentifikasi berbagai informasi dalam teks fungsional pendek berbentuk *descriptive texts* Mengidentifikasi fungsi sosial teks *descriptive*
- Mengidentifikasi fungsi sosial teks *descriptive*
- Mengidentifikasi berbagai makna teks *descriptive*
- Mengidentifikasi langkah retorika dan ciri kebahasaan teks *descriptive*

5. Materi Pembelajaran:

- Print Print out berbentuk *Descriptive texts* yang berjudul “ Monas, Zoo Ragunan dan Ancol Jakarta Bay City” yang diambil dari Majalah (C n’ N, English Teen Magazine) vol 7 no 56 May - June 2012.
- Kosa Kata : located, symbolize, established, promote, country

6. Metode Pembelajaran

PPP (Presentation, Production, Practice)

7. Langkah-Langkah Pembelajaran

d. Kegiatan pendahuluan:

- *Greeting*
- Mengecek kehadiran/presensi siswa
- Mengenalkan topik yang akan dibahas
- Warming up (menanyakan pengalaman siswa berkaitan dengan materi descriptive texts yaitu menanyakan tentang pengalaman siswa mengunjungi tempat wisata)

e. Kegiatan inti:

a) Presentation

- Guru memberi penjelasan mengenai ciri-ciri kebahasaan teks Deskriptif
- Memberikan model teks deskriptif dan membahas isi bacaan
- Guru membagikan kamus untuk mencari kata-kata sulit
- Menyuruh siswa untuk membaca nyaring teks tersebut

b) Practice

- Membuat draft teks deskriptif
- Mengisi draft teks deskriptif berdasarkan teks yang telah dibaca, menggunakan ide mereka sendiri.
- Melakukan “Sharing” dengan teman sebangku tentang teks descriptive yang telah dibuat

c) Production

- Meminta siswa untuk membacakan hasil diskusi dengan teman sebangku mereka
- Membahas hasil kerja siswa bersama-sama

f. Kegiatan penutup:

- Guru memberi kesempatan kepada siswa untuk bertanya hal-hal yang belum di ketahui
- Guru dan siswa menyimpulkan materi yang telah dibahas
- Memberikan motivasi kepada siswa agar rajin belajar
- Salam penutup

8. Sumber Belajar

- a. Kamus
- b. Majalah (C n’ N, English Teen Magazine)
- a. Internet

9. Penilaian

- a. Teknik : Tes lisan
- b. Bentuk : Membaca dan menjawab pertanyaan berdasarkan informasi yang diperoleh dari teks yang dibaca
- c. Pedoman penilaian :
 - Nilai Maksimal : 100
 - Nilai siswa = Skor perolehan : Skor maksimal : 100
- d. Aspek penilaian

No	Butir yang diamati	Skor
1	Kelancaran membaca	0 -2
2	Intonasi dalam membaca	0 -2
3	Pilihan kata	0 -2
4	Content (isi jawaban)	0 -2
5	Struktur kalimat	0 -2
	Skor Maksimal	10

- e. Rubrik Penilaian

No	Butir yang diamati	Skor	No
1	Kelancaran	Sangat Lancar	2
		Lancar	1
		Cukup Lancar	0
		Kurang lancar	0
2	Intonasi	Sangat baik	2
		Baik	1
		Cukup baik	0
		Kurang baik	0
3	Pilihan kata	Sangat tepat	2
		Tepat	1
		Cukup tepat	0
		Kurang tepat	0
4	Isi jawaban	Sangat tepat	2
		Tepat	1
		Cukup tepat	0
		Kurang tepat	0
5	Struktur kalimat	Sangat tepat	2
		Tepat	1
		Cukup tepat	0
		Kurang tepat	0

- f. Instrumen : Read the text and study the information based on the text

RENCANA PELAKSANAAN PEMBELAJARAN

Sekolah	: SMP N 1 Pundong
Kelas/semester	: VIII/1
Mata Pelajaran	: Bahasa Inggris
Alokasi waktu	: 2 x 40 menit (Pertemuan keenam)

1. Standar Kompetensi

5. Memahami makna teks tulis fungsional dan esai pendek sederhana berbentuk *Descriptive* dan *Recount* yang berkaitan dengan lingkungan sekitar.

