

APPENDICES

APPENDIX A

FIELD NOTES

FIELD NOTES

Field Note I

Friday, August 19, 2011 at 08.00 am

S : Satpam Sekolah

GP1 : Guru Piket 1

GP2 : Guru Piket 2

PTU : Petugas Tata usaha

R : Researcher

KP : Kepala Sekolah

Pada hari Jum'at, 19 Agustus 2011 sekitar pukul 08.00 pagi, R pergi ke sekolah dengan membawa surat ijin observasi dari kampus UNY. Di depan gerbang R langsung ke pos satpam samping gerbang dan melapor bahwa R ingin melakukan penelitian ke sekolah dengan membawa surat observasi dari kampus UNY. R mengatakan bahwa R adalah mahasiswa dari kampus UNY. R ingin memberikan surat observasinya kepada kepala sekolah sekaligus ingin minta perijinan mengadakan observasi disini. Kemudian R di ijin masuk dan S menyuruh R untuk parkir motor di ruang parkir guru.

Setelah R di ijin oleh S, R langsung menuju lobi sekolah SMAN 1 Kalasan, disana R melihat ada beberapa guru piket (GP) di meja jaga. R langsung menuju kesana dan melaporkan maksud kedatangan R ke sekolah. R menyapa GP1 and GP 2 dan menjelaskan maksud kedatangannya di sekolah untuk melakukan observasi dan penelitian di sekolah ini. GP1 menyuruh R untuk mengisi buku tamu terlebih dahulu setelah selesai R di antar ke kantor TU. Setelah sampai di ruang TU, R melaporkan maksud kedatangannya ke Petugas TU (PTU). PTU mengatakan bahwa bapak sekolah belum datang dan menyuruh R menunggu di ruang tunggu, atau ke kantin dulu sambil tunggu bapaknya datang, karena PTU sudah telfon Kepala Sekolah (KP) dan mengatakan bahwa beliau nanti datang ke sekolah skitar jam 09.00.

Sambil menunggu bapak sekolah datang, lalu R pergi ke kantin untuk sarapan pagi dulu. Setelah kurang lebih 40 menit, R kembali ke ruang TU untuk menanyakan gimana kelanjutannya. Kemudian R disuruh datang lagi ke besok karena mendadak bapak sekolah ada rapat penting. Kemudian R ijin pulang dan akan kembali besok.

FIELD NOTE 2

Saturday, August 20, 2011 at 09.00 am

KP : Kepala Sekolah

ET : English Teacher (ibu Aris)

PTU : Petugas Tata usaha

R : Researcher

CT : Curriculum Teacher

S : Satpam Sekolah

R datang kedua kalinya ke sekolah pada hari Rabu, 20 Agustus 2011. R melapor ke Satpam sekolah (S) di depan gerbang SMAN 1 Kalasan dan menjelaskan maksud kedatangan R adalah ingin menemui kepala sekolah yang sudah janji sehari sebelumnya. Setelah mendapatkan ijin masuk dari S, R langsung menuju ruang tata usaha (TU) menemui Petugas Tata Usaha (PTU) dan bilang untuk menanyakan hasil surat ijin observasi dan penelitian R. PTU pun menjawab bahwa surat R sudah dibaca dan beliau bapak sekolah pun tidak keberatan jika R ingin mengadakan penelitian. Kemudian PTU mengantarkan R ke ruang kepala sekolah, dan R langsung menuju ruang kepala sekolah. Kepala sekolah mempersilahkan R masuk dan menanyakan maksud yang seandainya dari kedatangan R ke sekolah. R menjelaskan maksud kedatangannya disekolah.

Kemudian KP menanyakan judul dan bentuk penelitian dari R. kemudian R menjawab bahwa judul penelitiannya adalah *Improving Reading Comprehension Skill by Using Jigsaw Technique at the Second Year of SMAN 1 Kalasan Yogyakarta in 2011/2012 Academic Year*. KP mengizinkan R melakukan penelitian asal tidak mengganggu proses belajar mengajar di kelas karena suah dekat dengan ujian semester sekolah. R menjawab bahwa penelitian yang R ambil adalah penelitian *Action Research* dalam bahasa Indonesia penelitian tindakan kelas, dan penelitian yang R lakukan mengikuti kurikulum yang sedang berlangsung jadi tidak mengganggu jam pelajaran. R menambahkan bahwa inti dari penelitiannya adalah Jadi inti penelitian saya tentang penggunaan teknik pengajaran jigsaw untuk meningkatkan kemampuan membaca siswa pak. Kemudian KP setuju dan menyuruh R untuk temui dulu bapak kurikulum terlebih dahulu. KP memberikan surat rujukan kepada R, kemudian menyuruh R untuk menemui guru bahasa Inggris yang di rekomendasikan oleh pak Arya, bagian kurikulum.

R langsung menuju ke ruang guru untuk bertemu dengan wakil kepala sekolah bagian kurikulum. R menemui guru kurikulum (CT) di ruang guru dan mengatakan maksud kedatangan R sambil menyerahkan surat rujukan dari KP. ET bertanya dari mana R dan mau mengadakan penelitian apa. R menyerahkan proposal penelitiannya dan setelah CT membaca sebentar, kemudian CT menyuruh R menemui ibu Aris (guru bahasa Inggris) di meja guru. Kemudian R langsung menuju ke ruang guru untuk menanyakan keberadaan ibu Aris di kantor guru. Karena ibu Aris lagi mengajar, kemudian R keluar dan menunggu di ruang tunggu kurang lebih 40 menit menunggu ibu Aris selesai mengajar. Setelah jam pelajaran berakhir, R langsung menemui ibu Aris dimejanya. R menemui ET dan menjelaskan bahwa R mau mengadakan obeservasi dan mengambil data di kelas 2. Dan jika memungkinkan R

juga ingin sekalian mengadakan penelitian di SMAN 1 Kalasan. ET membolehkan dan siap membantu. ET menanyakan apa judul penelitian dari R dan R pun menjelaskan sambil menunjukkan proposal skripsinya. ET menanyakan model apa itu jigsaw, dan R menjelaskan dengan rinci kepada ET bahwa model pengajarannya seperti system belajar kelompok dalam satu group. Bedanya dalam teknik jigsaw, ada dua group besar yaitu, *expert group* yg akan diisi oleh siswa sisawa yang belajar dengan topic sama, dan *jigsaw group* yang diisi oleh siswa yang mempunyai topic yg berbeda beda. ET kemudian menyetujui dan memberikan kelas XI IPA 3 karena R membutuhkan kelas 2 dalam penelitiannya. ET memberi R kelas XI IPA 3, jadwalnya hari Selasa dan Kamis, masing masing 3 jam. Et membolehkan R untuk mengamati ET mengajar dan melakukan observasi dikelas itu mulai minggu depan dari jam 60.45-09.00 WIB. ET menambahkan bahwa R jangan sampai telat, soalnya lebih dari jam itu, gerbang ditutup.

Setelah selesai bercakap-cakap, R mengucapkan salam kepada ET, kemudian ET menjawab salam R. setelah itu R meninggalkan sekolah.

FIELD NOTE 3

Tuesday, September 13, 2011

ET : English Teacher (Ibu Aris)

R : Researcher

Ss : Students

R datang kesekolah pukul 06:30. R datang ke sekolah dan langsung menuju ke ruang tunggu di lobi depan sekolah untuk menunggu bu Aris, guru bahasa Inggris kelas XI IPA 3. Kurang lebih 15 menit menunggu, R ketemu ama ibu Aris dan beliau menyuruh R langsung ikut ke kelasnya. Diperjalanan menuju kelas XI IPA 3, R dan ET sambil mengobrol mengenai siswanya, berikut ini isi dari percakapan mereka. ET mengatakan bahwa anak-anaknya kelas XI IPA 3 cerewet-cerewet tapi tidak bandel. Asal bisa buat mereka senang dengan materinya, mereka akan antusias buat merespon pelajaran yg kita ajarin. ET juga mengatakan bahwa masalahnya kelas XI IPA 3 yang aktif cuma beberapa anak saja yang duduk di depan, dan tengah, seperti Zikri, Fachri and Layli. Dan yang belakang sedikit banyak pasifnya. ET menambahkan lagi bahwa anak-anaknya sedikit ramai and kalau ada PR, sedikit dari mereka yang mengerjakan. Walaupun mereka ramai mereka lumayan aktif kalau diajarin bahasa Inggris terutama kalau pas kelas speaking. Tapi kalau pas reading sedikit pasif karena mungkin mereka bosan juga dengan materinya baca-baca *reading teks*.

Setelah sampai di kelas XI IPA 3, ET memberitahukan kalau beliau tidak sendiri sekarang, dia memperkenalkan R, dan R maju kedepan kelas dan memperkenalkan diri. R mengikuti semua jalannya pembelajaran di kelas 2 IPA 3 sampai jam ketiga selesai. ET menanyakan tentang pelajaran minggu lalu, dan menanyakan PR mereka, tapi sedikit dari mereka yang mengerjakan PR. ET bertanya mengenai narrative text, ada beberapa siswa yang duduk didepan menjawab dan yang

lainnya yg duduk di tengah dan belakang masih ribut sendiri dengan teman sebangkunya. ET bertanya tentang short story yang ada di buku pendamping, ada dua anak yang langsung mengacungkan diri untuk menjelaskan cerita yg ada di short story tersebut. Anak-anak tersebut dapat menjelaskan pelajaran mereka dengan menggunakan bahasa Inggris walaupun mereka masih terbatas dengan vocabularies mereka, grammar mereka yg masih kurang, dan punctuation yang masih kurang jelas.

ET menyiapkan laptop dan sound system untuk mengajar listening tentang teks narrative. R mengamati banyak murid-murid yang duduk di belakang ngobrol sendiri, waktu ET memutar mp3 listening di laptopnya. Setelah ET selesai memutar listening tentang teks narrative, ET bertanya kepada Ss apakah isi dari text yang baru aja didengar oleh Ss. Ada salah satu siswa yang duduk di depan yg angkat tangan, dan menjawab pertanyaan ET walaupun salah jawabannya, kemudian ada siswa yg duduk di tengah dan dibelakang menjawab dengan bergurau dan tidak serius, karena mereka menjawab asal-asalan. Jawaban yang diharapkan ET adalah jawaban mengenai isi dari teks narrative yg didengarkan oleh siswa tetapi sebagian siswa menjawab seperti contoh yg dilakukan sebagian siswa sebagai berikut “cinderella itu tentang pacarku yg duduk di depan itu bu”, para siswa yang lain menyoraki murid tersebut, terus malah satu siswa merespon lagi “ooo tidak bisa, itu dia kan udah gag mau ama kamu, gag bisa dipaksa dong”biarkan dia memilih siapa yang terbaik buatnya, semua siswa pun dikelas menyorakinya. Saat kondisi mulai gaduh ET pun mulai menenangkan para siswa yang gaduh dengan menunjuk siswa yang bikin gaduh untuk menjawab pertanyaan dari ET dan menyuruh siswa yang gaduh itu untuk maju menulis jawaban di papan tulis. ET hanya membenarkan jawaban Ss di depan kelas dengan duduk di kursinya dan R jarang sekali ET mengecek pekerjaan Ss yang lain di belakang.

Setelah Ss selesai menyelesaikan pertanyaan pertanyaan yang berhubungan dengan listening, ET mulai mengajarkan Ss tentang reading untuk teks narrative. ET mulai mengenalkan apa itu teks narrative dengan membahas teks yang baru saja di pelajari Ss di listening tadi. ET menjelaskan apa saja generic structure yang ada di teks narrative. Dari mulai orientation, complication dan resolution. Ketika ET menjelaskan di depan kelas, hanya beberapa siswa yang duduk di depan serius mendengarkan dan merespon penjelasan dari ET sedangkan beberapa Siswa duduk di belakang tampak tidak antusias mendengarkan ET. R melihat bahwa Ss yang tampak mengantuk di belakang, ada beberapa yang ribut sendiri dibelakang, dan ada beberapa maenan hand phone ketika ET sedang menjelaskan materi..

Melihat Ss sedikit ramai, ET menyuruh Ss membaca sebuah teks narrative selama kurang lebih 15 menit. Siswa-siswa yang duduk di depan tampak serius dengan membaca teksnya, tetapi siswa yang duduk ditengah dan dibelakang sebagian masih ngobrol sendiri sendiri dengan teman sebangkunya, dan ada sebagian yang mainan hand phone di belakang. ET membolehkan Ss untuk membuka kamus jika mendapat kesulitan mengartikan kosa kata di dalam text. Tapi sayangnya ada beberapa Ss yang tidak membawa kamus sehingga mereka saling pinjam dengan teman temannya dah hal ini membuat kelas agak sedikit ramai.

Setelah ET memberi waktu kurang lebih 15 menit membaca teks, ET menyuruh siswa untuk mengerjakan soal soal yang ada di bawah teks. Setelah selesai ET mulai menyuruh Ss yang bisa mengerjakan soal untuk menjawab. Sebagian siswa dapat menjawab dan sebagian siswa di belakang sedikit ramai. Kemudian ET mulai menunjuk satu persatu siswa yg duduk dibelakang untuk menjawab supaya Ss memperhatikan pelajaran yang dibahas ET. Tapi sayangnya ada yang sebagian mau mengerjakan ke depan, ada yang tidak mau maju ke depan ketika ditunjuk guru. Bila ada siswa yang tidak mau atau tidak bisa, ET mengganti menunjuk siswa yang lain untuk maju mengerjakan soal di depan.

Setelah selesai mengerjakan soal-soal, ET menjelaskan kepada Ss tentang *narrative text* dan isi dari teks yang didengar dan dibaca Ss. Pukul 09.00 bel berbunyi dan Ss pun pelajaran pun selesai. ET memberi salam kepada Ss dan Ss pun meresponnya. Setelah selesai pelajaran R meminta ijin untuk mewancarai ET dan juga bapak kepala sekolah.

FIELD NOTE 4

Friday, September 16, 2011

ET : English Teacher (Ibu Aris)

R : Researcher

Ss : Students

Jam setengah tujuh pagi, R sudah ada diruang guru. Jam 06.40 pagi, ET baru sampai disekolah. Setelah ET datang, beliau langsung membawa R and kedua teman R menuju kelas XI IPA3. Sampai dikelas Ss masih ribut dan ramai sendiri sendiri. ET mengucapkan Greeting “ God Morning”. Ss masih ramai dan ribut sambil menjawab “Good Morning Sir “. ET menyuruh Ss untuk tidak ramai dan berisik. ET meminta satu dari Ss untuk memimpin doa. Setelah berdoa, ET menjelaskan kalau R masih mengadakan observasi pelajaran bahasa inggris di kelas. ET meminta kepada Ss untuk mengikuti pelajaran dan tidak takut atau merasa tidak enak kalau R mengambil foto dan mewancarai Ss sesudah or selama pelajaran bahasa inggris berlangsung.

Setelah ET selesai mempresensi Ss, ET memulai pelajaran dengan menanyakan mengenai pelajaran tentang *narrative text* yang kemarin dipelajarin Ss. Mereka masih agak lupa, setelah beberapa detik, ada beberapa anak yang duduk di depan menyampaikan pendapatnya tentang apa itu *text narrative*. ET menanyakan lagi tentang *generic structure* dari *text narrartive*, hanya dua orang yang duduk di depan yang terus menjawab, sementara yang lain diam dan bahkan R mengamati Ss yang duduk di belakang sibuk mengerjakan PR pelajaran lain selain bahasa inggris. Ada juga Ss yang ngobrol sendiri dan mainan hape di belakang. Setelah ET melakukan tanya jawab, ET mulai menjelaskan kembali apa itu *text narrative* dengan memberikan gambar gambar cinderella dengan menggunakan projector dan laptop dan kondisi agak mulai ramai lagi karena sebagian Ss mengobrol sendiri sendiri. ET kemudian menjelaskan persamaan *text narrative* dan *text recount* kemudian ET juga

mulai menjelaskan perbedaan perbedaan diantara kedua text itu dan ET juga memberikan contoh text narrative yang ditampilkan dengan menggunakan projector

Hampir 30 menit sudah berlalu, ET mulai menyuruh Ss untuk membaca text narrative yang ada di buku “Look A Head” selama kurang lebih 15 menit. R mengamatin beberapa Ss di belakang tidak serius membaca text karena bisa dilihat mereka saling mengobrol dengan teman sebangkunya dan ada beberapa yang mengantuk. Setelah selesai membaca Ss disuruh untuk mengerjakan soal soal yang ada di bawah text tersebut. Ss disuruh untuk berpasangan satu meja untuk membahas tentang isi text narrative yang di tulis di papan tulis dan menjawab pertanyaan pertanyaan yang dari buku “Look A Head”. Setelah selesai membaca dan mengerjakan tugas tugas di buku, ET menyuruh Ss yang sudah selesai mengerjakan soal –soal untuk maju ke depan. Melihat siswa siswa yang duduk di belakang mulai ramai, ET kemudian mulai menunjuk satu persatu Ss yang duduk di belakang dan di tengah. Banyak Ss yang duduk di belakang hanya diam tidak menjawab, ada yang sebagian menjawab dengan nada ragu ragu, dan ketika ada Ss tidak menjawab, ET melanjutkan dengan menunjuk Ss lain untuk menjawab pertanyaan ET. Dan suasana tampak hening sejenak, ketika ET mulai menunjuk satu persatu.

Sesekali ET menunjuk satu persatu Ss dengan melihat tgl.berapa ini, ini tanggal 21, no.urut 21 disuruh maju ke depan untuk mengerjakan soal soal dari ET, kemudian ET juga menyuruh siswa no.urut dengan bulan yang sesuai hari itu. Setelah tanya jawab selesai, ET mulai membenarkan jawaban jawaban dari Ss dan mulai menjelaskan mengapa Ss salah dan benar dalam menjawab soal soal dari ET

Jam 09.00 bel sudah berbunyi, ET mengucapkan salam dan R juga ikut mengucapkan salam. Setelah selesai melakukan observasi ET mengajar, R mengikuti ET ke kantor dan sekaligus mewawancarai ET tentang kondisi Ss di kelasnya dalam mengikuti pelajaran bahasa inggris. Dan R meminta ijin ET untuk mewawancarai Ss di kelas XI IPA 3 waktu istirahat pertama dan kedua. Dan ET pun mengijinkan dan bersedia juga untuk di wawancarai.

FIELD NOTE 5

Saturday, September 17, 2011

ET : English Teacher (Ibu Aris)

R : Researcher

R datang kesekolah jam 9.00. Langsung menunggu ET diruang tunggu sekolah, ET masih belum datang. Jam 9.30 ET sudah datang ke ruang guru. ET langsung mempersilahkan R untuk duduk dan menanyakan apa yang akan dibahas hari ini. Kemudian R menjabat tangan terlebih dahulu mengucapkan minal aidzin kepada ET. R menanyakan pengajaran *narrative texts and analytical texts* kepada ET, kemudian ET langsung menjelaskan bahwa minggu depan R bisa langsung mulai mengajar. ET meminta kepada R untuk mengajar narrative text terlebih dahulu agar siswa siswa mengerti benar tentang *narrative text* terlebih dahulu. Kalau *narrative*

text sudah selesai baru R bisa mengajarkan *analytical text* kepada para siswa. ET juga meminta kalau ada ulangan atau evaluasi untuk di berikan kepada ET agar bisa membantu ET dalam mengisi nilai harian siswa.

Kemudian R meminta ijin untuk membawa teman untuk membantu observasi dan mengambil dokumentasi di kelas IPA3 dan ET pun menyetujui nya. Kemudian R akan memberikan dan menjelaskan materi tentang *narrative text* minggu depan karena hari ini R hanya membawa materi *Analytical text*. Kemudian R memberikan materi *analytical text* terlebih dahulu dan menjelaskan procedure pengajarannya. ET pun membaca terlebih dahulu materinya dan setelah beberapa menit membaca, ET pun menyetujui dan meberikan sedikit saran agar setiap pertemuan anak anak disuruh membawa kamus manual ataupun kamus electronic agar pengajaran reading bisa berjalan dengan lancar. R pun menerima saran ET dan sekaligus berpamitan dan janji ketemu lagi hari senin di sekolah untuk pembahasan materi *narrative text*.

FIELD NOTE 6

Monday, September 12, 2011

ET : English Teacher (Ibu Aris)

R : Researcher

R datang kesekolah jam 8.00 dan langsung menunggu ET diruang tunggu sekolah, ET masih belum datang. Sambil menunggu R ke kantin untuk sarapan pagi. Jam 9.30 ET sudah datang ke ruang guru. R langsung menemui ET di ruang guru. ET langsung menyambut dan mempersilahkan R duduk di kursi dan memulai pembahasan. R menanyakan pengajaran *narrative text* sekaligus mengajukan materi yang akan disampaikan besok ke kelas 2 IPA3. Setelah membaca-baca dan mengoreksi materi dari R, ET meminta menjelaskan konsep pengajarannya tentang materi *narrative texts* yang ada di lesson plan. R langsung menjelaskan sekilas model pengajaran dengan materi yang ada di lesson plan tersebut. ET pun menyetujui dan mempersilahkan R untuk langsung mengajar di kelas 2 IPA3, ET memberikan jadwal mengajar hari jum'at pada jam ke-0 sampai jam ke-3 mulai jam 06.45 di lantai 2. ET menyuruh agar berangkat sebelum jam 06.45 karena kalau terlambat maka gerbang sekolah akan ditutup dan R tidak bisa masuk sekolah selama 1 jam jika terlambat. R meminta ijin untuk muli mengajar tgl 23 karena jum'at minggu ini R masih mengkonsultasikan materi pengajaran pada pembimbing skripsi di kampus. ET setuju dan R pun sekaligus meminta pamitan pulang untuk menyiapkan pengajaran untuk di ajarkan mulai tanggal 23 september minggu depan.

Field Note 7

Tuesday, 23 September 2011

Time : 06.45 – 09.00 a.m.

Location : Class XI IPA3

R : Researcher

Ss : Students

R masuk ke kelas pukul 06.45. Ss masih sangat ramai. R memberi salam “Assalamualaikum Warahmatullahibarakatuh”, Ss menjawab “Wassalamualaikum Warahmatullahibarakatuh.” Kemudian Ss terlihat sangat senang R datang ke kelas Ss, spontan ada beberapa siswa yang bertanya “Kak bagus yang ngajar ya? terus ibu Aris kemana?” R menjawab “iya, sementara kak bagus yang mengajar di kelas ini untuk beberapa minggu ke depan”. Kemudian R mengucapkan “Good Morning Class”, Ss menjawab “Good Morning too Kak”. R mengucapkan kabar kepada S “How are you today”, Ss menjawab “I’m fine, and you?”, R menjawab “I’m fine too”. Kemudian R menjelaskan, selama di kelas Ss harus menyapa dan memanggil kak bagus dengan sebutan pak bagus atau Mr.Novianto. Ss pun menjawab “iya pak”. R menanyakan siapa yang tidak masuk hari ini “Who is absent today? Ss menjawab “semuanya masuk pak”? R memulai pelajaran dengan menanyakan materi yang telah dibahas oleh ibu Aris pada pertemuan minggu kemaren. “What did you learn last meeting? Ss menjawab “kita belajar tentang narrative text pak”.

R bertanya pada Ss tentang semua yang berhubungan dengan teks narrative. R menanyakan pengertian text narrative, apa saja generic structurenya da juga apa saja contoh-contohnya. Setelah itu R juga memberikan contoh text narrative di yang Ss sering lihat dan dengar di TV. R menanyakan pada Ss “What did you know about narrative text?” anyone know what is the narrative text?”. Salah satu dari Ss yang duduk di depan menjelaskan dengan singkat mengenai narrative text yaitu cerita fiksi yang ada orientation, complication, and resolution. Kemudian R bertanya kepada Ss, “what is the “cerita fiksi”. Salah satu dari Ss menjawab, cerita fiksi itu cerita yang tidak nyata, yang di buat buat oleh pengarangnya sendiri. R merespon “good!”. Kemudian R kembali bertanya “do you know the example of narrative text?”. kemudian Ss terdiam sejenak kemudian ada salah satu dari Ss yang menjawab “contohnya kayak cinderella, putri salju, dan the prince frog.” R merespon “good”. Jadi kalian udah agag ngerti apa itu narrative text, sekarang tahu gag kalau cerita tentang cinta di novel novel atau di sinetron FTV di televisi itu? itu termasuk narrative text bukan? Ss pun semuanya terdiam sejenak dan kelihatan agak bingung.

Melihat Ss pada bingung semua dengan pertanyaan R, kemudian R mulai menyalakan laptop, projector dan memulai menjelaskan tentang apa itu narrative text. R memulai dengan memberikan contoh pada text narrative berjudul “Why Do Hawks Hunt Chick”. R kemudian mulai menjelaskan tentang isi dari text itu dan mulai mengenalkan bagian bagian dari text itu, seperti orientation, complication and resolution. Setelah menjelaskan materi, R mulai melakukan tanya jawab kepada Ss. R bertanya mengenai isi dari text dan generic structure dari narrative text. R

mengamatin selama R menjelaskan di depan kelas menggunakan power point, terlihat anak-anak agak ramai sedikit di belakang dengan mengobrol sendiri-sendiri dengan teman sebangkunya. Hanya terlihat sebagian Ss yang duduk di depan tampak serius mendengarkan penjelasan dari R. R juga mengamatin ketika R bertanya mengenai apa yang R jelaskan di depan, hanya sebagian Ss yang duduk di depan yang merespon and menjawab pertanyaan dari R.

R terus melanjutkan penjelasan di depan kelas dengan menggunakan laptop dan projector, dan R juga mulai menjawab pertanyaan yang di tujukan pada Ss bahwa narrative text itu secara umum adalah text fiksi tetapi ada juga yang text yang bersifat non fiksi termasuk narrative text asalkan ada unsur complication and resolution di dalam text itu, kemudian R memberi contoh banyak sinetron singkat yang di TV di ambil juga dari cerita nyata, tapi karena text dalam sinetron ada complication and resolution jadi text di sinetron itu termasuk text narrative. R menyimpulkan bahwa semua text yang ada narrasinya dan yang paling penting ada complication and resolutionnya adalah narrative text, text yang tidak ada complication and resolution, di anggap bukan narrative text walaupun text itu bersifat fiksi sekalipun.

Setelah selesai menjelaskan tentang narrative text, R kemudian menyuruh Ss untuk memperhatikan R di depan kelas, dan R mulai mengenalkan teknik jigsaw ke kelas, R menjelaskan procedure bagaimana cara pelaksanaan teknik itu. Setelah menjelaskan prosedurnya R menyuruh beberapa siswa untuk membuat kelompok atau group yang terdiri dari 5 anak untuk satu group jigsaw. R menyuruh Ss untuk memilih sendiri teman temannya supaya mereka bisa lebih cepat membentuk group jigsaw nya. R juga menyuruh beberapa dari Ss untuk membantu R menempelkan nama-nama expert group di tembok belakang kelas dan nama-nama jigsaw group di meja. Setelah media selesai dipasang, R menyuruh Ss berkumpul di group jigsaw, R memberikan lima text dengan topic yang berbeda kepada satu grup jigsaw, dan setiap siswa dari group jigsaw memperoleh topic yang berbeda-beda. Setelah itu R memberikan Ss waktu untuk membaca, menyusun text yang masih acak dan kemudian mengidentifikasi generic structure dari text tersebut. Setelah selesai, R menyuruh Ss yang mempunyai topic yang sama untuk berkumpul di expert group (grup ahli). Di expert group, R menyuruh Ss untuk berdiskusi dan bertanya jawab tentang apa isi text itu. Kemudian kalau udah paham apa isi text itu kemudian Ss disuruh berdiskusi dengan teman temannya di grup ahli untuk mencari dan menentukan main idea dan topic dari narrative text yang Ss diskusikan. Setelah selesai berdiskusi R menyuruh Ss kembali ke jigsaw group dan menyuruh Ss untuk saling mempresentasikan kepada teman-teman satu groupnya apa yang Ss dapatkan atau pelajari setelah mereka berdiskusi di expert group. Setelah selesai, R kemudian memberikan quiz ke semua group jigsaw, dan siapa saja siswa yang angkat tangan, R akan menunjuknya untuk menjawab soal-soal yang R tampilkan di slide show yang ada di depan. Siapa saja dari Ss yang berhasil menjawab, R akan berikan nilai untuk semua siswa yang bisa menjawab dan memberikan nilai juga pada group jigsawnya.

R mengamatin bahwa Ss cukup antusias ketika berdiskusi di belakang di expert group. Sementara Ss berdiskusi, R terus amatin Ss dan sesekali menghampiri

Ss di belakang untuk menanyakan apakah ada masalah dengan text itu atau ada kosakata yang tidak di temukan oleh Ss. Banyak Ss bertanya tentang kosakata yang Ss tidak mengerti karena beberapa Ss tidak membawa kamus dan R membantu Ss untuk menemukan kosakata itu. R mengamati di group jigsaw Ss serius berdiskusi dengan teman temannya. R juga mengamati Ss saling mempresentasikan isi textnya masing masing secara bergantian. Walau R tidak bisa mengamati semua group, tapi R melihat Ss tidak ada yang diam, mereka semua aktif mempresentasikan di groupnya masing masing.

Di sesi terakhir, R membuat dan menyampaikan dua aturan maen dalam quiz ini, yaitu yang pertama setiap siswa yang mengacungkan tangan terlebih dahulu, siswa itu akan berkesempatan untuk menjawab pertanyaan dari R. Kedua setiap siswa yang berhasil menjawab benar pertanyaan dari R, dia akan mendapatkan nilai 10, begitu juga dengan grup yang dibelanya, grupnya akan mendapat nilai 10 apabila ada anggotanya yang berhasil menjawab benar.

R mengamatin bahwa Ss sangat senang dengan quiz dan kompetisi antar group jigsaw yang diberikan oleh R karena melihat Ss saling berebut mengacungkan jari dan menjawab pertanyaan dari Ss. R mendapat 2 masalah yang serius dalam quiz ini, pertama kelas terlihat sangat ramai sekali karena Ss saling berebut untuk menjawab pertanyaan pertanyaan dari R, Kedua, banyak siswa yang tidak puas dan protes karena siswa merasa mengangkat tangan terlebih dahulu tapi tidak ditunjuk oleh R untuk menjawab. Sebaliknya R menunjuk siswa lain dari grup lain untuk menjawab.

Jam 09.00 pagi bel berbunyi dan Ss mencantumkan nilai dari tiap jigsaw group yang di temple di papan kelas. Ss kemudian berpamitan dan mengucapkan salam kepada Ss. Kemudian Ss pun merespon salamnya.

Field Note 8

Thursday, 30 September 2011

Time : 06.45 – 09.00 a.m.

Location : Class XI IPA3

ET : English Teacher at XI IPA3

R : Researcher

RC : Researcher's Collaborator

Ss : Students

R datang ke sekolah bersama temen R yaitu RC namanya Eki. Saat R masuk bersama RC, Ss langsung bergemuruh mengucapkan yeeeeee, mas bagus lagi yang ngajar, asyik asyik. Sebelum duduk R mengucapkan salam dan Ss meresponnya dengan semangat. Setelah itu, R memperkenalkan teman R yaitu RC, dan RC memperkenalkan diri di depan kelas. R juga menambahkan bahwa nanti selama pengajaran berlangsung RC akan membantu R untuk mengambil dokumentasi

sekaligus membantu R mengajar. Setelah RC memperkenalkan diri R menanyakan siapa yang absent hari itu.

Setelah selesai melakukan presensi terhadap Ss, pelajaranpun dimulai. R menanyakan apa yang Ss pelajari kemarin bersama R, sedangkan RC membantu menyiapkan laptop dan projector. Setelah itu R menampilkan gambar nenek tua dan seekor ayam betina. Ss tertarik melihat gambar di slide show dan langsung merespon dengan bertanya “apaan itu pak?” “pak itu mak lampir ya?” “hah bukan itu nenekmu” “wee itu nenek di mana kok ada disitu”, Kemudian R menjelaskan kalau itu adalah gambar nenek dan seekor ayamnya. Kemudian R menambahkan text dan menjelaskan kalau itu adalah narrative text berjudul *the hen with the silver egg*. R menanyakan lagi apa itu narrative text dan bagian bagian narrative text (yang mana orientation, resolution, dan complication). Dan ternyata banyak Ss yang masih ingat dengan penjelasan R pada pertemuan kemarin.

R mengingatkan kembali bagaimana cara menentukan topic dalam narrative text yang kemarin sudah dipelajari. R menyuruh Ss untuk menebak apa topic dari text tersebut tapi Ss terdiam. Setelah beberapa saat, ada beberapa dari Ss mulai mengacungkan jari dan menebak topic dari text itu tapi mereka masih salah. Melihat Ss mulai terdiam lagi kemudian R memberikan 5 pilihan untuk Ss. Kemudian Ss pun banyak yang menjawab benar walaupun ada juga yang menjawab salah. R kemudian menampilkan beberapa pertanyaan di slide show depan dan pertanyaan itu fungsinya menanyakan informasi spesifik. Misalnya “What happened to the hen? Why did the hen died?”. *R mengamati sebagian Ss tidak memperhatikan penjelasan R di depan kelas. Itu bias dilihat dari Ss yang duduk di belakang malah sibuk memainkan hapenya dan ada Ss yang mengantuk.*

Setelah selesai dan R menganggap Ss sudah bisa mencari topic dan informasi yang spesifik dari text, kemudian R mulai menerapkan teknik jigsaw seperti pertemuan kemarin. R menyuruh ke kelompok jigsaw masing masing seperti kemarin dan Ss pun tidak lupa dengan teman teman satu groupnya dan tanpa harus dijelaskan secara rinci lagi, Ss sudah langsung bisa membentuk group jigsaw yang terdiri dari group the blues, the reds, the whites, the greens, and the blacks. Setelah Ss berkumpul di group jigsaw masing masing, R mulai membagikan 5 topic yang berbeda dalam satu group jigsaw. Dalam pertemuan ke dua ini, R memberikan 3 judul narrative text dengan 5 topic yang berbeda, judul pertama “let me love you” terbagi menjadi 2 bagian, satu siswa mendapat bagian pertama dan siswa lain mendapat bagian kedua (kelanjutan dari text bagian pertama). Judul yang kedua “the jackal and the lion” terbagi menjadi 2 bagian, satu siswa mendapat bagian pertama dan siswa lain mendapat bagian kedua (kelanjutan dari text bagian pertama). Judul yang ke tiga “the old hermit” terbagi menjadi satu bagian.

Setelah Ss mendapat text nya masing masing, kemudian aktivitas jigsaw pun berlangsung seperti pada pertemuan pertama. Bedanya pada pertemuan kedua ini isi text nya berbeda dari pertemuan pertama dan focus pada pertemuan kedua ini adalah mencari topic dan informasi rinci dari text narrative. Ss membaca textnya masing masing di group jigsaw kurang lebih 10-15 menit, Setelah selesai membaca Ss

kemudian berkumpul ke group ahli (expert group) untuk membahas isi text yang Ss baca dengan berdiskusi dengan Ss yang mempunyai topic pembahasan yang sama. R membolehkan Ss untuk berdiskusi dan menjawab pertanyaan pertanyaan yang ada di bawah text untuk membantu Ss memahami isi dari text tersebut. Setelah selesai berdiskusi Ss kembali ke group jigsaw masing masing dan tugas Ss adalah mempresentasikan isi dari text yang Ss baca ke pada teman teman Ss di group jigsaw.

Di akhir sesi R bersama dengan RC memulai mempersiapkan quiz, RC menyalakan laptop dan projector dan R memberikan instruksi dan aturan maen quiz pada pertemuan kedua ini. Selain membantu R mengambil dokumentasi pembelajaran di kelas ini, RC juga membantu R untuk mengawasi dan juga menunjuk siapa yang duluan angkat tangan dan berhak menjawab pertanyaan dari R supaya Ss tidak gaduh lagi saling berebut untuk menjawab pertanyaan seperti dipertemuan pertama. Sebelum quiz dimulai, R membacakan aturan maen di quiz ini, aturan maen quiz tidak berbeda dari pertemuan pertama, yaitu setiap siswa yang mengacungkan tangan terlebih dahulu, siswa itu akan berkesempatan untuk menjawab pertanyaan dari R. dan setiap siswa yang berhasil menjawab benar pertanyaan dari R, dia akan mendapatkan nilai 10, begitu juga dengan grup yang dibelanya, grupnya akan mendapat nilai 10 apabila ada anggotanya ada yang berhasil menjawab benar.

Selama pengajaran berlangsung, R mengamati Ss masih begitu bersemangat pada waktu diskusi di expert group (grup ahli). Di saat Ss kembali ke grup jigsawnya masing masing, Ss juga begitu aktif mempresentasikan tentang topics di group jigsawnya. The problems arose when some students brought each other because some of them did not bring the dictionary. They disturbed the students who seriously read the texts.

Saat sesi quiz, Ss terlihat senang dan antusias mengikuti quiz dengan saling berebut menjawab soal dari R. di pertemuan kedua ini tidak hanya Ss yang duduk di bangku depan yang menjawab pertanyaan dari R, bahkan sekarang Ss yang tadinya duduk dibelakang sekarang mulai ikut menjawab soal soal dari R. Di pertemuan kedua ini, teman R mampu membantu R untuk mengawasi dan mengontrol Ss sehingga R dan Rc dapat lebih awas dalam memilih siswa mana yang mengacungkan tangan duluan dan siswa mana yang berhak menjawab pertanyaan dari R. R dan Rc berhasil menurunkan tingkat keramain karena dapat dilihat suasana kelas tidak seramai dibandingkan pada pertemuan pertama.

Di pertemuan kedua ini sebenarnya R sudah dibantu RC untuk mengamati dan menunjuk Ss dan dari grup mana yang mengacungkan tangan dan untuk menjawab, tapi Ss masih juga berebut dan saling mengklaim bahwa mereka yang harusnya berhak menjawab soal karena mengacungkan tangan terlebih dahulu.

Setelah quiz selesai R mengumumkan pemenang quiz ini dan grup the reds berhasil memenangkan quiz karena Ss dari grup itu paling banyak menjawab pertannyaan. Di akhir pelajaran, R menjelaskan dan menyimpulkan apa yang R dan Ss pelajari tentang narrative text pada pertemuan kedua ini. R menyimpulkan pelajaran sedangkan RC membereskan perlengkapan mengajar agar rapi kembali seperti semula. R dan RC berpamitan setelah bel berbunyi tepat jam 09.00 pagi.

Field Note 9

Thursday, 07 October 2011

Time : 06.45 – 09.00 a.m.

Location : Class XI IPA3

R : Researcher

RC : Researcher's collaborator

Ss : Students

R kembali membawa RC (teman R) datang ke sekolah jam 06.30. Sambil menunggu kelas masuk pelajaran, R bersama teman R menunggu di ruang tunggu di lobi depan sambil ngobrol ngobrol menyiapkan materi dan menjelaskan apa yang harus dilakukan oleh teman R nanti di kelas. Setelah bel berbunyi R dan teman R langsung menuju kelas 2 IPA3. Ketika R dan teman R masuk kelas, Ss masih sangat ramai di dalam kelas. R kemudian menyapa Ss, dan Ss pun meresponnya. R menjelaskan kalau pada pertemuan ketiga ini, Ss masih akan belajar tentang narrative text dengan teknik jigsaw seperti 2 pertemuan sebelumnya. Setelah R selesai melakukan presensi satu persatu terhadap Ss, R kemudian memulai pelajaran dengan mengingatkan kembali secara sekilas bagaimana menentukan topic dan main idea di dalam text narrative kepada Ss seperti yang dilakukan pada pertemuan sebelumnya sementara RC menyiapkan perlengkapan R untuk mengajar. Dalam pertemuan ini, R akan lebih focus mengajarkan siswa bagaimana cara mencari informasi rinci yang ada dalam text narrative. R membolehkan Ss untuk membuka kamus jika Ss menemukan kata kata sulit yang tidak tahu artinya.

Di dalam pertemuan ini, peneliti tidak lagi selalu menerangkan dari depan kelas, tetapi sesekali dia ke tengah dan kebelakang supaya siswa tidak ngobrol sendiri sendiri dengan teman sebangkunya. Dengan melakukan ini, siswa tidak berani lagi ngobrol lagi dengan temannya ketika peneliti menghampirinya. Tetapi R melihat masih ada beberapa siswa yang memainkan hapenya dan ada beberapa siswa yang mengantuk.

Setelah R selesai menjelaskan apa yang akan dipelajari Ss pada pertemuan ini, R dan RC mengarahkan Ss untuk membentuk grup jigsaw yang sudah di bentuk pada pertemuan sebelumnya. Setelah Ss berkumpul ke grup jigsaw masing masing, R dan RC memberikan 5 topic yang harus dipelajari oleh satu grup jigsaw. Dalam pertemuan ini, R membuat 3 text dengan 3 judul yang berbeda, tetapi R membagi text yang berjudul Androcles and the lion menjadi 2 bagian, yaitu bagian pertama menjadi topic ke satu, bagian kedua (lanjutan dari bagian pertama) menjadi topic ke dua. R juga membagi text yang berjudul the sign of four menjadi 2 bagian yaitu bagian pertama menjadi topic 3 dan bagian kedua (lanjutan bagian pertama) menjadi topic 4. Sementara topic 5 adalah text yang berjudul the jealous crow. Masing masing siswa dalam satu grup mendapat topic yang berbeda. R memberikan waktu kurang lebih 10 menit untuk memahami topic yang di baca oleh masing masing siswa. R

mengintruksikan Ss untuk mencoba mencari jawaban pada soal soal true false yang ada di bawah text dan Ss juga diperbolehkan mencari arti kata kata dengan menggunakan kamus untuk membantu memudahkan memahami isi text tersebut.

Setelah Ss selesai membaca topicnya masing masing, R menyuruh Ss menuju ke grup ahli (expert group) untuk membahas lebih lanjut mengenai topic yang di bahas oleh Ss. R memperbolehkan Ss untuk melihat kamus jika ada kesulitan mengartikan kalimat yang tidak di mengerti oleh Ss. Setelah beberapa menit Ss berdiskusi, membahas isi text dan memahami text itu dengan teman temannya yang mempunyai topic yang sama, kemudian Ss kembali ke grup jigsaw mereka masing masing untuk mempresentasikan hasil diskusi dari grup ahli ke teman teman mereka di grup jigsaw. Setelah beberapa menit mereka saling mempresentasikan topicnya masing masing di grup jigsaw, kemudian R menyuruh Ss untuk memperhatikan ke depan.

Di akhir sesi, R bersama dengan RC memulai mempersiapkan quiz, RC menyalakan laptop dan projector dan R memberikan instruksi dan aturan maen quiz pada pertemuan ketiga ini. R membacakan aturan maen di quiz ini, aturan maen quiz tidak jauh berbeda dari pertemuan pertama, dan kedua. Tetapi R hanya menambahkan sedikit peraturan baru karena melihat pada pertemuan pertama dan kedua, Ss sangat ramai ketika berebut untuk menjawab pertanyaan dari R. Aturan maen yang pertama pada pertemuan ketiga ini adalah setiap siswa yang mengacungkan tangan terlebih dahulu, siswa itu akan berkesempatan untuk menjawab pertanyaan dari R. Kedua, setiap siswa yang berhasil menjawab benar pertanyaan dari R, dia akan mendapatkan nilai 10, begitu juga dengan grup yang dibelanya, grupnya akan mendapat nilai 10 apabila ada anggotanya yang berhasil menjawab benar. Ketiga, setiap Ss yang mengacungkan tangan tetapi salah menjawab, nilai dari grup siswa yang menjawab akan di kurangi 5 dan pertanyaan akan dilempar kepada Ss dari grup lain yang mengacungkan jari.

Selama pengajaran berlangsung, R mengamati dipertemuan ketiga ini Ss masih bersemangat pada waktu diskusi texts di expet group (grup ahli). R juga bertanya pada Ss apakah ada kesulitan apa tidak dalam memahami isi text. Sayangnya dari pertemuana pertama sampai pertemuan ketiga ini beberapa murid masih bertanya tanya tentang kata kata sulit yang mereka temukan di dalam teks karena beberapa dari mereka tidak membawa kamus. Ini membuat suasana agak ramai sedikit. Dan pada saat Ss kembali ke grup jigsawnya masing masing, hampir semua Ss masih aktif mempresentasikan tentang topic mereka di grup jigsaw.

Pada saat sesi quiz, Ss masih terlihat senang dan antusias mengikuti quiz. Terbukti Ss masih saling berebut menjawab soal dari R. Pada pertemuan ini kondisi kelas tidak seramai pertemuan pertama dan kedua karena R sudah memberikan aturan kalau ada siswa yang salah maka nilai grup jigsawnya akan mendapat pengurangan nilai. Penambahan aturan ini terbukti cukup berhasil untuk mengurangi tingkat keramaian yang dibuat oleh Ss untuk saling berebut menjawab pertanyaan R karena Ss merasa sedikit takut kalau asal jawab grupnya akan dikurangi scorenya. Sampai di akhir sesi Ss tampak masih antusias mengikuti quiz.

R dan RC dapat mengurangi tingkat keramaian yang dibuat Ss pada saat rebutan menjawab quiz, tapi sebagian Ss ada yang masih protes kalau Ss tidak adil menunjuk siswa, karena masih ada Ss yang merasa menunjuk tangan duluan tapi tidak ditunjuk melainkan menunjuk siswa lain.

Setelah quiz selesai R mengumumkan pemenang quiz ini dan grup the white berhasil memenangkan quiz karena Ss dari grup itu paling banyak menjawab pertanyaan. Di akhir pelajaran, R menjelaskan dan menyimpulkan apa yang R dan Ss pelajari tentang narrative text pada pertemuan ketiga ini. R menyimpulkan pelajaran sedangkan RC membereskan perlengkapan mengajar agar rapi kembali seperti semula. R dan RC berpamitan setelah bel berbunyi tepat jam 09.00 pagi.

Field Note 10

Thursday, 14 October 2011

Time : 06.45 – 09.00 a.m.

Location : Class XI IPA3

R : Researcher

ET : English Teacher of Class XI IPA3

Ss : Students

R datang ke sekolah jam 06.30. R sudah tidak lagi di temani RC tetapi ET bisa menemani R di kelas. Saat R masuk bersama ET, Ss langsung terdiam dan bergegas kembali ke tempat duduk masing masing melihat ET juga bersama R. ET menjelaskan kalau R akan masih mengajar di kelas XI IPA 3 dan ET akan menemani R di belakang selama proses pengajaran berlangsung. ET menambahkan untuk tetap mengikuti pelajaran dari R karena ET cuma akan memantau Ss belajar dan membantu R mengamati proses pembelajaran di kelas. Setelah ET selesai menjelaskan, R menanyakan siapa yang absent hari itu dan melakukan presensi satu persatu.

Sebelum pelajaran dimulai, R menanyakan pada Ss siapa yang tidak bawa kamus bahasa Inggris di kelas? Lalu ada 6 siswa yang mengacungkan tangan dan tidak membawa kamus. Kemudian R langsung menyuruh Ss keluar dan menyuruh Ss untuk meminjam kamus di perpustakaan. Setelah Ss kembali ke kelas dan sudah membawa kamus di dalam kelas pelajaranpun dilanjutkan. R memulai pelajaran dengan menanyakan apakah ada siswa yang sangat gemuk disini? Serentak Ss menjawab, lenni pak, lenni pak, ada juga yang berteriak bimo, bimo, bimo.....suasana tampak gaduh sebentar tetapi R langsung menenangkan kondisi di kelas, o.k. o.k...sudah.jangan teriak teriak. R langsung menanyakan kepada bimo dan lenny satu persatu. Bimo, menurutmu menjadi gemuk itu merugikan gag buatmu? Kemudian Bimo menjawab, “iya pak, gag enak pak, jadi orang gemuk”. R bertanya lagi “lah kenapa gag enak? kamu punya alasannya?”. Bimo menjawab “ya pokoknya sering di ejekin temen, manggilnya gendut gendut gitu,” kemudian siswa siswa yang lain mulai menjawab, “orang yang gemuk habis banyak tempat pak”, “gag bisa lari kencang

pak”, gampang keringatan pak”, “sulit dapet pacar pak”, “habisin makanan banyak pak”, “kalau kegemukan badan susah masuk pintu lift pak”, serentak Ss yang lain tertawa terbahak bahak mendengar jawaban jawaban dari Ss.

Beberapa saat kemudian, R menenangkan Ss yang mulai ramai. Tidak seperti di cycle 1, di cycle 2 ini R langsung menyuruh Ss membentuk group jigsaw agar ketika R menerangkan di depan kelas, Ss yang biasa duduk di belakang dapat duduk di depan supaya mereka bisa melihat materi dengan jelas yang ditampilkan di slide shows dan supaya siswa yang biasa ngantuk tidak ngantuk lagi. Setelah R menyalakan note book dan projector, kemudian R menunjukkan gambar wanita gemuk dan kurus di slide show. Ss tampak antusias mengamati gambar tersebut. R mulai menyimpulkan alasan alasan Ss yang baru saja di berikan mengenai apakah gemuk itu menguntungkan atau tidak. R menampilkan lagi dan menyimpulkan kalau Ss lebih suka mempunyai badan kurus ketimbang gemuk karena hampir semua siswa memberikan alasan bahwa gemuk itu tidak menguntungkan bagi Ss. Semua alasan yang Ss berikan adalah alasan alasan dari thesis / pernyataan bahwa menjadi gemuk adalah masalah buat siswa. Setelah alasan alasan yang diberikan Ss, kemudian R menyimpulkan bahwa menjadi gemuk itu mengganggu aktivitas kita.

