

**IMPROVING STUDENT'S READING COMPETENCE THROUGH
PROBLEM-SOLVING TASK**

**(A Collaborative Action Research in Class VIII A Students of SMP Negeri 2
Purwanto, Wonogiri in Academic Year 2009/2010)**



A THESIS

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Undergraduate Degree of Education in English**

**TEACHER TRAINING AND EDUCATION FACULTY
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ABSTRACT

Septaria Dwi Wardani. K2202049. **Improving Student's Reading Competence Through Problem-Solving Task (A Collaborative Action Research in Class VIII A Students of SMP N 2 Purwantoro in 2009/2010 Academic Year)**. Teacher Training and Education Faculty, Sebelas Maret University, Surakarta. 2010.

This study is based on the problem of the low reading competence of junior high school students. It is focused to know whether the implementation of Problem-Solving Task can improve the students' reading competence or not. It also identifies the effectiveness of Problem-Solving Task and identifies the problems that occur in the implementation of it in teaching and learning process.

Related to the study, the writer conducts a classroom action research. The procedure of the research consists of planning, action, observation, and reflection. The research was applied in two cycles. In collecting the data, the writer uses qualitative and quantitative techniques. The qualitative data come from observation, interview, and photograph. It is supported by quantitative data that were taken from some written tests. The results of the observation were in the form of field notes, and photograph. The tests consisted of pretest and posttest, which were conducted before and after each cycle.

The results of this research imply that Problem-Solving Task can effectively improve the students' reading competence. The students' participation and attention were needed in doing the tasks. It made the students actively engaged in the teaching and learning process. The students' motivation improved since the tasks were interesting and it did not make them bored with the teaching and learning process. Moreover, the students actively participated in the classroom reading activities. By doing the task in groups or in pairs, the students had more chances to interact with the text. Through the discussion in the groups, the students could understand the text easily. The discussion also made them more autonomous. The improvement of students' reading competence also supported by the achievement of students' test score. In cycle 1, the mean score of the pretest is 51.24 and the mean score of the posttest is 59.84. In cycle 2, the mean score of the pretest is 58.16 and the mean score of the posttest is 66.82.

At the end of this research, the writer wants to give some suggestions for English teacher in junior high school. The teachers can choose Problem-Solving Task as one of the techniques in the teaching and learning of reading. It provides some interesting and motivating tasks. The tasks require the students' background knowledge and reasoning power in the discussion of the problem. It can help in improving students' motivation and participation in the teaching and learning process.

APPROVAL

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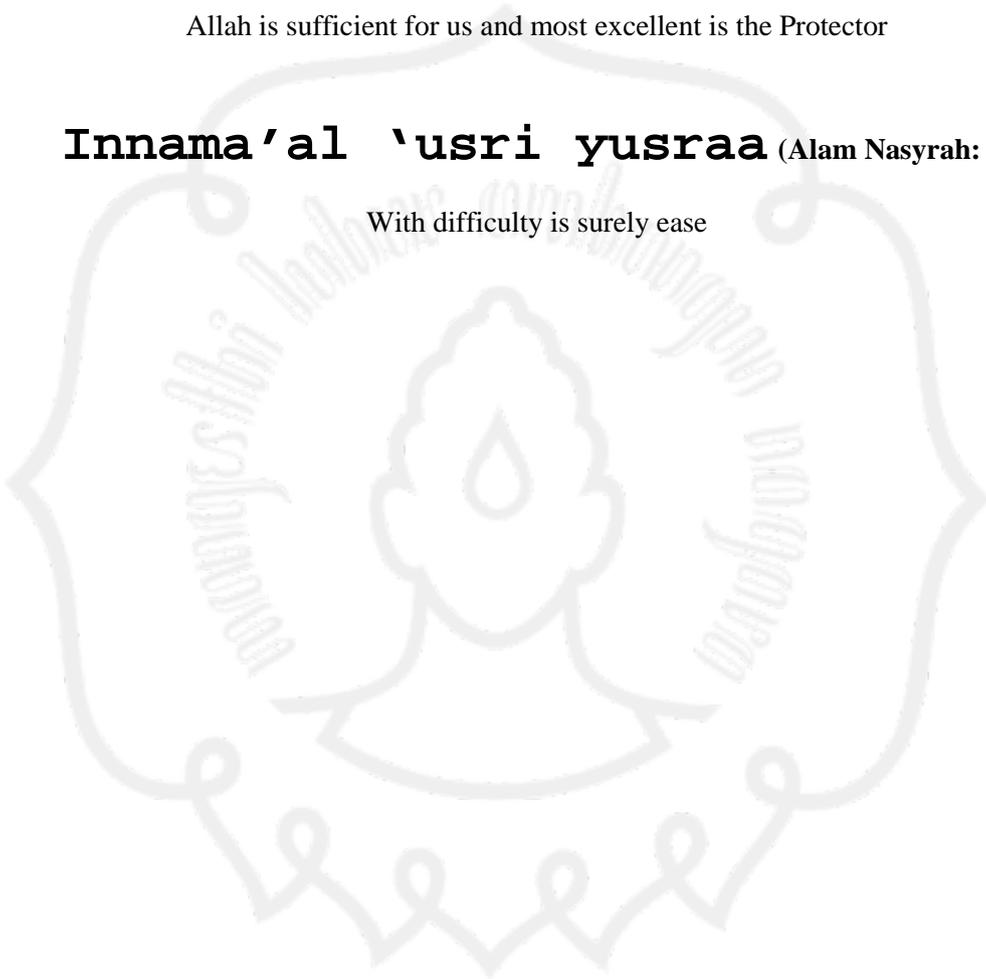
MOTTO

Hasbunallah wani'mal wakiil

Allah is sufficient for us and most excellent is the Protector

Innama'al 'usri yusraa (Alam Nasyrah: 6)

With difficulty is surely ease



DEDICATION

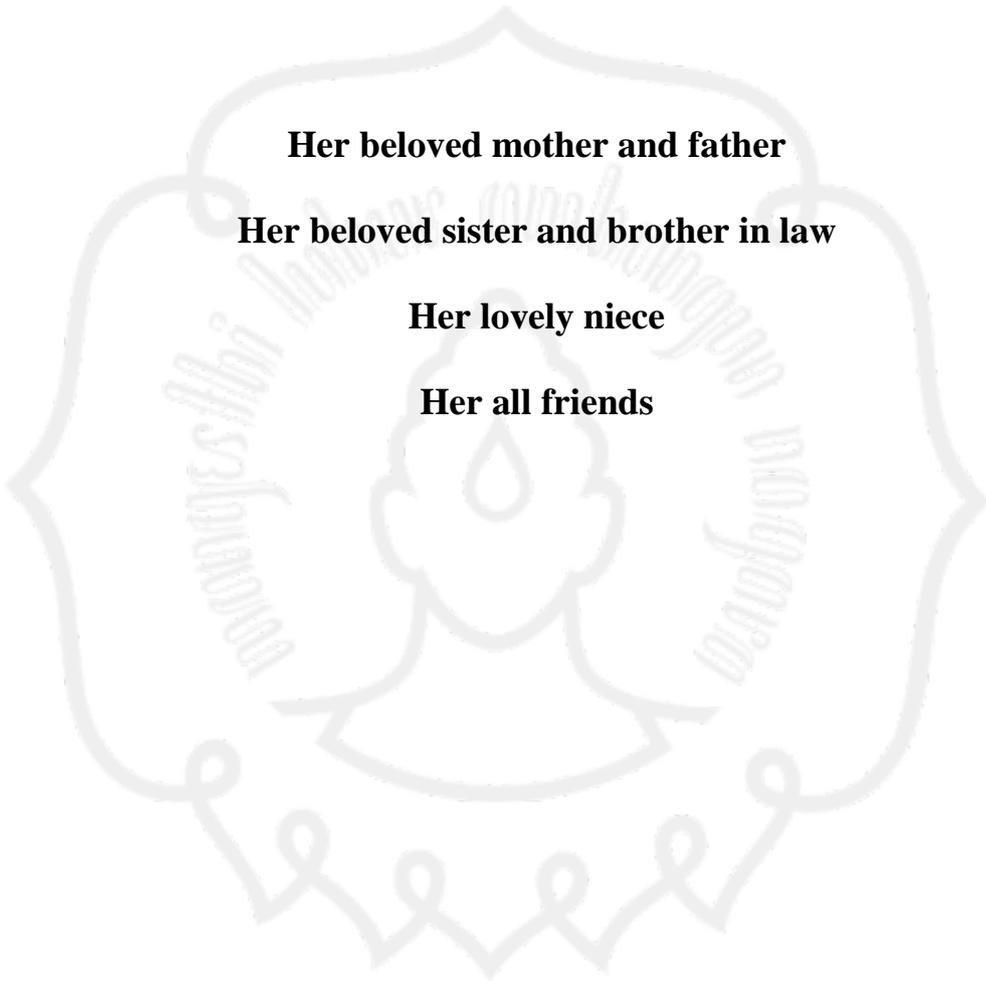
This thesis is dedicated to:

Her beloved mother and father

Her beloved sister and brother in law

Her lovely niece

Her all friends



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Ria

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CHAPTER I

INTRODUCTION

A. The Background of the Study

Reading, one of the major avenues of communication, is essential to the existence of our complex system of social arrangements. In fact, reading is more than that. It is the means by which every age linked to every other. It makes possible for man to perceive himself the historic process and the fluid universe around him. Brown (1994: 283) states that we as the members of a literate society are dependent on the written word surrounds us, even life-and-death matters in our lives.

In the meantime, reading is an effective means to extend our command of language, so it has an important place in the classroom where language is the central purpose. Linguists have proposed the importance of reading in the teaching and learning language. Carrel (1996:1) presents a basic reason for language learners all over the world to improve reading ability and she suggests that reading is the language skill to be mastered first.