2. Kompetensi Dasar

5.2 Merespon makna dan langkah retorika dalam esai pendek sederhana secara akurat, lancar, dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk *Descriptive* dan *recount*

3. Indikator Pencapaian Kompetensi

- Dapat membaca dengan nyaring dan bermakna teks deskriptive (Dengan Intonasi dan Pengucapan yang benar)
- Dapat mengidentifikasi berbagai informasi dalam teks fungsional pendek berbentuk *descriptive texts*, berupa: Ide utama, Topik, Informasi tersurat, dan Kosa Kata sukar.
- Dapat mengidentifikasi fungsi sosial teks *descriptive*
- Dapat mengidentifikasi berbagai makna teks *descriptive*
- Mengidentifikasi langkah retorika dan ciri kebahasaan teks *descriptive* dengan benar.

4. Tujuan pembelajaran

Pada akhir pembelajaran siswa mampu:

- Membaca dengan nyaring dan bermakna teks deskriptive
- Mengidentifikasi berbagai informasi dalam teks fungsional pendek berbentuk *descriptive texts* Mengidentifikasi fungsi sosial teks *descriptive*
- Mengidentifikasi fungsi sosial teks *descriptive*
- Mengidentifikasi berbagai makna teks *descriptive*
- Mengidentifikasi langkah retorika dan ciri kebahasaan teks *descriptive*

5. Materi Pembelajaran:

- Print out berbentuk *Descriptive texts* berjudul "Ayu Ting-Ting" Yang diambil dari Www.Sekolahoke.com
- Print out berbentuk *Descriptive texts* berjudul "Tukul Arwana" Yang diambil dari Www.Sekolahoke.com

- c. Kosakata : long straight hair, oval face, thin lips, pointed nose, unique person, and funny face.
- d. Present tense
Ciri Kebahasaan
 - Subject + Verb + s/es
 - Pronouns : he, she, it
 - Adjectives : long, thin

6. Metode Pembelajaran

PPP (Presentation, Production, Practice)

7. Langkah-Langkah Pembelajaran

- a. Kegiatan pendahuluan:
 - *Greeting*
 - Mengecek kehadiran/presensi siswa
 - Mengenalkan topik yang akan dibahas
 - Warming up (menanyakan pengalaman siswa berkaitan dengan materi descriptive texts dan meminta beberapa siswa untuk mendeskripsikan teman atau orang yang mereka kenal)
- b. Kegiatan inti:
 - a) Presentation
 - Guru memberi penjelasan mengenai ciri-ciri kebahasaan teks Deskriptif
 - Memberikan model teks deskriptif dan membahas isi bacaan
 - Guru membagikan kamus untuk mencari kata-kata sulit
 - Menyuruh siswa untuk membaca dengan keras teks tersebut.
 - Memberi contoh siswa mencari informasi untuk membandingkan dua teks yang berbeda untuk mencari persamaan dan perbedaan dari kedua teks tersebut
 - b) Practice
 - Menginstruksikan kepada siswa untuk bekerja berpasangan untuk membandingkan dua teks yang berbeda untuk mencari persamaan dan perbedaan dari kedua teks tersebut
 - c) Production
 - Meminta siswa untuk mengerjakan tugas individu berdasarkan teks deskriptif yang telah dibaca
 - Membahas hasil kerja siswa bersama-sama
- c. Kegiatan penutup:
 - Guru memberi kesempatan kepada siswa untuk bertanya hal-hal yang belum di ketahui
 - Guru dan siswa menyimpulkan materi yang telah dibahas
 - Memberikan motivasi kepada siswa agar rajin belajar

➤ Salam penutup

8. Sumber Belajar

- a. Kamus
- b. Internet (www.sekolahoke.com)
- c. Gambar-gambar yang relevan

9. Penilaian

- a. Teknik : Tes tertulis
- b. Bentuk : Menjawab comprehension question yang berkaitan dengan print out authentic teks berbentuk descriptive texts
- c. Pedoman penilaian :
 - Tiap jawaban benar diberi skor 10
 - Nilai maksimal 100
 - Skor maksimal : Jumlah skor jawaban benar
Jumlah soal = $80:8 = 10$
 - Nilai siswa = Jumlah Skor Jawaban benar : 8
- d. Instrumen : Answer the questions below based on the characteristic of the descriptive texts

SILABUS

Sekolah : SMP N 1 Pundong

Kelas : VIII (delapan)

Mata Pelajaran : Bahasa Inggris

Semester : 1 (satu)

Standar kompetensi : Membaca

5. Memahami makna teks tulis fungsional dan esai pendek sederhana berbentuk *Descriptive* dan *recount* yang berkaitan dengan lingkungan sekitar.