Kemudian R menjelaskan bahwa hari ini Ss akan belajar text analytical. Agar siswa tidak bingung dengan penjelasan R tadi, R memberikan contoh analytical text yang berjudul “being a fat matter” di tampilan slide shows. R menerangkan dan menunjukkan bagian bagian analytical text yaitu, thesis, arguments, dan reiteration. R juga menunjukkan kepada Ss apa topic dan main idea dari text analytical yang diberikan oleh R. Selain menampilkan materi menggunakan slide show, R juga menggunakan lampu infra red sebagai alat bantu sehingga R bisa menjelaskan sambil menunjuk materi yang dia jelaskan walaupun R berpindah dan menerangkan dari belakang. Jadi waktu menjelaskan materi R tidak hanya di depan kelas saja tetapi dia juga berpindah ke tengah dan belakang. Mengubah tempat duduk siswa cukup effective karena ketika R menjelaskan materi, Ss tidak ada yang bikin keributan atau mengobrol ngobrol sendiri dengan teman teman sebangkunya dan R juga mengamati tidak ada yang terlihat mengantuk di kelas ketika tempat duduk mereka di pindah ke depan.

Setelah R selesai menjelaskan apa itu teks analytical, R mengatakan kepada Ss bahwa R akan memberikan reward kepada Ss yang dapat point terbanyak karena bisa menjawab pertanyaan pertanyaan dari R. Selain itu R juga akan memberikan reward kepada group jigsaw yang menang dalam quiz dan mempunyai point terbanyak di akhir pertemuan.

Setelah selesai memberikan penjelasan, R memberikan 5 topic yang harus dipelajari oleh satu grup jigsaw. Dalam pertemuan ini, R membuat 5 text dengan 5 judul sekaligus topic yang berbeda. Masing masing siswa dalam satu grup mendapat topic yang berbeda. Text pertama berjudul why movies are interesting, text kedua berjudul the important of English, text ketiga berjudul why anecdote can improve reading desire, text keempat berjudul the ineffective garbage collection service, text kelima berjudul the effects of coming late

Setelah itu R memberikan Ss waktu untuk membaca dan mengidentifikasi generic structure dari text tersebut. Menyuruh siswa membawa kamus dan tap siswa di haruskan mempunyai kamus satu kamus satu anak cukup berhasil karena R mengamatin Ss tidak gaduh lagi saling pinjam kamus dengan temannya dan Ss bias mencari sendiri kata kata sulit di kamus dan tidak tanya tanya lagi ke R kalau dapat kata kata sulit dari text. Setelah selesai, R menyuruh Ss yang mempunyai topic yang sama untuk berkumpul di expert group (grup ahli). Di expert group, R menyuruh Ss untuk berdiskusi dan bertanya jawab tentang apa isi text itu. Kemudian kalau udah paham apa isi text itu kemudian Ss disuruh berdiskusi dengan teman temannya di grup ahli untuk mencari dan menentukan main idea dan topic dari narrative text yang Ss diskusikan. Setelah selesai berdiskusi R menyuruh Ss kembali ke *jigsaw group* dan menyuruh Ss untuk saling mempresentasikan kepada temen temen satu groupnya apa yang Ss dapatkan atau pelajarin setelah mereka berdiskusi di *expert group*. Setelah beberapa menit mereka saling mempresentasikan topicnya masing masing di grup jigsaw, kemudian R menyuruh Ss untuk memperhatikan ke depan.

R memotivasi Ss agar tidak mau kalah dengan yang lain di sesi quiz nanti dan R juga mengatakan bahwa Ss akan dapat reward dari R jika bisa menjawab dan dapat mengumpulkan point paling banyak di akhir nanti, Ss tampak lebih bersemangat dalam membaca dan mehamahi isi text yang R berikan. Ini dapat dilihat dari selama proses belajar berlangsung, R mengamatin dipertemuan keempat ini Ss yang semula terlihat pasif di expert group mulai aktif bertanya tanya pada teman atu groupnya dan mulai aktif berdiskusi di expet group (grup ahli). R berjalan keliling mengamatin Ss yang sedang berdiskusi dan sesekali menanyakan masing masing grup ahli apakah ada kesulitan atau tidak dalam memahami isi text yang Ss diskusikan. Dan pada saat Ss kembali ke grup jigsawnya masing masing, Ss juga aktif mempresentasikan tentang topic apa yang Ss sudah pelajarin dan diskusikan di di grup ahli. R bisa melihat hampir semua siswa aktif berbicara untuk mepresentasikan topicnya terhadap teman teman jigsawnya.

Di akhir sesi, R memulai mempersiapkan quiz, R menampilkan slide shows aturan quiz dan R memberikan instruksi dan aturan maen quiz pada pertemuan ketempat ini. R membacakan aturan maen di quiz ini, aturan maen quiz pada pertemuan keempat ini berbeda dari pertemuan pertama, kedua, dan ketiga di cycle 1. R mengganti aturan pada pertemuan keempat ini karena melihat pada pertemuan pertama, kedua, dan ketiga Ss sangat ramai ketika berebut untuk menjawab pertanyaan dari R dan Ss merasa R tidak adil dalam menunjuk grup yang menjawab pertanyaan dari R. Aturan pertama quiz di pertemuan ke empat di cycle 2 ini adalah R menunjuk satu per satu group secara bergilir untuk menjawab pertanyaan dari R tanpa harus berebut siapa yang cepat angkat tangan. Kedua, setelah R menunjuk grup mana yang berhak menjawab, Ss atau salah satu siswa dari grup itu boleh menjawab pertanyaan dari R. Jika perwakilan dari grup tidak bisa menjawab, pertanyaan akan dilempar ke grup lain. Ketiga, siswa yang bisa menjawab akan mendapat nilai 10, tapi jika siswa salah menjawab, grup asal siswa itu akan dikurangin nilainya dan pertanyaan akan

dilempar ke grup lain akan tetapi jika grup yang dapat giliran menjawab tapi memilih untuk dilempar ke grup lain, grup itu tidak akan dikurangi nilainya..

Pada saat sesi quiz, Ss masih terlihat senang dan antusias mengikuti quiz. Terbukti Ss selalu tidak sabar ingin melihat soal soal yang akan ditampilkan R di slide show dan Ss kelihatan begitu antusias berdiskusi sebelum menjawab pertanyaan dari R. Dalam sesi quiz R mampu mengatasi permasalahan yang R hadapi di pertemuan pertama, kedua, dan ketiga di cycle 1. Ada beberapa keunggulan saat sesi quiz di pertemuan keempat ini ketimbang pertemuan sebelumnya yaitu pertama, siswa antusias mengikuti pelajaran dan menjawab pertanyaan pertanyaan dari R dalam sesi quiz. Kedua siswa tertib dalam mengikuti quiz dan tidak gaduh lagi untuk saling berebut menjawab pertanyaan dari R. Ketiga sudah tidak ada yang protes tentang siapa yang duluan berhak ditunjuk dan menjawab pertanyaan dari R karena R menunjuk tiap group secara urut.

Tapi di pertemuan keempat ini, R mempunyai kendala yang baru lagi, yaitu pertama siswa yang menjawab pertanyaan pertanyaan dari R hanya siswa yang itu itu saja, siswa yang lain cenderung diam dan tidak berani menjawab and menyuruh siswa yang lain dari grupnya untuk menjawab. Kedua, R merasa Ss yang lain tidak berkontribusi untuk grupnya dalam menjawab pertanyaan pertanyaan dari R.

Setelah quiz selesai R mengumumkan pemenang quiz ini dan grup the white berhasil lagi memenangkan quiz karena Ss dari grup itu paling banyak menjawab pertanyaan. Di akhir pelajaran, R menjelaskan dan menyimpulkan apa yang R dan Ss pelajari tentang narrative text pada pertemuan ketiga ini. R menyimpulkan pelajaran sedangkan RC membereskan perlengkapan mengajar agar rapi kembali seperti semula. R dan RC berpamitan setelah bel berbunyi tepat jam 09.00 pagi.

Field Note 11

Thursday, 21 October 2011

Time : 06.45 – 09.00 a.m.

Location : Class XI IPA3

R : Researcher

Ss : Students

R datang ke sekolah jam 06.40. Hampir saja R telat datang tapi untungnya gerbang belum ditutup. Setelah parkir motor, R langsung menuju kelas XI IPA3. R sudah tidak lagi di temani RC ataupun ET. Ss pun malah bersorak gembira setelah bertanya kepada R kalau dia gag ditemenin ET lagi. Kemudian R menanyakan siapa yang absent hari ini dan melakukan presensi satu persatu. Sebelum duduk R mengucapkan salam dan Ss meresponnya dengan semangat. R menyiapkan materi dan buku pelajaran dan kemudian R mengingatkan kembali bagian bagian apa saja dalam analytical text dan dimana letaknya. R kemudian memperlihatkan Ss text analytical berjudul being fat matter di slide slow dengan menggunakan projector. R bertanya kembali kepada Ss yang mana thesis, arguments dan reiteration. Dan

ternyata Ss masih ingat semua tentang bagian bagian analytical text yang berisi thesis, arguments, dan reiteration. Mereka juga bisa menunjukkan dimana letak letaknya di dalam text. R kemudian menampilkan beberapa pertanyaan di slide show depan dan pertanyaan itu fungsinya menanyakan informasi informasi spesifik. Misalnya “what was the effect of being fat ? what happen if the amount of sugar in your blood change?”.

Setelah selesai dan R menganggap Ss sudah bisa mencari topic dan informasi yang spesifik dari text, kemudian R mulai menerapkan teknik jigsaw seperti pertemuan sebelumnya. R menyuruh Ss ke kelompok jigsaw masing masing seperti kamaren dan Ss pun tidak lupa dengan teman teman satu groupnya dan tanpa harus dijelaskan secara rinci lagi, Ss sudah langsung bisa membentuk group jigsaw yang terdiri dari group the blues, the reds, the whites, the greens, and the blacks. Setelah Ss berkumpul di group jigsaw masing masing, R mulai membagikan 5 topic yang berbeda dalam satu group jigsaw. Dalam pertemuan ke lima ini, R memberikan 3 judul narrative text dengan 5 topic / bagian yang berbeda, judul pertama “the unhealthy fast food” terbagi menjadi 1 bagian. Judul yang kedua “Should students take part-time jobs?” terbagi menjadi 2 bagian, satu siswa mendapat bagian pertama dan siswa lain mendapat bagian kedua (kelanjutan dari text bagian pertama). Judul yang ke tiga “The Importance of Rainforests” terbagi menjadi dua bagian, satu siswa mendapat bagian pertama dan siswa lain mendapat bagian kedua (kelanjutan dari text bagian pertama).

Setelah Ss mendapat text nya masing masing, kemudian aktivitas jigsaw pun berlangsung seperti pada pertemuan pertama. Bedanya pada pertemuan kedua ini isi text nya berbeda dari pertemuan pertama dan focus pada pertemuan kedua ini adalah mencari topic dan informasi rinci dari text narrative. Ss membaca textnya masing masing di group jigsaw kurang lebih 10-15 menit, Setelah selesai membaca Ss kemudian berkumpul ke group ahli (expert group) untuk membahas isi text yang Ss baca dengan berdiskusi dengan Ss yang mempunyai topic pembahasan yang sama. R membolehkan Ss untuk berdiskusi dan menjawab pertanyaan pertanyaan yang ada di bawah text untuk membantu Ss memahami isi dari text tersebut. Setelah selesai berdiskusi Ss kembali ke group jigsaw masing masing dan tugas Ss adalah mempresentasikan isi dari text yang Ss baca ke pada teman teman Ss di group jigsaw.

Di akhir sesi, R memulai mempersiapkan quiz, R menyalakan laptop dan projector setelah itu R memberikan instruksi dan aturan main quiz. Aturan main quiz pada pertemuan kelima ini berbeda dari pertemuan pertama, kedua, ketiga, dan keempat. R mengganti aturan pada pertemuan kelima ini karena melihat pada pertemuan pertama, kedua, ketiga, dan keempat Ss sangat ramai ketika berebut untuk menjawab pertanyaan dari R dan pada pertemuan keempat, hanya siswa siswa yang pandai aja yang sering menjawab pertanyaan dari R, yang lain masih diam. Aturan pada pertemuan kelima ini adalah, pertama R menunjuk satu per satu group secara bergilir untuk menjawab pertanyaan dari R tanpa harus berebut siapa yang cepat angkat tangan. Kedua, setelah R menunjuk grup mana yang berhak menjawab duluan, R akan menunjuk siswa yang memperlajarin topic yang ada hubungannya dengan

soal yang R baca, misalnya R mempunyai soal yang ada hubungannya dengan topic 1, maka R akan menunjuk siswa dari salah satu grup jigsaw yang mempelajari topic 1 untuk menjawab pertanyaan dari R. Ketiga, jika siswa menjawab benar, dia akan mendapat nilai 10, jika salah, grupnya akan di kurangi 5, dan pertanyaan akan dilempar ke grup lain.

Selama pengajaran berlangsung, R mengamati dipertemuan kelima ini Ss masih bersemangat pada waktu diskusi di expert group (grup ahli). R berjalan keliling mengamati Ss yang sedang berdiskusi dan sesekali menanyakan masing masing grup ahli apakah ada kesulitan atau tidak dalam memahami isi text yang Ss diskusikan. Dan pada saat Ss kembali ke grup jigsawnya masing masing, Ss juga masih aktif mempresentasikan tentang topic apa yang Ss sudah pelajari dan diskusikan di di grup ahli. Walau tidak bisa mengamati semua murid, karena terbatasnya waktu, R bisa melihat hampir semua siswa aktif berbicara untuk mempresentasikan topicnya terhadap teman teman jigsawnya.

Pada saat sesi quiz, Ss masih terlihat senang dan antusias mengikuti quiz. Terbukti Ss selalu tidak sabar ingin melihat soal soal yang akan ditampilkan R di slide show di papan tulis. Dalam sesi quiz R mampu mengatasi permasalahan yang R hadapi dipertemuan keempat. Ada beberapa keunggulan saat sesi quiz di pertemuan kelima ini ketimbang pertemuan sebelumnya yaitu, pertama siswa antusias mengikuti pelajaran dan menjawab pertanyaan pertanyaan dari R dalam sesi quiz. Kedua siswa tertib dalam mengikuti quiz dan tidak gaduh lagi untuk saling berebut menjawab pertanyaan dari R. Ketiga siswa sudah tidak ada yang protes tentang siapa yang duluan berhak ditunjuk dan menjawab pertanyaan dari R. Keempat, tidak hanya siswa siswa itu saja yang menjawab soal tetapi semua siswa mempunyai kesempatan untuk ditunjuk oleh R untuk menjawab pertanyaan dari R, dan semua siswa di grup jigsaw bisa membantu grupnya memenangi quiz ini.

Tapi di pertemuan kelima ini, R mempunyai satu kendala yang baru lagi, yaitu ada beberapa siswa yang protes karena ada siswa yang mendapat soal yang mudah, tetapi ada siswa yang mendapat soal yang sulit. Hal ini membuat kecemburuan siswa terhadap siswa yang lain.

Setelah quiz selesai R mengumumkan pemenang quiz ini dan grup the white berhasil lagi memenangkan quiz karena Ss dari grup itu paling banyak menjawab pertanyaan. Di akhir pelajaran, R menjelaskan dan menyimpulkan apa yang R dan Ss pelajari tentang narrative text pada pertemuan ketiga ini. R menyimpulkan pelajaran sedangkan RC membereskan perlengkapan mengajar agar rapi kembali seperti semula. R dan RC berpatitan setelah bel berbunyi tepat jam 09.00 pagi.

Field Note 12

Thursday, 28 October 2011

Time : 06.45 – 09.00 a.m.

Location : Class XI IPA3

ET : English teacher of class XI IPA3

R : Researcher

Ss : Students

R datang ke sekolah jam 06.35. Sesampai di sekolah R langsung menunggu ET di ruang guru. Sesampai ET di ruang guru, ET langsung bilang ke R kalau ET tidak bisa menemenin R lagi karena harus mengurus sesuatu di pemkab sleman. Kemudian R menuju kelas sendiri tanpa ditemenin ET maupun teman R. Ss pun malah bersorak gembira lagi setelah bertanya kepada R kalau dia gag ditemenin ET lagi. Kemudian R menanyakan siapa yang absent hari ini dan melakukan presensi satu persatu. Sebelum duduk R mengucapkan salam dan Ss meresponnya dengan semangat. Sebelum R menyiapkan materi dan buku pelajaran, R menyuruh Ss untuk langsung membentuk grup jigsaw dan duduk di grup jigsaw masing masing. Kemudian setelah Ss duduk di grup jigsaw masing masing, R mengatakan bahwa ini nanti dia akan memberikan quiz dengan soal soal yang lebih banyak dari pertemuan sebelumnya. Dan R meminta Ss untuk bener bener memahami text agar supaya bisa menjawab dan mendapatkan point yang banyak untuk memenangkan quiz.

Setelah selesai dan R menganggap Ss sudah bisa mencari topic, main idea dan informasi yang spesifik dari text, kemudian R mulai menerapkan teknik jigsaw seperti pertemuan sebelumnya. R menyuruh Ss ke kelompok jigsaw masing masing seperti kamaren dan Ss pun tidak lupa dengan temen temen satu groupnya dan tanpa harus dijelaskan secara rinci lagi, Ss sudah langsung bisa membentuk group jigsaw yang terdiri dari group the blues, the reds, the whites, the greens, and the blacks. Setelah Ss berkumpul di group jigsaw masing masing, R mulai membagikan 5 topic yang berbeda dalam satu group jigsaw. Dalam pertemuan ke keenam ini, R memberikan 5 judul analytical text, judul yang pertama “Should Americans be Forced to Use Public Transportation?”. Judul yang kedua “Greenhouse Effect”. Judul yang ke tiga “The Power of Music in our life”. Judul yang keempat “Cheating as Crime”. Judul yang kelima adalah “The Important to Choose the Accredited School”.

Setelah Ss mendapat text nya masing masing, kemudian aktivitas jigsaw pun berlangsung seperti pada pertemuan sebelumnya. Bedanya pada pertemuan keenam ini isi text nya berbeda dari pertemuan sebelumnya dan focus pada pertemuan kedua ini adalah mencari topic dan informasi rinci dari text analytical. Ss membaca textnya masing masing di group jigsaw kurang lebih 10-15 menit, Ss juga diperbolehkan menjawab soal soal yang ada di bawahnya untuk membantu Ss memahami isi text tersebut. Setelah selesai membaca Ss kemudian berkumpul ke group ahli (expert group) untuk membahas isi text yang Ss baca denga berdiskusi dengan Ss yang mempunyai topic pembahasan yang sama. R membolehkan Ss untuk berdiskusi dan menjawab pertanyaan pertanyaan yang ada di bawah text untuk membantu Ss

memahami isi dari text tersebut. Setelah selesai berdiskusi Ss kembali ke group jigsaw masing masing dan tugas Ss adalah mempresentasikan isi dari text yang Ss baca ke pada teman teman Ss di group jigsaw.

R mengamati dari pertemuan ke 4 sampai ke enam ini semua siswa membawa kamus di kelas. R mengamati Ss tidak gaduh lagi saling pinjam kamus dengan temannya dan Ss bisa mencari sendiri kata kata sulit di kamus dan tidak tanya tanya lagi ke R kalau dapat kata kata sulit dari text.

Di akhir sesi, R memulai mempersiapkan quiz, R menyalakan laptop dan projector setelah itu R memberikan instruksi dan aturan maen quiz. Sebelum memberikan aturan maen, R menampilkan sebuah text analytical kepada SS. R juga menampilkan beberapa soal soal true false dan multiple choise dan mengingatkan kepada Ss bagaimana cara mencari informasi spesifik, topic dan main idea dari tek analytical. Setelah selesai menerangkan, R membacakan aturan maen quiz. R mengganti aturan no.2 pada pertemuan keenam ini karena melihat pada pertemuan pertemuan sebelumnya, ada beberapa siswa yang protes karena ada siswa yang mendapat soal yang mudah, tetapi ada siswa yang mendapat soal yang sulit. Hal ini membuat kecemburuan siswa. Aturan pada pertemuan keenam ini adalah, pertama R menunjuk satu per satu group secara bergilir untuk menjawab pertanyaan dari R tanpa harus berebut siapa yang cepat angkat tangan. Kedua, setelah R menunjuk grup mana yang berhak menjawab duluan, R akan menunjuk siswa yang memperlajarin topic yang ada hubungannya dengan soal yang siswa baca, misalnya R mempunyai soal yang ada hubungannya dengan topic 1, maka R akan menunjuk siswa dari salah satu grup jigsaw yang mempelajari topic 1 untuk menjawab pertanyaan dari R. Ketiga, siswa yang di tunjuk untuk menjawab pertanyaan dari R dapat memilih no.berapa soal yang akan dia jawab. Dalam memilih no.soal, siswa belum tahu isi soalnya seperti apa. Keempat, jika siswa menjawab benar, dia akan mendapat nilai 10, jika salah, grupnya akan di kurangi 5, dan pertanyaan akan dilempar ke grup lain. Kelima, setelah menjawab baik salah ataupun benar, siswa berkesempatan menunjuk siswa lain dari grup jigsaw yang lain untuk menjawab pertanyaan selanjutnya dari R. Ketika R mengganti tempat duduk siswa dengan menyuruh duduk di grup jigsawnya masing masing ketika menarangkan sekilas tentang bagaimana mencari informasi spesifik, topic dan main idea,, R mengamati tidak ada murid yang mengrobrol sendiri dan mengantuk.

Selama pengajaran berlangsung, R mengamatin dipertemuan kelima ini Ss masih bersemangat pada waktu diskusi di expet group (grup ahli). R berjalan keliling mengamatin Ss yang sedang berdiskusi dan sesekali menanyakan masing masing grup ahli apakah ada kesulitan atau tidak dalam memahami isi text yang Ss diskusikan. Dan pada saat Ss kembali ke grup jigsawnya masing masing, Ss juga masih aktif mempresentasikan tentang topic apa yang Ss sudah pelajarin dan diskusikan di di grup ahli. Walau tidak bisa mengamatin semua murid, karena terbatasnya waktu, R bisa melihat hampir semua siswa aktif berbicara untuk mempresentasikan topicnya terhadap teman teman jigsawnya.

Pada saat sesi quiz, Ss masih terlihat senang dan antusias mengikuti quiz. Terbukti Ss selalu kelihatan senang saat bisa menjawab pertanyaan dan juga kelihatan senang juga saat dia harus memilih teman rivalnya untuk menjawab pertanyaan dari R. Ss merasa tertantang karena Ss harus memilih Ss dari grup lain yang Ss harapkan mereka tidak bisa menjawab soal dari R. Dalam sesi quiz R mampu mengatasi permasalahan yang R hadapi di pertemuan kelima. Ss tidak lagi protes karena dapat soal yang lebih sulit dari temannya atau sebaliknya. Ada beberapa keunggulan saat sesi quiz di pertemuan keenam ini ketimbang pertemuan sebelumnya yaitu, pertama siswa antusias mengikuti pelajaran dan menjawab pertanyaan pertanyaan dari R dalam sesi quiz. Kedua siswa tertib dalam mengikuti quiz dan tidak gaduh lagi untuk saling berebut menjawab pertanyaan dari R. Ketiga sudah tidak ada yang protes tentang siapa yang duluan berhak ditunjuk dan menjawab pertanyaan dari R. Keempat, semua siswa bisa berkontribusi dalam menjawab pertanyaan dari R, dan semua siswa di grup jigsaw bisa membantu grupnya memenangkan quiz ini. Kelima, tidak ada lagi siswa yang protes karena siswa yang mendapat soal yang mudah, siswa yang dapat soal sulit karena di pertemuan ini siswa memilih sendiri no.soal yang akan siswa jawab.

Di pertemuan keenam ini, sudah tidak ada kekurangan lagi dalam pertemuan keenam di cycle 2, karena hasil dari refleksi di cycle 2 sudah sesuai harapan dengan apa yang diharapkan peneliti. Maka R memutuskan untuk mengakhiri penelitian di pertemuan ke enam

Setelah quiz selesai R mengumumkan pemenang quiz ini dan grup the blacks kali ini berhasil memenangkan quiz karena Ss dari grup itu paling banyak menjawab pertanyaan. Di akhir pelajaran, R menjelaskan dan menyimpulkan apa yang R dan Ss pelajari tentang narrative text pada pertemuan ketiga ini. R menyimpulkan pelajaran sedangkan RC membereskan perlengkapan mengajar agar rapi kembali seperti semula. R dan RC berpamitan setelah bel berbunyi tepat jam 09.00 pagi.

APPENDIX B

INTERVIEW

TRANSCRIPTS

INTERVIEW TRANSCRIPTS

Interview I

Tuesday, September 13, 2011

R: Research

ET: Ibu Aris (English Teacher)

Transcript hasil wawancara dengan Ibu Aris (guru bahasa Inggris XI IPA3) pukul 06.40

- R : Pagi ibu aris, nanti mau ngajar apa ya bu?
- ET : Pagi juga, untuk pertemuan ini saya mau ngajar listening dulu mas, terus habis itu, baru mulai ke readingnya.
- R : O.k bu,saya ikut aja.
- ET : Iya, ok mari kita menuju kelas XI IPA 3. Kalau disana nanti jAngan heran, anaknya emang cerewet cerewet, tapi tidak bandel kok, asal bisa buat mereka senang dengan materi kita, mereka akan antusias buat merespon pelajaran yg kita ajarin.
- R : Wah malah bagus dong bu, daripada diam diam semua, jadi repot kan bu, tidak tahu mau ngapain, he, he
- ET : Iya juga mas, cuma kelas itu yg aktif nanti banyakan yg duduk di depan, yang belakang banyak pasifnya, coba aja nanti amatin sendiri ya mas.
- R : O.k buk,
- ET : Anak- anaknya sedikit rame mas, Kalau ada PR jarang dikerjakan, tapi walaupun mereka ramai mereka lumayan aktif kalau diajarin bahasa Inggris terutama kalau pas kelas speaking, tapi kalau pas reading sedikit pasif, mungkin mereka bosan juga dengan materi dan membaca teks seperti di buku Look Ahead. Apalagi mereka juga tidak semuanya membawa kamus waktu pelajaran saya pas kelas reading.
- R : O, begtu ya bu, wah kayaknya menarik nih bu mengajar kelas XI IPA 3.
- ET : Ya begitulah, nanti aja kita sambung lagi kalau masih butuh informasi, sekarang mas bagus lihat saja dulu bagaimana proses belajar mengajar di kelas XI IPA 3
- R : Ya bu, terimakasih.

Transcript hasil wawancara dengan Ibu Aris (guru bahasa inggris XI IPA3) pada pukul 09.05

- R : Ibu, maaf mengganggu lagi, boleh tanya-tanya lagi kan bu?
- ET : Oh silahkan mas bagus, mumpung saya juga lagi free, tidak mengajar
- R : Iya bu, terimakasih waktunya
- ET : Mau tanya apa? silahkan.
- R : Sudah berapa lama ya ibu mengajar disekolah ini?
- ET : Sudah hampir 9 tahun, pertama mengajar tahun 2002 sampai sekarang.
- R : Selama ibu mengajar disini ada beberapa kendala yang ibu hadapi?

- ET : Ya banyak mas, namanya juga mengajar. Waktu pertama saya mengajar disini, sedikit kesulitan dan butuh adaptasi, karena sebelumnya saya mengajar di tingkat SMP, penguasaan kelas pun harus benar-benar bisa. Tapi cepat lambat, akhirnya saya bisa menikmati juga ngajar disekolah ini.
- R : Contoh kesulitannya seperti apa ya bu?
- ET : Kedewasaan anak SMP dan SMA kan berbeda ya mas, kalau SMP mereka masih sering ribut dikelas, walaupun saya sedang mengajarkan, kalau di SMA walaupun sudah berkurang sifat anak anaknya tapi tetep ada sebagian yang masih rebut sendiri waktu pelajaran berlangsung, dan setiap kelas kesulitannya berbeda beda mas, ada yang aktif dalam berbahasa Inggris, tapi banyak pula yang pasif dalam berbahasa Inggris.
- R : Pengajaran seperti apa yang ibu lakukan untuk anak didik ibu disini?
- ET : Saya cenderung communicative mas, mereka dituntut lebih aktif dalam berbahasa Inggris dikelas.
- R : Jadi speaking disekolah ini lebih ditekankan?
- ET : Tidak juga, setiap guru memiliki metode pengajaran yang berbeda-beda, khusus untuk saya sendiri, saya menggunakan model communicative, tapi ada beberapa guru yang masih menggunakan metode yang conventional, yang masih focus dalam grammar atau yang lainnya.
- R : Berarti untuk kelas ibu sendiri speaking sedikit diberi prioritas lebih banyak ya bu?
- ET : Kebetulan seperti itu mas, karena kebetulan juga saya yang membimbing kelas debat, conversation program dan English club.
- R : Jadi dengan kata lain reading disini jarang dilakukan ya bu, paling tidak dilakukan tetapi intensitasnya tidak seperti speaking begitu?
- ET : Ya begitu mas, karena dari speaking murid akan mudah dilihat pandai tidaknya berbahasa Inggris. Kalau di kelas reading saya hanya mengajarkan murid-murid dari text book yang sudah tersedia di sekolahan.
- R : O begitu, berarti sumber utama dari buku paket yang ada disekolaha ini ya bu?
- ET : Ya begitulah, saya memakai buku paket Look Ahead, kebutuhan materi reading juga udah bagus di situ.
- R : Ada media yang ibu gunakan atau tidak untuk mendukung pengajaran yang ibu lakukan?
- ET : Dari pertama ngajar, saya sudah menggunakan laptop dan projector dalam pemberian materi. Jadi sesekali saya juga gunakan laptop dan projector untuk mengajarkam murid murid supaya mereka tidak bosan.
- R : Untuk materi reading, ibu juga pakai laptop dan projector?
- ET : Tidak mas, untuk reading kan sudah cukup pakai textbook kan, disitu sudah lengkap bacaannya, kalapun kurang saya carikan lagi buka yang lain. Saya gunakan laptop jika ada kelas speaking atau listening karean

- alat itu bisa membantu saya untuk menampilkan gambar dan juga mendengarkan suara.
- R : Pernahkah ibuk menggunakan teknik cooperative, semacam belajar kelompok atau belajar berpasangan gitu bu?
- ET : Saya pernah menggunakan metode belajar *working in group*, tapi saya jarang menggunakannya karena saya pikir metode itu malah membuat siswa jadi tidak serius belajar, soalnya mereka duduk pisah pisah aja sering ngobrol sendiri sendiri ama temennya apalagi kalau kita gabungkan duduknya, mereka pasti malah ngobrol ama temennya ketimbang belajar atau membaca pelajaran. Untuk jigsaw saya belum pernah, saya baru dengar itu. Emang nanti mas bagus mau menerapkan cooperative learning?
- R : Iya bu, metode pengajaran yang saya gunakan adalah jenis dari cooperative learning teknik jigsaw, dengan dua group besar yaitu grup jigsaw dan grup ahli, dimana saya akan menaruh 5 siswa dalam satu grup jigsaw, dan satu siswa dengan siswa yang lain dalam satu grup jigsaw akan mempelajari topic yang berbeda. Misalnya jika saya punya 5 topic yang akan saya ajarkan, saya akan memberikan satu siswa dengan satu topic dalam satu group jigsaw. Jadi kalau di dalam satu group ada 5 siswa, satu group itu akan mempelajari 5 topic sekaligus. Untuk memperdalam siswa dalam mempelajari topicnya, saya akan menyuruh siswa yang mempunyai topic yang sama untuk pindah ke grup ahli (*expert group*), disana mereka akan saling *sharing* apa yang menjadi inti pokok dari topic materi yg mereka baca. Setelah selesai masing masing siswa akan kembali ke grup jigsaw untuk mempresentasikan materinya kepada teman temannya di dalam satu grup jigsaw.
- ET : Kayaknya menarik mas bagus, cuma masalahnya apakah siswa siswa tidak cenderung mempelajari materinya sendiri sendiri kalau materinya beda beda?
- R : Tidak bu Aris, di dalam teknik jigsaw, saya akan memberikan quiz mencakup semua materi yang dipelajari oleh siswa. Jadi saya akan menyiapkan quiz yang isinya bisa mencakup kelima topic yang dipelajari oleh ke lima siswa dalam satu group jigsaw itu. Jadi semua siswa dalam satu grup akan sangat berkontribusi dalam menjawab pertanyaan pertanyaan dari saya.
- ET : O begitu, ya sudah mungkin akan lebih jelasnya nanti saya akan lihat sendiri masnya ngajar.
- R : Ibu kalau mengajar reading, bagaimana caranya?
- ET : Ya saya menyuruh siswa membaca teks yang ada di buku paket “Look Ahead” and sesekali saya menjelaskan isi dan juga memberikan kosa kata yang murid murid tidak tahu artinya. Saya juga menjelaskan jenis apa teks itu dan mengenalkan bagian bagian apa yang terkandung dala teks itu.

- R : Oh ya bu, kalau untuk mengecek pemahaman murid murid dalam membaca teks itu bagaimana bu?
- ET : Setiap pelajaran reading biasanya saya sering kasih dan suruh mengerjakan soal soal mas yang berhubungan dengan teks tadi. Dan saya gunakan soal-soal yang ada di buku paket karena soal soalnya cukup banyak dan bagus untuk mereka.
- R : Terus cara koreksinya gimana bu setelah mereka mengerjakan soal soal itu?
- ET : Kalau reading gampang mas bagus, cukup menayakan satu persatu aja jawaban dari mereka. Kalau waktunya tidak cukup saya pilih mana kira kira murid pendiam dan pasif untuk menjawab pertanyaan dari saya. Kecuali kalau ujian mid ama semester ya harus pakai soal soal sendiri.
- R : O begitu ya bu, oh iya bu, saya akan terapkan itu setelah saya observasi satu kali lagi ya.
- ET : O.k, silahkan mas bagus. Ada pertanyaan lagi?
- R : Tidak bu, terima kasih, mohon bantuan dan kerjasamanya ya bu?
- ET : O.k. good luck ya.

Interview 2

Tuesday, August 23, 2011

R: Research

P: Principle

- R : Dari observasi pertama, saya lihat, bahasa Inggris di sekolah ini sudah cukup bagus ya pak? Menurut bapak sendiri, pembelajaran bahasa Inggris disekolah ini bagaimana pak?
- P : Alhamdulillah kami memiliki guru-guru yang bisa diandalkan, ada beberapa guru-guru dari sini yang dipakai dalam pembuatan tes uji coba soal listening untuk ujian. Tapi kami menyadari bahwa bahasa inggris merupakan salah satu pelajaran yang diwajibkan dalam ujian nasional, sehingga kami berusaha memberikan prioritas penuh dalam pengajaran bahasa inggris.
- R : Fasilitas apa saja yang telah ada disini khususnya dalam mendukung pengajaran bahasa Inggris pak?
- P : Oh ya dari dulu kami telah mempunyai laboratorium bahasa, dan tahun kemaren alhamdulillah kami telah menambah beberapa komputer yang dapat mendukung pengajaran bahasa Inggris dilaboratorium bahasa tersebut dan kami juga menyediakan sound system and projector di setiap kelas jadi semoga apa yang disediakan dapat memperlancar pengajaran bahasa inggris.
- R : Oh begitu ya pak, untuk siswa sendiri, apakah ada prestasi yang diperoleh khususnya dalam bahasa inggris?
- P : Alhamdulillah kita mempunyai Conversation Class dan English Club di ekstrakurikuler di sekolah ini. Dan pernah menjuarai perlombaan debat se-

kabupaten Sleman tingkat SMA, walaupun belum maksimal, tapi kami berusaha untuk membantu siswa dalam menyediakan fasilitas dan memberikan kemudahan bagi guru-guru untuk mendukung pengajaran bahasa Inggris mereka.

R : Terima kasih banyak pak, atas waktu bapak, mungkin besok saya bisa tanya-tanya bapak lagi. Mohon bantuannya selalu ya pak?sekalian minta ijin dan bantuannya pak, untuk mengadakan observasi dan penelitian di sekolah ini.

P : Oh ya ya,,sama sama, saya sudah menunjuk ibu Aris untuk mendampingi mas bagus, jadi kalau ada apa apa, jangan sungkan untuk menghubungi beliau.

R : Ya pak,,tadi pagi sudah di kelasnya, sekali terimakasih ak atas waktu dan ijinnya untuk melakukan penelitian disini.

P : O.k sama sama mas,,semoga sukses penelitiannya dan cepat lulus.

R : Amin...mohon pamit pak, Assalamu'alaikum dan selamat siang

P : Walaikumsalam wr.wb

Interview 3

Tuesday, September 16, 2011

R: Research

Y: Yeni

B: Bimo

R: Researcher

R : Good morning adek adek,,

Y & B : Good morning pak.

R : Saya ganggu tidak nih?

Y&B : Tidak kok pak, emang ada pak?nanti mau ngajar lagi ya?atau ada tugas?

R : Tidak kok, saya cuma pengen mewancarai adik-adik saja, mau kan bantu pak bagus buat nyelesain skripsinya pak bagus?

Y : Mau pak, saya bantu, emang mau wawancarai tentang apa pak, kayak artis aja diwawancarai,,he,he,

R : Nama kamu siapa dek?

Y : Namaku Yeny, pak

R : He,he,he, kamu cantik, pasti pacarnya cakep nih.

Y : He,he,he, jadi malu nih pak.

R : Kalau kamu dik?

B : Namaku Bimo pak,

R : Tadi saya amati kenapa kenapa Bimo kok tidak memperhatikan bu Aris ngajar?

B : Eehhh,,kata siapa pak,,aku perhatiin kok.

- R : Tadi saya lihat kamu di belakang malah main hape sendiri? Hayo, kamu sms pacar ya?
- Y : Iya tuh pak, padahal pacarnya duduk di depan, masih sms-an aja.
- B : Wuuu, sok tahu.
- R : Ooo,,,gitu,,ayo Bimo, trus kenapa main hand phone pas bu Aris menerangkan pelajaran?
- B : Maaf pak, bosan banget je.
- R : Bosan kenapa Bimo?
- B : Ya pelajarannya, tidak menarik pak. Pelajarannya hanya itu itu saja, membaca and mengerjakan tugas tugas.
- R : Kalau Yeni kenapa tadi tadi tidak perhatiin ibu Aris ngajar malah maenan hand phone sendiri?
- Y : Sama pak kayak Bimo, saya juga bosan pas pelajaran reading.
- R : Emangnya menurut Yenny, pelajaran reading harusnya gimana biar kamu tidak merasa bosan.
- Y : Ya dibuat beda pak kalau bisa, di kasih games atau permainan permainan gitu biar tidak bosenin, he he.
- R : Oo gitu ya, o.k..o.k..oh ya BTW kenapa tadi kamu tidak mau jawab soal yang bu Aris tanyakan, malah diam aja?
- B : He,he,takut salah ah jawab, nanti teman-teman pada nyorakin saya.
- R : Ooo gitu,,tadi Yenny kok tidak jawab juga kenapa, hayooo ?
- Y : Tadi dah di jawab yang di depan kok,,jadi kan aku dah ada yang mewakilin,,he,he
- B : Yenny alasan tuh,,padahal paling juga tidak bisa.
- R : Kenapa kalian tidak tanya dan minta pendapat gurumu kalau soal itu sulit dan kalian tidak bisa mengerjakan soal itu?
- B : Wah tidak pak, masih malu ama takut kalau nanya langsung ke guru.
- R : Lah kenapa?
- B : Teman-teman nyorakin lagi kalau pertanyaan ku menurut mereka terlalu mudah atau kalau aku jawab salah, mereka juga nertawain.
- R : Oo gitu.
- Y : Pak, kalau ngajar sini nanti adain game ya pak, biar tidak membosankan.
- R : Oo,,kamu suka game to kalau pelajaran bahasa inggris?
- Y : Iya pak, sekali kali adain game biar Yenny tidak bosan juga di kelas,
- R : O.k..o.k. BTW selama di sekolah ini guru kamu pernah ngajar dengan teknik jigsaw belum?
- Y : Apaan yah itu kak?
- R : Belajar dengan berkelompok gitu dek.
- Y : Kalau disuruh berpasangan sih sering pak, berpasangan ama teman sebangku,suruh baca dialog, suruh ngerjain tugas berpasangan gitu.
- R : Oo gitu, makasih ya infonya
- Y : Iya pak, sama sama.
- R : Silahkan dilanjut lagi ngobrol ngobrolnya. see you.

Y & B : See you pak

Interview 4

Thursday, September 16, 2011

A : Research

AR : Arif

A : Aga

R : Researcher

R : Hallo, good morning adek adek.

A & AR : Good morning kak,

R : What are you doing now?

A : Not what what kak,

AR : Woo,ngawur not what what. Emang jualan lampu what..ha.ha

R : He,he,he adek bisa aja nih. rajin amat kalian, yang lain pada ke kantin kalian malah ngerjain tugas.

A : Wah tidak kok pak, ini lagi contek punya temen, ada PR matematika, susah,kalau gak ngerjain bisa marah tar bu guru.

R : Loh emangnya dirumah gag ngerjain PR ya?

A : Tidak bisa pak, susah soalnya.

AR : Iya benar pak, aku aja gag bisa ngerjain sendiri, lagi butet nih pikiran,,ha,ha,,Aga malah contek pekerjaan saya terus.

A : Wah menghina kau,

R : Sudah, sudah, jangan bertengkar. Nih kayaknya kamu tadi juga ngerjain PR ini kan pas pelajaran bahasa Inggris tadi?ya kan ?

A : Arif tuh pak,

R : Ayo arif, kenapa tadi malah ngejain PR matematika, kan kamu lagi pelajaran bahasa Inggris.

AR : Maaf pak, saya mengerjakan PR matematika karena PRnya sulit. Tapi itu tidak apa apa kok pak, tidak tahu kok bu Aris, lagian paling juga tidak marah ibunya. Bu Aris kan sabar orangnya.

R : Bagaimana bisa?

A : Tadi itu kan tadi cuma reading aja, itu cuma disuruh baca aja ama bu Aris, terus kalau udah baca trus ngerjain soal soal. Kayak gitu terus tiap pelajaran reading pak, monoton terus kok pak. Dan itu membuatku bosan.

R : Kenapa tidak ngerjain PRnya dirumah?

A : Wah sulit pak, soal soalnya tidak bisa aku kerjakan sendiri. Makanya saya nyontek garapannya Dewi.

R : Oo gitu ya. Adek tidak boleh garap PR pelajaran lain ya waktu pelajaran bahasa Inggris, dan juga tidak boleh jagain orang lain ya dek, nanti kalau kamu di tunjuk bu Aris suruh mengerjakan tugas kamu tidak bisa.

- AR : He,he,ya pak, Aga tadi tidak mau maju pak ditunjuk menjawab pertanyaan Ibu Aris.
- A : Heleh, kamu juga tidak mau maju untuk jawab kok.
- R : Sudah, sudah. tidak boleh ribut
- R : Kenapa nih kalian di suruh maju jawab soal malah pada diam?
- A : Aku takut salah pak.
- AR : Iya pak, sama, aku juga tidak percaya diri kalau jawab pertanyaan, takut salah.
- R : Kalian semua takut salah? kan bu Aris tidak bakalan marah kalau jawaban kalian salah
- A : Bukan itu pak masalahnya, biasanya teman-teman pada menertawakan kalau kita salah, hu.
- R : O gitu, ya sudah, kalau gitu.
BTW, kalian semua pernah diajarin reading dengan teknik jigsaw belum?
- A : Apaan tuh pak?
- AR : Saya tidak tahu.
- A : Belum kayaknya, saya baru denger tuh pak
- R : Oo gitu, lah ibu Aris ngajar di kelas kayak gimana kalau ngajar reading?
- A : Yah kayak tadi pak, suruh baca buku Look Ahead, terus ngerjain soal-soal di bawahnya.
- R : O begitu, pernah disuruh berkelompok tidak?
- W : Jarang pak, tapi paling kalau berkelompok sering juga, berpasangan dengan teman sebangku gitu pak
- R : O.k deh, makasih ya dek infonya.
- A : Ya pak, sama-sama
- R : See you
- A&AR : See you pak.
-

Interview ke 5

Thursday, September 16, 2011

- F : Fiana
D : Dewi
H : Husnul
R : Researcher

- R : Hai, good morning adek-adek
- F,D,H : Good morning pak,
- F : Jangan rekam kami pak, kita malu, he,he
- H : Wah pede unyil iki
- R : Aku ganggu tidak nih, mau ngobrol-ngobrol sebentar dong
- D : Tidak pak, ini cuma lagi ngerjain tugas dari bu Inuk
- R : Wah rajinnya,tugas apaan dek?

H : Tugas MTK, nih ngerjain bareng
 R : Emang dikumpul kapan tugasnya.
 D : Tidak dikumpulin sih,tapi biasanya disuruh maju,kalau ada yang gag ngerjain suruh keluar.
 R : Wah ketat juga ya peraturan guru MTK kamu.
 D : Iya pak, nih temen2 juga lagi contek garapan punya Zikri.
 R : Wah wah kerjasama yang jelek nih, he,he,
 D : Tidak apa apalah pak, demi menjaga kekompakan kelas juga kan,
 R : Wah iya iya iya,, tapi kok kompaknya dalam hal jelek gini ya,,he,he..o.k..o.k saya mau nanya nih, adek namanya siapa?
 D : Namaku Septiana Candra Dewi, tapi pak Bagus cukup panggil Dewi aja
 H : Aku Husnul
 F : Aku Fiana pak,
 R : Tadi aku amati Fiana kok malah sibuk ngerjain tugas MTK sih waktu pelajaran bahasa Inggris?tidak takut dimarahin ibu Aris?
 F : Takut juga sih, tapi ibunya tidak tahu kok pak, aku kan duduknya dibelakang
 R : Kalau ibunya tahu gimana?
 F : Ya paling dimarahin pak, tapi sampai sekarang ibuk Aris belum pernah tahu atau marahin saya sih, ibunya kan duduk terus di depan pak
 R : Oo gitu, wah kamu berani sekali.
 F : He,he,he
 R : Apa kamu tidak suka bahasa Inggris kok tidak serius ikut pelajarannya ibu Aris?
 H : Tidak begitu suka pak, bosan
 R : Lah kenapa?
 H : Kelas reading aktivitasnya bosenin, dengerin, baca, kerjain soal dari Look Ahead terus.
 R : Oo gitu, ya sudah kalau gitu, BTW, kalian semua pernah diajarin reading dengan teknik jigsaw belum?
 H : Apaan tuh pak?
 D : Baru denger saya
 D : Belum kayaknya, saya baru denger tuh pak.
 R : Oo gitu, lah ibu Aris ngajar di kelas kayak gimana kalau ngajar reading?
 D : Yah seerti tadi pak, suruh baca buku Look Ahead, terus ngerjain soal-soal di bawahnya.
 R : Ooo gitu,,pernah disuruh berkelompok tidak?
 D : Jarang pak, tapi paling kalau berkelompok berpasang-pasangan satu bangku gitu pak.
 R : O.k deh, makasih ya dek infonya.
 D : Ya pak, sama-sama
 R : See you
 D,H,F : See you pak

Interview ke 6

Thursday, September 16, 2011

Z : Zikri

D : Danar

R : Researcher

R : Good morning dek.

Z : Morning pak.

R : Saya ganggu tidak nih?

Z : Ahh tidak pak. Ada apa ya?

R : Kamu yang namanya Zikri kan?

Z : Iya pak, kok tahu?

R : Tadi ada temenmu yang kasih tahu aku.

Z : Oo gitu. Ini ada apa sih pak kok pakai di rekam segala.

R : Oh ya lupa kasih tahu. Boleh tidak pak Bagus mewawancarai kamu soal pelajaran bahasa Inggris dan pengajaran di sekolah ini?

Z : Boleh boleh aja pak, asal aku bisa jawab aja,he,he

R : Sip deh. Tadi saya amati kamu yang paling menonjol dalam bahasa Inggris, sering maju ke depan menjawab pertanyaan ibu Aris. Kamu suka bahasa Inggris ya?

Z : Sedikit suka pak, tapi yang paling saya suka pelajaran Biologi,

R : Lah kenapa suka Biologi?

Z : Gurunya asyik pak, sering maen game dan cara mengajarnya juga tidak bikin spaneng, he,he

R : Ooo gitu, berarti beliau ngajarnya santai gitu?

Z : Iya pak, santai, sering bergurau, dan tidak pernah marah-marah, jadi saya lebih relax untuk belajar.

R : Kalau kamu namanya siapa dek?

D : Panggil aja Danar pak.

R : Oh ya dek, tadi kamu sakit?

D : He,he tidak juga sih. Saya cuma ngantuk sedikit soalnya kalau pas kelas reading saya tidak begitu suka.

R : Ooo gitu, kalau menurutmu, cara mengajar ibu Aris dalam mengajar bahasa Inggris gimana?

Z : Asyik juga kok pak, cuma sering bosenin karena jarang dikasih game gitu, jadi tidak ramai and meriah, he,he

R : Oo gitu,o.k.dek makasih ya atas info infonya. See you

Z : Sama-sama pak. See you too

Interview 7

Location : Class XI IPA3

Time : 09.45

Day : Thursday, September 23, 2011

Y : Yeni

R : Researcher

R : Pagi, Yeni. Namamu Yeni kan?

Y : Iya pak,

R : Pak bagus ganggu bentar boleh ya?

Y : O.k pak

R : Gimana tadi pelajaran bahasa Inggrisnya?

Y : Asyik pak, saya suka kalau ada kuis dan ada kompetisi antar grup seperti tadi.

R : Kok suka? Alasannya apa dek?

Y : Ya asyik aja pak, tiap anak tadi rebutan jawab soal-soal dari pak Bagus, terus pada senang banget tadi yang menjawab benar dapat point, jadi saya juga termotivasi memahami text itu biar bisa jawab pertanyaan pertanyaan pak Bagus.

R : Kamu suka kelas reading menggunakan teknik jigsaw tadi?

Y : Suka pak, saya senang kelas reading tadi. Sering-sering aja pakai variasi teknik dalam mengajar bahasa Inggris biar gak bosenin.

R : Sip. tadi grup kamu menang gak tuh?

Y : Wah kalah pak.

R : Grup kamu apa tadi?

Y : Grup THE REDS, lah tadi grup aku acungkan tangan terus tapi malah pak Bagus tidak nengok ke grupku malah ke grup THE WHITE terus, menang sana kan jadinya.