For many students, reading is the most important of the four skills in the learning language particularly in English as second or foreign language. The advantages of knowing a foreign language are clear enough for the students, for better jobs, access to literature or whatever. Reading is usually recognized as a necessary part of these activities. Reading also remains the most accessible skill for the satisfaction of the varied needs of many people. Through reading, we can

catch the idea of an advertisement, enjoying novels, choosing food items, studying specific subjects, or learning how to do something.

For the students of the higher education, their success in learning is influenced by their success in reading since many textbooks and references are written in English. Their reading ability focuses on the level of not only recognizing the words but also comprehending the meanings and the message of the text. For this reason, not only the students of the higher education that have to read with comprehension but also students of primary and secondary education. Students from early stages need to be accustomed to reading a text in fully comprehension because it will help them in their next education.

Reading is an activity with a purpose. A person may read in order to gain information or verify existing knowledge, or in order to comment on a writer's ideas or writing style. A person may also read for enjoyment, or to enhance knowledge of the language being read. In short, whatever the purpose of the reading, a person who reads has to be able to comprehend the text being read as the requirement to reach the purpose of the reading.

One of the three aspects of reading according to Dallmann (1982:25) is comprehension. He says that comprehension is the absolute necessity in reading. By critical fusion of word recognition and comprehension, the reader will get the meaningful interpretation of the written text.

Clearly, reading in the foreign language deserves attention, and reading a text should not be viewed merely as the activity of pronouncing the word loudly or silently without understanding. Reading without comprehension of the written

text useless since the reader cannot get the information stated in the text, either implicitly or explicitly. Reading comprehension, based on Adams (in Howell, Fox, Morehead, 1993:182), is an interactive process through which the reader uses code, context analysis, prior knowledge, vocabulary, and language, along with executive-control strategies, to understand the text. As proposed by Grellet (1998:182), reading comprehension means understanding a written text means extracting the required information from it as efficiently as possible.

The process of comprehending a text is called reading competence. Carrel *et al* (1996: 13) defines that what readers are capable of doing is called competence. Meanwhile, Keiko Koda from Carnegie Mellon University of Pennsylvania gives the following concept of reading competence, which is stated in <http://www.cambridge.org/catalogue/catalogue.asp>? She considers that:

“the term competence is used in reference to linguistic knowledge, processing skills, and cognitive abilities. She also says that successful comprehension emerges from the integrative interaction of derived text information and preexisting reader knowledge. Put simply, comprehension occurs when the reader extracts and integrates various informations from the text then combines it with what is already known. Each of these processes is generally used to define reading competence.

From the definitions above, the writer confirms that reading competence is the capability to understand and to extract the required information from the text with the activation of preexisting reader knowledge.

In the language-teaching classroom, particularly in the foreign language classroom, the teacher duty is to produce students who can fend for themselves in communication situations. In the case of reading, this means producing students who can use reading strategies to maximize their reading comprehension of the

text and identify relevant and non-relevant information. It means that the students have to use their reading competence in order to achieve a successful comprehension in reading a text.

Unfortunately, the students rarely get their competence. It is caused by many factors, intrinsically and extrinsically as well. Factors come from the student, or intrinsic factors, such as intelligent, motivation, and interest. On the other hand, there are also some external factors that affecting the student to reach their reading competence. Learning environment (classroom environment), the teacher's ability in delivering the materials, and the techniques used by the teacher are the examples of those factors.

Many teachers still emphasize that reading means pronouncing the word correctly and translating the words into their own language. John McRae (1997:16) also states this phenomenon. He says that the students have never been accustomed to reading. They have never been educated or stimulated into the habit of reading, a habit that, if acquired when young, will give lasting pleasure through life.

Moreover, McRae (1997:16) says that the students do not know how to read properly, why they should read at all, what reading can give them. For many students, to read means to study. Therefore, the reading that they do is limited in scope and direction; it takes them as far as an examination.

The conditions above are the general view of the reading teaching in Indonesia. Students rarely read a text with full comprehension. It maybe caused by low reading habits or in other words students do not accustomed to read. They

do not like to read, even to read for pleasure. Witdarmono (in <http://www.indonesianschool.org/>) writes that based on a research that was conducted by PISA (Programme for International Student Assessment) Indonesia is in the last rank among 40 countries dealing with reading ability. It means that the reading competence of Indonesian children of the age 14 to 15 year is in the first grade. In other words, they just comprehend or understand one or some information of the text. The capability to interpret, evaluate, or connect the information in the text with the situation outside the classroom is limited. The result is they will face difficulties in implementing their reading competence to enhance knowledge and skills of other field.

After observing the instructional process and interviewing the teacher and students, the writer has found that there is a problem dealing with the students' reading competence. The student's interaction toward the text is minimal. The minimum interaction toward the text will affect the students reading competence. The writer found that the reading achievement is still low. According to result of the pre- observation test, the students' mean score is 52.36. Whereas the passing grade of English subject, which is implemented in this school is 64. It means that many students do not achieve the passing grade.

From the pre-observations, the writer concludes that the low reading achievement of the students is caused by some factors. The first cause is that the students feel that English is difficult. It is quite hard for them to understand a text. One of the reasons is that they do not know the meaning of the words. In other words, they lack of vocabulary. This condition is stated by one of the student. She

says that; ... *bahasa Inggris menyenangkan ya agak mudah, agak sulit. Kesulitannya ya untuk mengartikan. Kadang kalau membaca teks nggak tahu arti katanya, jadi ya nggak mudeng.* She feels that it is difficult to understand the meaning of a text because she does not know much its vocabulary. The minimum command of vocabulary influences her reading competence. It influences the comprehension of the text.

Second, the students' motivation to learn English is low. They seem not enthusiastic during the teaching and learning process. It is in accordance with the teacher's statement. He says that: ...*masalahnya dari vocabulary, yang lain adalah tentang motivasinya. Jadi semangat belajar siswa itu masih kurang. Saat setengah jam pelajaran anak-anak masih fokus. Tapi setelah setengah jam konsentarsi mereka mulai hilang, tidak fokus lagi.* In the mid of the teaching and learning process, students often lose their concentration.

Third, there is no variation in the teaching of reading. The teaching of reading is emphasized on the translating the text, word by word. The students are asked to translate certain words of the text. Knowing the meaning of the word of foreign language is not the guarantee that the students will get the brief understanding of the text. The teacher also still implements the teacher-centered method rather than student-centered. In the teaching and learning process, the teacher dominates the classroom. Sometimes teacher reads the text loudly, giving the meaning of new vocabulary to the students, giving the brief understanding of the text, and at the end, the students asked to answer questions about the text. The

process above may results in the passive students, which lack of the participation in the process of understanding the text.

The writer and the teacher, then, consider that the students' reading competence needs to be improved. The writer tries to treat the students using Problem-Solving Task, which is derived from Task-Based Language Teaching Method (TBL). TBL is an approach, which emphasized on the use of tasks as the core unit of planning and instruction in language teaching (Richards and Rodgers, 2000:223). It relies on learner's involvement and their world knowledge. The '*task*' here means an activity or goal that is carried out using language as it is stated by Richards and Rodgers (2000:224). It is expected that by implementing '*task*' as the core of classroom activities, the students' motivation in learning English will improve. Richards et al (2000:229) is supported this idea. They propose that task can improve the learners' motivation. This is because it requires the learners to use authentic language and variation of activities, which is interesting to the student.

By implementing Problem-solving Task, the teaching of reading would not only emphasize on translating the meaning of the words. The Problem-Solving Task provides opportunity for the students to interact, either with the text or with other students. Even they will find the meaning of the word they have not known yet, together. Diane Larsen-Freeman (2000:144) supports this idea. She says that interaction in completing a task is considered to facilitate language acquisition as learner have to work to understand each other and to express their own meaning. This method also relies on learners' involvement and their world knowledge.

In the instructional process, the students are treated to be autonomous and active learners. The teaching of reading is not merely about how students translate the text, in order to get the comprehension of it, but how they understand the meaning of the text by activating their preexisting knowledge. Vocabulary mastery is not taught directly that is by ordering the students to translate the text word by word but the students working on their own to find the meaning of the words through discussion among the members of the pair or group.

The reasons above leads the writer to conduct a research entitled **“Improving Student’s Reading Competence through Problem-Solving Task (A Collaborative Action Research in Class VIII A Students of SMP Negeri 2 Purwanto, Wonogiri in Academic Year 2009/2010.”**

B. Problem Statement

Based on the observation above, the problems that will be analyzed in this study are:

1. Does the implementation of Problem-Solving Task help the second grade students of SMP N 2 Purwanto to improve their reading competence?
2. How is the improvement of student reading competence since the implementation of Problem-Solving Task?
3. What problems may arise in the implementation of the Problem-Solving Task?

C. The Purpose of the Study

The writer has several objectives to be achieved in this study, they are:

1. The writer wants to know whether the use of Problem-Solving Task can improve the students’ reading competence.

2. The writer wants to identify the effectiveness of implementation of Problem-Solving Task.
3. To identify what problems do occur during the implementation of Problem-Solving Task in the Second Grade of SMP N 2 Purwantoro.

D. The Benefit of the Study

This study is expected to be able to give some benefits for the teacher and the students as well. The benefits of this study are as follows:

1. The Teacher

The results of the study can give input to the teacher in teaching reading to junior high school. It can also provide an effective method for teaching reading.

2. The Student

Students will get new motivation dealing with the method used by the teacher and enjoy learning English. As the result, the students reading competence will improve.

CHAPTER II

THEORITICAL REVIEW

A. Review of Reading Competence

6. The Meaning of Reading Competence

A simple definition of reading comes from Eddie Williams (1999:2). He defines reading as a process whereby one looks at and understands what has been written. He emphasizes in the word 'understands'. It means that reading aloud without understanding does not count as reading. This is in accordance with the definition given by Robert M. Wilson (in Dallmann; 1982:22). He says that reading is more than sounding letters, calling words or responding to the printed words. It is the communication through the language between an author and the reader....”

