

# APPENDICES

## A. FIELDNOTES

No : FN 1  
 Day : Saturday  
 Date : 10 September 2011  
 Time : 10.30- 13.30  
 Place : Library, MTs. YAPI Pakem, Sleman, DIY

On 10<sup>th</sup> of September 2011, I went to MTs YAPI to meet two important people who helped me in conducting my research study. The first person was the headmaster, Mr. Ngadul, S.Ag. I visited his office and explained to him that I would implement my research study there and asked permission for that. Luckily, he gave me a good response and permission then asked me to do the research as soon as possible so that I would not disturb the learning processes arranged in curriculum. After that, the headmaster gave me an opportunity to collaborate with one of the English teacher there. He questioned me with whom I wanted to conduct my research with. Then, I said that it was better to cooperate with the teacher who had good relationship with me, Mrs. Tri Winarsih, S. Pd. The headmaster agreed with me then asked Mrs. Tri Winarsih, S.Pd. as the English teacher to help me in implementing the research study. After having a short discussion with the headmaster, I met with the other important person for my research study that is Mrs. Tri Winarsih as the English teacher who would be my research collaborator. I explained to the teacher that I would conduct a research which involved students of VIII MTs. YAPI. Mrs. Tri Winarsih was very welcome, she wanted to get more experiences by helping me in doing my research study. She described the general characteristics of students in grade VIII. There are about 82 students of grade VIII divided into two classes; VIII A and VIII B. They have similar characteristics. Generally, they are heterogeneous students who have low English ability. They have very minimum English vocabulary and grammar mastery. They could not speak English fluently. They have low English reading comprehension mastery and writing ability. They have very complicated problems. All students need English learning and teaching processes improvement. Considering the students' similar language proficiency and characteristics, I chose students in VIII B as my research subjects. Then, the teacher gave me the classroom's schedule and arranged my research schedule. After discussing the research setting, I explained to the teacher that I would like to observe the English teaching and learning process in VIII B and get more information about the students' background and special personal characteristics. Since the time was very limited, I continued the discussion in a personal meeting when the teacher had free time so that she could answer all questions that I gave to her. Before leaving the school, the teacher gave me the copy of English syllabus of VIII B. She explained that she usually teach the easier materials to the students and doesn't follow the syllabus arrangements. She said that she had been teaching functional text i.e. invitation and descriptive texts.

No : FN 2  
 Day : Saturday  
 Date : 17 September 2011  
 Time : 10.30- 12.00  
 Place : MTs. YAPI Pakem, Sleman, DIY

On 17 September 2011, I did my first classroom observation in VIII B of MTs. YAPI. I brought an observation checklist, a camera, and a pack of learning kits such as papers and pens for making a classroom observation. Before entering the class, I met the English teacher for having short coordination about the observation that day. The English teacher entered the class at 10.50. As usual, the teacher greeted the students and asked about their condition then the students gave very kind responses. "Good morning student, how are you today?", said the teacher then the students answered "Good morning mam, I am fine thank you, and you?." The teacher answered students' questions. "Very well, thanks". I was standing outside the class until the teacher called me to enter the class and introduce me to the students. The teacher explained that I would have a research in that class, she gave me opportunity to introduce myself in front of the class. Then, I told about my name, address, and university to them. I also told to the students about my purposes and the reasons why I came to their class then I asked for good cooperation to them. After that, I sat on a chair in the back corner of the class. I observed the way the teacher taught English, teaching and learning processes, and classroom situation.

The class was consisted of 39 students. 21 of them were female and the rest were male. They sat on the movable desks all lined up in columns that were perpendicular to the front wall of the room. It was neat and orderly. However, the configuration of the seating arrangement made interaction among students most infeasible.

Before starting the lesson, the teacher asked the students to submit their homework, however most of the students had not done the homework. Then, the teacher asked them to submit the work in the next meeting. The teacher used LCD as the teaching media for learning processes however it did not work properly. It really took time to prepare the LCD, it took about 15 minutes to prepare the media. The teacher used LCD for presenting the materials. The materials were about a functional text, invitation. The teacher presented the example of invitation through some LCD slides. She explained the structures then translate it into Bahasa Indonesia. In the beginning of the lesson, the students were looked enthusiastic since the teacher used unusual teaching media for learning. The used of LCD attracted students' attention however after some minutes the students were bored since the teacher rarely talked to the students. One of unique acts they were done related to the use of LCD was when the slide changed then the students saw a new text, they immediately wrote the texts in their notes without listened to teacher's explanation, they were too focus on the slide shown by LCD. Moreover, the students were very passive. Some of them talked to their classmates. Furthermore, the students who sat in the back of the class got less attention from



the teacher. Some of them tried to sleep and put their chins on the table as a signal that they were bored. Some of the students made noise by playing their table like a drum. They paid less attention to the teacher. The teacher asked one of the students to read aloud the text. Student was not confidence to show his reading ability. Initially, he refused teacher's command however the teacher forced the student to read then the student read the text in a slow mode and low voice. The student felt worry to what other students may perceive as criticism and rejection. I assumed that the teaching and learning process happened were using grammar translation method in which the teacher explained the materials then translate it into the native language. The teacher became the center of the class.

Students have many problems in English. One of the essential problems is students' vocabulary mastery and reading comprehension. Students feel very difficult to comprehend the texts since they have very low vocabulary mastery. Some of them do not know how to differ the word "for" and "from". To solve the problems, some students opened the dictionary and tried to find the unfamiliar words then they translate it into Indonesia. However, most of students were lazy to consult the dictionary. Moreover, some of them did not bring any dictionary. They rely on the diligent students to check the meaning in the dictionary.

Then, the teacher presented some questions to the students and students answered the questions chorally. Some students were passive and did not answer the questions. They tended to hide behind the active students. The teacher gave the right answers and discussed them. In the discussion, she appointed one of the students and asked him what the right answer was and why he chose that. Since his answer was right. The teacher did not discuss the answer more thoroughly. There was a student who gave wrong answer. The teacher asked other students to correct the answer. Some students often made up something for fun in answering the teacher's questions. That made other students laughed at him. The situation became not conducive. The teacher asked students whether they had some questions. Students shook their heads and kept silent. The teacher ended the lesson.

No : FN 3  
 Day : Tuesday  
 Date : 20 September 2011  
 Time : 10.10 am -12.30pm  
 Place : VIII B MTs YAPI Pakem

That day was my second classroom observation in which I tried to observe the teaching and learning processes of English focused on the writing ability. The learning processes began as usual; the teacher greeted the students, asked their condition, and checked the attendance list. The teacher presented the materials learned by students in the meeting before. The teacher tried to remind the students about the invitation letters. She explained again about the structure of the invitation and gave some examples. In presenting the materials, the teacher wrote all materials on the white board then the students took notes on their book. The teacher

used multilingual learning; English, Indonesia, and Javanese to explain the materials. Some students made some noise and did not pay much attention to the teacher then the teacher called the students and asked them to make some note on their books. Some students did not focus on the learning process, some of them chatted to their friends and others slept in the back. The teacher said “*Susah atau gampang?*” or asked the students whether the materials were difficult or easy, and some of the students said that the material was difficult and others said that it was enough for them to check students’ understanding. The teacher did not check each student’s ability.

In giving the examples of invitation, the teacher gave some situation then the students were asked to make the invitation. In that occasion, the teacher gave two situations; a birthday for making an informal invitation and a meeting for making a formal invitation. The teacher explained the difference between an informal and a formal invitation through an example. The teacher also mentioned the structure of an invitation. For checking students’ understanding, she asked some students to answer some questions for example what the components of an invitation are. Even though the students had written some notes about invitation, some of them could not answer the questions. After giving an explanation, the teacher gave instruction for the students to make an invitation based on the situation given by the teacher. The teacher gave 15 minutes for finishing the tasks. She shared a piece of paper for every student. Students did the tasks individually, they did not cooperate with the other students. Some of them opened the dictionary. The teacher guided them, she went around the class and checked students tasks, some students consulted their tasks to the teacher. However, the time was limited and she could not give feedback to all students. She only gave short oral feedback without written feedback. The time was very limited and not sufficient for finishing the task. Some students did not finish the task.. In the end of the writing activity, the teacher asked students to submit their works without giving any feedback for their writing products. Her feedback on students’ written work is limited.

No : FN 4  
 Day : Monday  
 Date : January , 9<sup>th</sup> 2012  
 Time : 13.00-14.00 am  
 Place : VIII B MTs YAPI Pakem

On Monday, 9 January 2012 I came to the school to meet the English teacher for having discussion about research implementation next week. The teacher had already waited for me when I came to the school. The discussion was carried out in the lobby. Firstly, I told that the next week was the time for having research in the teaching and learning process. The teacher agreed with the schedule. I also explained to her about the lesson plan which I made. We discussed the teaching planning for a moment. The teacher looked at the lesson plan, she commented about the time which would be given was only 40 minutes per hour it meant that

the provided time was 80 minutes for all learning activity. She also commented about materials which I designed. The teacher looked at the materials seriously, she asked the researcher about the materials she did not know such as the specific feature of recount texts. She also asked about the activity which would be conducted. Something was unclear, such as “The students read the text aloud” and the next activity was same like that. After that, I clarify that the activity coming first was reading aloud guided by the teacher, so the teacher would gave the example of the way to read the text with good intonation and pronunciation after that the students would follow the teacher. The other instruction was reading aloud done by the students in a reading group. The teacher and the researcher were having discussion about the materials. The teacher also commented about the power point slides which were different from hers. It was interesting power point since it was easy looking and showing cartoon character. The teacher asked me to add some video to attract students’ attention. After explaining and discussing the research planning, I leaved the school. I backed to the school next week for having research at class.

No : FN 4  
 Day : Tuesday  
 Date : 17 January 2012  
 Time : 10.10-11.40 am  
 Place : VIII B MTs YAPI Pakem

On Tuesday 17 January 2012, the researcher came to the class. she became the teacher of that day class. The real English teacher acted as the collaborator who observed the class. she came to the school at 10.00 am, the teacher had already prepared the learning tools such as LCD. At 10.10, the bell rang as a sign that the school break time was over. The students entered the classroom. The class situation was similar to the other occasion, some students made some noise, when the students look at the researcher, they thought that there would be a test again. However, that was only their impression. There were 36 students. Three of the students did not attend the class.

The teacher and the researcher came to the class bringing LCD and a laptop as the learning media. Then, they connected the laptop and LCD meanwhile the observer helped her to give the materials to the students. After the learning preparation was finished, the teacher started the lesson. To start the lesson, the teacher greeted the students then the students answered it enthusiastically. “How are you students?,” said the teacher. The students answer “Fine, and you?”. Then, the teacher said “Great”. In the beginning of the lesson, the teacher told to the students about the materials they would learn and the activity they would do. The materials were about recount texts. To lead the activity, the teacher, had a question and answer activity to remind students’ memory about their holiday. Firstly, the teacher asked about their last holiday, where the students spent their holiday. Some students said that they spent their holiday in the beach others went to the mountain. After that, the teacher asked the

other questions such as what they usually do in their holiday, they said that they swam and did other activities. The last questions purposed by the teacher was the students' feeling about the holiday. They said that they felt happy. After that, the teacher presented some texts related holiday around the world. Students were asked to read the text silently then underline the unfamiliar words and guess the meaning of the words. The students worked in pairs. Some students used dictionary which were already prepared. The dictionary were prepared before the class, it was taken from the library. Some students also used electronic dictionary.

After that, the teacher and the students did questions and answer activity about the text. It was done in the form of quizzes. The teacher said that the students should be active in learning process since the teacher accounted students participation and would gave some reward. Students were motivated to answer the questions. They raised their hands to get the opportunity to answer the questions given by the teacher. The teacher gave opportunity to the students who could answer the questions quickly. The teacher led the activity, she asked what is the topic of the text? What is the text about? Why does the writer write the text? The students did the activity enthusiastically.

After that, the teacher reviewed the unfamiliar words in the text. The teacher read aloud the words then the students imitated the teacher, after that they discussed the correct meaning of the words. The teacher also gave the example of the use of the word.

In that occasion, the teacher explained the use of past tense in the text. The students paid attention to the teacher explanation. She included a video in the presentation. Students were enthusiastic in watching the video. They identified the actor's holiday activity such as played football, visited his grandmother's house, and drove his car. The teacher leaded the students to find the difference of past and present tense. They said that the use of V2 in past tense signed by the addition of -ed in the verb. The teacher said that the answer was correct and then she gave complement to them as good students. The teacher explained how to construct positive, negative, and question sentences in past tense using regular and irregular verbs. Firstly the teacher introduced regular verb in past tense and gave a quiz related to regular verbs construction. Some of the students raised their hand to answer the quiz, some students who had answered did not have chances to re answer. The quiz was for all students, some students were passive then the teacher appointed the passive students to answer the quiz. There were two students who put their chin on the table, the teacher then notice them not to put their chin on the table and asked them to answer the quiz. The explanation and quizzes of regular verbs were run well. The next activities were explaining about irregular verbs, It was different from regular verbs since it cannot be added by -ed for forming correct V2. While explaining the materials, the students looked at the handout given by the teacher. They tried to comprehend the materials given by the teacher. After giving explanation and quiz to the students about irregular verbs. The teacher gave short explanation about the use of was and were in past tense. One of the factors influenced students attention was the used of media using attractive sounds and animation. It really attracted students' attention.

In comprehending the use of past tense in the text, the teacher gave a text for the students. They should fill in the blank with the past simple verb of the text. After that, the students worked in their group to fill the blank spaces in the text by the correct words. The students discussed the answers with their teammates. They opened their dictionary to check the meaning of the difficult words. They cooperated well in the group. The teacher guided them patiently. After 15 minutes, the students finished their works. Afterwards, the teacher asked the representative of each group to write down the answers on the white board, they should present it. Then, each representative went forward to write the answer. After all blank spaces were filled, the teacher and the students checked the answers. Most of them were correct however there were 2 words which were incorrect. If the answers were correct the teacher gave complements to them, if the answers were incorrect, the teacher and the students corrected them.

In the end of the activity, the teacher asked the students whether they had questions or not. There were no questions. The teacher reviewed the materials then ended the lesson. Students were asked to read a text written in the worksheet as the homework.

No : FN 5  
 Day : Saturday  
 Date : 21 January 2012  
 Time : 10.30-12.00 am  
 Place : Class VIII B

On Saturday 21 January 2012, the researcher came to the school at 10.20 am. She came earlier than before since she had to prepare the media and learning equipments such as Laptop and LCD. The collaborator sat in the back corner of the class to observe the class. Before the learning process, the teacher explained the technique would be used in the learning process. She said that students would work in some teams consisted of 3-4 students. In the team, students could share their idea and work cooperatively to finish the task. The researcher also said that she accounted students' participation and work, the best team would get a reward in the end of the learning process. Afterward, the researcher announced the list of the cooperative teams, students were curious to know in which group they belong to. The teacher showed the list of the group through LCD slides, the students looked at the slides carefully and listened the teacher's announcement. The groups were consisted of 3-4 students from high, medium, and low levels students. Each team had their own name. They were Diponegoro, Habibie, Pattimura, Kartini, Ki Hajar Dewantara, Cut Nyak Dien, Soedirman, Ir. Soekarno, Moh. Hatta, and Antasari. Group 1 sat in the front corner of the class, group 2 sat behind group 1, and so on. After dividing the teams, the students moved to gather with their teammates. They sat on the chairs surrounding a table.

In that day, the students were divided into teams. There were 10 English learning teams. The groups were consisted of 3-4 students from high, medium, and low levels students. Each

group got the special name card. In the name card there were typed the name of the members and the name of the group. The names of the groups were Ir. Soekarno, Moch. Hatta, Habibie, and others heroes names. The students were happy accepting the groups' name card. After dividing the teams, the students moved to gather with their teammates. They sat on the chair surrounding a table. There was a student who did not want to gather with his teammates since he was a boy and the others were girls. The problem was solved by good seating arrangement in which the boy sat in a different chair with the other teammates. While the students arranged their seat, the teacher gave handouts for the students. Every student had the learning handout in their hand, the LCD could work properly.

The students were active in arranging their seat. The situation became noisier than before. After students were ready to learn, the teacher began the teaching and learning process. She started the lesson by greeting and asking students' condition, after that she reviewed the previous materials about past tense. "What did you learn yesterday?" then some students said "Past tense mam." "Do you still remember about that? Let's check. What is the past form of the verb "play"?", then the students answer "played". "Yes, that is correct, good." The teacher gave compliments to the students since they still remembered the previous materials. The students were very enthusiastic in answering the teacher's questions. Some of them answered the questions with their friends, this was not effective since the answer was not clearly heard and made the noisy class. Therefore, the teacher asked the students to raise their hands up if they wanted to tell the answers. After that, many students raised their hands up and asked the teacher to appoint them. Then, the teacher appointed some students to answer the questions. After reviewing the previous materials, the teacher started to the new materials which were more complex than before.

The teacher reminded the students about the home work which was to read a recount text provided in the worksheet. The teacher asked the students to read the text individually and silently for a minute, in reading the text they tried to understand the content. The teacher also asked the students to write down the difficult words which they found. After students read the text silently. Then, the teacher did question and answer activity related to the text. Then, she explained recount texts in her presentation. She explained the social function, generic structure, and grammatical feature of recount text. The teacher also explained the steps and the schematic structures of the text by using LCD. She gave some examples of paragraph which can be included as the part of recount text. Then, she presented the whole text as a model. She explained the linguistic feature of the text by drawing arrows to the personal pronoun used in the text and underlining past tense signal. Then, students were asked to read the text and answer the comprehension questions related to the text. After some minutes, the teacher did answer and questions activity to discuss the answer of the questions. The students answered the questions voluntarily. They raised their hand to answer the questions.

The teacher instructed the students to read the text entitled My Holiday in Bromo. After reading the text, they should answer the comprehension questions, identify the linguistic feature, and write the summary of the text. After making a summary, the students should

present their summary in front of the class. While the students working with their text in the team, the teacher came to each team, one by one, and guided them to read the text aloud. In guiding moment, students read the text aloud together then the teacher checked one by one by listening students' reading. In that occasion, students made many mistakes in pronouncing the words. The teacher guided them and corrected the mistakes, in that occasion, the other students who could correct their teammates mistakes helped students to comprehend and pronouncing the words. After reading aloud, students identify the difficulty in comprehending the text such as vocabulary and grammar. They asked many questions and had a short discussion with the teacher. When the teacher guided one of the teams in a class, the other teams did the exercises and practiced reading aloud with their teammates. The class sometimes became noisy since there were indiscipline students who disturbed the other students. The teacher always noticed them to not disturbing others. Then, they became quite for a while. Actually, this was the problem of the students, they were very active and some of them were indiscipline, therefore the class became noisy. The teacher tolerated the students who were active in doing the task, however the teacher could not tolerate the students who were indiscipline, the teacher always gave notices even punishment for indiscipline students. The tasks were not finish in that day, and then the teacher instructed them to continue the work and present the result of the work in the next meeting.

No : FN 6  
 Day : Tuesday  
 Date : 24 January 2012  
 Time : 10.10-11.40 am  
 Place : VIII B MTs YAPI Pakem

On Tuesday, 24 January 2012, the researcher entered the class before the bell ringing, she prepared the media. The collaborator entered the class after the bell ringing. The students gather with their team, and prepared the presentation. However, there were some teams, who had not finished the task. Then, the teacher gave 10 minutes to finish the task. After that, the teacher and the students did questions and answer activity to checked students comprehension of the text and the linguistic feature of the text. After some minutes, the teacher asked the students to switched students' works to other students and let the other students' to check the answers. The students and the teacher discuss the answer of the questions. Firstly, the teacher and the students discussed the past verb in the text. There were some past verbs, the students identified the past verbs and then wrote the present form and the meaning of the past verbs. The discussion was done in every sentence. Many students shouted out their answers, the teacher asked them to raise their hand if they want to answer the questions. Then, students rouse their hand and the teacher appointed one of the students to answer the questions. The discussion continued to the comprehension questions. Many students who wanted to answer the questions then the teacher appointed one of the students to

answer the question. There were some students who took note on their books. The students also checked other students' works. There was a student asked about the generic structure of recount texts. The teacher explained that to the students and asked them to remind the generic structure of the recount text. The teacher stressed on the contents of each parts for example in orientation the writer should write answer the questions who, when, and where. There were no questions from the teacher's explanations; it seemed that the students had understood recount texts. After that, the members of the teams stood in front of the class then they presented the summary of the text. Every student should speak aloud, the other students who did not present the materials paid attention to the presenter. In the presentation, students still felt shy, some of them did not speak aloud so that the other students could not hear the voices. The teacher asked them to speak louder. The teacher also gave compliments to the students' performance. Since the times were not enough, only 5 teams which presented their summary. After presenting the materials, students submitted their task to the teacher. She gave short review and reminded the students that the best team would get reward. Then, the teacher gave a text for the individual practices, here the students should answer the questions according their opinion. After finishing the task, the teacher asked the students to do peer assessment. The students exchanged their work for other friends work. Then, the teacher and the students discussed the answer. The students should check their friends' work. At the end of the activity, the teacher asked the students whether they had questions or not. The students shook their head. Then, the teacher ended the lesson.

No : FN 7  
 Day : Saturday  
 Date : 28 January 2012  
 Time : 10.30-12.00 am  
 Place : Class VIII B

On Saturday, 28<sup>th</sup> January 2012, the researcher came to the school. She entered the class at 10.30 am. As usual, she prepared the media, shared the handout, and divided the students into teams. The collaborator observed the learning process and sat in the back corner of the class. In the beginning of the lesson, the teacher greeted and checked students' attendance. After that, she reviewed the lesson about recount texts and told the students that they would learn to write recount text. To build the knowledge of recount text, the teacher presented a text about her holiday. The students paid attention to the teacher. They felt rather difficult to understand the story since it used past tense. The teacher guided the students to guess the meaning of the unfamiliar words. She also reminded the students about the use of past tense. After explaining the texts, the teacher gave some questions to the students such as where the writer spent her holiday, etc. The students answered the questions individually. They raised their hands before answering the questions. Some students were shy in answering the questions. After that, the students were given a task to match the expression to tell the past experience



and their meaning. Students drew arrows to match them. Then the teacher checked students' answer.

After discussing the answers, the teacher gave a board game about past tense. The game was played in a group of 3-5. Then the students made their own group. The teacher had made one copy of the board game for each group of four to five students in A3 size. The game's instruction were, the students should played a board game using a a dice and past tense board. The students put the game board in the middle of the table. Then the teacher asked the students to write minimum five sentences about the result of the game. The students then, wrote the results of the game in a piece of paper. For example, He played football yesterday. The game continues until each player reaches the square marked FINISH. Before playing the game, the teacher explained about the way to make good sentences using appropriate subjects and adverb of time for past tense. After understanding the concept, students practiced forming past tenses in games. While students were playing the games, the teacher checked students' activity. Some students did the game well, others needed guidance in playing games and forming sentences. Some of them enjoyed the game but did not want to form the sentences. The class became noisy, the students played the game until the end. If they had finished the game, they checked their teammate's sentences and did the pair correction. After that, they submit their works to the teacher. The teacher then checked students' works. Many students made incorrect sentences. The teacher gave comment to the students' work. The mistakes were about forming verb in past tense. They still confuse about that. The other mistakes were adding the adverb of time in incorrect place in a sentence, the students put the adverb of time after subjects. Some students did not put the subject in their sentences. The students' mistakes signed that the students still need more learning in past tense.

After 30 minutes, the students had finished playing the games, the students submitted their result of the games to the teacher. After that, the students were asked to read a recount text and should revise the text. There were some grammatical errors in the text. The students did the task with their group. After that, the teacher reviewed the students work. Some students still had trouble to revise the text especially the use of past tense.

In the end of the lesson, the teacher asked the students difficulties, then they said they still had trouble in memorizing past tense verb, then the teacher gave a home work to the students to memorize some past form verbs and to make a draft for their recount text.

No : FN 7  
 Day : Tuesday  
 Date : 31 January 2012  
 Time : 10.00-11.10 am  
 Place : Class VIII B

The teacher came to the class lately for about 10 minutes since the schedule was changed immediately. Afterwards, the teacher did the teaching and learning process. First, she checked students' attendance list, there were 3 students who were absent in that day. Second, she reviewed the materials about recount texts and past tense. Some students forgot about

recount texts, the teacher remind them by giving short questions and explanation. “What is recount text? How about your experience? What did you do last week? ,” said the teacher. The students said “Recount text is a text to tell the story that happened in the past. Last week, we played drum band mam ”responded well. The teacher complemented to their answer “Good.” Third, the teacher gave example of a good recount text which consisted of orientation, sequence of events, and reorientation. Some students were noisy while the teacher explaining the materials, then the teacher went closely to the students and gave notice to them. After that, they were silent. The teacher continued the learning process. After explaining the materials, the teacher asked the students to arrange their seat based on their group. After some minutes when students were ready to learn, the teacher gave them a game in arranging some sentence to be a good recount text. The teacher gave them a paper contained the draft of the text and some slices of small papers contained some sentences which must be arranged. The students must stick the small papers on the plain papers systematically. Afterwards, the students cooperated with their groups. They arranged the sentences into a good recount text. The teacher guided them, some students used their dictionary to find the correct meaning of the difficult words in each sentences. The students discussed the text with their teammate if they were not sure they called the teacher and asked her to check their works. The teacher gave recommendation in fixing their texts. Then, they revised the text based on the teacher suggestions. After the students finishing the text arrangement, the students and the teacher discussed the right arrangement for the text. Before the discussion, the students switched their works to the other group. After that, the teacher leaded the discussion. She began the discussion by reminding students about the good structure of recount texts consisted of title, orientation, sequence of events, and reorientation. After that, the teacher showed the correct texts structure. The students checked the paragraph. Some students made some mistakes in arranging the text. There were 6 teams which arranged the paragraph with correct sentences construction.

After that, the teacher leaded students to make a recount draft of student’s holiday. The teacher explained the way to write recount text which was started by writing a recount draft so that it can be easier to write the text. The teacher did scribe in which she wrote the recount text based on the students’ recommendation on the slide show. She typed the text and revised that in front of the students so that the students knew the way to write and revised text. Firstly, the teacher asked about the topic they wanted to write. They said that they wanted to write about their holiday in the beach or in the mountain. Then, the teacher gave a recommendation that the topic was about their holiday in the mountain. Then the teacher wrote the title and the topic sentence. The students created sentences then spoke them to the teacher, then the teacher wrote them down. The students read the sentences out loud then revise and edit them. They were helped by the teacher. Here, the students were enthusiastic, there were many suggestions about the content of the text from the students. The teacher responded that well, she wrote the students’ idea and corrected the errors.

Then, the teacher gave a blank draft which should be filled by the students. They wrote some important points about their holiday in their draft. There were so many problems occurred in the class. Many students still confused about what they wanted to write then the teacher explained again slowly and clearly. Some students did not know the words that they wanted to write in English, they used dictionary to write translate the words. Some of them also asked to the teacher if they did not know some words. The teacher guided them patiently. The students cooperated in their group. They discussed the difficult words with their friends. After finishing the draft writing, the students continued to write the full text based on their draft. Some students who had finished their writing then assess their writing individually by the assessment list given by the teacher.

The time was up, some students had finished their jobs neither the others. They submitted the works to the teacher, and the teacher wrote comments for each writing.

No : FN 8  
 Day : Saturday  
 Date : 4 February 2012  
 Time : 10.10-11.30 am  
 Place : Class VIII B

The class began at 10.10 am, the teacher asked students' condition and checked the attendance. The students were looked very well and ready to learn the materials. There were 3 students who were absent since they were sick. After that, the teacher began the lesson by reviewing the materials about recount texts and the way to write it. The teacher asked about the previous texts, the students tried to remind the texts, some of them opened the dictionary and the handout given by the teacher. The students answered teacher's questions. Then, the students corrected it. Afterwards, the students revised their texts written in the previous meeting. The teacher already gave her comments in their texts. Then, the students should consider the teacher's comment in revising their texts. Then, the students began to revise their works. Some students asked the teacher about the meaning of her comments then the teacher explained it clearly till the students understood the comments. After revising the texts, the students asked comments to their friends, their friends should read the text and gave their comments, a peer assessment checklist helped them in assessing and commenting their friends' texts. After that, the writer should read their friends' comments and considered their friends' comments in revising the text before submitting it to the teacher. The teacher supervised and guided the students patiently. When the time was up, the students submitted the text, draft, self and peer assessment drafts to the teacher. The teacher checked the students' works after the class.

In the end of the meeting, the teacher gave partner checking cards, students in the tem should check the works of their friend and reported that to the teacher. However, some students' work were missing, it became the problem to assess the written product of the students.

No : FN 8  
 Day : Wednesday  
 Date : 8 February 2012  
 Time : 10.10-11.30 am  
 Place : Class VIII B

The researcher came to the school at 10.00 and met the English teacher. The questions were ready to give for students' post test. The test began at 10.10, the students sat on their chair. There were 25 multiple choice questions for reading test. The students did the test individually. The teacher supervised the tests. Some students asked to the teacher "What is the meaning of this word?", then the teacher looked at the questions and said to the students, "you have memorized the vocabulary, I am sorry I cannot tell it to you." The tests run well. The test spent about 50 minutes. The rest times were used to check the students' answers. The teacher gave the answer to the students, the students checked other student's answers. All were run well, after the test, the teacher asked the students to fill the questionnaire related to the research implementation. All students filled the questionnaires honesty. Some students felt confuse, then the researcher explained the instructions and gave some example of the answers.

Before leaving the class, the researcher announced the next materials would be learnt. In the next meeting, the teacher announced the superteam and great team. The teacher gave presents to the students who became superteam and great team. They felt very happy.

No : FN 9  
 Day : Tuesday  
 Date : 14 February 2012  
 Time : 11.35 am -12.10 pm  
 Place : Class VIII B

**On February 14<sup>th</sup> 2012** the researcher conducted the action at the class, she became the teacher of the class. She entered the class followed by the observer who sat in the back corner of the class. While the teacher preparing the media (lap top, speaker, presentation slide, etc), the leader of the class shared the handout to the students and the dictionary taken from the library. There was one dictionary on each student's table. After the preparation was already finished, the teacher began the lesson, she greeted the students and asked their condition. There were 3 students who were absent After that the teacher set the rules : don't be noise, don't sleep at class, don't eat at class, don't chat, don't disturb , don't be late. The students responded it well, they said "Mam, is it a lesson or a football game?" when do you want to implement the rule? Next week mis.

Then, the teacher leaded the learning process by asking about legend/ folktales known by the students. There were many stories that students had known i.e, The legend of Malin Kundang, Sangkuriang, Lake Toba, etc.

The teacher played a thriller video about the Legend of Lake Toba. It was a short video, the students should read the text to know the complete story of Lake Toba. Then, the students read the text. They underlined the unfamiliar words and looked for the meaning of the words in the dictionary. They work in pairs, they helped each other, and the teacher went around checking the students' work. They was a student who slept, the teacher gave some notices, then he woke up and continue his work. After some minutes, the students had read the story, they have translated the unfamiliar words then the teacher checked their comprehension by reviewing the important point of in each paragraph. Some students worked with their dictionary.

The bell of the second break time rang, the lesson stopped for a while, after 40 minutes the students came and the lesson started. The teacher continued the lesson by reviewing the vocabulary and the text. The teacher and the students did questions and answer activity to review the text. After that, the teacher gave the model of the text, firstly she played a video of the legend of Malin Kundang, the students watched the video enthusiastically. After that the students read the text, they underlined the unfamiliar words, they sought the meaning of the unfamiliar words then tried to understand the texts. After that, the teacher and the students did question and answer activity to comprehend the text, the teacher asked the characters and the problems. Since it was the last time of the school, the students were tired and unfocused to the teacher's presentations. Then the teacher encouraged them and took their attention by having some interactions.

No : FN 10  
 Day : Tuesday  
 Date : 21 February 2012  
 Time : 11.35 am -13.30 pm  
 Place : Class VIII B

**Tuesday, 21<sup>st</sup> February 2012**, the researcher came to the class to do the next action. She greeted the students and asked their condition. The students were busy with their own activity then the teacher repeated the greeting and reminded them about the punishment which will be given to them who broke the rules. Then the students kept silent. After that, the teacher explained about the purpose of their learning which focused on the reading narrative text, the student worked in their group. Some student felt enthusiastic however others were not. The students who felt upset to work in their previous group were afraid if they met the same teammate in their group, then the teacher explained that the group were new and made considering their request. The teacher mentioned the member of the group and showed the list on the slide show. After that, the students gathered with their teammates and arranged

their seat. The teacher gave new name tag for each group and asked them to make a yell and to choose the leader of the group. The teacher checked the groups "Group one:Jaka Tingkir" they said "Yes Mam, Jaka Tingkir yes". The yell improve their motivation and spirit to learn. If one of the groups did not say they yell energetically, the teacher asked them to repeat the yell cohesively. Next, the teacher reviewed the previous materials about narrative text talking about the Legend of Lake Toba and Malin Kundang. She did questions and answer activity. The students responded it well. Some student said aloud the answer, the teacher asked them to raise their hand. After that, some student raised their hand to answer the questions. The teacher also reviewed the generic structure and linguistic feature of the text. She called some the students to explain narrative text randomly and they answered it well.

After that the students did activity 8 to match the words with their meaning. They cooperated in the team to do the task. Some students looked for the meaning of the unfamiliar words in the dictionary. Some of them guess the meaning of the words from the pictures given to them. The teacher only gave them 5 minutes to do the job. Since there were some groups which hadn't finished the job, the teacher add 3 minutes to finish the job. While the students doing their work, the teacher wrote the unfamiliar words on the whiteboard, the students would draw arrow to match the word with its meaning.

Then, after all teams finish their work, the teacher asked some volunteer to write their answer on the white board. Then, many students went forward to write the answer. They were really enthusiastic. The breaktime bell was ringing; the activity should be terminated for some moment. It was continued after dhuhur time.

When the breaktime was over, the students entered the class. They gathered with their group, then the teacher and the students checked the answer of the task. The teacher pronounced the words then the students repeated chorally. The students mentioned the answer, if the answers were correct the teacher gave compliment to the students. They did the task well and did not bored.