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi waktu	Sumber Belajar
				Teknik	Bentuk Instrmen	Contoh Instrumen		
1. Membaca nyaring bermakna teks tulis fungsional dan esai berbentuk <i>Descriptive</i> dan <i>Recount</i> pendek dan sederhana dengan ucapan,	<ul style="list-style-type: none"> ◆ Teks esei recount ◆ Kosa kata sukar 	<ol style="list-style-type: none"> 1. Brain storming tentang berbagai hal terkait teks recount 2. Mendengarkan teks recount yang dibacakan oleh Guru 3. Membaca nyaring teks recount 	<ol style="list-style-type: none"> 1. Membaca dengan nyaring dan bermakna teks recount 2. Mengidentifikasi berbagai informasi dalam teks recount 3. Mengidentifikasi fungsi sosial teks recount 4. Mengidentifikasi 	Tes Lisan	Membaca nyaring	Read the text aloud and clearly	2x40 menit	<ol style="list-style-type: none"> 1. Gambar terkait tema/topik 2. Internet 3. Surat kabar(The Jakarta Post) 4. Majalah (Cn’N English

tekanan dan intonasi yang berterima yang berkaitan dengan lingkungan sekitar.			berbagai makna teks recount 5. Mengidentifikasi langkah retorika dan ciri kebahasaan teks recount	Tes Tulis	Pilihan ganda	Choose the best option based on the text!	Teen Magazine) 5. Kamus
2. Merespon makna dalam teks tulis fungsional pendek sederhana secara akurat lancar dan berterima yang berkaitan dengan lingkungan sekitar	<ul style="list-style-type: none"> ◆ Teks fungsional pendek berbentuk Undangan dan pengumuman ◆ Kosakata ◆ Inviting someone: <ul style="list-style-type: none"> - Would you like to join us - Come and celebrate 	<ol style="list-style-type: none"> 1. Brain storming tentang berbagai hal terkait teks fungsional pendek berbentuk undangan dan pengumuman 2. Membaca dan memahami teks fungsional pendek berbentuk undangan dan pengumuman 3. Menjawab pertanyaan tentang isi teks fungsional pendek undangan dan pengumuman 4. Menyebutkan 	<ol style="list-style-type: none"> 1. Mengidentifikasi berbagai informasi dalam teks fungsional pendek berbentuk undangan dan pengumuman 2. Mengidentifikasi fungsi sosial teks fungsional pendek berbentuk undangan dan pengumuman 3. Mengidentifikasi ciri kebahasaan teks fungsional pendek berbentuk 	Tes Tulis	Uraian	Read the text carefully and answer the questions that follow !	<ol style="list-style-type: none"> 1. Gambar terkait tema/topik 2. Internet 3. Surat kabar(The Jakarta Post) 4. Kamus
				Tes Unjuk Kerja	Tes Identifikasi	Answer the questions below based on	

		tujuan komunikatif teks fungsioal pendek undangan dan pengumuman 5. Menjawab pertanyaan tentang ciri kebahasaan teks fungsional pendek undangan dan pengumuman	undangan dan pengumuman			the texts		
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SILABUS

Sekolah : SMP N 1 Pundong

Kelas : VIII (delapan)

Mata Pelajaran : Bahasa Inggris

Semester : 1 (satu)

Standar kompetensi : Membaca

5. Memahami makna teks tulis fungsional dan esai pendek sederhana berbentuk *Descriptive* dan *recount* yang berkaitan dengan lingkungan sekitar.

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi waktu	Sumber Belajar
				Teknik	Bentuk Instrmen	Contoh Instrumen		
3. Merespon makna dan langkah retorika dalam esei pendek sederhana secara akurat, lancar, dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk <i>Descriptive</i>	<ul style="list-style-type: none"> ◆ Teks essei berbentuk <i>deskriptif</i> ◆ Ciri kebahasaan teks essei berbentuk <i>deskriptif (Present Tense)</i> ◆ Kos a Kata terkait tema 	<ol style="list-style-type: none"> 1. Menjawab pertanyaan tentang Teks Deskriptif 2. Tanya jawab menggali informasi dalam cerita yang disediakan 3. Membaca nyaring teks <i>descriptive</i> dengan ucapan dan intonasi yang benar 	<ol style="list-style-type: none"> 1. Membaca dengan nyaring dan bermakna teks <i>descriptive</i> 2. Mengidentifikasi berbagai informasi dalam teks <i>descriptive</i> 3. Mengidentifikasi fungsi sosial teks <i>descriptive</i> 4. Mengidentifikasi berbagai makna teks <i>descriptive</i> 	Tes Lisan	Menjawab pertanyaan	Complete the following sentences using the words above	2x40 menit	<ol style="list-style-type: none"> 1. Gambar terkait tema/topik 2. Internet 3. Surat Kabar(The Jakarta Post) 4. Kamus