Christine Nuttal (1996) gives her opinion that if whatever the reason for reading, it is not likely that we were interested in the pronunciation and the grammatical structures of what we read. We read because we want to get something from the writing.

Meanwhile, Jo Ann Aebersold's (1992:15) defines reading as what happened when people look at a text and assign meaning to the written symbols in that text. She explains that the actual reading happens while there is interaction between the text and the reader. Therefore, both the reader and the text are the two physical entities necessary for the reading process.

Silberstein (1994:12) proposes that reading is regarded as a complex information processing skill in which the reader interacts with the text in order to (re)create meaningful discourse. She considers a reader as an active, problem-solving individual who coordinates a number of skills and strategies to facilitate comprehension.

Reading is also defined as a psychological or mental process. Goodman as quoted by Carrell (1996:13) defines reading as a receptive language process. It is a psycholinguistic process in that it starts with a linguistic surface representation encoded by a writer and ends with meaning, which the reader constructs. A basic interaction between language and thought occurs in reading. In the same line with Goodman, Florence Davies (1995:1) states that reading is private. It is a mental or cognitive process, which involves a reader in trying to follow and respond a message from a writer who has distance in space and time.

For the conclusion of the definitions above, it considers that reading is a mental or cognitive process, which involves a reader in trying to identify and recognize the written symbols in order to understand and to comprehend the message or the writer's idea put in the text.

In this study, the writer uses the term reading competence. Hence, it is necessary to overview the concept of reading competence. In the Cambridge International Dictionary of English, the word "competence" means the ability to do something to a level that is acceptable. It also defines as the ability to do something well (Longman Dictionary of Contemporary English).

Meanwhile, in the applied linguistics, there are some concepts of competence. Chomsky in Brown (1996:138) gives the concept of competence as the speaker-hearer's knowledge of his language. It is different from performance, which is considered as the actual use of language in concrete situations. The term 'competence' refers to knowledge, not including the notion or capacity. In this way, competence refers to a 'state' or product rather than to a process.

Furthermore, Carrell (1996:13) defines competence as what readers are capable of doing. It is different from performance, which is what we observed them to do. At the same time, Ellis in Aebbersold (1997: 26) states that competence is indication of language rules understanding that governs language production. It is also different from performance that is the ability to produce language.

Another concept of "competence" is considered by Keiko Koda. She states, on <http://www.cambridge.org/catalogue/catalogue.asp>? that:

"the term competence is used in reference to linguistic knowledge, processing skills, and cognitive abilities. She also says that successful comprehension emerges from the integrative interaction of derived text information and preexisting reader knowledge. Put simply, comprehension occurs when the reader extracts and integrates various informations from the text then combines it with what is already known. Each of these processes is generally used to define reading competence".

Moreover, Koda states that the cognitive view, posits that reader-text interaction can be subdivided into three processes. First is decoding. Linguistic information is extracted directly from print. Second, text-information building, which is extracted ideas from the text meaning. Finally, situation-model construction, the combined text information is synthesized with prior knowledge.

The meaning of *competence* has been given by Cazden as it is stated in Maltby (1995:119). Cadzen describes competence as knowledge of a language that enables people to understand and produce novel sentence. Every student has the competence to develop a language system, except for those who have specific disabilities. Students need to use their competence in order to achieve the goal of reading program especially reading comprehension.

For the summary, the meaning of reading competence is the capability to understand and to extract the required information from the text with the activation of preexisting reader knowledge.

7. Reading Approach

Christine Nuttall (1996) defines some approaches usually done by the readers when they read. There are three approaches of how reading occurs: bottom-up processing, top-down processing, and interactive reading.

a. Bottom-up processing

It considers that in this process the reader builds up a meaning from the written words on the page. He recognizes letters, words, and working out sentence structure.

Aebersold (1992:18) argues that the reader constructs the text from the smallest units (letters to words to phrases to sentences, etc.) and that the process of constructing the text from those small units becomes so automatic that the reader are not aware of how it operates. An initial term of this process is decoding.

b. Top-down processing

In this process, readers bring a great deal of knowledge, expectations, assumptions, and questions to the text and given a basic understanding of the vocabulary, they continue to read as long as the text confirms their expectation (Goodman:1967). The reader considers the text as a whole, and relates it to his own knowledge and experience. It brings him to predict the writer's purpose or argument, and then uses this prediction to interpret the difficult parts of the text. This approach makes the reader to activate his prior knowledge, common sense, etc. in order to comprehend the text.

c. The interactive reading

This approach brings the reader to use both bottom-up and top-down approaches. He continuously shifts from one focus to another, now adopting a top-down process to predict the probable meaning, then moving to the bottom-up process. However, these two approaches can also occur at the same time. The movements from one to another are depended on the type of text as well as on the reader's background knowledge, language proficiency level, motivation, strategy use, and beliefs about reading.

8. Aspects of Reading

Some of the aspects of reading according to Dallmann (1982:25) are word recognition, comprehension and reflection.

a. Word recognition

To be a good reader, students must have the ability to recognize and pronounce words. In this stage, students decode the printed symbols by recognizing oral equivalent of the written symbols. It means that spoken communication and written or printed symbols are merely a graphic representation of speech. This process is considered on of the discovering the correspondence between the grapheme (the written or printed symbol) and the phoneme (the speech sound). Many experts emphatically assert that after the code of letter and sound equivalence has been mastered, attention should be paid to comprehension skill.

b. Comprehension

Comprehension is an absolute necessity in reading. The fact is that reading is for deriving meaning. Many experts argue that reading all stages of development must necessarily be much more than proficiency of word recognition. The effective reader needs to have learned the code used in written communication so that he can translate the written symbols into sound or meaningful language sequences. Thus, they must also view words recognition and comprehension as major aspects of reading. By critical fusion of word recognition and comprehension, the meaningful interpretation of the printed words will be got.

c. Reflection

During the process of reading, it is necessary to the reader to be able to hold ideas as they occur and to conceptualize meaningful interpretation through reflection. This process involves the act of comparing the written stimuli with the

reader experiences. In other word, although the printed symbols present visual stimuli in sequence manner, the “mind eye” sees more than words. Evidence presents that reading is not simply a process of receiving sequential visual stimuli in the form of print. A chief value of reading lies in the ideas presented in print upon which the mind can reflect. Reflection makes possible the production of ideas beyond the consumption of them.

9. Reading Techniques

Grellet (1998:4) defines four main ways in reading. Below are some techniques in reading proposed by Grellet:

a. Skimming

It means quickly running one’s eyes across a whole text to get the gist of it. Skimming gives reader the advantage of being able to predict the purpose of the passage, the main topic or message, and possibly some of the developing or supporting ideas (Brown, 1994:293). In other words, Nuttall (1996:49) defines that skimming means glancing rapidly through a text to determine its gist.

b. Scanning

It means quickly searching for some particular piece or pieces of information in a text. The purpose of scanning is to extract certain specific information without reading through the whole text (Brown, 1994:293). Scanning may ask the students to look for names or dates, to find a definition of a key concept, or to list a certain number of supporting details. Nuttall (1996:49) states that scanning means to search for a specific piece of information (e.g. a name, a

date) or to get an initial impression of whether the text is suitable for a given purpose (e.g. whether a book on gardening deals with particular plant disease).

c. Extensive reading

It means reading longer texts, usually for one's own pleasure. This is a fluency activity, mainly involving global understanding (Grellet, 1994:4). According to Aebersold (1997:43), the emphasis in extensive reading is that reading is used to accomplish something else. For examples: reading for a written summary, a written report, an oral report group discussion, or a debate.

d. Intensive reading

It means reading shorter texts to extract specific information. This is more an accuracy activity involving reading for detail (Grellet, 1994:4). In this approach, reading the text is treated as an end in itself. The text is read carefully and thoroughly for maximum comprehension.

10. Reading Skills

Reading involves a variety of skills. Brown (1994:291) proposes these following micro skills:

- a. Discriminate among the distinctive graphemes and orthographic patterns in English.
- b. Retain chunks of language of different lengths of short-term memory.
- c. Process writing at an efficient rate of speed to suit the purpose.

- d. Recognize a core of words, and interpret word order pattern and their significance.
- e. Recognize grammatical word classes (nouns, verbs, etc.), systems (e.g., tense, agreement, pluralization), patterns, rules, and elliptical forms.
- f. Recognize that a particular meaning maybe express in different grammatical forms.
- g. Recognize cohesive devices in written discourse and their role signaling the relationship between and among clauses.
- h. Recognize the rhetorical forms of written discourse and their significance for interpretation.
- i. Recognize the communicative functions of written texts, according to form and purpose.
- j. Infer context that is not explicit by using background knowledge.
- k. From events, ideas, etc., described, infer links and connection between events, deduce causes and effects, and detects such relations, as main idea, supporting idea, new information, given information, generalization, and exemplification.
- l. Distinguish between literal and implied meanings.
- m. Detect culturally specific references and interpret them in a context of the appropriate cultural schemata.
- n. Develop and use a battery of reading strategies, such as scanning and skimming, detecting discourse markers, guessing the meaning of words from context, and activating schemata for interpretation of texts.

Meanwhile, John Munby, as stated in Grellet (1998:12), proposes some skills in reading as follows:

- a. Recognizing the script of a language
- b. Deducing the meaning and use of unfamiliar lexical items
- c. Understanding explicitly stated information
- d. Understanding information when not explicitly stated
- e. Understanding conceptual meaning
- f. Understanding the communicative value (functional) of sentences and utterances
- g. Understanding relation within the sentences
- h. Understanding relation between parts of a text through lexical cohesion device
- i. Understanding cohesion between parts of a text through grammatical cohesion devices
- j. Interpreting the text by going outside it
- k. Recognizing indicator in discourse
- l. Identifying the main point or important information in a piece of discourse
- m. Distinguishing the main idea from supporting details
- n. Extracting salient points to summarize (the text; an idea; etc.)
- o. Selective extraction of relevant points from a text
- p. Basic reference skills
- q. Skimming
- r. Scanning to locate specifically required information
- s. Transcoding information to diagrammatic display

To comprehend a text or written language, the students need to have such those skills. By having those skills, the students are likely to be able to extract the message of the text.