Afterwards, the teacher showed a video about a narrative text entitled Goldilock and the three bears. The students watched it enthusiastically. When the character did something fun, the students laughed. It was entertaining for them. After watching the video, the teacher asked them to read the complete text about Goldilock and the Three Bears. The teacher did questions and answer activity to check students' understanding. Then, the teacher read the text aloud repeated by the students. The students paid the correct intonation of the teacher. All students did the activity well. They said the text aloud. Since the text was long, the teacher only read 2 paragraphs and asked the students to read aloud the text in their team. Before the students working on their team, the teacher gave some job description for the students. Each team should present the result of their discussion in the next meeting. The students agreed. Then they started to practice reading aloud the text and did the follow up exercises. The teacher went around the class and guided the students. Students were having discussion to answer do the activity on the groups, when the teacher came to the groups, she

checked students reading aloud and answered some questions purposed by the students. Since the time was up, the activity continued in the next meeting.

At the end of the class, the students managed their seat and said a prayer.

No : FN 11  
 Day : Saturday  
 Date : 25 February 2012  
 Time : 11.35 am -13.30 pm  
 Place : Class VIII B

### **Saturday, 25 February 2012**

The learning process began as usual. The teacher greeted and checked students' attendance list. All students attended the class. They gather with their cooperative team to finish the task. The teacher went around supervising and guiding the students. After some minutes, students presented the result of the discussion. Each group get their own task for presentation some groups read aloud the text in front of the class, others were answering the questions, and the rest were summarizing the text. While one of the groups presented the materials, other were listening and then gave their comment or asked some questions to the group by writing the comment on the paper or speaking out their ideas.

After that, the students did the task individually. They answered the comprehension questions individually. After some minutes, the teacher and the students discussed the answer of the questions. At the end of the meeting, the students did partner checking to check their teammates' work.

No : FN 12  
 Day : Tuesday  
 Date : 6 March 2012  
 Time : 11.35 am -13.30 pm  
 Place : Class VIII B

### **On March, 6<sup>th</sup> 2012,**

The researcher came to the class, she pretended as the teacher of the class. When she entered the class, students were still busy with their activity, and then she greeted the students and asked some students to share the handout. While the students shared the handout, the teacher prepared the media included the power point presentation, speaker, lap top, and LCD. When the preparation was already finished, the teacher began the learning process. She repeated her greeting then the students answered it enthusiastically. The teacher reviewed the previous materials learnt by the students, those were narrative texts. They mentioned some texts already read in the previous meeting and reviewed the short summary of the text. They told it

in a mixed language, English and Indonesia. Some students retold the story, the others listened to them. The class situations were conducive, every student participate actively. After that, the teacher asked them about the story they would learn. It was about "Snow White". She asked the students whether they had already known about the text or not. Some students said no, especially the boy. However, the girls had known about the texts, they retold it in Indonesian. The teacher and the students listened to the students' story. The teacher helped the students to retell the story in English. Afterwards, the teacher presented the original story of Snow White and asked students to read the text. When they were reading the text, they underlined the unfamiliar words and guessed the meaning of the words. After that, the students and the teacher did question and answer activity about the text, the teacher asked the questions and students voluntarily answered the questions. The activity was run well however, for the difficult questions students were afraid to answer. They were afraid if the answer was wrong. Then, the teacher asked the students who answer the previous questions to appoint one of the students to answer the question by mentioning the student's number. It made the other students worry, and then they actively looked for the answer of the questions in the text. Students who were chosen then tried to answer the questions, the teacher guided him to find the correct answer in the exact paragraph. Then the students answered correctly. The activity continued to the writing activity involving the appropriate use of capital letters and full stops. The teacher explained the used of capital letters and full stops then gave some example to revise the text. Then the students revised the text entitled Saint Valentine. After revising the text, the teacher presented a new narrative story entitled Jack and the Beanstalk. Firstly, she asked the students about the story. Most of the students did not know about the story. Then, the teacher played a video showing the story and asked students to guess the meaning of the story. The teacher played the video and paused it when the unfamiliar words were mentioned. Then, the students guessed the meaning of the words without opening the dictionary. All students could guess the meaning of the words based on the story and the pictures. After that, the students did the activity to decide the statement whether they were correct or incorrect. In answering the questions, there were some voluntaries, they came in front of the class and wrote the answer on front of the class. After all the questions were already answered, the teacher checked them. Only an answer who was correct, then the teacher asked them to read the text and learn again.



No : FN 13  
 Day : Saturday  
 Date : 10 March 2012  
 Time : 11.35 am -13.30 pm  
 Place : Class VIII B

March 10<sup>th</sup>, 2012

On March 2012 the researcher came to the class, she became the teacher of that day class. After preparing the media, the researcher greeted the students and asked their condition. They answered enthusiastically. The teacher explained the purpose of the learning and activity they would do. The students learnt about writing narrative text in their cooperative group. Some students were happy since they can gather with their teammates, but some students felt annoyed since they gather with the unexpected teammates. The teacher encouraged them to make their cooperative team and told some tips to avoid uncooperative works. The teacher explained that in every activity there were a good job description, the leader of the team reported the activity of the team to the teacher. For students who disobey the rule, the teacher would give them some punishment.

Then, the students made their own group. After the students were ready to learn the materials, the teacher gave them a stopmap for their portofolio. It made the partner checking easier to do since their tasks were collected in a place. The teacher asked them to collect the materials in the portofolio. They were happy accepted that.

Before doing the first activity, the teacher reviewed materials learnt in the previous meeting. Some students remembered the materials, but some forgot. The teacher asked them to open the handout given in the previous meeting. Then, the teacher and the students did question and answer activity related to the task. After that, the teacher leaded the activity 1. The students watched a video entitled Little Red Riding Hood. The students watched it carefully. The teacher played the video twice. She asked the students to recognize the plot since they would arrange jumbled paragraph related to the story. After that, students arranged the jumbled paragraph, they matched the pictures with the story then put them in the right order. Students worked cooperatively in their team. Some students opened the dictionary to find the meaning of unfamiliar words. After all groups finished their task, the teacher asked them to change the task to other group. Then, each team checked other team's work.

Afterwards, the students did activity 2, they should match vocabulary with the appropriate meaning. They did that in their group, after that the students drew arrow to match them. The result of the activity really helped them to understand the next story about the paradise owl. They tried to understand the story and decided the ending of the story. They chose whether it was sad or happy ending. Some students were confused doing the activity and writing the ending. Then, the teacher gave them examples the way to write the ending of the story. After that, they told the ending of the story to their friends then collected the writing to the teacher.

In the end of the class, the teacher gave them a home work to write the draft of narrative text. The teacher explained to write the draft and asked them to write the draft at home.

No : FN 14  
 Day : Tuesday  
 Date : 13 March 2012  
 Time : 10.00 am -11.30 pm  
 Place : Class IX B

The researcher entered the class at 10.00. The class was different from before. The students moved their class to the other class since there was a try out examination for class IX. The class was not larger than before. There were there students in a table. It was so crowded. The teacher checked the students' attendance and greeted the students to begin the class. There were 3 students who absent that day. After that the teacher explained the way to compose narrative draft, some students had written the draft the others had not finished their writing draft. The teacher chose a story entitled Malin Kundang, she had a question and answer activity to find the important point of Malin Kundang for instance who are the characters in Malin Kundang Legend? Where did it happen? What was the problem in the story? How was the ending of the story?

The students sometimes changed the setting or character in their text. They elaborated their writing. The teacher guided them patiently. Many students asked about the way they write the sentences.

"Miss, how to write this statement?."

Sometimes they also asked about the English of the words, the teacher asked them to look for the words in the dictionary.

"Miss, what is the English of these words?" "Try to find the meaning of the vocabulary in the dictionary."

"Yaa Miss." ☹

After finishing their draft they wrote the story in the place provided. The time was not enough to finish the task. Students continued the task in the next meeting. They submitted the work to the teacher so that the teacher could give comment to the writing.

No : FN 15  
Day : Wednesday  
Date : 14 March 2012  
Time : 10.00 am -11.00 pm  
Place : Class VIII B

Since students had not finish writing their own narrative text, the teacher gave additional time for students to write the text and to assess the text. After students finished their writing, they did self assessment by checking the element in the text based in the list, if they were not sure about their writing, the students should revised that. After that the students wrote the text fully. After that, they submitted their work to the teacher. Then, the teacher checked the paper,

No : FN 13  
Day : Saturday  
Date : 17 March 2012  
Time : 11.35 am -13.30 pm  
Place : Class VIII B

The researcher came to the school at 10.00 and met the English teacher. The questions were ready to give for students' post test. The test began at 10.10, the students sat on their chair. There were 25 multiple choice questions for reading test. The students did the test individually.

## B. INTERVIEW TRANSCRIPT

**No** : Interview 1  
**Hari, Tanggal** : Senin, 19 September 2011  
**Waktu** : 9-10 WIB  
**Tempat** : Perpustakaan MTs YAPI Pakem  
**Responden** : Ibu Tri Winarni, S.Pd. (Guru Bahasa Inggris Kelas VIII B)  
**P** : Peneliti  
**G** : Guru Bahasa Inggris

- P : Menurut Ibu, bagaimana proses pembelajaran di kelas yang selama ini Ibu lakukan?
- G : Sementara ini lebih banyak menjelaskan pelajaran, saya pernah mencoba memberikan materi saja dan anak-anak diminta untuk aktif belajar mandiri tapi ya tidak ada hasilnya. Untuk kelas VIII misalnya, dulu diajar oleh guru lain dan sekarang saya yang pegang, mereka sudah pernah belajar tentang *procedure texts* tapi setelah dipelajari lagi, mereka sudah lupa tuh, padahal sudah dipelajari, mereka enggak bisa apa2 sama sekali, nilai mereka nol semua. Jadi, saya kebanyakan menerangkan materi saja, padahal seharusnya enggak. Tapi kalo anak-anak kalo enggak diterangkan seperti itu ya enggak bisa. Karena memang input kan juga pengaruh kan mbak?
- P : Iya Bu, Apakah siswa sering mengerjakan latihan? biasanya sumber belajar yang Ibu gunakan apa ya Bu?
- G : Mereka juga mengerjakan latihan, kadang pakai LKS dan kadang bikin sendiri.
- P : Kemarin waktu observasi, ketika Ibu menjelaskan siswa langsung menulis presentasinya, memang kebiasaan siswa seperti itu atau bagaimana ya Bu?
- G : Ada siswa yang menulis setelah ada tayangan slide di LCD, tapi itu bagi yang lumayan ke atas.
- P : Kalau teknik belajar dalam kelompok, apakah Ibu sudah pernah mempraktikkannya?
- G : Pernah saya mencoba siswa untuk kerja dalam tim tapi yang kerja ya hanya itu-itu saja, yang enggak bisa ya Cuma ngikut aja. Maksud saya, supaya mereka bisa curah pendapat dalam tim, tapi ya akhirnya yang jalan itu Cuma yang pinter2 saja, yang lainnya cuma diam saja,
- P : Kalau pemberian hadiah bu?
- G : Saya tidak suka memberi reward,
- P : Menurut Ibu, apa kesulitan siswa dalam belajar?
- G : Bahasa Inggris menurut siswa menjadi hal yang kurang penting jadi keinginan untuk menguasai bahasa Inggris maupun kosakata bahasa Inggris itu rendah sekali, sampai bingung saya mbak. Sebenarnya mereka sudah mendapatkan pelajaran bahasa Inggris di sekolah dasar, tapi tetep saja, sempat saya menanyakan angka 1-10 dalam bahasa Inggris tapi ada juga yang tidak hafal, nama-nama buah juga tidak ada yang

tahu, tapi memang ketika mereka kelas satu saya harus mengajarkan bahasa Inggris dari dasar banget, angka..buah... ya yang kayak gitu-gitu..

P : Bagaimana dengan fasilitas pembelajaran Bu?

G : Ya dicukup-cukupin aja mbak, LCD hanya dua ya jadi ya harus gentian kadang rebutan.

P : Kalau setting pembelajaran?

G : Saya sih di kelas saja, kalau misal di masjid ntar malah enggak focus, terganggu suara bus, mobil, dll. Pandangannya terlalu luas, nanti siswa juga mikirnya terlalu jauh, kalau di luar kelas, terlalu bebas bagi mereka

P : Menurut Ibu, bagaimana kemampuan siswa dalam bahasa Inggris.

G : Mereka masih sangat minim, terutama bicara dan menulis, penguasaan kosa kata mereka sangat minim.

P : Kendala apa saja yang sering dialami dalam proses pembelajaran?

G : Masalah penguasaan kosakata yang sangat minim, harus saya kenalkan pelan-pelan, banyak yang rame, biang-biangnya yang rame malah duduk di belakang terutama yang laki-laki, kadang-kadang saya juga enggak siap mbak, rumah saya jauh, pikiran saya terpecah rumah dan sekolah, saya kan juga bukan lulusan bahasa Inggris jadi ya kemampuan saya mengajar bahasa Inggris sangat minim,

P : Bagaimana dengan pembelajaran reading di kelas?

G : Seringnya yang kayak gitu mbak (guru menjelaskan struktur teks dan mengartikan kosa kata di depan kelas, kemudian memberikan contoh soal untuk semua siswa, siswa mengartikan dan mengerjakan soal bersama-sama). Kadang permainan tapi enggak ngerti juga ya permainan apa yang cocok dan bagus untuk mereka, kadang menyanyi, sebenarnya siswa suka permainan dan menyanyi tapi yang masuk bukan pelajaran bahasa Inggrisnya tapi hanya main dan *klotekan* (memukul meja untuk mengiringi nyanyian)

P : Kalau pembelajaran writing?

G : Memulai pelajaran dari awal dari struktur kalimat, dan mengenalkan grammar juga, tapi siswa walaupun sudah dikenalkan ya tetap saja lupa, sampai sekarang *to be* aja susah memahaminya, emarin saya mencoba memperkenalkan eliptik sentences ya gak bisa, harus dikenalkan lagi, pelan-pelan, siswa itu gampang lupa, siswa juga sering saya kasih PR, banyak yang mengerjakan tapi ada juga yang enggak Nilai di rapor banyak yang merah, kadang ada yang satu dan harus dikontrol, rata-rata di mata pelajaran juga kayak gitu.

P : Menurut Ibu bagaimana dengan motivasi siswa?

G : Motivasi mereka kurang, percaya diri juga sangat kurang .. mereka sangat takut bertanya, waktu harus bicara juga susah banget, memancing bicara juga sangat susahhhh.... Kemarin saya coba anak-anak untuk mengumpulkan kosa kata tapi enggak bisa juga, Yang pintar ada beberapa anak sekitar 5-6 orang, yang di bawah banget sekitar 10 orang,

- P : Sumber belajar apa saja yang sering Ibu gunakan?
- G : Buku pegangan saya pake, LKS juga, belum ada buku pegangan yang cocok untuk mereka. Mengumpulkan materi dari internet, soalnya berhubungan dengan biaya saya takut, tidak semua anak mampu,
- P : Bagaimana karakteristik siswa tahun ini?
- G : Siswa untuk tahun ini heterogen, ada yang pintar, sedang dan rendah dalam satu kelas. Beda dengan tahun kemarin yang homogeny, ada kurang dan ada lebihnya, kalau di kelas heterogen memang saya susah mengajarnya, yang berkemampuan sangat rendah kadang mengganggu, tapi bisa termotivasi dengan yang berkemampuan baik. Kalau di kelas homogeny, memang mengajarnya gampang tapi ada perbedaan kemampuan dan hasil belajar yang sangat tajam antara yang kelas pintar dan berkemampuan rendah, siswa yang berkemampuan rendah juga kurang termotivasi, misalnya ada yang enggak ngerjain PR, ya mereka santai saja karena memang satu kelas tidak mengerjakan PR. ☺

**No : Interview 2**  
**Hari, Tanggal : Senin, 3 Februari 2012**  
**Waktu : 09.00-10.00 WIB**  
**Tempat : Lobby**  
**Responden : Ibu Tri Winarni, S.Pd.**  
**P : Peneliti**  
**G : Guru Bahasa Inggris**

- P : Bagaimana pendapat Ibu tentang pembelajaran reading yang telah dilaksanakan kemarin?
- G : Menurut saya lumayan efektif, karena disitu dalam kelompok yang istilahnya tidak ikut baca jadi terpaksa ikut-ikutan baca. Mereka juga jadi pd terutama dalam membaca dalam kelompok, kalau langsung membaca di depan kelas, mereka mash takut-takut.
- P : Menurut Ibu, bagaimana dengan materi pembelajarannya?
- G : Kalau materinya sudah cukup mbak, memang kalau siswa kelas VIII materinya seperti itu, teksnya panjangnya juga sudah cukup, tidak terlalu mudah dan tidak terlalu susah.
- P : Apakah Ibu mempunyai saran untuk materi selanjutnya?
- G : Menurut saya, perlu ditambahkan materi yang menghibur terutama pada tahap presentasi karena akan memancing perhatian siswa dan membuat siswa tidak cepat bosan.
- P : Bagaimana pendapat Ibu tentang pengelompokan siswa ke dalam group?

- G : Kelompok acaknya sudah bagus. Tiap kelompok sudah ada yang pintar, yang bisa ngajarin yang lainnya. Tapi nyatanya di dalam kelas masih dominan yang aktif untuk interaksinya, yang gak begitu pintar masih mengandalkan yang pintar. Ada juga kelompok yang bagus. Ada yang pintar menularkan kepintarannya. Tergantung leadership dari anaknya juga.
- P: Maksud Ibu, pembagian kelompok juga harus memperhatikan karakter siswa ya Bu?
- G: Ya Mbak, akan lebih baik lagi jika pemberian reward tidak hanya untuk siswa dan grup terbaik, lebih baik lagi jika ada reward untuk siswa dengan perilaku terbaik.
- P: Ya Bu, itu ide yang bagus. Ibu, bagaimana jika kelompoknya kita acak lagi sesuai dengan keinginan, karakter, dan kemampuan siswa?
- G: Iya mbak, itu ide yang bagus.
- P : Oh ya Bu, beberapa siswa mengeluhkan kenakalan siswa terutama yang laki-laki dan keributan kelas. Bagaimana menurut Ibu, apakah Ibu mempunyai saran untuk mengatasi problem ini?
- G : Memang mbak, kalau kerja kelompok jadinya ramai, bagaimana kalau kelasnya kita pisah jadi dua. Kelompok 1-5 belajar di laboratorium dan kelompok 6-10 belajar di kelas. Itu bisa jadi alternatif solusi biar kelas gak terlalu ramai. Kalau yang untuk siswa yang nakal, lebih tegas lagi aja mbak.
- P : Maaf Bu, kalau misalnya kelas dibagi menjadi dua seperti gurunya nanti yang lebih repot karena harus mengawasi dua kelas. Bagaimana kalau saya menegaskan peraturan kelas dan memberi hukuman bagi yang melanggar ataupun berbuat keributan?
- G : Ya Mbak, begitu saja tidak apa-apa. Hukuman yang mau diberikan kira-kira apa mba?
- P :Hukumannya yang bersifat edukatif saja Bu, misalnya menghafalkan vocabulary.
- G :Ya Mbak, saya setuju.
- P :Menurut Ibu, bagaimana dengan perkembangan siswa misal dalam hal percaya diri, motivasi, dll terkait dengan pembelajaran?
- G :Percaya diri masih takut-takut, mungkin baru pertama dan masih takut2. Kalau dilakukan lebih sering nanti dia pasti lebih percaya diri. Aktivitas yang dilakukan, harusnya sudah bagus, tidak terlalu dipantau.. anak bebas. Media sudah cukup bagus, yang ditingkatkan dikasih sedikit hiburan untuk mereka untuk mengantarkan anak ke materi butuh warming up.
- P :Menurut Ibu, apa kekurangan dalam pembelajaran reading kemarin?
- G :Masih dominan yang aktif untuk interaksinya, yang gak begitu pintar masih mengandalkan yang pintar Ada juga kelompok yang bagus. Ada yang bagus ada yang pintar menularkan kepintarannya. Tergantung leadership dari anaknya juga Kelas masih rame apalagi kemarin reading aloud, tapi sudah bagus.. sudah ada bimbingan satu2.
- P : Lalu bagaimana dengan pembelajaran writing yang sudah dilakukan bu?



- G : Bagus sih mbak, gurunya mendampingi banyak ngasih komentar juga. Anak-anak jadi lebih kreatif, ada yang ngasih saran sama ngoreksi yang salah.
- P : Ada saran untuk pembelajaran writing selanjutnya Bu?
- G : siswa kan masih bingung yang past tense itu, dijelasin lagi aj mbak

**No** : Interview 3  
**Hari, Tanggal** : Selasa, 4 Februari 2012  
**Waktu** : 9.30-10.00 WIB  
**Tempat** : Kelas VIII B MTs YAPI Pakem Sleman Yogyakarta  
**Responden** : Ika Yahya Nursafitri  
**P** : Peneliti  
**SI** : Ika Yahya Nursafitri

- P : Gimana pendapatmu tentang pembelajaran bahasa Inggris yang kemarin?
- S1 : Menurut saya asik, beda sama yang lain, asik yang ini, gurunya ngajarnya enak, aktivitasnya bikin lebih cepet paham
- P : Kalau kerja kelompoknya gimana dek?
- SI : Sama kelompoknya gak enak semua, ada yang gak mau kerja, tapi ya harus kerjasama, ya terpaksa deh, emang susah cari kelompok yang pas, lebih enak yang deskriptif, lebih enak memahaminya, lebih mudah deh
- P : aktivitas apa yang kamu suka?
- SI : saya suka aktifitas yang berbicara nyaring mbak soalnya bisa melatih kita biar lebih benar cara dan cara ngomongnya mba, kalau ada yang salah, gurunya kan mbenerin, trus melatih mental kita untuk membaca dengan suara keras.
- P : Menurutmu, gimana materi pelajaran tentang recount text? Terlalu susah? Atau terlalu mudah?
- SI : Lumayan sih mis, gak terlalu susah ya gak terlalu gampang. Sedang aja sih.
- P : Kalau topiknya gimana?
- SI : Topiknya sih menarik, jadi pengen tahu lebih lanjut.
- P : Ada saran gak untuk pembelajaran selanjutnya?
- S1 : Kalo saya pengen kelompoknya yang enak mbak biar lebih konsentrasi
- P : Oh ya, gimana dengan menulisnya? Ada kesulitan gak?
- SI : kalo yang menulisnya ada kekurangannya misalnya kurang —s atau apa, kurang teliti lah mbk,

**No** : Interview 4  
**Hari, Tanggal** : Selasa, 4 Februari 2012  
**Waktu** : 9.30-10.00 WIB  
**Tempat** : Kelas VIII B MTs YAPI Pakem Sleman Yogyakarta

**Responden : Nur Rahmawati**

**P : Peneliti**

**SN : Siswa (Nur Rahmawati)**

P : Gimana dek pendapatmu tentang pembelajaran kali ini?

SN : Saya bisa memahami lebih optimal, saya suka belajar kelompoknya tapi sama yang perempuan aja, habis yang laki-laki pada nakal-nakal, bikin gak konsentrasi belajar,

P : Aktivitas mana yang paling kamu suka?

SN : Saya suka aktivitas seperti games dan reward karena bisa memotifasi saya biar lebih baik lagi dalam belajar dan memahami bahasa Inggris, saya bisa terinspirasi biar bisa juara satu,

P : Kalau yang membaca nyaring gimana dek?

SN : yang membaca nyaring dibilang suka yang gak terlalu kalo dibilang gak suka yang gak juga, sedang deh mbak,

P : Kesulitan apa yang masih kamu alami saat reading?

SN : Kosakatanya miss, saya masih susah ngafalinnya.

P : Loh kan udah banyak latihan vocabnya kan dek?

SN : Iya Miss, tapi masih kesulitan, kadang salah ngartiin.

P : Kalo yang nulis?

SN : kalo yang menulis susah, habis cara baca dan menulisnya beda sih mbak.

P : Kira-kira ada perubahan gak sebelum dan sesudah pembelajaran kali ini?

SN : Kalo saya jadi lebih termotivasi lagi buat membaca.

P : Ada saran untuk pembelajaran selanjutnya?

SN : Pembelajarannya udah bagus kok mbak, kayak gitu aja gpp.

**No : Interview 5**

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

**Waktu : 09.30-10.00 WIB**

**Tempat : Kelas VIII B MTs YAPI Pakem Sleman Yogyakarta**

**Responden :**

**P : Peneliti**

**SR : Siswa (Ratna)**

P : Gimana pendapat kamu tentang pembelajaran kali ini?

SR : Saya suka mbak belajar bahasa Inggris yang sekarang, bisa bikin belajar jadi lebih giat lagi, Saya juga suka belajar kelompoknya mbak, karena bisa mengenal satu sama lain

P : Kalau membaca nyaring, gimana pendapatmu?

SR : suka membaca nyaring mbak, karena bisa memahami kalimat-kalimatnya,

P : kalau pemberian rewardnya gimana?

SR : Suka pemberian rewardnya mbak, karena bisa lebih termotivasi dalam belajar,

- P : Kalau yang menulisnya gimana dek?
- SR : kalo yang menulis, tulisan saya sudah lumayan mbak, ada peningkatan,
- P : Kerja kelompoknya gimana?
- SR : diskusi kelompoknya kadang lancar kadang enggak miss,
- P : saran kamu untuk pembelajaran ke depan apa dek?
- SR : untuk ke depan, belajar bahasa Inggris saya maunya lebih giat lagi, Saya jadi lebih termotivasi lagi buat belajar bahasa Inggris miss

**No : Interview 6**  
**Hari, Tanggal : Selasa, 4 Februari 2012**  
**Waktu : 9.30-10.00 WIB**  
**Tempat : Kelas VIII B MTs YAPI Pakem Sleman Yogyakarta**  
**Responden :**  
**P : Peneliti**  
**SD : Siswa (Desi Ika)**

- P : Menurutmu bagaimana pembelajaran Bahasa Inggris kali ini?
- SD : Seneng, bisa memahami bahasa Inggris lebih mudah,
- P : Kalau belajar kelompoknya gimana?
- SD : saya suka belajar kelompoknya mbak, karena bisa berkumpul dan bertukar pikiran sama temen-temen,
- P : Kalau membaca nyaring?
- SD : Saya juga suka membaca nyaring karena bisa memahami kalimat-kalimatnya terutama yang susah cara bacanya mbak,
- P : aktivitas yang kamu suka apa?
- SD : pemberian hadiah mbak, jadi termotivasi belajar mbak, jadi lebih giat belajar biar bisa dapet hadiahnya,
- P : ada perbedaan sebelum dan sesudah belajar bahasa Inggris sekarang?
- SD : saya jadi lebih termotivasi untuk belajar bahasa Inggris miss,

**No : Interview 7**  
**Hari, Tanggal : Selasa, 4 Februari 2012**  
**Waktu : 9.30-10.00 WIB**  
**Tempat : Kelas VIII B MTs YAPI Pakem Sleman Yogyakarta**  
**Responden :**  
**P : Peneliti**  
**SS : Siswa (Septika Lestari)**

- P : Bagaimana menurutmu pembelajaran bahasa Inggris kali ini?

- SS :Pembelajaran bahasa Inggris yang sama miss Nida sih cepet nyantholnya, cepet paham, bahagia, seneng, Penjelasannya udah jelas kok, tapi ditambahin video-video ya miss biar bikin lebih menarik lagi.
- P : Kerja kelompokmu gimana dek?
- SS : kalo sama kelompoknya suka sebel, kadang kalo diajak kerja kelompok pada nyebelin, pada gak mau kerja maunya dikerjain sendiri-sendiri,
- P : Aktivitas yang paling kamu suka apa dek?
- SS :saya juga suka membaca nyaring mbak soalnya lebih cepet nangkep dan tahu perbedaannya, saya juga suka gamesnya miss, saya termotivasi untuk belajar bahasa Inggris miss,
- P : Nulisnya gimana?
- SS : Nulisnya masih ada kesusahan terutama tambahan –ed atau WH questions miss,

**No : Interview 8**  
**Hari, Tanggal : Selasa, 4 Februari 2012**  
**Waktu : 9.30-10.00 WIB**  
**Tempat : Kelas VIII B MTs YAPI Pakem Sleman Yogyakarta**  
**Responden :**  
**P : Peneliti**  
**SE : Siswa (Eko Nugroho)**

- P : gimana pendapatmu tentang pembelajaran bahasa Inggris kemarin?
- SE :Saya suka be;ajar bahasa Inggris kemarin soalnya mudah dimengerti,
- P : Kalo diskusi kelompoknya gimana dek?
- SE :saya ga terlalu suka diskusi kelompok, gak diajarin temen lain, ga suka tanya temen, sama guru juga gak suka,
- P : kalo yang membaca nyaring?
- SE : yang membaca nyaring saya gak terlalu suka karena berisik,

**No** : Interview 9  
**Hari, Tanggal** : Selasa, 13 Maret 2012  
**Waktu** : 13.00-14.30 WIB  
**Tempat** : Kantin Sekolah  
**Responden** :  
**P** : Peneliti **S** : Sriningsih (Siswa)  
**N** : Nurlita (Siswa) **UF** : Uyu Fauziah (Siswa)  
**RF** : Rufaida (Siswa) **B** : Beni (Siswa)  
**J** : Joko (Siswa) **U** : Usep (Siswa)  
**SP** : Septiyanto (Siswa)

P : Menurut kalian, pembelajaran bahasa Inggris yang sekarang gimana? Khususnya yang narrative?

N : asyik, asyik karena berkelompok. Cara pembelajarannya juga enak, ga terlalu susah.

P :Kalo dibandingin sama yang sebelumnya enakan mana, seperti yang recount?

N ; lebih enak yang sekarang, materinya, dan cara menerangkannya juga enak.

P :Kalo menurut kamu gimana?

U :ya, enak, seru. Soalnya bisa tahu cerita-cerita juga.

P :Materinya suka gak?

U :Suka.

P : Gimana menurutmu pembelajaran bahasa Inggris sekarang?

R : belum terlalu jelas, vocabnya belum terlalu hafal, harus dihafalin lagi

P :Kalo teknik belajarnya gimana?

R :Suka, beda aja sama belajar kayak biasanya.

P : Kalau menurutmu gimana pembelajaran bahasa Inggris yang narrative kali ini?

S : enak, kelompok enak juga. Terbantu sama temen dalam kelompok. Diajarin sama temen

P :Kalo menurutmu kelompokmu gimana?

N :kelompokku kadang ada yang gak mikir juga sih, jadi yang ngerjain ya kebanyakan aku. Tapi mereka bantu dikit-dikit sih, minimal cari arti kosa kata.

P : Kalo diskusinya?

N :Kalo diskusi banyak yang gak mikir, tapi aku tetep ngajarin ke yang lainnya. Kadang juga ada yang cuek gak mau diajarin.

- P : ada pembagian tugas gak di kelompokmu?
- N :Ada pembagian tugas sih, tapi kadang dikasih tugas malah gak mau. Pada gojek itu lho..
- P : Medianya gimana?
- N :Bagus memperjelas, dibandingin sama recount susah yang sekarang, teksnya lumaan panjang trus banyak kosakata yang susah, presentasi tidak terlalu efektif sih, ada yang gak ndengerin.
- P : Masih ada masalah di reading gak?
- N :Masalah reading ; kosakatanya sih, banyak yang susah.
- P : Kalau writing?
- N :Writing . . . cara penulisan agak susah.
- P : Kalo komentar guru gimana?
- N : bagus sih, bisa untuk memperbaiki diri.
- P : pake portofolio kemarin gimana?
- N :Portofolio, ya enak sih, soalnya ga usah kesana-kesana tinggal nerima aja
- P :Gamesnya kemarin gimana?
- N : seru, enak. Temenku bantuin kok
- P : Kalo pemberian hukuman, menurutmu gimana?
- N :Hukuman.. nggak suka, ntar kalo yang kena aku gimana, kalo bias mengurangi nilai kelompok itu loh. Tapi kalo buat yang kemarin tidur, bagus kok
- P : Gimana sekarang kelompokmu mu?
- UF : Kadang kompak, kadang enggak. Main sendiri gitu
- P : Ada pembagian tugasnya kan?
- UF : Ada pembagian tugas, kadang berjalan, ak jadi ketua kelompoknya
- P : Gimana pendapatmu tentang media pembelajarannya?
- UF :Medianya bagus, aku suka. Membantu aku dalam belajar
- P : Masih ada masalah reading gak?
- UF :Reading aku susah bagian cara bacanya, diajarin guru. Ak jadi lebih bias
- P : Kalau writingnya?
- UF :Writing ya lumayan, ya itu kata kerjanya yang susah past tense
- P : Portofolionya gimana? Bermanfaat gak?
- UF : Portofolio membantu aku biar ga kececer
- P : Gimana pendapatmu tentang pemberian hukuman?
- UF : Ak suka temenku dikasih hukuman, biar gak tuaman trus gak diulang lagi
- P : Kalo hadiahnya gimana?
- UF : Hadiah aku suka biar aku lebih semangat
- P :Kalo rufaida gimana? Gimana kelompokmu sekarang?

- R :Kelompoknya kurang asyik, ga pada ngerjain, enakan yang recount. Ada yang main2.
- P : Tapi kamu ngajarin yang lain gak?
- R : Mereka mau diajarin, dikit
- P : Kalo medianya menurutmu gimana?
- R : Medianya; bagus, tambah ilmu pengetahuan yang lain
- P : Materinya gimana?
- R :Materinya susah yang dulu, skrg lumayan, masalah keompok
- P : Kelompokmu gimana?
- R :Kelompoknya ada yang gak mikir
- P : Readingnya gimana Rufaida?
- R : ak suka melafalkan membaca
- P : Kalau writingnya, ada masalah gak?
- R :Writing biasanya kebalik balik
- P : Kemarin kan ngumpulin tugas di map, gimana menurutmu?
- R : Bagus sih biar gak pada kemana2
- P : Kalo hukumannya gimana?
- R :Hukuman bagus biar gak keulang lagi biar kapok
- P : Hadiahnya gimana? Kamu dah pernah dapat kan?
- R : Iya, hadiah ak seneng bisa lebih dari temen-temen, pengen lagi.
- P : Sekarang Beny, gimana menurutmu pembelajaran Bahasa Inggris sekarang?
- B :Pelajaran bahasa inggris kali ini lumayan, masih gak terlalu dong, susah,
- P : menurutmu kerja kelompoknya gimana?
- B : suka dibagi kelompok, suka belajar bersama, kelompokku enak, dibantu anggota kelompok,
- P: medianya gimana?
- B: pake video suka, lumayan, lebih asyik
- P:materinya gimana?,
- B: materinya susah, dibandingin yang susah tapi enak yang narrative. Kosakatanya lebih susah.
- P; Ada masalah dalam membaca gak?
- B:Baca teksnya yang susah ejaannya, tapi aku dibantuin sama yang lain dan didampingin sama gurunya, jadi lebih mudah.
- P: Nulisnya gimana?
- B:nulisnya kadang susah, kadang keliru,
- P: Kalo dibandingin sama kemarin belajarnya enakan yang mana?
- B: yang sekarang soalnya, kelompokku enak yang sekarang.