dan recount		<p>4. Mendengarkan teks descriptive yang dibaca teman</p> <p>5. menentukan tujuan komunikatif teks descriptive yang dibaca</p> <p>6. Menjawab berbagai pertanyaan tentang informasi dalam teks yang dibaca</p> <p>7. Menentukan langkah retorika dalam teks descriptive yang di baca</p> <p>8. Menentukan ciri kebahasaan teks descriptive yang dibaca</p> <p>9. Membaca teks descriptive lainnya</p>	5. Mengidentifikasi langkah retorika dan ciri kebahasaan teks descriptive	Tes Tulis	Pilihan Ganda	<p>Choose the best option based on the text!</p> <p>1. What is the theme of the story?</p> <p>a. Artist' Profile</p> <p>b. Artist</p> <p>c. Singer</p> <p>d. Artist's Hobby</p>		
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Transjakarta expands feeder route

JAKARTA: The City Transportation Agency says it has extended Transjakarta's transit feeder Route 2 to meet passenger needs.

The extension has been operating since Monday, agency chief Udar Pristono said on Thursday.

"We are still studying whether to extend Routes 1 and 3," Udar said.

Route 2 in Central Jakarta now also covers Gambir train station, the Tugu Tani area, Jl. Kebon Sirih and the Tanah Abang market.

The expansion supplements existing service between Jatibaru, Abdul Muis, Jl. Medan Merdeka Barat and Jl. Fachruddin, connecting with Transjakarta's Corridor 1 (Blok M-Kota) and Corridor 2 (Pulo Gadung-Harmoni) lines. 📍

Police prepare for gubernatorial election

JAKARTA: The police say they are deploying 12,500 officers in an operation with the Indonesian Military (TNI) to guard all aspects of this year's gubernatorial election.

"The operation was launched on Jan. 2 this year and continue until Oct. 7," Jakarta Police spokesman Sr. Comr. Rikwanto told reporters on Thursday.

Operation Mantap Jaya would cover the entire election process, from candidate registration to the inauguration, he added.

The Jakarta Police will supply 5,400 officers for the operation, while the city's five municipalities will supply 7,000 officers, Rikwanto said. "The military will also provide 560 [TNI] members for the operation."

Jakartans are scheduled to vote for governor on July 11. Registration for potential candidates lacking party affiliations ended last week, while candidates are expected to be confirmed in March.

Campaign season is set to run from June 24 to July 7.

Rikwanto said that campaign season and election day were the times when clashes between rival supporters were most likely to happen.

"The important thing is that everyone keeps the city safe during the election process. If residents find any criminal offense during the process, they must report it to the police at once, so that we can process it quickly," he said. 📍

Want a driver's license? Go to the mall

JAKARTA: The Jakarta Police's traffic directorate says it has opened outlets in several shopping malls to issue or renew driver's licenses and vehicle registrations.

"We realize that many Jakartans have their days jam-packed with work and other activities, not to mention the city's maddening traffic conditions," traffic directorate deputy chief Sr. Comr. Wahyono told *The Jakarta Post*.

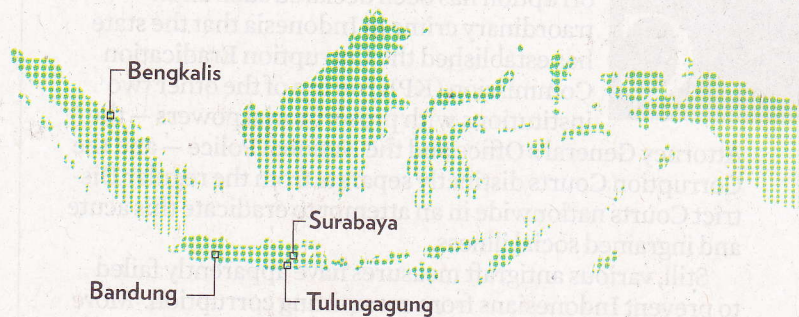
"This is our way of saying that it doesn't matter if you don't have the time and the energy to visit us. We'll just get closer to you," he said.