B. Review on Problem-Solving Task

1. Task-Based Learning

Problem-Solving task is one of the task types in Task-Based Learning. That is why it is necessary to highlight about Task-based Learning (TBL) before reviewing Problem-Solving Task.

Task-based learning (TBL), also known as Task-based language teaching (TBLT) or Task-based instruction (TBI) is an approach in language teaching. In <http://en.wikipedia.org/>, it is stated as a method that focuses on the use of authentic and to the students' meaningful tasks using the target language. Assessment is primarily based on task outcome rather than accuracy of language forms. This makes TBL recommended for developing target language fluency and student confidence.

Meanwhile, Richards and Rodgers (2000:223) define TBL as an approach, which emphasize on the use of tasks as the core unit of planning and instruction in language teaching.

The principle of TBL is activities that involve real communication; activities that promote learning; and language supports the learning process. Tasks considered as the meaningful tools for applying the principle. The Malaysian

Communicational Syllabus in 1975 and the Bangalore Project (Barretta and Davies in 1985; Prabhu in 1987; Barretta in 1990) did the application of task-based approach, firstly. Some researchers who are interested in developing pedagogical applications of the second language acquisition (SLA) theory, then, have supported the role of task. They used task as SLA research tools in the mid-1980s. This research has focused on the strategies and cognitive process employed by second language learners. It has also proposed that the role of formal grammar in the language teaching should be changed. Grammar-focused teaching activities do not reflect the cognitive learning process employed in the situation outside classroom. Therefore, tasks were used in the language learning because it provides better context than form-focused activities.

Jane Willis (1996:26-27), then, generates tasks into typology of TBL design. Those task types are as follows:

1. Listing

Listing tasks are emphasizing on the learner ability to explain their ideas. It needs a lot of talk from the learners. The processes involved are:

- a. Brainstorming: a process to draw knowledge and experience
- b. Fact-finding: a process which learners find things out by asking to someone else or looking in literatures, etc.

2. Ordering and sorting

These tasks involve four main processes: sequencing items, ranking items, categorizing items, classifying items in different way.

3. Comparing

The tasks are intended to compare two information of the similar things but from different sources or versions in order to find its similarity and/or differences.

4. Problem solving

These tasks require students to find a solution to a given problem. Completion tasks are often based on short extracts from texts, where the learner predicts the ending or piece together clues to guess it.

5. Sharing personal experience

These tasks encourage learners to talk about themselves and share their experience with others. The goal of these tasks is not fixed because their result is closer to casual social information.

6. Creative task

The learners are given a task to do a kind of project. The tasks are usually a creative work. It can involve a combination of task types: listing, ordering and sorting, comparing and problem solving.

2. The Concept of “task”

Richards et al (2000:224) give the definition of “task” as an activity or goal that is carried out using language, such as finding a solution to a puzzle, reading a map and giving directions, making a telephone call, writing a letter, or reading a set of instructions and assembling a toy.

Meanwhile, Skehan (1996:20) states that “tasks” are activities, which have meaning as their primary focus. Success in the task is evaluated in terms of achievement of an outcome. Tasks generally have some likeness to real-life language use.

Furthermore, Nunan (in Richards et al, 2000:224) describes the definition of task as follows:

“the communicative task [is] a piece of classroom work which involves learners in comprehending, manipulating, producing or interacting in the target language while their attention is principally focused on meaning rather than form. The task should also have a sense of completeness, being able to stand alone as a communicative act in its own right.”

Meanwhile, Jane Willis (1996:23) offers the definition of “task” as activities where the learner uses the target language for a communicative purpose (goal) in order to achieve an outcome. In other words, learner uses whatever target language resources they have in order to solve a problem, do a puzzle, play a game, or share and compare experiences.

For the wholeness definitions of “task” above, the writer concludes that “task” is an activity that carried out by using the target language in order to achieve an outcome.

3. The Definition of Problem-Solving Task

For TBL learning activities, Jane Willis (1996) gives some varieties of task as the recommendation to be implemented in the classroom. One of the tasks she suggested is Problem-Solving task.

Problem-Solving task is a task with solution(s) as an outcome. In this task, students are given a problem and a set of information. They must arrive at a solution to the problem. There is generally a single solution of the problem (Pica in Richards et al: 2000).

Willis (1996:27) states that in this task, the exploration of the students’ intellectual and reasoning power are the most important. The problem may come

from real-life that involves expressing hypotheses, describing experience, comparing alternatives, evaluating, and agreeing a solution.

The problems presented in this task may include real-life problems that involve expressing hypotheses, describing experiences, comparing alternatives, evaluating, and agreeing a solution. Completion tasks are often based on short extracts from texts, where the learner predict the ending or piece together clues to guess it. The activities included in problem-solving task are decision making and information gap.

4. Theory of Language and Language Learning

As parts of TBL, the theories underlying problem-solving task is as the same as the theories of TBL. The theory of language in task-based learning concerns with meaning as the central role in language learning. Skehan in Richards et al (2000: 226) considers that in task-based instruction, meaning is primary and it does not concern with language display.

This theory also supported by Jane Willis (1998:24-25). She confirms that language is the tool for achieving task goals. The emphasis is on meaning before form. It means that the task goals are not dealing with producing language forms correctly but rather on meaning and communication.

Task-based learning views the learning process as a set of communicative tasks that are directly linked to the curricular goals they serve, and the purpose of which extend beyond the practice for language for its own sake (Brown, 1994: 83).

This is in the same line with Communicative Language Teaching learning theory. In Richards et al (2000:72), task-based learning has the same assumptions dealing with the theory of learning. There are three elements of an underlying learning theory, namely:

- a. Communication principle; that is activities that involve real communication promote learning.
- b. Task principle; activities in which language is used for carrying out meaningful tasks promote learning.
- c. Meaningfulness principle; meaningful language for the learners supports the learning process.

In general, the learning theory is about using language communicatively. As learners work to complete a task, learners are engaged in such interaction. The interaction is considered to facilitate language learning, as learners have to work to understand each other and to express their own meaning. Krashen in Richards et al (2000:72) also says that language learning happens by using language communicatively, rather than by practicing language skills.

Meanwhile, task also said to improve learner motivation. Success in doing the task sustains the learner motivation. If the students feel that they have achieved the goal of the task through their individual effort, they are willing to take part in the next time activities.

5. Design: Objectives, Syllabus, Learning Activities, Roles of Learners, Teacher and Materials

Task-based approach aims to provide learners with a natural context for language use. In problem-solving task, as learner works to solve a given problem, they have opportunity to use the language in the interaction with others. In completing the task, the emphasis is on understanding and conveying meaning. While learners are doing the task, they are using language in meaningful way.

The syllabus concern with the process of learning than with specific content and learning outcomes acquired with this process. Yet, there are specifications of tasks that should be carried out by the learners. In addition, the tasks should be sequencing. It means that the instructor should determine the difficulty of the task. The difficulty of the task can be based on some consideration, such as procedure of doing the task, output required, input text, motivation, learning style and learner's ability.

Learning activities are focused on learners. It emphasizes on learners working together in group or pairs. It believes that working together gives learners confidence to try out whatever language and knowledge they have already known without fear of being wrong or being corrected in front of the class. Learners can support each other to maximize learning and task outcomes.

The following are the primary roles of students in TBL according to Richards et al (2000) and Willis (1996):

a. Group participant

Since tasks are usually done in pairs or small group, the learners need to be accustomed to the whole class and individual work.

b. Monitor

During the activities, the learners monitoring or noticing how language is used in communication.

c. Risk-taker and innovator

Learners need to feel free to experiment with language on their own. They take a risk that they may do an error while they are trying to communicate. Learners also need to regards their errors in positive way, to treat them as normal part of learning.

The role of the teacher is generally a facilitator. Facilitating learning involves balancing the amount of exposure and the use of language, and ensuring they are both of quality. Willis (1996) divides the teacher's roles according to each stage of the task cycle. At the task stage, the teacher duty is to monitor the students' activities during the task. Teacher should have the self-control and courage to stand back and let the learners get on with the task on their own. During the planning stage, the teacher's main role is that of language adviser, helping students to shape their meaning and express more exactly, what they want to say. Meanwhile, during the report stage, the role of the teacher is that of chairperson, to introduce the presentations, to set a purpose for listening, to nominate who speaks next and to sum up at the end.

Materials play an important role, since it becomes a resource of classroom tasks. Materials are emphasized on the use of authentic one, which relevant to the participants' needs and encourage the development of skills

necessary for the successful completion of real-life tasks. Popular media such as newspaper, television and internet can be the material resources.

6. Procedure of Teaching

Willis (1996) recommends the teaching procedures of TBL. She divides the TBL framework into three phases. The first is pre-task, which involves the introduction to topic and task. Second, is task cycle, which contains task, planning and report. The last is language focus. The following are the complete framework considered by Willis:

a. Pre-task

In the pre-task, the teacher will present what will be expected of the students in the task cycle. The teacher as facilitator explores the topic with the group and highlights useful words and phrases. Teacher also exploits the material, which will be used in the task. The following are some steps that can be done by teacher in introducing the topic:

- Teacher (T) helps Students (Ss) to understand the theme and objectives of the task.
- Ss may do the pretask, for example, topic-based, odd-word-out games
- T may highlight useful words and phrases
- Ss can be given preparation time to think about how to do the task
- Ss can hear the recording of parallel task being done
- If the task is based on a text, Ss read part of it

b. The Task cycle

Task

During the task phase, the students perform the task, typically in small groups, although this is dependent on the type of activity. In addition, the teacher's role in this phase is limited as an observer or counselor. The steps are:

- The task is done by Ss (in group or pairs) and gives Ss chance to use whatever language
- T walks around and monitors, encouraging in supportive way
- T helps Ss to formulate what they want to say
- The emphasis is on spontaneous, exploratory talk and confidence building
- Success in achieving the goals of the task helps Ss' motivation

Planning

After completing the task, the students prepare either a written or an oral report to present to the class. The instructor takes questions and otherwise simply monitors the students.