P: Kemarin dikasih map tu buat ngumpulin tugas, menurutmu gimana?

B: Yang pake map biru suka,

P: yang dapet hukuman menurutmu gimana?

B: ada yang dihukum lumayan suka,

P: Kalo pemberian hadiah gimana?

B: temenku yang dikasih hadiah gak suka, meri, pengen dapet hadiah, jadi aku lebih giat lagi belajarnya.

P: Sekarang kamu sep, gimana menurutmu pembelajaran sekarang?

U: Lebih enak dari yang lain soalnya aku jadi tahu banyak cerita gitu kayak cerita legenda dll.

P: gimana dengan kelompokmu?

U: Agak gak suka sama kelompok, ada yang egois, gak mau bantu, tapi aku bantuin temenku nyari arti, nulis, diskusi bareng.

P: Medianya gimana?

U: Video n modul suka. Kalo videonya bisa bikin lebih jelas.

P: Materinya sekarang gimana Sep?

U: Materinya sekarang enggak susah, kata-katanya lumaan,

P: kemarin ka nada presentasi kelompok menurutmu gimana?

U: presentasi kelompok efektif kk.

P: Masih ada masalah gak di reading?

U: Readingnya susah bagian kata-katanya.

P: Kalo nulisnya gimana?

U: Nulisnya huruf banyak yang salah

P: Suka hak dapat komentar dari guru dan teman-teman?

U: Suka dikomentarin guru, biar bisa memperbaiki

P: hadiahnya gimana Sep?

U: Aku pengen dapet hadiah, pengen memperbaiki diri lagi

P: Kalo temen dikasih hukuman suka gak?

U: Suka temen dikasih hukuman, lucu aja

P: Menurutmu gimana pembelajaran bahasa Inggris sekarang?

SP: Pelajaran bahasa Inggris, enak lebih suka, menerangkannya suka, enak

P: Kelompoknya kamu suka gak?

SP: Kelompok suka, saling membantu mbak, anggota kelompok bantu, diskusi jalan jawab2 pertanyaan,

P: Kalau media pembelajarannya gimana?

SP: video suka, lebih enak memahami

P: kalau presentasi kemarin gimana?



SP: Presentasi kemarin lebih pede sih,

P: Kalau pelajaran membacanya dan menulisnya gimana?

SP: kosakatanya masih susah juga sih, baca bahasa inggris gampang tapi ngarang susah.

P: Kalau ada yang dapat hukuman gimana?

SP: Temen dapat hukuman, ak gak suka. Tapi bagus supaya memperbaiki.

P: Hadiahnya menurutmu gimana?

SP: Hadiah bagus. Bisa lebih semangat belajar

P: Kalau kamu gimana Joko, menurutmu pembelajaran bahasa Inggris sekarang gimana?

J: Asik karena ada gambar-gambarnya,

P: Kalau kelompokmu gimana?

J: kelompok ak suka karena bisa bekerjasama, bantuin ngerohke,

P: Materinya gimana?

J: materinya suka, lumayan, suka yang sekarang,

P: Reading ada masalah gak?

J: kosakatanya susah bacanya lumayan susah,

P: Kalo pake porto folio kemarin gimana?

J: ngumpulin tugasnya enak gak ilang2,

P: Kalo hukumannya gimana?

J: bagus, dikasih hukuman biar ga rame,

P: Kalo hadiahnya?

J: dikasih hadiah pengen jadi aku lebih serius,

P: Aktivitas apa yang kamu suka?

J: kerja kelompok suka, aku juga seneng sama sama games. Seru sih.

**No : Interview 10**  
**Hari, Tanggal : Kamis, 14 Maret 2012**  
**Waktu : 9.30-10.00 WIB**  
**Tempat : Lobby sekolah**  
**Responden :**  
**P : Peneliti**  
**G : Guru**

P : Bagaimana pendapat Ibu tentang proses pembelajaran dengan CIRC.

G : Kalau banyak tampilan menarik, anak2 senang full attention, mereka suka kerja kelompok terutama yang level bawah, mereka jarang yang berfikir, dikit2 bantu nyari2 kosakata, efektivitasnya hasilnya bagus,

P : Kalau pembelajaran writing bagaimana Bu?

G : Writing susah, kerja freely susah harus dibantu gambar, mikir sendiri susah, dibantu gambar dikit2, semua ngerjain , bisa, walaupun ada draftnya, lihat dari teks, imajinasinya masih belum berkembang, nyontek aja jadinya ya plek, kalo recount menceritakan pengalaman, narrative banyak cerita jadi bingung, jadi lupa, kelompok hasilnya lebih baik daripada sendiri bisa Tanya, sharing malah lebih bagus, kelemahannya agak rame. Temennya gak mau kerja, cuek, kadang jalann kadang enggak

P : Kalau pemberian hukuman, bagaimana pendapat Ibu?

G : Buat anak yang bandel, ada perubahan, jadi takut, tapi harus lebih diawasi, ada perubahan dikasih punishment, biasanya saya biarin aja, apalagi yang tisu biasanya konsenya anak2 tergangu kea rah itu

P : Materi pembelajarannya bagaimana bu?

G : Materinya saya kira cukup, enggak terlalu susah tingkatannya memang segitu, awal-awalnya memang kayak gitu, nanti di kelas selanjutnya dapet yang lebih susah

P : Kekurangan ada gak bu?

G : Writing kurang bantuan, imajinasi bebasnya kurang.

P : Kelebihannya Bu?

G : Tampilannya bagus, preparasinya bagus, kalo saya sih kadang males Kalo anak2nya sih tambah aktif, biasanya dia gak mau kerja, pasti gak ada hasilnya, tapi sekarang ngomong pede banget, kemarin kn dipingin. Percaya diri siswa meningkat banget, penampilan guru lebih muda, kalo sama saya gak berani, skrg berani komentar,

P : Kalau pemberian hadiahnya Bu?

G : Pemberian hadiah, bagus, anak-anak jadi senang.

P : Kira-kira ada saran untuk pembelajaran Bu?

G : Apa ya Mbak? Udah bagus kok.

**C.**

**OBSERVATION  
CHECKLIST**

**Indicator**

<b>No.</b>	<b>Indicator</b>	<b>Item number</b>
<b>A.</b>	<b>Pre-teaching</b>	
1.	Greeting, checking for attendance	1,2,3,4
2.	Teacher's roles	5
3.	Teaching's goal & materials	6, 7
<b>B.</b>	<b>While-teaching</b>	
1.	Teaching techniques	1, 2, 3, 4, 5, 6, 7, 8, 9, 11, 10,13, 14, 16, 17, 18,
2.	The students' involvement	1, 6, 12, 15, 19
<b>C.</b>	<b>Post-teaching</b>	
1.	Summarizing & reflecting	1, 2
2.	Reviewing next materials	3
3.	Rewarding	4
<b>D.</b>	<b>Class Situation</b>	
	Motivation, involvement, time management, media, instructions	1, 2, 3, 4, 5

### Observation Checklist

Day :  
 Date :  
 Time :  
 Place :

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

No	Observation Items	Yes	No
	<b>The Teaching and learning Process</b>		
<b>A</b>	<b>Pre-teaching</b>		
	1. The teacher greet the students		
	2. The students respond to the greeting		
	3. The teacher asks the students' condition		
	4. The students tell their condition to the teacher		
	5. The teacher as a facilitator		
	6. The teacher outlines the material		
	7. The teacher explains the goal of teaching and learning		
<b>B</b>	<b>While-teaching</b>		
	1. The students are ready to learn the materials		
	2. The teacher asks the students to read the texts.		
	3. The students read the texts.		
	4. The students identify the content of the texts.		
	5. The teacher give chances to the students for asking questions		
	6. The students ask questions		
	7. The students asks to their classmate		
	8. The teacher checks the students' understanding		
	9. The teacher gives enough time to the students to arrange their seat/to move in groups		
	10. The students cooperate well in groups		

	11. The students use dictionary to help them		
	12. The students offer themselves to be the volunteer		
	13. The teacher instructs the students to write.		
	14. The teacher gives clear instruction to the students.		
	15. The students respond teacher's instructions.		
	16. The teacher uses follow up activities.		
	17. The students do peer correction.		
	18. The students memorizing vocabulary		
	19. The students do the tasks actively.		
<b>C</b>	<b>Post-Teaching</b>		
	1. The teacher summarize and reflects the lesson		
	2. The students reflect their learning		
	3. The teacher previews on the upcoming materials		
	4. The teacher gives rewards and motivate the students to participate more in the next meeting		
<b>D</b>	<b>Class Situation</b>		
	1. Students' enthusiasm/motivation		
	2. Students' involvement		
	3. Time allocation		
	4. The use of media		
	5. The teacher's instruction		

**Observation Sheet of Students' Activities during the Teaching and Learning  
Process of Reading and Writing through  
Cooperative Integrated Reading and Composition (CIRC)**

**Day/ Date** : **Meeting** :  
**Topic** : **Time** :  
**Group** :  
**Instruction** :

1. The observation sheet is completed by the observer during the students' activities in the class and groups.
2. The teacher and the observer check (v) to the column based on the real condition.
3. The assessment of indicators is attached.

No	Aspects	Group Members			
1.	Physical Involvement				
2.	Social Involvement				
3.	Mental Involvement				

**Criteria for Students' Involvement Evaluation during  
the Teaching and Learning Process**

Aspects	Indicators
Physical Involvement	<ul style="list-style-type: none"> <li>- The students ask questions to the teacher.</li> <li>- The students answers the questions from the teacher</li> <li>- The students give opinions and ideas to the teacher.</li> <li>- The students actively involved in the group activity physically.</li> <li>- The students look energetic when doing group activities</li> <li>- The student is not silent during the group discussion</li> <li>- The student does not day dream during the group discussion</li> </ul>
Mental Involvement	<ul style="list-style-type: none"> <li>- The students discusses the material with the teacher and the group members (talking about the topic)</li> <li>- The students are confident in doing the task</li> <li>- The students have good motivation in doing the learning process.</li> <li>- The students are enthusiastic in joining the class.</li> </ul>
Social Involvement	<ul style="list-style-type: none"> <li>- The student always helps his/ her group to accomplish the tasks.</li> <li>- The student supports their group when presenting he result of their discussion or performing in front of the class by giving applause and paying attention to them.</li> <li>- The student does not dominate the group</li> </ul>



**The Percentage of Students' Mental Involvement in the Teaching and Learning  
Process of Reading and Writing through  
Cooperative Integrated Reading and Composition (CIRC) in Cycle 1**

No	Name	Meeting					
		1070112	210112	240112	280112	310112	040212
1.	Aditya Widi Nugroho	-	V	V	S	S	-
2.	Aldi Triamboro	-	V	V	V	V	-
3.	Alfian Febri Pratama	-	V	V	V	V	V
4.	Andre Mardiana	-	V	V	V	V	V
5.	Beni Aprianto	-	V	-	V	V	V
6.	Budi Arto	-	V	-	V	V	V
7.	Desi Ika Sari	-	V	-	S	V	V
8.	Desy Ulfah Larasati	-	V	V	V	V	V
9.	Doni Rifan Basofi	-	V	-	V	V	V
10.	Ecep Rinrin	V	-	V	V	V	V
11.	Eko Nugraha	-	V	V	V	V	V
12.	Fathoni Kurniawan	-	V	V	V	V	V
13.	Habib Yoga Providensia	-	-	V	V	V	-
14.	Hendi Prasetyo	V	V	V	V	S	V
15.	Ika Yahya Nur Safitri	V	V	V	V	V	V
16.	Inggit Kuswardani	-	V	V	V	V	V
17.	Iswatun Hasanah	-	V	V	V	V	V
18.	Joko Purnomo	-	V	V	V	V	V
19.	Latungga Sebrimaszena	-	V	V	V	V	V
20.	Nimas Ayu Mustika Aji	-	V	V	V	V	V
21.	Novi Nuryani	-	V	-	S	V	-
22.	Nur Rahmawati	V	V	V	V	V	V
23.	Nurlita Amri Sitepu	V	V	V	V	V	V
24.	Ratna Nur Pratiwi	-	V	-	V	V	V
25.	Ridwansyah Megasakti	-	V	-	V	V	V
26.	Rudi Ega Hermawan	V	-	V	V	V	V
27.	Rufaida Putri R	V	V	V	V	V	V
28.	Saputri Dewi	-	V	V	V	V	V
29.	Savitri Rizki Istanti	-	V	-	V	S	V
30.	Septika Lestari Putri	V	V	V	V	V	V
31.	Septyanto Cahyo Nugroho	-	V	S	V	V	V
32.	Setyo Wibowo	-	V	V	V	V	V
33.	Shodiqul Amri	-	V	V	V	V	V
34.	Sriningsih	-	-	V	V	V	-
35.	Tantio Ari Wibowo	V	V	V	V	V	-
36.	Usep Sofywan	V	V	V	V	V	V
37.	Uyu Fauziah	-	V	V	V	V	V
38.	Yuyun Nurochmawati	-	V	V	V	V	V
39.	Zahrina Nafisa	-	V	-	V	V	V
<b>Total</b>		10	35	28	36	36	33
<b>Percentage</b>		25%	85%	74%	92%	92%	85%

**The Percentage of Physical Involvement in Group during the Teaching and Learning Process of Reading and Writing through Cooperative Integrated Reading and Composition (CIRC) in Cycle 1**

No	Name	Meeting					
		1	2	3	4	5	6
1.	Aditya Widi Nugroho	-	V	V	S	S	-
2.	Aldi Triamboro	-	V	V	V	V	-
3.	Alfian Febri Pratama	-	V	V	V	V	V
4.	Andre Mardiana	-	V	V	V	V	V
5.	Beni Aprianto	-	V	-	-	V	V
6.	Budi Arto	-	V	-	V	V	V
7.	Desi Ika Sari	-	V	-	S	V	V
8.	Desy Ulfah Larasati	-	V	V	V	V	V
9.	Doni Rifan Basofi	-	V	-	-	V	V
10.	Ecep Rinrin	V	-	V	V	V	V
11.	Eko Nugraha	-	V	V	-	V	V
12.	Fathoni Kurniawan	-	V	V	V	V	V
13.	Habib Yoga Providensia	-	-	V	V	V	-
14.	Hendi Prasetyo	V	V	V	V	S	V
15.	Ika Yahya Nur Safitri	V	-	V	V	V	V
16.	Inggit Kuswardani	-	V	V	V	V	V
17.	Iswatun Hasanah	-	V	V	V	V	V
18.	Joko Purnomo	-	V	V	V	V	V
19.	Latungga Sebrimaszena	-	V	V	V	V	V
20.	Nimas Ayu Mustika Aji	-	V	V	V	V	V
21.	Novi Nuryani	-	V	-	S	V	-
22.	Nur Rahmawati	V	V	V	V	V	V
23.	Nurlita Amri Sitepu	V	V	V	V	V	V
24.	Ratna Nur Pratiwi	-	V	-	V	V	V
25.	Ridwansyah Megasakti	-	-	-	V	V	V
26.	Rudi Ega Hermawan	V	-	V	V	V	V
27.	Rufaia Putri R	V	V	V	V	V	V
28.	Saputri Dewi	-	V	V	V	V	V
29.	Savitri Rizki Istanti	-	V	-	V	S	V
30.	Septika Lestari Putri	V	V	V	V	V	V
31.	Septyanto Cahyo Nugroho	-	V	S	V	V	V
32.	Setyo Wibowo	-	V	V	-	V	V
33.	Shodiqul Amri	-	V	V	V	V	V
34.	Sriningsih	-	-	V	V	-	-
35.	Tantio Ari Wibowo	V	V	V	V	V	V
36.	Usep Sofywan	V	V	V	V	V	V
37.	Uyu Fauziah	-	V	V	V	V	V
38.	Yuyun Nurochmawati	-	V	V	V	V	V
39.	Zahrina Nafisa	-	V	-	V	V	V
<b>Total</b>		10	33	28	33	35	34
<b>Percentage</b>		25%	85%	74%	85%	90%	87%
<b>Average</b>		76%					

**The Percentage of Students' Mental Involvement during the Teaching and Learning Process of Reading and Writing through Cooperative Integrated Reading and Composition (CIRC) in Cycle 2**

No	Name	Meeting					
		1	2	3	4	5	6
1.	Aditya Widi Nugroho	-	V	V	S	S	V
2.	Aldi Triamboro	-	V	V	V	V	V
3.	Alfian Febri Pratama	-	V	V	V	V	V
4.	Andre Mardiana	-	V	V	V	V	V
5.	Beni Aprianto	-	-	V	V	V	V
6.	Budi Arto	-	V	-	V	V	V
7.	Desi Ika Sari	-	V	V	S	V	V
8.	Desy Ulfah Larasati	-	V	V	V	V	V
9.	Doni Rifan Basofi	-	V	-	V	V	V
10.	Ecep Rinrin	V	V	V	V	V	V
11.	Eko Nugraha	-	V	V	V	V	V
12.	Fathoni Kurniawan	-	V	V	V	V	V
13.	Habib Yoga Providensia	-	-	V	V	V	V
14.	Hendi Prasetyo	-	V	V	V	S	V
15.	Ika Yahya Nur Safitri	V	V	V	V	V	V
16.	Inggit Kuswardani	-	V	V	V	V	V
17.	Iswatun Hasanah	-	V	V	V	V	V
18.	Joko Purnomo	-	V	V	V	V	V
19.	Latungga Sebrimaszena	-	V	V	V	V	V
20.	Nimas Ayu Mustika Aji	-	V	V	V	V	V
21.	Novi Nuryani	-	V	V	S	V	V
22.	Nur Rahmawati	V	V	V	V	V	V
23.	Nurlita Amri Sitepu	V	V	V	V	V	V
24.	Ratna Nur Pratiwi	-	V	-	V	V	V
25.	Ridwansyah Megasakti	-	V	-	V	V	V
26.	Rudi Ega Hermawan	V	V	V	V	V	V
27.	Rufaida Putri R	V	V	V	V	V	V
28.	Saputri Dewi	-	V	V	V	V	V
29.	Savitri Rizki Istanti	-	V	V	V	S	V
30.	Septika Lestari Putri	V	V	V	V	V	V
31.	Septyanto Cahyo Nugroho	-	V	S	V	V	V
32.	Setyo Wibowo	-	V	V	V	V	V
33.	Shodiqul Amri	-	V	V	V	V	V
34.	Sriningsih	-	-	V	V	V	-
35.	Tantio Ari Wibowo	-	V	V	V	V	V
36.	Usep Sofywan	-	V	V	V	V	V
37.	Uyu Fauziah	V	V	V	V	V	V
38.	Yuyun Nurochmawati	-	V	V	V	V	V
39.	Zahrina Nafisa	-	V	-	V	V	V
<b>Total</b>		8	36	34	36	36	38
<b>Percentage</b>		20%	92%	87%	92%	92%	97%
<b>Average</b>		78%					

**The Percentage of Students' Mental Involvement in Group during the Teaching and Learning Process of Reading and Writing through Cooperative Integrated Reading and Composition (CIRC) in Cycle 2**

No	Name	Meeting					
		1	2	3	4	5	6
1.	Aditya Widi Nugroho	-	V	V	S	S	V
2.	Aldi Triamboro	-	V	V	V	V	V
3.	Alfian Febri Pratama	-	V	V	V	V	V
4.	Andre Mardiana	-	V	V	V	V	V
5.	Beni Aprianto	-	-	V	V	-	V
6.	Budi Arto	-	V	-	V	V	V
7.	Desi Ika Sari	-	V	V	S	V	V
8.	Desy Ulfah Larasati	-	V	V	V	V	V
9.	Doni Rifan Basofi	-	V	-	V	V	V
10.	Ecep Rinrin	V	V	V	V	V	V
11.	Eko Nugraha	-	V	V	V	V	V
12.	Fathoni Kurniawan	-	V	V	-	V	V
13.	Habib Yoga Providensia	-	-	V	V	V	V
14.	Hendi Prasetyo	-	V	V	V	S	V
15.	Ika Yahya Nur Safitri	V	V	V	V	V	V
16.	Inggit Kuswardani	-	V	V	V	V	V
17.	Iswatun Hasanah	-	V	V	V	V	V
18.	Joko Purnomo	-	V	V	V	V	V
19.	Latungga Sebrimaszena	-	V	V	V	V	V
20.	Nimas Ayu Mustika Aji	-	V	V	V	V	V
21.	Novi Nuryani	-	V	V	S	V	V
22.	Nur Rahmawati	V	V	V	V	V	V
23.	Nurlita Amri Sitepu	V	V	V	V	V	V
24.	Ratna Nur Pratiwi	-	V	-	V	V	V
25.	Ridwansyah Megasakti	-	V	-	V	-	V
26.	Rudi Ega Hermawan	V	V	V	V	V	V
27.	Rufaida Putri R	V	V	V	V	V	V
28.	Saputri Dewi	-	V	V	V	V	V
29.	Savitri Rizki Istanti	-	V	V	V	S	V
30.	Septika Lestari Putri	V	V	V	V	V	V
31.	Septyanto Cahyo Nugroho	-	V	S	-	V	-
32.	Setyo Wibowo	-	V	V	V	V	V
33.	Shodiqul Amri	-	V	V	V	V	V
34.	Sriningsih	-	-	V	V	V	-
35.	Tantio Ari Wibowo	-	V	V	V	V	V
36.	Usep Sofywan	-	V	V	V	V	V
37.	Uyu Fauziah	V	V	V	V	V	V
38.	Yuyun Nurochmawati	-	V	V	V	V	V
39.	Zahrina Nafisa	-	V	-	V	V	V
<b>Total</b>		8	36	34	34	35	38
<b>Percentage</b>		20%	92%	87%	87%	90%	97%
<b>Average</b>		80%					

**The Percentage of Students' Participation during the Teaching and Learning  
Process of Reading and Writing at Class**

No	Name	Meeting	
		1	2
1.	Aditya Widi Nugroho	-	-
2.	Aldi Triamboro	-	-
3.	Alfian Febri Pratama	-	-
4.	Andre Mardiana	-	-
5.	Beni Aprianto	-	-
6.	Budi Arto	-	-
7.	Desi Ika Sari	-	-
8.	Desy Ulfah Larasati	-	-
9.	Doni Rifan Basofi	-	-
10.	Ecep Rinrin	V	V
11.	Eko Nugraha	-	-
12.	Fathoni Kurniawan	-	-
13.	Habib Yoga Providensia	-	-
14.	Hendi Prasetyo	-	-
15.	Ika Yahya Nur Safitri	V	-
16.	Inggit Kuswardani	-	-
17.	Iswatun Hasanah	-	-
18.	Joko Purnomo	-	-
19.	Latungga Sebrimaszena	-	-
20.	Nimas Ayu Mustika Aji	-	-
21.	Novi Nuryani	-	-
22.	Nur Rahmawati	-	V
23.	Nurlita Amri Sitepu	-	V
24.	Ratna Nur Pratiwi	-	-
25.	Ridwansyah Megasakti	-	-
26.	Rudi Ega Hermawan	V	V
27.	Rufaida Putri R	V	V
28.	Saputri Dewi	-	-
29.	Savitri Rizki Istanti	-	-
30.	Septika Lestari Putri	-	-
31.	Septyanto Cahyo Nugroho	-	-
32.	Setyo Wibowo	-	-
33.	Shodiqul Amri	-	-
34.	Sriningsih	-	-
35.	Tantio Ari Wibowo	-	-
36.	Usep Sofywan	-	-
37.	Uyu Fauziah	-	-
38.	Yuyun Nurochmawati	-	-
39.	Zahrina Nafisa	-	-
<b>Total</b>		4	5
<b>Percentage</b>		10%	15%
<b>Average</b>		23%	

# **D.**

# **INTERVIEW**

# **GUIDELINE**

### **For the English teacher**

#### **Before the implementation (in the planning)**

1. Menurut Bapak/ Ibu, bagaimana proses pembelajaran Bahasa Inggris di kelas VII?  
(peran guru, peran siswa, fasilitas, media, materi, metode, dan hasil pembelajaran)
2. Apa kendala yang sering Bapak/ Ibu hadapi dalam proses pembelajaran?
3. Kemampuan bahasa Inggris apa yang menjadi prioritas pengajaran bahasa Inggris? Kenapa?
4. Kemampuan bahasa Inggris apa yang kurang dimiliki siswa? Kenapa?
5. Bagaimana proses pembelajaran reading dan writing dalam bahasa Inggris? , ,  
(peran guru, peran siswa, fasilitas, media, materi, metode, hasil pembelajaran, interaksi siswa, motivasi, peer correction, grouping, dan pemberian reward)

#### **After the implementation**

1. Menurut Bapak/ Ibu, bagaimana proses pembelajaran Bahasa Inggris di kelas VII yang telah dilaksanakan dengan menggunakan CIRC?  
(peran guru, peran siswa, fasilitas, media, materi, metode, dan hasil pembelajaran)
2. Apakah Ibu mempunyai saran untuk pembelajaran selanjutnya?
3. Bagaimana proses pembelajaran reading dan writing dalam bahasa Inggris? , ,  
(peran guru, peran siswa, fasilitas, media, materi, metode, hasil pembelajaran, interaksi siswa, motivasi, peer correction, grouping, dan pemberian reward)

### **For students**

After the implementation

1. Bagaimana pendapat kamu tentang pembelajaran bahasa Inggris yang telah dilakukan (dengan menggunakan CIRC)?
  - a. Penjelasan guru
  - b. Membaca nyaring
  - c. Kelompok belajar
  - d. Menerjemahkan kata
  - e. Presentasi kelompok di depan kelas
  - f. PR
  - g. Menulis teks bahasa Inggris
  - h. Mengoreksi tulisan teman
  - i. Pemberian hadiah
2. Apakah kamu mengalami masalah saat membaca dan menulis teks bahasa Inggris? Jika iya, masalah apa yang kamu alami?
3. Bagaimana menurut kamu materi yang dipelajari?
4. Bagaimana menurut kamu media yang digunakan?
5. Apakah kamu jadi termotivasi untuk membaca dan menulis dalam bahasa Inggris?
6. Apakah kamu jadi lebih percaya diri dalam menulis dan membaca dalam bahasa Inggris?
7. Apa usulmu untuk membuat pelajaran bahasa Inggris lebih menyenangkan?



**E.**

**ATTENDANCE**

**LIST**

### ATTENDANCE LIST

**Grade : VIII B**  
**Education Year : 2011/ 2012**  
**Semester : 2**

No	Name	170 911	200 911	170 112	210 112	240 112	280 112	310 112	402 012	070 212	140 212
1.	Aditya Widi Nugroho	V	V	V	V	V	V	V	V	V	V
2.	Aldi Triamboro	V	V	V	V	V	V	V	V	V	V
3.	Alfian Febri Pratama	V	V	V	V	V	V	V	V	V	V
4.	Andre Mardiana	V	V	V	V	V	V	V	V	V	V
5.	Beni Aprianto	V	V	A	V	V	V	V	V	V	S
6.	Budi Arto	V	V	V	V	V	V	V	S	V	V
7.	Desi Ika Sari	V	V	V	V	V	V	V	V	V	V
8.	Desy Ulfah Larasati	V	V	V	V	V	V	V	V	V	V
9.	Doni Rifan Basofi	V	V	V	V	V	V	V	V	V	V
10.	Ecep Rinrin	V	V	V	V	V	V	V	V	V	V
11.	Eko Nugraha	V	V	V	V	V	V	V	V	V	V
12.	Fathoni Kurniawan	V	V	V	V	V	V	A	V	V	V
13.	Habib Yoga Providensia	V	V	V	V	V	V	V	V	V	V
14.	Hendi Prasetyo	V	V	V	V	V	V	V	V	V	V
15.	Ika Yahya Nur Safitri	V	V	V	V	V	V	V	V	V	V
16.	Inggit Kuswardani	V	V	S	V	V	V	V	V	V	V
17.	Iswatun Hasanah	V	V	V	V	V	V	V	V	V	V
18.	Joko Purnomo	V	V	V	V	S	V	V	V	V	V
19.	Latungga Sebrimaszena	V	V	V	V	V	V	V	V	V	V
20.	Nimas Ayu Mustika Aji	V	V	V	V	V	V	V	V	V	S
21.	Novi Nuryani	V	V	V	V	V	V	V	V	V	V
22.	Nur Rahmawati	V	V	V	V	V	V	V	V	V	V
23.	Nurlita Amri Sitepu	V	V	V	V	V	V	V	V	V	V
24.	Ratna Nur Pratiwi	V	V	V	V	V	V	S	V	V	V
25.	Ridwansyah Megasakti	V	V	V	V	V	V	A	V	V	V
26.	Rudi Ega Hermawan	V	V	V	A	V	V	V	V	V	V
27.	Rufaيدا Putri R	V	V	V	V	V	V	V	V	V	V
28.	Saputri Dewi	V	V	V	V	V	V	V	V	V	V
29.	Savitri Rizki Istanti	V	V	V	V	V	V	V	V	V	S
30.	Septika Lestari Putri	V	V	V	V	V	V	V	V	V	V
31.	Septyanto Cahyo Nugroho	V	V	V	V	P	V	V	V	V	V
32.	Setyo Wibowo	V	V	V	V	V	V	V	V	V	V
33.	Shodiqul Amri	V	V	V	V	V	V	V	V	V	V
34.	Sriningsih	V	V	V	V	V	V	V	S	V	V
35.	Tantio Ari Wibowo	V	V	V	V	V	V	V	V	V	V
36.	Usep Sofywan	V	V	V	V	V	V	V	V	V	V
37.	Uyu Fauziah	V	V	V	V	V	V	V	V	V	V
38.	Yuyun Nurochmawati	V	V	S	V	V	V	V	V	V	V
39.	Zahrina Nafisa	V	V	V	V	V	V	V	S	V	V
<b>Total</b>		39	39	36	38	36	38	37	36	39	36

### ATTENDANCE LIST

**Grade : VIII B**  
**Education Year : 2011/ 2012**  
**Semester : 2**

No	Name	210 212	250 212	060 312	100 312	130 312	140 312	170 312
1.	Aditya Widi Nugroho	V	V	V	S	V	V	V
2.	Aldi Triamboro	V	V	V	V	V	V	V
3.	Alfian Febri Pratama	V	V	V	V	V	V	V
4.	Andre Mardiana	V	V	V	V	V	V	V
5.	Beni Aprianto	V	V	V	V	V	V	V
6.	Budi Arto	V	V	V	V	V	V	V
7.	Desi Ika Sari	V	V	V	S	V	V	V
8.	Desy Ulfah Larasati	V	V	V	V	V	V	V
9.	Doni Rifan Basofi	V	V	V	V	V	V	V
10.	Ecep Rinrin	V	V	V	V	V	V	V
11.	Eko Nugraha	V	V	V	V	V	V	V
12.	Fathoni Kurniawan	V	V	V	V	V	V	V
13.	Habib Yoga Providensia	V	V	V	V	V	V	V
14.	Hendi Prasetyo	V	V	V	V	V	V	V
15.	Ika Yahya Nur Safitri	V	V	V	V	V	V	V
16.	Inggit Kuswardani	V	V	V	V	V	V	V
17.	Iswatun Hasanah	V	V	V	V	V	V	V
18.	Joko Purnomo	V	V	V	V	V	V	V
19.	Latunga Sebrimaszena	V	V	V	V	V	V	V
20.	Nimas Ayu Mustika Aji	V	V	V	V	V	V	V
21.	Novi Nuryani	V	V	V	S	V	V	V
22.	Nur Rahmawati	V	V	V	V	V	V	V
23.	Nurlita Amri Sitepu	V	V	V	V	V	V	V
24.	Ratna Nur Pratiwi	V	V	V	V	V	V	V
25.	Ridwansyah Megasakti	V	V	V	V	V	V	V
26.	Rudi Ega Hermawan	V	V	V	V	V	V	V
27.	Rufaida Putri R	V	V	V	V	V	V	V
28.	Saputri Dewi	V	V	V	V	V	V	V
29.	Savitri Rizki Istanti	V	V	V	V	V	V	V
30.	Septika Lestari Putri	V	V	V	V	V	V	V
31.	Septyanto Cahyo Nugroho	V	V	S	V	V	V	V
32.	Setyo Wibowo	V	V	V	V	V	V	V
33.	Shodiqul Amri	V	V	V	V	V	V	V
34.	Sriningsih	V	V	V	V	V	V	V
35.	Tantio Ari Wibowo	V	V	V	V	V	V	V
36.	Usep Sofywan	V	V	V	V	V	V	V
37.	Uyu Fauziah	V	V	V	V	V	V	V
38.	Yuyun Nurochmawati	V	V	V	V	V	V	V
39.	Zahrina Nafisa	V	V	V	V	V	V	V
<b>Total</b>		39	39	38	39	36	39	39

# **F. PICTURES**

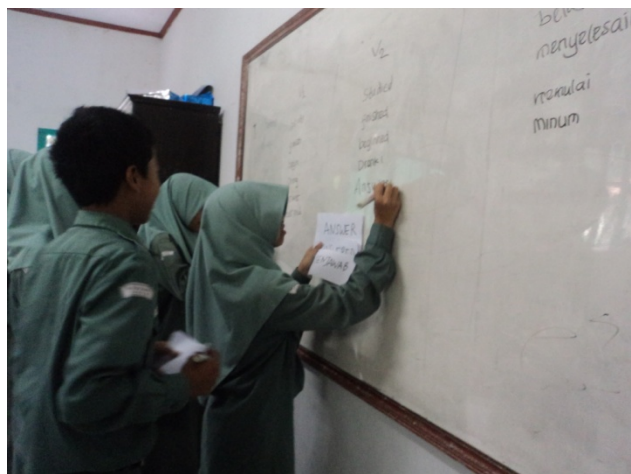
## PICTURES



Picture 1. The teacher presented the materials in front of the class using LCD



Picture 2. The teacher guided oral reading and follow up activities in each team.