R : He he, ya maaf dek, soalnya pak bagus juga bingung. Banyak yang mengacungkan tangan tadi. Besok pak Bagus akan bawa temen saya biar bisa jadi ju ri dan pengamat kalian biar tidak rebutan lagi kayak kemaren,he he

R : Oh ya, by the way, menurut kamu, metode pembelajaran bahasa Inggris teknik jigsaw seperti tadi menarik tidak buat kamu?

Y : Bagus pak, menarik banget, saya senang belajar bahasa Inggris seperti tadi, apalagi ada kompetisinya seperti tadi. Tapi tadi saya belum pernah jawab pertanyaan pertanyaan dari pak bagus..he he he

R : Lah kenapa kok tidak pernah jawab?

Y : Tadi kan rebutan terus kan siapa yg dulu angkat tangan jawab duluan.Nah grupku sudah angkat tangan terus tapi yang di tunjuk cuma dua kali suruh jawab, itupun udah di wakilin Betty ama Husnul, he,he, jadi aku diam aja pak.

- R : Ooo gitu, menurutmu penjelasan pak bagus tadi tentang narrative text menggunakan power point tadi menarik tidak?
- Y : Kurang begitu suka sih pak,
- R : Lah kenapa?
- Y : Ya kan lama lama bosan juga kalau pelajarannya cuma dengerin penjelasan dari pak bagus aja. Lagian dari belakang tidak begitu jelas tulisannya pak.
- R : Ooo gitu. Emang ibu Aris kalau mengajar juga seperti pak Bagus tadi ya?
- Y : Wah nak ibu Aris malah bosenin lagi, jelasin materi cuma ceramah di depan aja, jarang pakai power point.
- R : Lebih mudah di mengerti mana penjelasan pak bagus pakai power point tadi atau ibu Aris?
- Y : Sama kayaknya pak, tapi lebih enak pakai power point karena saya lebih jelas mengerti kalau di sertai contoh ama bagan bagan tadi di gambar.
- R : Ooo gitu. O.k deh kalau gitu,,makasih ya kamu dah mau di ajak ngobrol ngobrol.
- Y : Sama-sama pak.
-

Interview ke 8

Location : Class XI IPA3

Time : 09.55

Thursday, September 23, 2011

Z : Zikri

R : Researcher

I : Indah

- R : Good morning dek zikri,
- Z : Good morning pak Bagus. Ada apa ya pak bagus?
- R : Gak pa pa kok dek zikri, pak Bagus boleh memancarai kamu sebentar?
- Z : Boleh pak, silahkan, he,he,he
- I : Aku nanti juga mau di wanwancarai lo pak,
- R : Iya, nanti ya setelah ngobrol-ngobrol ama dek zikri ya.
Oh ya, tadi kamu saya amatin paling aktif nih ngikutin pelajaran pak Bagus. Sudah tercatat olehku, sudah sekitar lebih dari 3 kali ya kamu acungkan jari dan jawab pertanyaan dari pak Bagus, dan nilai groupmu yang paling tinggi lo.
- Z : Ah biasa aja kok pak, tadi aku jawab juga pas kebetulan aja bisa soalnya sedikit mudah
- R : Masak, tapi teman-temanmu belum ada berkontribusi untuk menjawab soal, baru kamu aja dari group THE WHITE yang jawab.
- Z : Iya pak, mereka masih takut salah jawabnya.
- R : Menurutmu tadi pembelajaran bahasa Inggris dengan metode teknik jigsaw menarik tidak buat kamu?

- Z : Menarik pak, saya suka itu, apalagi pas sesi tanya jawab di sesi quiz tadi, semua group berkompetisi untuk meraih nilai
- R : Kalau menurutmu, waktu presentasi di group THE WHITE, atau groupmu sendiri, ada kesulitan gak?
- Z : Kalau saya tidak ada sih, saya tadi bisa presentasi dan menjelaskan ke teman-teman teks yang saya pelajari.
- R : Terus apakah teknik jigsaw tadi bisa membantu kamu dalam memahami isi teks tadi?
- Z : Sangat terbantu pak, di *expert group*, saya dapat masukan dari teman-teman yang bahas teks yang sama dengan saya, jadi saya semakin yakin dan tahu apa isi yang terkandung dalam teks saya.
- R : Oh begitu, berarti waktu di *expert group*, kamu terbantu juga ya waktu sharing sharing tentang isi dari teks itu?
- Z : Iya, sangat terbantu, dan saya selain dapat masukan, saya juga dapat memberi masukan atau mengajarkan teman yang belum paham dalam pembahasan teks itu pak, pokoknya seru dan bagus pak.
- R : O.k. sip deh. Menurutmu teks nya mudah di pahami tidak?
- Z : Lumayan mudah, tapi ada beberapa kosakata yang saya tidak mengerti, nah disini tadi saya berbagi tugas sama teman-teman di *expert group* tadi untuk membantu mencari apa arti dari kosakata tadi pak.
- R : Oh begitu, emang kalau tidak tahu artinya, apakah sulit menyimpulkan isi dari teks yang kamu pelajari tadi?
- Z : Sedikit sulit pak,
- R : O.k deh dek Zikri, makasih ya mau saya ajak ngobrol ngobrol.
- Z : O.k. pak, sama sama.
-

Interview 9

Location : class XI IPA3

Time : 10.10 a.m.

Tuesday, September 23, 2011

S : Septiana Candra D.

R : Researcher

I : Indah

R : Good morning adek-adek.

S & I : Good morning pak bagus.

R : Lagi apa nih? ngerjain PR ya?

I : Iya nih pak, minggu depan pak bagus masih ngajar sini kan?

R : Iya, insyaAllah masih ngajar di sini. Boleh tanya tanya kan ma kamu dan ama siapa temenmu, siapa namamu dek?

S : Namaku Septiana Candra Dewi, pak, panggil aja Septin.

- R : O.k dek septin ama dek indah. Saya mau tanya nih? Menurut kalian pembelajaran bahasa Inggris tadi yang saya ajarkan dengan teknik jigsaw tadi gimana?
- I : Bagus pak, saya senang, menarik.
- R : Menariknya gimana?
- I : Ya menarik pak, tidak membosankan seperti pelajaran biasanya. Menarik karena setelah baca teks tadi terus saya bisa diskusi dan debat ama teman-teman satu group saya untuk bahas teks tadi.
- R : Emang biasanya gimana dek?
- I : Ya kalau ama ibu Aris, kalau waktu pelajaran reading, kita kan cuma baca baca teks aja pak, terus suruh ngerjain soal-soal di bawah teks itu, lama lama kan bosenin juga pak. Kalau ama yang diajarkan pak Bagus tadi menarik pak, seneng, tidak bikin bosen and ngantuk. Apalagi pas quizznya tadi, bikin semangat. He he he.
- R : Kalau menurut adik-adik waktu saya menerangkan tentang teks narrative tadi menggunakan power point gimana? Menarik tidak buatmu dan penjelasanku tadi bisa membuatmu paham tidak tentang teks narrative?
- I : Lumayan lebih menarik pak, karena ada pemberian gambar-gambar di slide show tadi. dibandingkan kalau Ibu Aris ngajar, ibunya sukanya nerangin di depan terus walupun kadang sambil nulis di white board. Tapi kalau bisa sih jangan nerangin pakai power point di depan terus ya pak, lebih baik pembelajarannya di perbanyak menggunakan permainan tadi, lebih asyik.
- R : Tapi kamu paham tidak dengan penjelasan saya tadi?
- I : Paham pak, apalagi tadi penjelasannya dengan disertai contoh ama bagan-bagan yang jelasin mana generic structurenya. Itu membantu saya memahami teks itu pak.
- R : Sip. Kalau dek septin gimana?kok diam aja dari tadi?
- S : He he he bingung pak mau ngomong apa.
- R : Menurutmu tadi menarik tidak materi saya dengan power point tadi?
- S : Tidak begitu suka pak, kurang menarik materinya.
- R : Lah kenapa?
- S : Kalau pelajaran dengerin terus lama-lama bikin ngantuk. He he he
- R : Oh ya ya ya, tadi kamu ikut grup apa to dik?
- S : THE BLUES pak,
- R : Gimana belajar ama grup kamu THE BLUES tadi? bisa membuat kamu terbantu tidak dalam memahami teks yang kamu baca tadi?
- S : Terbantu pak, teman-teman di *expert group* bisa saling membantu dalam mencari kata kata sulit dan mereka juga membantu saya dalam memahami isi teks yang saya baca pak,
- R : Oohh bagus don. BTW tadi bisa presentasi ke grup jigsawmu tadi?
- S : Bisa pak? Justru karena saya harus presentasi ke grup jigsaw saya, makanya saya termotivasi harus paham isi teks yang saya baca, he he

- R : Sip deh, BTW menang tidak pas quiz tadi grup kamu?
 S : Kalah pak, temen2 ku rata rata tidak pintar semua kalau bahasa Inggris. He he
 R : Oh iya, saya lihat tadi group THE BLUES, masih kalah ama group lain, kendalanya apa sih dik?
 S : Ya pas quiz aja sih tadi kalah. Sebenarnya tadi saya ama teman-teman bisa jawab pertanyaan dari pak bagus tadi, cuma kan kita kalah cepat terus buat jawab pak. Jadinya grup lain deh yang jawab terus.
 I : Iya betul tuh pak, masak tadi saya dah acungkan tangan terus, tapi pak bagus nunjuknya malah orang lain.
 R : He he he.ok.o.k sorry deh kalau begitu, besok saya coba buat lebih adil lagi. BTW kalau menurut dek septin, pembelajaran teknik jigsaw tadi bisa membantumu tidak dalam memahami teks narrative tadi.
 S : Lumayan bisa bantu pak, tadi pas di *expert group*, saya dapat masukan dari teman-teman, dan sekaligus bisa sharing-sharing tentang isi teks tadi, jadinya bisa tambah paham.
 R : Oo begitu, emang kalau baca sendiri sulit pahamnya ya dik?
 S : Yaa kadang-kadang sulit pak, soalnya kan banyak kata-kata sulitnya juga kan?kalau sendiri sedikit lama pahamnya
 R : Menurutmu lebih enakan baca sendiri sendiri atau berkelompok kayak tadi?
 S : Enakan berkelompok pak, jadi saya ama teman-teman bisa saling bagi tugas cari kosa kata sulit, terus saya juga lebih sanatai kalau tanya tanya ama teman-teman saya pak.
 R : O.k deh dik, makasih ya dik Indah ama Septin buat ngobrol-ngobrolnya.
 S & I : Sama-sama pak.
-

Interview 10

Tuesday, September 23, 2011

Location :XI IPA3

Time : 12.30 a.m.

- B : Bimo
 D : Danar
 F : Fachri
 M : Muhammad N.
 R : Researcher

- R : Siang adik-adik, maaf pak Bagus mengganggu nih, lagi pada maen gitar ya?
 D : Yoi pak, kan udah lihat sendiri, he he
 B : Tidak usah didengerin pak, orangnya suka bercanda. Ada apa nih pak? Mau wawancara kita juga ya?

- R : He, he. Boleh pak Bagus nanya nanya?
- F : O.k pak, silahkan aja.
- R : Namanya siapa nih?
- F : Saya fachri, ini Danar, itu Muhamammad Nuzul, and yang sebelah sana, Bimo.
- R : Kalian pandai pandai maen gitar ya?
- F : Yah lumayan lah pak, buat iseng iseng daripada bengong aja di kelas.
- R : O begitu, BTW, tadi pelajaran bahasa Inggrisnya gimana ama pak Bagus?
- F : Lumayan, asyik pak, menarik belajarnya dan tidak bikin bosan.
- R : Asyik ya, sip deh, tapi saya lihat kamu kok tidak memperhatikan saya ketika saya menerangkan materi dan malah ramai sendiri dangan teman-temanmu dibelakang, kenapa Fachri?
- F : He he iya pak, maaf ya pak, soalnya tadi Bimo tanya terus ke saya soal PR MTK.
- R : Kalau kamu kenapa Danar?
- D : Terus terang kalau pas pelajaran menjelaskan dengan power point kurang menarik pak, tapi untuk waktu sesi diskusi di grup jigsaw dan ahli tadi menarik apalagi pas sesi quiznya.
- R : O begitu,o.k. Tadi kamu bilang pelajaran saya tidak membosankan. Emang yang bikin kamu bosan apa?
- F : Ya kalau belajar cuma dengerin guru ceramah aja di depan kelas yang bikin bosan and jadi ngantuk. Kalau belajar kayak tadi asyik pak, diskusi terus presentasi dengan temen teman.
- R : Bagian mana yang bikin kamu paling menarik?
- F : Bagian pas sesi quiznya pak,
- B : Halah, asyik kok tidak pernah bisa jawab tadi,,,
- F : Heh, bukannya tidak bisa jawab tapi belum di kasih kesempatan aja ama yang lain
- D : Asyik sih kalau menurutku, tapi malah bikin kisruh pak tadi, kedengeran dari luar tadi gaduh banget nih kelas waktu quiz tadi.
- R : Oo gitu yaa,,,maaf deh tadi, soalnya temen2 kamu pada berebut sendiri sendiri waktu mau jawab pertanyaan
- D : Pak bagus agak tegas aja besok, yang bikin gaduh di tegur aja pak biar temen2 tidak gaduh lagi kayak tadi.
- B : Halah gayamu, lawong tadi kamu yg bikin onar terus malah, kalau aku kan cuma bantu pak Bagus ambil foto aja.
- R : O.k..o.k..tadi emang salah saya kok,,besok saya perbaiki biar lebih baik lagi dari hari ini. Makasih ya ek ngobrol ngobrolnya. Tapi kamu suka tidak dengan kelas reading tadi menggunakan teknik jigsaw?
- D : Suka pak,dibanding dengan kelas reading dengan Ibu Aris, saya lebih senang di kelas reading dengan pak bagus.
- R : Bel sudah berbunyi, kalian cepat masuk kelas. makasih ya.
- B,D,F,

M : Sama sama kak.

Interview 11

Thursday, September 30, 2011

A : Ibu Aris (guru kelas bahasa inggris XI IPA3)

R : Researcher

R : Selamat pagi ibu.

A : Selamat pagi mas Bagus.

A : Gimana, tadi mengajarnya, sudah merasa akrab belum sama murid-muridnya?

R : Lumayan sudah bu.

A : Ada yang bisa ibu bantu lagi mas Bagus?

R : Ya bu, saya mau mewawancarai ibu lagi, ibu ada waktu sebentar?

A : Bisa, bisa, silahkan, mau tanya apa? Saya nanti sampai jam 1 masih disini

R : Pendapat ibu gimana tentang metode pengajaran reading yang saya ajarkan menggunakan teknik jigsaw selama ibu melihat saya dan murid-murid di kelas?

A : Metode yang menarik mas, dan sebelumnya memang saya belum pernah menerapkan metode itu ke sekolah ini. Dengan metode ini, anak anak lebih tertarik untuk mengikuti kelas reading. Dan yang paling penting adalah siswa termotivasi untuk membaca text yang mas Bagus berikan kepada mereka. Mereka jadi aktif membaca dan berdiskusi dengan teman teman satu grupnya dan yang penting lagi mereka berani mempresentasikan text yang mereka baca.

R : Makasih bu, he he. Menurut ibu aktivitas reading waktu di grup ahli ataupun di grup jigsaw tadi gimana?

A : Lumayan bagus, diskusi di grup bisa membuat siswa yang aktif. Murid yang pintar bisa membantu siswa yang kurang pintar dalam reading. oh iya, tapi besok-besok lagi sedikit ditegasin aja murid-muridnya, kalau ada yang ramai atau murid yang bikin gaduh, mas Bagus tegur aja. Mereka memang suka ramai kalau sedang tidak suka dengan pelajarannya.

R : Oh iya bu, ada saran lain bu, buat masukan pengajaran saya?

A : Secara keseluruhan sudah bagus, tapi masih ada kendala yang mas Bagus harus selesaiin, kalau kasih quiz atau kasih pertanyaan-pertanyaan buat mengecek siswa paham apa tidak membaca teksya tadi, lebih baik mas Bagus beri kesempatan semua siswa agar dapat jawab pertanyaan-pertanyaan dari kamu, agar yang jawab itu tidak Zikri, Dewi atau Theo saja. Kasih kesempatan yang lain ikut menjawab, soalnya kalau tidak begitu, pasti cuma ketiga orang itu yang aktif menjawab.

R : Oh iya bu, terima kasih saran sarannya bu, nanti saya usahakan pertemuan berikut lebih baik lagi

A : O.k mas Bagus. Ada yang lain?
 R : Tidak bu, nanti kalau saya butuh ibu lagi saya temuin ibu
 A : O.k
 R : Thanks mom, Assalamu a'laikum.
 A : Your welcome, walaikum salam wr.wb.

Interview 12

Time : 12.45 p.m

Location : class XI IPA3

Thursday, September 30, 2011

T : Theo

R : Researcher

R : Good morning dek.

T : Good morning pak Bagus.

R : Maaf dek saya mengganggu, pak Bagus boleh ngobrol-ngobrol sama adek sebentar?

T : Boleh pak, silahkan, he,he,he

R : Namanya siapa dek?

T : Namaku Theo Rizqi Gunawan, panggil aja Theo, pak Bagus.

R : Gini dek Theo, pak Bagus mau nanya-nanya sedikit tentang pembelajaran bahasa Inggris tadi, gimana menurut adek?

T : Lumayan asyik pak belajarnya. Saya senang dapat suasana baru dalam belajarnya.

R : Bagian mana yang buat kamu senang?

T : Pada saat sesi quiz pak.

R : Lah kenapa kok suka sesi quiz?

T : Yah karena saya senang adanya kompetisi antar group tadi, jadi tiap group berebut untuk menjawab pertanyaan dan mendapatkan score.

T : Cuma masalahnya tadi group saya banyak tidak seriusnya jadinya ya cuma saya aja yang jawab pada quiz tadi.

R : O gitu, lah kenapa kamu tidak mendorong atau menyuruh teman-temanmu untuk gentian jawab?

T : Wah mereka cuma ngandalin aku aja, teman-temanku mojokin aku terus untuk jawab.

R : Wah berarti pintar dong kamu.

T : Tidak juga pak, lah gimana lagi, mereka dah acungkan tangan, giiran tak suruh jawab malah mojokin aku yang jawab terus lagian tadi semua group pada berebut acungkan tangan kan? Lah groupku tidak kebagian terus, kalah cepet terus. Mending next time quiz nya satu group di beri satu kesempatan pak, biar adil, atau di tunjuk satu satu per grounya.

- R : O, begitu, wah saya terima idemu dek, next time saya akan ajak temen saya buat bantu ngajar disini, biar tidak berebutan kayak tadi pas quiz.
- T : O.k pak.
- R : Menurut kamu sendiri gimana pembelajaran bahasa Inggris dengan teknik jigsaw tadi? bisa bantu memudahkan memahami teks analytical dalam bahasa Inggris tidak?
- T : Lumayan membantu pak, saya bisa sharing-sharing dengan leluasa tanpa rasa ragu atau takut pada temen temen di group ahli tadi.
- R : Kalau dibanding dengan pembelajaran sama ibu Aris gimana?
- T : Sama bagus nya sih pak, cuma kalau pakai pembelajaran kayak tadi saya ama teman-teman bisa leluasa aja Tanya-tanya ama sharing-sharing ke teman-teman. Dan saya bisa terbantu juga kalau ada kata kata atau kalimat yang saya tidak ngerti, teman-teman bisa kasih tahu atau kasih jawaban ke saya.
- R : Loh emang kalau sama ibu Aris tidak bisa?
- T : Ya bisa pak, cuma kan sama ibu Aris kadang tidak bisa leluasa bertanya, kadang mau tanya udah di dahului Zikri, Septin atau yang lain, kadang saya juga takut kalau tanya malah di tertawain teman yang lain di anggap pertanyaan saya kurang bermutu, he he he.
- R : O begitu, o.k deh dek, makasih ya atas ngobrol-ngobrolnya.
- T : Sama-sama pak.
-

Interview 13

Time : 09.45 p.m

Location : class XI IPA3

Tuesday, September 30, 2011

D : Dian

N : Nurul

R : Researcher

R : Good morning dik.

D : Good morning pak Bagus.

R : Maaf dik, saya mengganggu, pak Bagus boleh ngobrol-ngobrol sama adik sebentar?

D : Boleh pak, silahkan, he,he,he.

R : Namanya siapa dik?

D : Namaku Rona Dian Bimatara, panggil aja Dian, pak Bagus.

R : Kalau kamu?

N : Nurul Fatmawati, panggilannya Nurul pak.

R : Gini dik Dian sama dik Nurul, pak Bagus mau tanya-tanya dikit tentang pembelajaran reading bahasa Inggris tadi, gimana menurut kamu?

D : Bagus pak, beda sama sebelumsebelumnya

- R : O begitu? Kalau boleh tahu bedanya gimana?
- D : Kalau waktu belajar reading tadi bisa diskusi sama teman-teman yang lain, saya termotivasi untuk memahami teks itu karena saya harus bisa mempresentasikan ke teman-teman grup jigsaw saya.
- R : Berarti tadi kamu bisa dong presentasi tadi?
- D : He he bisa pak.
- R : Dyan tadi saya amatin kok malah maenan hape di belakang pas saya menerangkan pelajaran?
- D : He he he kok iya pak, kok tahu, maaf ya, tadi ada hal penting pak, makanya sms. Tadi tidak cuma aku aja pak, tuh si Bimo ama Fachri juga malah facebookan dengan hape.
- R : Hem ya, ya, jangan salahkan teman-temannya ya. Lain kali jangan lakukan o.k
- D : O.k pak. Maaf ya.
- R : Tadi penjelasan pak Bagus dengan power point bisa membantu buat kamu paham tidak?
- D : Paham pak.
- R : Kalau dibanding dengan penjelasan ibu Aris dengan buku paket dan papan tulis lebih mudah paham yang mana?
- D : Saya lebih paham penjelasan yang ini pak. Karena penjelasan tadi disertai bagan- bagan dan juga contoh-contohnya yang menarik.
- R : O.k. tadi menurutmu gimana saat quiz tadi? Menang tidak groupmu?
- D : Ah kalah pak.
- R : Lah kenapa?
- D : Soalnya kalah cepat terus waktu rebutan jawab soal-soalnya. Lagian tadi pak Bagus nunjuknya di grup lain padahal grupku juga bisa jawab dan angkat tangan duluan.
- R : Masak sih?
- D : He, iya pak.
- R : O.k deh pertemuan berikutnya saya akan lebih teliti dalam menunjuk siswa dan akan saya perbaiki lagi untuk aturan sesi quiz. Terimakasih ya dik atas waktunya.
- D : Sama-sama pak.
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Interview 14

Time : 12.00 p.m

Location : Canteen of SMAN 1 Kalasan

Thursday, September 30, 2011

Y : Yudha

R : Researcher

- R : Halo yudha, langsung saja ya, menurutmu gimana tadi saat saya menerangkan materi dengan power point?
- Y : Sebenarnya udah bagus, cuma masalahnya siswa-siswa yang duduk dibelakang masih ada yang ngantuk and ada yang maenan telpon genggam.
- R : Punya saran tidak untuk pertemuan berikutnya supaya siswa lebih tertarik dan memperhatikan saya ngajar?
- Y : Ya mungkin untuk pertemuan berikutnya, saat menerangkan materi di depan kelas dengan power point di batasin aja waktunya, jangan terlalu lama, and tidak usah menunggu semua siswa bisa menguasai materi. Karena kalau mengulang ulang materi yang kamu terangkan, murid yang udah bisa akan bosan dengan penjelasanmu.
- R : O.k. gimana dengan murid yang kurang mampu?
- Y : Kan kamu nerapin teknik jigsaw yang nantinya ketika diskusi di group, siswa yang kurang mampu akan dibantu oleh siswa yang mampu.
- R : Oh ya. Saya baru kepikiran itu. Oh ya, gimana saat sesi quiz tadi? Kira kira udah berhasil belum?
- Y : Quiznya udah menarik menurut saya. Cuma kalau systemnya siapa cepat mengangkat tangan dan menjawab pertanyaan dari kamu, itu yang masih jadi kendala. Masih ada murid yang berebut dan protes tentang siapa yang angkat tangan duluan. Saya tadi juga kesulitan dalam mengawasi siswa dari group mana yang angkat tangan duluan.
- R : Hum, kira kira apa yang harus saya lakukan nih di pertemua ketiga nanti?
- Y : Ya coba aja ubah peraturannya atau menambah peraturannya supaya tidak rebutan lagi.
- R : O.k o.k...ada usulan kah darimu?
- Y : Sebentar, gimana kalau ditambah aturannya, tiap ada siswa yang angkat tangan dan menjawab salah pertanyaan dari kamu, kamu kurangi aja nilai groupnya. Gimana?
- R : Good idea, kayaknya perlu dicoba pertemuan berikutnya. Saya terima usulanmu.
- R : Hum, kira kira apa yang harus saya lakukan nih di pertemuan ketiga nanti
- Y : Ya coba aja ubah peraturannya atau menambah peraturannya supaya tidak rebutan lagi.
- R : O.k. Ada usulan kah darimu?
- Y : Gimana kalau ditambah aturannya, tiap ada siswa yang angkat tangan dan menjawab salah pertanyaan dari kamu, kamu kurangi aja nilai grupnya. Gimana?
- R : Good idea, kayaknya perlu dicoba pertemuan berikutnya. Saya terima masukannmu. Terimakasih ya.
- Y : O.k sama-sama.
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Interview 15**Location : Class XI IPA3****Thursday, October 7, 2011**

L : Laily Nur Rahmawati

R : Researcher

R : Good morning dik.

L : Good morning pak Bagus.

R : Maaf dik saya ganggu. kak bagus boleh ngobrol ngobrol ama adek sebentar?

L : Boleh pak, silahkan, he,he,he

R : Namanya siapa dik?

L : Namaku Lily, pak Bagus.

R : Kalau kamu?

L : Aku Fiana,

R : Gini dik Lily, Saya mau tanya-tanya dikit tentang pembelajaran reading bahasa Inggris tadi, gimana menurut kamu?

L : Bagus pak, baru kali ini saya belajar reading dengan model kayak tadi

R : Oh begitu? Emang sebelumnya guru-gurumu belum pernah ngajarin bahasa Inggris kayak tadi khususnya di reading kelas?

L : Belum pak, baru kali ini saya tahu

R : Bagus dong lok gitu, tapi saya perhatikan kamu tadi kelihatan ngantuk gitu? Bener kan?

L : He he he iya pak, maaf ya, tadi mengantuk dikit waktu pak bagus nerangin materi tadi.

R : Kenapa?

L : Tidak tahu nih, tiap dengerin ceramah dari guru, saya sering ngantuk di kelas.

R : Waduh kok bisa ya, o.k deh. Tadi menurutmu penjelasan saya dengan power point menarik tidak buat kamu?

L : Menarik pak, saya suka. Ada gambar-gambarnya, backgroundnya juga bagus

R : Tapi kamu paham tidak dengan penjelasan saya tadi di depan?

L : Sedikit paham kok pak, cuma emang tadi saya masih tanya tanya lagi sama teman saya waktu diskusi di *exper group*, jadi saya bisa lebih paham.

R : Kalau dibandingkan dengan penjelasan menggunakan buku tanpa pakai power point, lebih paham mana dik?

L : ; Saya lebih suka pakai power point pak, lebih jelas contoh-contohnya nya dan bagian-bagian *narrative text* nya and lebih paham pakai powwr point.

R : O.k deh. Makasih ya dek atas waktunya

L : Sama-sama pak.

Interview 16**Location : class XI IPA3****Thursday, October 7, 2011**

A : Arif

R : Researcher

R : Good morning dik.

A : Good morning pak Bagus.

R : Maaf dik, saya mengganggu, pak Bagus interview kamu sebentar ya?

A : Boleh pak, silahkan, he,he,he

R : Namanya siapa dik?

A : Namaku Arif, pak Bagus.

R : Gini dik Arif, pak Bagus mau tanya-tanya dikit tentang pembelajaran reading bahasa Inggris tadi, gimana menurut kamu?

A : Bagus pak, saya dapat suasana baru dalam belajar bahasa Inggris

R : O begitu? Emang sebelumnya guru-gurumu belum pernah ngajarin bahasa Inggris kayak tadi khususnya di reading kelas?

A : Belum pak, baru kali ini saya belajar dengan teknik jigsaw

R : Sip, o.k deh. Tadi menurutmu penjelasan saya dengan power point tadi menarik tidak?

A : He he menarik pak,

R : Kalau menarik, kok kamu tadi mengantuk di kelas?

A : Masak pak, kata siapa pak?

R : Tadi Yudha lihat kamu mengantuk

A : Iya pak, maaf ya,

R : Kalau di rumah jangan begadang terus ya. Thanks for your time.

A : O.k pak.

Interview 17**Location : class XI IPA3****Thursday, October 7, 2011**

F : Silfiana Nuruda Afifah

R : Researcher

R : Good morning dik.

F : Good morning pak Bagus.

R : Maaf dik ganggu, pak Bagus interview kamu sebentar?

F : Boleh pak, silahkan, he,he,he

R : Namanya siapa dik?

F : Aku Fiana, kan kemaren dah nanya

- R : He he he, maaf dik saya lupa. Gini dik Fiana, pak Bagus mau nanya nanya dikit tentang pembelajaran reading bahasa Inggris tadi, gimana menurut kamu?
- F : Bagus, pak. Menarik belajarnya. Baru kali ini saya belajar reading dengan model kayak tadi.
- R : Oh gitu? Emang sebelumnya guru-gurumu belum pernah ngajarin bahasa Inggris seperti tadi khususnya di reading kelas?
- F : Belum pak, baru kali ini saya tahu.
- R : Sip, o.k deh. Tadi menurutmu waktu saya nerangin materi dengan power point, menarik tidak?
- F : He,he menarik pak, apalagi backgroundnya keren-keren tadi.
- R : Kalau dibandingkan dengan penjelasan menggunakan papan tulis dan buku paket, menarik mana?
- F : Menarik ini pak.
- R : Alasanmu apa?
- F : Ya kan saya dapat suasana baru aja, kalau di paket kan udah bosan pak.
- R : O begitu. Tapi kamu paham tidak apa yang saya jelaskan tadi?
- F : Paham lah pak.
- R : Kalau paham, apa hayo bagian bagian dari narrative text?
- F : Ehh,apa ya,,,bentar,,,Bagianya ada orientation, complication, and resolution.
- R : Sip. Menurutmu gimana belajar kelompok di grup jigsaw dan grup ahli tadi?
- F : Bagus pak, saya bisa sharing dan berdiskusi dengan teman-teman saya untuk membahas isi teks tadi tapi saya tapi saya dikit kesal tadi ama grupnya Bimo.
- R : Lah kenapa?
- F : Bimo tuh sering bikin kesal pak, minjam kamus terus, tidak pernah bawa kamus sendiri, jadinya kan aku tidak bisa buka kamus kalau dipinjam dia.
- R : Oh gitu,,ya ya ya. Tadi menang tidak grupmu di sesi quiz?
- F : Kalah pak, ini gara-gara pak Bagus sih.
- R : Lah kenapa kok saya?
- F : Tadi saya dan teman teman saya sudah angkat tangan terus untuk jawab pertanyaan tapi pak Bagus malah nunjuknya ke grup lain terus.
- R : He, he mungkin kamu kalah cepat
- F : Ah tidak yo. Duluan saya tadi yang angkat tangan
- R : O.k deh dik. Terimakasih ya sudah mau diwawancarai. Besok kalau saya butuh opini kamu lagi, boleh ya saya wawancarai kamu lagi?
- F : Sama sama pak, boleh aja.
-

Interview 18**Location : class XI IPA3****Thursday, October 7, 2011**

B : Betty Kusumawati

R : Researcher

R : Good morning dik.

B : Good morning pak Bagus.

R : Maaf dik, saya mengganggu sebentar, pak Bagus interview kamu sebentar boleh?

B : Boleh pak, silahkan, he, he.

R : Namanya siapa dik?

B : Namaku Betty Kusumawati, panggil aja Betty pak.

R : Gini dek Betty, menurutmu penjelasan saya tadi dengan power point menarik tidak?

B : Bagus pak, kreatif, gambar ama backgroundnya keren-keren. Tapi aku tidak bisa lihat dengan jelas pak, slide shownya terlalu kecil tadi

R : Oalah kenapa tidak bilang tadi.

B : He, he tidak apa.apa, takut mengganggu

R : Tapi kamu paham tidak dengan penjelasan saya tentang *teks narrative* tadi?

B : Kalau waktu jelasin tentang teks narrative nya ama contoh contohnya paham pak, tapi kalau waktu bagian mencari topic ama main idea sedikit kurang paham pak.

R : Lah kenapa?

B : Sulit pak. Saya tadi tidak paham waktu baca sendiri text 4.

R : Terus gimana? Kamu tidak tanya-tanya temanmu di grup ahli?

B : Iya pak, saya bisanya waktu bertanya-tanya di grup ahli. Saya baru paham setelah diajarin teman-teman di sana.

R : Sip, berarti kamu terbantu juga ya di grup ahli.

B : Iya, terbantu pak.

R : BTW tadi menang tidak waktu grup kamu waktu sesi quiz?

B : Kalah pak, ini gara-gara pak Bagus ama pak Yudha sih.

R : Lah kenapa kok aku?

B : Lah tadi saya dan teman-teman satu grup saya kan udah angkat tangan juga, kenapa malah siswa yang lain yang ditunjuk pak Yudha ama pak Bagus?

R : O gitu, mungkin pak Yudha melihat siswa yang lain lebih cepat angkat tangannya.

B : Ahh, saya juga angkat tangan cepat kok pak.

R : Ya sudah, besok pak Bagus akan memperbaiki quiznya di pertemuan berikutnya. Makasih ya dik sudah mau diajak ngobrol ngobrol.

B : Sama-sama pak.

Interview 19**Location : class XI IPA3****Thursday, October 7, 2011**

L : Lenni

R : Researcher

R : Good morning dik.

L : Good morning pak Bagus.

R : Maaf dik, saya mengganggu sebentar, pak Bagus interview kamu sebentar ya?

L : Boleh pak, silahkan, he,he,he

R : Namanya siapa dik?

L : Namaku Lenny, pak Bagus.

R : Gini dik Lenny, pak Bagus mau tanya-tanya sedikit tentang pembelajaran reading bahasa Inggris tadi, gimana menurut adik?

F : Bagus pak, saya suka. Belum pernah ada variasi belajar kayak tadi. Saya jadi antusias belajar kalau model belajarnya seperti ini. Suasana kelas jadi asyik tidak membosankan.

R : Sip deh kalau begitu. Menurutmu kamu terbantu tidak membaca teks dengan metode tadi?

L : Iya, sangat terbantu pak, saya bisa tanya-tanya ke teman-teman grup ahli dan mereka bisa mengajar saya ketika saya tidak paham membaca sendiri teks itu.

R : O gitu? Emang sebelumnya guru-gurumu belum pernah ngajarin bahasa Inggris kayak tadi khususnya di reading kelas?

F : Belum pak, baru kali ini saya tahu

R : Sip, o.k deh. Tadi menurutmu sudah jelas belum penjelasanku dengan power point?

F : Udah pak, cuma kurang keras dikit suaranya, hehe. Jadi tidak jelas dengarnya.

R : Tapi kamu bisa paham kan penjelasanku?

D : He he bisa pak,

R : Sip, besok saya kerasin volume suara saya, makasih ya dik atas waktunya.

D : Sama-sama pak.

Interview 20**Location : class XI IPA3****Thursday, October 7, 2011**

A : Ibu Aris (English Class Teacher)

R : Researcher

R : Good morning ibu.

A : Good morning mas Bagus. Gimana-gimana. Ada yang mau di tanyain? Atau ada masalah di kelas?

R : He, he, tidak ada ibu, ibu punya waktu sebentar? saya mau tanya-tanya sebentar

A : Boleh mas, silahkan, saya nanti sampai jam 10 ada disini.

R : Gini ibu, menurut hasil pengamatan ibu tadi di kelas, penjelasan saya waktu menerangkan materi teks narrative dengan menggunakan power point apakah sudah effective buat siswa, bu?

A : Kalau menurut saya sendiri, materi dan penjelasannya sudah cukup jelas.

R : Tadi kan saya menambahkan gambar-gambar juga nih bu dalam teks narrative, menurut ibu itu cukup membuat siswa lebih tertarik tidak untuk melihat dan mendengarkan penjelasan saya di depan?

A : Iya, saya juga lihat tadi, cukup menarik mas, dan justru dengan menambahkan gambar-gambar di power point bisa buat anak anak tertarik dan memperhatikan mas di depan. Saya setuju jika ada gambar-gambar yang lucu dan menarik, tapi ingat untuk kedepan gambar harus bisa mensupport materi apa yang anda sampaikan di kelas.

R : Iya bu, pasti itu. Tapi saya perhatikan juga anak-anak masih aja ada yang tidak memperhatikan penjelasan saya di depan kelas? menurut ibu gimana?

A : Ya, saya lihat itu tadi. Memang pada dasarnya tidak semua siswa di kelas minat akan pelajaran bahasa Inggris mas, mungkin mereka ada yang minat pada pelajaran tertentu, nah itu sebabnya sebagai apapun materi dan juga pengajarannya belum tentu semuanya tertarik, mas Bagus.

R : Menurut observasi ibu tadi, apakah ibu melihat bahwa siswa lebih antusias ketika saya mengajar menggunakan teknik jigsaw tadi?

A : Ya saya lihat itu. Siswa lebih antusias di kelas reading dengan mas Bagus tadi. Mereka jadi lebih aktif baca, diskusi dan mau mempresentasikan teks kepada teman temannya grupnya.

R : O gitu ya bu? Ada saran tidak bu untuk pertemuan berikutnya?:

A : Ya sarannya cuma sedikit di batasin aja penjelasannya, jangan terlalu lama menjelaskan karena kalau menunggu semua siswa bisa paham nanti siswa yang udah paham akan jadi bosan kalau penjelasan di ulang-ulang lagi.

R : O.k bu, terimakasih ibu atas sarannya

Interview 21**Location : class XI IPA3****Thursday, October 7, 2011**

Y : Yudha

R : Researcher

R : Gimana menurutmu saat saya menerangkan materi dengan power point dan juga menggunakan infrared flash?

Y : Bagus gus. Kamu bisa berpindah-pindah ketengah dan kebelakang saat menerangkan materimu. Dan itu bisa membuat murid-murid yang duduk dibelakang tidak berani lagi ngobrol dengan teman sebangkunya.

R : Sip deh. Berarti usahaku berhasil. Kalau di sesi quiz tadi menurutmu gimana?

Y : Menurutku itu tidak bisa berjalan dengan baik gus, soalnya hanya murid-murid itu saja yang jawab pertanyaan dari kamu, yang lain belum ada kontribusinya untuk menjawab pertanyaan.

R : Oh gitu ya. O.k deh, akan saya perbaiki untuk sesi quiznya di pertemuan mendatang. Kamu sendiri ada saran tidak supaya quiz bisa berjalan dengan baik?

Y : Mungkin kamu perlu upaya supaya murid-murid bisa mempunyai peluang yang sama dalam menjawab pertanyaanmu. Masalah bisa atau tidaknya murid menjawab soal itu nanti urusan murid itu sendiri.

R : O.k deh, saya akan mempertimbangkan saranmu.

Y : Sip.

R : Kalau menurut pengamatanmu tadi, situasi kelas dan siswa-siswa bagaimana ketika belajar menggunakan teknik jigsaw tadi di kelas? masih adakah yang perlu diperbaiki?

Y : Bagus, siswa masih antusias karena masih aktif diskusi dan presentasi di grupnya. Kendalanya sih beberapa siswa yang tidak membawa kamus, sedikit mengganggu teman-temannya yang lain yang membaca teks karena mereka pinjam kamus siswa yang bawa kamus.

R : O.k. besok akan saya suruh semua siswa membawa kamus.

Y : Kalau bisa ditegasin aja, karena kalau cuma menyuruh aja, bisa dipastikan masih ada yang tidak bawa.

R : O.k deh, makasih atas wawancaranya ya.

Y : Sama-sama gus.

Interview 22**Location : class XI IPA3****Time : 09.45**

Thursday, October 14, 2011

- R : Pagi Yeni, gimana tadi pelajaran bahasa Inggrisnya?
 Y : Hem. Asyik pak, tapi kalah grupku, he he.
 R : Tenang masih ada 2 meeting lagi kok.
 Y : O.k pak.
 R : Tadi setelah pindah duduk didepan sudah jelas belum tulisan ama gambarnya di slide shows?
 Y : Ya pak, sudah sangat jelas.
 R : Sudah tidak ada alasan lagi dong suara pak Bagus kurang keras?
 Y : Ya sudah jelas kok suaranya pak.
 R : Sip. Masih merasa bosan dengan penjelasan pak Bagus di depan kelas?
 Y : Tidak pak, asal jangan terlalu lama nerangin pelajarannya and sering diskusi seperti tadi, saya tidak bosan.
 R : O.k sip. Gimana tadi belajar dengan menggunakan teknik jigsaw.
 Y : Saya suka pak. Saya bisa termotivasi untuk menguasai text saya karena saya harus bisa presentasi kepada grup jigsaw saya dan juga harus bisa memperoleh point yang banyak di sesi quiz. .
 R : Sip deh kalau gitu. Kalau sesi quiz tadi senang tidak kamu?
 Y : Senang pak, asyik model quiznya.
 R : Senangnya pas bagian mana dik?
 Y : Waktu rebutan soal terus bisa jawab pertanyaan dan bisa dapat point banyak.
 R : Oh ya. Sip deh. BTW tadi groupmu apa?
 Y : Group THE REDS pak.
 R : Wah tadi kalah ya groupmu?
 Y : Iya pak, karena teman-teman saya di grup IQ nya rendah rendah semua. he,he.
 R : Ha, ha, semangat. Masih ada kesempatan di dua pertemuan lagi. O.K
 Y : O.k pak.
 R : Secara keseluruhan, apakah kamu senang dan suka belajar bahasa Inggris dengan teknik jigsaw?
 Y : Senang pak, saya sangat suka belajar dengan model kayak gini. Bikin suasana rilek dan santai. Suasana kelas jadi menyenangkan.
 R : Sip deh kalau gitu. Terimakasih ya atas waktunya dik Yeni.
 Y : Sama-sama pak.
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Interview 23

Location : class XI IPA3

Time : 09.50

Thursday, October 14, 2011

- R : Pagi dik indah.
 I : Pagi pak.
 R : Saya ganggu tidak nih?
 I : Tidak pak, tenang aja, tidak lagi ngapa-ngapain kok.
 R : BTW, tadi kok tidak semangat gitu waktu saya nerangin pelajaran tadi.
 I : Masak sih pak?
 R : Tadi saya perhatikan kamu diam aja, ketika saya tanya mengerti atau tidak kamu malah kaget gitu. Lagi melamun ya?
 I : He he iya pak, Maaf. Kelamaan pak bagus nerangin, jadi bosan, he he. Tapi kalau waktu diskusi grup ama quiznya bikin semangat lagi kok pak.
 R : Sip kalau gitu. Gimana tadi belajarnya dengan teknik jigsaw?
 I : Menarik pak, saya suka karena saya baru dapat pembelajaran reading seperti tadi.
 R : Emang sebelumnya kamu belum pernah belajar seperti tadi?
 I : Belum pak.
 R : O.k dik Indah, apakah kamu suka kelas reading dengan saya?
 I : Iya, saya suka itu, pak Bagus. Lebih menarik aktivitasnya. Saya jadi lebih bersemangat mengikuti kelas reading ini.
 R : Sip. Gimana dengan quiz nya tadi? Kamu suka?
 I : Suka pak, menarik ada kompetisi antar grup seperti itu.
 R : Tadi menang tidak grup kamu?
 I : Waduh kalah, tapi lumayan lah, pointnya dah banyak, grup saya peringkat 2.
 R : Sip. Apa kendalamu dalam quiz tadi?
 I : Apa ya? Ya, cuma kurang percaya diri aja sih pas jawabnya.
 R : Lah kenapa?
 I : Soalnya kalau saya jawab salah nanti grup saya dikurangin, otomatis teman-teman satu grup saya pada marahin saya. He,he.
 R : O.k sip. Menurutmu teknik jigsaw tadi bisa tidak membantumu memahami teks yang kamu baca?
 I : Bisa pak, dengan diskusi di grup ahli tadi, teman-teman saya dapat membantu saya memahami teks yang saya baca.
 R : Gimana caranya?
 I : Di grup ahli kan kita bahas teks yang sama. Jadi setelah kita baca sama-sama, kita secara bergantian menyampaikan, membahas dan menyimpulkan teks tersebut. Kita juga saling bergantian mencari arti kosa kata yang sulit yang kita temui di dalam teks.

- R : Oh gitu, sip deh kalau bisa membantu kamu. Kalau dibandingkan baca teks sendiri sama baca teks bersama teman satu grupmu, kamu pilih mana?
- I : Pilih bareng-bareng teman, pak, karena itu bisa membuat saya tidak mengantuk dan ada yang mengajar saya kalau saya tidak paham dengan teks itu.
- R : O.k dek Indah, terimakasih banyak ya dik atas waktunya.
- I : Sama-sama pak.
-

Interview 24

Location : class XI IPA3

Time : 09.50

Thursday, October 14, 2011

R : Reseracher

A : Ibu Aris (English Teacher)

R : Selamat pagi bu Aris.

A : Pagi mas, gimana, ada yang bisa saya bantu?

R : Saya mau interview ibu, ada sedikit waktu bu?

A : O.k boleh, silahkan. Saya free sampai jam 10 nanti.

R : O.k ibu, terimakasih. Menurut observasi ibu, masih adakah murid-murid yang mengantuk dan ramai ketika saya menerangkan materi dengan power poin tadi?

A : Saya amati tidak ada yang murid yg ramai dan mengantuk

R : Menurut pengamatan ibu, pembelajaran menggunakan teknik jigsaw tadi gimana?

A : Bagus mas, anak-anak jadi antusias belajarnya. Saya lihat tidak ada yang diam. Semuanya ikut berdiskusi di grup ahli dan semua ikut presentasi teks nya pada teman- teman grup jigsawnya.

R : Menurut pengamatan ibu, apa pendapat anda terhadap quiz yang saya adakan tadi?

A : Bagus, model quiznya.

R : Di pertemuan ke empat ini saya mengubah salah satu peraturan di quiz ini, yaitu dengan menunjuk satu persatu grup jigsaw untuk menjawab pertanyaan-pertanyaan saya. Apakah ini berhasil?

A : Ya, pengubahan peraturan ini saya lihat cukup berhasil karena tidak ada siswa yang berebut dan protes lagi. Tapi masing-masing grup hanya anak-anak itu saja yang menjawab. Untuk pertemuan berikutnya lebih baik mas Bagus usahakan semua murid bisa punya kesempatan untuk menjawab.

R : O.k ibu. Terimakasih atas waktu dan sarannya.

A : O.k. Good luck for your your research.

Interview 25**Location : class XI IPA3****Time : 09.50**

Thursday, October 14, 2011

R : Reseracher

M : Marlina

R : Pagi dik.

M : Pagi pak.

R : Namanya siapa?

M : Namaku Marlina.

R : O.k, boleh interview adik sebentar?

M : Boleh pak, silahkan

R : Gimana tadi pelajaran bahasa Inggrisnya?

M : Bagus pak, saya senang.

R : Kamu senang tidak dengan adanya quiz pagi ini?

M : Ya, Saya senang sekali pak, quiz ini yang membuat pelajaran tidak membosankan.

R : Kalau menurutmu belajar kelompok dengan teknik jigsaw tadi gimana?

M : Bagus pak, itu bisa membantu saya dalam memahami teks.

R : Bagaimana caranya?

M : Ya tadi kan di grup ahli kita bisa diskusi tentang apa isi teks dan teman-teman membantu mengajari saya memahami isi teks itu.

R : O.k deh. Maksih ya atas waktunya.

M : Sama-sama pak

Interview 26**Location : class XI IPA3****Time : 09.45**

Thursday, October 14, 2011

R : Reseracher

Y : Yeni

R : Pagi Yeni, gimana tadi pelajaran bahasa Inggrisnya?

Y : Heemm,,asyik pak, tapi kalah lagi grupku,,he he

R : Tenang masih ada satu meeting lagi besok.

Y : O.k pak.

R : Masih merasa bosan dengan penjelasan pak bagus di depan kelas?

Y : Tidak pak, asal jangan terlalu lama nerangin pelajarannya and sering diskusi kayak tadi, saya jadi tidak bosan.

R : O.k deh kalau gitu. Kamu senang tidak dengan kelas reading tadi?

Y : Senang pak.

R : O.k dik Yeni. Makasih atas waktunya.
 Y : Sama-sama pak.

Interview 27

Location : class XI IPA3

Time : 09.45

Thursday, October 14, 2011

R : Researcher

Y : Yudha

R : Gimana tadi proses belajar hari ini dengan teknik jigsaw?
 Y : Bagus gus, anak-anak masih aktif diskusi di grup ahli dan mereka semua juga mau mempresentasikan teksnya ke teman-temannya di grup jigsaw mereka masing masing.
 R : Tadi sudah tidak ada masalah kan waktu diskusi di grup ahli?
 Y : Sepertinya lancar. Semua murid sudah bawa kamus sendiri sendiri. Jadi mereka tidak ribut lagi saling pinjam kamus.
 R : Menurut obeservasimu, ketika saya mengganti peraturan quiz di pertemuan ini, apakah semua murid sudah berkontribusi di grup jigsawnya dalam menjawab pertanyaan-pertanyaan saya?
 Y : Iya, saya lihat itu, dan semua murid sekarang sudah punya kesempatan yang sama ditunjuk olehmu untuk menjawab pertanyaan-pertanyaanmu.
 R : O.k Yudha, terimakasih ya.
 Y : Sama sama gus. Semoga pertemuan berikutnya lebih baik lagi.
 R : Sip.

Interview 28

Location : Class XI IPA3

Time : 12.00

Thursday, October 14, 2011

R : Researcher

P : Putri

R : Pagi dik.
 P : Pagi pak Bagus,
 R : Saya ganggu tidak nih?
 P : Tidak kok pak.
 R : O.k deh, saya mau tanya tanya sebentar boleh?
 P : Boleh pak, silahkan
 R : Tadi gimana quiznya?
 P : Bagus pak quiznya, bikin saya senang ikut kelas reading.