- Planning prepare for the next stage
- Ss draft and rehearse what they want to say or write
- T goes round and advise students on language
- The emphasis is on clarity, organization, and accuracy

Report

The students then present this information to the rest of the class. Here the teacher may provide written or oral feedback, as appropriate, and the students observing may do the same.

- T asks some pairs to report to the whole class so everyone can compare findings, or begin a survey
- T chairs. Comments on the content of their reports

c. The Language Focus

Analysis

The teacher reviews what happened during the task. It may include language forms that the students were using or problems that students had.

- T sets some language-focused task, based on the texts students have read
- Example including the following:

Find words or phrases related to the title of the topic of the text

- T starts Ss off, then Ss continue, often in pairs
- T goes round to help, Ss can ask individual questions
- T reviews the analysis, Ss may make notes

Practice

The practice stage may be used to cover material mentioned by the teacher in the analysis stage. It is an opportunity for the teacher to emphasize key language.

- T conducts practice activities as needed, based on language analysis
- Practical activities can include:

Sentence completion

Choral repetition of the phrases identified and classified.

Willis (1996: 152) also gives details and examples of problem-solving task. The examples are below:

1. Outcome : Solution(s) to the problem, which can then be evaluated
2. Processes : Analyzing real or hypothetical situations, decision making
3. Starting points : Shorts puzzles, logic problems.
Real-life problems, personal experience and hypothetical issues.
Incomplete stories/poems/reports; visual/snippets of audio or video recordings; concealed pictures, clue words for prediction and guessing game.
Case studies with full background data, business and computer simulations.
4. Sample Task
 - a. Cutting the cake: what is the minimum number of straight cuts you must make to divide a round-cake into eight equal pieces?
 - b. Crossing the river: An old lady wants to cross the river with a wolf, a goat, and a cabbage. She only has a small boat and can only take two things at a time with her. How does she do it?
 - c. What advice would you give in response to this letter from an advice column?
 - d. Decide on the best two places – cheap but safe – for a young person traveling alone to stay in your capital city?
 - e. Make your own version of the missing section/ending of the story/report.

- f. Work out a possible storyline from clue words/ phrases/ pictures/ audio/ video snippets
- g. Fill the gaps in this text with appropriate phrase
- h. Guess what's in this (covered up) picture/ (closed) bag

7. Advantages and disadvantages

In <http://en.wikipedia.org/>, it is stated that TBL, include problem-solving task, has some advantages and disadvantages as well.

a. Advantages

Task-based learning is advantageous to the student because it is more student-centered. Although the teacher may present language in the pre-task, the students are free to use what they want. This allows them to use all the language they know and are learning, rather than a single construct. Furthermore, as the tasks are supposed to be familiar to the students, students are more likely to be engaged, which may further motivate them in their language learning.

b. Disadvantages

There have been criticisms that task-based learning is not appropriate as the foundation of a class for beginning students. Others claim that students are only exposed to certain forms of language, and are being neglected of others, such as discussion or debate.

C. Rationale

There is no doubt that reading plays an important role in our daily lives. It can be the access of many things. Through reading, we can enjoy a novel, getting information from newspaper, or making a cake from the written recipe.

That is why many linguists propose the importance of reading in the teaching and learning language, particularly in the classroom where English as the second or foreign language. It is suggested that reading should be the first skill to be mastered.

Reading is not only about pronouncing the written words. It must be followed by a full understanding of the idea or message of the text. In other words, reading without comprehension is useless. That is why the teacher, in the reading class, should bring his/her students into the reading with comprehension. The teacher should motivate and facilitate the students to achieve their reading competence. Reading competence is achieved when the student has the capability to understand and to extract the required information from the text with the activation of preexisting knowledge.

One way to help the students in improving their reading competence is through the teaching method. The teacher should find a method that will be best implemented to his/her class. A new and interesting method will improve the students' motivation in learning. Sometimes, students feel bored with the method used by the teacher. Many teachers still implement the teacher-centered method. He/she direct the students to do what he/she wants. The teacher does not give the opportunity to the students to explore their idea. It will result in passive students. They become unmotivated and do not maximally participate in the classroom interaction process.

In the case of reading, many teachers still consider that reading means translating text from foreign language into their native language. There is

minimum opportunity for the students to explore their intellectual, knowledge, and ideas.

According to the explanation above, the writer considers implementing Problem-Solving Task in the instructional process. Problem-solving task requires students to process the text for meaning in order to achieve the goals of the task.

Through the task, the teaching of reading would not only emphasize on translating the text or pronouncing the words but it is more than that. By using task as the core of learning, students are treating to use their knowledge to find the solution of the presented problems. Task provides varied interesting activities so that the students will improve vocabulary mastery, learn the language form and also increase their motivation in learning English while they are doing the task. The improvement of those factors can help the student to improve their competence in reading a text.

D. Action Hypothesis

Based on the rationale above, the hypothesis can be formulated as follows: Teaching English by using Problem-Solving Task will improve student's reading competence.

CHAPTER III

RESEARCH METHODOLOGY

A. The Place and the Time of the Research

1. The Place of the Research

The research was conducted at SMP N 2 Purwanto, Wonogiri in academic year 2009-2010. The school is located at Jl. Raya Purwanto-Bulukerto. The school has three grades of classes, which are first grade, second grade and third grade. In the current curriculum, each grade is named with class 7 for the first grade, class 8 for the second grade and for the third grade is class 9. Each grade is divided into six classes, which named with the alphabet A to F. The classroom is characterized by standard classroom that has class size about thirty five to forty students.

As a public school, SMP N 2 Purwanto uses curriculum regulated by Educational Department of Indonesian government. The current curriculum is called KTSP (*Kurikulum Tingkat Satuan Pendidikan*). The lessons included in the curriculum are science, social science, mathematics, Indonesian, English, religion, sport etc. The instructional process is conducted in six days from Monday to Saturday. The lesson started at 7.15 am and finish at 13.00 pm except in Friday that finish the lesson at 11 a.m.

The students come from various conditions of intellectual and social status. Most of them come from middle up to lower class.

2. The Time of the Research

The research data were taken from the observation in the classroom. The observation had been conducted on July - November 2009. It includes the pre research, action and activities after the action. It can be arranged as follow:

No.	Activity	Time of research
1.	Pre-research (interview, and observation of teaching and learning process)	July 2009
2.	Observation test	July 2009
3.	Preparation of thesis proposal	January 2008 to July 2009
4.	Pre test I	August 2009
5.	Action (Cycle I)	September 2009
6.	Post test I	September 2009
7.	Pre Test II	October 2009
8.	Action (Cycle II)	October - November 2009
9.	Post test II	November 2009
10.	Data Analysis	December 2009 – February 2010

B. The Subject of the Research

The subject of this study was the students of the second grade of SMP N 2 Purwanto. The second grade students are divided into six classes. They are class 8A to 8F. Each class consists of thirty five to thirty seven students.

The mean score of reading in all classes are almost the same. The mean score of reading is under 6, which means that it does not pass the passing grade. According to the recommendation from the teacher, the writer then chooses class 8A as the subject of the research. It is for the reason that its students are more cooperative.

Moreover, the students' ability in English and their behavior are varying. Some of them are good in English and very active while the others are low in achievement. They are usually very passive in the learning process.

C. The Method of the Research

In this study, the writer uses action research method. The following is the definition of action research according to Mills: (2000:6):

Action research is any systematic inquiry conducted by teacher researchers, principals, school counselors, or other stakeholders in the teaching or learning environment, to gather information about and subsequently improve the ways their particular school operates, how they teach, and how their students learn (2000:6).

Gwynn Mettetal in (<http://mypage.iusb.edu/~gmetteta/Classroom Action Research.html>.) states that classroom action research is research designed to help the teacher to find out what is happening in his or her classroom and to use that information to make decisions for the future. Methods can be qualitative, or quantitative, descriptive or experimental.

Meanwhile, Wallace (1998:4) considers that action research is a strategy done by teachers in reflecting their teaching. It is done by systematically collecting data on the teachers' everyday practice and analyzing it in order to come to some decision about the practice should be.

Kemmis and McTaggart, as it is stated in Nunan (1992:17), write that there are three characteristics of the action research. Firstly, it is carried out by practitioners rather than outside researcher. Secondly, the kind of the research is collaborative. The third is that the research is aimed at changing thing.

From some definitions above, it can be summarized that action research is the systematic study to overcome education problems or to change things related to educational problems for improvement. It is conducted by practitioners or teachers, or in collaboration of teachers and researchers by means of their own practical actions and reflections toward the effects of the action.

Considering the background of the problems, the writer conducted action research method in the classroom. The writer attempted to solve problems that appear in the teaching of reading process in the classroom by using Problem-Solving task. The aim of the research was to improve the student's reading competence and give the solution for the problems occur in the teaching and learning process.