Kompas.com reported that there were currently five outlets where residents could take advantage of the service: Mal Artha Gading in North Jakarta; Mal Taman Palm in Cengkareng, West Jakarta; Cililitan Wholesale Center in East Jakarta; and Blok M Square and Gandaria City in South Jakarta.

Three outlets in Greater Jakarta area offer vehicle registrations only: Depok Town Square, Plaza Pondok Gede and Metropolitan Mall in Bekasi.

For further information, the traffic directorate can be reached by text message at 1717 or at tmc@lantas.metro.polri.go.id. 📍

Islands in focus



Suspected bird flu patient dies in Bandung

BANDUNG: An official at the Hasan Sadikin Hospital in Bandung, West Java, confirmed on Sunday that a patient, identified only as A, 42, died on Saturday evening after having been treated for bird flu symptoms since Feb. 29 at the hospital's Flamboyan isolation room.

"The team of doctors pronounced him dead at 10:10 p.m. last night," spokesman for avian flu control with the hospital, Primal Sudjana said, adding that the patient suffered multiple organ failure as his kidneys, respiratory system and liver malfunctioned. According to Primal, the patient was in a severe condition upon his admission to the hospital.

The patient had been treated previously at the Ujung Berung Hospital and later the Emmanuel Hospital, both also in Bandung. "As his condition worsened, he was transferred to the [Hasan Sadikin] hospital," Primal was quoted by Antara.

Early last month, a 37-year-old newspaper vendor, SA, suspected of being infected with bird flu died after being isolated for more than 30 hours at the Hasan Sadikin Hospital.

In January, two residents of Tangerang who died at the Tangerang General Hospital (RSUD) were also suspected of being infected with bird flu. **(dmr)**

E. Java best in water management, govt says

SURABAYA: The Public Works Ministry has designated East Java as the best province in the country in terms of water management.

In the ministry's 2011 report, Public Works Minister Djoko Kirmanto singled out the Brantas River as an example of best practice in river management.

The river has five reservoirs supplying drinking water and serving as irrigation and flood control. Its river flow also generates electricity, not to mention the presence of tourist spots along its path. The river has been able to generate 1.1 KwH of electricity with 275 mW power, Antara news wire reported on Sunday.

For irrigation, the Brantas River has been able to supply 120 hectares of paddy fields around its area. East Java is the second largest supplier of the nation's rice supply. **(iwa)**

Journalists nabbed over alleged blackmail

TULUNGAGUNG: The Tulungagung Police announced the arrest of three journalists who had allegedly blackmailed their sources. The journalists worked for Tabloid News *Oposisi* and their target was Suwarno, a local official at the Blitar Penitentiary.

The three journalists have been identified as Kinan Budistira, a Tulungagung resident; Suprpto, a Madiun resident; and Hariyanto, a resident of Pasuruan.

Tulungagung Police's operational division chief, First Insp. Siswanto, said they had arrested the journalists on Friday night. "The arrests were made soon after we received a report from one of the victims," Siswanto said Saturday as quoted by *tempo.co*. Head of the Alliance of Independent Journalists (AJI) Kediri branch's advocacy division Andrean Sunaryo said he was fully supported the police's actions. "Apparently, the number of journalists blackmailing their sources is increasing," he said.

Therefore, he asked people to directly report journalists who conducted such illegal behavior to the police. **(iwa/dic)**

Guess what?




Kapanlagi.com

Eco-friendly lifestyle urgent: Nugie

JAKARTA: Singer Nugie says an environmentally friendly lifestyle might indeed be bothersome, but it is still urgent nowadays.

"Five years ago I still had a car, I had to carry around musical instruments. Now I don't have to ride a car anymore. A green lifestyle is indeed a bother, it's uncomfortable, but we shouldn't wait for comfort..." he said as quoted by *kapanlagi.com* recently. Nugie said that he now chooses to ride a bike and avoids using plastic bags.

The singer, who surfaced in the 1990s, added that he and his wife also try to reuse plastic bags. 

Oprah to interview Houston's daughter



AP

NEW YORK: Oprah Winfrey has landed an interview with Whitney Houston's daughter and other family members for a TV special that will air on the Oprah Winfrey Network.

Oprah's Next Chapter will feature an interview with 18-year-old Bobbi Kristina, Houston's only child, as well as Patricia Houston, her sister-in-law and manager, as well as the singer's brother Gary. It is scheduled to air next Sunday.