- R : Grup kamu menang apa tidak?
- P : Kalah pak, saya komplain ya pak, tadi pas giliran grup saya, kenapa soal-soalnya sulit, tapi pas giliran grup lain dapat soal mudah.
- R : Masak sih. Itu cuma persaan kamu aja dik. Saya kasih soal-soalnya tingkat kesulitannya sama kok.
- P : Tidak pak, buktinya tadi group saya dapat soal-soal yang sulit terus.
- R : O.k deh, nanti saya akan perbaiki soal-soal dan aturan quiznya. BTW, gimana tadi belajar kelompoknya dengan teknik jigsaw?
- P : Senang pak, menarik dan tidak bikin bosan.
- R : Emang yang bikin bosan kamu apa kalau belajar bahasa Inggris?
- P : Ya kalau pelajarnya cuma dengerin guru ceramah aja. Itu yang bikin aku bosan.
- R : O.k deh dik Putri, saran dan masukanmu akan saya pertimbangkan.
- P : O.k pak. Besok masih ngajar lagi kan?
- R : Masih. Semangat, besok harus dapat points yang banyak ya?
- P : O.k pak.
- R : Thanks atas waktunya.
- P : Sama-sama pak.
-

Interview 29

Location : class XI IPA3

Time : 12.00

Thursday, October 14, 2011

R : Researcher

Z : Zikri

- R : Pagi dik Zikri.
- Z : Pagi pak Bagus.
- R : Gimana pelajarannya tadi?
- Z : Asyik pak.
- R : Menang tidak tadi quiznya?
- Z : Alhamdulillah menang pak.
- R : Oh ya, saya sudah mengganti peraturan di quiz ini, apakah semua anggotamu sudah saya tunjuk untuk menjawab pertanyaanku?
- Z : Sudah pak, sekarang semua anggotaku punya kesempatan yang sama untuk anda tunjuk dan menjawab pertanyaan anda.
- R : Sip deh. Menurutmu gimana pembelajaran bahasa Inggris secara keseluruhan tadi pagi?
- Z : Bagus pak. Saya suka. Saya senang karena kelas reading ini menyenangkan. Ada quiz terus ada kompetisi antar group.

- R : Tadi ada teman-temanmu yang merasa dapat pertanyaan sulit tapi ada juga yang dapat pertanyaan mudah waktu quiz, kalau kamu sendiri gimana menurutmu?
- Z : Kalau menurut saya itu sama aja. Kadang saya dapat pertanyaan sulit tapi kadang dapat mudah.
- R : O.k. makasih ya atas waktunya Zikri.
- Z : Sama sama pak.
-

Interview 30

Location : class XI IPA3

Time : 09.10

Thursday, October 14, 2011

R : Researcher

Y : Putri

- R : Pagi dik putri?
- P : Pagi pak Bagus.
- R : Gimana tadi pelajarannya?
- P : Bagus pak, tapi ini pertemuan terakhir ya pak,
- R : Iya putri doain aja semoga saya bisa ketemu kalian lagi.
- P : Amin pak
- R : Sudah tidak protes lagi kan sekarang tentang quiz tadi?
- P : Tidak pak, sekarang sudah adil. Semua murid dan saya bisa pilih sendiri pertanyaan-pertanyaan di qiz tadi.
- R : Sip lah kalau begitu. Oh ya gimana tadi grup kamu, menang atau kalah?
- P : He, he, he, kalah pak.
- R : Tidak apa apa kalah, yang penting kamu bisa ikut menjawab pertanyaan-pertanyaan saya kan tadi?
- P : Beberapa soal bisa aku jawab pak.
- R : Sip deh. Kamu senang tidak dengan kelas reading seperti ini?
- P : Senang pak.
- R : Alasanmu apa?
- P : Kalau saya sih karena adanya quiz tadi pak. Asyik and seru pak. Karena quiz tadi, teman-teman jadi bersemangat untuk diskusi presentasi dan menjawab soal-soal di quiz tadi.
- R : Oh kamu suka quiz tadi. O.k o.k. terimakasih ya dik atas waktunya buat wawancara.
- P : Sama-sama pak.
-

Interview 31

Location : class XI IPA3

Time : 09.45

Thursday, October 14, 2011

R : Researcher

Y : Ibu Aris

R : Selamat pagi ibu Aris.

A : Pagi mas Bagus. Gimana, udah selesai kan mengajarnya?

R : Iya ini pertemuan terakhir bu.

A : Ada yang ingin ditanyakan lagi mas?

R : Ada bu. Gini, tadi kan ibu juga mengamatin proses belajar anak-anak di kelas. Saat saya menerangkan materi apakah ibu masih meihat siswa yang mengantuk atau ngobrol sendiri sendiri dengan temannya?

A : Tidak, saya tidak melihatnya. Mungkin mereka takut membuat keributan karena kamu mengubah tempat duduk mereka ke depan.

R : Sejauh ini apakah pembelajaran bahasa Inggris dengan teknik jigsaw tadi sudah bisa membuat murid-murid antusias belajar bu?

A : Saya rasa sudah mas. Karena anak-anak lebih bergairah dan aktif megikuti kelas reading sekarang.

R : O.k ibu, terimakasih atas informasinya.

A : Sama-sama mas Bagus.

Interview 32

Location : class XI IPA3

Time : 09.10

Thursday, October 14, 2011

R : Researcher

H : Husnul

R : Pagi dik

H : Pagi pak Bagus.

R : Namanya siapa?aku lupa dan belum kenalan sama kamu?

H : Panggil aja Husnul pak.

R : O.k deh. Pak Bagus boleh tanya-tanya kan?

H : Boleh pak, silahkan

R : Gini dek, menurutmu kamu suka tidak ketika saya menerangkan materi menggunakan power point?

H : Bagus kok pak, menarik materinya. saya suka

R : Bagian mana yang kamu suka?

H : Ya penjelasannya mudah dipahami, gambar dan backgroundnya bagus-bagus pak. Besok masih ngajar disini pak?

- R : Ini pertemuan terakhir dik, iya putri doain aja semoga saya bisa ketemu kalian lagi.
- P : Amin pak
- R : Tapi menurutmu aktivitas yang paling menarik apa?
- P : Kalau saya paling suka pas sesi quiz dan diskusi di grup ahli, pak.
- R : Kenapa kok suka?
- P : Ya karena semua siswa berebut memperoleh points yang banyak pak, nah disitu asyiknya. Ada kompetisi antar group di ss quiz. Jadi untuk dapetin point yang banyak kita kan harus baca and mengerti teks yang kita pegang.
- R : Waktu sesi quiz, masih ada kompalin dapat soal soal yang sulit tidak?
- P : He,he tidak pak, tadi kan sudah pilih sendiri soalnya, jadi semua bisa dapat sulit bisa dapat mudah.
- R : Sip. O.k deh. Secara keseluruhan, kamu suka gak kelas reading dengan saya?
- P : Suka pak
- R : Kamu lebih suka kelas reading dengan saya atau dengan ibu Aris?
- P : Dengan pak Bagus.
- R : Lah kenapa?
- P : Bosan paka kalau ketemu Ibu Aris terus, he.he. Tapi yang paling bosenin tuh ya kalau beliau yang ngajar waktu kelas reading pasti banyak neranginnya ketimbang aktivitas yang lain pak. Kalau pak Bagus ada variasainya belajar seperti adanya group jigsaw dan group ahli terus ada quiz tadi yang bikin asyik.
- R : Sip deh. Saya ikut senang kalau kamu suka aktivitas kelas reading ini. Terimakasih ya dik. See you later.
- P : See you.
-

Interview 33

Location : class XI IPA3

Time : 09.50

Thursday, October 14, 2011

R : Researcher

S : Kurniasaih Noor

R : Pagi dik.

K : Pagi pak,

R : Namanya siapa?

K : Namaku Kurniasaih Noor, panggil aja Nur

R : O.k, boleh interview adik sebentar? Kan belum pernah tak interview to sebelumnya?

K : He, he belum, o.k boleh pak, silahkan

- R : Gimana tadi pelajaran bahasa Inggrisnya?
 K : Bagus pak, saya suka. Karena ada quiz, presentasi dan juga diskusi kelompok di group.
 R : Sebelumnya belum pernah di ajarin bahasa Inggris dengan teknik jigsaw seperti tadi?
 K : Belum pernah pak. Makanya saya suka ada variasi belajar seperti tadi. Jadi antusias lagi ikut kelas reading.
 R : O.k saya mau minta pendapatmu nih. Menurutmu penjelasan saya dengan power point sudah jelas belum?
 K : Sudah pak,
 R : Itu bisa membantumu tidak memahami text?
 K : Iya pak, saya malah lebih paham penjelasan pak Bagus dengan power point tadi ketimbang penjelasan ibu Aris yang pakai buku dan white board aja.
 R : Di sesi quiz ada keluhan tidak?
 K : Tidak ada pak. Saya suk quiznya. Mungkin kalau ditambah hadiah, saya bisa tambah suka.
 R : Ha,ha, o.k deh dik, nanti saya pertimbangkan kalau bertemu adik lagi.
 K : O.k pak.
 R : Makasih atas waktunya. See you later.
 K : See you.
-

Interview 34

Location : class XI IPA3

Time : 09.50

Thursday, October 14, 2011

R : Researcher

S : Kurniasaih Noor

R : Pagi dik.

K : Pagi pak,

R : Namanya siapa?

K : Namaku Kurniasaih Noor, panggil aja Nur

R : O.k, boleh interview adik sebentar? Kan belum pernah tak interview to sebelumnya?

K : He, he belum, o.k boleh pak, silahkan

R : Gimana tadi pelajaran bahasa Inggrisnya?

K : Bagus pak, saya suka. Karena ada quiz, presentasi dan juga diskusi kelompok di group.

R : Sebelumnya belum pernah di ajarin bahasa Inggris dengan teknik jigsaw seperti tadi?

- K : Belum pernah pak. Makanya saya suka ada variasi belajar seperti tadi. Jadi antusias lagi ikut kelas reading.
- R : O.k saya mau minta pendapatmu nih. Menurutmu penjelasan saya dengan power point sudah jelas belum?
- K : Sudah pak,
- R : Itu bisa membantumu tidak memahami text?
- K : Iya pak, saya malah lebih paham penjelasan pak Bagus dengan power point tadi ketimbang penjelasan ibu Aris yang pakai buku dan white board aja.
- R : Di sesi quiz ada keluhan tidak?
- K : Tidak ada pak. Saya suk quiznya. Mungkin kalau ditambah hadiah, saya bisa tambah suka.
- R : Ha,ha, o.k deh dik, nanti saya pertimbangkan kalau bertemu adik lagi.
- K : O.k pak.
- R : Makasih atas waktunya. See you later.
- K : See you.
-

Interview 35

Location : class XI IPA3

Time : 09.50

Thursday, October 14, 2011

R : Researcher

S : Layli Nur Rahmawati

R : Pagi dik.

L : Pagi pak,

R : Namanya siapa?

L : Namaku Silfiana Nurada Afifah, panggil aja Silfi.

R : O.k, boleh interview kamu sebentar? Kan belum pernah tak interview to sebelumnya?

L : He he belum, o.k boleh pak, silahkan

R : Gimana tadi pelajaran bahasa Inggrisnya?

L : Bagus pak, saya suka. Karena ada quiz dan juga diskusi kelompok di group.

R : Sebelumnya belum pernah di ajarin bahasa Inggris dengan teknik jigsaw kayak tadi?

L : Belum pernah pak

R : O.k saya mau minta pendapatmu nih. Menurutmu penjelasan saya dengan power point sudah jelas belum?

L : Sudah pak,

R : Itu bisa membantumu tidak memahami text?

L : Sudah pak.

- R : Apa pendapatmu tentang quiz tadi?
- L : Bagus pak, kalau besok ngajar disini, kasih quiz lagi pak karena itu bikin aku termotivasi buat baca dan jawab pertanyaan di quiz tadi.
- R : O.k dik Laily. Kamu lebih suka kelas reading dengan teknik jigsaw dengan saya tadi atau kelas reading dengan Ibu Aris seperti biasanya?
- L : Kelas reading dengan pak Bagus yang pakai jigsaw.
- R : Apa saranmu untuk guru bahasa Inggris atau untuk saya kalau mengajar kelas reading supaya kamu tertarik dan suka mengikutinya?
- L : Ya pokoknya saya tidak suka kelas yang hanya mendengarkan penjelasan materi, ngerjain tugas dan mencatat terus. Saya lebih suka kelas yang santai dan banyak game seperti tadi.
- R : O.k dek Laily. Makasih ya atas interviewnya.
- L : Sama sama pak Bagus.
-

Interview 36

Location : class XI IPA3

Time : 09.10

Thursday, October 14, 2011

R : Researcher

Y : Yudha

- R : Menurutmu gimana pembelajaran pagi ini khususnya ketika mereka belajar memahami text di grup ahli dan grup jigsaw?
- Y : Masih seperti di pertemuan sebelumnya, murid-murid aktif berdiskusi di grup ahli.
- R : Bagaimana di grup jigsaw mereka?
- Y : Bagus, mereka lebih aktif bila mereka belajar dan diskusi text mereka di grup dibandingkan ketika mereka membaca teks sendiri.
- R : Gimana tadi quiznya?
- Y : Quiznya menarik guz apalagi di dukung dengan power point. Dan yang paling penting sudah tidak ada lagi protes-protes dari murid.
- R : Sebelum saya menjelaskan materi, saya menyuruh murid-murid untuk membentuk grup jigsaw supaya siswa yang biasa duduk dibelakang pindah ke depan dan supaya mereka tidak ramai dan mengantuk lagi. Gimana menurutmu?
- Y : Sangat effective gus, karena saya lihat tidak ada siswa yang ramai dan mengantuk di kelas. Ketika kamu menerangkan materi, kamu bisa berdiri di dekat siswa-siswa dan itu membuat mereka tidak berani ngobrol sendiri dengan temannya dan mengantuk.
- R : O.k sip berarti berhasil *action* ini. Oh ya berdasarkan hasil pengamatanmu apakah masih ada siswa yang tidak bawa kamus di kelas?
- Y : Tidak ada, saya lihat semua siswa membawa kamus.

- R : Kamu mengamati tidak, ketika semua siswa membawa kamus, mereka tidak lagi bertanya-tanya terus tentang kosakata sulit yang ada di teks, dan mereka tidak ribut lagi saling pinjam kamus.
- Y : Ya saya lihat itu, mereka tidak ribut saling pinjam kamus lagi dan jarang tanya lagi kosakata sulit.
- R : O.k Yudha, terimakasih atas interviewnya.
- Y : Sama-sama gus.
-

APPENDIX C

QUESTIONNAIRES

STUDENT'S QUESTIONNAIRE

Angket Penelitian

Petunjuk

Angket penelitian ini merupakan instrumen dalam rangka menyusun tugas akhir skripsi. Anda diminta menjawab setiap pertanyaan dalam angket ini mengenai hal-hal yang berkaitan dengan proses pembelajaran bahasa inggris di SMAN 1 Kalasan.

Perlu diketahui bahwa angket ini memang asa hubungannya dengan proses pembelajaran bahasa inggris, tetapi tidak akan mempengaruhi nilai bahasa Inggris anda dan kerahasiaan jawaban anda dijamin dalam penelitian ini.

Angket ini berisi 7 pertanyaan dengan jawaban sesuai dengan kondisi anda. Jawaban anda akan digunakan untuk kepentingan ilmiah, oleh karena itu anda diharapkan bersedia menjawab setia pertanyaan sesuai dengan kenyataan, pengalaman, dan kondisi yang anda alami.

Terimakasih atas bantuan dan kerjasama anda.

Peneliti

Bagus Novianto

ANGKET PENELITIAN

Petunjuk

Angket penelitian ini merupakan instrumen dalam rangka menyusun tugas akhir skripsi. Anda diminta menjawab setiap pertanyaan dalam angket ini mengenai hal-hal yang berkaitan dengan proses pembelajaran bahasa inggris di SMAN 1 Kalasan.

Perlu diketahui bahwa angket ini memang asa hubungannya dengan proses pembelajaran bahasa inggris, tetapi tidak akan mempengaruhi nilai bahasa Inggris anda dan kerahasiaan jawaban anda dijamin dalam penelitian ini.

Angket ini berisi 7 pertanyaan dengan jawaban sesuai dengan kondisi anda. Jawaban anda akan digunakan untuk kepentingan ilmiah, oleh karena itu anda diharapkan bersedia menjawab setia pertanyaan sesuai dengan kenyataan, pengalaman, dan kondisi yang anda alami.

Terimakasih atas bantuan dan kerjasama anda.

Peneliti

Bagus Novianto

ANGKET PENELITIAN

A. Identitas Responden

Nama : _____
 NIS : _____

B. Petunjuk

Isilah pertanyaan dibawah ini dengan jawaban yang jujur dan sesuai dengan apa yang anda rasakan selama mengikuti proses pembelajaran mata pelajaran bahasa inggris di kelas anda.

C. Pertanyaan

1. Apakah yang adik-adik rasakan ketika mengikuti proses pembelajaran mata pelajaran bahasa inggris?

Berilah lasannya !

2. Kegiatan-kegiatan apa saja yang biasa dilakukan selama proses belajar-mengajar bahasa inggris di kelas adik?

3. Adik senang / tidak dengan kegiatan tersebut?

Berilah alasannya!

4. Sebutkan media / alat bantu apa aja yang biasa digunakan oleh guru adik-adik dalam proses belajar-mengajar bahasa inggris?

5. Sebutkan hambatan, kesulitan, atau permasalahan yang adik-adik rasakan/ hadapi dalam proses belajar-mengajar bahasa inggris?

6. Bagaimana perasaan adik-adik ketika bertanya pada guru jika materi yang disampaikan guru kurang dimengerti atau ditanya oleh guru?

7. Proses belajar bahasa inggris seperti apakah yang adik-adik harapkan/inginkan?

*Terimakasih atas kerjasamanya dan bantuannya.

APPENDIX D

LESSON PLAN

LESSON PLAN

SMA N 1 KALASAN

Subject	: English
Education Level	: Senior High School
Grade/Semester	: XI / 1
Material	: Narrative Text
Language Skill	: Reading
Duration	: 3 x 40 minutes

I. COMPETENCE STANDARD

Understanding the meaning of the short functional texts and the simple essays in the form of report, narrative and analytical exposition in the daily life context and using them to access the knowledge.

II. BASIC COMPETENCE

Responding the meaning and rhetorical steps in the simple essays in the form of report, narrative and analytical exposition by using the written language features accurately, fluently and acceptably in the daily life context and using them to access the knowledge.

III. INDICATORS

- Identifying and mentioning rhetoric steps of narrative text.
- Identifying characters of participant from the story.
- Identifying the complication and the resolution from the narrative text.
- Identifying the topic, title and main idea from the text.

IV. GOAL

Students are to be able to find some information from the narrative text accurately, fluently and acceptably.

V. MATERIAL

Activity 1

The definition, purposes, examples, and generic structure of narrative text

- The definition of narrative text:

Narrative text is a story with complication or problematic events and it tries to find the resolutions to solve the problems. An important part of narrative text is the narrative mode, the set of methods used to communicate the narrative through a process narration.

- **The purpose of narrative text:**

To entertain the reader with a story

- **Text organization :**

1) Orientation

Sets the scene: where and when the story happened and introduces the participants of the story: who and what is involved in the story.

2) Complication

Tells the beginning of the problems which leads to the crisis (climax) of the main participants.

3) Resolution

The problem (the crisis) is resolved, either in a happy ending or in a sad (tragic) ending

4) Re-orientation/Coda

This is a closing remark to the story and it is optional. It consists of a moral lesson, advice or teaching from the writer

- **Language features:**

1) Specific participant

Who is the participant in the text /story.

2) Time connectivity and conjunction

The time words that connect events to tell when they occur (for example, once upon a time, long time ago, then, later, when, etc.)

3) Action verbs

To show the action that occurs in the story. These verbs use the past tense because the events occur in the past. (for example, went, arrived, ate, etc)

- **The Example of Narrative text with the generic structure:**

Generic structure	Title: Why Do Hawks Hunt Chick	Language features
Orientation	Once upon a time, a hawk flew down from the sky and asked the hen, "Will you marry me?"	Participants: a hawk, a hen, a rooster.
Complication	The hen loved the brave, strong hawk and wished to marry him, but, she said, "I cannot fly as high as you can. If you give me time, I may learn to fly as high as you. Then we can fly together."	Time connectivity and conjunction: then, once upon a time, a few month later.
Resolution	The hawk agreed. Before he went away, he gave the hen a ring. "This is to show that you have promised to marry me," said the hawk.	
Complication	It so happened that the hen had already promised to marry a rooster. So, when the rooster saw the ring, he became very angry. "Throw that ring away at once!" shouted the rooster.	
Resolution	The hen was so frightened at the rooster's anger that she threw away the ring immediately.	Words showing actions in the past: went, gave, etc
Complication	When the hawk came a few month later, the hen told him the truth. The hawk was so furious he cursed the hen.	
Resolution	"Why didn't you tell me earlier? now, you'll always be scratching the earth, and I'll always be flying above to catch your children," said the hawk.	

Orientation : The hawk asked to want marry the hen.

Complication : The hen asked to give her time to learn to fly.

Resolution : The hawk agreed and before he went away he gave a ring to her.

Complication : In fact, the hen also had already promised to marry a rooster. So the rooster was very angry when he saw the ring.

Resolution : Then the hen threw the ring immediately.

Complication : The hen told the truth to the hawk.

Resolution : The hawk cursed the hen that he would catch her children.

Topic : Why Do Hawks Hunt Chick

Main idea : The hawk hunted her chick because the hen betrayed her love.

- **Introducing and how to find topic, title and main idea in the text**

- Topic is the subject matter of the sentences in a paragraph, and it is therefore the answer to the question: *what (who) is the paragraph about?*
- Topic is not a sentence but it can be stated in a word or phrase that can be put as a title of the text.
- Main idea is sentence or sentences that provide the general message regarding that topic. Sometimes main idea is not stated explicitly in any sentence, so the readers have to put it into the reader's own words.
- Title can be put from a topic of the text.

Study the examples below!

Long time ago there lived a poor boy. His name was Paul.

He lived with his old grandmother. She was ill but Paul had no money to take her to the doctor.

Then, he applied for a job. He was accepted as a driver. Finally, his effort could take her to the doctor. They paid the doctor well.

The topic:

Paul and his grandmother.

The main idea:

Paul's effort could take his grandmother to the doctor.

Activity 2

- A. Read the following text carefully and then decide which one is orientation, complications, and resolutions!

Text 1

Once, when the lion was a sleep, a little mouse began running up and down upon him; this soon awaked the lion.

The lion placed his huge paw upon him, and opened his big jaws to swallow him. The little mouse felt very afraid and he could not move anywhere. "Pardon, o king," cried the little mouse, "forgive me this time, I shall never forget it; who knows I may be able to do you a turn some of these days?"

The lion was so tickled at the idea of the mouse being able to help him. Then he lifted up his paw and let him go.

Sometimes later, the lion was caught in a trap by the hunters, who desired to carry him alive to the circus, tied him to a tree while they went in search of wagon to carry him on.

Just then the little mouse happened to pass by and see the sad plight in which the lion was. He went up to the lion and soon gnawed away the ropes that bound the king of the beasts. Finally, the lion and the mouse ran away while the mouse said "wasn't I right? I could replied your kindness."

Orientation :

Complication :

Resolution :

- B. After you read and find the generic structure of the text, discuss with your expert group mate and find the topic and main idea of the text!

Activity 3

- A. Read the following text carefully and then decide which one is orientation, complications, and resolutions!

Text 2

A fox fell into a well and couldn't get out. And then a thirsty goat came along. Seeing the fox in the well and asked the fox if the water was good. "Good", said the fox "It's the best water I've tasted in all my life. Come down and try it by yourself."

The goat was thirsty so he got into the well. When he had drunk enough, he looked around but there was no way to get out. The goat was very confused and scared then he asked the fox how to get out from the well.

Then the fox said, “I have a good idea. You stand on your hind legs and put your forelegs against the side of the well. Then I’ll climb on your back, from there. I’ll step on your horns, and I can get out. And when I’m out, I’ll help you out of the well.”

The goat did as he was asked and the fox got on his back and climbed out of the well. Then he coolly walked away. The goat called out loudly after him and reminded him of his promise to help him out. The fox merely turned to him and said; “If you only had thought carefully about getting out, you wouldn’t have jumped into the well.”

The goat felt very sad. He called out loudly. An old man walking nearby heard him and put a plank into the well. The goat got out and thanked the old man.

Orientation :

Complication :

Resolution :

- B. After you read and find the generic structure of the text, discuss with your expert group mate and find the topic and main idea of the text!

Activity 4

- A. Read the following text carefully and then decide which one is orientation, complications, and resolutions!

Text 3

Once upon a time, the Israelites were at war with the philistines. The leader of the philistines was a giant named goliath, who was three metres tall. A spear was long across his shoulders and a heavy sword hung from a belt around his waist.

Goliath challenged the Israelites to send a leader to fight with him. “if he can kill me, we shall be your slaves,” he boasted. “But if I kill him, then you shall be our slaves.”

No one except a young shepherd boy dared volunteer to fight goliath. The shepherd boy’s name was David. He was armed with only a sling.

When goliath saw David, he laughed, “what?”are you the only one they can send to fight with me ? why, I will tear you apart and feed you the birds ! “Then he charged at

David with his sword. Calmly, David took a stone, put it on his sling and shot carefully at the giant's eyes.

The stone struck goliath and he fell to the ground. And finally, David freed his people from the terror of goliath.

Orientation :

Complication :

Resolution :

- B. After you read and find the generic structure of the text, discuss with your expert group mate and find the topic and main idea of the text!

Activity 5

- A. Read the following text carefully and then decide which one is orientation, complications, and resolutions!

Text 4

Once upon a time, A Mouse who always lived on the land, by an unlucky chance, formed an intimate acquaintance with a Frog, who lived, for the most part, in the water.

One day, the Frog was intent on mischief. He tied the foot of the Mouse tightly to his own. Thus joined together, the Frog led his friend the Mouse to the meadow where they usually searched for food. After this, he gradually led him towards the pond in which he lived, until reaching the banks of the water, he suddenly jumped in, dragging the Mouse with him.

The Frog enjoyed the water amazingly, and swam croaking about, as if he had done a good deed. The unhappy Mouse was soon sputtered and drowned in the water, and his poor dead body floating about on the surface.

A Hawk observed the floating Mouse from the sky, and dove down and grabbed it with his talons, carrying it back to his nest.

The Frog, being still fastened to the leg of the Mouse, was also carried off a prisoner, and was eaten by the Hawk.

Orientation :

Complication :

Resolution :

- B. After you read and find the generic structure of the text, discuss with your expert group mate and find the topic and main idea of the text!

Activity 6

- A. Read the following text carefully and then decide which one is orientation, complications, and resolutions!

Text 5

Once there lived a rich king. His name was Midas. However he was not happy because he wanted to be the richest king all around the world.

One day as Midas sat on his throne, his servant came to him with an old man. “Master, “ said the servant.”We have found this person around your orchard. He’s Silenus, the friend of the god Bacchus.” Midas had an idea. He welcomed the old man as his guest for ten days.

At the end of the ten days, Midas took Silenus back to the god Bacchus. Bacchus was very happy to see his lost friend. He said to Midas,” I will grant you any wish you make.” Midas was very happy. Then, he asked everything he touched would turn into gold.

On his return to his place, Midas tried out his new power. Everything he touched, it became gold. Then, he went for a walk in the garden. His children ran up to him. Without thinking he touched his children and instantly they turned into little gold statues. Midas cried. He hurried to Bacchus.

Bacchus felt sorry for Midas and ordered him to go to the River Pactolus and wash his hands in its water. This would take away the golden touch. Midas had found out that all gold in the world did not bring any happiness.

Orientation :

Complication :

Resolution :

- B. After you read and find the generic structure of the text, discuss with your expert group mate and find the topic and main idea of the text!

VI. METHOD

Text-based language teaching

	from the text in activity 4),topic 4 (arranging the jumbled text, finding the meaning of some words, and finding the topic and main idea from the text in activity 5),and topic 5(arranging the jumbled text, finding the meaning of some words, and finding the topic and main idea from the text in activity 6). • Asking each student to learn his / her own topic, and making sure that the students have direct access only their segment. • Giving students time to read, identify, and analyze their topic/text at least twice and become familiar with the topic. • Then, asking the students who have read the same topic to gather in the expert group to discuss the main point of the topic. Independent Construction of the Text (ICOT) • Bring the student back into their jigsaw group. Asking each student to present her or his topic to the jigsaw group. Encourage others in the groups to ask questions for clarification. • Giving every student quiz related to all topics studied by the students in the jigsaw groups.	40 minutes
3.	Closing • Helping the students concluding the materials • Closing the meeting by concluding the materials.	10 minutes

VIII. MEDIA, EQUIPMENT AND SOURCE OF MATERIALS

Media : Material papers / books

Equipment : White board, tables, chairs, laptop, LCD, and board marker

Source : Curriculum (KTSP), some additional materials from the internet, and material book "Look Ahead" for grade XI published by Erlangga.

IX. ASSESSMENT

Session I

1. Read the following jumbled text below, and match the boxes in the left to the boxes in the right side to decide which one is orientation, complication and resolution.

Orientation

Sometimes later, the lion was caught in a trap by the hunters, who desired to carry him alive to the circus, tied him to a tree while they went in search of wagon to carry him on.

Complication 1

The lion was so tickled at the idea of the mouse being able to help him. Then he lifted up his paw and let him go.

Resolution 1

Once, when the lion was a sleep, a little mouse began running up and down upon him; this soon awaked the lion.

Complication 2

Just then the little mouse happened to pass by and see the sad plight in which the lion was. He went up to the lion and soon gnawed away the ropes that bound the king of the beasts. Then, the lion and the mouse ran away while the mouse said “wasn’t I right? I could replied your kindness.”

Complication 2

The lion placed his huge paw upon him, and opened his big jaws to swallow him. The little mouse felt very afraid and he could not move anywhere. “Pardon, o king,” cried the little mouse, “forgive me this time, I shall never forget it; who knows I may be able to do you a turn some of these days?”.

2. Read the following jumbled text below, and match the boxes in the left to the boxes in the right side to decide which one is orientation, complication and resolution.

Orientation

The goat was thirsty so he got into the well. When he had drunk enough, he looked around but there was no way to get out. The goat was very confused and scared then he asked the fox how to get out from the well.

Complication 1

A fox fell into a well and couldn't get out. And then a thirsty goat came along. Seeing the fox in the well and asked the fox if the water was good. "Good", said the fox "It's the best water I've tasted in all my life. Come down and try it by yourself."

Resolution 1

The goat did as he was asked and the fox got on his back and climbed out of the well. Then he coolly walked away. The goat called out loudly after him and reminded him of his promise to help him out. The fox merely turned to him and said; "If you only had thought carefully about getting out, you wouldn't have jumped into the well."

Resolution 1

The goat felt very sad. He called out loudly. An old man walking nearby heard him and put a plank into the well. The goat got out and thanked the old man.

Resolution 2

Then the fox said, "I have a good idea. You stand on your hind legs and put your forelegs against the side of the well. Then I'll climb on your back, from there. I'll step on your horns, and I can get out. And when I'm out, I'll help you out of the well."

3. Read the following jumbled text below, and match the boxes in the left to the boxes in the right side to decide which one is orientation, complication and resolution.

Orientation

The stone struck goliath and he fell to the ground. And finally, David freed his people from the terror of goliath.

Complication 1

No one except a young shepherd boy dared volunteer to fight goliath. The shepherd boy's name was David. He was armed with only a sling.

Resolution 1

Goliath challenged the Israelites to send a leader to fight with him. "if he can kill me, we shall be your slaves," he boasted. "But if I kill him, then you shall be our slaves."

Complication 2

Once upon a time, the Israelites were at war with the philistines. The leader of the philistines was a giant named goliath, who was three metres tall. A spear was long across his shoulders and a heavy sword hung from a belt around his waist.

Resolution 2

When Goliath saw David, he laughed, “what?” are you the only one they can send to fight with me? why, I will tear you apart and feed you the birds! “Then he charged at David with his sword. Calmly, David took a stone, put it on his sling and shot carefully at the giant’s eyes.

4. Read the following jumbled text below, and match the boxes in the left to the boxes in the right side to decide which one is orientation, complication and resolution.

Orientation

The Frog enjoyed the water amazingly, and swam croaking about, as if he had done a good deed. The unhappy Mouse was soon spluttered and drowned in the water, and his poor dead body floating about on the surface.

Complication 1

Once upon a time, A Mouse who always lived on the land, by an unlucky chance, formed an intimate acquaintance with a Frog, who lived, for the most part, in the water.

Resolution 1

One day, the Frog was intent on mischief. He tied the foot of the Mouse tightly to his own. Thus joined together, the Frog led his friend the Mouse to the meadow where they usually searched for food. After this, he gradually led him towards the pond in which he lived, until reaching the banks of the water, he suddenly jumped in, dragging the Mouse with him.

Complication 2

A Hawk observed the floating Mouse from the sky, and dove down and grabbed it with his talons, carrying it back to his nest.

Resolution 2

The Frog, being still fastened to the leg of the Mouse, was also carried off a prisoner, and was eaten by the Hawk.

5. Read the following jumbled text below, and match the boxes in the left to the boxes in the right side to decide which one is orientation, complication and resolution.

Orientation

On his return to his place, Midas tried out his new power. Everything he touched, it became gold. Then, he went for a walk in the garden. His children ran up to him. Without thinking he touched his children and instantly they turned into little gold statues. Midas cried. He hurried to Bacchus.

Complication 1

Bacchus felt sorry for Midas and ordered him to go to the River Pactolus and wash his hands in its water. This would take away the golden touch. Midas had found out that all gold in the world did not bring any happiness.

Complication 2

Once there lived a rich king. His name was Midas. However he was not happy because he wanted to be the richest king all around the world.

Resolution 1

At the end of the ten days, Midas took Silenus back to the god Bacchus. Bacchus was very happy to see his lost friend. He said to Midas, "I will grant you any wish you make." Midas was very happy. Then, he asked everything he touched would turn into gold.

Resolution 2

One day as Midas sat on his throne, his servant came to him with an old man. “ Master, “ said the servant.”We have found this person around your orchard. He’s Silenus, the friend of the god Bacchus.” Midas had an idea. He welcomed the old man as his guest for ten days.

Session II

Read the following text and answer the questions by choosing and giving the cross mark to the best answer according to you. (The questions for number 1 and 3)

Once, when the lion was a sleep, a little mouse began running up and down upon him; this soon awaked the lion.

The lion placed his huge paw upon him, and opened his big jaws to swallow him. The little mouse felt very afraid and he could not move anywhere. “Pardon, o king,” cried the little mouse, “forgive me this time, I shall never forget it; who knows I may be able to do you a turn some of these days?”.

The lion was so tickled at the idea of the mouse being able to help him. Then he lifted up his paw and let him go.

Sometimes later, the lion was caught in a trap by the hunters, who desired to carry him alive to the circus, tied him to a tree while they went in search of wagon to carry him on.

Just then the little mouse happened to pass by and see the sad plight in which the lion was. He went up to the lion and soon gnawed away the ropes that bound the king of the beasts. Then, the lion and the mouse ran away while the mouse said “wasn’t I right?, I could replied your kindness.”

1. What is the best title for the text?
 - A. A kind little mouse
 - B. The lion and the mouse
 - C. A kind lion
 - D. The lion, little mouse and hunters
 - E. The hunters
2. The last paragraph tells us about
 - A. The lion was trapped by the hunters

- B. The lion tried to run away from the hunters
 - C. How the little mouse save the lion form the hunters
 - D. The mouse saw the lion in a trap
 - E. The mouse and the lion became friend
3. The main idea of the text above is ...
- A. A little mouse and the lion were the good friend.
 - B. A little mouse could fulfil his promise to repay the lion's kindness.
 - C. The lion freed the mouse and he did not eat the little mouse.
 - D. The lion had been caught by the hunters.
 - E. The mouse couldn't save the lion.

Read the following text and answer the questions by choosing and giving the cross mark to the best answer according to you. (The questions for number 4 and 6)

A fox fell into a well and couldn't get out. And then a thirsty goat came along. Seeing the fox in the well and asked the fox if the water was good. "Good", said the fox "It's the best water I've tasted in all my life. Come down and try it by yourself."

The goat was thirsty so he got into the well. When he had drunk enough, he looked around but there was no way to get out. The goat was very confused and scared then he asked the fox how to get out from the well.

Then the fox said, "I have a good idea. You stand on your hind legs and put your forelegs against the side of the well. Then I'll climb on your back, from there. I'll step on your horns, and I can get out. And when I'm out, I'll help you out of the well."

The goat did as he was asked and the fox got on his back and climbed out of the well. Then he coolly walked away. The goat called out loudly after him and reminded him of his promise to help him out. The fox merely turned to him and said; "If you only had thought carefully about getting out, you wouldn't have jumped into the well."

The goat felt very sad. He called out loudly. An old man walking nearby heard him and put a plank into the well. The goat got out and thanked the old man.

4. The best title for the text above is...
- A. a fox
 - B. a goat
 - C. an old man and the fox

- D. a fox and a goat
 - E. the goat and an old man
5. Paragraph 3 mainly tells us about ...
- A. how the fox helped the goat
 - B. why the fox got into the well
 - C. how the fox got out of the well
 - D. the fox's idea how to get out of the well
 - E. how both the goat and the fox got out of the well
6. What is the main idea of the text ...
- A. The goat could deceive the fox to help him getting out from the well
 - B. The fox was very smart
 - C. The fox got in the well to help the fox getting from the well.
 - D. The fox and the goat were very thirsty.
 - E. The fox couldn't come out from the well.

Read the following text and answer the questions by choosing and giving the cross mark to the best answer according to you. (The text or the questions number 7 and 8)

Once there lived a rich king. His name was Midas. However he was not happy because he wanted to be the richest king all around the world.

One day as Midas sat on his throne, his servant came to him with an old man. " Master, " said the servant."We have found this person around your orchard. He's Silenus, the friend of the god Bacchus." Midas had an idea. He welcomed the old man as his guest for ten days.

At the end of the ten days, Midas took Silenus back to the god Bacchus. Bacchus was very happy to see his lost friend. He said to Midas," I will grant you any wish you make." Midas was very happy. Then, he asked everything he touched would turn into gold.

On his return to his place, Midas tried out his new power. Everything he touched, it became gold. Then, he went for a walk in the garden. His children ran up to him. Without thinking he touched his children and instantly they turned into little gold statues. Midas cried. He hurried to Bacchus.

Bacchus felt sorry for Midas and ordered him to go to the River Pactolus and wash his hands in its water. This would take away the golden touch. Midas had found out that all gold in the world did not bring any happiness.

7. What is the topic of the text?
 - A. Gold and Happiness
 - B. King Midas and Bacchus
 - C. Bacchus and Silenus
 - D. King Midas and Gold
 - E. A greedy Midas
8. What is the main idea of the text?
 - A. Midas wanted to be the richest king all around the world.
 - B. Silenus was the richest King in the world and he had the magic
 - C. Midas' child became a little gold statues
 - D. Midas was not happy became the king
 - E. Midas and Bacchus were the rich king
9. The purpose of the text is ...
 - A. To entertain the readers about the story
 - B. To inform an event in the past
 - C. To describe the life of the king Midas
 - D. To report that Silenus have back to the god Bacchus
 - E. To explain how The king Midas can produce the gold

Read the following text and answer the questions by choosing and giving the cross mark to the best answer according to you. (The questions for number 10 and 13)

Once upon a time, the Israelites were at war with the philistines. The leader of the philistines was a giant named goliath, who was three metres tall. A spear was long across his shoulders and a heavy sword hung from a belt around his waist.

Goliath challenged the Israelites to send a leader to fight with him. "if he can kill me, we shall be your slaves," he boasted. "But if I kill him, then you shall be our slaves."

No one except a young shepherd boy dared volunteer to fight goliath. The shepherd boy's name was David. He was armed with only a sling.

When goliath saw David, he laughed, “what?”are you the only one they can send to fight with me ? why, I will tear you apart and feed you the birds ! “Then he charged at David with his sword. Calmly, David took a stone, put it on his sling and shot carefully at the giant’s eyes.

The stone struck goliath and he fell to the ground. David freed his people from the terror of goliath.

10. What is the writer’s purpose of writing this kind of text?

- A. To entertain the readers
- B. To tell a story of giant
- C. To inform an event in the past
- D. To tell the terror of the leader of the philistines
- E. To report the war between the is Israelites and philistine

11. The fourth paragraph tells us about.....

- A. David could beat the Goliath
- B. The war between Israelites with the philistines
- C. How David defeated Goliath
- D. Goliath and David
- E. Israelites and philistine

12. The main idea of the text is ...

- A. David had freed his people from the terror of goliath.
- B. The goliath was giant and three metres tall
- C. The kingdom of Israelites
- D. The kingdom of philistines
- E. David was armed with only a sling

13. What is the best title for the text?

- A. David who was killed by Goliath
- B. A giant Goliath
- C. David and Goliath were the heroes
- D. The war between Israelites and philistine
- E. David was a hero

Read the following text and answer the questions by choosing and giving the cross mark to the best answer according to you. (The text for the questions number 14 and 15)

A mouse, who always lived on the land, by an unlucky chance, formed an intimate acquaintance with a Frog, who lived, for the most part, in the water.

One day, the Frog was intent on mischief. He tied the foot of the Mouse tightly to his own. Thus joined together, the Frog led his friend the Mouse to the meadow where they usually searched for food. After this, he gradually led him towards the pond in which he lived, until reaching the banks of the water, he suddenly jumped in, dragging the Mouse with him.

The Frog enjoyed the water amazingly, and swam croaking about, as if he had done a good deed. The unhappy Mouse was soon spluttered and drowned in the water, and his poor dead body floating about on the surface.

A Hawk observed the floating Mouse from the sky, and dove down and grabbed it with his talons, carrying it back to his nest.

The Frog, being still fastened to the leg of the Mouse, was also carried off a prisoner, and was eaten by the Hawk.

14. What is the topic of the text?

- A. The frog, the mouse and the hawk.
- B. The frog was the weak animal.
- C. The hawk was the strong animal.
- D. The hawk could eat the frog and the mouse.
- E. The frog lived in the water and the mouse lived in the land.

15. The main idea of the text is ...

- A. The mouse sank because he used to live on the land not on the water.
- B. The frog and the mouse were dead in the river.
- C. Two intimate friendships
- D. The hawk had eaten the frog and the mouse.
- E. The frog forced the mouse to follow him where he went.

X. Key Answer:

1. B

- 2. C
- 3. B
- 4. D
- 5. C
- 6. A
- 7. E
- 8. A
- 9. A
- 10.A
- 11.C
- 12.A
- 13.D
- 14.A
- 15.E

XI. Scoring guide:

Score = every correct answer gets 1 point.

The correct answer + $5 \times 5 = 100$

Kalasan, October 12, 2011.

Acknowledge by:

Teacher

Researcher

.....

Bagus Novianto

NIM. 06202244061

LESSON PLAN
SMA N 1 KALASAN

Subject	: English
Education Level	: Senior High School
Grade/Semester	: XI / 1
Material / Meeting	: Narrative Text / 2
Language Skill	: Reading
Duration	: 3 x 40 minutes

I. COMPETENCE STANDARD

Understanding the meaning of the short functional texts and the simple essays in the form of report, narrative and analytical exposition in the daily life context and using them to access the knowledge.

II. BASIC COMPETENCE

Responding the meaning and rhetorical steps in the simple essays in the form of report, narrative and analytical exposition by using the written language features accurately, fluently and acceptably in the daily life context and using them to access the knowledge.

III. INDICATORS

- Finding the topic and the main idea from the text.
- Guessing the meaning of the words from the text.
- Finding the detail information from the text.

IV. GOAL

Students are to be able to find some information from the narrative text accurately, fluently and acceptably.

V. MATERIAL

Activity 1

1. How to find topic and main idea from the text.

- Topic is the subject matter of the sentences in a paragraph, and it is therefore the answer to the question: *what (who) is the paragraph about?*
- Topic is not a sentence but it can be stated in a word or phrase that can be put as a title of the text.
- Main idea is sentence or sentences that provide the general message regarding that topic. Sometimes main idea is not stated explicitly in any sentence, so the readers have to put it into the reader's own words.

Long time ago there lived a poor boy. His name was Paul.

He lived with his old grandmother. She was ill but Paul had no money to take her to the doctor.

Then, he applied for a job. He was accepted as a driver. Finally, his effort could take her to the doctor. They paid the doctor well.

Topic : Paul and his grandmother.

Main Idea: Paul's effort could take his grandmother to the doctor.

2. How to guess meaning from the text.

Example sentence: The snake slithered through the grass. He was hunting. The underlined word means

- A. stopped moving
- B. slept in the grass
- C. ate something
- D. moved or travelled

Here are the analysis:

- A. stopped moving

INCORRECT: the sentence above says THROUGH the grass. 'Through' means there is some movement.

B. slept in the grass

INCORRECT: the sentence above says he is hunting. Snakes don't sleep when they hunt.

C. ate something

INCORRECT: the sentence above says he is hunting. Snakes don't eat when they are hunting. They eat AFTER they hunt.

D. moved or travelled

CORRECT ANSWER: the sentence above says THROUGH the grass. 'Through' means that there is movement.

3. How to find the specific information from the text

Long time ago there lived a poor boy. His name was Paul.

He lived with his old grandmother. She was ill but Paul had no money to take her to the doctor.

Then, he applied for a job. He was accepted as a driver. Finally, his effort could take her to the doctor. They paid the doctor well.

Here the example of question.

Paul apply a job because ...

- A. he wanted to be the rich person
- B. he wanted to be a doctor
- C. he did not have money to take her grandmother to the doctor
- D. he was good boy
- E. he loved her grandmother so much

The way to answer the question above is that scanning the text and find the word “a job” so that we will find the answer from the previous sentence from the text above. The answer is C.

Read the following text below and answer the questions.

One day, in an Arabian city, a woman went to the market and bought a beautiful hen. A few days later to her surprise the hen she bought laid a silver egg.

If the hen could only be persuaded to lay more than one egg each day, the woman was sure she would never have to work again.

So the woman decided to make the hen eat more, so that it could lay more eggs. But the only result was that the hen died of indigestion and did not lay more eggs at all.

Answer the questions based on the text above and choose the best answer according to you by crossing the letter A, B, C, D or E!

1. Paragraph 2 mostly discusses about ...
 - A. the hen's eggs
 - B. what the hen did for the woman
 - C. the hen ate more
 - D. why the woman wanted to get more eggs
 - E. what the woman did to her hen
2. The hen died because she ...
 - A. ate nothing
 - B. ate too much
 - C. laid more eggs
 - D. was badly **injured**
 - E. was forced to laid eggs
3. From the text we may conclude that the woman was ...
 - A. active
 - B. miserly
 - C. greedy
 - D. furious
 - E. dangerous
4. "If the hen could only be persuaded.... " (Paragraph 2)
The underlined word means
 - A. killed
 - B. urged
 - C. endangered
 - D. brought
 - E. told
5. What is the suitable title for the text?
 - A. The Hen with the Silver Eggs
 - B. The Hen
 - C. The woman and the eggs

- D. The woman
- E. The silver eggs

Activity 2

Read the following text and try to find the answer from the questions above the text to help you understanding the text!

Text A

Once upon a time, there was once a guy who was very much in love with the girl. This romantic guy folded 1,000 pieces of paper cranes as a gift to his girl. Although, at that time he was just a small executive in his company, his future doesn't seem too bright, they were very happy together.

Until one day, his girl told him she was going to Paris and will never come back. She also told him that she cannot visualize any future for the both of them, so let's go their own ways there and then ... heartbroken, the guy agreed.

When he regained his confidence, he worked hard day and night, just to make something out of himself. Finally with all these hard work and with the help of friends, this guy had set up his own company. "You never fail until you stop trying." He always told himself. "I must make it in life!" One rainy day, while this guy was driving, he saw an elderly couple sharing an umbrella in the rain walking to some destination. Even with the umbrella, they were still drenched. It didn't take him long to realize those were his ex-girlfriend's parents.

..... (To be continued to Text B)

1. Why did the girl leave her boy friend?
2. Was the guy very frustrated after his girl friend left him?
3. What was the gift which the guy gave to his girl friend?
4. What happened to the guy after his girl friend left him?
5. When he regained his confidence, he worked hard day and night, just to make *something out of himself*. (paragraph 3)
what does the underlined word means?

Activity 3

Read the following text and try to find the answer from the questions above the text to help you understanding the text!

Text B

.....(continued from Text A)

With a heart in getting back at them, he drove slowly beside the couple, wanting them to spot him in his luxury saloon. He wanted them to know that he wasn't the same anymore, he had his own company, car, condo, etc.

He had made it in life! Before the guy can realize, the couple was walking towards a cemetery, and he got out of his car and followed them and he saw his ex-girlfriend, a photograph of her smiling sweetly as ever at him from her tombstone and he saw his precious paper cranes in a bottle placed beside her tomb.

Her parents saw him. He walked over and asked them why this had happened. They explained that she did not leave for France at all. She was stricken ill with cancer. In her heart, she had believed that he will make it someday, but she did not want her illness to be his obstacle. Therefore she had chosen to leave him. She had wanted her parents to put his paper cranes beside her, because, if the day comes when fate brings him to her again he can take some of those back with him. The guy just wept.

Adapted from: <http://www.lovefatedestiny.com/>

1. Who was the couple whom the guy met?
2. What happened to his girl friend?
3. Did the girl really leave the guy to Paris?
4. Why did the girl ask her parents to put the paper cranes beside her in cemetery?
5. He had made it in life! Before the guy can realize, the couple was walking towards **a cemetery**, (paragraph 2, line 5)

What is the synonym of **a cemetery**?

6. What is the topic of the text from the activity 1 and activity 2?

Activity 4

Read the following text and try to find the answer from the questions above the text to help you understanding the text!