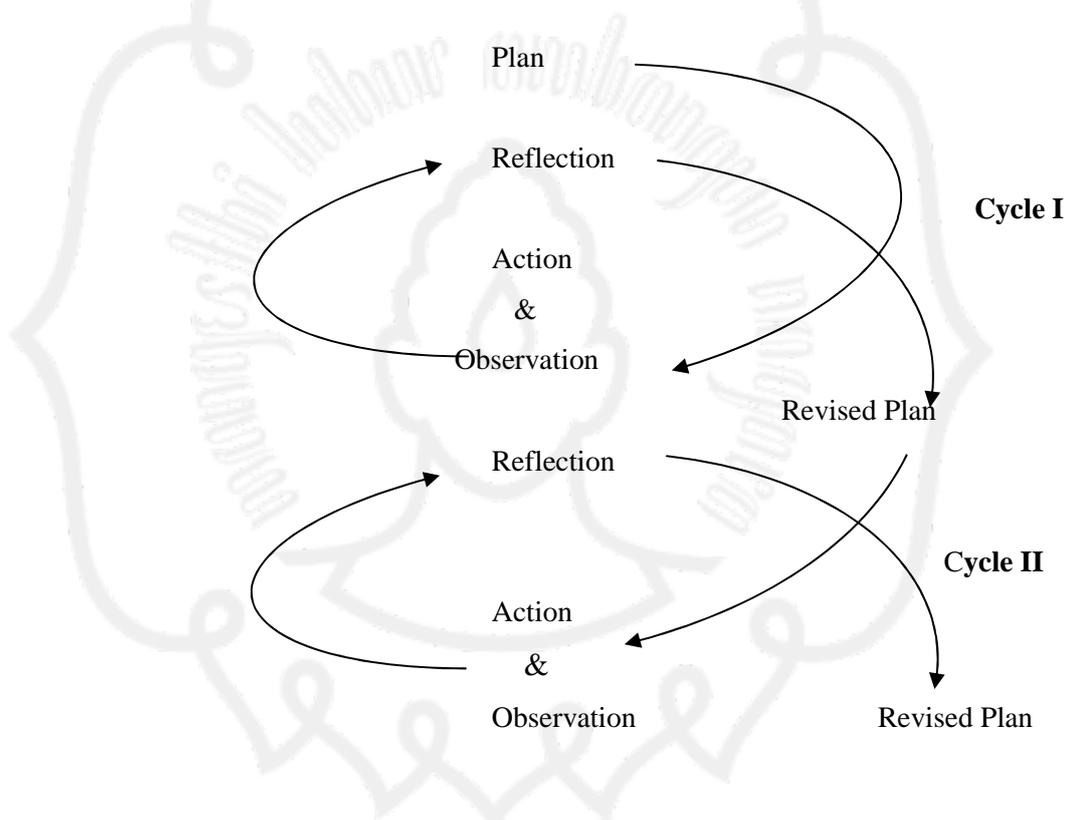
The writer in the collaboration with the teacher carried out this classroom action research. The writer as the practitioner conducted the action; meanwhile the teacher was her facilitator and observer.

D. The Model of Action Research

The model of action research used in this study was the model developed by Kemmis and Mc Taggart. Based on their model, the process of action research includes four steps. Those steps are follows:

1. Identifying problems and planning the action
2. Implementing the action, observing, and monitoring the action
3. Reflecting the results of the observations
4. Revising the plan for the following steps

Another model of action research is coming from Hopkins (1993:48). He has illustrated the model of action research proposed by Kemmis and Mc Taggart. The illustration is as follows:



Based on the illustration above, the four steps are from one cycle. The four steps can be extended into six steps. Those are: 1) identifying the problem; 2) planning the action; 3) implements the action; 4) observing or monitoring the action; 5) reflecting the results of the observation; 6) revising the plan for the next cycle.

E. The Procedures of the Action

In this classroom action research, the action research was conducted collaboratively. The writer was as practitioner who implemented the action and the teacher was as the facilitator and observer.

The procedure of action research takes six steps that form one cycle. The following are the procedures of the action:

1. Identifying the Problem

The writer identifies the problems before planning the action. The problems in this research refer to the student's low motivation and low reading competence. The problems arise because the students feel bored and do not feel comfortable with the technique used by the teacher in delivering the materials. They feel that the technique is not interesting to them.

The teacher and the writer identified the problem by using two techniques. They were:

a. Using test

The writer and the teacher made written tests as pretest and posttest to know the students' reading competence.

b. Observation and interviews

The writer did the pre observation in the classroom to know the students' behavior during the lesson and made interview to the second grade teacher to know the model of class management and the students' competence. Moreover, the writer also interviewed the second grade

student to know their opinion about English lesson and its learning process in the classroom.

2. Planning the Action

The writer and the teacher prepared everything related to the action.

Those preparations include:

- a. Preparing the material, making lesson-plan, and designing the steps in doing the action
- b. Preparing the equipment for the observation of the action
- c. Preparing the evaluation. The evaluation is in the form of a test. It is aimed to know whether student's competence in reading improves or not.

3. Implementing the Action

The writer implemented the teaching learning activity using Problem-Solving Task. The implementation of the action was laid under the framework of task-based language teaching proposed by Jane Willis (1998). The procedure is as follows:

- a. Pre-task

In this stage, the emphasis is to introduce topic and task to the students. The activities may involved are exploring the topic, highlights useful words and phrases, and explaining the task. The purpose of this stage is to get the students' readiness in the learning process and to explain what they have to do in the task.

- b. Task Cycle

The stage consists of three main activities that are task, planning and report. In the task phase, the students do the required task in pairs or group. The material of the task is presented in the form of written text or recording. The teacher's role is to monitor the activity.

The next is planning. The students prepare to report the results of the task orally or written. After that, some groups report their task results to the class.

c. Language focus

The teacher explains some language features in text. The teacher and students can analyze and discuss the specific features. After that, the teacher conducts a practice to know the students' comprehension of the language features.

4. Observing/ Monitoring the Action

Observation was done in order to collect data. The writer as the practitioner conducted the research while the collaborator observed the learning process.

5. Reflecting the Results of the Observation

The writer gave the students pre-test before starting to teach and gave post-test at the end of every cycle. The tests were in the form of written test.

After giving the test, the writer analyzed the result of the test to know the students' reading achievement after taught using problem-solving task. The writer also makes an evaluation based on the teacher's observation to make a reflection of her teaching. It is also aimed to find the weakness of the activities

that had been carried out in implementing the problem-solving task. The weakness can be refined in the next cycle so that it can be determined that problem-solving task can improve the student's reading competence.

Based on the analysis, the writer and the teacher then decided whether it was necessary to hold the next cycle or not. The indicators are the improvement of students' reading competence and motivation. The improvement of those two things indicated with the improvement of reading score and the activeness of students in learning process. If it is so, the writer needs to go to the next cycle by doing the same action but in different topic. However, if the result is not good, the writer must revise the action.

In reflecting the action, the writer discusses it with the collaborator. The reflection can explain the process and problems of the action. It is also as the input of the next cycle design.

6. Revising the Plan

The weakness have been found from the first cycle was revised in the next cycle. It takes two cycles to overcome the problem in improving students' reading competence.

F. Technique of Collecting Data

In this classroom action research, the writer used qualitative and quantitative methods in collecting data.

Qualitative methods included observation and interview. The data were presented in the form of words. The interview done by the writer to know the problems occurred in the learning process especially in reading. it is also to know

the model of class management and the students' reading competence. While the observation done with her collaborator. It is done to know the learning process when the problem-solving task was implemented. The writer was the practitioner of the research while the teacher was passive participant observer. He came to the classroom but did not take part or communicated with the students.

Quantitative method in this research was taken by conducting tests. The tests were in the form of written test. It was carried out before and after the cycles were implemented. The tests were scored by looking for the mean score. It used to know the students' competence in reading.

G. Technique of Data Analysis

In analyzing the data, the writer used qualitative and quantitative methods.

The writer used qualitative method in analyzing the data in the form of words. The data were analyzed by 1) investigating the fieldnotes and interview reports 2) signing the information from the fieldnotes and interview reports, which answer the research questions, 3) making notes in separate paper, 4) listening to the recorded interview, 5) reviewing the photo charts of instructional process.

The data in the form of numbers were analyzed by quantitative method. Here the writer found the total score of written test in every cycle. Then, the writer compared the mean scores of each cycle that are cycle 1 and cycle 2. From the analysis, it can be shown whether there was an improvement of the students' reading competence or not.

CHAPTER IV

THE RESULT OF THE STUDY

The research was conducted in collaboration with the English teacher of SMP 2 Purwanto. Before conducting the research, the writer and the teacher had a discussion dealing with the action research. Since the research was conducted collaboratively, the writer and the teacher worked together. The teacher was as the observer and the writer as the practitioner who implemented the action. The teacher and the writer collaboratively designed, planned, revised the research procedures and discussed the research result as a reflection. The research was conducted in two sessions. The first is pre-research and the second is the implementation of Action Research.

A. Pre-Research

Pre- research was taken before conducting the action research. It was aimed to identify the problems that occurred during the teaching learning process dealing with the students' reading competence, to identify the teacher's techniques in teaching reading and to identify the students' motivation in learning English. Several actions were conducted in the pre-research. Those actions were interviewing the teacher and the students, observing the teaching learning process, observing the data of the test result and giving pre-test to the students.

From the interview and observation of the teaching and learning process, it can be concluded that the students are low in motivation to learn English. They consider that English is not as important as the other subject. Another fact is that

they were low of motivation. The students felt that they do not have ability to master or even to learn English.

The teaching and learning process was teacher-centered. Teaching reading was done by translating all the words in the text. The teacher read the text then translated it word by word into Indonesian. Then, the teacher asked the students to answer the questions dealing with the text. The process above resulted in passive students. It happened because they were not allowed to explore the text themselves. The students' score of reading comprehension test were still low. The mean score was 52.36. It indicated that the students' reading competence was low and it needed to be improved.

From the interview, observation, and students' reading score it can be concluded that 1) Students were low in motivation to learn English, 2) Students were passive in the learning process, 3) The students' reading competence were low.

To overcome the problems above, the teacher and the writer decided to bring new method by using Problem-Solving Task in teaching reading in order to improve students' reading competence and to improve their motivation during the teaching and learning process.