Picture 3 Students were active to come in front of the class to write the result of the team discussion



Picture 4. The class situation during the group work activity



Picture 5. the students did oral reading activity in their group



Picture 6. the students helped each other in doing the follow up activity.



Picture 7. The students presented the result of the discussion in front of the class



Picture 8. The students did individual practices.



Picture 9. The students played a board game to practice writing using past tense forms in the group.



Picture 10. Students were arranging jumbled paragraphs into a good text in the team





Picture 11. Students planned the recount text draft through discussion with the teammates.



Picture.12.Students helped each other in writing the text.



Pictures.13. The English teacher observed the learning process.



Picture 14. Students did test.



Picture 15. The Students were happy receiving the reward.



Picture 16. The Super Team got a certificate and reward.

# **G. Course Grid**



## COURSE GRID

### Standard Competence:

11. Understanding meaning in very simple written short functional texts and essays in the forms of recount and narrative related to the closest environment.

### Basic Competence:

11.1. Responding the meaning and rhetorical steps of simple short essays in the forms of recount accurately, fluently, and acceptably related to the closest environment.

Cycle 1	Learning Materials	Learning Activities	Indicator	Source	Assessment	Media
1 <sup>st</sup> -3 <sup>rd</sup> meetings	<p><b>Text :</b> Recounts</p> <p><b>Topic :</b> My Vacation</p> <p><b>Function:</b> Retelling activities happen in the past.</p> <p><b>Generic Structure:</b> Orientation Record of events Reorientation</p>	<p><b>1<sup>st</sup> meeting</b> <b>Building Knowledge of the Field (BKOF)</b> <b>Activity 1</b></p> <ul style="list-style-type: none"> <li>Students are given some texts related to the topic: My Vacation. Students read the text silently then guess the meaning of the unfamiliar words in the text. Students may open the dictionary if necessary. They work in pairs.</li> </ul> <p><b>Activity 2</b></p> <ul style="list-style-type: none"> <li>Students read the text again then the teacher and the students do question and answer activity about the content of the text.</li> </ul> <p><b>Activity 3</b></p> <ul style="list-style-type: none"> <li>Students learn grammar used in the text. Mostly about past tense. The</li> </ul>	<ul style="list-style-type: none"> <li>Guessing the meaning of unfamiliar words in the text.</li> <li>Skimming the text for topics.</li> <li>Scanning the text for specific information.</li> <li>Filling in the blank space of the text using correct past tense verbs.</li> </ul>	<p>Priyana, Joko. 2008. Scaffolding English for Junior Highschool Grade VIII. Jakarta:Pusat Perbukuan, Departemen Pendidikan Nasional.</p> <p>Harjanti, Aridyah N, dkk. 2011. LKS Pioneer. Kalasan: CV Putra Waylina.</p> <p>Internet  <a href="http://www.youtube.com">www.youtube.com</a>  <a href="http://www.busyteacher.com">www.busyteacher.com</a>  <a href="http://www.sweetrenta.blogspot.com">www.sweetrenta.blogspot.com</a>  <a href="http://pot.com">pot.com</a> </p>	Written test (Reading comprehension)	<p>Whiteboard</p> <p>Board marker</p> <p>Power point presentation</p> <p>Hand out</p> <p>Video</p> <p>Pictures</p>

	<p><b>Grammar use:</b> nouns, pronouns, past tense, conjunctions and time connectives to sequence the events, adverbs and adverbial phrases, and adjectives.</p>	<p>teacher explains the use of past tense in the text.</p> <ul style="list-style-type: none"> <li>The students do task 3 by filling in the blanks with the past simple of the verbs in brackets. They do the task with their classmates in pairs.</li> </ul> <p><b>2<sup>nd</sup> Meeting</b> <b>Modelling of the Text (MOT)</b> <b>Activity 4</b></p> <ul style="list-style-type: none"> <li>The teacher explains the genre, purpose, and the social context of the text.</li> </ul> <p><b>Activity 5</b></p> <ul style="list-style-type: none"> <li>The teacher explains the steps and the schematic structures of the text by using LCD.</li> </ul> <p><b>Activity 6</b></p> <ul style="list-style-type: none"> <li>The teacher presents the whole text as a model. The teacher reads the text aloud then the students imitate the teacher.</li> </ul> <p><b>Activity 7</b></p> <ul style="list-style-type: none"> <li>The students read the text then answer the comprehension questions of the texts then stating the generic structure and linguistic features of recount texts by drawing arrows or underlining the correct information based on the appropriate linguistic feature and generic structure of the text.</li> </ul>	<ul style="list-style-type: none"> <li>Stating the linguistic features of recount texts.</li> <li>Stating the generic structure of recount texts.</li> <li>Summarizing the text.</li> </ul>	<p>www.primaryresource.com</p>		
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		<p><b>Joint Construction of the Text (JCOT)</b></p> <p><b>Activity 8</b></p> <ul style="list-style-type: none"> <li>• Students practice reading texts aloud in reading groups consisted of 3-4 people in a group. The teacher guides each group one by one.</li> <li>• The teacher gives recount texts packet as the follow up activities for the free groups, the groups which are waiting or have been guided by the teacher. Students discuss the answers in the group.</li> </ul> <p><b>3<sup>rd</sup> meeting</b></p> <p><b>Main Activity</b></p> <p><b>Joint Construction of the Text (JCOT)</b></p> <ul style="list-style-type: none"> <li>• The students present the result of the discussion in front of the class.</li> </ul> <p><b>Individual Construction of the Text (ICOT)</b></p> <ol style="list-style-type: none"> <li>a. Students answer the comprehension questions individually.</li> <li>b. Students and the teacher discuss the answer of the comprehension questions.</li> </ol>				
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## COURSE GRID

### Standard Competence:

12. Expressing meaning in very simple written short functional texts and essays in the forms of recount and narrative to interact with the closest environment.

### Basic Competence:

12.2. . Expressing meaning and rhetorical steps in very simple essays employing the mode of written language accurately, fluently, and acceptably to interact with the closest environment in the forms of recount.

Cycle 1	Learning Materials	Learning Activities	Indicator	Source	Assessment	Media
4 <sup>th</sup> -6 <sup>th</sup> meeting	<p><b>Text :</b> Recounts</p> <p><b>Topic :</b> My Vacation</p> <p><b>Function:</b> Retelling activities happen in the past.</p> <p><b>Generic Structure:</b> Orientation Record of events Reorientation</p>	<p><b>4<sup>th</sup> meeting</b>  <b>Building Knowledge of the Field (BKOF)</b>  <b>Activity 1</b>  The teacher presents a recount text about her holiday. The students read the text then write the expressions to retell past activities stated in the text. The teacher presents the translation of the expressions.  <b>Activity 2</b>  The teacher asks some questions related to the texts to the students.  <b>Activity 3</b>  The students draw arrows to match the expressions to tell past experience about vacation and their meaning  <b>Activity 4</b>  Students play a game within the group consists of 3-4 students. Each student</p>	<ul style="list-style-type: none"> <li>Matching the expressions to tell past experience about vacation and their meaning:</li> <li>Writing past simple sentences using vocabulary items related to the topic.</li> <li>Underlining the grammatical errors in the text then revise them.</li> <li>Arranging jumbled sentences into good and</li> </ul>	<p>Priyana, Joko. 2008. Scaffolding English for Junior Highschool Grade VIII. Jakarta:Pusat Perbukuan, Departemen Pendidikan Nasional.</p> <p>Harjanti, Aridyah N, dkk. 2011. LKS Pioneer. Kalasan: CV Putra Waylina.</p> <p>Internet  <a href="http://www.youtube.com">www.youtube.com</a>  <a href="http://www.busyteacher.com">www.busyteacher.com</a></p>	<p>a) Technique s</p> <ul style="list-style-type: none"> <li>Written test</li> </ul> <p>b) Instruments</p> <ul style="list-style-type: none"> <li>Essay</li> </ul>	<p>Whiteboard  Board marker  Power point presentation  Hand out  Video  Pictures</p>

	<p><b>Grammar use:</b> nouns, pronouns, past tense, conjunctions and time connectives to sequence the events, adverbs and adverbial phrases, and adjectives.</p>	<p>should write past simple sentences using vocabulary items related to the topic.</p> <p><b>Modelling of the Text</b> <b>Activity 5</b></p> <p>The students are given a recount text with some grammatical errors. Then, they ask to underline the errors and revise it.</p> <p><b>5<sup>th</sup> meeting</b> <b>Join Construction of the Text (JCOT)</b> <b>Activity 6</b></p> <p>The students are divided into ten teams, The teacher gives recount text drafts for each team then they should discuss and arrange jumbled sentences into good recount texts based on the draft. The students exchange the result of the arrangements to other groups, the other groups checks the result. The teacher and the students discuss the result of the discussion.</p> <p><b>Activity 7</b></p> <p>The teacher explains the way to compose recount texts by doing scribe.</p> <p><b>Individual Construction of the Text</b> <b>(ICOT)</b> <b>Activity 8</b></p> <p>The students write short recount texts draft individually.</p>	<p>meaningful recount texts.</p> <ul style="list-style-type: none"> <li>• Writing short simple recount text drafts.</li> <li>• Composing short simple recount texts.</li> </ul>	<p>www.primaryreso urce.com</p>		
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		<p><b>Activity 9</b></p> <p>The students write a recount text based on the draft composed before.</p> <p><b>6<sup>th</sup> meeting</b></p> <p><b>Individual Construction of the Text (ICOT)</b></p> <ul style="list-style-type: none"> <li>- The students revise the writing. Then, they do self and peer assessment.</li> <li>- The students write final draft of a simple recount text individually.</li> </ul>				
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## COURSE GRID

### Standard Competence:

11. Expressing meaning in very simple written short functional texts and essays in the forms of recount and narrative to interact with the closest environment.

### Basic Competence:

11.1. Responding the meaning and rhetorical steps of simple short essays in the forms of narrative accurately, fluently, and acceptably related to the closest environment.

Cycle 1	Learning Materials	Learning Activities	Indicator	Source	Assessment	Media
1 <sup>th</sup> -3 <sup>rd</sup> meeting	<p><b>Text :</b> Narrative</p> <p><b>Topic :</b> Legend</p> <p><b>Function:</b> Entertaining the readers</p> <p><b>Generic Structure:</b> Introduction Complication Resolution</p> <p><b>Grammar use:</b> nouns, pronouns, past tense,</p>	<p><b>1<sup>th</sup> meeting</b> <b>Building Knowledge of the Field (BKOF)</b> <b>Building Knowledge of the Field (BKOF)</b></p> <ul style="list-style-type: none"> <li>The teacher plays a video showing the legend of Lake Toba and providing the text. The students watch the video then read the text.</li> <li>After reading the text, students guess the meaning of the unfamiliar words in the text. Students may open the dictionary if necessary. They work in pairs.</li> <li>The teacher asks the students to scan the text to find the specific information of the text.</li> </ul>	<ul style="list-style-type: none"> <li>Guessing the meaning of unfamiliar words in the text.</li> <li>Scanning the text for specific information.</li> <li>Stating the generic structure of narrative texts.</li> <li>Stating the linguistics features of</li> </ul>	<p>Priyana, Joko. 2008. Scaffolding English for Junior Highschool Grade VIII. Jakarta:Pusat Perbukuan, Departemen Pendidikan Nasional.</p> <p>Harjanti, Aridyah N, dkk. 2011. LKS Pioneer. Kalasan: CV Putra Waylina.</p> <p>Internet  <a href="http://www.youtube.com">www.youtube.com</a>  <a href="http://www.busyteacher.com">www.busyteacher.com</a></p>	<p>c) Techniques</p> <ul style="list-style-type: none"> <li>Written test</li> </ul> <p>d) Instruments</p> <ul style="list-style-type: none"> <li>Essay</li> </ul>	<p>Whiteboard Board marker Power point presentation Hand out Video Pictures</p>

	<p>conjunctions and time connectives to sequence the events, adverbs and adverbial phrases, and adjectives.</p>	<p><b>Modelling of the Text (MOT)</b></p> <ul style="list-style-type: none"> <li>• The teacher played a video and providing a text entitled Malin Kundang as the example of narrative text. Students are asked to watch the video and read the text.</li> <li>• The teacher explains narrative text ( the genre, purpose, and the social context of the text) and give an example of narrative text.</li> </ul> <p><b>2<sup>th</sup> meeting</b></p> <p><b>Join Construction of the Text (JCOT)</b></p> <ul style="list-style-type: none"> <li>• The students work in cooperative teams to practice reading aloud. The teacher guides each group, when the teacher guides one of the groups the other groups are asked to do the follow up activity, i.e. <ul style="list-style-type: none"> <li>- guessing the meaning of the words based on the context.</li> <li>- reading a text entitled Goldilock and the Three Bears then identifying the generic structure of the text.</li> <li>- writing the language features of the text</li> </ul> </li> </ul>	<p>narrative texts.</p> <ul style="list-style-type: none"> <li>• Summarizing the text.</li> </ul>	<p>www.primaryresource.com</p>		
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		<ul style="list-style-type: none"> <li>- scanning the text for specific information.</li> <li>- summarizing the text.</li> <li>• The students present the result of the discussion in front of the class.</li> </ul> <p>3<sup>rd</sup> meeting</p> <p><b>Individual Construction of the Text (ICOT)</b></p> <ul style="list-style-type: none"> <li>• Students answer the comprehension questions individually.</li> <li>• Students and the teacher discuss the answer of the comprehension questions.</li> <li>• The students do partner checking to check teammates' work.</li> </ul>				
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## COURSE GRID

### Standard Competence:

11. Expressing meaning in very simple written short functional texts and essays in the forms of recount and narrative to interact with the closest environment.

### Basic Competence:

11. Expressing meaning and rhetorical steps in very simple essays employing the mode of written language accurately, fluently, and acceptably to interact with the closest environment in the forms of narrative.

Cycle 1	Learning Materials	Learning Activities	Indicator	Source	Assessment	Media
4 <sup>th</sup> -6 <sup>rd</sup> meeting	<p><b>Text :</b> Narrative</p> <p><b>Topic :</b> Legend</p> <p><b>Function:</b> Entertaining the readers</p> <p><b>Generic Structure:</b> Introduction Complication Resolution</p> <p><b>Grammar use:</b> nouns, pronouns, past tense,</p>	<p><b>4<sup>th</sup> meeting</b> <b>Activity 2</b></p> <ul style="list-style-type: none"> <li>- The teacher and the students do question and answer activity related to the text will be read.</li> <li>- The teacher plays a video showing narrative story entitled “Snow White”. The teacher watches the video carefully.</li> <li>- The students read Snow White text, they underline the unfamiliar words and guess the meaning.</li> </ul> <p><b>Activity 3 and 4</b></p> <ul style="list-style-type: none"> <li>- Students answer the comprehension questions.</li> </ul> <p><b>Activity 5</b></p> <ul style="list-style-type: none"> <li>- The teacher and the teacher do</li> </ul>	<ul style="list-style-type: none"> <li>• Changing present verb form to past verb form in the text.</li> <li>• Revising a text with the appropriate capital letters and full stop.</li> <li>• Matching the words with the appropriate</li> </ul>	<p>Priyana, Joko. 2008. Scaffolding English for Junior Highschool Grade VIII. Jakarta:Pusat Perbukuan, Departemen Pendidikan Nasional.</p> <p>Harjanti, Aridyah N, dkk. 2011. LKS Pioneer. Kalasan: CV Putra Waylina.</p> <p>Internet <a href="http://www.youtube.com">www.youtube.com</a> <a href="http://www.busyteacher.com">www.busyteacher.com</a></p>	<p>e) Techniques</p> <ul style="list-style-type: none"> <li>• Written test</li> </ul> <p>f) Instruments essay</p>	<p>Whiteboard Board marker Power point presentation Hand out Video Pictures</p>

	<p>conjunctions and time connectives to sequence the events, adverbs and adverbial phrases, and adjectives.</p>	<p>question and answer activity related to the content of the text.</p> <p><b>Activity 6</b></p> <ul style="list-style-type: none"> <li>- The students review the grammar in the text especially past tense, and then did the task to change the verb into past tense.</li> </ul> <p><b>Activity 7</b></p> <p>The students revise the text with the appropriate capital letter and punctuation.</p> <p><b>5<sup>th</sup> meeting</b></p> <p><b>Modelling of the Text (MOT)</b></p> <p>Activity 8</p> <ul style="list-style-type: none"> <li>- The teacher plays a video and giving a narrative text entitled Jack and the Beanstalk to the students as a model of narrative text and explain it. The students watch the video and read the text.</li> <li>- The teacher explained narrative text.</li> <li>- The students guess the meaning of the unfamiliar words in the text and the teacher do questions and answer activity related to the text.</li> </ul> <p><b>Join Construction of the Text</b></p>	<p>meaning.</p> <ul style="list-style-type: none"> <li>• Completing a narrative text with the appropriate ending.</li> <li>• Arranging jumbled paragraphs into a good narrative text.</li> <li>• Writing a narrative text.</li> </ul>	<p>www.primaryresource.com</p>		
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		<p><b>(JCOT)</b></p> <p><b>Activity 1</b></p> <ul style="list-style-type: none"> <li>- The students match the words which will be used in the next text with the meaning.</li> </ul> <p><b>Activity 2</b></p> <ul style="list-style-type: none"> <li>- Students work with their team to arrange the paragraph into a good text.</li> </ul> <p><b>Activity 3</b></p> <ul style="list-style-type: none"> <li>- The students read the unfinished text then write the ending of the text.</li> </ul> <p><b>6<sup>rd</sup> meeting</b></p> <p><b>Individual Construction of the Text (ICOT)</b></p> <p><b>Activity 9</b></p> <ul style="list-style-type: none"> <li>- The students write short narrative texts draft individually.</li> <li>- The students revise the writing. Then, they do self and peer assessment.</li> <li>- The students write final draft of a simple recount text individually.</li> <li>- The students do partner checking.</li> </ul>				
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# **H. LESSON PLAN**

### LESSON PLAN

School	: M Ts YAPI Pakem
Subject	: English
Class /Semester	: VIII B/2
Academic Year	: 2011/ 2012
Time Allocation	: 6 X 35 minutes (3 meetings)
Skill	: Reading

#### A. Standard Competence

11. Understanding meaning in very simple written short functional texts and essays in the forms of recount and narrative related to the closest environment.

#### B. Basic Competence

- 11.1. Responding the meaning and rhetorical steps of simple short essays in the forms of narrative accurately, fluently, and acceptably related to the closest environment.

#### C. Teaching objective

In the end of this course, students are expected to be able to respond the meaning and rhetorical steps of simple short essays in the forms of recount accurately, fluently, and acceptably related to the closest environment.

#### D. Indicator

- Guessing the meaning of unfamiliar words in the text.
- Skimming the text for topics.
- Scanning the text for specific information.
- Filling in the blank space of the text using correct past tense verbs.
- Stating the linguistics features of recount texts.
- Stating the generic structure of recount texts.
- Summarizing the text.

#### E. Teaching Materials and Media

##### 1. Teaching Materials

- Recount texts.
- Language feature of recount texts
- Grammatical items of recount texts:  
Past tense (Regular and irregular verbs, positive, negative and affirmative simple past tense sentences.)
- Vocabulary
- Pronunciation  
(The complete materials are attached.)

## 2. Learning Media

- White board
- Board marker
- Power point presentation
- Hand out
- Video and pictures showing someone's holiday experience.
- Student worksheet
- Dictionary

**F. Teaching Method**

Teaching Method : Genre Based Approach

**G. Learning Activities**

No	Learning Activities	Time	Notes
1.	<b>MEETING 1</b>		
	<b>Pre Teaching</b>		
	a. The teacher greets and asks students' condition.	5'	
	b. The teacher checks the attendance list. The teacher asks the students by saying "How was your vacation? What did you do?"		
	<b>Main Activity</b>		
	<b>Building Knowledge of the Field (BKOF)</b>		
	<b>Activity 1</b>		
	<ul style="list-style-type: none"> <li>• Students are given some texts related to the topic: My Vacation. Students read the text silently then guess the meaning of the unfamiliar words in the text. Students may open the dictionary if necessary. They work in pairs.</li> </ul>	10'	
	<b>Activity 2</b>		
	<ul style="list-style-type: none"> <li>• Students read the text again then the teacher and the students do question and answer activity about the content of the text.</li> </ul>	10'	
	<b>Activity 3</b>		
	<ul style="list-style-type: none"> <li>• Students learn grammar used in the text. Mostly about past tense. The teacher explains the use of past tense in the text.</li> <li>• The students do task 3 by filling in the blanks with the past simple of the verbs in brackets. They do the task with their classmates in pairs.</li> </ul>	40'	
	<b>Post teaching</b>		
	<ul style="list-style-type: none"> <li>• The teacher gives feedback to them.</li> </ul>		

	<ul style="list-style-type: none"> <li>• The teacher asks them to sum up the lesson.</li> <li>• The teacher asks the students' difficulties during the lesson.</li> <li>• The teacher give a home work to translate the regular and irregular verbs in past tense form and memorize the vocabulary.</li> </ul>	5'	
2.	<p style="text-align: center;"><b>MEETING 2</b></p> <p><b>Pre Teaching</b></p> <ol style="list-style-type: none"> <li>a. The teacher greets and asks the students' condition.</li> <li>b. The teacher checks the attendance list.</li> <li>c. The teacher reviews the previous material.</li> <li>d. The teacher tells the objective of the learning process.</li> </ol> <p><b>Main Activity</b></p> <p><b>Modelling of the Text (MOT)</b></p> <p><b>Activity 4</b></p> <ul style="list-style-type: none"> <li>• The teacher explains the genre, purpose, and the social context of the text.</li> </ul> <p><b>Activity 5</b></p> <ul style="list-style-type: none"> <li>• The teacher explains the steps and the schematic structures of the text by using LCD.</li> </ul> <p><b>Activity 6</b></p> <ul style="list-style-type: none"> <li>• The teacher presents the whole text as a model. The teacher reads the text aloud then the students imitate the teacher.</li> </ul> <p><b>Activity 7</b></p> <ul style="list-style-type: none"> <li>• The students read the text then answer the comprehension questions of the texts then stating the generic structure and linguistic features of recount texts by drawing arrows or underlining the correct information based on the appropriate linguistic feature and generic structure of the text.</li> </ul> <p><b>Joint Construction of the Text (JCOT)</b></p> <p><b>Activity 8</b></p> <ul style="list-style-type: none"> <li>• Students practice reading texts aloud in reading groups consisted of 3-4 people in a group. The teacher guides each group one by one.</li> <li>• The teacher gives recount texts packet as the follow up activities for the free groups, the groups which are waiting or have been guided by the teacher. Students discuss the answers in the group.</li> </ul> <p><b>Post teaching</b></p> <ol style="list-style-type: none"> <li>a. The teacher gives feedback to them.</li> <li>b. The teacher asks them to sum up the lesson.</li> <li>c. The teacher asks the students' difficulties during the lesson.</li> <li>d. The teacher give a home work to answer reading comprehension texts questions then ends the class and say good bye.</li> </ol>	<p>5'</p> <p>5'</p> <p>5'</p> <p>5'</p> <p>15'</p> <p>30'</p> <p>5'</p>	



	e. The teacher ends the class and say good bye.		
3.	<p style="text-align: center;"><b>MEETING 3</b></p> <p><b>Pre Teaching</b></p> <ul style="list-style-type: none"> <li>a. The teacher greets and asks the students' condition.</li> <li>b. The teacher checks the attendance list.</li> <li>c. The teacher reviews the previous material.</li> <li>d. The teacher tells the objective of the learning process.</li> </ul> <p><b>Main Activity</b></p> <p><b>Joint Construction of the Text (JCOT)</b></p> <ul style="list-style-type: none"> <li>• The students present the result of the discussion in front of the class.</li> </ul> <p><b>Individual Construction of the Text (ICOT)</b></p> <ul style="list-style-type: none"> <li>a. Students answer the comprehension questions individually.</li> <li>b. Students and the teacher discuss the answer of the comprehension questions.</li> </ul> <p><b>Post teaching</b></p> <ul style="list-style-type: none"> <li>a. The teacher gives feedback to them.</li> <li>b. The teacher asks them to sum up the lesson.</li> <li>c. The teacher asks the students' difficulties during the lesson.</li> <li>d. The teacher ends the class and say good bye.</li> </ul>	<p>5'</p> <p>30'</p> <p>30'</p> <p>5'</p>	

#### H. References

- a. Priyana, Joko. 2008. Scaffolding English for Junior Highschool Grade VIII. Jakarta:Pusat Perbukuan, Departemen Pendidikan Nasional.
- b. Harjanti, Aridyah N, dkk. 2011. LKS Pioneer. Kalasan: CV Putra Waylina.
- c. Internet  
[www.youtube.com](http://www.youtube.com)  
[www.busyteacher.com](http://www.busyteacher.com)  
[www.primaryresource.com](http://www.primaryresource.com)

#### I. Assessment

- a) Techniques :
  - Writttten test (Reading comprehension)
- b) Instruments :
  - Multiple choice questions

### LESSON PLAN

School	: M Ts YAPI Pakem
Subject	: English
Class/ Semester	: VIII B/2
Academic Year	: 2011/ 2012
Time Allocation	: 6X 35 minutes (3 meetings)
Skill	: Writing

#### A. Standard Competence

12. Expressing meaning in very simple written short functional texts and essays in the forms of recount and narrative to interact with the closest environment.

#### B. Basic Competence

12.2. Expressing meaning and rhetorical steps in very simple essays employing the mode of written language accurately, fluently, and acceptably to interact with the closest environment in the forms of recount and narrative texts.

#### C. Teaching objective

In the end of this course, students are expected to be able to write very simple essays employing the mode of written language accurately, fluently, and acceptably to interact with the closest environment in the forms of recount texts.

#### D. Indicator

- Matching the expressions to tell past experience about vacation and their meaning:
- Writing past simple sentences using vocabulary items related to the topic.
- Underlining the grammatical errors in the text then revise them.
- Arranging jumbled sentences into good and meaningful recount texts.
- Writing short simple recount text drafts.
- Composing short simple recount texts.

#### E. Teaching Materials and Media

1. Teaching materials :

- Recount texts.
  - Language feature of recount texts.
  - Grammatical items of recount texts: Past tense (Regular and irregular verbs, positive, negative and affirmative simple past tense sentences.)
  - Vocabulary
  - Spelling
- (The complete materials are attached.)

2. Learning Media

- White board
- Board marker
- Power point presentation

- Hand out
- Past Tense Board Game
- Video and pictures showing someone's holiday experience.
- Dictionary

## F. Method

Teaching Method : Genre Based Approach

## G. Learning Activities

No	Learning Activities	Time	Notes
	<b>MEETING 1</b>		
1.	<p><b>Pre Teaching</b></p> <p>a. The teacher greets and asks students' condition.</p> <p>b. The teacher checks the attendance list.</p> <p>The teacher asks the students by saying "How was your vacation? What did you do?"</p> <p><b>Main Activity</b></p> <p><b>Building Knowledge of the Field (BKOF)</b></p> <p><b>Activity 1</b></p> <p>The teacher presents a recount text about her holiday. The students read the text then write the expressions to retell past activities stated in the text. The teacher presents the translation of the expressions.</p> <p><b>Activity 2</b></p> <p>The teacher asks some questions related to the texts to the students.</p> <p><b>Activity 3</b></p> <p>The students draw arrows to match the expressions to tell past experience about vacation and their meaning</p> <p><b>Activity 4</b></p> <p>Students play a game within the group consists of 3-4 students. Each student should write past simple sentences using vocabulary items related to the topic.</p> <p><b>Modelling of the Text</b></p> <p><b>Activity 5</b></p> <p>The students are given a recount text with some grammatical errors. Then, they ask to underline the errors and revise it.</p> <p><b>Post teaching</b></p> <p>a. The teacher gives feedback to them.</p> <p>b. The teacher asks them to sum up the lesson.</p>	<p>5'</p> <p>5'</p> <p>5'</p> <p>5'</p> <p>30'</p> <p>15'</p>	

	<p>c. The teacher asks the students' difficulties during the lesson.</p> <p>d. The teacher ends the class and say good bye.</p>	5'	
2.	<p style="text-align: center;"><b>MEETING 2</b></p> <p><b>Pre Teaching</b></p> <p>a. The teacher greets and asks the students' condition.</p> <p>b. The teacher checks the attendance list.</p> <p>c. The teacher reviews the previous material.</p> <p>d. The teacher tells the objective of the learning process.</p> <p><b>Main Activity</b></p> <p><b>Join Construction of the Text (JCOT)</b></p> <p><b>Activity 6</b></p> <p>The students are divided into ten teams, The teacher gives recount text drafts for each team then they should discuss and arrange jumbled sentences into good recount texts based on the draft. The students exchange the result of the arrangements to other groups, the other groups checks the result. The teacher and the students discuss the result of the discussion.</p> <p><b>Activity 7</b></p> <p>The teacher explains the way to compose recount texts by doing scribe.</p> <p><b>Individual Construction of the Text (ICOT)</b></p> <p><b>Activity 8</b></p> <p>The students write short recount texts draft individually.</p> <p><b>Activity 9</b></p> <p>The students write a recount text based on the draft composed before.</p> <p><b>Post teaching</b></p> <p>a. The teacher gives feedback to them.</p> <p>b. The teacher asks them to sum up the lesson.</p> <p>c. The teacher asks the students' difficulties during the lesson.</p> <p>d. The teacher ends the class and say good bye.</p>	<p>5'</p> <p>15'</p> <p>15'</p> <p>15'</p> <p>15'</p> <p>5'</p>	
3.	<p style="text-align: center;"><b>MEETING 3</b></p> <p><b>Pre Teaching</b></p> <p>a. The teacher greets and asks the students' condition.</p> <p>b. The teacher checks the attendance list.</p> <p>c. The teacher reviews the previous material.</p> <p>d. The teacher tells the objective of the learning process.</p>	5'	

	<b>Main Activity</b> <b>Individual Construction of the Text (ICOT)</b> <ul style="list-style-type: none"> <li>- The students revise the writing. Then, they do self and peer assessment.</li> <li>- The students write final draft of a simple recount text individually.</li> </ul> <b>Post teaching</b> <ul style="list-style-type: none"> <li>a. The teacher gives feedback to them.</li> <li>b. The teacher asks them to sum up the lesson.</li> <li>c. The teacher asks the students' difficulties during the lesson.</li> <li>d. The teacher ends the class and say good bye.</li> </ul>	40'	
		20'	
		5'	

#### H. References

- Priyana, Joko. 2008. Scaffolding English for Junior Highschool Grade VIII. Jakarta:Pusat Perbukuan, Departemen Pendidikan Nasional.
- Hadfield, Jill. 1993. *Elementary Communication Games*. Hongkong: Thomas Nelson and Sons Ltd
- Internet  
[www.busyteacher.com](http://www.busyteacher.com)  
[www.primaryresource.co.uk](http://www.primaryresource.co.uk)

#### I. Assessment

- Techniques :
  - Writttten test
- Instruments :
  - Essay

## c) Scoring Scheme of Writing in four components

Aspects of Writing	Level	Score	Criteria
Content	Excellent to Very Good	30-27	<ul style="list-style-type: none"> <li>- Relevant to the topic and give detail information</li> <li>- Match to the purpose of a recount text (retell past events)</li> </ul>
	Good to Average	26-22	<ul style="list-style-type: none"> <li>- Mostly relevant to the topic but lacks detail information</li> <li>- Match the purpose of recount texts but lacks detail</li> </ul>
	Fair to Poor	21-17	<ul style="list-style-type: none"> <li>- Inadequate development of topic</li> <li>- Almost match to the purpose of a recount text</li> </ul>
	Very Poor	16-13	<ul style="list-style-type: none"> <li>- Does not related to the topic or not enough to evaluate</li> <li>- Does not match the purpose of a recount text</li> </ul>
Organization	Excellent to Very Good	20-18	- Well organized of a recount text: orientation, event, and re-orientation
	Good to Average	17-14	- Loosely organized of a recount text but main ideas stand out
	Fair to Poor	13-10	- Ideas confused or disconnected
	Very Poor	9-7	- No organization or not enough to evaluate
Vocabulary	Excellent to Very Good	20-18	<ul style="list-style-type: none"> <li>- Use effective word/ idiom choice or usage</li> <li>- Word form mastery</li> </ul>
	Good to Average	17-14	<ul style="list-style-type: none"> <li>- Occasional errors of word form, choice, usage but meaning not obscured</li> </ul>
	Fair to Poor	13-10	<ul style="list-style-type: none"> <li>- Frequent error of word form, choice, and usage</li> <li>- Meaning obscured or confused</li> </ul>
	Very Poor	9-7	- Little knowledge of English vocabulary, word form or not enough to evaluate
Language use	Excellent to Very Good	25-22	- Few error of agreement, tense, word order, articles, pronoun, preposition
	Good to Average	21-18	<ul style="list-style-type: none"> <li>- Several error of agreement, tense, word order, articles, pronoun, preposition</li> <li>- Meaning seldom obscured</li> </ul>
	Fair to Poor	17-11	<ul style="list-style-type: none"> <li>- Frequent error of agreement, tense, word order, articles, pronoun, preposition</li> <li>- Meaning obscured or confused</li> </ul>
	Very Poor	10-5	<ul style="list-style-type: none"> <li>- Dominated by error</li> <li>- Does not communicate or not enough to evaluate</li> </ul>
Mechanics	Excellent to Very Good	5	<ul style="list-style-type: none"> <li>- Demonstrates master of conventions</li> <li>- Few errors of spelling, punctuation, capitalization, paragraphing.</li> </ul>
	Good to Average	4	- Occasional errors of spelling, punctuation, capitalization, paragraphing but meaning not obscured
	Fair to Poor	3	<ul style="list-style-type: none"> <li>- Frequent errors of spelling, punctuation, capitalization, paragraphing, poor handwriting</li> <li>- Meaning confused or obscured</li> </ul>
	Very Poor	2	<ul style="list-style-type: none"> <li>- No mastery of convention, dominated by errors of spelling, punctuation, capitalization, [argraphing</li> <li>- Handwriting illegible</li> <li>- Not enough to evaluate</li> </ul>

Jacobs *et al.* in Weigle (2002)

## CYCLE 1



# MY UNFORGETTABLE HOLIDAY



Skills : Reading

Standard competences :

11. Understanding meaning in very simple written short functional texts and essays in the forms of recount and narrative related to the closest environment.