Text C

Once upon a time, there lived a lion in a forest. One day, when he went to drink water in a river, one of his feet got stuck into the damp mushy mud of the river. He tried a lot to get out of the mud, but didn't achieve. He had to lie without food for days because he didn't find any help. On one fortunate day, a kind jackal came to drink water from the river. When he saw the lion, he went closer to the lion and said, "What is the matter? Why are you resting here?"

The lion narrated him the pathetic story. The Jackal instantly made a way out from the sand but the lion was unable to move his feet. As he was set in the same posture for last several days, his body became stiff. The jackal understood the condition of the lion and helped him to get out of the mud with an extra effort. The Lion was really thankful to jackal for his kind help. He was very happy to get free after so many days.

The Lion appreciated the effort made by the jackal. He offered the jackal to live close to him and also promised to give food to him whenever he caught food. The jackal accepted the offer and started living with the lion. Thus, they lived happily sharing the food. With the passing time, they expanded their families. The lion had cubs and the jackal had kid jackals. Both, the lion and the jackal were passing their days happily. They didn't have any idea that their friendship was not liked by their families.

.....(to be continued to Text D)

1. What happened to the lion?
2. Why did the lion do not eat for days?
3. Did the jackal help the lion to get out from the mud? Why?
4. What did the lion offer to the jackal after he helped him to get out from the mud?
5. The lion had *cubs* and the jackal had kid jackals. (paragraph 3)

What does the underlined word mean?

Activity 5

Read the following text and try to find the answer from the questions above the text to help you understanding the text!

Text D

..... (continued from Text C)

One day after a long time, the lioness, lady of the lion's house, told her cubs that she didn't like the amity between the jackal and her husband. The cubs passed the message to the kid jackals. The kids complained the matter to the lady jackal. The lady jackal passed the complaint to her husband.

The jackal went to the Lion and asked, "I helped you without any thought in return. You had asked me to live with you, so I started living with you. Now, if you don't want me to live with you, you should have told me yourself. What did you involve your wife and cubs to convey this?" The Lion was shocked to hear such words. He said, "My dear friend, what are you saying? I don't find any problem with you or your friendship". He assured the jackal that he had no such ill-feelings for the friendship between them.

The Lion also assured that he would talk to the lioness and solve the whole matter. The jackal was intelligent and understood the situation. He said to the lion, "Dear friend, I know you are sincere, but our families could not exactly respond the same level of friendship. So, let us stay apart and meet often as friends. We could also hunt together. It would be better, if our families stay apart". The Lion agreed to the proposal with a heavy heart.

The two families parted from each other as friends. The Jackal and the Lion continued to share the friendship. They often met each other and hunt together. Thus, the two friends shared a healthy friendship throughout their life.

Taken from: www.culturalindia.net

1. What happened to the friendship between the jackal and the lion?
2. Who didn't like the amity between the jackal and the lion?
3. What happened after the jackal knew that the lion's family did not like the friendship between the jackal and the lion?
4. What was the end of the story?
5. One day after a long time, the lioness, lady of the lion's house, told her cubs that she didn't like **the amity** between the jackal and her husband. (paragraph 1)
What is the synonym of the word "amity"?
6. What is the topic of the text from activity 3 and activity 4?

Activity 6

Read the following text and try to find the answer from the questions above the text to help you understanding the text!

Text E

Many years ago, there lived an old hermit in a forest in Sumatera. He did not grow foods but depended on the jungle to survive. Soon, there was a drought, all the plants and fruit trees in the jungle died.

The old hermit had nothing to eat now, so he turned to begging. He went to nearby village trying to get some foods. At first, the villagers were very happy to help him. However, when he came continually, they refused to give him any more food. They told him to grow his own food.

One day, while the hermit was sitting in his hut, sad and hungry, he began to think about growing his own food. Just then a boatman stopped by and taking on the hermit, gave him some rice seeds.

Before the boatman went away, he said, “These seeds will grow and give you everlasting harvest if you work very hard. If you are tired of the work, the rice plants will turn into weeds”.

The old hermit worked hard to clear the land and sowed the seeds before the rains came. Strangely, after a short period of time, the rice was ready for harvesting. The old hermit got a lot of rice from the harvest. After each harvest, the plants grew back again right away.

When the villagers heard about the hermit and his wonderful rice, they flocked to his rice-field and took home as much rice as they could.

One day, the hermit became so tired of harvesting the rice that she shouted. “Oh, stop growing, you wretched thing!” As soon as he had said this, the rice plants turned into weeds.

1. Who was the old hermit?
2. Why did he ask the foods to the villagers?
3. What did a boatman give to the old hermit?
4. Why did the rice plant turn into the weeds?
5. The old hermit had nothing to eat now, so he turned to begging. (paragraph 2)

The synonym of the word “begging” is...

6. What is the topic of the text above?

	group, those are, texts A (Let Me Love You Part 1), text B (Let Me Love You Part 2), text C (The Jackal who Saved the Lion Part 1), text D (The Jackal who Saved the Lion Part 2), and text E (An Old Hermet). • Asking each student to learn his / her own text, and making sure that the students have direct access only their text. • Giving students time to read, identify, analyze, understand their text at least twice and become familiar with the text. • Then, asking the students who have read the same texts to gather in the expert group to discuss the main point of the topic. Independent Construction of the Text (ICOT) • Bring the student back into their jigsaw group. Ask each student to present her or his topic to the jigsaw group. Encourage others in the groups to ask questions for clarification. • Giving the students quiz relate to all texts / topics studied by the students in the jigsaw groups.	35 minutes 50 minutes
3.	Closing • Helping the students concluding the materials • Closing the meeting by concluding the materials.	10 minutes

VIII. MEDIA, EQUIPMENT AND SOURCE OF MATERIALS

Media : Material papers / book

Equipment : White board, tables, chairs and board marker

Source : Curriculum (KTSP), material book "Look Ahead" for grade XI published by Erlangga.

IX. ASSESSMENT

Read the text above and answer the questions below!

Text E

Many years ago, there lived an old hermit in a forest in Sumatera. He did not grow foods but depended on the jungle to survive. Soon, there was a drought, all the plants and fruit trees in the jungle died.

The old hermit had nothing to eat now, so he turned to begging. He went to nearby village trying to get some foods. At first, the villagers were very happy to help him. However, when he came continually, they refused to give him any more food. They told him to grow his own food.

One day, while the hermit was sitting in his hut, sad and hungry, he began to think about growing his own food. Just then a boatman stopped by and taking on the hermit, gave him some rice seeds.

Before the boatman went away, he said, “These seeds will grow and give you everlasting harvest if you work very hard. If you are tired of the work, the rice plants will turn into weeds”.

The old hermit worked hard to clear the land and sowed the seeds before the rains came. Strangely, after a short period of time, the rice was ready for harvesting. The old hermit got a lot of rice from the harvest. After each harvest, the plants grew back again right away.

When the villagers heard about the hermit and his wonderful rice, they flocked to his rice-field and took home as much rice as they could.

One day, the hermit became so tired of harvesting the rice that she shouted. “Oh, stop growing, you wretched thing!” As soon as he had said this, the rice plants turned into weeds.

1. What did the boatman give to the hermit?
 - A. Fruit tree
 - B. Some food
 - C. Rice plants
 - D. Some weeds
 - E. Some rice seeds
2. What is the main idea of paragraph 5?
 - A. The old hermit succeed to get rice harvest.

- B. The hermit should clear the land
 - C. The hermit was successful as a farmer
 - D. It needed a short of time to harvest the rice
 - E. The seeds should be shown before the rains came
3. The old hermit worked hard to clear the land and sowed the seeds before the rains came.(paragraph 5)

The underlined word is closest in meaning to ...

- A. planted
 - B. watered
 - C. threw
 - D. put
 - E. took
4. The old hermit had nothing to eat now, so he turned to begging. (paragraph 2)

The underlined word is closest in meaning to ...

- A. robbing
 - B. stealing
 - C. asking
 - D. taking
 - E. giving
5. What is the topic of the text above?
- A. An old hermit
 - B. A rice harvest
 - C. An old man in America
 - D. A boatman
 - E. The villagers in Sumatra

Read the text above and answer the questions below!

Text A & B

Once upon a time, there lived a lion in a forest. One day, when he went to drink water in a river, one of his feet got stuck into the damp mushy mud of the river. He tried a lot to get out of the mud, but didn't achieve. He had to lie without food for days because he didn't find any help.

On one fortunate day, a kind jackal came to drink water from the river. When he saw the lion, he went closer to the lion and said, “What is the matter? Why are you resting here?”

The lion narrated him the pathetic story. The Jackal instantly made a way out from the sand but the lion was unable to move his feet. As he was set in the same posture for last several days, his body became stiff. The jackal understood the condition of the lion and helped him to get out of the mud with an extra effort. The Lion was really thankful to jackal for his kind help. He was very happy to get free after so many days.

The Lion appreciated the effort made by the jackal. He offered the jackal to live close to him and also promised to give food to him whenever he caught food. The jackal accepted the offer and started living with the lion. Thus, they lived happily sharing the food. With the passing time, they expanded their families. The lion had cubs and the jackal had kid jackals. Both, the lion and the jackal were passing their days happily. They didn't have any idea that their friendship was not liked by their families.

One day after a long time, the lioness, lady of the lion's house, told her cubs that she didn't like the amity between the jackal and her husband. The cubs passed the message to the kid jackals. The kids complained the matter to the lady jackal. The lady jackal passed the complaint to her husband.

The jackal went to the Lion and asked, “I helped you without any thought in return. You had asked me to live with you, so I started living with you. Now, if you don't want me to live with you, you should have told me yourself. What did you involve your wife and cubs to convey this?” The Lion was shocked to hear such words. He said, “My dear friend, what are you saying? I don't find any problem with you or your friendship”. He assured the jackal that he had no such ill-feelings for the friendship between them.

The Lion also assured that he would talk to the lioness and solve the whole matter. The jackal was intelligent and understood the situation. He said to the lion, “Dear friend, I know you are sincere, but our families could not exactly respond the same level of friendship. So, let us stay apart and meet often as friends. We could also hunt together. It would be better, if our families stay apart”. The Lion agreed to the proposal with a heavy heart.

The two families parted from each other as friends. The Jackal and the Lion continued to share the friendship. They often met each other and hunt together. Thus, the two friends shared a healthy friendship throughout their life.

Taken from: www.culturalindia.net

Chose the best answer according to you by crossing the letter A, B, C, D or E!

Questions taken from *INTERLANGUAGE : English for senior high school XII*. By Jaka Priyana

6. What is the story about?
 - A. The friendship between the Lion and the Jackal family.
 - B. The rivalry between the Lion and the Jackal.
 - C. The evilness of the Lioness.
 - D. The friendship between the lion and the jackal.
 - E. The thoughtfulness of the Lion.
7. What does the lion do in return of the Jackal's help?
 - A. He told the Jackal to always hunt with him.
 - B. He told the Jackal to live with him in his house.
 - C. He told the Jackal to live near the Lion and give him food.
 - D. He gave him a home.
 - E. He gave him a present.
8. What did the lioness feels of the lion's and the jackal's friendship?
 - A. She was not pleased.
 - B. She was pleased.
 - C. She was delighted.
 - D. She was happy about it.
 - E. She was content about it.
9. From whom did the jackal heard that the lion's family doesn't like the friendship between them?
 - A. The Lion
 - B. The lion cubs
 - C. The kid Jackals
 - D. The lady Jackal
 - E. The Lioness
10. The synonym of the word *amity* in the fourth paragraph is....
 - A. rival

- B. rivalry
 - C. enemy
 - D. opposition
 - E. friendship
11. How did the story end?
- A. The Lion and the Jackal lived apart but still be friends.
 - B. The Jackal's and the Lion's friendship ends.
 - C. The Lion and the Jackal still live together and hunt together.
 - D. The Lion and the Jackal lived apart and doesn't hunt together.
 - E. The Jackal is very angry and cannot accept the Lion as his friend anymore.
12. What is the topic from paragraph two?
- A. The lion and the jackal's friendship
 - B. The end of the lion and the jackal's friendship
 - C. The problems which caused the lion and the jackal parted each other
 - D. How the jackal saved the lion
 - E. The lion family

Read the text above and answer the questions below!

Text C and D

Once upon a time, there was once a guy who was very much in love with this girl. This romantic guy folded 1,000 pieces of paper cranes as a gift to his girl. Although, at that time he was just a small executive in his company, his future doesn't seem too bright, they were very happy together.

Until one day, his girl told him she was going to Paris and will never come back. She also told him that she cannot visualize any future for the both of them, so let's go their own ways there and then ... heartbroken, the guy agreed.

When he regained his confidence, he worked hard day and night, just to make something out of himself. Finally with all these hard work and with the help of friends, this guy had set up his own company. "You never fail until you stop trying." He always told himself. "I must make it in life!" One rainy day, while this guy was driving, he saw an elderly couple sharing an umbrella in the rain walking to some destination. Even with the umbrella, they were still drenched. It didn't take him long to realize those were his ex-girlfriend's parents.

With a heart in getting back at them, he drove slowly beside the couple, wanting them to spot him in his luxury saloon. He wanted them to know that he wasn't the same anymore, he had his own company, car, condo, etc.

He had made it in life! Before the guy can realize, the couple was walking towards a cemetery, and he got out of his car and followed them and he saw his ex-girlfriend, a photograph of her smiling sweetly as ever at him from her tombstone and he saw his precious paper cranes in a bottle placed beside her tomb.

Her parents saw him. He walked over and asked them why this had happened. They explained that she did not leave for France at all. She was stricken ill with cancer. In her heart, she had believed that he will make it someday, but she did not want her illness to be his obstacle. Therefore she had chosen to leave him. She had wanted her parents to put his paper cranes beside her, because, if the day comes when fate brings him to her again he can take some of those back with him. The guy just wept.

Adapted from: <http://www.lovefatedestiny.com/>

13. Why did the guy break up with his girlfriend?
 - A. He wanted to concentrate on his career.
 - B. The girl said that she wanted to go to Paris and would not come back.
 - C. The guy had found another girl for him.
 - D. The guy's parents did not like the girl at all.
 - E. The girl's parents did not allow her to marry the man.
14. From the text, we can know that the guy.....after he broke up with his girlfriend.
 - A. got very frustrated
 - B. found another girl who could understand him a lot
 - C. got married with another girl
 - D. regained his confidence and worked very hard.
 - E. met the girl's parents
15. The guy wanted to show his ex-girlfriend's parents that ...
 - A. he had got another girl and was ready to get married.
 - B. their daughter did a bad thing by leaving him.
 - C. he was happy to break up with their daughter.
 - D. his parents were their friends.

- E. he became a rich man after he broke up with their daughter.
16. Actually, the girl died because of ...
- A. committing suicide
 - B. an plane accident
 - C. cancer
 - D. a fire in Paris
 - E. giving birth
17. Why did the girl want her parents put the paper cranes next to her tomb?
- A. because she wanted the man to know that she loved him
 - B. because she hated the paper cranes
 - C. because her parents did not know where to put it
 - D. because the man asked her to do
 - E. because her parents told her to
18. The man knew that she ... and he could only weep next to her tombstone.
- A. left him
 - B. got to Paris
 - C. died
 - D. hated him
 - E. always loved him
19. "...if the day comes when fate brings him to her again he can take some of those back with him." What does the statement mean?
- A. She wanted her parents to bring him to her.
 - B. She wanted the man to take back his paper cranes.
 - C. She hated the paper cranes so that she wanted the man to take them back.
 - D. He believed that the girl would return his paper cranes.
 - E. The girl wanted the man to know that she loved him very much.

X. Key Answer:

- | | | | |
|------|------|------|------|
| 1. E | 6. D | 11.A | 16.C |
| 2. C | 7. C | 12.D | 17.A |
| 3. A | 8. A | 13.B | 18.E |

4. C	9. D	14.D	19.E
5. A	10.E	15.E	

XI. Scoring guide:

Score = Every correct answer gets 10 point.

Total Score = Correct Answer (19) x 10 = 190 points

Acknowledge by:

Teacher

.....

Kalasan, September 30, 2011.

Researcher

Bagus Novianto

NIM. 06202244061

LESSON PLAN
SMA N 1 KALASAN

Subject	: English
Education Level	: Senior High School
Grade/Semester	: XI IPA3/ 1
Material / Meeting	: Narrative text / 3
Language Skill	: Reading
Duration	: 3 x 40 minutes

I. COMPETENCE STANDARD

Understanding the meaning of the short functional texts and the simple essays in the form of the report, narrative and analytical exposition in the daily life context and using them to access the knowledge.

II. BASIC COMPETENCE

Responding the meaning and rhetorical steps in the simple essays in the form of the report, narrative and analytical exposition by using the written language features accurately, fluently and acceptably in the daily life context and using them to access the knowledge.

III. INDICATORS

- Identifying the topic, title and main idea from the text.
- Finding the specific information from the text.
- Guessing the meaning of the words from the text.

IV. GOAL

Students are able to find some information from analytical exposition text accurately, fluently and acceptably.

V. MATERIAL

Activity 1

Read the text carefully and explain to your group mates what the text tells about!

Once upon a time, a rabbit wanted to cross a river but he could not swim. “How can I cross the river if there is not a bridge?” said the rabbit.

Then, he had an idea. He saw a boss of crocodile swimming in the river. The rabbit asked the boss of crocodile, “How many crocodiles in the river?” The boss of crocodile answered, “I don’t know how many crocodiles in the river, my grandfather and my father never count them.” “Why don’t you count them?” asked the rabbit. The crocodile answered that he can’t count.

“All of you are good, nice, gentle and kind, I will help you but first ask all your friends to make line in order. Later I will know how many crocodiles there are in the river,” said the rabbit. Then, the boss of the crocodile called all his friends and asked them to make a line in order from one side to the other side of the river.

Just then, the rabbit started to count while jumping from one crocodile to another; one...two...three....four....until twenty, and finally, he thanked all crocodiles because he had crossed the river. He said goodbye and told the boss of crocodile that there were twenty crocodile in the river.

Based on the text above, Choose T if the statement is true and F if it is false according to the text by crossing the letter in the left!

1. T – F The crocodile wanted to eat the rabbit.
2. T – F The rabbit could cross the river because he helped to count how many crocodiles in the river.
3. T – F There were twenty crocodile in the river.
4. T – F The crocodile never knew how many crocodile in the river if the rabbit did not count them.
5. T – F The boss of crocodile was very clever.
6. The story mainly tells us about
 - A. twenty crocodiles
 - B. the boss of the crocodile
 - C. a rabbit and twenty crocodiles

- D. a rabbit and crocodiles
- E. the boss of the crocodile and all his friends

Activity 2

Read the text carefully and explain to your group mates what the text tells about!

Text A

This story takes place in Rome, where a Greek slave named Androcles escaped from his master and fled into the forest. There he wandered for a long time until he was weary, hungry and hopeless. Just then he heard a lion near him moaning and groaning and at times roaring terribly. Tired as he was, Androcles rose up and rushed away, as he thought, from the lion; but as he made his way through the bushes he stumbled over the root of a tree and fell down. When he tried to get up, there he saw the lion coming towards him, limping on three feet and holding his forepaw in front of him.

Poor Androcles was hopeless; he had not strength to rise and run away, and there was the lion coming upon him. But when the great beast came up to him instead of attacking him it kept on moaning and groaning and looking at Androcles, who saw that the lion was holding out his right paw, which was covered with blood and much swollen. Looking more closely at it Androcles saw a big thorn pressed into the paw, which was the cause of all the lion's trouble. Plucking up courage, he held the thorn and drew it out of the lion's paw, who roared with pain when the thorn came out, but soon after finding such relief from it that he fawned upon Androcles and showed, in every way that he knew, to whom he owed the relief. Instead of eating him up he brought him a young deer that he had killed, and Androcles managed to make a meal from it. For some time the lion continued to bring the game he had killed to Androcles, who became quite fond of the huge beast.

.....(to be continued to Text B)

Find the meaning of the words below to help you understand the text!

Slave	:	Escaped	:
Fled	:	Thorn	:
Weary	:	Bushes	:
Moaning	:	Groaning	:

Choose the best answer by giving the cross mark in the letter T if the statement is true and the letter F if the statement is false.

- | | | |
|--|---|---|
| 1. Androcles came from Rome. | T | F |
| 2. Androcles escaped into the forest because he was hungry . | T | F |
| 3. The lion could not kill Androcles because Androcles was
very strong. | T | F |

Activity 3

Read the text carefully and explain to your group mates what the text tells about!

Text B

.....(continued from Text A)

But one day a number of soldiers came marching through the forest and found Androcles. As he could not explain what he was doing, they took him prisoner and brought him back to the town from which he had fled. Here his master soon found him and brought him before the authorities. Soon Androcles was sentenced to death for fleeing from his master. Now it used to be the custom to throw murderers and other criminals to the lions in a huge circus, so that while the criminals were punished, the public could enjoy the scene of a fight between them and the wild beasts.

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

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

Adapted from: www.storiestogrowby.com

Find the meaning of the words below to help you understand the text!

Came marching	:	Soldier	:
Fled	:	Prisoner	:
Sentenced to death:	.....	Fleeing	:
Wild beasts:	.....	A spear	:
Gratitude	:		

Choose the best answer by giving the cross mark in the letter T if the statement is true and the letter F is the statement is false.

- | | | |
|---|---|---|
| 1. Androcles was sentenced to death by the Emperor. | T | F |
| 2. Androcles was led into the arena and he fought against the lion. | T | F |
| 3. The lion finally could kill Androcles in the arena. | T | F |
| 4. Throwing murderers and other criminals to the lions in a huge circus was a custom in Rome. | T | F |

Activity 4

Read the text carefully and explain to your group mates what the text tells about!

Text C

Sherlock Holmes was a famous private detective who lived in London with his best friend, Dr.Watson, a retired British army doctor. Together they helped each other to solve mysterious cases. Both lived at 221 Baker Street in London.

One day, a beautiful lady named Miss Morstan came to the house for some help. Dr.Watson fell in love for the first time with her. Miss Morstan told Holmes, “my father, Captain Morstan has been lost since returning to England from India in 1878. From then on, I always receive a beautiful pearl every year on the date my father lost.” “This morning,” she continued, “ I got a letter asking me to come to Lyceum Theater at 8 p.m tonight. So, please, accompany me to go there.”

At Lyceum Theater, a man named Theodore Sholto greeted the three of them. “Miss Morstan, my name is Theodore Sholto. Nice to see you,” he said. “Do you want to know about your father’s death? Let me tell you. My father and yours were friend during their service in India.” “One day, they found the treasure of Agra and they promise to share it

when they returned to England. But your father broke the promise and they had a severe quarrel and your father got a heart attack and soon died.”

.....(to be continued to Text D)

Find the meaning of the words below to help you understand the text!

Retired :

Lost :

Army :

Receive :

Pearl :

Treasure :

Choose the best answer by giving the cross mark in the letter T if the statement is true and the letter F is the statement is false.

- | | | |
|---|---|---|
| 1. Dr.Watson was a detective | T | F |
| 2. Dr.Watson and Sherlock Holmes helped each other to solve a mysterious case. | T | F |
| 3. Captain Morstan has been lost since returning to England from Paris in 1878. | T | F |
| 4. Miss Morstan’s father was dead because he was killed by the murderer. | T | F |

Activity 5

Read the text carefully and explain to your group mates what the text tells about!

Text D

.....(continued from Text C)

“A few years later my father was seriously ill and he told my brother and me the truth and asked us to divide the treasure fairly. He told us to send you a pearl each year.” “Before he could tell the place of the treasure, an ugly face appeared in the window and killed my father then the murderer ran into the dark of the night.”

“Finally we found father’s treasure was kept in Pondicherry Lodge, an old house of my father and now we would like to divide the treasure.” Theodore ended the story. Holmes, Dr. Watson, Miss Morstan, and Theodore went to Pondicerry Lodge. When they arrived there they found that Theodore’s brother had died. He was killed by a poisoned thorn and the treasure was gone.

Holmes and Dr. Watson investigated the case. They found that there were two murderers in the case. One was one-legged man and the other one was a Pigmy man. As soon as they found out about the murder, the police chased these men on the river. The Pigmy man was shot dead and the one-legged man was caught. Unfortunately, the treasure was thrown into the river. “The treasure belonged to us the sign of four: me, the Pigmy man, and my two Indian friends. Your fathers had stolen it from us in India,” said the one-legged man.

Finally, Miss Morstan could not become a rich lady but this was a good thing for Dr. Watson because he was able to marry Miss Morstan.

Find the meaning of the words below to help you understand the text!

Treasure :	Poisoned :
Pearl :	Appeared :
Chased :	

Choose the best answer by giving the cross mark in the letter T if the statement is true and the letter F is the statement is false.

- | | | |
|---|---|---|
| 1. Theodore’s father was dead because he was seriously ill. | T | F |
| 2. Theodore’s father saved treasure in Pondicherry Lodge. | T | F |
| 3. Two murderers in the case were one was one-legged man and the other one was a Pigmy man. | T | F |
| 4. The Pigmy man was shot dead and the one-legged man was caught by the detective | T | F |

Activity 6

Read the text carefully and explain to your group mates what the text tells about!

Text E

Far, far away there was a grove of shady mango trees. On one of the green trees there lived a cuckoo and a crow. They were quite alike in appearance. Both the birds were black. Only the crow was a little bigger. The cuckoo would lay all her eggs in the crow’s nest. For quite some time they lived as good friends. The cuckoo had a sweet voice and often she would fill the grove with her sweet melody.

One day, a traveller passed by. Night fell and there was darkness all around. The traveller was tired. So he decided to spend the night under the huge mango tree on which the crow and the cuckoo lived. The night was exceedingly pleasant. The three and surrounding made the cuckoo feel supremely happy. She kept singing the whole night long and the passer-by was simply captivated by cuckoo's sweet song.

Night passed. The day dawned. It was now the crow's turn to caw. His voice was so harsh to the ears that the traveller soon left the place. When the crow saw the traveller leave the place, in disgust he felt jealous of the sweet-voiced bird. When the cuckoo had gone away in search of food the crow went to the nest in desperation and breaking all the eggs, he threw them down. The cuckoo, finding all her eggs smashed, was mad with grief. She went to the crow and said, "Oh brother, we had always lived like friends. What made you break all my eggs?" "Well sister, as you sang, the unknown traveller stayed the whole night. When I started cawing he left the place. I felt insulted and broke all your eggs. Now let us both go to the traveller and ask him why he did so."

So, both the birds flew and flew till they spotted the traveller. When the crow asked him, he replied, "I was carried away by the cuckoo's enchanting voice but your voice was intolerably harsh. So, I left the place. But both of you have been old friends, so you should always live in harmony. You should not feel jealous of your friend." These words of the passerby pacified both cuckoo and the crow. After that day they lived peacefully. The just and kind words of a traveller destroyed the ill feeling of jealousy in the crow just as a sprinkling of a little cold water settles the boiling milk.

Find the meaning of the words below to help you understand the text!

A grove :	captivated :
A cuckoo :	sweet song :
A crow :	dawned :
To caw :	harsh :

Choose the best answer by giving the cross mark in the letter T if the statement is true and the letter F is the statement is false.

- | | | |
|---|---|---|
| 1. The crow and the cuckoo hadn't lived in harmony for a long time. | T | F |
| 2. The crow had a beautiful voice. | T | F |
| 3. The traveler came to the grove in the morning. | T | F |

Source : Curriculum (KTSP), material book "Look Ahead" for grade XI published by Erlangga.

IX. ASSESSMENT

Session I

Based on Text E above, Choose T if the statement is true and F if it is false according to the text by crossing the letter in the left!

1. T – F The crow and the cuckoo hadn't lived in harmony for a long time.
2. T – F The crow had a beautiful voice.
3. T – F The traveller came to the grove in the night.
4. T – F In the night the cuckoo felt so happy because the night was pleasant.
5. T – F The traveller went away because of the harsh voice of the crow.
6. T – F The cuckoo was jealous for crow's voice
7. T – F There were three travellers who take a rest under the huge mango tree.
8. T – F The crow broke all cuckoo's eggs because he felt insulted because the traveler went away when he hear the crow's voice.
9. T – F The Cuckoo decided to go away because his eggs are destroyed.
10. T – F The traveller went away from the grove in the morning.

Based on the text A and B above, Choose T if the statement is true and F if it is false according to the text by crossing the letter in the left!

11. T – F Androcles was a slave from Greek.
12. T – F Androcles saw a big thorn pressed into the left lion's paw.
13. T – F The lion did not kill Androcles because the lion's paw was injured.
14. T – F The lion bring the sheep he had killed to Androcles for his food because Androcles had help him to come the torn out from his paw.
15. T – F Androcles was sentenced to death by the Emperor because he escaped from him.
16. T - F Androcles was led into the arena and he fought against the lion.
17. T – F The lion finally could kill Androcles in the arena.
18. T – F Throwing murderers and other criminals to the lions in a huge circus

was a custom in Rome.

Based on Text C and D above, Choose T if the statement is true and F if it is false according to the text by crossing the letter in the left!

19. T – F Dr. Watson was a detective
20. T – F Dr. Watson and Sherlock Holmes helped each other to solve a mysterious case.
21. T – F Captain Morstan has been lost since returning to England from India in 1878.
22. T – F Miss Morstan's father was dead because he was killed by the pigmy man.
23. T – F Theodore's father was dead because he was seriously ill.
24. T – F Theodore's father saved the treasure in Pondicherry Lodge.
25. T – F Two murderers in the case were one was one-legged man and the other one was a Pigmy man.
26. T – F The Pigmy man was shot dead and the one-legged man was caught by the detective.
27. T – F Miss Morstan finally got the treasure from her father.

Session II

Read the following text and answer the questions by choosing and giving the cross mark to the best answer according to you. (This text for questions number 28-34)

This story takes place in Rome, where a Greek slave named Androcles escaped from his master and fled into the forest. There he wandered for a long time until he was weary, hungry and hopeless. Just then he heard a lion near him moaning and groaning and at times roaring terribly. Tired as he was, Androcles rose up and rushed away, as he thought, from the lion; but as he made his way through the bushes he stumbled over the root of a tree and fell down. When he tried to get up, there he saw the lion coming towards him, limping on three feet and holding his forepaw in front of him.

Poor Androcles was hopeless; he had not strength to rise and run away, and there was the lion coming upon him. But when the great beast came up to him instead of attacking him it kept on moaning and groaning and looking at Androcles, who saw that the lion was holding out his right paw, which was covered with blood and much swollen.

Looking more closely at it Androcles saw a big thorn pressed into the paw, which was the cause of all the lion's trouble. Plucking up courage, he held the thorn and drew it out of the lion's paw, who roared with pain when the thorn came out, but soon after finding such relief from it that he fawned upon Androcles and showed, in every way that he knew, to whom he owed the relief. Instead of eating him up he brought him a young deer that he had killed, and Androcles managed to make a meal from it. For some time the lion continued to bring the game he had killed to Androcles, who became quite fond of the huge beast.

But one day a number of soldiers came marching through the forest and found Androcles. As he could not explain what he was doing, they took him prisoner and brought him back to the town from which he had fled. Here his master soon found him and brought him before the authorities. Soon Androcles was sentenced to death for fleeing from his master. Now it used to be the custom to throw murderers and other criminals to the lions in a huge circus, so that while the criminals were punished, the public could enjoy the scene of a fight between them and the wild beasts.

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

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

Adapted from: www.storiestogrowby.com

28. What does the text tell you about?

- A. Androcles escaped from his master.
- B. Androcles fled into the forest.
- C. The lion saved Androcles from his master

- D. The lion fought against Androcles in circus
 - E. Androcles and the lion.
29. What is the main idea of the second paragraph?
- A. The soldier found Androcles and brought him to his master.
 - B. Androcles escaped from his master and fled into the forest.
 - C. The lion saved Androcles from the soldiers.
 - D. The lion owed the relief because Androcles drew the thorn out from the lion's right paw.
 - E. Poor Androcles was hopeless and he had not strength to rise and run away when the lion was coming upon him.
30. The lion did not attack Androcles in the circus because...
- A. the lion's right paw hurt.
 - B. the lion did not dare to attack Androcles.
 - C. the lion owed Androcles's relief for lifting the thorn out.
 - D. Androcles brought a spear to attack the lion.
 - E. Androcles had many soldiers to help him attack the lion in the circus.
31. The following are true, **except** ...
- A. the lion attacked the soldiers when they tried to bring Androcles.
 - B. Androcles is a slave from Greek.
 - C. Androcles met the lion in the forest.
 - D. the lion was brought to the circus to fight against the wild animals.
 - E. Androcles was sentenced to death for fleeing from his master.
32. Tired as he was, Androcles rose up and rushed away, ... (paragraph 1, line 4)
- The underlined word is closest in meaning to ...
- A. walked
 - B. jumped quickly
 - C. walked slowly
 - D. moved
 - E. went quickly
33. Which of the following is true according to the text?
- A. The lion was dead in the circus.

- B. Androcles was sentenced to death by the soldiers.
- C. Androcles was punished by the Emperor to kill the lion.
- D. The lion and Androcles were taken back into the forest.
- E. It was the custom to throw murderers to fight the lions in a huge forest.

34. The writer's purpose of the text is ...

- A. to describe the lion
- B. to describe Androcles's life.
- C. to entertain the readers with the story entitled the lion and Androcles.
- D. to explain why the lion can survive in the forest.
- E. to persuade the readers that the lion should not be imprisoned.

Read the following text and answer the questions by choosing and giving the cross mark to the best answer according to you. (This text for questions number 35-38)

Sherlock Holmes was a famous private detective who lived in London with his best friend, Dr. Watson, a retired British army doctor. Together they helped each other to solve mysterious cases. Both lived at 221 Baker Street in London.

One day, a beautiful lady named Miss Morstan came to the house for some help. Dr. Watson fell in love for the first time with her. Miss Morstan told Holmes, "my father, Captain Morstan has been lost since returning to England from India in 1878. From then on, I always receive a beautiful pearl every year on the date my father lost." "This morning," she continued, "I got a letter asking me to come to Lyceum Theater at 8 p.m tonight. So, please, accompany me to go there."

At Lyceum Theater, a man named Theodore Sholto greeted the three of them. "Miss Morstan, my name is Theodore Sholto. Nice to see you," he said. "Do you want to know about your father's death? Let me tell you. My father and yours were friend during their service in India." "One day, they found the treasure of Agra and they promise to share it when they returned to England. But your father broke the promise and they had a severe quarrel and your father got a heart attack and soon died."

"A few years later my father was seriously ill and he told my brother and me the truth and asked us to divide the treasure fairly. He told us to send you a pearl each year."

“Before he could tell the place of the treasure, an ugly face appeared in the window and killed my father then the murderer ran into the dark of the night.”

“Finally we found father’s treasure was kept in Pondicherry Lodge, an old house of my father and now we would like to divide the treasure.” Theodore ended the story. Holmes, Dr. Watson, Miss Morstan, and Theodore went to Pondicherry Lodge. When they arrived there they found that Theodore’s brother had died. He was killed by a poisoned thorn and the treasure was gone.

Holmes and Dr. Watson investigated the case. They found that there were two murderers in the case. One was one-legged man and the other one was a Pigmy man. As soon as they found out about the murder, the police chased these men on the river. The Pigmy man was shot dead and the one-legged man was caught. Unfortunately, the treasure was thrown into the river. “The treasure belonged to us the sign of four: me, the Pigmy man, and my two Indian friends. Your fathers had stolen it from us in India,” said the one-legged man.

Finally, Miss Morstan could not become a rich lady but this was a good thing for Dr. Watson because he was able to marry Miss Morstan.

35. What is the story about?

- A. Theodore’s life
- B. Sherlock Holmes
- C. A detective
- D. A murder
- E. The Sign of four

36. The writer’s purpose of the text is ...

- A. to describe Sherlock Holmes.
- B. to describe a murder’s life.
- C. to entertain the readers with the story.
- D. to explain why the murder killed the people.
- E. to persuade the readers that Sherlock Holmes is a good detective.

37. What case did Sherlock Holmes and Dr. Watson solve?

- A. Division of the treasure
- B. The death of captain Morstan and Theodore’s brother.

- C. The journey from India to Europe
- D. The difficult case
- E. A beautiful pearl which was sent to the Holmes' house.

38. Who killed Theodore's brother?

- A. Captain Morstan
- B. Captain Solto
- C. Dr. Watson
- D. Miss Morstan
- E. The pigmy man

Read the following text and answer the questions by choosing and giving the cross mark to the best answer according to you. (This text for questions number 39-42)

Far, far away there was a grove of shady mango trees. On one of the green trees there lived a cuckoo and a crow. They were quite alike in appearance. Both the birds were black. Only the crow was a little bigger. The cuckoo would lay all her eggs in the crow's nest. For quite some time they lived as good friends. The cuckoo had a sweet voice and often she would fill the grove with her sweet melody.

One day, a traveler passed by. Night fell and there was darkness all around. The traveler was tired. So he decided to spend the night under the huge mango tree on which the crow and the cuckoo lived. The night was exceedingly pleasant. The eerie surrounding made the cuckoo feel supremely happy. She kept singing the whole night long and the passer-by was simply captivated by cuckoo's sweet song.

Night passed. The day dawned. It was now the crow's turn to caw. His voice was so harsh to the ears that the traveler soon left the place. When the crow saw the traveler leave the place, in disgust he felt jealous of the sweet-voiced bird. When the cuckoo had gone away in search of food the crow went to the nest in desperation and breaking all the eggs, he threw them down. The cuckoo, finding all her eggs smashed, was mad with grief. She went to the crow and said, "Oh brother, we had always lived like friends. What made you break all my eggs?" "Well sister, as you sang, the unknown traveler stayed the whole night. When I started cawing he left the place. I felt insulted and broke all your eggs. Now let us both go to the traveler and ask him why he did so."

So, both the birds flew and flew till they spotted the traveler. When the crow asked him, he replied, "I was carried away by the cuckoo's enchanting voice but your voice was intolerably harsh. So, I left the place. But both of you have been old friends, so you should always live in harmony. You should not feel jealous of your friend." These words of the passerby pacified both cuckoo and the crow. After that day they lived peacefully. The just and kind words of a traveler destroyed the ill feeling of jealousy in the crow just as a sprinkling of a little cold water settles the boiling milk.

39. What is the main idea of the text?

- A. The cuckoo and the crow
- B. The harmony family is broken for a moment because the crow felt jealous to the cuckoo's beautiful voice
- C. The crow, the cuckoo and the traveler
- D. The family of birds
- E. The crow and cuckoo live in the grove

40. Which of the following is true?

- A. The crow and the cuckoo hadn't lived in harmony for a long time.
- B. The crow had a beautiful voice.
- C. The cuckoo was jealous for the voice of the crow.
- D. The traveler went away because of the harsh voice of the crow.
- E. The Cuckoo decided to go away leave the crow because his eggs are destroyed.

41. The cuckoo had a sweet voice and often she would fill the grove with her sweet melody.(first paragraph)

What is the synonym of underlined word above?

- A. The small forest
- B. The house
- C. The bushes
- D. The area of birds
- E. The traveller's house

42. The following statements are true, except.....

- A. The traveller went away from the grove in the morning.

- B. The crow broke all cuckoo's eggs because he felt insulted because the traveler went away when he hear the crow's voice.
- C. The traveller went away because of the harsh voice of the crow.
- D. There were three travellers who take a rest under the huge mango tree.
- E. In the night the cuckoo felt so happy because the night was pleasant.

X. Key Answer:

Session I

1.F	5. T	9. F	13.T	17.F	21.T	25.T
2.F	6. F	10.T	14.T	18.T	22.F	26.F
3.T	7. F	11.T	15.T	19.F	23.T	27.F
4.T	8. T	12.F	16.F	20.T	24.T	

Session II

28. E	33. D	38. E
29. D	34. C	39. B
30. C	35. E	40. D
31. A	36. C	41. A
32. E	37. B	42. D

XI. Scoring Guide:

Score = every correct answer gets 10 point.

The Correct Answer (42) x 10 = 420 point

Kalasan, October 07, 2011.

Acknowledge by:

Teacher

Researcher

.....

Bagus Novianto

NIM. 06202244061

LESSON PLAN

SMA N 1 KALASAN

Subject	: English
Education Level	: Senior High School
Grade/Semester	: XI IPA3/ 1
Material / Meeting	: Analytical Text / 4
Language Skill	: Reading
Duration	: 3 x 40 minutes

I. COMPETENCE STANDARD

Understanding the meaning of the short functional texts and the simple essays in the form of report, narrative and analytical exposition in the daily life context and using them to access the knowledge.

II. BASIC COMPETENCE

Responding the meaning and rhetorical steps in the simple essays in the form of report, narrative and analytical exposition by using the written language features accurately, fluently and acceptably in the daily life context and using them to access the knowledge.

III. INDICATORS

- Identifying and mentioning rhetoric steps of analytical exposition text.
- Identifying the topic, title and main idea from the text.
- Finding the specific information from the text.
- Guessing the meaning of the words from the text.

IV. GOAL

Students are able to find some information from analytical exposition text accurately, fluently and acceptably.

V. MATERIALS

Activity I

- Study the Example of the Analytical text below!

Generic	Title: Being Fat Matters	Language features
Thesis	Do you know if you are too fat, you may have serious problems with your health? A group of doctors wrote a report about some of the effects of too much fat.	Linking words: One, in addition, furthermore.
Arguments	One important effect is on the heart. If you are fat, your heart has to work harder. This may lead to a heart attack; or it may lead to other heart problem. In addition, extra fat can also change the amount of sugar in your blood. This can cause serious disease such as diabetes. Furthermore high blood pressure is another possible result of being fat. More studies are needed about all these problems.	Noun phrases: Serious problems, a group of doctors, a heart attack, etc.
Reiteration	Finally, one thing is clear, extra fat may make your life shorter.	Adjective phrase: extra fat, too much fat The use of present tense: is, am, are, can change, lead,

- The definition, purposes, examples, and generic structure of analytical text

The definition of

analytical text : A piece of text that presents one side of an issue or thesis which is supported by the arguments or evidences to support the thesis.

Purpose : To persuade the reader or listener about the case by presenting some arguments or evidences.

To put forward / conclude the points of view or arguments about the case.

Text organization : (1) A thesis

Position : introduces a topic and indicates the writer's position.

Preview : outlines the main arguments to be presented.

(2) Arguments

A series of arguments that aim to convince the audience to follow and agree the writer's idea.

(3) Reiteration

- A conclusion that sums up the arguments and reinforces author's point of view.
- Restates the writer's position.

Language features : (1) Words that link arguments

(e.g.: in addition, furthermore, finally, etc.)

(2) Use of noun phrases (e.g.: serious problems, a group of doctors, a heart attack, etc.)

(3) Use of adverbial phrases of time and place

(4) Use of present tense (e.g.: is, am, are, can change, lead, etc.)

(5) Use of adjectives phrases (e.g.: extra fat, too much fat)

- **Deciding the generic structure from the text entitled being fat matter**

Thesis : **Preview:** If you are too fat, you may have serious problem with your health.

Position : The writer agrees that being too fat is the problems of your health.

Arguments : 1. Being fat makes heart attack.

2. Being fat makes diabetes.

3. Being fat makes high blood pressure.

Reiteration : Finally, one thing is clear, extra fat may make your life shorter.

The writer's purpose of the text is to put forward point of view or argument about being fat.

- **How to find and decide the topic, title and main idea**

Study the examples below!

Do you know if you are too fat, you may have serious problems with your health? A group of doctors wrote a report about some of the effects of too much fat.

One important effect is on the heart. If you are fat, your heart has to work harder. This may lead to a heart attack; or it may lead to other heart problem.

In addition, extra fat can also change the amount of sugar in your blood. This can cause serious disease such as diabetes.

Furthermore high blood pressure is another possible result of being fat.

Finally, one thing is clear, extra fat may make your life shorter.

Adapted from understandingtext.blogspot.com

Topic of the text : The problems of being fat
 The main idea of the text : If you are too fat, you may have serious problems with your health.

Activity 2

- A. Read the following text carefully and then decide which one is thesis, arguments, and reiteration!

Text A

Movies are always fascinating, especially for people who love movies. Have you ever wondered what makes movies so touching and really impressive? Is it the movie stars? The directors? The soundtrack? The pictures? Or is it the story that we can really relate to? There are several reasons why we like movies so much.

First, we can always see that movies are not so fictitious after all. Movies are created because people experienced something that motivated them to express it in the form of moving pictures. That's what makes movies so real.

Second, movies can always make us laugh or cry. Hey,... it's like the life we're living! We experience the ups and downs, and simply going through all that enriching already. Whenever we're confronted with extreme circumstances in our life, good or bad, just keep in mind that it's just a period in life that we have to go through.

Therefore, it can be clearly seen that movies are touching and impressive because we can observe the reflection of our lives from movies.

Thesis :

Arguments :

.....

.....

.....
 Reiteration :

B. After you read and find the generic structure of the text, discuss with your expert group mate and find the topic and main idea of the text!

Topic :
 Main idea :

Activity 3

A. Read the following text carefully and then decide which one is thesis, arguments, and reiteration!

Text B

I personally think that English is the world's most important language. Why I say that?

Firstly, English is an international language. It is spoken by many people all over the world, either as a first or second language.

Secondly, English is also the key which opens doors to scientific and technical knowledge, which is needed for the economic and political development of many countries in the world.

Thirdly, English is a top requirement of those seeking jobs. Applicants who master either active or passive English are more favourable than those who don't.

From the fact above, it is obvious that everybody needs to learn English to greet the global era.

(Adapted from Look a Head grade XI)

Thesis :

Arguments :

.....

.....

.....

Reiteration :

B. After you read and find the generic structure of the text, discuss with your expert group mate and find the topic and main idea of the text!

Activity 4

- A. Read the following text carefully and then decide which one is thesis, arguments, and reiteration!

Text C

The desire to read can be enlivened and increased through reading anecdotes for many reasons.

Firstly, anecdotes show something interesting. They dramatize events, usually with scenes, setting, character description, and dialogue. Many of the best anecdotes, however, come from real-life examples.

Secondly, because it is interesting and funny, the readers will have to finish reading them even though they find many difficult words. The thing that makes anecdotes funny is that there is usually an unusual incident or turn of events as the story goes.

Another reason is that the simple and exact plot makes the anecdotes easy to follow. It touches readers' funny bone before they swallow each word to find the ideas. It does not make our brain work very hard.

Thus, from the reasons above, we can conclude that anecdotes can be one of the choices to increase reading desire.

Thesis :

Arguments :

.....

.....

.....

Reiteration :

- B. After you arrange into a good text, read again and tell to your group mate what the text tell you and find the topic and main idea of the text!

Topic :

Main idea :

Activity 5

- A. Read the following text carefully and then decide which one is thesis, arguments, and reiteration!

Text D

There have been many complaints recently about the Colony's garbage collection service. The Urban Service Department has agreed that the service needs improvement. But nothing has been done!

The Urban Service Department cannot give shortage of trucks or workmen as an excuse. There are now more than twenty new trucks and there is no shortage of workmen. Ten percent of the working population is unemployed. Why is the service so inefficient? The answer is that there is no proper supervision of the workmen.

In some streets the garbage is collected only once a month because the workmen are not supervised. In other streets, collection is more frequent but half of the garbage is left in the road. The workmen are too lazy to pick it up and put it in the trucks.

In some parts of the colony, house-holders are dumping their garbage on the waste land. This is dangerous and unhealthy to do. These 'dumps' may catch fire and they will certainly attract rats and flies.

From the facts above, it is the duty of the Urban Service Department to collect all the garbage efficiently and regularly.

Thesis :

Arguments :

.....

.....

.....

Reiteration :

- B. After you arrange into a good text, read again and tell to your group mate what the text tell you and find the topic and main idea of the text !

Topic :

Main idea :

Activity 6

- A. Read the following text carefully and then decide which one is thesis, arguments, and reiteration!

Text E

Yesterday, a student came into an English class after he started explaining some important points of the lesson. While she came in, she hit the door against the wall.

Then, we all turned around to watch her as she squeezed past other students to get to her desk. When she sat down, she scrapped her chair against the floor, and the other students could not hear my voice a while because their attention toward the student who came late.

Then, she explained me why she was late in the classroom. After listening her reasons, the students laugh her a while because her story is funny. Finally, I stopped talking until the students were ready and got my attention and it took around ten minutes.

From the reasons above, we can conclude that coming late to the classroom can disturb every student in the classroom.

Thesis :

Arguments :

.....

.....

.....

Reiteration :

- B. After you arrange into a good text, read again and tell to your group mate what the text tell you and find the topic and main idea of the text !

Topic :

Main idea :

VI. METHOD

Text-based language teaching

	text at least twice and become familiar with the text. • Then, asking the students who have read the same texts to gather in the expert group to discuss the main point of the text. Independent Construction of the Text (ICOT) • Bring the student back into their jigsaw group and ask each student to present and to explain her or his topic to the jigsaw group. Encourage others in the groups to ask questions for clarification. • Giving every student quiz related to all topics studied by the students in the jigsaw groups.	40 minutes
3.	Closing • Helping the students concluding the materials • Closing the meeting by concluding the materials.	10 minutes

VIII. MEDIA, EQUIPMENT AND SOURCE OF MATERIALS

Media	:	Material papers / books
Equipment	:	White board, tables, chairs, laptop, Projector, and board marker
Source	:	Curriculum (KTSP), some additional materials from the internet, and material book "Look Ahead" for grade XI published by Erlangga.

IX. ASSESSMENT

Session I

1. Read the following jumbled text below, and match the boxes in the left to the boxes in the right side to decide which one is orientation, complication and resolution.

Text A

Thesis A	1 Therefore, it can be clearly seen that movies are touching and impressive because we can observe the reflection of our lives from movies.
--	--

Argument 1 **B**

2 Movies are always fascinating, especially for people who love movies. Have you ever wondered what makes movies so touching and really impressive? Is it the movie stars? The directors? The soundtrack? The pictures? Or is it the story that we can really relate to? There are several reasons why we like movies so much.