B. Research Implementation

The research implementation of Problem-Solving Task in improving students' reading competence included two cycles. Every cycle consists of several meetings. In the first cycle, the topic of the lesson was *Plants and Animals*. It was held in three meetings. It was held in 4 September until 11 September 2009. The

next cycle was held in 30 October until 5 November 2009. It also consists of three meetings. The topic of the second cycle was *Traveling*.

The cycles of this research consists of series of steps. Those steps are identifying the problem, planning the action, implementing the action, observing or monitoring the action, evaluating and reflecting the results of the observation, and revising the plan. Each step of the cycles could be explained in the following parts.

1. Cycle 1

a. Identifying the problem

The problems were the students got low score in reading competence. Their competence in understanding or comprehending the text was low. It can be seen from their reading test scores. Most of the scores were still low or even still under the passing grade. It arises because of the lack of vocabulary mastery. Most of the students said that English is difficult because they do not know the meaning of the words. Moreover, they still found difficulties in pronouncing some words. Even those words were actually familiar to them.

Some of them thought that English is too difficult. As the results, they did not have self-confidence to master English. In the instructional process, there are no other methods or technique in teaching reading. It emphasized on translating the words of a text.

b. Planning the Action

During the instructional process, the students were passive. Their reading competence was still low. Beside, they also got difficulties in pronouncing and

translating the words. Knowing those problems, the teacher and the writer tried to solve it by using Problem-Solving Task. They believe that it could improve not only the students' reading competence but also their activeness and their motivation in learning English.

Before implementing the action, the writer gave the students a pre-test. There was also a post-test in the end of the action. Those tests were aimed to know the students' score of reading test before and after the implementation of the test. The writer and the teacher also prepared the materials, lesson plan as guidance in the teaching and worksheet for the students. In implementing the action, the writer played as the practitioner, while the teacher observed the process of the action.

c. Implementing the Action

Due to the use of Problem-Solving Task, in the implementation of the action, the writer used Problem-Solving Task framework. This method consists of three stages, those are pre- task, task cycle and languages focus. The first is pre-task, which involves the introduction to topic and task. Second, is the task cycle, which contains task, planning and report. The third stage is language focus, which consisted of analysis and practice.

The first cycle consists of three meetings. All of the meeting took *Plants and Animals* as the topic learning process.

1) First Meeting

In the first meeting, the writer used "Guessing what's in the covered picture" task. The students should guess the name of a plant or an animal in the

covered picture based on the description which was available in the text delivered by the writer.

a) Pre-task

The lesson began at 08.30 a.m. The teacher came to the class and greeted the students. She said “Assalamu’alaikum Wr.Wb”. She also asked the students condition by saying, “How are you today?” The students answered her question. Then she checked the students’ presentation. There was a student, which absent that day.

The teacher began to start the lesson by introducing the topic. She did not mention the topic directly but firstly she asked some questions dealing with the topic. She communicated with the students using Indonesian. After that, she mentioned the topic for that day that was “Plants and animals.” Then she asked the students, “Can you mention some examples of plants and animals?” Some students answered her question by mentioning names of plant and animal. They mentioned them in Indonesian. Then, the teacher asked the students to say in English. Unfortunately, their pronunciation was not correct yet. For example, a student could not pronounce the word *tiger* correctly. He pronounced it as /tiger/ not /'taigər/.

After introducing the topic, the teacher gave a puzzle to the students. The students had to find some words dealing with the topic from a group of jumbled words. Below the jumbled words, there were ten questions and the students had to find the answer in the group of jumbled words. In this task, they had done it individually. Having a couple of minute, the activity was stopped. The teacher

asked some students to write down their answers on the whiteboard. Those words were *root, wings, jasmine, fish, flower, tiger, apple, tail, tame, and orange*. Then, they reviewed their answers together. The students seemed do not know yet the equal of some of those words in Indonesia. That was why the teacher tried to guide the students to find it.

b) The Task Cycle

Task

The task cycle was begun with the explanation of what the students must do. Before that, the teacher asked the students about descriptive text. She told to the class that they would learn about descriptive text. No one of the students answered the question, so the teacher reviewed about descriptive text. Then she continued explaining the activity they would do. She said that they would do a guessing game. The students should guess what thing in the covered picture. They could guess it by the clues of its description written in the text.

Students did the task in a group. Then the teacher divided the class into nine groups. Each group consists of four to five students. After the groups formed, the teacher gave them two pieces of paper which each piece contains two descriptive texts. The texts were about the description of a thing that students should guess. Some students from each group were asked to read the text loudly. It aimed to know the student's pronunciation and to get their attention to the text. Some students still pronounced some words incorrectly. The teacher corrected it directly by pronouncing the words loudly.

In the beginning of the task, the practitioner highlighted some words, which were unfamiliar with the students. She gave the translation of those words in Indonesian. Some of those words were *flipper*, *edible*, and *petals*. To help the students in doing the task, the teacher delivered a dictionary to each group. It used to help the students to find the meaning of the words in the text.

The students in each group started to discuss the task. In the mean time, the teacher monitored and encouraged the students the learning process. When there was a question about the meaning of a word from a student, she did not answer it; however, she suggested them to find in the dictionary or to guess the meaning according to the context in the sentence.

In this learning process, most of the students were actively include in the discussion. Unfortunately, some students did not pay attention to the discussion. Most of them were male students. They went unaware to the discussion. As a whole, the students' participation and cooperation in doing the task was good enough. They looked enthusiast in even there was one group, which gave their answer to the teacher, but she did not state whether their answer were right or wrong. One of them said "Number one is *penguin*, isn't it Mom?" "What is *penguin* in English, mom?" asked the student. The teacher did not answer the question; she just kept silent and asked them to write down their answer. Then the teacher put the covered picture on the whiteboard. The students should guess four covered pictures based on the description of each.

Planning

After a while, the teacher asked the students about their work. All groups had done their task. Then the teacher asked them to prepare their task report. The groups wrote down their answer on a piece of paper.

Report

In this phase, all groups sent their representative to report their answer. During the presentation, the teacher sat down on her chair. Some groups wanted to be the first to report their answer. Therefore, she asked the group to report their answers one by one started from group 1 to group 9.

While the groups presented their answer, sometimes the teacher asked about their reasons of the answers. To one of the groups, the teacher asked, “Why do you guess that thing is durian?” One of them said, “In the text there are the words smell and expensive, Mom.” Then the teacher replied, “Yes, it is one of the keyword.” After all groups had presented their answers, the teacher opened the covered picture one by one. Before she opened the picture, she reviewed the text to find the keyword to determine what the picture is. However, the students seemed having no patience with the teacher’s explanation.

Finally, the pictures were opened one by one. Picture number 1 was penguin, number 2 was kangaroo, the third was durian, and the last was rose. The students were cheering when they found that their answer was right. Unfortunately, some groups answered incorrectly. For example, group 2 stated that the picture number 3 was jackfruit. Some groups had the correct answers. The students seemed to be enthusiastic during this activity.

c) Language Focus

Analysis

After the report of the task, the instructional process was continued. The teacher reviewed what they had done. Then she gave applause to all of the students. She asked the students to go back to their own desk. Next, she explained about descriptive text. The teacher mentioned the parts or the generic structure of descriptive text. After the explanation, the students were asked to analyze the generic structure of the text of the previous task.

Practice

The teacher gave the students a homework that was identifying the generic structure of a descriptive text in the worksheet book. The homework would be discussed in the next meeting.

2) Second Meeting

In the second meeting, the teacher used “Fill the gap” task. The topic of the second meeting was the same as the first meeting.

a) Pre-Task

After the teacher entered the class, she began the instructional process. She greeted the students then checked the students' presentation. A student was absent that day. The teacher continued by reviewing the lesson in the last meeting. She asked to the students, “What did we learn in the last meeting?” She repeated her question in Indonesian. “Guessing picture, Mom”, said one of the students. Another student said “Plants and animals.” Then, the teacher remained the students of the descriptive text and its generic structure.

Having reviewed the previous lesson, the activity was continued. The teacher explained what they would do that day. The students had a different task with the last meeting. The task was they had to fill the discontinuous text with the appropriate sentences. That was why the task called “fill the gap” task.

The next activity was dividing the class into groups. The teacher said that the group should consist of two students. The students choose their group mate by themselves. Almost all groups' members were tablemates. The teacher then distributed a piece of paper that contains incomplete text. Before the lesson continued, the teacher asked one of the members of each groups to read the text loudly. It aimed to get the students' attention to the lesson. When the text had been read, the teacher highlighted some important words. She asked about the translation of those words to the students. For example, she asked, “What is orchid in Indonesian?” One of the students who know answered, “*Bunga anggrek, Bu.*” Next, the teacher gave the meaning of some words in Indonesian, such as crown, stream, spray, brick, charcoal, flesh. She ordered the students to find the meaning of other words in the dictionary or to discuss it with the group members. Then she delivered dictionary to each groups.

b) The Task Cycle

Task

The students in their own group started to complete the task. They began to fill the missing text with sentences, which were available in the column below the text. The groups had to finish two texts; each text had four missing sentences. While the students were doing their task, the teacher walked around the class,

monitoring the activities. Sometimes she also asked the groups about the difficulty they might get. In this stage, the students actively discussed the task.

The teacher's role in the task stage was to monitor the students during the activity. She had to let the students work by themselves. When there was a question from a student, the teacher did not answer it directly. She just gave direction to answer the question.

After a while, the class became noisy. It might be they had done their task. Two students yawned and were not enthusiastic to get involved in the discussion. They played the dictionary and did nothing with it. The class became noisier. Without asking the students first, the teacher ordered each group to prepare their presentation.

Planning

The teacher gave a couple of minutes to all groups to prepare their presentation. She walked around the class and asked the groups about their task. Sometimes she gave suggestion to the groups.