Basic competences:

11.1 Responding the meaning and rhetorical steps of simple short essays in the forms of recount accurately, fluently, and acceptably related to the closest environment.

Indicators :

- Guessing the meaning of unfamiliar words in the text.
- Skimming the text for topics.
- Scanning the text for specific information.
- Filling in the blank space of the text using correct past tense verbs.
- Stating the linguistics features of recount texts.
- Stating the generic structure of recount texts.
- Summarizing the text.

## LEAD IN



### TASK 1

**Do you remember your last holiday? The questions below are about your last holiday. Answer them and then share your answers with your classmates in groups of four.**

1. Where did you spend your last holiday?
2. What do you think of the place?
3. How is the place like?
4. How did you feel during your holiday?



## LESSON PROPER

### Building Knowledge of the Field

### TASK 2

**The following text is about holiday around the world. Read the text then guess the meaning of the unfamiliar words, look at the example. You may open your dictionary if necessary. Work in pairs.**

#### Postcards from Friends: 2011 Holiday Season from Around the World

I love postcards. I love collecting them. I love sending them. I love receiving them. For this holiday season, I asked some friends to send me a “digital” postcard of what they were doing, where they were celebrating, or just a holiday snapshot. Even though we’re many miles and countries apart, it gives me a feeling of closeness seeing how we are all celebrating the same thing — the same gift of life. Happy Holidays!

Picture 1



A crowded street on Christmas day in Hong Kong from Dickson.

Picture 2



(Left) A beautiful view of Big Bend National Park in Texas from Gregory. (Right) Spencer went hiking in Mt. Tamalpais overlooking the Pacific Ocean near San Francisco, California.



Picture 3



April spent Christmas day at Hellshire Beach, one of Jamaica's most popular beaches for locals.

Adapted from <http://holidayaroundtheworld.com>

### Activity 3.

Guess the meaning of the following words based on the context of the text in activity 2. Look at the example.

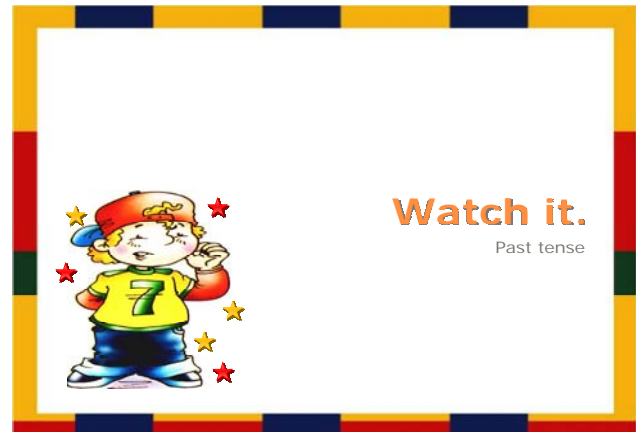
No	Words	Meaning
1.	asked / :skt/	Meminta
2.	sent /sent/	
3.	crowded / /'kraʊ.dɪd/	
4.	went /went/	
5.	spent /spent/	
6.	were /w :r /	
7.	Was /w z/	
8.	Holiday /'h l. .de /	

Answer the following questions related to the text in task 2.

1. What is the topic of the text?
2. Why does the writer write the texts?
3. How was the situation in Hongkong during the Christmas holiday?
4. Where did Spencer spend his holiday?
5. Where did April spend her Christmas day?

### TASK 3

The text in task 2 uses past tense to retell someone's last holiday. Study the explanation about past tense below, and then do the task to fill in the blanks with the past simple of the verbs in brackets.



How was your vacation? (Bagaimana Liburanmu?)  
What did you do? (Apa yang kamu (telah) lakukan?)

**Past tense (Masa Lampau)**

I <b>drove</b> my car.	Saya ( <b>dulu</b> ) menyetir mobil.
I <b>went</b> to the lake.	Saya ( <b>dulu</b> ) pergi ke danau.
I <b>went</b> to the beach.	Saya ( <b>dulu</b> ) pergi ke pantai.
I <b>went</b> to church.	Saya ( <b>dulu</b> ) pergi ke gereja.
I <b>went</b> to the mall.	Saya ( <b>dulu</b> ) pergi ke mall.
I <b>played</b> soccer.	Saya ( <b>dulu</b> ) bermain bola.
I <b>played</b> volleyball.	Saya ( <b>dulu</b> ) bermain voli.
I <b>visited</b> my grandmother.	Saya ( <b>dulu</b> ) mengunjungi nenek.

PAST TENSE	PRESENT TENSE
Telling events in the past. (Menceritakan kejadian yang terjadi di masa lampau.)	Telling events happen in the present time. (Menceritakan kejadian yang terjadi sekarang.)
S+V2+O/C	S+V1+O/C
I <b>played</b> basketball with my friends.	I <b>play</b> basketball with my friends.
I <b>visited</b> my grandmother.	I <b>visit</b> my grandmother.
I <b>went</b> to the beach.	I <b>go</b> to the beach.

## Regular verb (Kata kerja berturan)

**RULE:** Infinitive form + **ed**

E.g.: To look → looked

### AFFIRMATIVE

I played  
You played  
He played  
She played  
It played  
We played  
You played  
They played

### NEGATIVE

I didn't play  
You didn't play  
He didn't play  
She didn't play  
It didn't play  
We didn't play  
You didn't play  
They didn't play

### QUESTION

Did I play?  
Did you play?  
Did he play?  
Did she play?  
Did it play?  
Did we play?  
Did you play?  
Did they play?

### SHORT ANSWERS

Yes, I did  
No, you didn't  
Yes, he did  
No, she didn't  
Yes, it did  
No, it didn't  
Yes, you did  
No, they didn't

**USES:** We use the Past Simple to talk about finished actions in the past.

## PAST SIMPLE - REGULAR VERBS



## Irregular verb (Kata Kerja Tidak Beraturan)

go → went

### AFFIRMATIVE

I went  
You went  
He went  
She went  
It went  
We went  
You went  
They went

### NEGATIVE

I didn't go  
You didn't go  
He didn't go  
She didn't go  
It didn't go  
We didn't go  
You didn't go  
They didn't go

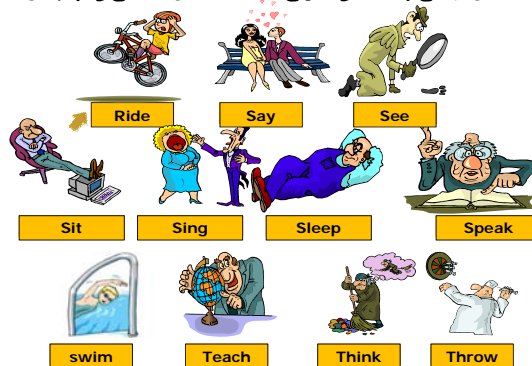
### QUESTION

Did I go?  
Did you go?  
Did he go?  
Did she go?  
Did it go?  
Did we go?  
Did you go?  
Did they go?

### SHORT ANSWERS

Yes, I did  
No, you didn't  
Yes, he did  
No, she didn't  
Yes, it did  
No, it didn't  
Yes, you did  
No, they didn't

## SIMPLE PAST - IRREGULAR VERBS



## Simple Past - Verb TO BE

### Affirmative

I was  
You were  
She was  
He was  
It was  
We were  
You were  
They were

### Negative

I wasn't  
You weren't  
She wasn't  
He wasn't  
It wasn't  
We weren't  
You weren't  
They weren't

### Questions

Was I...?  
Were you...?  
Was she...?  
Was he...?  
Was it...?  
Were we...?  
Were you...?  
Were they...?

### Short answers

Yes I was / No, I wasn't  
Yes, you were / No, you weren't  
Yes, she was / No, she wasn't  
Yes, he was / No, he wasn't  
Yes, it was / No, it wasn't  
Yes, we were / No, we weren't  
Yes, you were / No, you weren't  
Yes, they were / No, they weren't

### Examples

Last year Mary was 10 years old.

Last weekend my friends were at home.

# Last Summer

Fill in the blanks with the past simple of the verbs in brackets. Work in pairs.



Last summer, Peter, his brothers and cousins had (have) very interesting holidays. They \_\_\_\_\_ (go) camping in the mountains. They \_\_\_\_\_ (spend) a wonderful time. They usually \_\_\_\_\_ (wake up) early in the morning with the birds singing and they \_\_\_\_\_ (get up) feeling fresh. Before breakfast, they \_\_\_\_\_ (go) for a walk.

They sometimes \_\_\_\_\_ (go) to the village, where they \_\_\_\_\_ (buy) what they needed. During the day they \_\_\_\_\_ (play) cards, they \_\_\_\_\_ (swim) in the river, they \_\_\_\_\_ (play) guitar or \_\_\_\_\_ (listen) to music. They \_\_\_\_\_ (have) a lot of fun.

Adapted from [www.busyteacher.com](http://www.busyteacher.com)

## Modelling of the Text

### TASK 4



In this unit, we will read some texts which tell about last experiences called recount text. To know more about recount text let's study the explanation below.

### RECOUNT TEXT

A recount text is a text that tell past activities, experiences, or events.

#### Social function

To retell events for the purpose of informing or entertaining.

#### Generic structure

1. Orientation: provides the setting and introduces participants.
2. Sequence of events: tell what happened, in what sequences
3. Re-orientation: optional – closure of events.

#### Grammatical features

Use of nouns and pronouns to identify people, animal, or things involved

Use of action verbs to refer to events

Use of conjunctions and time connectives to sequence the events

Use of adjective to describe nouns

Use of past tense to retell the past events



### TASK 5

Recount texts have specific generic structure. The functions and examples of the each generic structure of recount texts are presented in the table below.

Generic Structure	Function	Example
Orientation	Memperkenalkan apa yang akan ditulis, siapa, melakukan apa, dimana, kapan (Introduce the topic, participant, place, and time of the texts.)	<p>The best thing I did on the holidays was going to my neighbors, Bill and Wendy's house at Mount Martha with my mother and sisters Tasha and Chloe.</p> <p>Dear Kiki, How are you? I hope you are always healthy and have a good holiday in Papua. I don't want you to be sick and feel bored in there, because I really miss and worry you.</p> <p>I want to tell you about my holiday in France last week.</p>
Sequence of Events	Memaparkan serangkaian kejadian atau kegiatan di waktu lampau dalam urutan kejadian atau urutan kronologis. (Explain the sequence of events happened in the past.)	<p>I visited many places in France. First, I visited Eiffel Tower....</p>
Conclusion (optional)	Menyatakan komentar pribadi tentang apa yang terjadi atau serangkaian kejadian atau kegiatan yang baru saja dipaparkan. (Stating personal comments.)	<p>Huah, I didn't want to leave this romantic place. I wanted to stay in France more than 4 days. But my parents must work in their office in Bandung. So, on the 5<sup>th</sup> day I came back to Bandung.</p> <p>At last we went home by Air Asia to Jakarta. That was an unforgettable moment.</p>

**TASK 6** The table below presents the linguistic features of recount text. Read the text and study the explanation below.



Generic Structure	Text	Linguistic features
Orientation	I like an exciting holiday. I like when something is going on. I was on holiday with my family in Turkey two years ago. We went to Turkey by plane. It was very interesting.	<i>Adverb of time :</i> two years ago
Record of Events	We stayed in Hotel Jasmine in a big room with a colour TV and a fridge. I slept usually to 7 a.m. then at the morning I had breakfast in the restaurant. Every day we went to the beach. The sun was shining; the sand was gold-white. I immediately jumped into the water. We visited many of confectioneries and restaurants every day. I usually relaxed with the computer and television. We were there for 10 days.	<i>Past tense :</i> flew, was, found out, etc  <i>Action verb, i.e. went, leave</i>  <i>Specific participant : I, we</i>  <i>Personal Comment/ Evaluation :</i> It was very interesting, I really love my holiday.
Reorientation	I really love my holiday. Now, I'm unhappy from duty called school.	<i>Conjunction to indicate sequence of events: then</i>

(Adapted from <http://referaty.aktuality.sk/my-holiday-story/referat-7798>)

The generic structure and linguistic features of the text:

- past tense : I **was** on holiday with my family in Turkey **two years ago**
- conjunction : then
- action verbs: I went..., I walked . . .
- specific participants : My family, I, we
- personal comment to indicate recount texts : I really liked . . .

### TASK 7

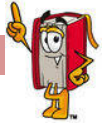
**From the text in task 7, answer the questions below.**


- What is the topic of the text?
- What is the purpose of the text?
- When did the writer go to Turkey?
- How did the writer go to the place?
- How was the beach?
- How was the writer think about his holiday?



**TASK 8**

Read aloud the text. Then, identify the generic structure and linguistics feature of the text then answer the comprehension questions. Do the task in a group of 3-4.



Generic structure	Text	Linguistic features
<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>	<p style="text-align: center;"><b>My Holiday in Bromo</b></p>  <p>Last week, I went to Mount Bromo. I stayed at my friend's house in Probolinggo, East Java. The house has a big garden with colourful flowers and a small pool.</p> <p>In the morning, I saw Mount Batok with his friends. The scenery was very beautiful. They rode on horseback. Then, they went to get closer look at the mountain. They took a rest and had lunch under a big tree. In the afternoon, they went to the zoo at Wonokromo. There were many animals there such as tigers and elephants. After that, they went home.</p> <p>They were very tired. However, Roni thinks that was really fun to have a holiday in Bromo. Roni hopes that his next holiday will be more interesting.</p> <p>(Adapted from : <a href="http://www.andrewseaton.com">www.andrewseaton.com</a> in Priyana, Joko. 2008. Scaffolding English for Junior Highschool Grade VIII. Jakarta:Pusat Perbukuan, Departemen Pendidikan Nasional.)</p>	<p><b>Adverb of time:</b> .....</p> <p><b>Past tense :</b> .....</p> <p><b>Action verbs:</b> .....</p> <p><b>Specific participant:</b> .....</p> <p><b>Personal comment:</b> .....</p> <p><b>Conjunction :</b> .....</p> <p><b>Personal pronoun:</b> .....</p>

**Write the past form verb (V2) in the text. Find the present form (V1) and meaning.**

- |                                 |         |
|---------------------------------|---------|
| 1. went ( V2) = go (V1) = pergi | 5. .... |
| 2. ....                         | 6. .... |
| 3. ....                         | 7. .... |
| 4. ....                         | 8. .... |



**Answer the questions below.**

1. What is the topic of the text?

.....

2. What is the purpose of the text?

.....

3. Where did the writer go last week?

.....

4. Where did he stay?

.....

5. What did he do in the morning?

.....

6. How was the view of Mount Batok?

.....

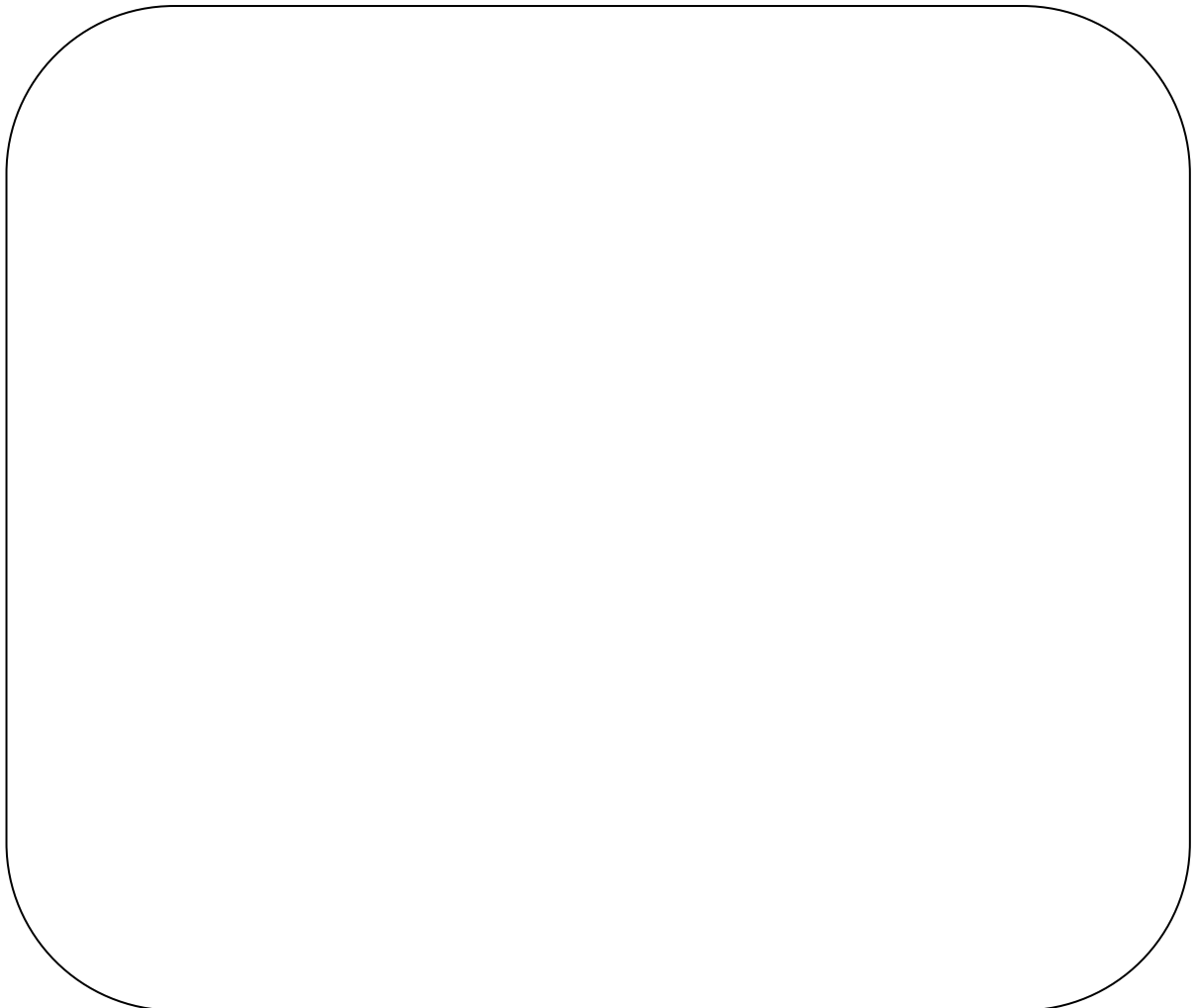
7. Where did the writer and his friends go before they got home?

.....

8. What did he think about his holiday?

.....

9. Make the summary of the text.






## Individual Construction of the Text


### TASK 9


Read the text aloud individually. Then, identify the generic structure and linguistics feature of the text then answer the comprehension questions.





Name: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_\_


 **MY HOLIDAY**

 **When?**  
(When did the writer spent his holiday?)  
\_\_\_\_\_  
\_\_\_\_\_

 **Where?**  
(Where did the writer spent his holiday?)  
\_\_\_\_\_  
\_\_\_\_\_

 **How was the place like?**  
\_\_\_\_\_  
\_\_\_\_\_

 **What?**  
What did he do during the holiday?  
\_\_\_\_\_  
\_\_\_\_\_

 **How was the writer feeling?**  
\_\_\_\_\_  
\_\_\_\_\_

**Recount text**

Paragraph 1:  
\_\_\_\_\_  
\_\_\_\_\_

Paragraph 2:  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Paragraph 3:  
\_\_\_\_\_  
\_\_\_\_\_

I spent my holiday in Palembang around two months ago. I went there with my brother. I stayed at my family's house there.

In Palembang, I went to Opi lake. The lake was so clean and nice. We spent the afternoon by having the barbeque in the lake side. After that, I spent the night in Ampera bridge area. It was so nice to be there. I took many pictures there. Ampera bridge was very beautiful in the night.

I was very happy. I will never forget my holiday in Palembang. I hope someday I can visit Palembang again.

Identify the generic structure and linguistic features of the text.

- Past tense :
- Conjunction :
- Action verb :
- Specific participant :
- Personal comment :

## CYCLE 1



# MY UNFORGETTABLE HOLIDAY



Skills : Writing

Standard competences :

12. Expressing meaning in very simple written short functional texts and essays in the forms of recount and narrative to interact with the closest environment.

Basic competences:

12.2. Expressing meaning and rhetorical steps in very simple essays employing the mode of written language accurately, fluently, and acceptably to interact with the closest environment in the forms of recount texts.

Indicators :

- Matching the expressions to tell past experience about vacation and their meaning:
- Writing past simple sentences using vocabulary items related to the topic.
- Underlining the grammatical errors in the text then revise them.
- Arranging jumbled sentences into good and meaningful recount texts.
- Writing short simple recount text drafts.
- Composing short simple recount texts.

## LESSON PROPER

### Building Knowledge of the Field

#### TASK 1

The text below is about someone's last holiday. Read the text and answer the questions below.

(The materials are presented by using LCD)

LET ME TELL YOU ABOUT MY HOLIDAY.



My Holiday



On February 2011, I went to Bandung with my friends. I spent my holiday there and visited many wonderful places such as Tangkuban Perahu Mountain, Ciater Hot Spring Resort, and Kawah Putih.

In the first day I came to Tangkuban Perahu Mountain. It is an active volcano in West Java. There is a huge crater there. It was very amazing.



After visiting Tangkuban Perahu Mountain, I went to Ciater Hot Spring Resort.



I relaxed my body and swam there.



In the second day, I went to Kawah Putih. It was wonderful.



I took many pictures there.



I enjoyed my vacation in Bandung. I felt very happy. I hope I can go to Bandung again

## TASK 2

Answer the questions after reading the text.

1. Why does the writer write the text?
2. Are the statements clear?
3. Are the statements relevant to the topic?

## TASK 3

Draw arrows to match the expressions to tell past experience about vacation and their meaning:

Pada bulan Februari tahun 2011 saya dan teman-teman pergi ke Bandung.	<i>I spent my holiday there.</i>
Kami berkunjung ke . . .	<i>On February 2011, I went to Bandung with my friends.</i>
Saya menghabiskan liburan disana.	<i>We visited . . .</i>
Akhirnya kita sampai di . . .	<i>I enjoyed my holiday.</i>
Saya menikmati liburan saya.	<i>Finally, we arrived at . . .</i>



## TASK 4



You will learn to write past simple sentences using games. Play the games within the group consists of 3-4 students. Each student should write past simple sentences using vocabulary items related to the topic. Follow the instructions.

The instructions are:

The students should throw the dice to get a place in the board, the student can move their place in the board according to the number of the dice, the students should write and tell the past simple sentences using the words according to the words in each place. At the end of the games, students do peer correction to check other students' works.

Past Tense My Holiday									
<b>Start</b>		go/went to grandma's house	meet/met friends	do/did gardening	<b>Rules</b>		buy/bought souvenirs	stay/stayed in a hotel	
		reads/read books	bought/buy bread	visit/ visited uncle's house	1. Choose the correct verb for past tense. 2. Make a simple past sentence using the verb. 3. A sentence should have subject, Verb, object/ complement, adverb. Example: I played tennis yesterday.		<b>Go Ahead 1</b>		Watch/ watched game
					Write /wrote letter climb/ climbed <del>gustain</del>				
		fix/ fixed bike	Clean/ cleaned the house		ride/ rode horse When you roll the dice you have to use the expression below: (1) yesterday (2) last week (3) two days ago (4) last month (5) two months ago (6) last year			<b>Go Ahead 2</b>	
		go/went to the park	<b>Go Ahead 2</b>	go/went hiking	<b>Go Back 1</b>		go/ went fishing	play/ played piano	
				finish/ finished homework		take/ took picture			
		eat/ ate cookies	Watch/ watched movie	cook/ cooked vegetables	Subjects: I, You, They, We, She, He, It		go/ went camping	Win/ won game	<b>END</b>
						go/ went camping	listen/ listened music		

## Modelling of the Text

### TASK 5

There are some grammatical errors in the text. Underline the grammatical errors in the text then revise them.


Generic Structure	Text	Linguistic features (Should be revised)
	<p style="text-align: center;"><b>My Holiday in Bali</b></p> <p>My name are Surti. I come from Jogja. Last month, I go to Bali Island with my friends.</p> <p>In the first day, I visit a beautiful beach named Kuta beach. It was a tourism objects located in the south of Denpasar, the capital of Bali. The waves are very big, I surfed there.</p> <p>In the second day, I visited in Sanur beach. I see the sunset there. It was clearly seen. I take many photo of the sunset. It is beautiful. I love this beach very much.</p> <p>I hope I can go to Bali again.</p>	

### Task 6


Make a draft of a recount text telling about your holiday experience. Do not forget to stick your photograph on the center of the draft.

\*\*\*\*\*

Name: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_\_




# MY HOLIDAY

When? 

\_\_\_\_\_

\_\_\_\_\_


\_\_\_\_\_

Feeling 

\_\_\_\_\_

\_\_\_\_\_


\_\_\_\_\_

Where? 

\_\_\_\_\_

\_\_\_\_\_


\_\_\_\_\_

What happened? 

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

This is me 

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\*\*\*\*\*

## Joint Construction of the Text

### Task 7

Look at the draft of the text. Then, arrange the jumble sentences into a good recount text based on the draft provided.

\*\*\*\*\*

Name: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_\_

 **MY HOLIDAY**

When?  On 21 October 2011.

Where?  Kaliurang  
1. Mount Merapi Museum.  
2. Tlogo Putri

  Feeling

In Mount Merapi Museum:  
It was very interesting.

In Tlogo Putri:  
The place was very cool and nice.  
The jathilan performance was very awesome.

In Kaliurang:  
I was very happy.

 What happened?

This is me ...

My name is Ida. I come from Ponorogo, East Java.

In Mount Merapi Museum:  
I learned about mountain eruptions.  
I saw many mountain pictures as Tambora, Krakatau, and Merapi.

In Tlogo Putri:  
I took many pictures.  
I saw Jathilan performance.

\*\*\*\*\*

### My Holiday

- I want to tell you about my holiday in Kaliurang, Yogyakarta.
- I come from Ponorogo, East Java.
- In the afternoon, I went to Tlogo Putri. The place was very cool and nice. I took many pictures there. After that, I saw Jathilan performance. It was very awesome.
- In the morning, I went to Mount Merapi Museum.
- I learned about mountain eruptions there.
- Then, I saw many mountain pictures such as Tambora, Krakatau, and Merapi. It was very interesting.
- I was very happy in Kaliurang. I hope I can visit Kaliurang again.
- My name is Ida.

## TASK 8

You should plan your recount text before writing it. The teacher will explain the way to write recount text. The explanation is presented below.

### RECOUNT

- *Recount is a text which has social function to retell events for the purpose of informing or entertaining.*
- Using *past tense*.
- Linking verb.  
Firstly, Secondly, . . . .  
After that, then, etc.

### My Holiday

My name is Ida. I come from Ponorogo, East Java. I want to tell you about my holiday in Kaliurang, Yogyakarta on 21<sup>st</sup> October 2011.

In the morning, I went to Mount Merapi Museum. I learned about mountain eruptions there. Then, I saw many mountain pictures such as Tambora, Krakatau, and Merapi. It was very interesting.

In the afternoon, I went to Tlogo Putri. The place was very cool and nice. I took many pictures there. After that, I saw Jathilan performance. It was very awesome.

I was very happy in Kaliurang. I hope I can visit Kaliurang again.

### RECOUNT PLANNER

WHEN?	WHERE?	WHO?
On 21 <sup>st</sup> October 2011	Kaliurang Mount Merapi Museum Tlogo Putri	Ida

### Words to move on

- First : pertama
- Then : kemudian
- Next : kemudian
- Finally: akhirnya
- Soon : nanti
- Afterwards : kemudian
- Eventually: akhirnya
- Later on : nanti
- In the end: pada akhirnya
- In the morning:  
Pada pagi hari
- In the afternoon :  
Pada siang hari
- In the evening:  
pada petang hari
- At night : pada malam hari

### EVENTS

Word to move on	What Happened	Thought/ Feeling
In the morning	I went to Mount Merapi Museum.	It was very interesting.
	I learned about mountain eruption there.	
Then,	I saw many mountain pictures such as Krakatau, Tambora, and Merapi	
In the afternoon	I went to Tlogo Putri	The place was so cool and nice.
	I took many pictures	
After that	I saw Jathilan performance.	It was very awesome.

### CLEVER ENDING

Word to move on	What happened	Thought/ Feeling
	My holiday in Kaliurang	I was very happy
		I hope I can visit Kaliurang again.



**TASK 9**

Start to write your holiday experience by writing a writing text draft. Write it by using the recount text planner. Ask your friend or teacher to give comments to improve your writing.



Name: \_\_\_\_\_

## Recount Planner

When ?	Where?	Who?

### Events (In the right order!)

Words to move your story on!				
first	then	next	finally	soon
afterwards	eventually	later on	in the end	

Word to move on	What happened	Thought/Feeling

### Clover Ending (Don't rush!)

Word to move on	What Happened	Thought/Feeling

Note:

when : write the time of your holiday

where : write the place of your holiday

who : write the participants of the holiday

**TASK 9**  
Write your recount text on the paper provided below.

**TASK 9**  
Write your recount text on the paper provided below.

<p>Name :</p> <p>Class :</p> <p>Group :</p>
---

## TASK 9

Read your recount text carefully. Assess your text by using the self assessment draft below.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Recount: Self Assessment

1

Have I (Sudahkah kamu . . .)	😊	😐	😞
Set the scene? (Menyatakan tempat, orang, dan waktu kejadian?)			
Recounted the events in chronological order? (Bercerita secara urut?)			
Used the past tense? (Menggunakan past tense?)			
Used time connectives, then, next, etc? (Menggunakan kata penghubung waktu apa: then, next, dll?)			
Used details to keep interest? (Menulis dengan detail?)			
Used specific names of people, places, objects etc? (Menggunakan nama orang, tempat, dan objek secara spesifik?)			
Answered the questions of who, what, when, where, why and how? (Menjawab pertanyaan siapa, apa, kapan, dimana, kenapa, dan bagaimana?)			
Used paragraphs to help flow? (Menulis paragraf dengan baik?)			
Ended by commenting on the events? (Mengakhiri tulisan dengan pendapatmu?)			

I think I did the following really well!

I could improve on these things.

Teacher comments:

## TASK 9

Read your friends' recount text carefully. Give comment to their text to improve their writing. Use the peer assessment draft below to assess your friends' writing.

Name: \_\_\_\_\_ Group: \_\_\_\_\_

# Recount: Peer Assessment

I

Have she/ he (Sudahkah dia . . .)				
	a/e/e	a/e/e	a/e/e	a/e/e
Set the scene? (Menyatakan tempat, orang, dan waktu kejadian?)				
Recounted the events in chronological order? (Bercerita secara urut?)				
Used the past tense? (Menggunakan past tense?)				
Used time connectives, then, next, etc? (Menggunakan kata penghubung waktu, spt: then, next, dll?)				
Used details to keep interest? (Menulis dengan detail?)				
Used specific names of people, places, objects etc? (Menggunakan nama orang, tempat, dan objek secara spesifik?)				
Answered the questions of who, what, when, where, why and how? (Menjawab pertanyaan siapa, apa, kapan, dimana, kenapa, dan bagaimana?)				
Used paragraphs to help flow? (Menulis paragraf dengan baik?)				
Ended by commenting on the events? (Mengakhiri tulisan dengan pendapatmu?)				

Teacher comments:

**TASK 9**  
Write your final draft of your recount text on the paper provided below.

**TASK 9**  
Write your final draft of your recount text on the paper provided below.

<p>Name :</p> <p>Class :</p> <p>Group :</p>
---

Teacher Comment:

### **LESSON PLAN**

School	: M Ts YAPI Pakem
Subject	: English
Class /Semester	: VIII B/2
Academic Year	: 2011/ 2012
Time Allocation	: 6 X 35 minutes (3 meetings)
Skill	: Reading

#### **A. Standard Competence**

11. Understanding meaning in very simple written short functional texts and essays in the forms of recount and narrative related to the closest environment.

#### **B. Basic Competence**

- 11.1. Responding the meaning and rhetorical steps of simple short essays in the forms of narrative accurately, fluently, and acceptably related to the closest environment.

#### **C. Teaching objective**

In the end of this course, students are expected to be able to respond the meaning and rhetorical steps of simple short essays in the forms of narrative accurately, fluently, and acceptably related to the closest environment.

#### **D. Indicator**

- Guessing the meaning of unfamiliar words in the text.
- Scanning the text for specific information.
- Stating the generic structure of narrative texts.
- Stating the linguistics features of narrative texts.
- Summarizing the text.

#### **E. Teaching Materials and Media**

##### **1. Teaching Materials**

- Narrative text.
- Language feature of narrative texts
- Grammatical items of narrative texts:  
Past tense (Regular and irregular verbs, positive, negative and affirmative simple past tense sentences.)
- Vocabulary  
(The complete materials are attached.)