Argument 2 **C**

3 Second, movies can always make us laugh or cry. Hey,... it's like the life we're living! We experience the ups and downs, and simply going through all that enriching already. Whenever we're confronted with extreme circumstances in our life, good or bad, just keep in mind that it's just a period in life that we have to go through.

Reiteration **D**

4 First, we can always see that movies are not so fictitious after all. Movies are created because people experienced something that motivated them to express it in the form of moving pictures. That's what makes movies so real.

2. Read the following jumbled Text B below, and match the boxes in the left to the boxes in the right side to decide which one is orientation, complication and resolution.

Text B

Thesis **A**

1 Secondly, English is also the key which opens doors to scientific and technical knowledge, which is needed for the economic and political development of many countries in the world.

Argument 1 **B**

2 From the fact above, it is obvious that everybody needs to learn English to greet the global era.

Argument 2	C	3 Thirdly, English is a top requirement of those seeking jobs. Applicants who master either active or passive English are more favourable than those who don't.
Argument 3	D	4 Firstly, English is an international language. It is spoken by many people all over the world, either as a first or second language.
Reiteration	E	5 I personally think that English is the world's most important language. Why I say that?

3. Read the following jumbled Text C below, and match the boxes in the left to the boxes in the right side to decide which one is orientation, complication and resolution.

Text C

Thesis	A	1 Another reason is that the simple and exact plot makes the anecdotes easy to follow. It touches readers' funny bone before they swallow each word to find the ideas. It does not make our brain work very hard.
Argument 1	B	2 Thus, from the reasons above, we can conclude that anecdotes can be one of the choices to increase reading desire.
Argument 2	C	3 Secondly, because it is interesting and funny, the readers will have to finish reading them even though they find many difficult words. The thing that makes anecdotes funny is that there is usually an unusual incident or turn of events as the story goes.
Argument 3	D	4 The desire to read can be enlivened and increased through reading anecdotes for many reasons.

Reiteration

E

5 Firstly, anecdotes show something interesting. They dramatize events, usually with scenes, setting, character description, and dialogue. Many of the best anecdotes, however, come from real-life examples.

4. Read the following jumbled Text D below, and match the boxes in the left to the boxes in the right side to decide which one is orientation, complication and resolution.

Text D

Thesis

A

1

From the facts above, it is the duty of the Urban Service Department to collect all the garbage efficiently and regularly.

Argument 1

B

2

The Urban Service Department cannot give shortage of trucks or workmen as an excuse. There are now more than twenty new trucks and there is no shortage of workmen. Ten percent of the working population is unemployed. Why is the service so inefficient? The answer is that there is no proper supervision of the workmen.

Argument 2

C

3

There have been many complaints recently about the Colony's garbage collection service. The Urban Service Department has agreed that the service needs improvement. But nothing has been done!

Argument 3

D

4

In some streets the garbage is collected only once a month because the workmen are not supervised. In other streets, collection is more frequent but half of the garbage is left in the road. The workmen are too lazy to pick it up and put it in the trucks.

Reiteration

E

5

In some parts of the colony, house-holders are dumping their garbage on the waste land. This is dangerous and an unhealthy to do. These 'dumps' may catch fire and they will certainly attract rats and flies.

5. Read the following jumbled Text E below, and match the boxes in the left to the boxes in the right side to decide which one is orientation, complication and resolution.

Text E

Thesis

A

1

Then, she explained me why she was late in the classroom. After listening her reasons, the students laugh her a while because her story is funny. Finally, I stopped talking until the students were ready and got my attention and it took around ten minutes.

Argument 2

B

2

From the reasons above, we can conclude that coming late to the classroom can disturb every student in the classroom.

Reiteration

C

3

Yesterday, a student came into an English class after he started explaining some important points of the lesson. While she came in, she hit the door against the wall.

Argument 2

D

4

Then, we all turned around to watch her as she squeezed past other students to get to her desk. When she sat down, she scrapped her chair against the floor, and the other students could not hear my voice a while because their attention toward the student who came late.

Session II

Read the following text and answer the questions by choosing and giving the cross mark to the best answer according to you. (This text for questions number 6-12)

Text A

Movies are always fascinating, especially for people who love movies. Have you ever wondered what makes movies so touching and really impressive? Is it the movie stars? The directors? The soundtrack? The pictures? Or is it the story that we can really relate to? There are several reasons why we like movies so much.

First, we can always see that movies are not so fictitious after all. Movies are created because people experienced something that motivated them to express it in the form of moving pictures. That's what makes movies so real.

Second, movies can always make us laugh or cry. Hey,... it's like the life we're living! We experience the ups and downs, and simply going through all that enriching already. Whenever we're confronted with extreme circumstances in our life, good or bad, just keep in mind that it's just a period in life that we have to go through.

Therefore, it can be clearly seen that movies are touching and impressive because we can observe the reflection of our lives from movies.

Adapted for C' n S

Vol. 4 no. 27 October-November 2001

6. The following are the arguments of why the movies are interesting, **except...**

- A. movie can always make us laugh.
- B. movie can always make us cry.
- C. movies are created because people experienced something.
- D. we can observe the reflection of our lives from movies.
- E. movie can disturb our study.

7. What is the topic of the text?

- A. Why movies are interesting
- B. Movies are not so fictitious
- C. Movies are created because people experienced something
- D. Movies express the experiences in the form of moving pictures.
- E. Movies can always make us laugh or cry.

8. The second paragraph of the text tells us about, **except** ...
- A. movies are always fascinating
 - B. movies are so fictitious
 - C. movies are created because people experienced something
 - D. movies are so real
 - E. movies express the people' experiences in the form of moving pictures.
9. The main idea of paragraph three is ...
- A. movies can always make us laugh or cry.
 - B. movie is like the life we're living.
 - C. movie cannot make us happy.
 - D. movie is always fictitious.
 - E. we experience the ups and downs.
10. Which one of the writer's purposes of the text above is true?
- A. To tell the writer's past experience about watching movie.
 - B. To describe the life of the writer.
 - C. To entertain the readers with a story
 - D. To explain the meaning of movie.
 - E. To put forward point of view or argument about why movies are interesting.
11. "First, we can always see that movies are not so **fictitious** after all". The antonym of fictitious is
- A. real
 - B. not real
 - C. imagined
 - D. invented
 - E. true
12. Music track or band at the side of a cinema film which has the recording is called....
- A. sound effect
 - B. sound film
 - C. sound track
 - D. sound recording
 - E. sound proof

Read the following text and answer the questions by choosing and giving the cross mark to the best answer according to you. (This text for questions number 13-17)

Text B

I personally think that English is the world's most important language. Why I say that?

Firstly, English is an international language. It is spoken by many people all over the world, either as a first or second language.

Secondly, English is also the key which opens doors to scientific and technical knowledge, which is needed for the economic and political development of many countries in the world.

Thirdly, English is a top requirement of those seeking jobs. Applicants who master either active or passive English are more favourable than those who don't.

From the fact above, it is obvious that everybody needs to learn English to greet the global era.

(Adapted from Look a Head grade XI)

13. What does the text tell you about?

- A. Many jobs require people who have English ability
- B. Everybody needs to learn English
- C. English is the key which opens doors to scientific and technical knowledge
- D. English is the world's most important language
- E. The important of English

14. What is the purpose of the writer in this text?

- A. To entertain the readers
- B. To report that English is important
- C. To persuade the readers by presenting some arguments
- D. To describe the readers
- E. To tell the readers

15. What is the conclusion of the text about?

- A. English is important for students
- B. English opens the door
- C. English is a top requirement of people seek jobs

- D. Everybody needs to learn English
- E. English is an international language

16. Thirdly, English is a top requirement of those seeking jobs. (third paragraph)

What does the underlined word mean?

- A. Getting
- B. Finding
- C. Requiring
- D. Mastering
- E. Searching

17. The followings are true according to the text, except.....

- A. English is one the world important language
- B. English is needed by many people
- C. English is taught from the junior high school
- D. English is an international language
- E. English is the key for other knowledge

Read the following text and answer the questions by choosing and giving the cross mark to the best answer according to you. (This text for questions number 18-21)

Text C

The desire to read can be enlivened and increased through reading anecdotes for many reasons.

Firstly, anecdotes show something interesting. They dramatize events, usually with scenes, setting, character description, and dialogue. Many of the best anecdotes, however, come from real-life examples.

Secondly, because it is interesting and funny, the readers will have to finish reading them even though they find many difficult words. The thing that makes anecdotes funny is that there is usually an unusual incident or turn of events as the story goes.

Another reason is that the simple and exact plot makes the anecdotes easy to follow. It touches readers' funny bone before they swallow each word to find the ideas. It does not make our brain work very hard.

Thus, from the reasons above, we can conclude that anecdotes can be one of the choices to increase reading desire.

Taken from understandingtext.blogspot.com

18. The topic of the text is
- A. Reading anecdotes will be a desire
 - B. Anecdotes are funny and interesting
 - C. Why anecdotes can be used to increase reading desire
 - D. Anecdotes are easy to follow
 - E. Anecdotes tell some unusual and funny events
19. Anecdotes can increase the reading desire because, **except**....
- A. They are funny, interesting and a real-life example
 - B. They make our brain work very hard
 - C. They are easy to follow, funny and unusual
 - D. They dramatize events and easy to follow
 - E. They are funny, interesting and easy to follow
20. What will happen if the readers find many difficult words in reading anecdotes?
- A. They will not stop reading
 - B. They will stop to read
 - C. They will use the dictionary
 - D. They will think for a while
 - E. They will be interested
21. Which of the following statements is true according to the text?
- A. Some usual events come from real-life example make anecdotes funny
 - B. Anecdotes are complicated to follow
 - C. Our brain will work hard when we read anecdotes
 - D. The readers will finish reading anecdotes although they find many difficult words
 - E. Anecdotes are not easy to follow

Read the following text and answer the questions by choosing and giving the cross mark to the best answer according to you. (This text for questions number 22-27)

Text D

There have been many complaints recently about the Colony's garbage collection service. The Urban Service Department has agreed that the service needs improvement. But nothing has been done!

The Urban Service Department cannot give shortage of trucks or workmen as an excuse. There are now more than twenty new trucks and there is no shortage of workmen. Ten percent of the working population is unemployed. Why is the service so inefficient? The answer is that there is no proper supervision of the workmen.

In some streets the garbage is collected only once a month because the workmen are not supervised. In other streets, collection is more frequent but half of the garbage is left in the road. The workmen are too lazy to pick it up and put it in the trucks.

In some parts of the colony, house-holders are dumping their garbage on the waste land. This is dangerous and unhealthy to do. These 'dumps' may catch fire and they will certainly attract rats and flies.

From the facts above, it is the duty of the Urban Service Department to collect all the garbage efficiently and regularly.

22. What has caused people's complaint?

- A. The improvement in the service.
- B. The ineffective garbage collection service.
- C. The agreement between the Urban Service Department and the service.
- D. The refusal of the Urban Department to improve the service.
- E. The dumping of garbage in the waste land.

23. Why is the garbage on waste land unhealthy?

- A. It will soon catch fire.
- B. It is a dangerous practice .
- C. It makes a lot of noise.
- D. Some householders may fall over this garbage.
- E. It will cause the complaint from the urban service department.

24. The word 'their' in the fourth paragraph refers to....

- | | | |
|---------------|---------------|-----------------|
| A. dumping | C. garbage | E. householders |
| B. the colony | D. waste land | |

25. The Urban Service Department cannot give shortage of trucks or workmen as an excuse.

(paragraph 2, line 1)The word shortage has the same meaning with....

- | | | |
|-----------------------|--------------------|----------------------|
| A. the small truck | C. a lot of trucks | E. because of trucks |
| B. the lack of trucks | D. the huge trucks | |

26. Which of the following would be the best title?
- A. A lot of rubbish
 - B. A lot of workmen and truck
 - C. The Urban Service Department
 - D. The garbage in the streets
 - E. The lazy workmen
27. Why is half of the garbage left on the street?
- A. The workmen are too lazy to pick it up.
 - B. Collections are only made once a month.
 - C. Some householders dump the rubbish there.
 - D. There is no more room for it in the garbage trucks.
 - E. The workmen are waiting for the trucks before picking it up

Read the following text and answer the questions by choosing and giving the cross mark to the best answer according to you. (This text for questions number 28-32)

Text E

Yesterday, a student came into an English class after he started explaining some important points of the lesson. While she came in, she hit the door against the wall.

Then, we all turned around to watch her as she squeezed past other students to get to her desk. When she sat down, she scrapped her chair against the floor, and the other students could not hear my voice a while because their attention toward the student who came late.

Then, she explained me why she was late in the classroom. After listening her reasons, the students laugh her a while because her story is funny. Finally, I stopped talking until the students were ready and got my attention and it took around ten minutes.

From the reasons above, we can conclude that coming late to the classroom can disturb every student in the classroom.

28. What is the topic of the text?
- A. The effects of coming late
 - B. Students who come late
 - C. Coming late is acceptable
 - D. Why student come late
 - E. Student came late because she got accident

29. “ Then, we all turned around to watch her as she squeezed past other students to get to her desk.” (paragraph 2)

What does the underlined word mean?

- A. Moved
- B. Run
- C. Disturbed
- D. Made a noise
- E. Permitted

30. What kind of the text is it?

- A. Recount text
- B. Narrative text
- C. Analytical text
- D. Hortatory text
- E. Procedure text

31. What is the main idea of the second paragraph?

- A. The reason of why she came late
- B. The students activity in the classroom
- C. Why the student who came late disturbed the others students’ study
- D. The students felt disturbing because the class is noisy
- E. The student’s explanations

32. What is the writer conclusion about the text above?

- A. The writer concluded that the student might come late but she should not disturb the other students.
- B. The writer concluded that coming late can disturb the learning process of the other students.
- C. The teacher must punish the student who came late.
- D. The student is not allowed to study in the classroom when she comes late.
- E. The teacher must make the regulation about the students who come late.

X. Key Answer of Assessment:

Session I

- | | | | | | |
|----------|-------|-------|----------|-------|-------|
| 1. A – 2 | C – 3 | | 2. A – 5 | C – 1 | E – 2 |
| B – 4 | D – 1 | | B – 4 | D – 3 | |
| 3. A – 4 | C – 3 | E – 1 | 4. A – 3 | C – 4 | E – 1 |
| B – 5 | D – 2 | | B – 2 | D – 5 | |
| 5. A – 3 | C – 1 | | | | |
| B – 4 | D – 2 | | | | |

Session II

- | | | | | | |
|------|-------|------|------|------|------|
| 6. E | 11. A | 16.E | 21.D | 26.A | 31.C |
| 7. A | 12. C | 17.C | 22.B | 27.A | 32.B |
| 8. B | 13. E | 18.C | 23.A | 28.A | |
| 9. B | 14. C | 19.B | 24.E | 29.A | |
| 10.E | 15. D | 20.A | 25.B | 30.C | |

XI. Scoring guide:

Score = every correct answer gets 10 point.

Total Score (32) x 10 = 320 points

Kalasan, October 14, 2011.

Acknowledge by:

Teacher

Researcher

.....

Bagus Novianto

NIM. 06202244061

LESSON PLAN

SMA N 1 KALASAN

Subject	: English
Education Level	: Senior High School
Grade/Semester	: XI IPA3/ 1
Material / Meeting	: Analytical Text / 5
Language Skill	: Reading
Duration	: 3 x 40 minutes

I. COMPETENCE STANDARD

Understanding the meaning of the short functional texts and the simple essays in the form of report, narrative and analytical exposition in the daily life context and using them to access the knowledge.

II. BASIC COMPETENCE

Responding the meaning and rhetorical steps in the simple essays in the form of report, narrative and analytical exposition by using the written language features accurately, fluently and acceptably in the daily life context and using them to access the knowledge.

III. INDICATORS

- Identifying and mentioning rhetoric steps of analytical exposition text.
- Identifying the topic, title and main idea from the text.
- Finding the specific information from the text.
- Guessing the meaning of the words from the text.

IV. GOAL

Students are able to find some information from analytical exposition text accurately, fluently and acceptably.

V. MATERIALS

Activity 1

Read Text A below carefully, discuss it with your expert group mates and explain to your jigsaw group mates what the text tells about!

Text A

Fast food nowadays is considered a normal eating venture. People are not just eating out on special occasions or weekends anymore. It means that all the time they mostly eat fast foods. However is fast food good for health?

Fast food has its popularity in the 1940's. Within a few years, fast-food operations popped up everywhere. With the compelling rise in fast-food restaurants since the 1940's, oddly it started the rise in obesity and cancer during that same time period.

Fast food is highly processed with a wide array of additives. To ensure fast food's low cost, the fast food products are made with highly-processed ingredients to give it shelf-life, to hold consistency, and to enhance flavour. Fast food is altered from its original healthy form.

It is not the calories in fast food which damage health and waistline. It is the chemical additives such as aspartame and MSG (monosodium glutamate). Studies show that the chemical additives lead to weight and disease issues.

So, there is absolutely nothing nutritional about fast food. Fast food simply feeds hunger and craving.

(Adapted from: www.criticalbench.com/unhealthy_fast_food.htm)

Find the meaning of the words below to help you understand the text!

Fast food	:	compelling	:
Venture	:	oddly	:
Occasions	:	array	:
All the time	:	additives	:
Popped up	:	shelf-life	:

Choose the best answer by giving the cross mark in the letter T if the statement is true and the letter F is the statement is false.

- | | | |
|--|---|---|
| 1. Fast food is only for the busy people. | T | F |
| 2. Fast food is a normal food. | T | F |
| 3. Fast food could be found only at the restaurants. | T | F |
| 4. Fast food can make our body become fat | T | F |

Activity II

Read the text B below carefully, discuss it with your expert group mates and explain to your jigsaw group mates what the text tells about!

Text B

Conventionally, students need book, pen, eraser, drawing book, ruler and such other stuff. Additionally, in this multimedia era, students need more to reach their progressive development. Students need mobile keyboards to record every presented subject easily. Of course it will need more cost but it will deserve for its function.

First, modern schools tend to apply fast transferring knowledge because the school needs to catch the target of curriculum. Every subject will tend to be given in demonstrative method. Consequently students need extra media cover the subject. Since there is a laptop on every students' desk, this method will help student to get better understanding.

Secondly, finding an appropriate laptop is not difficult as it was. Recently there is an online shop which provides comprehensive information. The best is that the shop has service of online shopping. The students just need to brows that online shop, decide which computer or laptop they need, then complete the transaction. After that the laptop will be delivered to the students' houses. That is really easy and save time and money.

From all of that, having mobile computer is absolutely useful for students who want to catch the best result for their study. Buying laptop online is advisable because it will cut the price. This online way is recommended since online shop also provide several laptop types. Students just need to decide which type they really need.

Find the meaning of the words below to help you understand the text!

Mobile keyboards	:	comprehensive	:
Cost	:	online shopping	:
Deserve	:	brow	:
Catch	:	decide	:
Provides	:	deliver	:

Choose the best answer by giving the cross mark in the letter T if the statement is true and the letter F is the statement is false.

- | | | |
|---|---|---|
| 1. The students must have a laptop in the school. | T | F |
| 2. Mobile keyboard can record every presented subject easily. | T | F |
| 3. Online shop is one of the shops which provide a laptop for the students. | T | F |
| 4. Buying a laptop from the online shop is really easy and save time and money. | T | F |
| 5. The text tells us about the obligation for the students to have a laptop. | T | F |

Activity III

Read the text C below carefully and explain to your group mates what the text tells about!

Text C

Rainforests are one of the most complicated environments on Earth. They are recognized worldwide as containing the richest source of plants and animals and are believed to contain nearly three-quarters of all the varieties of life on Earth. This is remarkable because rainforests cover only about six percent of the Earth's land surface.

Rainforests are the oldest major ecosystem, having survived climate changes for more than one million years. They provide habitats for more species of plants, animals, insects and birds than any other environment found on our planet. Scientists estimate that between 60 and 90 percent of all species of life are to be found in rainforests. Unfortunately, the widespread destruction of many of the world's rainforests has caused a significant decline in the number of plant and animal species on Earth.

Rainforests influence both our local and global climates. For example, between 50 and 80 percent of the moisture in the air above rainforests comes from the rainforest's trees. If large areas of these lush rainforests are cleared, the average rainfall in the area will drop. Eventually, the area's climate will get hotter and drier. This process could convert rainforests into a sparse grassland or desert.

.....(To be continued to Text D)

Find the meaning of the words below to help you understand the text!

Rainforest	:	climate changes	:
Environments	:	estimate	:
Worldwide	:	widespread	:
Ecosystem	:	destruction	:
Survived	:	decline	:

Choose the best answer by giving the cross mark in the letter T if the statement is true and the letter F if the statement is false.

- | | | |
|---|---|---|
| 1. Rainforest has many plants and animals. | T | F |
| 2. Rainforests are the newest major ecosystem. | T | F |
| 3. All wild animals live in the rainforests. | T | F |
| 4. If rainforests are destroyed, the area's climate will be hotter and drier. | T | F |

5. Rainforests cover about sixteen percent of the Earth's land surface. T F

Activity IV

Read the text D below carefully and explain to your group mates what the text tells about!

Text D

.....(Continued from Text C)

Rainforests are also able to absorb over 90 per cent of the rainfall in their leaves and mosses. By doing this, they are able to slow down water run-off by gradually releasing the water over time into streams and rivers. This helps to control soil erosion and flooding.

Rainforests are vital to the Earth in helping to recycle carbon and oxygen. Carbon dioxide (CO₂) is the gas put into the air globally by humans, mainly by the burning of fossil fuels (for example in cars and factories). Rainforests are able to remove carbon dioxide from the air and return oxygen in its place. This is why our global rainforests are often called the Earth's 'lungs'.

Rainforests are major producers of the Earth's oxygen. In fact, scientists believe that nearly 50 per cent of the Earth's oxygen is produced by rainforest in the Amazon region alone. Nearly 40 per cent of the world's carbon is contained in the trees of the rainforests. As rainforests are cut down and burned, carbon dioxide is released into the Earth's atmosphere. Eventually, as this gas builds up the atmosphere, leading to what scientists call the enhanced greenhouse effect.

To sum up, the role of the rainforest is essential for human life. It creates equilibrium in our environment and its resources are significant for human beings survival.

(Taken from Developing English Competencies: for senior high school grade XI)

Find the meaning of the words below to help you understand the text!

Absorb	:	streams	:
Rainfall	:	soil erosion	:
Mosses	:	flooding	:
Slow down	:	recycle	:
Releasing	:	cut down	:

Choose the best answer by giving the cross mark in the letter T if the statement is true and the letter F if the statement is false.

- | | | |
|---|---|---|
| 1. Rainforest helps to control soil erosion and flooding. | T | F |
| 2. Rainforests are major producers of the Earth's carbon dioxide. | T | F |
| 3. Rainforests are able to remove carbon dioxide from the air and produce oxygen. | T | F |
| 4. Scientists believed that nearly 50 per cent of the Earth's oxygen is produced by rainforest. | T | F |

Activity V

Read the text E below carefully and explain to your group mates what the text tells about!

Text E

In this modern era, there are still some parents who are reluctant about sending their daughters to college. The narrow attitude shown to women's education is largely due to the traditional role of women in society. A woman is expected to be a wife and a mother. Most parents believe that if their daughter gets married and chooses to be a housewife, then the higher education will be waste. However, an educated woman is not only a better wife but also contributes something to the society.

Nowadays, more and more women are successfully combining their career and marriage. Educated women are richer both emotionally and financially. They are able to find an outlet for their monotonous drudgery of their housekeeping. They bring more satisfaction and contentment to their lives.

Depriving girls of higher education is crash discrimination. Times have changed; modern society needs the talents of its people regardless of gender. Today, women work alongside men. In fact, in the last few decades, women have made outstanding contributions to society.

Women should be given the freedom to be educated whether or not they get married or go to work after finishing their education, because it is only through education that a woman will find herself useful and discover that she wants in life. A woman who works is not an

insult to her husband. Conversely, her husband should feel proud of her achievements since marriage is actually an equal partnership.

Therefore, parents should not think that girls should receive less education just because they will get married one day.

Find the meaning of the words below to help you understand the text!

Reluctant	:	drudgery	:
Sending	:	housekeeping	:
Expected	:	contentment	:
A housewife	:	depriving	:
Waste	:	crash discrimination	:
Talents	:	regardless of gender	:
Alongside	:	insult	:

Choose the best answer by giving the cross mark in the letter T if the statement is true and the letter F if the statement is false.

- | | | |
|--|---|---|
| 5. The women must be a housewife. | T | F |
| 6. It is better that a woman work than her husband work. | T | F |
| 7. Educated women are richer both emotionally and financially. | T | F |
| 8. Women should be given the freedom to be educated whether or not they get married or go to work after finishing their education. | T | F |

VI. METHOD

Text-based language teaching

VII. TEACHING AND LEARNING PROCESS

No	Steps	Duration
1	Introduction - Greeting and asking the students' condition. - Asking the students who are absent in the class.	2 minutes 3 minutes
2	Main Activities Building knowledge of the field (BKOF) Asking the students about the materials which be taught in the	

	previous meeting. • Asking the students how to find the topic, main idea, and specific information from the texts • Presenting the review about the materials will be learned by the students through picture/slide show related to the analytical text Modelling of the Text (MOT) • Teacher gives an example of the analytical text. • Teacher gives some questions related to how to find topic, the main idea and specific information from the text. Joint Construction of the Text (JCOT) • Dividing the students into 5 jigsaw groups. • Giving five texts to every jigsaw group and every student from each jigsaw group gets different texts. Those texts are Texts A (Androles and the Lion Part 1), Text B (Androles and the Lion Part 2), Text C (The Four Friends Part 1), Text D (The Four Friends Part 2), and Text E (Higher Education for Women). • Asking every student to learn his / her own text, and making sure that the students have direct access only their text. • Giving the students time to read, identify, analyze, understand their text at least twice and become familiar with the text. • Then, asking the students who have read the same texts to gather in the expert group to discuss the main point of the text. Independent Construction of the Text (ICOT) • Bring the student back into their jigsaw group and ask each student to present and to explain her or his text to the jigsaw group. Encourage others in the groups to ask questions for clarification. • Giving all students quiz related to all texts studied by the students in the jigsaw groups.	10 minutes 20 minutes 35 minutes 40 minutes
3.	Closing	

	• Helping the students concluding the materials • Closing the meeting by concluding the materials.	10 minutes
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VIII. MEDIA, EQUIPMENT AND SOURCE OF MATERIALS

Media : Material papers / books

Equipment : White board, tables, chairs, laptop, Projector, and board marker

Source : Curriculum (KTSP), some additional materials from the internet, and material book "Look Ahead" for grade XI published by Erlangga.

IX. ASSESSMENT

Session I

Based on the text A above, choose T if the statement is true and F if it is false according to the text by crossing the letter in the left!

1. T - F Fast food nowadays become a daily eating activity.
2. T - F Fast food rose in 1940's and it also started rising in obesity and cancer during that same time period.
3. T - F Fast food contained with a wide array of additives.
4. T - F Fast food is given addictive to hold consistency of the food.
5. T - F The chemical additives such as aspartame and MSG can cause the dead.
6. T - F Studies show that the chemical additives also lead to obesity.
7. T - F Writer conclude that there are no nutrition in the fast food.

Based on the text B above, choose T if the statement is true and F if it is false according to the text by crossing the letter in the left!

8. T – F Students need book, pen, eraser, drawing book, ruler and such other stuff in their school.
9. T – F Students need mobile keyboards because it can record every presented subject easily.
10. T – F Finding an appropriate laptop is not difficult because recently there is an offline shop which provides comprehensive information.
11. T – F In online shop, the students just need to brows the online shop to choose which laptop they need.

12. T – F In online shop, the laptop will be delivered to the students' houses and they can pay it at home.

13. T – F Buying laptop in online shop is really easy and save time and money.

Based on the text C above, choose T if the statement is true and F if it is false according to the text by crossing the letter in the left!

14. T – F Rainforest contains the richest source of plants and animals on Earth.

15. T – F Nearly three-quarters of all the varieties of life are on Earth.

16. T – F The widespread destruction of many of the world's rainforests has caused a significant decline in the number of plant and animal species on Earth.

17. T – F Rainforests are the oldest major ecosystems.

18. T – F Archaeologists estimate that between 60 and 90 percent of all species of life are to be found in rainforests.

19. T – F If large areas of these lush rainforests are cleared, the area's climate will get hotter and drier.

Based on the text D above, choose T if the statement is true and F if it is false according to the text by crossing the letter in the left!

20. T – F Rainforests can change carbon into oxygen.

21. T – F Rainforest can slow down water run-off by gradually releasing the water over time into streams and rivers so that it can prevent flooding.

22. T – F Rainforests are often called the Earth's 'lungs' because most of human life are on there.

23. T – F Rainforests are major producers of the Earth's oxygen and carbon dioxide.

24. T – F Rainforests can prevent the greenhouse effect because they can recycle carbon dioxide into oxygen.

Based on the text E above, choose T if the statement is true and F if it is false according to the text by crossing the letter in the left!

25. T – F There are still some parents who are reluctant about sending their daughters to college because they want their daughter become a housewife.

26. T – F The women must be a housewife.

27. T – F It is better that a woman work than her husband work.

28. T – F The women can work harder than the men.

29. T – F Parents should not think that girls should receive less education just because they will get married one day.

Session II

Based on Text A, chose the best answer according to you by crossing the letter A, B, C, D or E !

30. What is the best title of the text?
- A. The definition of fast food
 - B. The unhealthy fast food**
 - C. The history of fast food
 - D. Many people like fast food
 - E. The ingredients of fast food
31. The followings are true, except...
- A. the fast food products are made with highly-processed ingredients to give it shelf-life.
 - B. fast food is highly processed with a wide array of additives.
 - C. people mostly never eat fast foods all the time.**
 - D. there are chemical additives in the fast food.
 - E. fast food is the cause of obesity.
32. What is the main idea of the third paragraph?
- A. Fast food is unhealthy
 - B. Fast food contains an additive**
 - C. People who eat fast food is not healthy
 - D. Fast food only for hunger and craving
 - E. Fast food cause obesity and cancer
33. What is the genre of the text?
- A. Analytical exposition**
 - B. Descriptive
 - C. Procedure
 - D. Narrative
 - E. Report
34. According to the text, the writer concludes that ...
- A. The fast food is delicious.
 - B. The fast food needs to be consumed.
 - C. There is a little nutrient in the fast food.
 - D. The fast food is dangerous and we will die if we consume it.
 - E. Fast food is unhealthy for us.**

Based on Text B, chose the best answer according to you by crossing the letter A, B, C, D or E !

35. What is the topic of the passage?

- A. Laptop as students' friend
- B. Laptop is cheap.
- C. All students need laptop.
- D. Students need laptop than the other stuffs.
- E. All students have laptop in modern school.

36. The main idea of the last paragraph is ...

- A. Laptop is very expensive for the students.
- B. Having mobile computer is absolutely useful for students.
- C. Online shop is recommended for the students who want to buy laptop.
- D. Online shop also provides several laptop types.
- E. The students must buy laptop.

37. Recently there is an online shop which provides comprehensive information. (paragraph 3, second sentence). The underlined word is closest in meaning to

- | | | |
|------------|------------|-------------|
| A. useful | C. certain | E. complete |
| B. useless | D. real | |

38. All of the followings are true except

- A. The students need laptop to record every presented subject easily.
- B. The students need book, pen, eraser, drawing book, ruler and such other stuff.
- C. Finding an appropriate laptop is difficult.
- D. Having mobile computer is absolutely useful for students.
- E. The students just need to brows that online shop to find laptop they like.

Based on Text C and D, chose the best answer according to you by crossing the letter A, B, C, D or E !

39. What is the topic of the passage?

- A. Rainforest can prevent soil erosion and flooding.
- B. The kinds of animals in the rainforest
- C. The importance of rainforest
- D. The use of rainforest
- E. The history of rainforest

40. Which of the followings is not stated in the text?

- A. Rainforest are the oldest major ecosystem.
- B. Rainforest contains the richest source of plants and animals.
- C. If large areas of these lush rainforests are cleared, the area's climate will get hotter and drier.
- D. Rainforests can change carbon dioxide from the air become oxygen.
- E. Sociologist believes that nearly 50 per cent of the Earth's oxygen is produced by rainforest.

41. The main idea of the third paragraph is ...

- A. Between 50 and 80 per cent of the moisture in the air above rainforests comes from the rainforest's trees.
- B. The destruction of the forest could convert rainforests into a sparse grassland or desert.
- C. Rainforests are major producers of the Earth's oxygen.
- D. Rainforests influence both our local and global climates.
- E. If large areas of these lush rainforests are cleared, the average rainfall in the area will drop.

42. Scientists estimate that between 60 and 90 per cent of all species of life are to be found in rain forests.(Paragraph 3). The underlined word is closest in meaning to

- A. say
- B. introduce
- C. guess
- D. definite
- E. decide

43. All of the followings are true except

- A. Rainforests can change oxygen become carbon dioxide.
- B. Rainforests are major producers of the Earth's oxygen
- C. Rainforests could recycle carbon and oxygen.
- D. Rainforests are important for human life.
- E. Rainforests are often called the Earth's 'lungs'.

44. Why are global rainforests often called the Earth's 'lungs'?

- A. It is because rainforests are major producers of the Earth's oxygen.
- B. It is because rainforests are able to remove carbon dioxide from the air and return oxygen.

- C. It is because rainforests influence both our local and global climates.
- D. It is because rainforests are also able to absorb over 90 per cent of the rainfall in their leaves and mosses.
- E. It is because between 60 and 90 per cent of all species of life are to be found in rain forests.

45. Eventually, the area's climate will get hotter and drier. This process could convert rainforests into a sparse grassland or desert. The underlined word is closest in meaning to

....

- A. observe
- B. **change**
- C. destroy
- D. repair
- E. result

Based on Text E, chose the best answer according to you by crossing the letter A, B, C, D or E !

46. What makes parents reluctant to send their daughters to college

- A. they think education will be a waste.
- B. more women are successful in their career.
- C. it is a waste for women to go to college.
- D. **traditional roles of women in society do not need high education.**
- E. they have to contribute something to the society.

47. What is the main purpose of the text

- A. **to put forward a point of view or argument about higher education for women.**
- B. to tell the parents in this modern era about how to educate their daughters.
- C. to persuade readers what should and should not do about education.
- D. to explain to readers about how to give education for their daughters.
- E. to describe the fact about how some parents educate their daughters.

48. Modern society needs

- A. hard-working women
- B. married women
- C. **educated women**
- D. good housewives and mothers
- E. talented people regardless gender

49. "In fact, in the last few decades, women have made *outstanding* contributions to society." (Paragraph 3). The synonym of the italic word is

- A. main
- B. major
- C. ordinary
- D. **well known**
- E. remarkable

50. What is the topic of the text?
- A. The hard-working women.
 - B. The women need free.
 - C. The women must get married.
 - D. The higher education for women.**
 - E. The difference of women and men.

X. Key Answer of Assessment:

Session I

1. T	6. T	11.T	16.T	21.T	26.T
2. T	7. F	12.F	17.T	22.F	27.F
3. T	8. T	13.T	18.F	23.F	28.F
4. T	9. T	14.T	19.T	24.T	29.T
5. F	10.F	15.T	20.T	25.T	

Session II

30.B	35.A	40.E	45.B	50.D
31.C	36.B	41.D	46.D	
32.B	37.E	42.C	47.A	
33.A	38.C	43.A	48.C	
34.E	39.C	44.B	49.D	

XI. Scoring guide:

Score = every correct answer gets 10 point.

Total Score (50) x 10 = 500 points

Kalasan, October 21, 2011.

Acknowledge by:

Teacher

Researcher

.....

Bagus Novianto

NIM. 06202244061

LESSON PLAN

SMA N 1 KALASAN

Subject	: English
Education Level	: Senior High School
Grade/Semester	: XI IPA3/ 1
Material / Meeting	: Analytical Text / 6
Language Skill	: Reading
Duration	: 3 x 40 minutes

I. COMPETENCE STANDARD

Understanding the meaning of the short functional texts and the simple essays in the form of report, narrative and analytical exposition in the daily life context and using them to access the knowledge.

II. BASIC COMPETENCE

Responding the meaning and rhetorical steps in the simple essays in the form of report, narrative and analytical exposition by using the written language features accurately, fluently and acceptably in the daily life context and using them to access the knowledge.

III. INDICATORS

- Identifying the topic, title and main idea from analytical text.
- Finding the specific information from analytical text.
- Guessing the meaning of the words from analytical text.

IV. GOAL

Students are able to find some information from analytical exposition text accurately, fluently and acceptably.

V. MATERIALS

Activity 1

Text A

One of the problems with the Internet and the World Wide Web has been enormous quantity of information available. However, tools called search engines make the range of choice more manageable.

People use search engines by typing in key words about their chosen subject; a list of sites that might help them then appears on screen. Among the best-known search engines are Altavista, Ask Jeeves, Google and Lycos.

No one owns the Internet, and anyone can put up a website. Weblogs, known as blogs, are an increasingly popular way for people to share their thoughts, daily diary or travel experiences with others.

Some sites are moderated or controlled, but most are not. This means that in addition to the wealth of valuable information that can be found on the net, there are also many sites that are misleading, out of date, incorrect, or even harmful and criminal.

Adapted from www.sttudentencyclopedia.com

Find the meaning of the words below to help you understand the text!

Enormous	:	website	:
Quantity	:	weblogs	:
Available	:	diary	:
Search engines	:	valuable	:
Manageable	:	misleading	:

Read carefully, find the topic of the text and tell to your group mates what the text tell about!

Activity 2

Text B

A lot of people, especially teenagers, who do not smoke, always want to try smoking. They know it is bad for them and all, but it is just something they want to try. So they ask one of their smoker friends for a cigarette. Admittedly, they firstly cannot light it on their own so they ask his friend to do it. Then they inhale that cigarette and smoke occasionally.

Apparently that makes them the born smokers. Now they do smoke fairly regularly. They cannot avoid smoking and they enjoy too. They have smoker friends. Every day they bring a pack in their pocket. For them, a pack of cigarette is as important as a wallet for their money.

Suddenly, for certain reason, they realize the fact that tobacco is the cause of a long list of nasty diseases. It is not only heart disease, stroke, and chronic lung disease but also bladder, lung, and pancreatic cancer. Even it was reported that around 400,000 Americans died each year. It was one every 80 seconds from tobacco-related illnesses.

Then they decide that it is stupid to harm selves. They want to quit smoking. Unfortunately, they find that quitting smoking is so difficult. “Why can’t I stop smoking? I really want to stop it”. It is hard to quit because nicotine is powerfully addictive. Cigarette is one of the most efficient drug-delivery devices ever devised. As result, when people try to quit smoking, they often experience classic nicotine withdrawal symptoms such as anxiety, irritability, headache, depression, and restlessness.

From the fact above, it can be concluded that smoking can harm our body and it is difficult to stop smoking because nicotine is powerfully addictive. So don’t try smoking.

www.englishtexttype.com

Find the meaning of the words below to help you understand the text!

Teenagers	:	regularly	:
Admittedly	:	tobacco	:
Inhale	:	nasty	:
Occasionally	:	chronic	:
Born	:	symptoms	:

Read carefully, find the topic of the text and tell to your group mates what the text tell about!

Activity 3

Text C

Do you agree that music is important in our life? Yes I do, music has certain role completing our day to day activities. Here are some reasons why music is heard everywhere and anywhere.

Music is a way to express feelings. When we fall in love, the kind of music we'd listen to would be all about love. When we're sad, we would go for music that is melancholic in nature and immerse ourselves in the sadness. When we're happy, we'd choose songs with happy tunes too.

Song can help to memorize the last experiences. A favourite song is a powerful documentary. People with Alzheimer which are impaired the brain would remember details about songs they were familiar with. For example, an elderly woman who couldn't even remember her husband's name would remember the details of her favourite song; when it was played, how it made her feel and things about the song that made it especially memorable for her.

Further, music can unite people for a cause and changes the world. A song with good lyric and striking deep chord can stimulate the universal feeling of all people. We can see it in the case of the famous and legendary Michael Jackson's Heal the World. It can arouse humanism of a lot people in this world.

So what would the world be like without music? It would be lonely.

Find the meaning of the words below to help you understand the text!

Role	:	striking	:
Melancholic	:	deep	:
Immerse	:	chord	:
Impaired	:	stimulate	:
Memorable	:		

Read carefully, find the topic of the text and tell to your group mates what the text tell about!

Activity 4

Text D

Students' cheating is one of the biggest problems faced by teachers nowadays. Despite the fact that teachers advise their students not to do dishonest acts during test, some students still do cheating. There are many kinds of cheating that students do during the test or examination, such as looking other students' work, put some notes under their clothes, write

notes or formulas on their desks, and make hand signals or go to rest rooms to get the answers from their friends.

Students who do cheating are committing a crime. It is a sort of taking something illegally. This crime causes negative results to the students. Students who always cheat deteriorate their mental capacity. Cheating acts also create dependence. They weaken their self confidence. Instead of preparing for the coming test, they are busy to organize notes on a piece of paper. If this awful habit continues, the students will lose their opportunity to develop their intellectual and mind.

Therefore, cheating is a very serious problem because there are so many bad effects got by the students when they always depend on cheating in the test or examination. Harsh punishment must be applied to the students who commit this crime.

Find the meaning of the words below to help you understand the text!

Cheating	:	awful	:
Dishonest	:	dependence	:
Committing	:	deteriorate	:

Read carefully, find the topic of the text and tell to your group mates what the text tell about!

Activity 5

Text E

Marriage is the first step of building a family. It must be based on mutual true love between the bride and the bridegroom, not on how rich they are, how glorious the wedding is, or what status they have. That is why it is better before married both the fiancé and the fiancée they know each other very well. The fiancée should accept goodness and weakness and vice versa. Then they can build a new happy and harmonious family.

A happy and harmonious family is a hope for all people. In such a family, there must be a good communication between parents and children. They love one another. A harmony between mother and father will automatically influence their children. At any time children learn and follow how parent speak and what they do. It is not wise that parent spoil children. But they discipline them on some cases. Parents have a task to give informal education on ethics, morally, and simple knowledge. By this way before being a student, has already know

how to behave nicely. As family is the basic children's character building, parent must be responsible for their children's education on behavior.

Building career is good and important but it is for parents to spend some time or special day to be relax with whole family. A mother who does not work in an office but stays at home as a housewife will do her housework such as preparing daily meals. Anyhow, how busy a mother and a father are, caring children is a must. When children need most is love.

Find the meaning of the words below to help you understand the text!

Bridge	:	glorious	:
Bridegroom	:	wise	:
Mutual	:	spoil	:
Fiancé	:	misleading	:

Read carefully, find the topic of the text and tell to your group mates what the text tell about!

VI. METHOD

Text-based language teaching

VII. TEACHING AND LEARNING PROCESS

No	Steps	Duration
1	Introduction - Greeting and asking the students' condition. - Asking the students who are absent in the class.	2 minutes 3 minutes
2	Main Activities Building knowledge of the field (BKOF) - Asking the students about the materials which be taught in the previous meeting. - Asking to the students how to find the topic, main idea, and specific information from the texts - Presenting the review about the materials will be learned by the students through picture/slide show related to the analytical text Modelling of the Text (MOT)	10 minutes

	• Teacher gives an example of analytical text. • Teacher gives some questions related to how to find topic, the main idea and specific information from the text. Joint Construction of the Text (JCOT) • Dividing the students into 5 jigsaw groups. • Giving five texts to every jigsaw group and every student from each jigsaw group gets different texts. Those texts are Texts A (Search Engine), Text B (Don't Try Smoke), Text C (The Power of Music), Text D (Cheating as Crime), and Text E (The Happy and Harmonious Family). • Asking every student to learn his / her own text, and making sure that the students have direct access only their text. • Giving the students time to read, identify, analyze, understand their text at least twice and become familiar with the text. • Then, asking the students who have read the same texts to gather in the expert group to discuss the main point of the topic. Independent Construction of the Text (ICOT) • Bring the student back into their jigsaw group and ask each student to present and to explain her or his text to the jigsaw group. Encourage others in the groups to ask questions for clarification. • Giving all students quiz related to all texts studied by the students in the jigsaw groups.	20 minutes 35 minutes 40 minutes
3.	Closing • Helping the students concluding the materials • Closing the meeting by concluding the materials.	10 minutes

VIII. MEDIA, EQUIPMENT AND SOURCE OF MATERIALS

Media : Material papers / books

Equipment : White board, tables, chairs, laptop, Projector, and board marker

Source : Curriculum (KTSP), some additional materials from the internet, and material book "Look Ahead" for grade XI published by Erlangga.

VI. ASSESMENT

Session I

Based on Text A above, choose T if the statement is true and F if it is false according to the text by crossing the letter in the left!

1. T - F World Wide Web has many problems in internet.
2. T - F Search engine is used by people to find the subject they want in internet.
3. T - F The best-known search engines are Altavista, Ask Jeeves, Google and Lycos.
4. T - F Weblog is one of Search engines in internet.
5. T - F People can share their thoughts, daily diary or travel experiences with others in weblogs.
6. T - F There are no harmful and criminal sites in internet.

Based on Text B above, choose T if the statement is true and F if it is false according to the text by crossing the letter in the left!

7. T - F Teenagers smoke because they wanted to try smoking.
8. T - F For smokers, a pack of cigarette is as important as a wallet for their money.
9. T - F Smoking can make smokers died.
10. T - F Tobacco is the cause of a long list of bad diseases.
11. T - F Tobacco can also cause heart disease, stroke, and chronic lung.
12. T - F Smokers will feel difficult to stop smoking.
13. T - F Every years the smokers increase because every people can buy cigarette easy.
14. T - F Many young man smoke because they have much money.

Based on the C above, choose T if the statement is true and F if it is false according to the text by crossing the letter in the left!

15. T - F Music is our friend.
16. T - F When we're happy, we'd choose songs with happy tunes.
17. T - F When we're sad, we would go for music that is rock.
18. T - F Music can help to memorize the last experiences.
19. T - F World is lonely without music.

Based on the D above, choose T if the statement is true and F if it is false according to the text by crossing the letter in the left!

- 20. **T** – F Cheating is not allowed in the school.
- 21. **T** – F Looking other students' work, put some notes under their clothes, and write notes or formulas on their desks are kinds of cheating.
- 22. T – **F** Cheating acts create independence students.
- 23. **T** – F Students who do cheating are committing a crime.
- 24. T – **F** Cheating will increase the students' confidence in develop their mind.
- 25. T – **F** The students who cheat in the examination is punished by their teacher.

Based on the E above, choose T if the statement is true and F if it is false according to the text by crossing the letter in the left!

- 26. **T** – F Marriage is the first step to build the family.
- 27. T – **F** Marriage doesn't based on mutual true love between the bride and the bridegroom, but based on how rich they are.
- 28. T – **F** Marriage can be also did by the students who want to build a family.
- 29. **T** – F Although a mother and a father are busy, caring children is a must.
- 30. T – **F** There must be a good communication between father and mother to build a harmony family.
- 31. **T** - F Family is the basic children's character building before the children enter the school.

Session II

Based on Text A, chose the best answer according to you by crossing the letter A, B, C, D or E !

- 32. From the passage we can infer
 - A. internet belongs to someone who is very rich.
 - B. there is no way people can search information through internet.
 - C. some sites are not controlled.**
 - D. search engines cannot help people.
 - E. World Wide Web is not manageable.
- 33. “. . . travel experiences with **others**.” (Paragraph 3)
The word '**others**' refers to

- A. problems with internet
- B. other travel
- C. other people's experiences
- D. weblogs
- E. information

34. What is NOT the function of Weblogs?

- A. to share people's thoughts
- B. to share people's daily diary
- C. to know people's experiences
- D. to report to supervisor
- E. to inform others

35. What is the main idea of the first paragraph?

- A. One of the problems with the Internet and the World Wide Web has been enormous quantity of information available.
- B. Search engines make the range of choice more manageable.
- C. People use search engines by typing in key words about their chosen subject
- D. A list of sites might help information appear on screen.
- E. Among the best-known search engines are Altavista, Ask Jeeves, Google, and Lycos

Based on Text B, chose the best answer according to you by crossing the letter A, B, C, D or E !

36. What is the best title for the text?

- A. Smoking can make our body unhealthy
- B. Smoking is a hobby
- C. Trying to smoke can make us become smokers
- D. Don't try smoking
- E. Smoking is allowed if we have much money

37. What is the main idea of the fourth paragraph?

- A. Cigarette is one of the most efficient drug-delivery devices ever devised.
- B. Smoking is a bad habit.
- C. They realized that smoking could harm selves.

D. Some efforts of stopping smoking

E. It is hard to quit smoking because nicotine is powerfully addictive.

38. The followings are true according to the text, except....

A. A lot of people who do not smoke always want to try smoking.

B. Smokers felt difficult to stop smoking because they often experience classic nicotine withdrawal symptoms.

C. Tobacco is the cause of a long list of nasty diseases.

D. Smokers can stop smoking if they do not have much money.

E. Smoking can cause heart disease, stroke, and chronic lung disease.

39. As result, when people try to quit smoking, they often experience classic nicotine withdrawal symptoms such as anxiety, irritability, headache, depression, and restlessness. (fourth paragraph)

What does the sentence mean?

A. The smokers get many nasty diseases.

B. The smokers get anxiety, irritability, headache, depression, and restlessness.

C. The smokers find that quitting smoking is so difficult.

D. Smoker enjoy smoking cigarettes

E. Smoking can cause anxiety, irritability, headache, depression, and restlessness.

40. It is hard to quit because nicotine is powerfully addictive. (fourth paragraph)

What does the underlined word mean?

A. Something which makes harmful

B. Something which is healthy

C. Something which is dangerous

D. Something which is difficult to be stopped when you have started eating

E. Something which cannot be stopped when you have started eating

Based on Text C, chose the best answer according to you by crossing the letter A, B, C, D or E !

41. What is the topic of the text?

A. The kinds of music

B. Pop music

C. Rock music

D. Songs of music

E. The power of music

42. The main idea of the second paragraph is ...

A. Music is a way to express feelings.

B. Music can make us fall in love.

C. We would choose songs with happy tunes when we were happy.

D. We would go for melancholic music when we were sad.

E. The kinds of music

43. The following are true, except ...

A. Music can express our feelings.

B. Melancholic music was listened by the people who felt sad.

C. World will be lonely without music.

D. Music isn't important in our life.

E. Music can unite people for a cause and changes the world.

44. A song with good lyric and striking deep chord can stimulate the universal feeling of all people. The word "striking" means ...