The superstar was found dead in a bathtub at the Beverly Hilton Hotel in Beverly Hills, Calif., on Feb. 11. An exact cause of death has yet to be determined.

Winfrey was one of the guests invited to Houston's funeral in Newark, New Jersey, last month.

Houston was 48 years old. Her daughter turns 19 Sunday. — AP

Guess what?



Kapanlagi.com/Muhammad Rasyad

Baim Wong single again

JAKARTA: Actor Muhammad Ibrahim, popularly known as Baim Wong, is back on the market again after breaking up with his girlfriend, actress Yasmine Wildblood.

The 30-year-old said he had to put an end to the relationship because he felt there were many differences between him and Yasmine.

"We had different visions, different thoughts," Baim told *inilah.com* on Thursday.

Yet, the heartthrob said the couple remained good friends despite their failed relationship.

The pair announced they were an item in December of 2011. Baim previously dated soap opera stars Marshanda and Yeslin Wang. 📌

Indonesian stars walk red carpet in Berlin



JP/Wendra Ajistyatama

JAKARTA: Actor Nicholas Saputra and actress Ladya Cheryl have landed on the red carpet of the prestigious Berlin International Film Festival, popularly known as Berlinale.

The two stars attended the screening of their movie *Postcard from the Zoo*, which is playing in the festival's main competition.

They accompanied the talented director Edwin, who will compete with heavyweight moviemaker Zhang Yimou to grab the top prize, the Golden Bear, at the event.

The 95-minute movie tells the story of Lana, played by Ladya, who grew up at a zoo after her father left her there to be raised by zookeepers.

Ladya told journalists she had to make frequent visits to Ragunan Zoo in Jakarta to get used to being with animals.

"I practically became the zoo-keeper's assistant during that period," she said as quoted by *tempo.co* on Thursday. 📌

(BIRTHDAY PARTY INVITATION)

Dear Friends,

We request the pleasure of your company for the 5th Birthday party
of our son **UMANG** on 14th September, 2003, Sunday at 6:30 P.M.

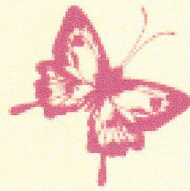
at
Bandhan Basera Party Hall
Opp. Sona Theatre
Shantivan
Near National Park
Borivali (East)
Mumbai - 400066

Please join us to fill our day with happiness & color.

With love,
Amit, Leena & Family



(WEDDING INVITATION)



Mr. and Mrs. John Grey Taylor
request the honor of your presence
at the marriage of their daughter

Helen Marie Taylor
to
Mr. Raymond Mitchell

Friday, the fourth of June
Two thousand and seven
at six o'clock in the evening
Presbyterian Church
Boston

MATERI PERTEMUAN KETIGA

1. TEKS 1

ANNOUNCEMENT

The class meeting will be held on 19 - 24 December 2011.

The following is the list of competition:

- ❖ Basketball
- ❖ Fotsal
- ❖ Football
- ❖ Badminton
- ❖ Volly Ball
- ❖ Speech Contest
- ❖ Spelling Bees
- ❖ School board magazine

All classes have to register their team before 18 December 2011. The winner of the competition will get trophy and amount of money.

Thanks for attention and good luck!

Commitee

2. Teks 2

To all the teachers and staff of SMP Sukorambi

A one-day meeting will be held this week:

When : Tuesday, 9th February 2012 at 10 a.m to 3 p.m.

Where : Teacher's Room

Topic : National examination preparation

Due to the importance of the meeting, please be pandtual. Bring your ideas; bring your sugestions to make our students succesful in this examination.

The head of the national examination committee

Syihabuddin, S.Pd . MPd.

OFFICE RELOCATION **ANNOUNCEMENT**

We are pleased to inform you that effective on Monday, March 5, 2012, PT SARANA MULTI INFRASTRUKTUR (PERSERO), will be moving into new premises with the following address :



PT SARANA MULTI INFRASTRUKTUR (PERSERO)

PT SARANA MULTI INFRASTRUKTUR (PERSERO)

Wisma GKBI 8th Floor

Jl. Jend. Sudirman No. 28

Jakarta 10210, Indonesia

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ANNOUNCEMENT

As announced previously, Garuda Indonesia undertook a migration to a new passenger service system from 29 February to 1 March 2012. The new system has particular emphasis on reservations, ticketing and check-in services.