##### **2. Learning Media**

- White board

- Board marker
- Power point presentation
- Hand out
- Video of narrative stories.
- Student worksheet
- Dictionary

## F. Teaching Method

Teaching Method : Genre Based Approach

## G. Learning Activities

No	Learning Activities	Time	Notes
1.	<b>MEETING 1</b>		
	<b>Pre Teaching</b>		
	a. The teacher greets and asks students' condition.	5'	
	b. The teacher checks the attendance list.		
	c. The teacher asks the students by saying "Do you tell local folktales or legends to your little sisters or brothers? Which folktale or local legends do you like best? Who were the characters? What happened to these characters? Was it a sad or happy ending?"		
	<b>Main Activity</b>		
	<b>Building Knowledge of the Field (BKOF)</b>		
	• The teacher plays a video showing the legend of Lake Toba and providing the text. The students watch the video then read the text.	10'	
	• After reading the text, students guess the meaning of the unfamiliar words in the text. Students may open the dictionary if necessary. They work in pairs.	10'	
	• The teacher asks the students to scan the text to find the specific information of the text.	10'	
	<b>Modelling of the Text (MOT)</b>		
	• The teacher played a video and providing a text entitled Malin Kundang as the example of narrative text. Students are asked to watch the video and read the text.	10'	
	• The teacher explains narrative text ( the genre, purpose, and the social context of the text) and give an example of narrative text.	20'	





	<p>b. The teacher checks the attendance list.</p> <p>c. The teacher reviews the previous material.</p> <p>d. The teacher tells the objective of the learning process.</p> <p><b>Main Activity</b></p> <p><b>Individual Construction of the Text (ICOT)</b></p> <p>a. Students answer the comprehension questions individually.</p> <p>b. Students and the teacher discuss the answer of the comprehension questions.</p> <p>c. The students do partner checking to check teammates' work.</p> <p><b>Post teaching</b></p> <p>a. The teacher gives feedback to them.</p> <p>b. The teacher asks them to sum up the lesson.</p> <p>c. The teacher asks the students' difficulties during the lesson.</p> <p>d. The teacher ends the class and say good bye.</p>	<p>40'</p> <p>10'</p> <p>5'</p>	
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#### H. References

- a. Priyana, Joko. 2008. Scaffolding English for Junior Highschool Grade VIII. Jakarta:Pusat Perbukuan, Departemen Pendidikan Nasional.
- b. Harjanti, Aridyah N, dkk. 2011. LKS Pioneer. Kalasan: CV Putra Waylina.
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[www.youtube.com](http://www.youtube.com)  
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[www.primaryresource.com](http://www.primaryresource.com)

#### I. Assessment

- a) Techniques :
  - Writtten test (Reading comprehension)
- b) Instruments :
  - Multiple choice questions

### LESSON PLAN

School	: M Ts YAPI Pakem
Subject	: English
Class/ Semester	: VIII B/2
Academic Year	: 2011/ 2012
Time Allocation	: 6X 35 minutes (3 meetings)
Skill	: Writing

#### A. Standard Competence

12. Expressing meaning in very simple written short functional texts and essays in the forms of recount and narrative to interact with the closest environment.

#### B. Basic Competence

12.2. Expressing meaning and rhetorical steps in very simple essays employing the mode of written language accurately, fluently, and acceptably to interact with the closest environment in the forms of recount texts.

#### C. Teaching objective

In the end of this course, students are expected to be able to write very simple essays employing the mode of written language accurately, fluently, and acceptably to interact with the closest environment in the forms of narrative texts.

#### D. Indicator

- Changing present verb form to past verb form in the text.
- Revising a text with the appropriate capital letters and full stop.
- Matching the words with the appropriate meaning.
- Completing a narrative text with the appropriate ending.
- Arranging jumbled paragraphs into a good narrative text.
- Writing a narrative text.

#### E. Teaching Materials and Media

1. Teaching materials :

- Narrative texts.
- Language feature of narrative texts.
- Grammatical items of narrative texts: Past tense
- Vocabulary

(The complete materials are attached.)

2. Learning Media

- White board
- Board marker
- Power point presentation
- Hand out
- Video showing narrative stories.



	<p>lesson.</p> <p>d. The teacher ends the class and say good bye.</p>	5'	
2.	<p style="text-align: center;"><b>MEETING 2</b></p> <p><b>Pre Teaching</b></p> <p>a. The teacher greets and asks the students' condition.</p> <p>b. The teacher checks the attendance list.</p> <p>c. The teacher reviews the previous material.</p> <p>d. The teacher tells the objective of the learning process.</p> <p><b>Main Activity</b></p> <p><b>Modelling of the Text (MOT)</b></p> <p>Activity 8</p> <ul style="list-style-type: none"> <li>- The teacher plays a video and giving a narrative text entitled Jack and the Beanstalk to the students as a model of narrative text and explain it. The students watch the video and read the text.</li> <li>- The teacher explained narrative text.</li> <li>- The students guess the meaning of the unfamiliar words in the text and the teacher do questions and answer activity related to the text.</li> </ul> <p><b>Join Construction of the Text (JCOT)</b></p> <p><b>Activity 1</b></p> <ul style="list-style-type: none"> <li>- The students match the words which will be used in the next text with the meaning.</li> </ul> <p><b>Activity 2</b></p> <ul style="list-style-type: none"> <li>- Students work with their team to arrange the paragraph into a good text.</li> </ul> <p><b>Activity 3</b></p> <ul style="list-style-type: none"> <li>- The students read the unfinished text then write the ending of the text.</li> </ul> <p><b>Post teaching</b></p> <p>a. The teacher gives feedback to them.</p> <p>b. The teacher asks them to sum up the lesson.</p> <p>c. The teacher asks the students' difficulties during the lesson.</p> <p>d. The teacher ends the class and say good bye.</p>	<p>5'</p> <p>10'</p> <p>10'</p> <p>15'</p> <p>5'</p> <p>15'</p> <p>10'</p> <p>5'</p>	
3.	<p style="text-align: center;"><b>MEETING 3</b></p> <p><b>Pre Teaching</b></p> <p>a. The teacher greets and asks the students' condition.</p> <p>b. The teacher checks the attendance list.</p> <p>c. The teacher reviews the previous material.</p> <p>d. The teacher tells the objective of the learning process.</p>	5'	

	<p><b>Main Activity</b></p> <p><b>Individual Construction of the Text (ICOT)</b></p> <p><b>Activity 9</b></p> <ul style="list-style-type: none"> <li>- The students write short narative texts draft individually.</li> <li>- The students revise the writing. Then, they do self and peer assessment.</li> <li>- The students write final draft of a simple recount text individually.</li> <li>- The students do partner checking.</li> </ul> <p><b>Post teaching</b></p> <ul style="list-style-type: none"> <li>a. The teacher gives feedback to them.</li> <li>b. The teacher asks them to sum up the lesson.</li> <li>c. The teacher asks the students' difficulties during the lesson.</li> <li>d. The teacher ends the class and say good bye.</li> </ul>	<p>30'</p> <p>15'</p> <p>10'</p> <p>5'</p> <p>5'</p>	
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#### H. References

- a. Priyana, Joko. 2008. Scaffolding English for Junior Highschool Grade VIII. Jakarta:Pusat Perbukuan, Departemen Pendidikan Nasional.
- b. Hadfield, Jill. 1993. *Elementary Communication Games*. Hongkong: Thomas Nelson and Sons Ltd
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<http://soncee.multiply.com/journal/item/15>  
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<http://indonesianfolklore.blogspot.com>  
[www.britishcouncil.org/learnenglishkids](http://www.britishcouncil.org/learnenglishkids)

#### I. Assessment

- a) Techniques :
  - Writtten test
- b) Instruments :
  - Essay

## c) Scoring Scheme of Writing in four components

Aspects of Writing	Level	Score	Criteria
Content	Excellent to Very Good	30-27	<ul style="list-style-type: none"> <li>- Relevant to the topic and give detail information</li> <li>- Match to the purpose of a narrative text (retell past events)</li> </ul>
	Good to Average	26-22	<ul style="list-style-type: none"> <li>- Mostly relevant to the topic but lacks detail information</li> <li>- Match the purpose of narrative texts but lacks detail</li> </ul>
	Fair to Poor	21-17	<ul style="list-style-type: none"> <li>- Inadequate development of topic</li> <li>- Almost match to the purpose of a narrative text</li> </ul>
	Very Poor	16-13	<ul style="list-style-type: none"> <li>- Does not related to the topic or not enough to evaluate</li> <li>- Does not match the purpose of a narrative text</li> </ul>
Organization	Excellent to Very Good	20-18	- Well organized of a narrative text: orientation, complication, and resolution.
	Good to Average	17-14	- Loosely organized of a narrative text but main ideas stand out
	Fair to Poor	13-10	- Ideas confused or disconnected
	Very Poor	9-7	- No organization or not enough to evaluate
Vocabulary	Excellent to Very Good	20-18	<ul style="list-style-type: none"> <li>- Use effective word/ idiom choice or usage</li> <li>- Word form mastery</li> </ul>
	Good to Average	17-14	<ul style="list-style-type: none"> <li>- Occasional errors of word form, choice, usage but meaning not obscured</li> </ul>
	Fair to Poor	13-10	<ul style="list-style-type: none"> <li>- Frequent error of word form, choice, and usage</li> <li>- Meaning obscured or confused</li> </ul>
	Very Poor	9-7	- Little knowledge of English vocabulary, word form or not enough to evaluate
Language use	Excellent to Very Good	25-22	- Few error of agreement, tense, word order, articles, pronoun, preposition
	Good to Average	21-18	<ul style="list-style-type: none"> <li>- Several error of agreement, tense, word order, articles, pronoun, preposition</li> <li>- Meaning seldom obscured</li> </ul>
	Fair to Poor	17-11	<ul style="list-style-type: none"> <li>- Frequent error of agreement, tense, word order, articles, pronoun, preposition</li> <li>- Meaning obscured or confused</li> </ul>
	Very Poor	10-5	<ul style="list-style-type: none"> <li>- Dominated by error</li> <li>- Does not communicate or not enough to evaluate</li> </ul>
Mechanics	Excellent to Very Good	5	<ul style="list-style-type: none"> <li>- Demonstrates master of conventions</li> <li>- Few errors of spelling, punctuation, capitalization, paragraphing.</li> </ul>
	Good to Average	4	- Occasional errors of spelling, punctuation, capitalization, paragraphing but meaning not obscured
	Fair to Poor	3	<ul style="list-style-type: none"> <li>- Frequent errors of spelling, punctuation, capitalization, paragraphing, poor handwriting</li> <li>- Meaning confused or obscured</li> </ul>
	Very Poor	2	<ul style="list-style-type: none"> <li>- No mastery of convention, dominated by errors of spelling, punctuation, capitalization, paragraphing</li> <li>- Handwriting illegible</li> <li>- Not enough to evaluate</li> </ul>

Jacobs *et al.* in Weigle (2002)



## ONCE UPON A TIME . . .



Skills : Reading

Standard competences :

11. Understanding meaning in very simple written short functional texts and essays in the forms of recount and narrative related to the closest environment.

Basic competences:

11.1 Responding the meaning and rhetorical steps of simple short essays in the forms of recount accurately, fluently, and acceptably related to the closest environment.

Indicators :

- Guessing the meaning of unfamiliar words in the text.
- Scanning the text for specific information.
- Stating the generic structure of narrative texts.
- Stating the linguistics features of narrative texts.
- Summarizing the text.

## LEAD IN



### Activity 1

Before studying this unit, answer these questions to remind your memory about narrative texts.

1. Do you tell local folktales or legends to your little sisters or brothers?
2. Which folktale or local legends do you like best?
3. Who were the characters?
4. What happened to these characters?
5. Was it a sad or happy ending?



## LESSON PROPER

### Building Knowledge of the Field

### Activity 2

Have you ever heard the legend of Lake Toba? Your teacher will play the video and read the story for you. Watch the video then reread the story by yourself. Write the unfamiliar words, and then guess the meaning of the words. Here is the story.

#### The Legend of Lake Toba



Once upon a time there was a man living in the area of the present day Danau Toba (Lake Toba). He lived in a simple hut in a farming field, did some gardening and fishing for his daily life. One day he caught a big golden fish in his trap. It was the biggest catch he ever had in his life.

Back home this fish turned into a beautiful princess. He felt in love with her and proposed her to be his wife. She said yes with one condition, the man had to promise not to tell a soul about the secret that she was once a fish, otherwise there would be a huge disaster. The man made the deal and they got married and had a daughter.



Few years later, this daughter would help bringing lunch to her father out in the fields. One day, this daughter was so hungry and she ate his father's lunch. He found out and got furious, and shouted "You damned daughter of a fish".

The daughter ran home and asked her mother. The mother started crying, felt sad that her husband had broken his promise. She told her daughter to run up the hills because a huge disaster was about to come. When her daughter left, she prayed. Soon there was a big earthquake followed by non-stop pouring rain. The princess also ran from the house, and each footprint she left became a natural spring. The whole area got flooded and became Lake Toba. The princess turned into a fish again and the man became the island of Samosir (the big island in the middle of Lake Toba)

( Adapted from <http://soncee.multiply.com/journal/item/15>)

### Activity 3.

After watching the video and reading the text, guess the meaning of the following words based on the context of the text. Look at the example.

No	Words	Meaning
1.	hut /hʊt/	Gubug
2.	Proposed /prə'pəʊz.d /	
3.	Promise /'prɒm.ɪs/	
4.	Disaster /dɪ'zɑːstər /	
5.	Daughter /'dɔːtər /	
6.	Furious /'fjʊə .rɪ.əs/	
7.	Earthquake /'ɜːθ.kweɪk/	
8.	Island /'aɪ.lənd/	

### Activity 4.

According the text, determine each statement below is true or false.

No.	Statement	True	False
1.	The man caught a big cat fish in his trap.		
2.	The fish turned into a beautiful princess.		
3.	The princess became the wife of the man.		
4.	They had a boy.		
5.	The man broke his promise.		
6.	There was a huge disaster since the man killed his daughter.		
7.	The man became the island of Samosir.		

**Activity 5. Reread the text then answer these questions.**

1. What is the story about?
2. What did the man get in his trap?
3. What happened then?
4. What promise did the women propose?
5. Who eat the man's lunch?
6. Did the man break his promise?
7. How was their life after the disaster?

**Modelling of the Text**

**Activity 6**

**Have your heard a narrative story about the legend of Malin Kundang? Your teacher will play the video and provide the text telling the story. Watch the video then read the text. After that, study the explanation of narrative text.**

**The Legend of Malin Kundang**



This is a story about Malin Kundang. He was a boy from a very poor family who lived with his mom. His father was a sailor, but he had already died. Malin was a smart boy but a bit naughty. He always chased a chicken and hit it with a broom, until one day he slipped off and hurt himself. The wound left a scar on his hand.

When Malin grew up, he decided to go to a city, so one day he would become rich by the time he went back to the village. Malin's mother disagreed with his decision because he was the only one she had. But Malin had already made up his mind, his mother had no other choice but to let her only child go. Malin was travelling by sea, so he came along with one rich merchant. He was shopping to become one of his crew and learn from that merchant. Malin went to

**GENERIC  
STRUCTURE**

**Orientation**

**Complication**

anyplace wherever the winds took him. Soon he became a great successful man. Many years has passed since then, Malin has become a rich merchant because of his hard work and marry the most beautiful girl in the world and he had forgotten his mother as well as the village. On the other hand, Malin's mother was getting older. She missed her child so much that she had always wait for Malin's return at the harbor every day until one day there was a merchant who stopped by the village.

She knew it was Malin at the moment she saw him. What makes her so sure was because of the scar on his hand but Malin denied her as his mother because Malin's felt ashamed to his wife and the crew, then he was gone.

Malin's mother was really upset then she started to curse him. On his journey Malin's ship began to shaking and soon it turned into a stone untill now.

### Resolution

#### Activity 7

The text in **Task 6** is a narrative text. Narrative texts focus on pattern of events with a problematic and/ or unexpected outcome. The purpose of the text is to entertain and educate the reader.

Narrative texts contain three parts:

##### Orientation

It sets the scene and introduces the participants and characters.

##### Complication

It is a series of complication or crisis points which arise in the story.

##### Resolution

The crisis is resolved, for better or for worse.

## Language features of a narrative

Description of characters and places using:

- ✚ Adjectives to describe nouns – poor, smart, naughty
- ✚ Adverbs – to describe verbs – quickly, secretly, quietly, energetically, suddenly.
- ✚ Time words – Once upon a time, long ago, then, last week
- ✚ Verbs indicating actions in the story – hid, ate, ran, whispered, looked
- ✚ Personal pronoun : I, she, they

**How are narratives written? Answer these questions and read the explanation in the box carefully. Let's get back to the Legend of Malin Kundang.**

1. Who is the main character in the story? How is he?

2. How was Malin and his mother condition in his village?

In the beginning of the story the writer introduces the main characters of the story.

3. What did Malin do to reach his dream?

4. Does Malin reach his dream?

In the middle of the story the writer tells us what happens to Malin Kundang. This part of the story contains a problem that Malin experienced.

5. What did Malin do when he came back to his village?

6. How was the end of the story? Is it sad or happy?

At the end of the story the writer tells us the way out of the problem that Malin faced.

## Joint Construction of the Text

### Activity 8

The words below are used in the parts following activity 9. To learn the meaning of the words, do the following exercise first. Match each word in Column A with the meaning in Column B.

Column A	Column B
1) Bear /beə r/	a) Sarapan
2) Porridge/'pɔr.ɪdʒ/	b) Beruang
3) Breakfast /'brek.fəst/	c) Dingin
4) cool /kuul/	d) Tinggi
5) Hot /hot/	e) Rendah
6) High /haɪ/	f) Panas
7) Low /ləʊ/	g) Kursi
8) Chair /tʃeə r/	h) Takut
9) Bed /bed/	i) Bubur
10) Grumble /'grʌm.bəl/	j) Mengeram
11) Roared /rɔ: rd/	k) Menggerutu
12) Afraid /ə'freɪd/	l) Tempat tidur

### Activity 9

The text is a narrative text which tells the story about Goldilocks and the Three Bears. Read the text aloud and identify the generic structure of the text. Work in your cooperative teams.

#### The Story of Goldilocks and the Three Bears

Generic  
Structure

Once upon a time, there were three bears that lived in a little house in the woods. They were - Daddy Bear Mummy Bear and Baby Bear. One day, Mummy Bear made some porridge for breakfast. It was too hot to eat, so the bears went for a walk while the porridge cooled.

While they were out, a little girl called Goldilocks came past their house. She stopped. She looked. Then she walked inside! On the table were three bowls of porridge. She wanted to eat them. The big one was too hot. The medium one was too cool. The small bowl was just right. Then Goldilocks saw three chairs. She wanted to sit on them. The first chair was too high. The second chair was too low. The third chair was just right. She rocked too hard and broke it!

Goldilocks went upstairs. There were three beds. The large one was too hard. The middle sized one was too soft. The little one was just right. Goldilocks fell fast asleep.

The three bears came home. They could see someone had come into their house. "Someone's been eating my porridge," grumbled Daddy Bear. "Someone's been eating my porridge," grumbled Mummy Bear. "Someone's been

eating MY porridge," grumbled Baby Bear. "And they've eaten it all up!" They went into the living room. "Someone's been sitting in my chair," growled Daddy Bear. "Someone's been sitting in my chair," growled Mummy Bear. "Someone's been sitting in my chair," growled Baby Bear. "And they've broken it!" They went upstairs. "Someone's been sleeping in my bed," roared Daddy Bear. "Someone's been sleeping in my bed," roared Mummy Bear. "Someone's been sleeping in my bed," roared Baby Bear. "And she's still there!" Goldilocks woke up. She saw the three angry bears. She was scared. So she jumped up, ran out the door, and did not stop until she was home.

Goldilocks never went back to the bears' house again. But she did send them a letter to say she was sorry. Daddy Bear made more porridge. Mummy Bear fixed the broken chair. And Baby Bear made the beds!



## THE END

### Activity 10

Read again the text about Goldilock and The Three Bears and then determine the generic structure of the text by filling in the blank box beside the paragraph.

### Activity 11

To comprehend the grammar in the text, try to write the language features of the text.

- ✚ Adjectives (Kata sifat):
- ✚ Adverbs (Kata keterangan) :
- ✚ Time words (Kata yang menandai waktu) :
- ✚ Verbs (Kata Kerja):
- ✚ Personal pronoun (kata ganti orang):

### Activity 13

Read again the text, answer the following questions according to the text.

1. Where did three bears live?
2. What did Mommy Bear make for breakfast?
3. Who entered the bear's house?
4. What did she do?
5. Did she eat the porridge? Which porridge did she eat?
6. What did she do on the third chair?
7. What did the bears see in their room?
8. What was the girl's feeling meeting the bears?
9. Did the girl come back to the bears' house?
10. What did the girl send to the bears?

### Activity 14

After answering the comprehension questions the text, make a summary of the text in the column below.



## Home Work

### Activity 1

After understanding narrative text, read the text about the legend of Nyi Roro Kidul at home. Identify the generic structure, answer the comprehension questions, and make summary of the text. After that, ask your parents to sign the statement that you have read the text. It will add the point of your team.

#### The Legend of Nyi Roro Kidul (The Queen of South Ocean)



Generic  
Structure

Once upon a time, there was a beautiful princess named Kadita. Because of her beauty she was called Dewi Srengenge. It means The Goddess of Sun. Her father was King Mungding Wangi. Although he had a beautiful daughter, he was unhappy because he always expected to have a son.

The King decided to marry Dewi Mutiara. He had a son from her. Dewi Mutiara wanted her son to become a king in the future. She asked the King to send her son to become a king in the future. She asked the King to send his daughter away. The King did not agree.

Dewi Mutiara called a black wizard to curse Kadita. She wanted Kadita's beautiful body full of ulcer. Then, Kadita's body was full of ulcer. It smelled bad. The beautiful princess cried.

The King was very sad. No one could cure his daughter's illness. The King did not want her daughter to be a rumour so he sent his daughter away.

The poor princess did not know where to go. However, she had a noble heart. She did not have any bad feeling about her step mother. She walked for almost seven days and seven nights. Then, she came to the South Ocean. The ocean was so clean and clear. She jumped into the water and swam.

Suddenly, there was a miracle. The ocean water cured her illness. She became more beautiful than before. She also had power to command the whole South Ocean. She became a fairy called Nyi Roro Kidul or The Queen of South Ocean.

*(Adapted from [www.geocities.com](http://www.geocities.com))*



## Activity 2

Read again the text about The Legend of Nyi Roro Kidul and then determine the generic structure of the text by filling in the blank box beside the paragraph.

## Activity 3

Read the text about The Legend of Nyi Roro Kidul again and answer the following questions.

1. Who was Kadita?
2. What was the King's expectation?
3. What did Dewi Mutiara ask to the King?
4. What did the black wizard do?
5. What did the King do to keep his daughter from being a rumor?
6. What happened to Kadita when she jumped into ocean?

## Activity. 4

Make a summary of the text entitled The Legend of Nyi Roro Kidul. Write the summary in the box below.

Yogyakarta, February 2011  
Parent Signature

.....

## Activity. 14

Read the following legend of Surabaya, write the generic structure and then make a summary by listing important information in the boxes.

## The Legend of Surabaya



A long time ago in East Java there were two strong animals, Sura and Baya. Sura was a shark and Baya was a crocodile. They lived in a sea. Actually, they were friends. But when they were hungry, they were very greedy. They did not want to share their food. They would fight for it and never stop fighting until one of them gave up. It was a very hot day. Sura and Baya were looking for some food. Suddenly, Baya saw a goat. "Yummy, this is my lunch," said Baya. "No way! This is my lunch. You are greedy! I had not eaten for two days!" said Sura.

Then Sura and Baya fought again. After several hours, they were very tired. Sura had a plan to stop their bad behavior. "I'm tired of fighting, Baya," said Sura. "Me too. What should we do to stop fighting? Do you have any idea?" asked Baya. "Yes, I do. Let's share our territory. I live in the water, so I look for food in the sea. And you live on the land, right? So, you look for the food also on the land. The border is the beach, so we will never meet again. Do you agree?" asked Sura. "Hmm... let me think about it. OK, I agree. From today, I will never go to the sea again. My place is on the land," said Baya.

Then they both lived in the different places. But one day, Sura went to the land and looked for some food in the river. He was very hungry and there was not much food in the sea. Baya was very angry when he knew that Sura broke the promise. "Hey, what are you doing here? This is my place. Your place is in the sea!" "But, there is water in the river, right? So, this is also my place!" said Sura. Then Sura and Baya fought again. They both hit each other.

Sura bit Baya's tail. Baya did the same thing to Sura. He bit very hard until Sura finally gave up. He went back to the sea. Baya was very happy. He had his place again. The place where they were fighting was a mess. Blood was everywhere. People then always talked about the fight between Sura and Baya. They then named the place of the fight as Surabaya, it's from Sura the shark and Baya the crocodile. People also put their fight as the symbol of Surabaya city. \*\*\*

Adapted from : <http://indonesianfolklore.blogspot.com>

Generic  
Structure

.....

.....

.....

.....

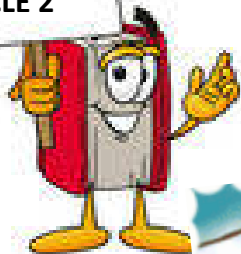
- 1) Who are the characters in the Legend of Surabaya? How are they characters?  
.....  
.....
- 2) Do they like fighting? Why?  
.....  
.....
- 3) What is the solution of their problem?  
.....  
.....
- 4) What is the solution of their problem?  
.....  
.....
- 5) Do Sura and Baya obey their commitment?  
.....  
.....
- 6) Why people usually called Surabaya for that land?  
.....  
.....

## CHECKING LIST

Check your friends' work. Put a tick (V) in the right box according your friends' work then write the score.

Task	Finish	Unfinish	Score
Activity 2. Reading Narrative Text "The Legend of Lake Toba"			
Activity 3. Guess the meaning of the words			
Activity 4. True or false statement			
Activity 5. Answering comprehension questions			
Activity 6. Reading Narrative Text "The Legend of Malin Kundang"			
Activity 8. Reading Narrative Text "The Legend of Nyi Roro Kidul"			
Activity 9. Determining generic structure of the text			
Activity 10. Guessing the meaning of the words.			
Activity 11 Writing the language features of the text.			
Activity 12 Answering comprehension questions.			
Activity 13. Summarizing the text.			
Activity 14. Reading Biwar and identifying generic structure of the text			
Activity 15. Answering comprehension questions.			
Activity 16. Summarizing the text			
Activity 17. Home work.			
Activity 18. Group Presentation			

CYCLE 2



## Once Upon A Time



Skills : Writing

Standard competences :

12. Expressing meaning in very simple written short functional texts and essays in the forms of recount and narrative to interact with the closest environment.

Basic competences:

12.2. Expressing meaning and rhetorical steps in very simple essays employing the mode of written language accurately, fluently, and acceptably to interact with the closest environment in the forms of narrative texts.

Indicators :

- Changing present verb form to past verb form in the text.
- Revising a text with the appropriate capital letters and full stop.
- Matching the words with the appropriate meaning.
- Completing a narrative text with the appropriate ending.
- Arranging jumbled paragraphs into a good narrative text.
- Writing a narrative text.

## LEAD IN

### Activity 1

**Discuss these questions with a friend.**

1. Do you tell local folktales or legends to your little sisters or brothers?
2. Which folktale or local legends do you like best?
3. Who were the characters?
4. What happened to these characters?
5. Was it a sad or happy ending?



## LESSON PROPER

### Building Knowledge of the Field

### Activity 2

**Have you ever heard the story of a princess named Snow White? Here is a short version of the story. Read it carefully.**

#### Snow White

Long ago, in the Neverland, there lived a very beautiful princess, Snow White. The Queen was her stepmother. She was very jealous of her beauty. So she wanted her to die.

Snow White knew about the evil plan. She escaped into a forest. There she made friends with seven dwarfs.

The queen turned Snow White into a witch. Snow White did not realize it. The witch gave her a poisoned apple. As a result, Snow White was put into sleep for years.

Fortunately, in the end, Prince Charming revived her with a kiss. They lived together happily ever after.

*(Free adaptation from Grimms' fairy tale)*



### Activity 3

**After reading the text, answer these questions based on the text.**

1. What is the story about?
2. When and where did the story happen?
3. What problems did Snow White have?
4. What happened to her then?
5. Who came to help her?
6. What did he do to Snow White?
7. How did they live after that?

### Activity 4

**How are narratives written? Answer these questions and read the explanation in the box carefully. Let's get back to the story of Snow White.**

1. Who are the main characters of the Snow White story?

\_\_\_\_\_

2. Where did this story take place?

\_\_\_\_\_

In the middle of the story the writer tells us what happens to Snow White. This part of the story contains a problem that Snow White experienced.

3. What evil things did the Queen do to Snow White?

\_\_\_\_\_

In the middle of the story the writer tells us what happens to Snow White. This part of the story contains a problem that Snow White experienced.

4. Did Snow White wake up from her long sleep? How did she wake up?

\_\_\_\_\_

At the end of the story the writer tells us the way out of the problem that Snow White faced.

### Activity 5

**In most narratives, writers are writing about things that happened in the past. Therefore, the verbs are in the past tense form. Now change these verbs in the following into the past tense.**

1. Today, the prince lives happily with the princess.  
Years ago he (live) a sad life.
2. Today, the prince obtains what he wants easily.  
Years ago he (obtain) what he (want) with difficulties.
3. Today, the prince realizes that the princess loves him very much.  
Years ago he (realize) that the princess (love) him little.
4. Today, the prince likes his castle very much.  
Years ago the prince hardly (like) his castle.

Now, put and translate the verbs used in the sentences above into the table below.

Today the prince	Years ago the prince	Meaning
Lives /lɪvs/		
Obtains /əb'teɪns/		
Wants /wɒnts/		
Realizes /'rɪə.laɪz/		
Loves /lɪvs/		
Likes /laɪks/		

## Activity 7

### Punctuations: Capital Letters and Full Stops

- A sentence must start with a **capital letter** and end with a **full stop**.
- Names of people and places start with a capital letter.

**After knowing the used of capital letters and full stops, revise the text below into a good narrative text.**

#### Saint Valentine

saint valentine was a priest who lived long ago at the time of the Roman Emperor, claudius would not let soldiers marry. however, valentine secretly performed marriage services for them. then, he was discovered and was thrown into jail. valentine fell in love with the jailer's daughter while he was in prison On the day he was put to death he sent her a little note which he signed, Your valentine. nowadays, many people think that Saint Valentine's Day has something to do with that story

*(Adapted from Childraft-Celebration)*

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## Activity 8

Have you ever heard the story of Jack and the Beanstalk? Your teacher will play a video showing the story. Watch the video and write the unfamiliar words, then guess the meaning of the words. Here is the story.

## The Story of Jack and the Beanstalk

Once upon a time there was a boy called Jack. He lived with his mother. They were very poor. All they had was a cow.

One morning, Jack's mother told Jack to take their cow to market and sell her. On the way, Jack met a man. He gave Jack some magic beans for the cow. Jack took the beans and went back home. When Jack's mother saw the beans she was very angry. She threw the beans out of the window. The next morning, Jack looked out of the window. There was a giant beanstalk. He went outside and started to climb the beanstalk. The next morning, Jack looked out of the window. There was a giant beanstalk. He went outside and started to climb the beanstalk. He climbed up to the sky through the clouds. Jack saw a beautiful castle. He went inside. Jack heard a voice. "Fee, Fi, Fo, Fum!" Jack ran into a cupboard. An enormous giant came into the room and sat down. On the table there was a hen and a golden harp. "Lay!" said the giant. Then he laid an egg – it was made of gold. "Sing!" said the giant. The harp began to sing. Soon the giant was asleep. Jack jumped out of the cupboard. The hen and the harp were taken by Jack. Suddenly, the harp sang, "Help, master!". The giant woke up, and shouted, "Fee, Fi, Fo, Fum!" Jack ran and started climbing down the beanstalk. The giant came down after him. Jack shouted, "Mother! Help!" Jack's mother took an axe and chopped down the beanstalk.

The giant fell and crashed to the ground. Nobody ever saw him again. With the golden eggs and the magic harp, Jack and his mother lived happily ever after.

Generic structure

orientation

complication

resolution

([www.britishcouncil.org/learnenglishkids](http://www.britishcouncil.org/learnenglishkids))

## Activity 9.

After watching the video, guess the meaning of the following words based on the context of the text in. Look at the example.

No	Words	Meaning
1.	Poor /pɔːr /	miskin
2.	Cow /kaʊ /	
3.	Bean /bi:n/	
4.	Angry /'æŋ.gri/	
5.	Giant /'dʒaɪ. ə nt/	
6.	Shouted /ʃaʊtɪd/	
7.	Harp /hɑːp/	
8.	Hen /hen/	
9.	Gold /gəʊld/	
10.	axe /æks	

**Activity 10. According to the story, determine each statement below is true or false.**

No.	Statement	True	False
1.	Jack was a rich boy.		
2.	He sold his cow in the market.		
3.	Jack's mother was angry because Jack only gave her some beans.		
4.	There was a giant beanstalk outside Jack's house.		
5.	Jack climbed the beanstalk and met a fairy.		
6.	The giant killed Jack.		

**The text in Task 8 is a narrative text. Narrative texts focus on a pattern of events with a problematic and/ or unexpected outcome. The purpose of the text is to entertain and educate the reader.**

## TEXT TYPE CENTRE

### Narrative text

We can call it narrative as we see the following generic structure inside the text:

#### Orientation

It is the introduction of what is inside the text. What text is talk in general. Who involves in the text. When and where it happen.

#### Complication

It explains about what happens with the participants. It explores the conflict among the participants. Complication is the main element of narrative. Without complication, the text is not narrative. The conflict can be shown as natural, social or psychological conflict.

#### Resolution

This is the phase where the participants solve the problem aroused by the conflict. It is not matter whether the participants succeed or fail. The point is the conflict becomes ended.

## Joint Construction of the Text

### Activity 12

The words below are used in the parts following Activity 12. To learn the meaning of the words, do the following exercise first. Match each word in Column A with the meaning in Column B.

Use your dictionary.

Column A	Column B
1) sunset	a) perangkap
2) hunter	b) permintaan
3) owl	c) mengabulkan
4) trap	d) burung hantu
5) set free	e) matahari terbenam
6) paradise	f) surge
7) grant	g) berperabot
8) wishes	h) sangat besar
9) furnished	i) pemburu
10) huge	j) membebaskan

### Activity 13

With a friend, read the unfinished fairy tale below.



One day, a hunter caught an owl in his trap. It was a paradise owl. The owl begged the hunter to free it. In return, the owl promised to grant him three wishes.