A. boring

B. usual

C. attractive

D. hard

E. slow

Based on Text D, chose the best answer according to you by crossing the letter A, B, C, D or E !

45. What is mainly discussed in the text?

A. School policy

D. Mental deterioration

B. Harsh punishment

E. Different ways of cheating

C. Cheating as a crime

46. What will the school do to eliminate students who commit cheating?

A. Create a good vision

D. Make students confident

B. Select honest students

E. Administer the school affair

C. Make harsh punishment

47. 'Students who always cheat deteriorate their mental capacity.' (Paragraph 3)

The underlined word means....

A. support

D. create

B. worsen

E. find

C. cause

48. 'They weaken their self confidence.' (Paragraph 2)

What does 'they' refer to?

- A. Test
- B. Papers
- C. Results
- D. Students
- E. Cheatings

Based on Text E, chose the best answer according to you by crossing the letter A, B, C, D or E !

49. What is the main idea of the text above?

- A. A happy and harmonious family
- B. There are some steps to build a harmonious family.
- C. Marriage is the first step of building a family.
- D. A happy and harmonious is a hope for all people.
- E. Building career is good and important for people.

50. Which is true according to the text?

- A. It is better for the fiancé and fiancée to know each other before they are married.
- B. Building a family needs a new house to live in.
- C. The weakness should be omitted before marriage.
- D. By the goodness they can get married soon.
- E. A new happy and harmonious family needs a lot of money.

51. Why must parents be fully responsible for their children education on behaviour?

Because....

- A. it is their duty to build children's character.
- B. they are teacher of their education.
- C. caring children is a must.
- D. it is not educated at school.
- E. parents have task to give informal education.

52. An example of spoiling children is ...

- A. father never refuses the children' demands.
- B. mother works in an office for their children
- C. father always come late without permission
- D. parents bought gifts for their children.
- E. father gives the children's school fee.

X. Key Answer of Assessment:**Session I**

1. F	6.F	11.T	16.T	21.T	26.T	31.T
2. T	7.T	12.T	17.F	22.F	27.F	
3. T	8.T	13.F	18.T	23.T	28.F	
4. F	9.F	14.F	19.T	24.F	29.T	
5. T	10.T	15.F	20.T	25.F	30.F	

Session II

32.C	37.E	42.A	47.B	52.A
33.C	38.D	43.D	48.D	
34.D	39.C	44.C	49.C	
35.B	40.D	45.C	50.C	
36.D	41.E	46.C	51.A	

XI. Scoring guide:

Score = every correct answer gets 10 point.

Total Score (52) x 10 = 520 points

Kalasan, October 28, 2011.

Acknowledge by:

Teacher

Researcher

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Bagus Novianto

NIM. 06202244061

APPENDIX E

COURSE GRID

COURSE GRID

School : SMA Negeri 1 Kalasan

Subject : Bahasa Inggris

Class/ Grade : XI

Semester : 1

STANDAR COMPET- ENCE	BASED COMPETEN- CE	GOAL	LEARNING ACTIVITY	INDICAT- ORS	LEARNING MATERIALS	ASSESMENTS	SOURCES, MEDIA AND EQUIPMENTS
Reading skill Meeting 1 Understanding the meaning of the short functional texts and the simple essays in the form of report, narrative and analytical exposition in the daily life context and using them to access the knowledge.	Responding the meaning and rhetorical steps in the simple essays in the form of report, narrative and analytical exposition by using the written language features accurately, fluently and acceptably in the daily life context and using them to access the knowledge.	Students are able to find some information from narrative text accurately, fluently and acceptably.	BKOF - Asking the students about the materials which be taught in the previous meeting. - Presenting the review about the materials will be learned by the students through slide show related to narrative text. MOT - Teacher gives the review of the structural pattern and language features of the narrative model. - Teacher gives the example of the narrative text. - Teacher gives the strategies to find the topic and the main idea from the narrative text. JCOT - Dividing students into 5 jigsaw groups. - Giving the students five texts to every jigsaw group, those are, texts A (The Lion and the Mouse), text B (A Fox and a Goat), text C (The War between Israelites and Philistines), text D (The Frog, the Mouse, and the Hawk), and text E (A Greedy Midas). - Asking each student to learn his / her own text, and making sure that the students have direct access only their text. - Giving students time to read, identify,	- Identifying and mentioning rhetoric steps of narrative text. - Identifying the complication and the resolution from the narrative text. - Identifying the topic, title and main idea from the text.	Why Do Hawks Hunt Chick Once upon a time, a hawk flew down from the sky and asked the hen, “Will you marry me?” The hen loved the brave, strong hawk and wished to marry him, but, she said, “I cannot fly as high as you can. If you give me time, I may learn to fly as high as you. Then we can fly together.” The hawk agreed. Before he went away, he gave the hen a ring. “This is to show that you have promised to marry me,” said the hawk. It so happened that the hen had already promised to marry a rooster. So, when the rooster saw the ring, he became very angry. “Throw that ring away at once!” shouted the rooster. The hen was so frightened at the rooster’s anger that she threw away the ring immediately. When the hawk came a few month later, the hen told him the truth. The hawk was so furious he cursed the hen. “Why didn’t you tell me earlier? now, you’ll always be scratching the earth, and I’ll always be flying above to catch your children,” said the hawk. Orientation : The hawk asked to want marry the hen. Complication : The hen asked to give	Text A Once, when the lion was a sleep, a little mouse began running up and down upon him; this soon awaked the lion. The lion placed his huge paw upon him, and opened his big jaws to swallow him. The little mouse felt very afraid and he could not move anywhere. “Pardon, o king,” cried the little mouse, “forgive me this time, I shall never forget it; who knows I may be able to do you a turn some of these days?” The lion was so tickled at the idea of the mouse being able to help him. Then he lifted up his paw and let him go. Sometimes later, the lion was caught in a trap by the hunters, who desired to carry him alive to the circus, tied him to a tree while they went in search of wagon to carry him on. Just then the little mouse happened to pass by and see the sad plight in which the lion was. He went up to the lion and soon gnawed away the ropes that bound the king of the beasts. Then, the lion and the mouse ran away while the mouse said “wasn’t I right?, I could replied your kindness.”	Sources: Curriculum (KTSP), some additional materials from the internet, and material book “Look Ahead” for grade XI published by Erlangga. Media and Equipments: Laptop, projector, paper, and white board

		analyze, understand their text at least twice and become familiar with the text. • Then, asking the students who have read the same texts to gather in the expert group to discuss the main point of the topic. ICOT • Bring the student back into their jigsaw group. Ask each student to present and to explain her or his topic to the jigsaw group. Encourage others in the groups to ask questions for clarification. • Giving every student quiz related to all topics/ texts studied by the students in jigsaw groups.	her time to learn to fly. Resolution : The hawk agreed and before he went away he gave a ring to her. Complication : In fact, the hen also had already promised to marry a rooster. So the rooster was very angry when he saw the ring. Resolution : Then the hen threw the ring immediately. Complication : The hen told the truth to the hawk. Resolution : The hawk cursed the hen that he would catch her children. Topic : Why Do Hawks Hunt Chick Main idea : The hawk hunted her chick because the hen betrayed her love. Introducing and how to find topic, title and main idea in the text a. Topic is the subject matter of the sentences in a paragraph, and it is therefore the answer to the question: <i>what (who) is the paragraph about?</i> b. Topic is not a sentence but it can be stated in a word or phrase that can be put as a title of the text. c. Main idea is sentence or sentences that provide the general message regarding that topic. Sometimes main idea is not stated explicitly in any sentence, so the readers have to put it into the reader's own words. d. Title can be put from a topic of the text.	1. What is the best title for the text? A. A kind little mouse B. The lion and the mouse C. A kind lion D. The lion, little mouse and hunters E. The hunters 2. The last paragraph tells us about A. The lion was trapped by the hunters B. The lion tried to run away from the hunters C. How the little mouse save the lion from the hunters D. The mouse saw the lion in a trap E. The mouse and the lion became friend 3. The main idea of the text above is ... A. A little mouse and the lion were the good friend. B. A little mouse could fulfil his promise to repay the lion's kindness. C. The lion freed the mouse and he did not eat the little mouse. D. The lion had been caught by the hunters. E. The mouse couldn't save the lion.	

Meeting 2 Understanding the meaning of the short functional texts and the simple essays in the form of report, narrative and analytical exposition in the daily life context and using them to access the knowledge.	Responding the meaning and rhetorical steps in the simple essays in the form of report, narrative and analytical exposition by using the written language features accurately, fluently and acceptably in the daily life context and using them to access the knowledge.	Students are able to find some information from narrative text accurately, fluently and acceptably.	BKOF • Asking the students about the materials which be taught in the previous meeting. • Presenting the review about the materials will be learned by the students through picture/slide show related to the narrative text. MOT • Teacher gives the review of the structural pattern and language features of the narrative model. • Teacher gives the brief explanation about the strategies how to find the main idea, the topic and the title of the text. • Teacher gives the brief explanation about the strategies how to guess the meaning of the words from the text. • Teacher gives the brief explanation about the strategies how to find the specific information from the text. JCOT • Dividing students into 5 jigsaw groups. • Giving the students five texts to every jigsaw group, those are, texts A (Let Me Love You Part 1), text B (Let Me Love You Part 2), text C (The Jackal who Saved the Lion Part 1), text D (The Jackal who Saved the Lion Part 2), and text E (An Old Hermit). • Asking each student to learn his / her own text, and making sure that the students have direct access only their text. • Giving students time to read, identify, analyze, understand their text at least twice and become familiar with the text. • Then, asking the students who have read the same texts to gather in the expert group to discuss the main point	• Finding the topic and the main idea from the text. • Guessing the meaning of the words from the text. • Finding the detail information from the text.	1. How to find topic and main idea from the text. Text 1 Long time ago there lived a poor boy. His name was Paul. He lived with his old grandmother. She was ill but Paul had no money to take her to the doctor. Then, he applied for a job. He was accepted as a driver. Finally, his effort could take her to the doctor. They paid the doctor well. Topic : Paul and his grandmother. Main Idea: Paul's effort could take his grandmother to the doctor. 2. How to guess meaning from the text. Example sentence: The snake <u>slithered</u> through the grass. He was hunting. The underlined word means A. stopped moving B. slept in the grass C. ate something D. moved or travelled Here are the analysis: A. stopped moving INCORRECT: the sentence above says THROUGH the grass. 'Through' means there is some movement. B. slept in the grass INCORRECT: the sentence above says he is hunting. Snakes don't sleep when they hunt. C. ate something INCORRECT: the sentence above says he is hunting. Snakes don't eat when they are hunting. They eat AFTER they hunt. D. moved or travelled CORRECT ANSWER: the sentence	Read the text above and answer the questions below! Many years ago, there lived an old hermit in a forest in Sumatera. He did not grow foods but depended on the jungle to survive. Soon, there was a drought, all the plants and fruit trees in the jungle died. The old hermit had nothing to eat now, so he turned to begging. He went to nearby village trying to get some foods. At first, the villagers were very happy to help him. However, when he came continually, they refused to give him any more food. They told him to grow his own food. One day, while the hermit was sitting in his hut, sad and hungry, he began to think about growing his own food. Just then a boatman stopped by and taking on the hermit, gave him some rice seeds. Before the boatman went away, he said, "These seeds will grow and give you everlasting harvest if you work very hard. If you are tired of the work, the rice plants will turn into weeds". The old hermit worked hard to clear the land and sowed the seeds before the rains came. Strangely, after a short period of time, the rice was ready for harvesting. The old hermit got a lot of rice from the harvest. After each harvest, the plants grew back again right away. When the villagers heard about the hermit and his wonderful rice, they flocked to his rice-field and took home as much rice as they could. One day, the hermit became so tired of harvesting the rice that she shouted. "Oh, stop growing, you wretched thing!" As soon as he had	Sources: Curriculum (KTSP), some additional materials from the internet, and material book "Look Ahead" for grade XI published by Erlangga. Media and Equipments: Laptop, projector, paper, and white board
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		of the topic. ICOT • Bring the student back into their jigsaw group. Ask each student to present and to explain her or his topic to the jigsaw group. Encourage others in the groups to ask questions for clarification. • Giving every student quiz related to all topics / texts studied by the students in the jigsaw groups.		above says THROUGH the grass. 'Through' means that there is movement. 3. How to find the specific information from the text Here the example of question Paul apply a job because ... A. he wanted to be the rich person B. he wanted to be a doctor C. he did not have money to take her grandmother to the doctor D. he was good boy E. he loved her grandmother so much. The way to answer the question above is that scanning the text and find the word "a job" so that we will find the answer from the previous sentence from the text above. The answer is C.	said this, the rice plants turned into weeds. 1. What did the boatman give to the hermit? A. Fruit tree B. Some food C. Rice plants D. Some weeds E. Some rice seeds 2. What is the main idea of paragraph 5? A. The old hermit succeed to get rice harvest. B. The hermit should clear the land C. The hermit was successful as a farmer D. It needed a short of time to harvest the rice E. The seeds should be shown before the rains came 3. The old hermit worked hard to clear the land and <u>sowed</u> the seeds before the rains came. (paragraph 5) The underlined word is closest in meaning to ... A. planted B. watered C. threw D. put E. took 4. The old hermit had nothing to eat now, so he turned to <u>begging</u>. (paragraph 2) The underlined word is closest in meaning to ... A. robbing B. stealing C. asking D. taking E. giving 5. What is the topic of the text above? A. An old hermit B. A rice harvest	
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						C. An old man in America D. A boatman E. The villagers in Sumatra	
Meeting 3 Understanding the meaning of the short functional texts and the simple essays in the form of report, narrative and analytical exposition in the daily life context and using them to access the knowledge.	Responding the meaning and rhetorical steps in the simple essays in the form of report, narrative and analytical exposition by using the written language features accurately, fluently and acceptably in the daily life context and using them to access the knowledge.	Students are able to find some information from narrative text accurately, fluently and acceptably.	BKOF - Asking the students about the materials which be taught in the previous meeting. - Presenting the review about the materials will be learned by the students through picture/slide show related to narrative text. MOT - Teacher gives the review of the structural pattern and language features of the narrative model. - Teacher gives the brief explanation about the strategies how to find the main idea, the topic and the title of the text. - Teacher gives the brief explanation about the strategies how to guess the meaning of the words from the text. - Teacher gives the brief explanation about the strategies how to find the specific information from the text. JCOT - Dividing students into 5 jigsaw groups. - Giving the students five texts to every jigsaw group, those are, Texts A (Androles and the Lion Part 1), Text B (Androles and the Lion Part 2), Text C (The Sign of Four Part 1), Text D (The Sign of Four Part 2), and Text E (The Jealous Crow). - Asking each student to learn his / her own text, and making sure that the students have direct access only their text. - Giving students time to read, identify, analyze, understand their text at least	- Finding the topic and the main idea from the text. - Guessing the meaning of the words from the text. - Finding the detail information from the text.	Read the text carefully and explain to your group mates what the text tells about! Once upon a time, a rabbit wanted to cross a river but he could not swim. "How can I cross the river if there is not a bridge?" said the rabbit. Then, he had an idea. He saw a boss of crocodile swimming in the river. The rabbit asked the boss of crocodile, "How many crocodiles in the river?" The boss of crocodile answered, "I don't know how many crocodiles in the river, my grandfather and my father never count them." "Why don't you count them?" asked the rabbit. The crocodile answered that he can't count. "All of you are good, nice, gentle and kind, I will help you but first ask all your friends to make line in order. Later I will know how many crocodiles there are in the river," said the rabbit. Then, the boss of the crocodile called all his friends and asked them to make a line in order from one side to the other side of the river. Just then, the rabbit started to count while jumping from one crocodile to another; one...two...three....four....until twenty, and finally, he thanked all crocodiles because he had crossed the river. He said goodbye and told the boss of crocodile that there were twenty crocodile in the river. Based on the text above, Choose T if the statement is true and F if it is false according to the text by crossing the letter in the left!	Session I Based on Text E above, Choose T if the statement is true and F if it is false according to the text by crossing the letter in the left! 1. T – F The crow and the cuckoo hadn't lived in harmony for a long time. 2. T – F The crow had a beautiful voice. 3. T – F The traveller came to the grove in the night. 4. T – F In the night the cuckoo felt so happy because the night was pleasant. 5. T – F The traveller went away because of the harsh voice of the crow. 6. T – F The cuckoo was jealous for crow's voice 7. T – F There were three travellers who take a rest under the huge mango tree. 8. T – F The crow broke all cuckoo's eggs because he felt insulted because the traveler went away when he hear the crow's voice. 9. T – F The Cuckoo decided to go away because his eggs are destroyed. 10. T – F The traveller went away from the grove in the morning.	Sources: Curriculum (KTSP), some additional materials from the internet, and material book "Look Ahead" for grade XI published by Erlangga. Media and Equipments: Laptop, projector, paper, and white board

		twice and become familiar with the text. - Then, asking the students who have read the same texts to gather in the expert group to discuss the main point of the text. ICOT - Bring the student back into their jigsaw group. Ask each student to present and to explain her or his topic to the jigsaw group. Encourage others in the groups to ask questions for clarification. - Giving every student quiz related to all topics studied by the students in the jigsaw groups.	- T – F The crocodile wanted to eat the rabbit. - T – F The rabbit could cross the river because he helped to count how many crocodiles in the river. - T – F There were twenty crocodile in the river. - T – F The crocodile never knew how many crocodile in the river if the rabbit did not count them. - T – F The boss of crocodile was very clever. Chose the best answer based on the text above by crossing the leter A,B,C,D, and E - The story mainly tells us about - twenty crocodiles - the boss of the crocodile - a rabbit and twenty crocodiles - a rabbit and crocodiles - the boss of the crocodile and all his friends	Session II Answer the following questions by crossing the letter A,B,C,D and E based on text E - What is the main idea of the text? - The cuckoo and the crow - The harmony family is broken for a moment because the crow felt jealous to the cuckoo's beautiful voice - The crow, the cuckoo and the traveler - The family of birds - The crow and cuckoo live in the groove - Which of the following is true? - The crow and the cuckoo hadn't lived in harmony for a long time. - The crow had a beautiful voice. - The cuckoo was jealous for the voice of the crow. - The traveler went away because of the harsh voice of the crow. - The Cuckoo decided to go away leave the crow because his eggs are destroyed. - The cuckoo had a sweet voice and often she would fill <u>the grove</u> with her sweet melody.(first paragraph) What is the synonym of underlined word above? - The small forest - The house - The bushes - The area of birds - The traveller's house - The following statements are true, except..... - The traveller went away from the grove in the morning. - The crow broke all cuckoo's eggs because he felt insulted because the traveler went	
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						away when he hear the crow's voice. C. The traveller went away because of the harsh voice of the crow. D. There were three travellers who take a rest under the huge mango tree. E. In the night the cuckoo felt so happy because the night was pleasant.	
Meeting 4 Understanding the meaning of the short functional texts and the simple essays in the form of report, narrative and analytical exposition in the daily life context and using them to access the knowledge.	Understanding the meaning of the short functional texts and the simple essays in the form of report, narrative and analytical exposition in the daily life context and using them to access the knowledge.	Students are able to find some information from narrative text accurately, fluently and acceptably.	BKOF - Asking the students about the materials which be taught in the previous meeting. - Giving the issue or phenomena about the fat matter. - Presenting the review about the materials will be learned by the students through picture/slide show related to the analytical text. MOT - Teacher gives an example of the analytical text. - Teacher gives the review of the structural pattern and language features of the analytical model. - Teacher compares the analytical model with the hortatory model, and discussion model. - Teacher introduces title, topic and the main idea of the text and explains how to find them in the text. JCOT - Dividing students into 5 jigsaw groups. - Giving five texts to every jigsaw group and every student from each jigsaw group gets different texts. Those texts are Texts A (Androles	- Identifying and mentioning rhetoric steps of analytical exposition text. - Identifying the topic, title and main idea from the text. - Finding the specific information from the text. - Guessing the meaning of the words from the text.	Study the following text below Do you know if you are too fat, you may have serious problems with your health? A group of doctors wrote a report about some of the effects of too much fat. One important effect is on the heart. If you are fat, your heart has to work harder. This may lead to a heart attack; or it may lead to other heart problem. In addition, extra fat can also change the amount of sugar in your blood. This can cause serious disease such as diabetes. Furthermore high blood pressure is another possible result of being fat. More studies are needed about all these problems. Finally, one thing is clear, extra fat may make your life shorter. Deciding the generic structure from the text entitled being fat matter Thesis a. Preview : If you are too fat, you may have serious problem with your health. b. Position: The writer agrees that being too fat is the problems of your health. Arguments : 1. Being fat makes heart attack.	Read the following text and answer the questions by choosing and giving the cross mark to the best answer according to you. (This text for questions number 6-12) Text A Movies are always fascinating, especially for people who love movies. Have you ever wondered what makes movies so touching and really impressive? Is it the movie stars? The directors? The soundtrack? The pictures? Or is it the story that we can really relate to? There are several reasons why we like movies so much. First, we can always see that movies are not so fictitious after all. Movies are created because people experienced something that motivated them to express it in the form of moving pictures. That's what makes movies so real. Second, movies can always make us laugh or cry. Hey,... it's like the life we're living! We experience the ups and downs, and simply going through all that enriching already. Whenever we're confronted with extreme circumstances in our life, good or bad, just keep in mind that it's just a	Sources: Curriculum (KTSP), some additional materials from the internet, and material book "Look Ahead" for grade XI published by Erlangga. Media and Equipments: Laptop, projector, paper, and white board

		and the Lion Part 1), Text B (Androles and the Lion Part 2), Text C (The Four Friends Part 1), Text D (The Four Friends Part 2), and Text E (The Jealous Crow). • Asking each student to learn his / her own text, and making sure that the students have direct access only their text. • Giving students time to read, identify, analyze, understand their text at least twice and become familiar with the text. • Then, asking the students who have read the same texts to gather in the expert group to discuss the main point of the text. ICOT • Bring the student back into their jigsaw group and ask each student to present and to explain her or his topic to the jigsaw group. Encourage others in the groups to ask questions for clarification. • Giving every student quiz related to all topics studied by the students in the jigsaw groups.	2. Being fat makes diabetes. 3. Being fat makes high blood pressure. Reiteration : Finally, one thing is clear, extra fat may make your life shorter. The writer's purpose of the text is to put forward point of view or argument about being fat. Topic of the text : The problems of being fat The main idea of the text If you are too fat, you may have serious problems with your health.	period in life that we have to go through. Therefore, it can be clearly seen that movies are touching and impressive because we can observe the reflection of our lives from movies. - The following are the arguments of why the movies are interesting, except... - movie can always make us laugh. - movie can always make us cry. - movies are created because people experienced something. - we can observe the reflection of our lives from movies. - movie can disturb our study. - What is the topic of the text? - Why movies are interesting - Movies are not so fictitious - Movies are created because people experienced something - Movies express the experiences in the form of moving pictures. - Movies can always make us laugh or cry. - The second paragraph of the text tells us about, except ... - movies are always fascinating - movies are so fictitious - movies are created because people experienced something - movies are so real - movies express the people' experiences in the form of moving pictures. - The main idea of paragraph three is ... - movies can always make us laugh or cry. - movie is like the life we're living. - movie cannot make us happy. - movie is always fictitious.	
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						E. we experience the ups and downs. 5. Which one of the writer's purposes of the text above is true? A. To tell the writer's past experience about watching movie. B. To describe the life of the writer. C. To entertain the readers with a story D. To explain the meaning of movie. E. To put forward point of view or argument about why movies are interesting. 6. "First, we can always see that movies are not so fictitious after all". The antonym of fictitious is A. real B. not real C. imagined D. invented E. true 7. Music track or band at the side of a cinema film which has the recording is called.... A. sound effect B. sound film C. sound track D. sound recording E. sound proof	
Meeting 5 Understanding the meaning of the short functional texts and the simple essays in the form of report, narrative and analytical	Understanding the meaning of the short functional texts and the simple essays in the form of report, narrative and analytical exposition in	Students are able to find some information from narrative text	BKOF - Asking the students about the materials which be taught in the previous meeting. - Asking the students how to find the topic, main idea, and specific information from the texts - Presenting the review about the materials will be learned by the	Identifying and mentioning rhetoric steps of analytical exposition text.	Read Text A below carefully, discuss it with your expert group mates and explain to your jigsaw group mates what the text tells about! Text A Fast food nowadays is considered a normal eating venture. People are not just eating out on special occasions or weekends anymore. It means that all the	Session I Based on the text A above, choose T if the statement is true and F if it is false according to the text by crossing the letter in the left! 1. T - F Fast food nowadays become a daily eating activity. 2. T - F Fast food rose in 1940's	Sources: Curriculum (KTSP), some additional materials from the internet, and

exposition in the daily life context and using them to access the knowledge.	the daily life context and using them to access the knowledge.	accurate-ely, fluently and acceptably.	students through picture/slide show related to the analytical text MOT - Teacher gives an example of the analytical text. - Teacher gives some questions related to how to find topic, the main idea and specific information from the text. JCOT - Dividing the students into 5 jigsaw groups. - Giving five texts to every jigsaw group and every student from each jigsaw group gets different texts. Those texts are Texts A (Androles and the Lion Part 1), Text B (Androles and the Lion Part 2), Text C (The Four Friends Part 1), Text D (The Four Friends Part 2), and Text E (Higher Education for Women). - Asking every student to learn his / her own text, and making sure that the students have direct access only their text. - Giving the students time to read, identify, analyze, understand their text at least twice and become familiar with the text. - Then, asking the students who have read the same texts to gather in the expert group to discuss the main point of the text.	- Identifying the topic, title and main idea from the text. - Finding the specific information from the text. - Guessing the meaning of the words from the text.	time they mostly eat fast foods. However is fast food good for health? Fast food has its popularity in the 1940's. Within a few years, fast-food operations popped up everywhere. With the compelling rise in fast-food restaurants since the 1940's, oddly it started the rise in obesity and cancer during that same time period. Fast food is highly processed with a wide array of additives. To ensure fast food's low cost, the fast food products are made with highly-processed ingredients to give it shelf-life, to hold consistency, and to enhance flavour. Fast food is altered from its original healthy form. It is not the calories in fast food which damage health and waistline. It is the chemical additives such as aspartame and MSG (monosodium glutamate). Studies show that the chemical additives lead to weight and disease issues. So, there is absolutely nothing nutritional about fast food. Fast food simply feeds hunger and craving. Read the text B below carefully, discuss it with your expert group mates and explain to your jigsaw group mates what the text tells about! Text B Conventionally, students need book, pen, eraser, drawing book, ruler and such other stuff. Additionally, in this multimedia era, students need more to reach their progressive development. Students need mobile keyboards to record every presented subject easily. Of course it will need more cost but it will deserve for its function. First, modern schools tend to apply fast transferring knowledge because the school needs to catch the target of	and it also started rising in obesity and cancer during that same time period. 3. T - F Fast food contained with a wide array of additives. 4. T - F Fast food is given addictive to hold consistency of the food. 5. T - F The chemical additives such as aspartame and MSG can cause the dead. 6. T - F Studies show that the chemical additives also lead to obesity. 7. T - F Writer conclude that there are no nutrition in the fast food. Session II Based on Text A, chose the best answer according to you by crossing the letter A, B, C, D or E ! 30. What is the best title of the text? A. The definition of fast food B. The unhealthy fast food C. The history of fast food D. Many people like fast food E. The ingredients of fast food 31. The followings are true, except... A. the fast food products are made with highly-processed ingredients to give it shelf-life. B. fast food is highly processed with a wide array of additives. C. people mostly never eat fast foods all the time. D. there are chemical additives in the fast food. E. fast food is the cause of obesity. 32. What is the main idea of the third paragraph? A. Fast food is unhealthy B. Fast food contains an additive C. People who eat fast food is not healthy D. Fast food only for hunger and	material book "Look Ahead" for grade XI published by Erlangga. Media and Equipments: Laptop, projector, paper, and white board
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					curriculum. Every subject will tend to be given in demonstrative method. Consequently students need extra media cover the subject. Since there is a laptop on every students' desk, this method will help student to get better understanding. Secondly, finding an appropriate laptop is not difficult as it was. Recently there is an online shop which provides comprehensive information. The best is that the shop has service of online shopping. The students just need to brows that online shop, decide which computer or laptop they need, then complete the transaction. After that the laptop will be delivered to the students' houses. That is really easy and save time and money. From all of that, having mobile computer is absolutely useful for students who want to catch the best result for their study. Buying laptop online is advisable because it will cut the price. This online way is recommended since online shop also provide several laptop types. Students just need to decide which type they really need.	craving E. Fast food cause obesity and cancer 33. What is the genre of the text? A. Analytical exposition B. Descriptive C. Procedure D. Narrative E. Report 34. According to the text, the writer concludes that ... A. The fast food is delicious. B. The fast food needs to be consumed. C. There is a little nutrient in the fast food. D. The fast food is dangerous and we will die if we consume it. E. Fast food is unhealthy for us.	
Meeting 6 Understanding the meaning of the short functional texts and the simple essays in the form of report, narrative and analytical exposition in the daily life context and	Understanding the meaning of the short functional texts and the simple essays in the form of report, narrative and analytical exposition in the daily life context and using them to	Students are able to find some information from narrative text accurately, fluently	BKOF - Asking the students about the materials which be taught in the previous meeting. - Asking to the students how to find the topic, main idea, and specific information from the texts - Presenting the review about the materials will be learned by the students through picture/slide show related to the analytical text	- Identifying the topic, title and main idea from analytical text. - Finding the specific information from analytical	Text A One of the problems with the Internet and the World Wide Web has been enormous quantity of information available. However, tools called search engines make the range of choice more manageable. People use search engines by typing in key words about their chosen subject; a list of sites that might help them then appears on screen. Among the best-known search engines are Altavista, Ask Jeeves, Google and Lycos.	Session I Based on Text A above, choose T if the statement is true and F if it is false according to the text by crossing the letter in the left! 1. T - F World Wide Web has many problems in internet. 2. T - F Search engine is used by people to find the subject they want in internet. 3. T - F The best-known search	Sources: Curriculum (KTSP), some additional materials from the internet, and material book "Look Ahead" for grade XI

using them to access the knowledge.	access the knowledge.	and acceptably.	MOT - Teacher gives an example of analytical text. - Teacher gives some questions related to how to find topic, the main idea and specific information from the text. JCOT - Dividing the students into 5 jigsaw groups. - Giving five texts to every jigsaw group and every student from each jigsaw group gets different texts. Those texts are Texts A (Search Engine), Text B (Don't Try Smoke), Text C (The Power of Music), Text D (Cheating as Crime), and Text E (The Happy and Harmonious Family). - Asking every student to learn his / her own text, and making sure that the students have direct access only their text. - Giving the students time to read, identify, analyze, understand their text at least twice and become familiar with the text. - Then, asking the students who have read the same texts to gather in the expert group to discuss the main point of the topic. ICOT - Bring the student back into their jigsaw group and ask each student to present and to explain her or his text to the jigsaw group. Encourage others in the groups to ask questions for clarification. - Giving all students quiz related to all texts studied by the students in the jigsaw groups.	text. Guessing the meaning of the words from analytical text. No one owns the Internet, and anyone can put up a website. Weblogs, known as blogs, are an increasingly popular way for people to share their thoughts, daily diary or travel experiences with others. Some sites are moderated or controlled, but most are not. This means that in addition to the wealth of valuable information that can be found on the net, there are also many sites that are misleading, out of date, incorrect, or even harmful and criminal. <i>Adapted from</i> Find the meaning of the words below to help you understand the text! Enormous : website : Quantity : weblogs : Available : diary : Search engines : valuable : Read carefully, find the topic of the text and tell to your group mates what the text tell about! Text B A lot of people, especially teenagers, who do not smoke, always want to try smoking. They know it is bad for them and all, but it is just something they want to try. So they ask one of their smoker friends for a cigarette. Admittedly, they firstly cannot light it on their own so they ask his friend to do it. Then they inhale that cigarette and smoke occasionally. Apparently that makes them the born smokers. Now they do smoke fairly regularly. They cannot avoid smoking and they enjoy too. They have smoker friends. Every day they bring a pack in their pocket. For them, a pack of	engines are Altavista, Ask Jeeves, Google and Lycos. 4. T - F Weblog is one of Search engines in internet. 5. T - F People can share their thoughts, daily diary or travel experiences with others in weblogs. 6. T - F There are no harmful and criminal sites in internet. Session II Based on Text A, chose the best answer according to you by crossing the letter A, B, C, D or E ! 32. From the passage we can infer A. internet belongs to someone who is very rich. B. there is no way people can search information through internet. C. some sites are not controlled. D. search engines cannot help people. E. World Wide Web is not manageable. 33. “. . . travel experiences with others.’ (Paragraph 3) The word ‘others’ refers to A. problems with internet B. other travel C. other people’s experiences D. weblogs E. information 34. What is NOT the function of Weblogs? A. to share people’s thoughts B. to share people’s daily diary C. to know people’s experiences D. to report to supervisor E. to inform others 35. What is the main idea of the first paragraph? A. One of the problems with the Internet and the World Wide	published by Erlangga. Media and Equipments: Laptop, projector, paper, and white board
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				cigarette is as important as a wallet for their money. Suddenly, for certain reason, they realize the fact that tobacco is the cause of a long list of nasty diseases. It is not only heart disease, stroke, and chronic lung disease but also bladder, lung, and pancreatic cancer. Even it was reported that around 400,000 Americans died each year. It was one every 80 seconds from tobacco-related illnesses. Then they decide that it is stupid to harm selves. They want to quit smoking. Unfortunately, they find that quitting smoking is so difficult. "Why can't I stop smoking? I really want to stop it". It is hard to quit because nicotine is powerfully addictive. Cigarette is one of the most efficient drug-delivery devices ever devised. As result, when people try to quit smoking, they often experience classic nicotine withdrawal symptoms such as anxiety, irritability, headache, depression, and restlessness. From the fact above, it can be concluded that smoking can harm our body and it is difficult to stop smoking because nicotine is powerfully addictive. So don't try smoking. Find the meaning of the words below to help you understand the text! Teenagers : Regularly : Admittedly : Tobacco : Inhale : Nasty : Occasionally : Chronic : Born : Symptoms : Read carefully, find the topic of the text and tell to your group mates what the text tell about!	Web has been enormous quantity of information available. B. Search engines make the range of choice more manageable. C. People use search engines by typing in key words about their chosen subject D. A list of sites might help information appear on screen. E. Among the best-known search engines are Altavista, Ask Jeeves, Google, and Lycos	
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APPENDIX F

PRE-TEST AND

POST-TEST

SOAL – SOAL TRY OUT

For SMA N 1 Kalasan Grade XI

Petunjuk

- Tuliskan nama, no.urut siswa, dan kelas di atas lembar jawaban yang disediakan.
- Jawablah pertanyaan berikut ini dengan memilih salah satu jawaban yang anda anggap paling benar dengan memberikan tanda silang (X) pada huruf A,B,C,D, or E pada lembar jawaban yang disediakan.
- Anda mempunyai waktu 90 menit untuk mengerjakan soal-soal berikut.

Text 1 (for questions number 1-7)

Many years ago, there lived an old hermit in a forest in Sumatera. He did not grow foods but depended on the jungle to survive. Soon, there was a drought, all the plants and fruit trees in the jungle died.

The old hermit had nothing to eat now, so he turned to begging. He went to the nearby village trying to get some foods. At first, the villagers were very happy to help him. However, when he came continually, they refused to give him any more food. They told him to grow his own food.

One day, while the hermit was sitting in his hut, sad and hungry, he began to think about growing his own food. Just then a boatman stopped by and taking on the hermit, gave him some rice seeds.

Before the boatman went away, he said, “These seeds will grow and give you everlasting harvest if you work very hard. If you are tired of the work, the rice plants will turn into weeds”.

The old hermit worked hard to clear the land and sowed the seeds before the rains came. Strangely, after a short period of time, the rice was ready for harvesting. The old hermit got a lot of rice from the harvest. After each harvest, the plants grew back again right away.

When the villagers heard about the hermit and his wonderful rice, they flocked to his rice-field and took home as much rice as they could.

One day, the hermit became so tired of harvesting the rice that she shouted. “Oh, stop growing, you wretched thing!” As soon as he had said this, the rice plants turned into weeds.

Taken from www.understandingtext.blogspot.com

1. What is the type of the text?
 - A. Narrative
 - B. Descriptive
 - C. Argument
 - D. Persuasive
 - E. Exposition
2. What did the boatman give to the hermit?
 - A. Fruit tree
 - B. Some food
 - C. Rice plants
 - D. Some weeds
 - E. Some rice seeds
3. Which statement is true about the old hermit?
 - A. He lived in a small town
 - B. He went to the village to ask for some food
 - C. He liked to give the villagers fruit and rice
 - D. He died in the jungle when there was a drought
 - E. The old hermit turned to begging because he had some foods to eat
4. What is the main idea of paragraph 5?
 - A. The old hermit succeeded to get rice harvest.
 - B. The hermit should clear the land.
 - C. The hermit was successful as a worker.
 - D. It needed a short period of time to harvest the rice.
 - E. The seeds should be sowed before the rains came.

No.1 is removed

5. The old hermit worked hard to clear the land and sowed the seeds before the rains came.(paragraph 5)

The underlined word is closest in meaning to ...

- A. planted
 - B. watered
 - C. thrown
 - D. put
 - E. took
6. The old hermit had nothing to eat now, so he turned to begging. (paragraph 2)
- The underlined word is closest in meaning to ...
- A. robbing
 - B. stealing
 - C. asking
 - D. taking
 - E. giving
7. What is the topic of the text above?
- A. An old hermit
 - B. A rice harvest
 - C. An old man in America
 - D. A boatman
 - E. The villagers in Sumatra

No.7 is removed

Text 2 (for questions number 8-13)

Fast food nowadays is considered a normal eating venture. People are not just eating out on special occasions or weekends anymore. It means that all the time they mostly eat fast foods. However is fast food good for health?

Fast food has its popularity in the 1940's. Within a few years, fast-food operations popped up everywhere. With the compelling rise in fast-food restaurants since the 1940's, oddly it started the rise in obesity and cancer during that same time period.

Fast food is highly processed with a wide array of additives. To ensure fast food's low cost, the fast food products are made with highly-processed ingredients to give it shelf-life, to hold consistency, and to enhance flavor. Fast food is altered from its original healthy form.

It is not the calories in fast food which damage health and waistline. It is the chemical additives such as aspartame and MSG (monosodium glutamate). Studies show that the chemical additives lead to weight and disease issues.

So, there is absolutely nothing nutritional about fast food. Fast food simply feeds hunger and craving.

Adapted from: www.criticalbench.com/unhealthy_fast_food.htm

8. What is the best title of the text?
 - A. The definition of fast food
 - B. The unhealthy fast food
 - C. The history of fast food
 - D. Many people like fast food
 - E. The ingredients of fast food
9. The followings are true, except...
 - A. The fast food products are made with highly-processed ingredients to give it shelf-life.
 - B. Fast food is highly processed with a wide array of additives.
 - C. People mostly never eat fast foods all the time.
 - D. There are chemical additives in the fast food.
 - E. Fast food is the cause of obesity.
10. What is the main idea of the third paragraph?
 - A. Fast food is unhealthy.
 - B. Fast food contains chemical additives.
 - C. People who eat fast food is not healthy.
 - D. Fast food only for hunger and craving.
 - E. Fast food causes obesity and cancer.

Revision of the key answer
from A to B

11. What is the genre of the text?

- A. Analytical exposition
- B. Descriptive
- C. Procedure
- D. Narrative
- E. Report

No.11 is removed

12. According to the text, the writer concludes that ...

- A. The fast food is delicious.
- B. The fast food needs to be consumed.
- C. There is a little nutrient in the fast food.
- D. The fast food is dangerous and we will die if we consume it.
- E. ~~Fat~~ food is unhealthy for us.

Revised

Text 3 (for questions numbers 13-20)

There have been many complaints recently about the Colony's garbage collection service. The Urban Service Department has agreed that the service needs improvement. But nothing has been done!

The Urban Service Department cannot give shortage of trucks or workmen as an excuse. There are now more than twenty new trucks and there is no shortage of workmen. Ten percent of the working population is unemployed. Why is the service so inefficient? The answer is that there is no proper supervision of the workmen.

In some streets the garbage is collected only once a month because the workmen are not supervised. In other streets, collection is more frequent but half of the garbage is left in the road. The workmen are too lazy to pick it up and put it in the trucks.

In some parts of the colony, house-holders are dumping their garbage on the waste land. This is dangerous and unhealthy to do. These 'dumps' may catch fire and they will certainly attract rats and flies.

From the facts above, it is the duty of the Urban Service Department to collect all the garbage efficiently and regularly.

Taken from www.understandingtext.blogspot.com

13. What has caused people's complaint?

- A. The improvement in the service.
- B. The ineffective garbage collection service.
- C. The agreement between the Urban Service Department and the service.
- D. The refusal of the Urban Department to improve the service.
- E. The dumping of garbage in the waste land.

14. Why is the service so poor?

- A. There is a shortage of trucks.
- B. There are only twenty new trucks.
- C. The workmen are not supervised properly.
- D. Some of the workmen do not know what to do.
- E. The workmen are underpaid.

15. Why is half of the garbage left on the street?

- A. The workmen are too lazy to pick it up.
- B. Collections are only made once a month.
- C. Some householders dump the rubbish there.
- D. There is no more room for it in the garbage trucks.
- E. The workmen are waiting for the trucks before picking it up.

16. Why is the garbage on waste land unhealthy?

- A. It will soon catch fire.
- B. It is a dangerous practice.
- C. It makes a lot of problems.
- D. Some householders may fall over this garbage.
- E. It will cause the complaint from the urban service department.

17. The word 'their' in the fourth paragraph refers to....

- A. dumping

- B. the colony
 - C. garbage
 - D. householders
 - E. waste land
18. The word shortage of trucks has the same meaning as....
- A. the small trucks
 - B. a lot of trucks
 - C. the lack of trucks
 - D. the huge truck
 - E. the big trucks
19. Which of the following would be the best title?
- A. Complaints for Colony's garbage collection service
 - B. A lot of rubbish, workers and trucks
 - C. The Urban Service Department
 - D. The garbage in the streets that will catch fire and will certainly attract rats and flies.
 - E. The lazy workers
20. The writer's purpose of the text above is ...
- A. to describe the duties of the urban service department.
 - B. to explain the readers about how to collect garbage.
 - C. to conclude the arguments about why there are many complaints for the Colony's garbage collection.
 - D. to persuade the readers to help the urban service department to collect garbage.
 - E. to tell the reader about the writer's experiences.

Text 4 (for questions numbers 22-25)

Once upon a time, there were a king and his queen who lived in the Kingdom of Belinyu. They didn't have any child. Until one night, the queen had a dream of a turtle. It said that the queen would have a baby, and she had to give a Komala's

necklace to her baby. The queen woke up and she was holding a Komala's necklace in her hand. She told her dream to the king, and he was very happy.

Shortly, the queen's dream became reality, she was delivered a beautiful baby girl. The king named her, Komala. She grew up as a pretty girl, however, she had a bad attitude because her parents always spoiled her too much.

One day, Komala heard her parents were talking about the turtle in her mother's dream. She thought that the turtle was very interesting animal, so she wanted it as her pet. She insisted to find it, and the king allowed her to look for the animal.

Accompanied with the king's guards, Komala searched the turtle, and finally, she found it in a beach. She shouted to it, "Penyu busuk wait for me", in several times, but the turtle kept swimming. Komala ran after it into the sea, she tried to catch it. Until then she finally drowned and disappeared, and all of her guards could not save her. Now, people call the beach, Penyusuk.

Adapted from <http://www.halloenglish.web.id>

21. What does the story tell us?

- A. A bad attitude girl.
- B. A kingdom in Belinyu.
- C. The legend of Penyu busuk.
- D. The legend of Penyusuk beach.
- E. Kolama

22. What is the main idea of the last paragraph?

- A. The King permitted Komala to find the turtle.
- B. The celebration of Komala's birthday.
- C. Komala drowned and disappeared into the sea after trying to catch the turtle.
- D. The turtle disappeared.
- E. Komala are searching the turtle with the King's guards in the sea.

23. Komala had a bad attitude because

- A. she was a princess
- B. her father was a king
- C. she was a beautiful girl

D. her parents spoiled her very much

E. she was ascendant from the turtle.

24. Until then she finally drowned ... (last paragraph).

The synonym of the word "drowned" is

A. disappeared

B. floated

C. swam

D. sank

E. sing

Revision of the key answer from A to D

Text 5 (questions for number 25-30)

Being too fat is commonly known as overweight or obesity. It is simply defined as too much body fat inside. Overweight potentially leads high risk of health problem.

Being too fat is recognized as a major factor for heart disease. Due to the overweight, the heart will work harder. It can lead to the heart attack. Furthermore, obesity potentially rises blood cholesterol and blood pressure. In addition, being too fat can change the amount of sugar in the blood. This will cause diabetes and other serious disease.

Beside all of that, being too fat is often avoided by many young women. They said that becoming too fat will bother their physical beauty appearance.

More serious studies are necessary to see the effect of obesity. However it is clear enough that overweight is not good enough for healthy life.

Taken from www.understandingtext.blogspot.com

25. Which of the following would be the best title of the text above?

A. Being fat

B. Women hate being fat

C. Being fat is the major for heart attack

D. The problems of being fat

E. Obesity potentially rises blood cholesterol and blood pressure

26. What is the main idea of the second paragraph?
- A. Being fat can lead to the heart attack
 - B. Being too fat can change the amount of sugar in the blood
 - C. Being fat will cause diabetes
 - D. Being too fat is commonly known as overweight or obesity
 - E. Being fat is the major of some diseases
27. All of the followings are true according to the text above, except...
- A. Many young women do not like being fat.
 - B. Being fat is known as obesity.
 - C. Being fat will annoy the beauty of the women's appearance.
 - D. All women hate being fat.
 - E. Obesity will cause diabetes and other serious disease.
28. What is the writer's purpose in this passage?
- A. To conclude that being fat has many problems
 - B. To describe what is obesity
 - C. To entertain the readers
 - D. To give the solutions for solving the obesity
 - E. To forbid the readers being fat
29. What is the genre of the text above?
- A. Hortatory exposition
 - B. Analytical exposition
 - C. Procedure
 - D. Descriptive
 - E. Spoof

No.29 is removed

Text 6 (for questions number 30-33)

Once there lived a rich king. His name was Midas. However he was not happy because he wanted to be the richest king all around the world.

One day as Midas sat on his throne, his servant came to him with an old man. " Master, " said the servant."We have found this person around your orchard. He's

Silenus, the friend of the god Bacchus.” Midas had an idea. He welcomed the old man as his guest for ten days.

At the end of the ten days, Midas took Silenus back to the god Bacchus. Bacchus was very happy to see his lost friend. He said to Midas,” I will grant you any wish you make.” Midas was very happy. Then, he asked everything he touched would turn into gold.

On his return to his place, Midas tried out his new power. Everything he touched, it became gold. Then, he went for a walk in the garden. His children ran up to him. Without thinking he touched his children and instantly they turned into little gold statues. Midas cried. He hurried to Bacchus.

Bacchus felt sorry for Midas and ordered him to go to the River Pactolus and wash his hands in its water. This would take away the golden touch.

Midas had found out that all gold in the world did not bring any happiness.

Taken from text type in English

30. Why did Bacchus give everything that Midas wished?

- A. Because Midas was his best friend.
- B. Because Midas was a rich king
- C. Because Midas had sent Silenus back to him
- D. Because Midas wanted to be the richest king
- E. Because Bacchus was a rich man.

No.30 is removed

31. Bacchus told Midas how to get rid of the golden touch.

Based on the text, this statement is called

No.31 is removed

- A. orientation
- B. complication
- C. resolution
- D. reorientation
- E. event

32. What is moral value of the story?

- A. Having much money always bring happiness
- B. Being greedy will make us suffer
- C. Being rich is everything in the world
- D. Helping someone must get something in return
- E. Being rich does not guarantee to get happiness.

No.32 is removed

Text 7 (for questions number 33-38)

One of the problems with the Internet and the World Wide Web has been enormous quantity of information available. However, tools called search engines make the range of choice more manageable.

People use search engines by typing in key words about their chosen subject; a list of sites that might help them then appears on screen. Among the best-known search engines are Altavista, Ask Jeeves, Google and Lycos.

No one owns the Internet, and anyone can put up a website. Weblogs, known as blogs, are an increasingly popular way for people to share their thoughts, daily diary or travel experiences with others.

Some sites are moderated or controlled, but most are not. This means that in addition to the wealth of valuable information that can be found on the net, there are also many sites that are misleading, out of date, incorrect, or even harmful and criminal.

Adapted from www.ststudentencyclopedia.com

33. From the passage we can infer

- A. internet belongs to someone who is very rich.
- B. there is no way people can search information through internet.
- C. some sites are not controlled.
- D. search engines cannot help people.
- E. World Wide Web is not manageable.

34. “. . . travel experiences with **others**.” (Paragraph 3)

The word ‘**others**’ refers to

- A. problems with internet
- B. other travel
- C. other people’s experiences
- D. weblogs
- E. information

35. What is NOT the function of Weblogs?

- A. to share people’s thoughts

- B. to share people's daily diary
- C. to know people's experiences
- D. to report to supervisor
- E. to inform others

36. What is the main idea of the first paragraph?

- A. One of the problems with the Internet and the World Wide Web has been enormous quantity of information available.
- B. Search engines make the range of choice more manageable.
- C. People use search engines by typing in key words about their chosen subject
- D. A list of sites might help information appear on screen.
- E. Among the best-known search engines are Altavista, Ask Jeeves, Google, and Lycos

Text 8 (for questions number 39-42)

Once upon a time, there was once a guy who was very much in love with this girl. This romantic guy folded 1,000 pieces of paper cranes as a gift to his girl. Although, at that time he was just a small executive in his company, his future doesn't seem too bright, they were very happy together.