The migration process, from 21.00 (WIB) 29 February 2012 to 04.00 (WIB) on 1 March 2012, was completed successfully and is currently operating normally.

Garuda Indonesia apologies for any inconvenience caused to passengers, especially during the system migration and implementation period.

We thank all our passengers for your understanding during this change-over period. We appreciate your continued support and look forward to you flying Garuda Indonesia again soon.



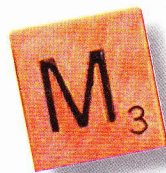
Garuda Indonesia

Monas
Monumen Nasional
 or the National Monument,
 which is located

in the center of Jakarta,
 was built in the 1960s. The architects of this monument were Soedarsono and Frederich Silaban, with Ir. Rooseno as consultant.

On top of this monument is a flame of fire made of 14.5 tons of bronze plated with 35 kg of gold, which symbolizes the struggle of the Indonesian people to achieve independence.

Photos: Novl, Aie, Felisha, Bella, internet

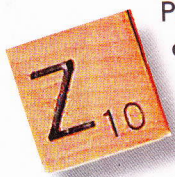


Zoo, Ragunan

The zoo in Jakarta was established in 1864 in Cikini. Then in 1966, it was moved to Ragunan, Pasar Minggu, South Jakarta. The zoo, which covers 135 hectares, is home to 260 species of animals.

In Ragunan we can also find *Pusat Primata Schmutzer*, which is actually the biggest primate center in the world.

If you are interested in animals, you can also join Friends of the Zoo (*Sahabat Satwa*). It's a group of volunteers who work to promote and support Ragunan.



Colonial Villa → Ancol Jakarta Bay City

For Jakartans, Ancol is synonymous with having fun. This coastal area is home to, among others, Dunia Fantasi and commercial beaches. For centuries, including during The Dutch occupation, the coastal area of Jakarta had always attracted people who came to admire its great view. Possibly, the place was the closest destination for a bit of relaxation. Adriaan Valckenier, a Governor General during the colonial time, decided to build his villa in Ancol as a place to



get away from the hustle and bustle of Batavia. For a period of time, since the Dutch left this country until after Indonesia's Independence,

this area was deserted and left to rot. Its beauty was replaced the ugly sight of mud dumped by the Ciliwung River. "Ancol? Tempat jin buang anak!" was a common comment by Jakartans to describe the place before 1965. In that year, President Soekarno ordered the Governor of Jakarta in office to build Taman Impian Jaya Ancol.



Ayu Ting Ting Her full name is Ayu Rosmalina. She is very popular among Indonesian people as Indonesian Dangdut Singer called "Ayu Ting Ting". Ayu Ting Ting was born on 20 June 1990 in Depok, East Java. She works as a dangdut singer, presenter, and model. Ayu Ting Ting has Indonesian average body. Her height is 160 cm. She has long straight hair, oval face, thin lips and pointed nose. Ayu Ting Ting has won several awards during her life. She has got Sari Ayu Star 2006, Miss Depok 2006, and Mojang Depok. Ayu Ting Ting is very famous with song entitled "Alamat Palsu (Fake Address)". She has ever released Dangdut album entitled "Geol Ajeb-Ajeb"

Read more at: www.sekolahoke.com



His real name is Tukul Riyanto. He has a famous name called Tukul Arwana. He was born in Semarang, October 16, 1963. Tukul has become a famous comedian in Indonesia since he joined Srimulat a few years ago around 90s. Now, people knows him as a ridiculous presenter (Bukan) Empat Mata at Trans7. Tukul is a unique person. He introduces himself as Wong Ndeso Rejeki Kuto (a villager but has a a good luck as a townsman). Tukul has a funny face with a little mustache. It seems like a catfish. His thick lips are his trade mark. They make him well-known and entertaining.

Read more at: www.sekolahoke.com

PHOTOGRAPHS



The students are preparing to the first Activity



The students are paying attention to the teachers' explanation about the Autentic Texts.



The students are being enthusiastic to hear the Activities.



**A student is showing
an invitation card to the other
members of her group, and the other
groups are paying attention.**



**The students are looking their friend's
card.**



**The students are trying to describe the
information in the card.**



The students are being serious to find the meaning of difficult words from the text.



A student is watching the picture, and then he is trying to describe it.



A student is trying to describe the picture.



A student is laughing because the picture is very funny to her and her friends too.