"Give me a large, luxurious, furnished house with a beautiful garden," said the hunter. And there, in front of him, was the house he wanted.

"Give me a very huge box of gold coins," he asked. And again he got what he wanted. "Give me a very beautiful, loving wife who is good at cooking." And...

1. How would you continue the story in the part following the text above?
2. Will you make it a happy-ending story? How? Please write.
3. Will you prefer to have a sad ending? How? Please write.

Write the ending of the story in the box below.

and

### Activity 15

Now let's write a story. You can choose a folktale or a local legend. Use the story plan below to write notes for your narrative.

Where and when?

---

---

Who were in the story?

---

---

---

What was the problem?

---

---

---

How did they try to solve the problem?

---

---

---

How did the story end?

---

---

### Activity 16

Write your narrative in the box below.

### Activity 17

After you finish writing your narrative, read the checklist below. If you can answer yes to that question, tick the yes column. This will help you edit your narrative.

If you answer 'no', go back to your story and fix it.

No	What to check	Yes	No
1.	Have you mentioned the time? (Apakah kamu sudah menyebutkan waktunya? )		
2.	Have you mentioned the place? (Apakah kamu sudah menyebutkan tempatnya?)		
3.	Have you mentioned the characters? (Apakah kamu sudah menyebutkan tokohnya?)		
4.	Have you mentioned what happened to the characters? (Apakah kamu sudah menjelaskan hal yang terjadi pada karakter?)		
5.	Have you mentioned how the characters solve the problems? (Apakah kamu sudah menyebutkan cara penyelesaian masalahnya?)		
6.	Have you mentioned the ending of the story? (Sudahkah kamu menjelaskan akhir ceritanya?)		
7.	Have you used verbs in past tense? (Sudahkah kamu menggunakan past tense verb?)		
8.	Have you checked your spelling and punctuation? (Sudahkah kamu mengecek tulisan dan tanda bacanya?)		

To make a good narrative text, let your friends and your teacher check and give their comment for your writing. They will write their comment in the box below.

Friends' Comment:

Teacher's comment:

### Activity 18

Revise your narrative based on your teacher and friends' comment. Then, write the final narrative in the box below.

## CHECKING LIST

Check your friends' work. Put a tick (V) in the right box according your friends' work then write the score.

Task	Finish	Unfinish	Score
Activity 2. Reading Narrative Text "Snow White"			
Activity 3. True or false statement			
Activity 4 and 5. Answering comprehension questions			
Activity 6. Changing past into present verb form and translating the words.			
Activity 7. Revising text with correct capital letters and full stops.			
Activity 8. Reading Narrative Text "The Legend of Nyi Roro Kidul"			
Activity 9. Reading the text "Jack and the Beanstalk" and guessing meaning of the unfamiliar words.			
Activity 10. True and false statements.			
Activity 11 Answering comprehension questions.			
Activity 12 Matching the words with the appropriate meaning.			
Activity 13. Writing the end of the story.			
Activity 14. Arranging jumbled paragraph.			
Activity 15. Writing narrative text draft.			
Activity 17. Revising narrative text.			
Activity 17. Home work.			

# **I. STUDENT GROUPING**



### Appendix L. 1. The List of Cooperative Teams in Class VIII B in Cycle 1

No	Name	Pre Test Reading Score	Pre Test Writing Score	Average Score	Team
1.	Shodiqul Amri	66	82	74	<b>Group 1 Diponegoro</b>
2.	Doni Rifan Basofi	58	66	62	
3.	Setyo Wibowo	72	70	71	
4.	Joko Purnomo	62	71	66.5	
5.	Ecep Rinrin	74	83	78.5	<b>Group 2 Habibie</b>
6.	Alfian	60	70	65	
7.	Septyanto Cahyo	54	86	70	
8.	Beni Aprianto	50	54	52	
9.	Ika Yahya Nur S	68	76	72	<b>Group 3 Pattimura</b>
10.	Uyu Fauziah	68	72	70	
11.	Budi Arto	60	53	56.5	
12.	Latungga S	62	71	66.5	
13.	Inggit Kuswardani	64	80	72	<b>Group 4 R.A. Kartini</b>
14.	Saputri Dewi	54	72	63	
15.	Savitri Rizki I	60	77	68.5	
16.	Desy Ulfah L	64	80	72	
17.	Aldi Triamboro	56	71	63.5	<b>Group 5 Ki Hajar Dewantara</b>
18.	Yuyun N	58	64	61	
19.	Tantio Ari W	58	71	64.5	
20.	Desi Ika Sari	62	73	67.5	
21.	Septika Lestari P	54	68	61	<b>Group 6 Cut Nyak Dien</b>
22.	Nurlita Amri S	72	76	74	
23.	Sriningsih	48	62	55	
24.	Usep Sofywan	58	72	65	
25.	Ridwansyah M	48	73	60.5	<b>Group 7 Jenderal Soedirman</b>
26.	Fathoni K	38	67	52.5	
27.	Andre Mardiana	68	80	74	
28.	Rudi Ega H	74	81	77.5	
29.	Ratna Nur Pratiwi	54	70	62	<b>Group 8 Ir. Soekarno</b>
30.	Zahrina Nafisa	62	72	67	
31.	Eko Nugraha	50	63	56.5	
32.	Nimas Ayu M A	62	82	72	
33.	Novi Nuryani	60	69	64.5	<b>Group 9 Mohammad Hatta</b>
34.	Hendy Prasetyo	60	68	64	
35.	Iswatun Hasanah	58	71	64.5	
36.	Rufaída Putri R	74	82	78	
37.	Nur Rahmawati	66	83	74.5	<b>Group 10 Pangeran Antasari</b>
38.	Habib Yoga P	32	72	52	
39.	Aditya Widi N	40	56	48	

### Appendix L. 2. The List of Cycle 1 Students Score

No	Name	Team	Reading Score	Writing Score	Team score
1.	Shodiqul Amri	<b>Group 1 Diponegoro</b>	76	88	69,5
2.	Doni Rifan Basofi		56	67	
3.	Setyo Wibowo		60	64	
4.	Joko Purnomo		72	73	
5.	Ecep Rinrin	<b>Group 2 Habibie</b>	74	91	67,8
6.	Alfian		58	77	
7.	Septyanto Cahyo		68	70	
8.	Beni Aprianto		56	40	
9.	Ika Yahya Nur S	<b>Group 3 Pattimura</b>	61	89	64,625
10.	Uyu Fauziah		58	83	
11.	Budi Arto		44	59	
12.	Latungga S		57	66	
13.	Inggit Kuswardani	<b>Group 4 R.A. Kartini</b>	35	74	52,375
14.	Saputri Dewi		28	55	
15.	Savitri Rizki I		34	68	
16.	Desy Ulfah L	<b>Group 5 Ki Hajar Dewantara</b>	50	75	65,375
17.	Aldi Triamboro		62	75	
18.	Yuyun N		50	75	
19.	Tantio Ari W		54	82	
20.	Desi Ika Sari	<b>Group 6 Cut Nyak Dien</b>	54	61	63,625
21.	Septika Lestari P		50	77	
22.	Nurlita Amri S		58	91	
23.	Sriningsih		51	67	
24.	Usep Sofywan	<b>Group 7 Jenderal Soedirman</b>	63	81	64.25
25.	Ridwansyah M		54	40	
26.	Fathoni K		53	79	
27.	Andre Mardiana		65	79	
28.	Rudi Ega H	<b>Group 8 Ir. Soekarno</b>	58	91	64,625
29.	Ratna Nur Pratiwi		54	67	
30.	Zahrina Nafisa		62	69	
31.	Eko Nugraha		47	69	
32.	Nimas Ayu M A	<b>Group 9 Mohammad Hatta</b>	76	85	75.375
33.	Novi Nuryani		68	82	
34.	Iswatun Hasanah		68	80	
35.	Hendi		66	78	
36.	Rufaida Putri R	<b>Group 10 Pangeran Antasari</b>	76	92	72.875
37.	Nur Rahmawati		74	80	
38.	Habib Yoga P		64	89	
39.	Aditya Widi N		44	64	

### Appendix L. 3. The List of Class VIII B Cooperative Teams Cycle 2

No	Name	Cycle 1 Reading Score	Cycle 1 Writing Score	Average Score	Team
1.	Nurlita Amri S	9.2	9.1	9.15	Group 1 Jaka Tingkir
2.	Tantio Ari W	6.2	7.5	6.85	
3.	Eko Nugraha	6.4	6.9	6.65	
4.	Saputri Dewi	7.6	6.8	7.2	
5.	Alfian	8.4	7.7	8.05	Group 2 Peter Pan
7.	Hendi	7.6	7.8	7.7	
8.	Budi Arto	6.8	5.9	6.35	
9.	Aldi Triamboro	7.6	7.5	75.5	
10.	Uyu Fauziah	8	8.3	81.5	Group 3 Sangkuriang
11.	Usep Sofywan	6	8.1	7.05	
12.	Ratna Nur Pratiwi	7.2	6.7	6.95	
13.	Fathoni K	6.8	7.9	7.35	
14.	Rudi Ega H	8	9.1	8.55	Group 4 Harry Potter
15.	Ridwansyah M	4.4	5	4.7	
16.	Doni Rifan Basofi	5.2	67	6.15	
17.	Setyo Wibowo	8.4	64	7.4	
18.	Ecep Rinrin	8	9.1	8.55	Group 5 Robin Hood
19.	Habib Yoga P	6.8	8.9	7.85	
18.	Joko Purnomo	8	7.3	7.65	
20.	Septyanto Cahyo	7.2	7	7.1	
21.	Beni Aprianto	5.6	5.8	5.7	Group 6 Cinderella
22.	Ika Yahya Nur S	8	8.9	84.5	
23.	Desi Ika Sari	7.2	7.5	7.35	
24.	Inggit Kuswardani	7.6	7.4	7.5	
25.	Yuyun N	8.8	8.2	8.5	Group 7 Snow White
26.	Iswatun Hasanah	8	8	8	
27.	Novi Nuryani	7.6	8.2	7.9	
28.	Septika Lestari P	6.8	7.7	7.25	
29.	Shodiqul Amri	8.4	8.8	8.6	Group 8 Avatar
30.	Aditya Widi N	6.4	6.4	6.4	
31.	Latungga S	8.4	6.6	7.5	
32.	Andre Mardiana	8	7.9	7.95	
33.	Nimas Ayu M A	8	8.5	8.25	Group 9 Alice in Wonderland
34.	Nur Rahmawati	7.2	8	7.6	
35.	Desy Ulfah L	7.6	7.5	7.5	
36.	Zahrina Nafisa	8	6.9	7.45	Group 10 Roro Jonggrang
37.	Savitri Rizki I	8	8	8	
38.	Sriningsih	4.8	6.7	5.75	
39.	Rufaida Putri R	9.2	9.2	9.2	

# J. STUDENT SCORE

### Appendix M. 4 . Students' Reading Score

No	Name	Pre test	Cycle 1	Cycle 2
1.	Aditya Widi Nugroho	40	64	66
2.	Aldi Triamboro	56	76	78
3.	Alfian Febri Pratama	60	84	82
4.	Andre Mardiana	68	8	78
5.	Beni Aprianto	50	56	56
6.	Budi Arto	60	68	70
7.	Desi Ika Sari	62	72	74
8.	Desy Ulfah Larasati	64	76	76
9.	Doni Rifan Basofi	58	52	58
10.	Ecep Rinrin	74	80	82
11.	Eko Nugraha	50	64	64
12.	Fathoni Kurniawan	38	68	68
13.	Habib Yoga Providensia	32	68	68
14.	Hendi Prasetyo	60	76	78
15.	Ika Yahya Nur Safitri	68	80	82
16.	Inggit Kuswardani	64	76	78
17.	Iswatun Hasanah	58	80	80
18.	Joko Purnomo	62	80	80
19.	Latungga Sebrimaszena	62	84	84
20.	Nimas Ayu Mustika Aji	62	80	82
21.	Novi Nuryani	60	76	76
22.	Nur Rahmawati	66	72	74
23.	Nurlita Amri Sitepu	72	94	94
24.	Ratna Nur Pratiwi	54	72	74
25.	Ridwansyah Megasakti	48	44	46
26.	Rudi Ega Hermawan	74	80	80
27.	Rufaida Putri R	74	92	92
28.	Saputri Dewi	54	76	74
29.	Savitri Rizki Istanti	60	80	82
30.	Septika Lestari Putri	54	68	70
31.	Septyanto Cahyo Nugroho	54	72	74
32.	Setyo Wibowo	54	84	80
33.	Shodiqul Amri	66	84	88
34.	Sriningsih	48	48	50
35.	Tantio Ari Wibowo	58	62	64
36.	Usep Sofywan	58	60	60
37.	Uyu Fauziah	68	80	82
38.	Yuyun Nurochmawati	58	88	88
39.	Zahrina Nafisa	62	80	82

### Appendix M. 5.. Students' Writing Score

No	Nama	Pretest	Cycle 1	Cycle 2
1.	Aditya Widi Nugroho	56	64	66
2.	Aldi Triamboro	71	75	76
3.	Alfian Febri Pratama	70	77	78
4.	Andre Mardiana	70	79	80
5.	Beni Aprianto	54	58	56
6.	Budi Arto	53	59	60
7.	Desi Ika Sari	73	75	76
8.	Desy Ulfah Larasati	80	75	78
9.	Doni Rifan Basofi	66	67	68
10.	Ecep Rinrin	83	91	92
11.	Eko Nugraha	63	69	70
12.	Fathoni Kurniawan	67	79	78
13.	Habib Yoga Providensia	72	89	88
14.	Hendi Prasetyo	68	78	80
15.	Ika Yahya Nur Safitri	76	89	90
16.	Inggit Kuswardani	80	74	76
17.	Iswatun Hasanah	71	80	76
18.	Joko Purnomo	71	73	76
19.	Latungga Sebrimaszena	71	66	68
20.	Nimas Ayu Mustika Aji	82	85	86
21.	Novi Nuryani	69	82	84
22.	Nur Rahmawati	83	80	84
23.	Nurlita Amri Sitepu	76	91	92
24.	Ratna Nur Pratiwi	70	67	68
25.	Ridwansyah Megasakti	73	50	56
26.	Rudi Ega Hermawan	81	91	92
27.	Rufaida Putri R	82	92	87
28.	Saputri Dewi	72	68	70
29.	Savitri Rizki Istanti	77	80	78
30.	Septika Lestari Putri	68	77	78
31.	Septyanto Cahyo Nugroho	86	70	74
32.	Setyo Wibowo	70	64	70
33.	Shodiquil Amri	82	88	89
34.	Sriningsih	62	67	70
35.	Tantio Ari Wibowo	71	75	76
36.	Usep Sofywan	72	81	80
37.	Uyu Fauziah	72	83	84
38.	Yuyun Nurochmawati	64	82	84
39.	Zahrina Nafisa	72	69	70

## Appendix M. 6 WRITING SCORE IN FIVE COMPONENTS

No	Nama	content	organization	vocabulary	language use	Mechanics	Total
1.	Aditya Widi N	19	13	10	11	3	56
2.	Aldi Triamboro	22	17	14	15	3	71
3.	Alfian Febri Pratama	22	14	14	17	3	70
4.	Andre Mardiana	22	14	14	17	3	70
5.	Beni Aprianto	17	13	10	11	3	54
6.	Budi Arto	17	11	10	13	2	53
7.	Desi Ika Sari	22	15	15	18	3	73
8.	Desy Ulfah Larasati	22	14	14	14	3	80
9.	Doni Rifan Basofi	21	14	13	15	3	66
10.	Ecep Rinrin	26	18	17	18	4	83
11.	Eko Nugraha	21	14	13	12	3	63
12.	Fathoni Kurniawan	20	14	13	17	3	67
13.	Habib Yoga P	22	15	14	18	3	72
14.	Hendi Prasetyo	21	15	14	18	3	68
15.	Ika Yahya Nur S	22	17	16	18	3	76
16.	Inggit Kuswardani	22	15	17	18	3	80
17.	Iswatun Hasanah	22	15	13	18	3	71
18.	Joko Purnomo	22	14	14	18	3	71
19.	Latungga S	22	14	14	18	3	71
20.	Nimas Ayu MA	22	15	14	18	3	82
21.	Novi Nuryani	20	15	15	17	2	69
22.	Nur Rahmawati	23	19	17	21	3	83
23.	Nurlita Amri Sitepu	25	15	15	18	3	76
24.	Ratna Nur Pratiwi	22	15	15	15	3	70
25.	Ridwansyah M	22	17	14	17	3	73
26.	Rudi Ega Hermawan	23	17	17	21	3	81
27.	Rufaida Putri R	23	19	17	20	3	82
28.	Saputri Dewi	22	15	14	18	3	72
29.	Savitri Rizki Istanti	25	16	15	18	3	77
30.	Septika Lestari Putri	20	14	14	17	3	68
31.	Septyanto Cahyo N	28	18	18	18	4	86
32.	Setyo Wibowo	22	14	14	17	3	70
33.	Shodiqul Amri	26	18	17	18	3	82
34.	Sriningsih	21	14	12	12	3	62
35.	Tantio Ari Wibowo	22	15	14	17	3	71
36.	Usep Sofywan	22	15	14	18	3	72
37.	Uyu Fauziah	22	15	15	17	3	72
38.	Yuyun N	18	14	14	15	3	64
39.	Zahrina Nafisa	22	15	15	17	3	72

No	Nama	Score Pre test						Score Cycle 1 (Recount)						Score Cycle 2					
		content	organization	vocabulary	language use	mechanics	Total	content	organization	vocabulary	language use	mechanics	total	content	organization	vocabulary	language use	mechanics	total
1	Aditya Widi Nugroho	19	13	10	11	3	56	18	14	14	15	3	64	19	15	14	15	3	66
2	Aldi Triamboro	22	17	14	15	3	71	20	18	18	16	3	75	20	19	18	16	3	76
3	Alfian Febri Pratama	22	14	14	17	3	70	23	18	17	16	3	77	23	18	17	16	3	77
4	Andre Mardiana	22	14	14	17	3	70	23	19	17	17	3	79	23	19	18	17	3	80
5	Beni Aprianto	17	13	10	11	3	54	18	15	11	11	3	58	18	15	9	11	3	56
6	Budi Arto	17	11	10	13	2	53	19	14	14	9	3	59	19	14	15	9	3	60
7	Desi Ika Sari	22	15	15	18	3	73	24	17	16	15	3	75	24	17	17	15	3	76
8	Desy Ulfah Larasati	22	14	14	14	3	67	20	18	18	16	3	75	21	19	19	16	3	78
9	Doni Rifan Basofi	21	14	13	15	3	66	19	14	15	16	3	67	19	15	15	16	3	68
10	Ecep Rinrin	26	18	17	18	4	83	29	20	19	20	3	91	29	21	19	20	3	92
11	Eko Nugraha	21	14	13	12	3	63	23	16	14	13	3	69	23	16	14	14	3	70
12	Fathoni Kurniawan	20	14	13	17	3	67	20	18	19	19	3	79	20	18	18	19	3	78
13	Habib Yoga Providensia	22	15	14	18	3	72	28	19	19	20	3	89	27	19	19	20	3	88
14	Hendi Prasetyo	21	15	14	18	3	71	20	18	18	19	3	78	20	19	19	19	3	80
15	Ika Yahya Nur Safitri	22	17	16	18	3	76	27	19	19	21	3	89	27	19	20	21	3	90
16	Inggit Kuswardani	22	15	17	18	3	75	24	16	15	16	3	74	24	16	17	16	3	76
17	Iswatun Hasanah	22	15	13	18	3	71	27	19	16	15	3	80	24	18	16	15	3	76
18	Joko Purnomo	22	14	14	18	3	71	20	18	16	16	3	73	21	19	17	16	3	76
19	Latungga Sebrimaszena	22	14	14	18	3	71	19	15	13	16	3	66	19	16	14	16	3	68
20	Nimas Ayu Mustika Aji	22	15	14	18	3	72	24	19	19	20	3	85	24	19	19	21	3	86
21	Novi Nuryani	20	15	15	17	2	69	25	19	16	19	3	82	25	19	18	19	3	84
22	Nur Rahmawati	23	19	17	21	3	83	23	19	16	19	3	80	24	20	18	19	3	84
23	Nurlita Amri Sitepu	25	15	15	18	3	76	29	20	19	20	3	91	29	20	19	20	4	92
24	Ratna Nur Pratiwi	22	15	15	15	3	70	21	14	14	15	3	67	21	14	15	15	3	68
25	Ridwansyah Megasakti	22	17	14	17	3	73	14	11	11	11	3	50	15	14	13	11	3	56
26	Rudi Ega Hermawan	23	17	17	21	3	81	29	20	19	20	3	91	29	20	19	20	4	92
27	Rufaida Putri R	23	19	17	20	3	82	29	20	20	20	3	92	27	19	19	19	3	87
28	Saputri Dewi	22	15	14	18	3	72	19	15	15	16	3	68	19	16	16	16	3	70
29	Savitri Rizki Istanti	25	16	15	18	3	77	19	15	15	16	3	68	19	19	18	19	3	78
30	Septika Lestari Putri	20	14	14	17	3	68	24	17	17	16	3	77	24	18	17	16	3	78
31	Septyanto Cahyo Nugroho	28	18	18	18	4	86	20	18	14	15	3	70	20	18	16	17	3	74
32	Setyo Wibowo	22	14	14	17	3	70	20	13	14	14	3	64	20	15	14	18	3	70
33	Shodiqul Amri	26	18	17	18	3	82	25	19	20	21	3	88	26	19	20	21	3	89
34	Sriningsih	21	14	12	12	3	62	24	17	11	12	3	67	24	19	12	12	3	70
35	Tantio Ari Wibowo	22	15	14	17	3	71	24	16	16	16	3	75	24	16	17	16	3	76
36	Usep Sofywan	22	15	14	18	3	72	24	18	19	17	3	81	24	18	18	17	3	80
37	Uyu Fauziah	22	15	15	17	3	72	24	19	18	19	3	83	24	19	19	19	3	84
38	Yuyun Nurochmawati	18	14	14	15	3	64	23	19	18	19	3	82	24	19	19	19	3	84
39	Zahrina Nafisa	22	15	15	17	3	72	21	14	15	16	3	69	22	14	15	16	3	70
Average		21,8974	15,15384615	14,33333333	16,74358974	3	71,1282	22,61538462	17,1025641	16,25641026	16,589744	3	75,56410256	22,6666667	17,61538462	16,820513	16,84615	3,051282	77



# **K. PRE TEST AND POST TEST**

## A. PRE TEST READING

### Reading Comprehension

Choose the correct answer based on the text below. The text is for questions number 1-5 .



Agnes Monica Muljoto is a famous singer coming from Indonesia. She was born on 1<sup>st</sup> July 1986 in Jakarta. She is slim and tall. Her height is 165 cm. Her weight is 45 kg. She usually wears casual clothes such as T-shirt and jeans.

She is very multitalented. She can sing, dance, and act. She released her first album entitled *And The Story Goes* and continue to release her second album entitled *Whaddup A..?* . Now, she has three albums and many single songs. She always dances while singing her songs. She acts in many movies such as *Lupus Milenia* and *Pernikahan Dini*. She gets many achievements such as becoming the most favorite female MTV Indonesia Award on 2008 and the top actress in SCTV award on 2004 and 2005.

(Adapted from: <http://profilseleb.blogspot.com/2009/02/agnes>)

- What is the suitable title for the text?
  - Agnes Monica, An Unknown Actress
  - Agnes, A Multitalented Actress
  - A Famous Actress
  - A Multitalented Actress.
- What does the text tell us about?
  - Agnes Monica as a multitalented actress
  - Indonesia famous actresses.
  - Agness Monica's album.
  - Agness Monica's movie.
- She gets many achievements. The underlined word refers to....
  - Indonesian actress
  - Famous actress
  - Agnes Monica
  - Multitalented actress
- She usually wears casual clothes such as T-shirt and jeans. What does the underlined word mean?
  - Fashionable.
  - Informal.
  - Formal.
  - Stylish.
- What does the purpose of the text?
  - To entertain the readers.
  - To retell about Agnes's past experiences.
  - To show Agnes's achievements.
  - To describe Agnes Monica.

**Choose the correct answer based on the text below. The text is for questions number 6-10.**

Julie and Andrew talk about a new teacher in their school.

Julie : Hi, good morning?

Andrew : Good morning.

Julie : Have you met our new English teacher?

Andrew : Oh, I haven't. How does she look like?

Julie : She is a beautiful girl. She has got long, curly, black hairs. She usually wears formal dress such as blouses and long skirts. She has got black eyes, a round face, and a slim body. She is 165 cm tall. She is kind and smart.

Andrew : Is she the one who has brown skin?

Julie : No. That's Mrs. Laura, the new mathematics teacher. Our new English teacher is Mrs. Diana.

(Adapted from English for SMP, 2010)

6. What is the name of the new English teacher?
  - A. Julie
  - B. Diana
  - C. Andrew
  - D. Laura
7. How do Mrs. Diana's hairs look like?
  - A. long, straight, black hairs..
  - B. short, curly, black hairs
  - C. long, curly, black hairs.
  - D. Short, straight, black hair.
8. How does Andrew's attitude related to the information?
  - A. curious
  - B. anger
  - C. afraid
  - D. calm
9. What clothes does the English teacher usually wear?
  - A. blouses and jeans
  - B. blouses and jackets
  - C. blouses and short skirts
  - D. blouses and long skirts
10. Who is Mrs. Laura?
  - A. a mathematics teacher.
  - B. an English teacher.
  - C. a new mathematics teacher.
  - D. a new English teacher.

Choose the correct answer based on the text below. The text is for questions number 16-22.



This is Stefani Meyer. People usually call her Stefani. She is seventeen years old. She has got brown and curly hair and beautiful brown eyes. She is slim and tall.

Stefani likes school. Her favorite subjects are English, Biology, History, and Math. She is the best student in her class. She is diligent and always gets perfect scores in all subjects.

There are some things Stefani cannot do. She cannot sing and she cannot dance. She cannot play basketball, tennis, and volleyball. So what can Stefani do? She can play badminton. It is her favorite sport. She is a champion badminton player! Stefani can play piano and guitar. But there is not much time for these activities. Badminton practice is at five thirty every afternoon.

(Adapted from English for SMP, 2010)

11. What color is Stefani's eyes?  
A. White.      C. Black.  
B. Brown.      D. Yellow.
12. How does her hair look like?  
A. Blonde and curly.  
B. Brown and curly.  
C. Black and straight.  
D. White and short.
13. From the text we can conclude that Stefani is a/an .... student.  
A. smart                      C. shy  
B. popular                    D. quiet
14. *It is her favorite sport.* **It** refers to....  
A. basketball                  C. volleyball  
B. lawn tennis                D. badminton
15. **Something that Stefani cannot do** is the main idea of paragraph....  
A. 1                              C. 2  
B. 3                              D. 4
16. How many subjects does Stefani like?  
A. five                              C. three  
B. four                             D. two
17. What is the purpose of the text?  
A. To retell about Stefani's experiences.  
B. To show how to be a badminton champion.  
C. To describe Stefani.  
D. To entertain Stefani.

**Read the text below then answer the questions number 18-21.**

**The Adorable Daniel Radcliffe**

My idol is Daniel Radcliffe. His full name is Daniel Jacob Radcliffe. His nickname is Dan. He was born in Fulham, London, 23 July 1989. Dan has dark and short hair. The colors of his eyes are blue. His tall is about 168 cm. He is a humorous person. I love him since his first appearance in “Harry Potter and The Sorcerer Stone”. I think he is a great actor.

(Adapted from Scaffolding, 2008)

- |   |   |
|---|---|
| 18. The word “humorous” in the text have similar meaning with . . . . | 20. How was Dan hair?                   |
| a. entertaining. c. scary.  | a. short and dark                       |
| b. boring . d. famous   | b. long and dark.                       |
| 19. Why does the writer admire Dan?                                   | c. short and blonde                     |
| a. because he acts in “Harry Potter and The Sorcerer Stone”           | d. short and curly                      |
| b. because he is a good actor   | 21. How old does Dan till 24 July 2012? |
| c. because he is a handsome singer                                    | a. 22 c. 24                             |
| d. because he is humorous   | b. 23 d. 21                             |

**Choose the correct answer based on the text below. The text is for questions number 22-.**

Vidi Aldiano was born in Jakarta on 29 March 1990. His full name is Oxavia Aldiano, people usually call him Vidi. He is a popular singer in Indonesia. He releases two album entitled Pelangi di Malam Hari and Lelaki Pilihan. He also sings one of Susilo Bambang Yudoyono’s songs entitled Jiwaku Terang di Malam Itu. He has more than 1,000 fans joined in a fans club named VIDIES.

He is young and handsome. His height is 178 cm. His weight is 65 kg. He likes playing piano and singing pop songs. He gets his first achievement in Incredible Band Festival in 2007.

<http://www.last.fm/music/Vidi+Aldiano/+wiki>

22. He is a *popular* singer in Indonesia. The word *popular* has the same meaning with.....
- a. Handsome
  - b. Famous
  - c. Smart
  - d. Diligent
23. What is the name of his fans club?
- a. VIDIEO
  - b. VIDEIS
  - c. VIDIES
  - d. VEDIES
24. How old is he?
- a. 21 years old
  - b. 22 years old
  - c. 20 years old
  - d. 19 years old
25. From the text we can summarize that Vidi is . . . .
- a. disliked by many people
  - b. adored by many people
  - c. unkind to many people
  - d. kind to his family

**B. Writing a Descriptive text.****Write the description of “Gita Gutawa”.**

Full name : **Aluna Sagita Gutawa**  
Nick name : Gita  
Date and Place of birth: Jakarta, 11<sup>th</sup> August 1993  
Hobby : singing and acting  
Achievement :  
• the grand prize in the 6th International Nile Children Song Festival (INCSF), 2008

**B. POST TEST CYCLE 1**

**Choose the correct answer based on the text below.**

**The text is for questions number 1-4.**

Last month we had a long holiday. My family went to Mount Bromo. It's so beautiful. We really had an unforgettable experience. We went there by car. We reached Comoro Lawang in the evening. Then, we took a rest in a hotel. We decided to see the sunrise in the next morning. It was very wonderful.

(Adapted from English for SMP, 2010)

1. When did the writer have a long holiday ? They have a long holiday .....  
 a. last year                      b. last holiday                      c. last week                      d. last month
2. Where did they go ? They went to .....  
 a. Mount Bromo                      b. Mount Tidar                      c. Mount Tangkuban Perahu  
 d. Mount Rinjani
3. How did they go there ? They went there by .....  
 a. motorcycle                      b. plane                      c. car  
 d. train
4. When did they see the sunrise ? They saw the sunrise .....  
 a. in the next week                      b. in the next month                      c. in the next day  
 d. in the next morning

**The text is for questions number 5-9.**

On Saturday night , my friends and I camped on a hill. We chose a feat land to set up a tent. It was on the bank of a lake. We found that the lake was not so deep , but the water was clear and fresh. We saw many fish in it , so we fished there .After setting up the tent , we look our picnic jar and had a meal together. We rolled out a mat to sit on the ground. It was nice having meals in the open air.

(Adapted from English for SMP, 2010)

5. When did the story happen? The story happened .....  
 a. last holiday                      b. last week                      c. on Saturday night                      d. on Sunday
6. What did the writer do? They .....  
 a. found                      b. chased                      c. rolled  
 d. camped
7. How was the lake?  
 a. It was so narrow                      b. it was not so narrow  
 c. It was so deep                      d. It was not so deep
8. What did they see in the lake ? They saw .....  
 a. shell                      b. sea weed                      c. fish                      d. shrimp
9. Was it nice having meals in the open air ?  
 a. yes , it is                      b. no , it isn't                      c. yes , it was                      d. no , it wasn't



**The text is for questions number 10-13.**

**Going to a movie**

Josse and Robby decided to go to a film theatre to relax. They were very tired after finishing the exams. They chose to see an adventure film. They didn't want to see a drama, thriller, or horror film. They wanted to forget studying for one night and fantasize a little. So they bought two tickets for a movie called *Lord of the Rings, The Fellowship of the Ring*. They got in the theatre just on time before the movie started.

Inside the theatre, a tall man sat on a seat in front of them. He put on a tall hat. Josse and Robby could not see the screen. Josse tapped the man on the shoulder and asked him to remove his hat. When the man turned around to say sorry, they recognized him. He was Mr. Samuel, Josse's Father.

(Adapted from Soal UAN SMP/ MTs 2009/ 2010)

10. Josse and Robby went to a theatre and saw a/an ... film.
  - a. adventure
  - b. drama
  - c. horror
  - d. thriller
11. What is the most important idea of the first paragraph?
  - a. Josse purposely met his father in the theatre.
  - b. Josse and Robby were late to get in the movie.
  - c. They bought two tickets for the movie.
  - d. Josse and Robby went to the theatre for relaxing.
12. Why couldn't Josse and Robby see the screen?
  - a. A tall man sat in front of them.
  - b. The man sitting in front of them wore a tall hat.
  - c. They sat on seats at the back row.
  - d. They were too short to see the screen clearly.
13. "They didn't want to see a drama or a scary ..." (Paragraph 1)  
 The word underlined means a film that tells a story about ... events.
  - a. amused
  - b. excellent
  - c. romantic
  - d. horror

**The text is for questions number 14-16.**

Bukittinggi, 20th April 2005

Dear Ghea,

My brother and I are in Bukittinggi now. We arrived here on Sunday morning at five and then we went to a famous “warung”, called “Pical si Kai”. Here we had coffee, “pical”, “ketupat gulai”, etc. Because all hotels had been full, we rented a room in a house nearby. The room was quite nice.

At about eight we went to “Sianok” valley. It is such a very beautiful valley. On the bank of the valley there is a long cave, called “Japanese cave”. It is very long. It goes deeply into the ground with an entrance at one end, and an exit at the other end. We are going to visit “Lake Maninjau”, “Lembah Anai Falls”, etc. the next day. Hope to be here someday with you. Please, reply soon.