Until one day, his girl told him she was going to Paris and will never come back. She also told him that she cannot visualize any future for the both of them, so let's go their own ways there and then ... heartbroken, the guy agreed.

When he regained his confidence, he worked hard day and night, just to make something out of himself. Finally with all these hard work and with the help of friends, this guy had set up his own company. "You never fail until you stop trying." He always told himself. "I must make it in life!" One rainy day, while this guy was driving, he saw an elderly couple sharing an umbrella in the rain walking to some destination. Even with the umbrella, they were still drenched. It didn't take him long to realize those were his ex-girlfriend's parents.

With a heart in getting back at them, he drove slowly beside the couple, wanting them to spot him in his luxury saloon. He wanted them to know that he wasn't the same anymore, he had his own company, car, condo, etc.

He had made it in life! Before the guy can realize, the couple was walking towards a cemetery, and he got out of his car and followed them and he saw his ex-girlfriend, a photograph of her smiling sweetly as ever at him from her tombstone and he saw his precious paper cranes in a bottle placed beside her tomb.

Her parents saw him. He walked over and asked them why this had happened. They explained that she did not leave for France at all. She was stricken ill with cancer. In her heart, she had believed that he will make it someday, but she did not want her illness to be his obstacle. Therefore she had chosen to leave him. She had wanted her parents to put his paper cranes beside her, because, if the day comes when fate brings him to her again he can take some of those back with him. The guy just wept.

Adapted from: <http://www.lovefatedestiny.com/>

37. The main character of the story is ...

- A. a guy
- B. a girl
- C. a couple of husband and wife
- D. a family
- E. a group of people

38. Why did the guy break up with his girlfriend?

- A. He wanted to concentrate on his career. Revised
- B. The girl said that she wanted to go to Paris and would not come back.
- C. The guy had found another girl for him. Revised
- D. The guy's parents did not like the girl at all.
- E. The girl's parents did not allow her to marry the man. Revised

39. From the text, we can know that the guy.....after he broke up with his girlfriend.

- A. got very frustrated Revised
- B. found another girl who could understand him a lot Revised
- C. got married with another girl Revised
- D. regained his confidence and worked very hard.

- E. met the girl's parents
40. The guy wanted to show his ex-girlfriend's parents that ...
- A. he had got another girl and was ready to get married.
 - B. their daughter did a bad thing by leaving him. Revised
 - C. he was happy to break up with their daughter. Revised
 - D. his parents were their friends.
 - E. he had become a rich man after he broke up with their daughter.
41. Actually, the girl died because of ...
- A. committing suicide
 - B. a plane accident
 - C. cancer
 - D. a fire in Paris
 - E. giving birth
42. Why did the girl want her parents put the paper cranes next to her tomb?
- A. because she wanted the man to know that she loved him
 - B. because she hated the paper cranes
 - C. because her parents did not know where to put it
 - D. because the man asked her to do Revised
 - E. because her parents told her to Revised
43. The man knew that she ... and he could only weep next to her tombstone.
- A. left him
 - B. got to Paris
 - C. died
 - D. hated him
 - E. always loved him
44. "...if the day comes when fate brings him to her again he can take some of those back with him." What does the statement mean?
- A. She wanted her parents to bring him to her.
 - B. She wanted the man to take back his paper cranes.
 - C. She hated the paper cranes so that she wanted the man to take them back.

D. He believed that the girl would return his paper cranes.

E. The girl wanted the man to know that she loved him very much.

45. The best title of the text is ...

A. A man and a woman

B. A beautiful girls

C. Let me love you

D. The girl and his family

E. A rich man

Key Answer

1. A	21. D	41. C
2. E	22. C	42. A
3. B	23. D	43. E
4. A	24. D	44. E
5. A	25. D	45. C
6. C	26. E	
7. A	27. D	
8. B	28. A	
9. C	29. B	
10. B	30. C	
11. A	31. C	
12. E	32. E	
13. B	33. C	
14. C	34. C	
15. A	35. D	
16. A	36. A	
17. D	37. A	
18. C	38. B	
19. A	39. D	
20. C	40. E	

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Item analysis for data from file ujian.txt

Page 1

Seq. No.	Scale -Item	Item Statistics			Alternative Statistics				
		Prop. Correct	Biser.	Point Biser.	Alt.	Prop. Endorsing	Biser.	Point Biser.	Key
1	0-1	0.900	1.000	0.834	A	0.900	1.000	0.834	*
					B	0.000	-9.000	-9.000	
					C	0.000	-9.000	-9.000	
					D	0.000	-9.000	-9.000	
					E	0.000	-9.000	-9.000	
					other	0.100	-1.000	-0.834	
2	0-2	0.767	0.994	0.719	A	0.067	-0.127	-0.066	*
					B	0.067	-0.293	-0.152	
					C	0.000	-9.000	-9.000	
					D	0.000	-9.000	-9.000	
					E	0.767	0.994	0.719	
					other	0.100	-1.000	-0.834	
3	0-3	0.700	0.693	0.526	A	0.000	-9.000	-9.000	*
					B	0.700	0.693	0.526	
					C	0.067	0.419	0.217	
					D	0.067	-0.364	-0.189	
					E	0.033	0.117	0.048	
					other	0.133	-1.000	-0.755	
4	0-4	0.433	0.677	0.538	A	0.433	0.677	0.538	*
					B	0.033	0.241	0.100	
					C	0.333	-0.014	-0.011	
					D	0.033	0.241	0.100	
					E	0.067	-0.364	-0.189	
					other	0.100	-1.000	-0.834	
5	0-5	0.700	0.596	0.452	A	0.700	0.596	0.452	*
					B	0.100	0.009	0.005	
					C	0.100	0.236	0.138	
					D	0.000	-9.000	-9.000	
					E	0.000	-9.000	-9.000	
					other	0.100	-1.000	-0.834	
6	0-6	0.633	0.797	0.623	A	0.233	-0.222	-0.161	*
					B	0.000	-9.000	-9.000	
					C	0.633	0.797	0.623	
					D	0.000	-9.000	-9.000	
					E	0.033	0.241	0.100	
					other	0.100	-1.000	-0.834	

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Item analysis for data from file ujian.txt

Page 2

HASIL ANALYSIS SOAL-SOAL TRY OUT

Seq. No.	Scale -Item	Item Statistics			Alternative Statistics				Key
		Prop. Correct	Biser.	Point Biser.	Alt.	Prop. Endorsing	Biser.	Point Biser.	
7	0-7	0.900	1.000	0.834	A	0.900	1.000	0.834	*
					B	0.000	-9.000	-9.000	
					C	0.000	-9.000	-9.000	
					D	0.000	-9.000	-9.000	
					E	0.000	-9.000	-9.000	
					other	0.100	-1.000	-0.834	
8	0-8	0.433	0.670	0.532	A	0.300	0.278	0.211	*
					B	0.433	0.670	0.532	
					C	0.067	-0.388	-0.201	
					D	0.000	-9.000	-9.000	
					E	0.100	-0.341	-0.199	
					other	0.100	-1.000	-0.834	
9	0-9	0.700	1.000	0.814	A	0.067	-0.055	-0.029	*
					B	0.000	-9.000	-9.000	
					C	0.700	1.000	0.814	
					D	0.000	-9.000	-9.000	
					E	0.133	-0.537	-0.340	
					other	0.100	-1.000	-0.834	
10	0-10	0.267	0.539	0.400	A	0.267	0.539	0.400	*
					B	0.633	0.194	0.152	
					C	0.000	-9.000	-9.000	
					D	0.000	-9.000	-9.000	
					E	0.000	-9.000	-9.000	
					other	0.100	-1.000	-0.834	
11	0-11	0.167	0.444	0.298	A	0.167	0.444	0.298	*
					B	0.300	0.154	0.117	
					C	0.000	-9.000	-9.000	
					D	0.000	-9.000	-9.000	
					E	0.433	0.217	0.172	
					other	0.100	-1.000	-0.834	
12	0-12	0.767	0.794	0.574	A	0.000	-9.000	-9.000	*
					B	0.000	-9.000	-9.000	
					C	0.100	0.096	0.056	
					D	0.033	-0.131	-0.054	
					E	0.767	0.794	0.574	
					other	0.100	-1.000	-0.834	

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Page 3

Seq. No.	Scale -Item	Item Statistics			Alternative Statistics				Key
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13	0-13	0.400	0.365	0.288	A	0.300	0.366	0.278	

HASIL ANALYSIS SOAL-SOAL TRY OUT

					B	0.400	0.365	0.288	*
					C	0.000	-9.000	-9.000	
					D	0.167	-0.158	-0.106	
					E	0.033	0.282	0.117	
					other	0.100	-1.000	-0.834	
14	0-14	0.867	1.000	0.683	A	0.033	0.241	0.100	
					B	0.000	-9.000	-9.000	
					C	0.867	1.000	0.683	*
					D	0.000	-9.000	-9.000	
					E	0.000	-9.000	-9.000	
					other	0.100	-1.000	-0.834	
15	0-15	0.833	0.809	0.542	A	0.833	0.809	0.542	*
					B	0.033	0.241	0.100	
					C	0.000	-9.000	-9.000	
					D	0.033	0.406	0.168	
					E	0.000	-9.000	-9.000	
					other	0.100	-1.000	-0.834	
16	0-16	0.600	0.492	0.388	A	0.600	0.492	0.388	*
					B	0.100	0.323	0.189	
					C	0.100	0.079	0.046	
					D	0.100	-0.061	-0.036	
					E	0.000	-9.000	-9.000	
					other	0.100	-1.000	-0.834	
17	0-17	0.533	0.666	0.531	A	0.000	-9.000	-9.000	
					B	0.333	-0.014	-0.011	
					C	0.000	-9.000	-9.000	
					D	0.533	0.666	0.531	*
					E	0.000	-9.000	-9.000	
					other	0.133	-1.000	-0.764	
18	0-18	0.433	0.155	0.123	A	0.267	0.240	0.178	
					B	0.033	0.241	0.100	
					C	0.433	0.155	0.123	*
					D	0.000	-9.000	-9.000	
					E	0.167	0.370	0.248	?
					other	0.100	-1.000	-0.834	

CHECK THE KEY
C was specified, E works better

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Page 4

Seq. No.	Scale -Item	Item Statistics			Alternative Statistics				Key
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19	0-19	0.400	0.405	0.319	A	0.400	0.405	0.319	*
					B	0.000	-9.000	-9.000	
					C	0.467	0.376	0.299	
					D	0.000	-9.000	-9.000	
					E	0.033	-0.751	-0.311	
					other	0.100	-1.000	-0.834	
20	0-20	0.667	0.934	0.720	A	0.033	-0.131	-0.054	
					B	0.000	-9.000	-9.000	

HASIL ANALYSIS SOAL-SOAL TRY OUT

					C	0.667	0.934	0.720	*
					D	0.100	-0.341	-0.199	
					E	0.100	-0.114	-0.066	
					other	0.100	-1.000	-0.834	
21	0-21	0.767	1.000	0.865	A	0.000	-9.000	-9.000	
					B	0.000	-9.000	-9.000	
					C	0.133	-0.537	-0.340	
					D	0.767	1.000	0.865	*
					E	0.000	-9.000	-9.000	
					other	0.100	-1.000	-0.834	
22	0-22	0.767	1.000	0.865	A	0.000	-9.000	-9.000	
					B	0.000	-9.000	-9.000	
					C	0.767	1.000	0.865	*
					D	0.033	-0.751	-0.311	
					E	0.100	-0.341	-0.199	
					other	0.100	-1.000	-0.834	
23	0-23	0.800	1.000	0.775	A	0.000	-9.000	-9.000	
					B	0.000	-9.000	-9.000	
					C	0.033	-0.751	-0.311	
					D	0.800	1.000	0.775	*
					E	0.067	-0.032	-0.016	
					other	0.100	-1.000	-0.834	
24	0-24	0.000	-9.000	-9.000	A	0.000	-9.000	-9.000	*
					B	0.000	-9.000	-9.000	
					C	0.033	0.406	0.168	
					D	0.833	1.000	0.740	?
					E	0.000	-9.000	-9.000	
					other	0.133	-1.000	-0.900	

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Page 5

Seq. No.	Scale -Item	Item Statistics			Alternative Statistics				
		Prop. Correct	Biser.	Point Biser.	Alt.	Prop. Endorsing	Biser.	Point Biser.	Key
25	0-25	0.733	0.965	0.717	A	0.033	-0.338	-0.140	
					B	0.000	-9.000	-9.000	
					C	0.000	-9.000	-9.000	
					D	0.733	0.965	0.717	*
					E	0.067	-0.032	-0.016	
					other	0.167	-1.000	-0.773	
26	0-26	0.733	0.965	0.717	A	0.100	-0.166	-0.097	
					B	0.000	-9.000	-9.000	
					C	0.033	0.241	0.100	
					D	0.000	-9.000	-9.000	
					E	0.733	0.965	0.717	*
					other	0.133	-1.000	-0.900	
27	0-27	0.467	0.584	0.465	A	0.000	-9.000	-9.000	
					B	0.000	-9.000	-9.000	
					C	0.367	0.173	0.135	

HASIL ANALYSIS SOAL-SOAL TRY OUT

					D	0.467	0.584	0.465	*
					E	0.033	0.117	0.048	
					other	0.133	-1.000	-0.900	
28	0-28	0.600	0.802	0.633	A	0.600	0.802	0.633	*
					B	0.267	-0.012	-0.009	
					C	0.000	-9.000	-9.000	
					D	0.000	-9.000	-9.000	
					E	0.000	-9.000	-9.000	
					other	0.133	-1.000	-0.900	
29	0-29	0.267	0.230	0.171	A	0.000	-9.000	-9.000	
					B	0.267	0.230	0.171	*
					C	0.000	-9.000	-9.000	
					D	0.600	0.596	0.470	?
					E	0.000	-9.000	-9.000	
					other	0.133	-1.000	-0.900	
30	0-30	0.800	1.000	0.767	A	0.067	-0.008	-0.004	
					B	0.000	-9.000	-9.000	
					C	0.800	1.000	0.767	*
					D	0.000	-9.000	-9.000	
					E	0.000	-9.000	-9.000	
					other	0.133	-1.000	-0.900	

CHECK THE KEY

B was specified, D works better

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Page 6

Seq. No.	Scale -Item	Item Statistics			Alternative Statistics				
		Prop. Correct	Biser.	Point Biser.	Alt.	Prop. Endorsing	Biser.	Point Biser.	Key
31	0-31	0.367	0.490	0.383	A	0.300	0.260	0.198	
					B	0.133	-0.052	-0.033	
					C	0.367	0.490	0.383	*
					D	0.033	0.241	0.100	
					E	0.033	0.324	0.134	
					other	0.133	-1.000	-0.900	
32	0-32	0.833	1.000	0.822	A	0.000	-9.000	-9.000	
					B	0.033	-0.007	-0.003	
					C	0.000	-9.000	-9.000	
					D	0.000	-9.000	-9.000	
					E	0.833	1.000	0.822	*
					other	0.133	-1.000	-0.900	
33	0-33	0.633	0.871	0.680	A	0.067	-0.269	-0.139	
					B	0.167	0.051	0.034	
					C	0.633	0.871	0.680	*
					D	0.000	-9.000	-9.000	
					E	0.000	-9.000	-9.000	
					other	0.133	-1.000	-0.900	
34	0-34	0.400	0.405	0.319	A	0.000	-9.000	-9.000	
					B	0.067	0.324	0.168	
					C	0.400	0.405	0.319	*
					D	0.167	0.051	0.034	

HASIL ANALYSIS SOAL-SOAL TRY OUT

					E	0.233	0.309	0.224	
					other	0.133	-1.000	-0.900	
35	0-35	0.767	0.984	0.712	A	0.033	0.158	0.066	
					B	0.067	-0.055	-0.029	
					C	0.000	-9.000	-9.000	
					D	0.767	0.984	0.712	*
					E	0.000	-9.000	-9.000	
					other	0.133	-1.000	-0.900	
36	0-36	0.533	0.497	0.396	A	0.533	0.497	0.396	*
					B	0.333	0.298	0.230	
					C	0.000	-9.000	-9.000	
					D	0.000	-9.000	-9.000	
					E	0.000	-9.000	-9.000	
					other	0.133	-1.000	-0.900	

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Item analysis for data from file ujian.txt

Page 7

Seq. No.	Scale -Item	Item Statistics			Alternative Statistics				
		Prop. Correct	Biser.	Point Biser.	Alt.	Prop. Endorsing	Biser.	Point Biser.	Key
37	0-37	0.833	1.000	0.789	A	0.833	1.000	0.789	*
					B	0.000	-9.000	-9.000	
					C	0.000	-9.000	-9.000	
					D	0.000	-9.000	-9.000	
					E	0.000	-9.000	-9.000	
					other	0.167	-1.000	-0.789	
38	0-38	0.567	0.633	0.503	A	0.100	0.166	0.097	*
					B	0.567	0.633	0.503	
					C	0.033	0.241	0.100	
					D	0.067	-0.032	-0.016	
					E	0.100	0.079	0.046	
					other	0.133	-1.000	-0.900	
39	0-39	0.600	0.802	0.633	A	0.100	0.166	0.097	*
					B	0.067	-0.127	-0.066	
					C	0.067	-0.198	-0.103	
					D	0.600	0.802	0.633	
					E	0.067	-0.364	-0.189	
					other	0.100	-1.000	-0.834	
40	0-40	0.767	1.000	0.763	A	0.033	0.406	0.168	*
					B	0.000	-9.000	-9.000	
					C	0.000	-9.000	-9.000	
					D	0.067	-0.364	-0.189	
					E	0.767	1.000	0.763	
					other	0.133	-1.000	-0.900	
41	0-41	0.633	0.528	0.413	A	0.067	-0.293	-0.152	*
					B	0.067	0.372	0.193	
					C	0.633	0.528	0.413	
					D	0.067	0.087	0.045	
					E	0.033	0.241	0.100	

HASIL ANALYSIS SOAL-SOAL TRY OUT

					other	0.133	-1.000	-0.701	
42	0-42	0.633	0.740	0.578	A	0.633	0.740	0.578	*
					B	0.100	0.096	0.056	
					C	0.067	-0.103	-0.053	
					D	0.033	0.324	0.134	
					E	0.033	-0.007	-0.003	
					other	0.133	-1.000	-0.900	

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Page 8

Seq. No.	Scale -Item	Item Statistics			Alternative Statistics				Key
		Prop. Correct	Biser.	Point Biser.	Alt.	Prop. Endorsing	Biser.	Point Biser.	
43	0-43	0.433	0.365	0.290	A	0.200	0.373	0.261	
					B	0.000	-9.000	-9.000	
					C	0.200	0.285	0.199	
					D	0.000	-9.000	-9.000	
					E	0.433	0.365	0.290	*
					other	0.167	-1.000	-0.880	
44	0-44	0.500	0.365	0.292	A	0.000	-9.000	-9.000	
					B	0.333	0.509	0.393	?
					C	0.000	-9.000	-9.000	
					D	0.033	-0.338	-0.140	
					E	0.500	0.365	0.292	*
					other	0.133	-1.000	-0.900	
45	0-45	0.633	0.724	0.566	A	0.100	0.201	0.118	
					B	0.067	-0.269	-0.139	
					C	0.633	0.724	0.566	*
					D	0.000	-9.000	-9.000	
					E	0.100	-0.131	-0.077	
					other	0.100	-1.000	-0.834	

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Item analysis for data from file ujian.txt

Page 9

There were 30 examinees in the data file.

Scale Statistics

Scale: 0

N of Items 45

N of Examinees 30

Mean 27.167

Variance 118.006

HASIL ANALYSIS SOAL-SOAL TRY OUT

Std. Dev.	10.863
Skew	-1.589
Kurtosis	1.299
Minimum	0.000
Maximum	37.000
Median	33.000
Alpha	0.945
SEM	2.541
Mean P	0.604
Mean Item-Tot.	0.565
Mean Biserial	0.727

SCORE

27 1 Scores for examinees from file ujian.txt

01	ABBYU W	25.00
02	ADITYA BAYU W.	33.00
03	AGNES TYAS W.	33.00
04	A INMAS KRISDAYANTI	24.00
05	ALFI KHAFFI D.	33.00
06	ANGGRAENI P.D.	33.00
07	ANISA DEWI H.	35.00
08	AFIF SETIAWAN	20.00
09	ATHIKA DWI KRISTANTI	33.00
10	CAPELLA YUNA BEITA S.	33.00
11	DAVID JULIAN N.	27.00
12	DEOHAN ARISTAMA P.	35.00
13	DIMAS HARYOSEN	9.00
14	DIRACAHYA CHAIRANI	31.00
15	DWI ISNAWATI	30.00
17	ENGGAR PRIMADITO D.	29.00
18	ESTINA	37.00
19	FAJAR ROHMAN HIDAYAT	35.00
20	LINTANG ADITYA P.	33.00
21	MUH. BRAMASTO	23.00
22	MUHAMMAD ICHSAN K.	34.00
23	PRISCHA FANDHITA	36.00
24	RIKA WIJAYANTI	35.00
25	RISA ARISNIWATI	33.00
26	SELPHA YUDHA CAESSAR H.	34.00
27	STELLA NOVIANI	33.00
28	YEREMIA INDRA A.P	19.00

SOAL – SOAL PRE TEST DAN POS TEST

SMA N 1 Kalasan Grade XI

Petunjuk

- Tuliskan nama, no.urut siswa, dan kelas di atas lembar jawaban yang disediakan.
- Jawablah pertanyaan berikut ini dengan memilih salah satu jawaban yang anda anggap paling benar dengan memberikan tanda silang (X) pada huruf A,B,C,D, or E pada lembar jawaban yang disediakan.
- Anda mempunyai waktu 90 menit untuk mengerjakan soal-soal berikut.

Text 1 (for questions number 1-5)

Many years ago, there lived an old hermit in a forest in Sumatera. He did not grow foods but depended on the jungle to survive. Soon, there was a drought, all the plants and fruit trees in the jungle died.

The old hermit had nothing to eat now, so he turned to begging. He went to the nearby village trying to get some foods. At first, the villagers were very happy to help him. However, when he came continually, they refused to give him any more food. They told him to grow his own food.

One day, while the hermit was sitting in his hut, sad and hungry, he began to think about growing his own food. Just then a boatman stopped by and taking on the hermit, gave him some rice seeds.

Before the boatman went away, he said, “These seeds will grow and give you everlasting harvest if you work very hard. If you are tired of the work, the rice plants will turn into weeds”.

The old hermit worked hard to clear the land and sowed the seeds before the rains came. Strangely, after a short period of time, the rice was ready for harvesting. The old hermit got a lot of rice from the harvest. After each harvest, the plants grew back again right away.

When the villagers heard about the hermit and his wonderful rice, they flocked to his rice-field and took home as much rice as they could.

One day, the hermit became so tired of harvesting the rice that she shouted. “Oh, stop growing, you wretched thing!” As soon as he had said this, the rice plants turned into weeds.

Taken from www.understandingtext.blogspot.com

1. What did the boatman give to the hermit?
 - A. Fruit tree
 - B. Some food
 - C. Rice plants
 - D. Some weeds
 - E. Some rice seeds
2. Which statement is true about the old hermit?
 - A. He lived in a small town
 - B. He went to the village to ask for some food
 - C. He liked to give the villagers fruit and rice
 - D. He died in the jungle when there was a drought
 - E. The old hermit turned to begging because he had some foods to eat
3. What is the main idea of paragraph 5?
 - A. The old hermit succeeded to get rice harvest.
 - B. The hermit should clear the land.
 - C. The hermit was successful as a worker.
 - D. It needed a short period of time to harvest the rice.
 - E. The seeds should be sowed before the rains came.
4. The old hermit worked hard to clear the land and sowed the seeds before the rains came.(paragraph 5)
The underlined word is closest in meaning to ...
 - A. planted
 - B. watered
 - C. thrown
 - D. put
 - E. took
5. The old hermit had nothing to eat now, so he turned to begging. (paragraph 2)
The underlined word is closest in meaning to ...
 - A. robbing
 - B. stealing
 - C. asking

- D. taking
- E. giving

Text 2 (for questions number 6-9)

Fast food nowadays is considered a normal eating venture. People are not just eating out on special occasions or weekends anymore. It means that all the time they mostly eat fast foods. However is fast food good for health?

Fast food has its popularity in the 1940's. Within a few years, fast-food operations popped up everywhere. With the compelling rise in fast-food restaurants since the 1940's, oddly it started the rise in obesity and cancer during that same time period.

Fast food is highly processed with a wide array of additives. To ensure fast food's low cost, the fast food products are made with highly-processed ingredients to give it shelf-life, to hold consistency, and to enhance flavor. Fast food is altered from its original healthy form.

It is not the calories in fast food which damage health and waistline. It is the chemical additives such as aspartame and MSG (monosodium glutamate). Studies show that the chemical additives lead to weight and disease issues.

So, there is absolutely nothing nutritional about fast food. Fast food simply feeds hunger and craving.

Adapted from: from: www.criticalbench.com/unhealthy_fast_food.htm

6. What is the best title of the text?
 - A. The definition of fast food
 - B. The unhealthy fast food
 - C. The history of fast food
 - D. Many people like fast food
 - E. The ingredients of fast food
7. The followings are true, except...
 - A. The fast food products are made with highly-processed ingredients to give it shelf-life.
 - B. Fast food is highly processed with a wide array of additives.
 - C. People mostly never eat fast foods all the time.
 - D. There are chemical additives in the fast food.
 - E. Fast food is the cause of obesity.

8. What is the main idea of the third paragraph?
 - A. Fast food is unhealthy.
 - B. Fast food contains chemical additives.
 - C. People who eat fast food is not healthy.
 - D. Fast food only for hunger and craving.
 - E. Fast food causes obesity and cancer.
9. According to the text, the writer concludes that ...
 - A. The fast food is delicious.
 - B. The fast food needs to be consumed.
 - C. There is a little nutrient in the fast food.
 - D. The fast food is dangerous and we will die if we consume it.
 - E. Fast food is unhealthy for us.

Text 3 (for questions numbers 10-15)

There have been many complaints recently about the Colony's garbage collection service. The Urban Service Department has agreed that the service needs improvement. But nothing has been done!

The Urban Service Department cannot give shortage of trucks or workmen as an excuse. There are now more than twenty new trucks and there is no shortage of workmen. Ten percent of the working population is unemployed. Why is the service so inefficient? The answer is that there is no proper supervision of the workmen.

In some streets the garbage is collected only once a month because the workmen are not supervised. In other streets, collection is more frequent but half of the garbage is left in the road. The workmen are too lazy to pick it up and put it in the trucks.

In some parts of the colony, house-holders are dumping their garbage on the waste land. This is dangerous and unhealthy to do. These 'dumps' may catch fire and they will certainly attract rats and flies.

From the facts above, it is the duty of the Urban Service Department to collect all the garbage efficiently and regularly.

Taken from www.understandingtext.blogspot.com

10. Why is the service so poor?
 - A. There is a shortage of trucks.

- B. There are only twenty new trucks.
 - C. The workmen are not supervised properly.
 - D. Some of the workmen do not know what to do.
 - E. The workmen are underpaid.
11. Why is half of the garbage left on the street?
- A. The workmen are too lazy to pick it up.
 - B. Collections are only made once a month.
 - C. Some householders dump the rubbish there.
 - D. There is no more room for it in the garbage trucks.
 - E. The workmen are waiting for the trucks before picking it up.
12. Why is the garbage on waste land unhealthy?
- A. It will soon catch fire.
 - B. It is a dangerous practice.
 - C. It makes a lot of problems.
 - D. Some householders may fall over this garbage.
 - E. It will cause the complaint from the urban service department.
13. The word 'their' in the fourth paragraph refers to....
- A. dumping
 - B. the colony
 - C. garbage
 - D. householders
 - E. waste land
14. Which of the following would be the best title?
- A. Complaints for Colony's garbage collection service
 - B. A lot of rubbish, workers and trucks
 - C. The Urban Service Department
 - D. The garbage in the streets that will catch fire and will certainly attract rats and flies.
 - E. The lazy workers
15. The writer's purpose of the text above is ...
- A. to describe the duties of the urban service department.
 - B. to explain the readers about how to collect garbage.

- C. to conclude the arguments about why there are many complaints for the Colony's garbage collection.
- D. to persuade the readers to help the urban service department to collect garbage.
- E. to tell the reader about the writer's experiences.

Text 4 (for questions numbers 16-19)

Once upon a time, there were a king and his queen who lived in the Kingdom of Belinyu. They didn't have any child. Until one night, the queen had a dream of a turtle. It said that the queen would have a baby, and she had to give a Komala's necklace to her baby. The queen woke up and she was holding a Komala's necklace in her hand. She told her dream to the king, and he was very happy.

Shortly, the queen's dream became reality, she was delivered a beautiful baby girl. The king named her, Komala. She grew up as a pretty girl, however, she had a bad attitude because her parents always spoiled her too much.

One day, Komala heard her parents were talking about the turtle in her mother's dream. She thought that the turtle was very interesting animal, so she wanted it as her pet. She insisted to find it, and the king allowed her to look for the animal.

Accompanied with the king's guards, Komala searched the turtle, and finally, she found it in a beach. She shouted to it, "Penyu busuk wait for me", in several times, but the turtle kept swimming. Komala ran after it into the sea, she tried to catch it. Until then she finally drowned and disappeared, and all of her guards could not save her. Now, people call the beach, Penyusuk.

Adapted from <http://www.halloenglish.web.id>

16. What does the story tell us?

- A. A bad attitude girl.
- B. A kingdom in Belinyu.
- C. The legend of Penyu busuk.
- D. The legend of Penyusuk beach.
- E. Kolama

17. What is the main idea of the last paragraph?

- A. The King permitted Komala to find the turtle.
- B. The celebration of Komala's birthday.
- C. Komala drowned and disappeared into the sea after trying to catch the turtle.

D. The turtle disappeared.

E. Komala are searching the turtle with the King's guards in the sea.

18. Komala had a bad attitude because

A. she was a princess

B. her father was a king

C. she was a beautiful girl

D. her parents spoiled her very much

E. she was ascendant from the turtle.

19. Until then she finally drowned ... (last paragraph).

The synonym of the word "drowned" is

A. disappeared

B. floated

C. swam

D. sank

E. sing

Text 5 (questions for number 20-23)

Being too fat is commonly known as overweight or obesity. It is simply defined as too much body fat inside. Overweight potentially leads high risk of health problem.

Being too fat is recognized as a major factor for heart disease. Due to the overweight, the heart will work harder. It can lead to the heart attack. Furthermore, obesity potentially rises blood cholesterol and blood pressure. In addition, being too fat can change the amount of sugar in the blood. This will cause diabetes and other serious disease.

Beside all of that, being too fat is often avoided by many young women. They said that becoming too fat will bother their physical beauty appearance.

More serious studies are necessary to see the effect of obesity. However it is clear enough that overweight is not good enough for healthy life.

Taken from www.understandingtext.blogspot.com

20. Which of the following would be the best title of the text above?

A. Being fat

B. Women hate being fat

C. Being fat is the major for heart attack

- D. The problems of being fat
- E. Obesity potentially rises blood cholesterol and blood pressure

21. What is the main idea of the second paragraph?

- A. Being fat can lead to the heart attack
- B. Being too fat can change the amount of sugar in the blood
- C. Being fat will cause diabetes
- D. Being too fat is commonly known as overweight or obesity
- E. Being fat is the major of some diseases

22. All of the followings are true according to the text above, except...

- A. Many young women do not like being fat.
- B. Being fat is known as obesity.
- C. Being fat will annoy the beauty of the women's appearance.
- D. All women hate being fat.
- E. Obesity will cause diabetes and other serious disease.

23. What is the writer's purpose in this passage?

- A. To conclude that being fat has many problems
- B. To describe what is obesity
- C. To entertain the readers
- D. To give the solutions for solving the obesity
- E. To forbid the readers being fat

Text 6 (for questions number 24-26)

Once upon a time, there was once a guy who was very much in love with this girl. This romantic guy folded 1,000 pieces of paper cranes as a gift to his girl. Although, at that time he was just a small executive in his company, his future doesn't seem too bright, they were very happy together.

Until one day, his girl told him she was going to Paris and will never come back. She also told him that she cannot visualize any future for the both of them, so let's go their own ways there and then ... heartbroken, the guy agreed.

When he regained his confidence, he worked hard day and night, just to make something out of himself. Finally with all these hard work and with the help of friends, this guy had set up his own company. "You never fail until you stop trying." He always told himself. "I must make

it in life!” One rainy day, while this guy was driving, he saw an elderly couple sharing an umbrella in the rain walking to some destination. Even with the umbrella, they were still drenched. It didn’t take him long to realize those were his ex-girlfriend’s parents.

With a heart in getting back at them, he drove slowly beside the couple, wanting them to spot him in his luxury saloon. He wanted them to know that he wasn’t the same anymore, he had his own company, car, condo, etc.

He had made it in life! Before the guy can realize, the couple was walking towards a cemetery, and he got out of his car and followed them and he saw his ex-girlfriend, a photograph of her smiling sweetly as ever at him from her tombstone and he saw his precious paper cranes in a bottle placed beside her tomb.

Her parents saw him. He walked over and asked them why this had happened. They explained that she did not leave for France at all. She was stricken ill with cancer. In her heart, she had believed that he will make it someday, but she did not want her illness to be his obstacle. Therefore she had chosen to leave him. She had wanted her parents to put his paper cranes beside her, because, if the day comes when fate brings him to her again he can take some of those back with him. The guy just wept.

Adapted from: <http://www.lovefatedestiny.com/>

24. Why did the guy break up with his girlfriend?

- A. He wanted to be successful on his career.
- B. The girl said that she wanted to go to Paris and would not come back.
- C. His girlfriend said to him that she got the cancer.
- D. The guy’s parents did not like the girl at all.
- E. The girl’s parents asked the girl to go to Paris.

25. From the text, we can know that the guy.....after he broke up with his girlfriend.

- A. worked hard to forget his girl
- B. tried to find another girl who could understand him a lot
- C. tried to go to Paris to meet his girl
- D. regained his confidence and worked very hard.
- E. met the girl’s parents

26. The guy wanted to show his ex-girlfriend’s parents that ...

- A. he had got another girl and he was ready to get married.

- B. their daughter went to Paris and left him.
 - C. he was frustrated to break up with their daughter.
 - D. he had forgot his girlfriend.
 - E. he had become a rich man after he broke up with their daughter.
27. Actually, the girl died because of ...
- A. committing suicide
 - B. a plane accident
 - C. cancer
 - D. a fire in Paris
 - E. giving birth
28. Why did the girl want her parents put the paper cranes next to her tomb?
- A. because she wanted the man to know that she loved him
 - B. because she hated the paper cranes
 - C. because her parents did not know where to put it
 - D. because the man asked her to do it
 - E. because her parents told her to do it
29. The man knew that she ... and he could only weep next to her tombstone.
- A. left him
 - B. got to Paris
 - C. died
 - D. hated him
 - E. always loved him
30. "...if the day comes when fate brings him to her again he can take some of those back with him." What does the statement mean?
- A. She wanted her parents to bring him to her.
 - B. She wanted the man to take back his paper cranes.
 - C. She hated the paper cranes so that she wanted the man to take them back.
 - D. He believed that the girl would return his paper cranes.
 - E. The girl wanted the man to know that she loved him very much.
31. The best title of the text is ...
- A. A man and a woman

- B. A beautiful girls
- C. Let me love you
- D. The girl, the man and their family
- E. A rich man

Text 7 (for questions number 33-38)

One of the problems with the Internet and the World Wide Web has been enormous quantity of information available. However, tools called search engines make the range of choice more manageable.

People use search engines by typing in key words about their chosen subject; a list of sites that might help them then appears on screen. Among the best-known search engines are Altavista, Ask Jeeves, Google and Lycos.

No one owns the Internet, and anyone can put up a website. Weblogs, known as blogs, are an increasingly popular way for people to share their thoughts, daily diary or travel experiences with others.

Some sites are moderated or controlled, but most are not. This means that in addition to the wealth of valuable information that can be found on the net, there are also many sites that are misleading, out of date, incorrect, or even harmful and criminal.

Adapted from www.ststudentencyclopedia.com

32. From the passage we can infer

- A. internet belongs to someone who is very rich.
- B. there is no way people can search information through internet.
- C. some sites are not controlled.
- D. search engines cannot help people.
- E. World Wide Web is not manageable.

33. “. . . travel experiences with **others**.” (Paragraph 3)

The word ‘**others**’ refers to

- A. problems with internet
- B. other travel
- C. other people’s experiences
- D. weblogs
- E. information

34. What is NOT the function of Weblogs?
- A. to share people's thoughts
 - B. to share people's daily diary
 - C. to know people's experiences
 - D. to report to supervisor
 - E. to inform others
35. What is the main idea of the first paragraph?
- A. One of the problems with the Internet and the World Wide Web has been enormous quantity of information available.
 - B. Search engines make the range of choice more manageable.
 - C. People use search engines by typing in key words about their chosen subject
 - D. A list of sites might help information appear on screen.
 - E. Among the best-known search engines are Altavista, Ask Jeeves, Google, and Lycos

GOOD LUCK

KEY ANSWERS

1. E	6. B	11.A	16.D	21.E	26.E	31.C
2. B	7. C	12.A	17.C	22.D	27.C	32.C
3. A	8. B	13.D	18.D	23.A	28.A	33.C
4. A	9. E	14.A	19.D	24.B	29.E	34.D
5. C	10.C	15.C	20.D	25.D	30.E	35.A

TABEL NILAI PRE TEST KELAS XI IPA 3

No.	L/P	Nama Siswa	Nilai
1	P	AFRIDA KARTIKA DEWI	23
2	L	AGA CHANDRA PURNAMA	13
3	L	ALFIAN RACHMAWAN ERIYANTO	21
4	P	AMAYLINDA RIEZDA PERMATA	16
5	P	BETTY KUSUMAWATI	17
6	L	BIMO PRASETYO	15
7	P	BINAR GREATANI	13
8	L	DANAR SULISTYA	14
9	L	FACHRI RAMADHAN	23
10	P	HUSNUL HAYATI	19
11	P	INTAN PERMATASARI	20
12	P	KURNIASIH NOOR	16
13	P	LAYLI NUR RAHMAWATI	25
14	P	LENNI SUNDARI	15
15	P	MARLINA DEWI KISNASIH	22
16	L	MUCH ARIF FAUZAN	16
17	L	MUHAMMAD NUZULIANSYAH	15
18	P	NURUL FATWAMATI	17
19	P	PRAMUDITA PUTRI IRMANTI	14
20	P	RONA DIAN BIMANTARI	18
21	P	SEPTIANA CHANDRA DEWI	22
22	P	SILFIANA NURADA AFIFAH	14
23	L	THEO RIZQI GUNAWAN	24
24	P	YENI TRISNAWATI	13
25	L	ZIKRI HASANBASRI	24
TOTAL NILAI			449
JUMLAH RATA RATA NILAI			17,96

Daftar Nilai POST-TEST kelas XI IPA 3

No.	L/P	Nama Siswa	Score
1	P	A FRIDA KARTIKA DEWI	26
2	L	AGA CHANDRA PURNAMA	15
3	L	ALFIAN RACHMAWAN ERIYANTO	21
4	P	AMAYLINDA RIEZDA PERMATA	20
5	P	BETTY KUSUMAWATI	20
6	L	BIMO PRASETYO	16
7	P	BINAR GREATANI	18
8	L	DANAR SULISTYA	17
9	L	FACHRI RAMADHAN	25
10	P	HUSNUL HAYATI	21
11	P	INTAN PERMATASARI	23
12	P	KURNIASIH NOOR	16
13	P	LAYLI NUR RAHMAWATI	25
14	P	LENNI SUNDARI	19
15	P	MARLINA DEWI KISNASIH	22
16	L	MUCH ARIF FAUZAN	17
17	L	MUHAMMAD NUZULIANSYAH	17
18	P	NURUL FATWAMATI	18
19	P	PRAMUDITA PUTRI IRMANTI	19
20	P	RONA DIAN BIMANTARI	20
21	P	SEPTIANA CHANDRA DEWI	26
22	P	SILFIANA NURADA AFIFAH	19
23	L	THEO RIZQI GUNAWAN	27
24	P	YENI TRISNAWATI	18
25	L	ZIKRI HASANBASRI	28
		TOTAL NILAI	513
		JUMLAH RATA RATA NILAI	20,52

Descriptives

Descriptive Statistics

	N	Minimum	Maximum	Sum	Mean	Std. Deviation
PreTest	25	13	25	449	17.96	3.984
PostTest	25	15	28	513	20.52	3.776
Valid N (listwise)	25					

T-Test

Paired Samples Statistics

	Mean	N	Std. Deviation	Std. Error Mean
Pair 1 PreTest	17.96	25	3.984	.797
PostTest	20.52	25	3.776	.755

Paired Samples Test

		Paired Differences				
					95% Confidence Interval of the Difference	
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper
Pair 1	PreTest - PostTest	-2.560	1.685	.337	-3.256	-1.864

Paired Samples Test

		t	df	Sig. (2-tailed)
Pair 1	PreTest - PostTest	-7.595	24	.000

APPENDIX G

SCORE OF QUIZ

Table.2. Table of Groups' Scores in the Quiz of Cycle 1

Jigsaw Group	Points			Total Points
	1 st meeting	2 nd meeting	3 rd meeting	
THE WHITES	50	30	85	165
THE BLACKS	30	40	90	160
THE BLUES	20	40	40	100
THE GREENS	20	20	60	100
THE REDS	20	20	45	85
Total Point	140	150	320	

Table.3 Table of Students' Scores in the Quiz of Cycle 1

Jigsaw Group	Students' Name	Points			Total Points
		1 st meeting	2 nd meeting	3 rd meeting	
	1. AGA CHANDRA PURNAMA			-5	-5
	2. BINAR GREATANI				
	3. KURNIASIH NOOR				
	4. MUHAMMAD NUZULIANSYAH		10	5	15
	5. SEPTIANA CHANDRA DEWI	20	30	40	90
	6. ALFIAN RACHMAWAN ERIYANTO			10	10
	7. DANAR SULISTYA			10	10
	8. LAYLI NUR RAHMAWATI			15	15
	9. NURUL FATWAMATI			-5	-5

	10. SILFIANA NURADA AFIFAH	20	20	30	60
THE SKOPE	11. AMAYLINDA RIEZDA PERMATA		10		10
	12. FACHRI RAMADHAN	10		25	10
	13. LENNI SUNDARI			-5	-5
	14. PRAMUDITA PUTRI IRMANTI			15	10
	15. THEO RIZQI GUNAWAN	30	10	55	75
THE MUSE	16. AFRIDA KARTIKA DEWI	10	10	25	55
	17. BETTY KUSUMAWATI			10	5
	18. HUSNUL HAYATI				
	19. MARLINA DEWI KISNASIH			-5	-5
	20. YENI TRISNAWATI	10	10	15	25
THE WHITEN	21. BIMO PRASETYO			10	10
	22. INTAN PERMATASARI				
	23. MUCH ARIF FAUZAN	10	10	15	15
	24. RONA DIAN BIMANTARI			5	5
	25. ZIKRI HASANBASRI	40	20	55	105

Note: * : every correct questions will get 10 points

* : every wrong answer will be reduced 5 points

Table of Groups' Scores in the Quiz of Cycle 2

Jigsaw Group	Points			Total Point
	1 st meeting	2 nd meeting	3 rd meeting	
THE WHITES	45	60	140	245
THE BLACKS	45	75	105	225
THE BLUES	60	80	70	210
THE GREENS	50	70	80	200
THE REDS	60	105	45	210
Total Point	260	390	440	

Table of Students' Scores in the Quiz of Cycle 2

Jigsaw Group	Students' Name	Points			Total Point
		4 th meeting	5 th meeting	6 th meeting	
	1. AGA CHANDRA PURNAMA	10	5	10	25
	2. BINAR GREATANI	-5	10		5
	3. KURNIASIH NOOR	10	10	15	35
	4. MUHAMMAD NUZULIANSYAH	20	25	10	55
	5. SEPTIANA CHANDRA DEWI	25	30	35	90

Kelas 02.01.20	6. ALFIAN RACHMAWAN ERIYANTO		10	15	25
	7. DANAR SULISTYA	5	15	10	30
	8. LAYLI NUR RAHMAWATI	10	10	15	35
	9. NURUL FATWAMATI	10	15	20	45
	10. SILFIANA NURADA AFIFAH	25	20	20	65
Kelas 02.02.20	11. AMAYLINDA RIEZDA PERMATA	5	15	20	40
	12. FACHRI RAMADHAN	10	15	20	45
	13. LENNI SUNDARI	5	10	15	30
	14. PRAMUDITA PUTRI IRMANTI		10	15	25
	15. THEO RIZQI GUNAWAN	25	25	35	85
Kelas 02.03.20	16. AFRIDA KARTIKA DEWI	10	15	15	40
	17. BETTY KUSUMAWATI	5	15	5	25
	18. HUSNUL HAYATI	10	30	25	65
	19. MARLINA DEWI KISNASIH	20	25		45
	20. YENI TRISNAWATI	15	20		35
Kelas 02.04.20	21. BIMO PRASETYO	5	-5	30	30
	22. INTAN PERMATASARI	10	10	20	40
	23. MUCH ARIF FAUZAN	10	15	25	50
	24. RONA DIAN BIMANTARI	5	10	25	40
	25. ZIKRI HASANBASRI	15	30	40	85

APPENDIX H

OBSERVATIONS GUIDE

OBSERVATION SHEET

Date	Issue/ Question	Action	Reflection /Comment
	Teacher's activity		
	1. How does the teacher start the lesson? (how the teacher greet the students and ask the students' condition)	..... ..... ..... ..... .....	
	2. Does the teacher outline materials to the students and how to do this?	..... ..... ..... .....	
	3. Does the teacher explain the goal of the teaching learning?	..... ..... .....	
	4. Does teacher ask the background related to the topic to the students?	..... ..... ..... ..... .....	
	5. How does the teacher make an activity to discuss the materials in the class? (ask the students to read the texts individually, ask to listen the explanation from the teacher, ask to make in pairs or ask to make in groups)	..... ..... ..... ..... ..... ..... ..... ..... ..... ..... .....	
	6. Does teacher distribute worksheet to the students?	..... ..... .....	
	7. How does the teacher ask to the students to do the assignment?	..... ..... ..... .....	
	8. How does the teacher face the students who always make noise in	..... ..... ..... .....	

	the class?	.....	
	9. How does the teacher make the students pay attention to his teaching?	..... ..... ..... .....	
	10. How does the teacher treat to the unmotivated students?	..... ..... .....	
	11. How does the teacher treat to the slow learners?	..... ..... .....	
	12. How does the teacher lower the students' tension and increase the students' confident in learning?	..... ..... ..... .....	
	13. Does the teacher ask the students to respond his questions?	..... ..... .....	
	14. How does the teacher ask question to the students?	..... ..... .....	
	15. How does the teacher make correction on students' mistakes?	..... ..... .....	
	16. How does the teacher conclude and close the teaching process?	..... ..... .....	
	Students' response on teacher's effort		
	1. How attentive are the students during the learning process?	..... ..... .....	
	2. How do the students response to teacher's instruction?	..... ..... .....	

APPENDIX I

DOCUMENTATIONS

Documentations

The Pictures before the actions implemented



The students were playing their mobile phone when the reading lesson was still running.



The students were sleepy and bored with the reading activity in the class.



The students were talking each other with their friend sitting next to them when the lesson was running.

The Pictures after the actions implemented



ACTIVITIES IN THE EXPERT GROUP



The students were active in discussing the texts they read in their expert group. They shared and asked about the texts they read to their friends. They sometimes ask the researcher when they did not understand the text they read.

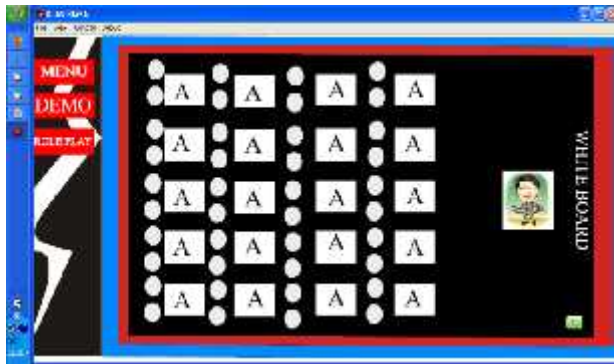


ACTIVITY IN THE JIGSAW GROUP



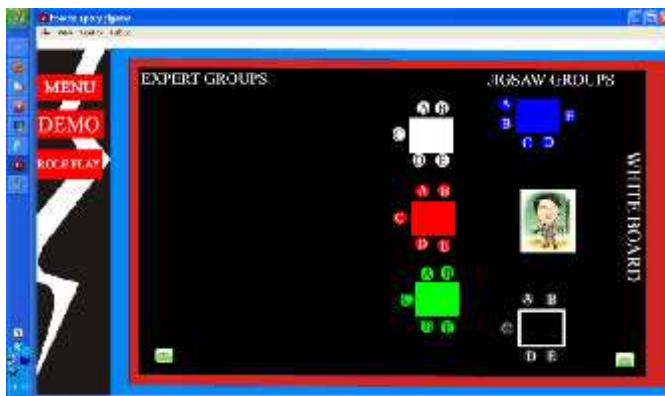
The students were involved and more active in the reading activity. They all presented the text they read to their jigsaw group mates. No students sleepy and bored with the reading activity after the researcher implemented jigsaw technique in the reading class.

THE READING CLASS BEFORE USING JIGSAW



- All the students got and read the same texts. All student got text A
- Some students in the back row did not get the attention from the teacher but some students in the front row could interact with their teacher.

THE READING CLASS AFTER USING JIGSAW



- There were 2 main groups (e.g., jigsaw and expert groups).
- Every students in each jigsaw group got and read the different texts .(Text A, B, C, D, and E)



- The students who the same texts discussed their texts I the same expert group (Student getting text A went and discussed the text in the expert group A, and so on)