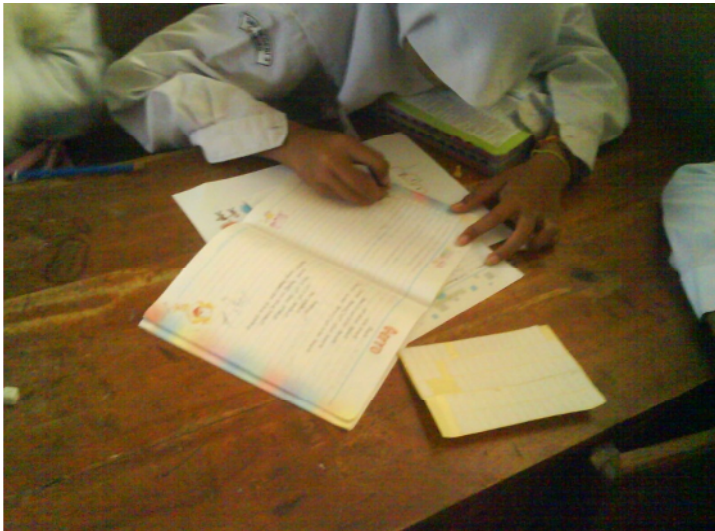
The students are enthusiastic to play the game in a group.



The students are discussing the material with their friend in group.



A student is enthusiastic to answer the question first.



A student is writing her answer in her book.



A student is trying to answer the question.



A student is answering the question.



All the students Very Enthusiastic with the Activity



The students are answering the question from the the material.



Works in a group are enjoyable to the students



**The students are paying
Attention to the teacher's
Explanation.**

The Table of the Scores Improvement of Class VIII B in Learning Reading English

No	Name	Scores				
		Pre-R ES	Post-R			
			Cycle 1		Cycle 2	
			M1	M2	M1	M2
1	Anang Ma'ruf Martanto	7,0	8,0	8,0	8,0	8,5
2	Andry Noer Effendy	6,5	7,5	8,0	7,5	8,0
3	Ariyanto Eko Prabowo .S	5,7	7,5	7,5	8,0	8,5
4	Dewi Puspita Sari	5,8	7,0	7,5	7,5	8,5
5	Dicky Alamsyah	6,0	7,0	7,5	8,0	8,0
6	Dwi Astami	7,2	8,0	8,0	8,0	8,5
7	Eka Dewi Rossita	6,5	7,0	7,0	7,5	7,5
8	Elvin Christina	7,8	8,5	8,5	8,0	8,5
9	Ema Dwi Astuti	7,0	7,0	7,5	7,5	8,0
10	Giri Saputra	6,3	7,0	7,0	7,5	8,0
11	Intan Purnamasari	6,2	7,5	8,0	8,0	8,5
12	Jasmiko Saputro	6,2	-	7,5	8,0	8,0
13	Khairul Nur Syahlan	7,0	7,5	8,0	8,0	8,5
14	Laura Julia	7,8	8,5	8,0	8,0	9,0
15	Liza Oktaviani	6,3	7,0	7,5	7,5	8,0
16	Meliya Januarti	7,2	8,0	8,0	7,5	8,0
17	Muhammad Nur Ikhsan	6,5	7,5	7,5	8,0	8,5
18	Noviarto Nugroho	6,3	7,0	7,5	8,0	8,5
19	Nurul Sae samsi	7,0	7,5	8,0	8,0	8,0
20	Paryadi	7,8	8,0	7,5	8,0	8,0
21	Rafli Ramadhan	6,3	7,5	8,0	8,0	8,0
22	Rahmat Alfian Romadhoni	7,2	8,0	8,0	7,5	7,5
23	Roby Atmoko	6,5	7,5	8,0	7,5	8,0
24	Rusda Minladunka Nisa	6,3	7,5	7,5	8,0	8,5
25	Sri Slamet	6,5	8,0	8,0	8,0	8,5
26	Suryadi	6,3	7,0	7,5	8,0	8,0
27	Via Fatmawati	6,5	7,5	8,0	7,5	7,5
28	Wahyu diyah Tri Monica	6,6	7,0	8,0	8,0	8,5
29	Wahyu Aandriyani	6,3	8,0	8,5	8,0	8,5
30	Wahyudi	7,0	8,5	8,5	8,5	9,0

Notes :

Pre-R : Pre-research

M1 : Meeting 1

Post-R : Post-research

M2 : Meeting 2

ES : Examination Scores