Bye for now

Indri

(Adapted from Soal UAN SMP/ MTs 2009/ 2010)

14. Indri mostly talks about ... in the letter.
  - a. Ghea’s journey to Bukittinggi
  - b. Indri and Ghea are in Bukittinggi
  - c. some places of interest in Bukittinggi
  - d. “Sianok”, the very beautiful valley
15. Where did Indri go first?
  - a. To a famous “warung.”
  - b. To Sianok valley
  - c. To the Japanese Cave
  - d. To the “De Kock Fortress”
16. Why did Indri stay in a house nearby?
  - a. The rent of the house was not expensive.
  - b. The bathroom there was clean enough.
  - c. They didn’t have enough money to stay in a hotel.
  - d. They couldn’t find any vacant rooms in the hotels.

**The text is for questions number 17-21.**

Karanganyar, 21<sup>st</sup> March 2011

To : Hery

Karanganyar Street No 23 Demak 59582

Dear Hery,

Hi Hery, how is everything? I hope you are fine. I am well in these few days.

Her, I want to tell you about my holiday. I went to Mount Muria last holiday. I went to the Montel Waterfall. It was interesting. I took some picture there. I bought some souvenir for you. The souvenir was very unique. Hope you are excited with the souvenir.

I think that’s all. I am looking forward to hear from you.

Love

Fida

(Adapted from Scaffolding , 2010)

17. What does the text tell us about?
  - A. Fida's holiday
  - B. Fida's routines
  - C. Fida's daily activities
  - D. Fida's embarrassing experience
18. What is the purpose of the text?
  - A. Retell her holiday experience in Mount Muria
  - B. Describing Mount Muria
  - C. Retell her sad experience in Montel Waterfall
  - D. Persuading Herry to go to Mount Muria
19. What did Fida buy for Herry?
  - A. She bought some foods.
  - B. She bought some souvenirs.
  - C. She bought some letters.
  - D. She bought nothing.
20. "It was interesting." (paragraph 2)  
What does 'it' refer to?
  - A. The holiday
  - B. Montel Waterfall
  - C. The Mount Muria
  - D. The souvenirs
21. From the text, we can conclude that the writer felt ... after having her holiday.
  - A. Shy
  - B. Worried
  - C. Embarrassed
  - D. Happy

**The text is for questions number 5-9.**

Last holiday our family went to Bali to have a picnic. We went there by plane. We stayed in Bali Beach Hotel near Sanur Beach for six days.

On the second day we visited Sanur Beach. We went there by bicycle. In Sanur Beach, we walked along the seashore, played water and sand. Actually we also wanted to swim in the beach but the lifeguard didn't allow us.

Besides doing many activities we also watched some foreign tourists activities. Some tourists were lying on the beach, while others were having message or surfing.

When we felt tired, we took a rest to have some meals and drinks. And at 2 p.m. we went to the hotel. It was tiring but we were happy.

(Adapted from Scaffolding , 2010)

22. What is the main idea of paragraph 2?
  - a. Visiting Sanur Beach
  - b. Walking on the seashore
  - c. Holiday in Bali
  - d. Going to the beach
23. How did the writer go to the destination?
  - a. bicycle
  - b. plan
  - c. plane
  - d. car
24. How long did the writer stay?
  - a. seven
  - b. six
  - c. eight
  - d. five
25. Where did the writer stay?
  - a. motel
  - b. inn
  - c. lodge
  - d. hotel

**Read the text entitled The Legend of Sangkuriang and answer questions 1-8.**  
**The Legend of Sangkuriang**



A long time ago, there was a man named Sangkuriang. He liked hunting animals, when he was hunting,

Sangkuriang accidentally killed his beautiful black dog (Si Tumang). This dog is actually Sangkuriang's father who had been condemned to live the life of a dog by his Guru. However, Sangkuriang never knew it.

Sangkuriang had been separated by his mother since childhood. Yet, he was destined to meet his mother again. When on his way home, he stopped at a small village and met and fell in love with a beautiful girl. He didn't realize that the village was neither his homeland nor that the beautiful girl.

Sangkuriang accepted this condition and built a lake by damming the Citarum river. With a dawn just moment away and the boat almost complete, Dayang Sumbi realised that Sangkuriang would fulfill the condition she had set. With a wave of her supernatural shawl, she lit up the eastern horizon with flashes of light. Deceived by false dawn, the cock crowed and farmers rose for the new day.

With his incomplete work, Sangkuriang realized that his endeavour were lost. With all his anger, he kicked the boat that he himself had built. The boat fell over and, in so doing become the mountain Tangkuban Parahu (in Sundanese, Tangkuban means upturned or upside down, and Parahu means boat). With the dam torn assunder, the water drained from the lake becoming a wide plain and nowadays became a city called BANDUNG (from the word BENDUNG, which means Dam).

(Adapted from [www.  
http://indonesialegend.wordpress.com](http://indonesialegend.wordpress.com))

1. Who is Tumang?
  - A. Sangkuriang's uncle
  - B. Sangkuriang's father
  - C. Sangkuriang's mother
  - D. Sangkuriang's child
2. Why did Sangkuriang separate from his mother?
  - A. Because he had killed his father.
  - B. Because he had killed his mother's dog.
  - C. Because he had killed his uncle.
  - D. Because he had killed his mother.
3. What did happen when Sangkuriang meet a beautiful girl?.
  - A. Nothing happen
  - B. Sangkuriang was falling in love.
  - C. Sangkuriang didn't care.
  - D. Sangkuriang killed her.
4. How did Sangkuriang build a lake?
  - A. By damming Citarum river.
  - B. By falling the rain.
  - C. By cleaning the river.
  - D. By damming Ciasih river
5. What did Dayang Sumbi do to stop Sangkuriang in building a lake?
  - A. By burning houses.
  - B. By wakening people.
  - C. By litting up the eastern horizon with flashes of light
  - D. By praying all night long.
6. What did Sangkuriang do when he realized that he didn't finish the job?
  - A. Kicked the boat angrily.
  - B. Cried
  - C. Laughed
  - D. Killed Dayang Sumbi
7. What is the purpose of the text?
  - A. To retell about the legend of Sangkuriang.
  - B. To show how Tangkuban Parahu Mountain is formed.
  - C. To entertain the reader.
  - D. To describe Mount Tangkuban Parahu
8. Where is Tangkuban Parahu mountain?
  - A. East Java.
  - B. West Java.
  - C. Jakarta.
  - D. Yogyakarta

**Read the text entitled *Biwar* and answer questions 9-11.**

### BIWAR



People in a village in Mimika were busy. They wanted to find sago. They prepared 12 boats to sail in the river. After three days, their boats were full with sago and now they wanted to go back to their hometown. While they were sailing, suddenly a dragon comes! The dragon used his tail to attack people. The tail made a very big wave in the river. Most of them were drawn. Only one person survived. The person was a woman. She was hanging to her boat and finally arrived in a land.

She was very sad. She was pregnant and her husband was killed. Her boat was broken so she could not go back to her hometown. Later she gave birth to a son. She named her son Biwar. She raised Biwar and gave skills, liked how to make weapons, set traps to catch animals, and how to make fire.

Biwar became a handsome, strong, and healthy man. One day she asked his mother.

"Mother, where is my father? And how do we live alone? Where is everybody?"

Biwar's mother cried. "Your father is killed by the dragon. I'm the only one survived from the incident. That's why we live alone here, Son." Biwar was very sad. His father had died. Then he planned to take his mother to go back to their hometown.

Biwar made a big boat. He also made a lot of weapons. He wanted to protect his mother from the dragon. After the boat was ready, they were sailing in the river. While they were sailing, suddenly there was a big wave.

The dragon was coming! From his boat, Biwar used his arrow to attack the dragon. After several times, he finally killed the dragon. When they arrived in the village, people were happy to welcome Biwar. Thanks to him, they were not afraid to sailing in the river anymore.

(Adapted from [www. http://indonesialegend.wordpress.com](http://indonesialegend.wordpress.com))

- |   |   |
|---|---|
| <p>9. What is the purpose of the text?</p> <ul style="list-style-type: none"> <li>A. To share knowledge.</li> <li>B. To entertain the reader.</li> <li>C. To retell experiences</li> <li>D. To describe Biwar.</li> </ul> | <p>10. What does the text tell us about?</p> <ul style="list-style-type: none"> <li>A. Biwar as a strong boy.</li> <li>B. Biwar revenge to the dragon.</li> <li>C. A good mother.</li> <li>D. The legend of a place.</li> </ul> |
|---|---|
11. Why did people prepare 12 boats for sailing?
- |   |   |
|---|---|
| <ul style="list-style-type: none"> <li>A. Finding sago</li> <li>B. Fighting with the dragons</li> </ul> | <ul style="list-style-type: none"> <li>C. Selling plants</li> <li>D. Fishing</li> </ul> |
|---|---|

**Read the text entitled *The Legend of Toba Lake* and answer questions 12-14.**

### The Legend of Toba Lake

Once upon a time, a fisherman named Batara Guru Sahala lived in the Batak Land. One day, he caught a fish. He was surprised to find that the fish could talk. It begged Sahala to set it free. He did accordingly.

As soon as the fish was free, it changed into a woman. She was so beautiful that Sahala fell in love at once. He asked her to marry him. The woman agreed to marry Sahala. However, she told him that he must never let out the secret that she was once a fish. Sahala promised that he would not tell anyone about it.

They were happily married and had two daughters. Every morning Sahala went out fishing. One day, his daughters brought him his lunch. However, instead of bringing the food to their father, the two girls ate it. When Sahala knew what they had done with the meal, he got very angry. He shouted at them saying, "You behaved exactly like the daughters of the fish!".

They did not know what their father meant. They went home and asked their mother about it. Their mother was very upset. Although Sahala apologized to her, she would not forgive him for breaking his promise.

Then the earth began to shake, and the volcano started to erupt. The earth cracked and formed a big hole. It is said that the hole became the Toba Lake.

(Adapted from [www. http://indonesialegend.wordpress.com](http://indonesialegend.wordpress.com))

- |  |  |
|--|--|
| <p>12. What was Batara Guru Sahala?</p> <p>A. A sailor.<br/>B. A tailor.<br/>C. A farmer.<br/>D. A fisherman.</p> <p>13. What is the story about?</p> <p>A. How the volcano erupted.<br/>B. How a fisherman caught a fish.</p> | <p>C. How the lake Toba was created.<br/>D. How the fish changed into a beautiful girl.</p> <p>14. From the text we can learn that ....</p> <p>A. Never keep a secret<br/>B. Don't break your promise<br/>C. Never angry to your children<br/>D. Don't eat your father's lunch</p> |
|--|--|

**Read the text entitled The Legend of Pari Temple and answer questions 15-18.**

#### The Legend of Pari Temple

A long time ago, there lived an old man in the Penanggungan Mountain. His name was Kiai Gede Penanggungan. He had supernatural power. Kiai Gede Penanggungan had a beautiful daughter named Dewi Walangangin who was not married yet. Kiai Gede Penanggungan prayed days and nights for her daughter to have a husband. One day, a young handsome man came to his place. The name of the man was Jaka Pandelengan. He wanted to be Kiai Gede Penanggungan's student. Kiai Gede agreed to have Jaka as his student with one condition that he would marry her daughter. Jaka Pandelengan and Dewi Walangangin soon got married.. Kiai Gede Penanggungan taught Jaka many things.

After several years, now it was time for the couple to live separately from Kiai Gede Penanggungan. They would move to another village. Kiai Gede gave some seeds of pari or paddy to the couple. He asked the couple to plant the seeds. He also warned the couple not to be arrogant when they were rich. He wanted the couple to help poor people. The couple started a new life. They planted the seed. Soon, the seeds grew and became a lot of rice. Now the couple became very rich. The poor neighbours came to the couple to ask for some paddy seeds, but the couple refused to help them.

Kiai Gede heard about the couple's bad behavior. Soon he visited the couple. He met them when the couple was working in the field. Kiai Gede talked to the couple. He reminded the couple not to be arrogant, but the couple ignored him. They said nothing to Kiai Gede. Kiai Gede got very angry. Then he said, "You two are like temples. You do not listen to me". Right after he said those words, an incredible thing happened. Slowly, Jaka and Dewi turned into temples. Because the temples stood among the pari, people then named them as Pari Temples.

(Adapted from [www. http://indonesialegend.wordpress.com](http://indonesialegend.wordpress.com))

15. What did Jaka Pandelengan and his wife do to be rich?  
 A. Helped poor people.  
 B. Had a great power.  
 C. Planted pari seeds.  
 D. Built a temple.
16. The couple becomes temples because ....  
 A. they were rich  
 B. Kiai Gede said so  
 C. Kiai Gede liked them  
 D. they were good people
17. " ... , an incredible thing happened."  
 The underlined word means ....  
 A. untouchable  
 B. unbelievable  
 C. common  
 D. usual
18. What can we learn from the story?  
 A. We should live separately from our parents.  
 B. We have to listen to our parent's advice.  
 C. We have to prepare a good paddy field.  
 D. We should refuse other people's help

***Read the following text and answer questions 19-21***

Once upon a time, people in Kavar Village were happy. They held and enjoyed a party because of their best harvest. They were singing, laughing, and eating delicious food, except an old woman who still stayed in her house. She is too old and weak to go to the party. Her son and her daughter-in-law did not take her there.

At home, the old woman felt very sad and lonely. She was hungry, but she found no food in the kitchen. Her daughter-in-law did not cook that day. At the party, the son asked her wife to take some food from the party to his mother at home. His wife did so. Then, she asked her son to deliver it.

The old woman was so happy that she finally got something to eat. However her happiness turned into sadness because she found that someone had eaten the food. There was only little rice left. The fish just had the bones. She couldn't stay any longer. She cried and cried. She thought her son had disrespected and neglected her. The old woman didn't know that it was her grandson who had eaten the food. He did that on the way from the party to the house.

In her anger, the old woman cursed her son. Suddenly, there was a great earthquake! Thunder struck the village and heavy rain started to fall. Slowly, the field turned into a lake. Finally, the whole village turned into a lake. People named the lake Lau Kavar.

(Adapted from [www. http://indonesialegend.wordpress.com](http://indonesialegend.wordpress.com))

19. Which statement is NOT TRUE according to the story?  
 a. Kavar people were happy because they got good crops  
 b. Kavar people were singing, laughing, and eating delicious food during the party  
 c. There was one old woman who was neglected by her family. She didn't come to the party  
 d. A little boy cried and cried because someone ate his lunch
20. That the old woman cursed her son because he had neglected her is the main idea of paragraph ....  
 a. One      b. Three      c. Two      d. Four
21. The story is about ....  
 a. The legend of Lau Kavar  
 b. A poor old woman  
 c. Rich people of Kavar  
 d. Kavar people's harvesting party

**Read the following text and answer questions 22-25.**

### **The Legend of Prambanan Temple**

Long time ago, there was a kingdom named Prambanan. The king of Prambanan had a beautiful daughter named Loro Jonggrang. Bandung Bondowoso fell in love with her and wanted to marry her. But, she didn't like Bandung Bondowoso because he was a mean person. She wanted to refuse, but she was afraid that Bandung Bondowoso would be angry and endangered the people of Prambanan. Then, she came up with a plan. "If you want to marry me, you have to build a thousand temples for me in just one night," said Loro Jonggrang. "What? That's impossible!" said Bandung Bondowoso. But he did not give up. He consulted with his advisor. "Your Majesty can ask the genies to help build the temples," said the advisor.

So, Bandung Bondowoso summoned his entire genie soldiers and commanded them to help him build a thousand temples. The genies worked in unbelievable speed. Meanwhile, Loro Jonggrang heard from her servant that the building of a thousand temples was almost finished. She was so worried. But again, she came up with a great idea. She asked all of her servants to help her. "Please prepare a lot of straw and mortar. Please hurry up!" said Loro Jonggrang. "Burn the straw and make some noise pounding the mortar, quickly." All those servants did what Loro Jonggrang ordered them; burning straw and pounding the mortar, making the genies think that the sun is going to rise.

All the genies immediately stopped their work and ran for cover from the sun, which they were afraid of. They didn't know that the light was from the fire that was burning the straw, not from the sun. Bandung Bondowoso can't stop the genies from leaving. He was angry. He knew Loro Jonggrang had just tricked him. "You cannot fool me, Loro Jonggrang. I already have 999 temples. I just need one more temple. Now, I will make you the one-thousandth temple." He pointed his finger to Loro Jonggrang and said some mantras. Magically, Loro Jonggrang's body turned into stone. Until now, the temple is still standing in Prambanan area, Central Java. And the temple is called Loro Jonggrang temple.

(Adapted from [www. http://indonesialegend.wordpress.com](http://indonesialegend.wordpress.com))

- |  |  |
|--|--|
| <p>22. What should Bandung Bondowoso do to marry Loro Jonggrang?</p> <ul style="list-style-type: none"> <li>a. He has to build a thousand temples.</li> <li>b. He has to dam a river.</li> <li>c. He has to win a big war.</li> <li>d. He has to build a temple for genies.</li> </ul> <p>23. What did Loro Jonggrang do to stop genies' work?</p> <ul style="list-style-type: none"> <li>a. She burnt her house.</li> <li>b. She threw away a lot of mortar.</li> <li>c. She burnt straw and pounded the mortar.</li> <li>d. She asked her servant to sleep.</li> </ul> | <p>24. <b>They</b> didn't know that the light was from the fire that was burning the straw, not from the sun.</p> <p>The word "they" in paragraph three refers to ...</p> <ul style="list-style-type: none"> <li>a. Bandung Bondowoso</li> <li>b. Loro Jonggrang</li> <li>c. Loro Jonggrang's friends</li> <li>d. genies</li> </ul> <p>25. How did the story end?</p> <ul style="list-style-type: none"> <li>a. sad ending since Loro Jonggrang died</li> <li>b. happy ending since Bandung Bondowoso married Loro Jonggrang</li> <li>c. sad ending since Bandung Bondowoso turned Loro Jonggrang into stone</li> <li>d. happy ending since the building of a thousand temples was finished</li> </ul> |
|--|--|



# L. Student Writing Product

1. Name : Rudi Ega

a. Descriptive text (Pre Test)

Gita Gutawa

Aluna Sagita Gutawa is famous singer and actress in Indonesia. She was born on 11<sup>th</sup> August 1993 in Jakarta. She is slim and ~~not~~ short. Her hobby is singing and acting. She gets many achievements such as becoming the most favorite singer in SCTV Award 2008 and the grand prize in the 6th International Nile Children Song Festival (INCSF) 2008.

b. Recount Text (Cycle 1)

My Holiday In Kaliurang

I spent my holiday in Kaliurang around three days ago. I went there with my friends. I stayed at my friends' house there.

In Kaliurang, I went to Tegal Putri. The lake ~~was~~ Tegal Putri, was so clean and nice. We spent the afternoon by watching Jatin and Dangdut. After that I spent the night in Tebing Kaliurang. It was so nice to be there. I ~~saw~~ many stars in Tebing Kaliurang. Tebing Kaliurang was very beautiful in the night.

I was very happy...

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## c. Narrative Text (Cycle 2)

Valentine Day

Saint Valentine was a priest who lived ~~ago~~ long ago at the Roman Emperor, Claudius would not let soldiers marry. However, Valentine secretly performed marriage services. Then, he was discovered and was thrown into jail. Valentine fell in love with the jailer's daughter. Then Claudius punished Valentine death. on the day he was put to death he sent her a little note which he signed. ... many people think that Valentine Day has something to do with that story.

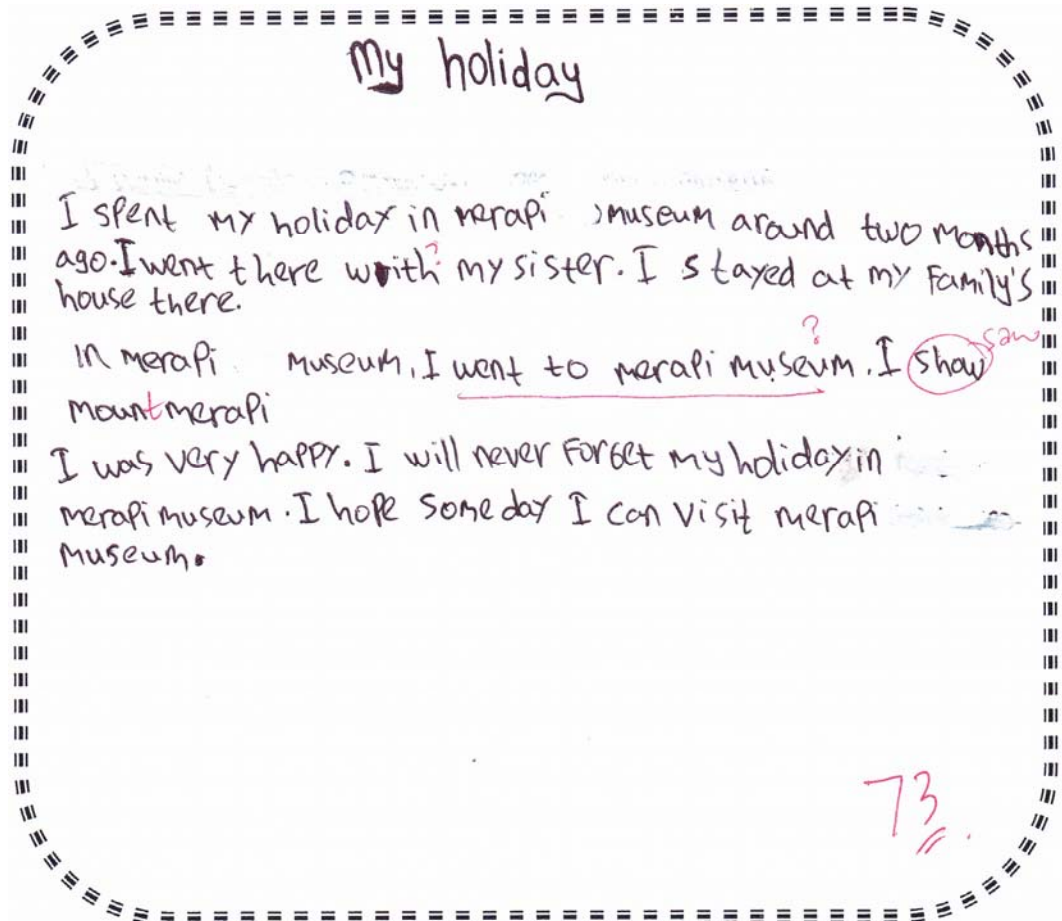
## 2. Joko

## a. Descriptive Text

Gita Gutawa

Gita Gutawa was born in Jakarta 11<sup>th</sup> August 1993, his Full name is Aluna sagita Gutawa. People usually call him Gita. She is a popular singer in Indonesia. she hobby is singing and acting, the grand prize in the 6<sup>th</sup> international Nile children song festival (INCSF), 2008 and the most favorite singer in SCTV Award 2008, she has black long hair and beautiful black eyes. she is short and big.

## b. Recount Text



## c. Narrative Text

### SNOW WHITE

Long ago, in the Yogyakarta, there lived a very beautiful Princess snow white. The Queen was her stepmother. She was very Jealous of her beauty, so she wanted her to die.

Snow white knew about the evil plan. She escaped into a forest. There, she made friends with seven ~~dw~~ dwarfs.

The Queen turned snow white into a witch. Snow white did not realize it.

and then she met a gentleman and then Prince charming revived her with a kiss.

### 3. Ecep Rinrin

#### a. Descriptive Text

### "Gita Gutawa"

Gita Gutawa was born in Jakarta, 11<sup>th</sup> August 1993. Her full name is Aluna Sagita Gutawa, People usually call Her Gita. Her hobby is Singing and acting. She has Black and long hair and beautiful black eyes. She is slim but short.

she has more the grand prize the 6th International Nile children song festival (INCSF), 2008, and the most favorite singer in SCTV Award 2008.

#### b. Recount Text



### My Holiday

I spent my holiday on 20 July 2011. I went to Prambanan temple. I went there with my family.

In the morning, I ~~was~~ took the tour and it was bored. In the afternoon, I arrived in Prambanan temple. I was very happy. After that, I took many pictures there. In the evening, I swam in the swimming pool. Then I and my family eat. Finally, I went back ~~to~~ to my house. Prambanan temple was very beautiful.

I ~~was~~ very happy. I will never forget my holiday in Prambanan temple. I hope some day I can visit Prambanan temple again.

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c. Narrative Text

### The owl

One day, in the jungle, a hunter caught an owl in his trap. It was a paradise owl. The owl begged the hunter to <sup>free</sup> it. In return, the owl promised to grant him ~~two~~ wishes.

"Give me a large, luxurious, furnished house with a beautiful garden" said the hunter. And there, in front of him, was the house he wanted.

"Give me a very huge box of gold coins" he asked.

And the owl grant to all wishes the hunter.  
And then. The hunter very happy.

#### 4. Habib Yoga

##### a. Descriptive

### "DESCRIPTION GITA GUTAWA"

Aluna Sagita Gutawa is a famous singer coming from Indonesia. <sup>her</sup> She <sup>her</sup> nick name is a Gita.

She was born on Jakarta, 11<sup>th</sup> August 1993.  
She always singing and acting hobby Gita.

She gets many achievement such as  
Becoming the most favorite female on  
the grand prize in the 6th international  
Nile Children Song Festival (IKCSF). 2008 and  
the most favorite singer in SCTV award 2008.

##### b. Recount Text

## My Holiday

I spent my holiday in Parang tritis and Borobudur around two months ago. I went there with ~~my~~ my brother and my father.

in Parang tritis, I went to the beach. the beach was so clean and nice. we spent ~~my~~ ~~the morning~~ ~~in Parang tritis~~ ~~I took many~~ ~~the morning~~ ~~in Parang tritis~~. after that, I spent my holiday in Borobudur I took many pictures there.

I was very happy - I will never forget my holiday in Parang tritis and Borobudur. I hope someday I can visit Parang tritis and Borobudur again.

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### c. Narrative Text

#### "Maling Kundang"

A long time ago, there live a man named Main. He lived in a village with his mother. Main wanted to be a rich man. He went to the sea. Then, he met a merchant. He became rich. When Main went back to the village, he forgot his mother. His mother was very sad. She cursed him to be a stone. Finally Main became a stone forever....!

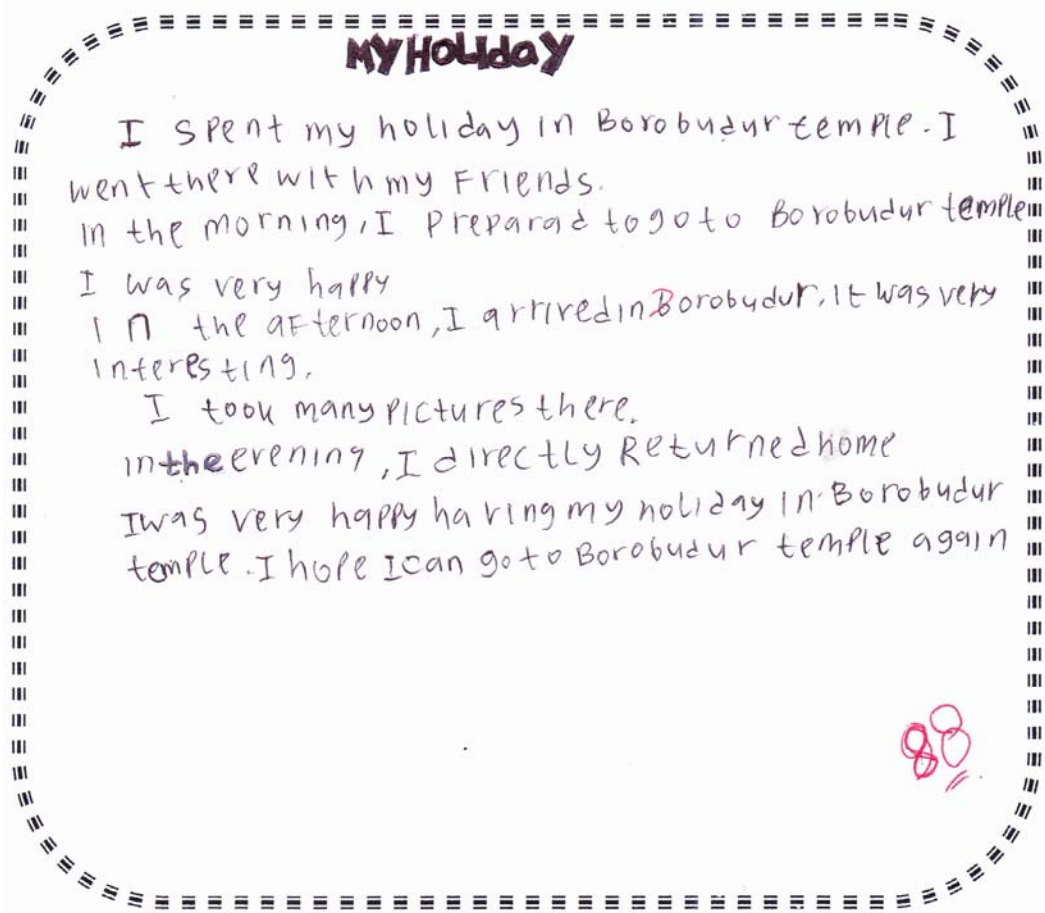


## 5. Shodiqul Amri

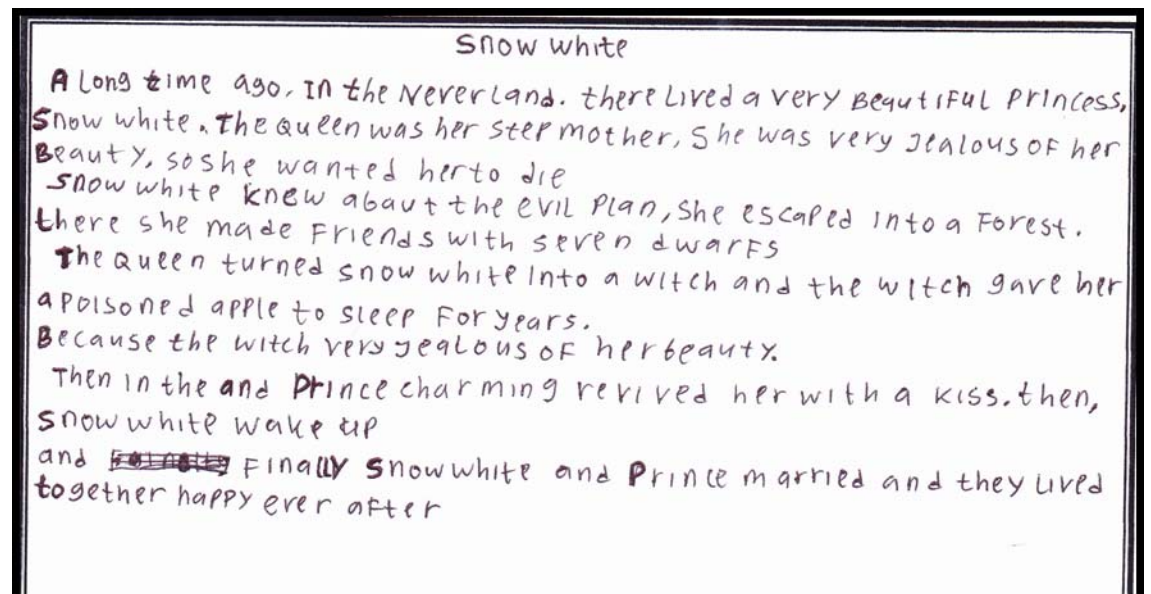
## a. Descriptive Text

? "Gita Gutawa"  
 Full name is Aluna Sagita Gutawa and Nick name is Gita.  
 Aluna Sagita Gutawa is a famous singer coming from Indonesia.  
 She was born on 11<sup>th</sup> August 1993 in Jakarta. She is got black and  
 straight hair and beautiful black eyes. She is fat and short. She is  
 likes singing and acting.  
 Aluna Sagita Gutawa usually wears casual clothes such as  
 a dress. She gets many achievements such as becoming the  
 Grand Prize in the 6th International Nile Children Song  
 Festival (INCSF) ~~on 2008~~ on 2008 and the most favorite singer  
 in SCTV award 2008.

## b. Recount Text



## c. Narrative Text



# M. LETTER



KEMENTERIAN PENDIDIKAN NASIONAL

UNIVERSITAS NEGERI YOGYAKARTA

## FAKULTAS BAHASA DAN SENI

Alamat: Karangmalang, Yogyakarta 55281 ☎ (0274) 550843, 548207 Fax. (0274) 548207  
http://www.fbs.uny.ac.id//

FRM/FBS/33-01

10 Jan 2011

22 Agustus 2011

Nomor : 1717/H.34.12/PP/VIII/2011  
Lampiran : --  
Hal : Permohonan Izin Penelitian

Kepada Yth.

Bupati KDH Tk. II Kabupaten Sleman  
c.q. Ka. Bappeda Kabupaten Sleman  
di Sleman

Diberitahukan dengan hormat bahwa mahasiswa kami Fakultas Bahasa dan Seni Universitas Negeri Yogyakarta bermaksud akan mengadakan survey/observasi/penelitian untuk memperoleh data menyusun Tugas Akhir Skripsi (TAS) Tugas Akhir Karya Seni (TAKS)/Tugas Akhir Bukan Skripsi (TABS), dengan judul :

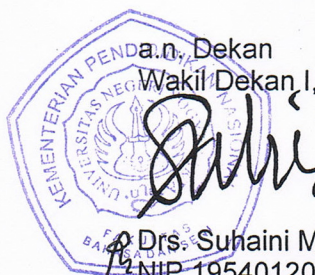
*Improving The Teaching and Learning of English Reading and Writing Through Cooperative Integrated Reading and Composition (CIRC) at Grade VIII MTs Yapi Pakem, Sleman, Yogyakarta*

Mahasiswa dimaksud adalah :

Nama : ANNIDA NURUL FAIZA ASNI  
NIM : 07202241008  
Jurusan/ Program Studi : Pendidikan Bahasa Inggris  
Tanggal Pelaksanaan : Bulan Agustus s.d. Desember 2011

Untuk dapat terlaksananya maksud tersebut, kami mohon izin dan bantuan seperlunya.

Atas izin dan kerjasamanya disampaikan terima kasih.



a.n. Dekan  
Wakil Dekan I,

Drs. Suhaini M. Saleh, M.A.  
NIP 19540120 197903 1 002