Report

Time was up and the teacher asked each group to present their task. As usual, no one of the member of the groups began the presentation. Then, the teacher decided to appoint the representative of each group to present their task. As the chairperson, the teacher sat down on the teacher's chair. She opened the presentation and asked the class to pay attention to the presentation. Sometimes she also corrected the student's pronunciation and the intonation of their reading.

After all groups had done their presentation, the teacher conducted the class to discuss the right arrangement of the sentences. From the discussion, it was known that all of the groups' answers were correct. The teacher gave applause to them. Then the teacher reviewed the correct text. Unfortunately, most of the students did not pay attention to the teacher's explanation. They seemed bored and the class began noisy.

c) Language Focus

Analysis

Since the class became uncontrolled, the teacher gave them the next task. The next task was to identify the verbs in the text. After defined the verbs, the students should found the translation of the verbs in the Indonesian. The task was done in groups of two.

After a while, the teacher asked some of the students to mention the verbs they had identified. Those verbs were find, grow, reaches, have, see, need, flap, throw. Then the teacher explained about the verbs used in the descriptive text. Furthermore, she explained simple present tense.

Practice

For this stage, the teacher gave the students a homework dealing with simple present tense.

3) Third Meeting

The third meeting was the last meeting of cycle I. It conducted on Friday, 11 September 2009. The topic of this meeting was the same as the previous

meetings that were “Plants and Animals.” However, the task had been used in the meeting was “Making a map.”

a) Pre-Task

The class was a little bit noisy when the teacher entered the class. As usual, the instructional process began with greeting from the teacher. She said “Good morning, students?” The students, all at once, replied the greeting by said “Good morning, Mum.” Then the teacher checked the presentation. All students in class 8A were present.

Afterwards, the teacher reviewed the last previous meeting. Then she said to the students “.... *Hari ini kita akan piknik.*” Sha said that they would go picnic. Heard about it, the students felt so happy. One of them asked to the teacher “*Asyik...Iya to, Bu?*” He wanted to make sure the teacher’s statement. The class became noisy because the students interested with teacher’s statement. The teacher replied “*Ya, hari ini kita akan piknik ke kebun binatang tapi hanya dalam khayalan.*” She said that they would go to the zoo but only in their imagination. Then she asked the students whether they had gone to the zoo or not. “Have you ever gone to the zoo?” asked the teacher. Most of the students answered yes.

After that, the teacher asked the students to mention some animals they could find in the zoo. “Monkey”, one of the students said. Other students mentioned tiger and elephant. Then one of them said “*jerapah.*” “What is *jerapah* in English?” asked the teacher. No one could answer the question, and then the teacher helped the students by mentioning the word “*jerapah*” in English that is “giraffe.”

The next activity was doing crosswords puzzle. The topic of the puzzle was plants and animals. The teacher delivered the puzzle, and then the students did it individually. After a while, the teacher ended the students' activity. Next, she ordered some of the students to write their answer on the whiteboard. Some of their answers were crocodile, zoo, wild, and reptile. Afterward, the teacher and the students discussed the answers together. In this stage, the students' participation was positive.

b) The Task Cycle

Task

The next stage was task stage. At the beginning, the teacher explained what the students must do. She said that they would go to a zoo. However, before they would go there, they should make a map of it. "Your job is to make a zoo map." The map should be made according to the description of the zoo. The students did not understand how to do the task yet. The teacher explained about the task again. The task was making a zoo map, which the students had to put the animals on their cage in line with the description of the zoo.

The class was divided into some groups. Then the teacher delivered a paper, which contain the description of the zoo. She also gave each group a zoo map that was incomplete. The class became a little bit uncontrolled. The students commented on the zoo's map. To get their attention, the teacher asked them to keep silent and pointed some students to read the text.

After the text had been read, the teacher reviewed some words and phrases. Then she ordered each group to do their task. The students in each group

started to discuss the task. Most of them seemed serious in making the map. Unfortunately, some of them were unaware and disturbed the other students. The teacher warned them not to disturb their friends and to join in the discussion. In this stage, the students seriously took part in the discussion. The cooperation among the members of the group was quite good. One or two students tried to find the translation of some words while the others were reading the text. In the middle of doing the task, the school's bell rang. It was the time to break. The teacher invited the students to take a break and the lesson would be continued after the school break.

After fifteen minutes break, the teacher came back to the class. Some students still sat down outside the classroom. The teacher asked them to get into the class. The students then went back into their own groups. The teacher asked them to continue their task. She monitored the activity. She gave a suggestion whenever it needed. Every student in the groups worked actively.

While the students were doing their task, the teacher went to the whiteboard to put a zoo's map on it. The map showed the location of each animal's cage in the zoo. The cage was illustrated by a square with a letter code in each.

The teacher asked to the groups about their work. "Have you done?" she said. She repeated in Indonesia, "*Apakah sudah selesai?*" All groups had done their task. Therefore, the teacher asked them to prepare their presentation.

Planning

The groups prepared to present their task in front of the class. In this stage, the teacher's rule was to help the groups to arrange their report.

Report

The next stage was report stage. Each group reported their task in front of the class while the teacher was commenting on the report. She gave some questions dealing to their work. In the presentation stage, some students did not pay attention to the presentation. They talked to each other in their own group. The teacher then warned them not to be noisy. Unfortunately, some of them still did the same thing. They felt bored with the activity.

To get the students' attention, the teacher asked them to review their work. After all groups finished their presentation, the teacher guided the class to discuss the task. The students focused on the activity. They wanted to know the right order of the zoo map. The students, under the teacher guidance, read the text to determine the answer and then completed the map with the right order. The students looked enthusiastic with the activity. Even, they had no patience with the reading of the text. Some of them said "*Langsung dijawab saja, Bu!*" They wanted to know the answer without read the text first. Nevertheless, the teacher continued to read and to review the text in order to know the content of the text. The students cheered whenever their answer was correct.

c) Language Focus

Analysis

In this meeting, the language focus was dealing with reference. Having discussed the text, the students backed to their own desk. Next, the teacher gave them a list of words. Their task was to find the reference of the words in the text. The students had to finish five references in the text. The examples were the word *it* (paragraph 1) and the word *their* (paragraph 2). After a while, one of the students asked the teacher. "... *saya nggak mudheng, Bu maksudnya.*" He said that he did not understand what he should do. The teacher explained that they should find the reference of the bolded words in the text. She gave an example, "*Kata **it** pada paragraph satu merujuk pada kata apa?*"

After certain minutes, the teacher went in front of the class. She appointed a student to write the answer for number one. She directly appointed certain student to shorten the time. The student wrote her answer. However, the answer was incorrect. The word *it* in paragraph one referred to *The Green Safari Park*. Meanwhile her answer was *Bandung*. Before gave the correct answer, the teacher offered the class to give their answer. A student gave her answer. The second answer was still incorrect. Finally, the teacher explained about reference. Not long afterward, the bell rang.

Practice

Since the time was finish, the teacher asked the students to continue at home as their homework. Finally, she closed the lesson, gave a greeting then went out of the class.

d. Observing and Monitoring the Action

Observation aimed to observe the effects of the action. In this study, the observation aimed to know the effects of the implementation of problem-solving task upon students' reading competence both while the learning process and the end of it.

The teacher as the observer helped the researcher to observe the learning process. From the observation, it was shown that many of the students did not pay attention during the lesson; even they make some noise so that the other students felt disturbed. However, they would become passive students when the teacher asked them to answer a question or to do something. The positive was they were so anxious to take part in the discussion in order to solve the tasks.

In the task stages, the teacher allowed the students in their groups to work autonomously. If there was a question from the students dealing with the answer or solution of the task, the teacher did not give the answer directly but she guided them so that they could find the answer by their selves.

In the end of every report stage, the teacher guided the class to review the text. Unfortunately, many of the students did not interested with the activity. They looked bored with the texts' review.

e. Reflection

At the end of the cycle one, the teacher and the writer gave the students a post-test to measure their reading competence. The results of the pre-test and post-test then had been compared. It aimed to know the improvement of the students' reading competence after the implementation of the action.

At the end of the cycle, there was a post- test. It was in the form of written test. After that, the practitioner and the teacher then analyzed the results of the test. Based on the test results and the teacher's observation of the action, it can be drawn some positive results and some weaknesses in the first cycle. They were described as follows:

1) Positive Result

- a) The students were interested with the new method used by the teacher in delivering the lesson. They looked curious and motivated with the method.
- b) There was a positive change on students' behavior during the learning process. Students became more active in trying to do the task.
- c) There was an improvement of students' reading competence. It was shown by the improvement of the post-test result.

2) Weakness

- a) Some students still lack of vocabulary. If the teacher asked them to mention some words related to the topic, they often mentioned it in Indonesia. Moreover, they could not mention some simple and familiar words in English.
- b) Students' participation and attention in some stages were lack. In the task stage, when there was a group discussion, some of the group members did not take part in it. Most of them were male students. The students' attention decreased in the report stage. They seemed bored with the review of the text.

The Problem-Solving Task was a new method for the students. It made them motivated to take part in the learning process moreover in learn English. In other words, there was an improvement of student's activeness in learning process. There was also an improvement of students' reading competence. It can be seen from the results of the post-test. The mean of the pre-test was 51, 24 and the mean of the post-test was 59, 84. Therefore, it is conclude that there is an improvement in students' reading competence before and after the cycle I. Nevertheless, the improvement is not too significant.

f. Revising the Plan

Since the improvement of the students' reading competence was not too significant, the teacher and the writer decided to conduct further cycle. To get the better result, they revised the plan so that it could solve the problems occurred in the first cycle.

The next cycle would be focused on the material and the task problems so that the students would not be bored. In addition, it would also give attention to the students' vocabulary mastery.

2. Cycle 2

a. Identifying the Problem

Based on the results of the cycle one, it was necessary for the writer and the teacher to hold the next cycle in order to solve the problems occurred in cycle one. The problems of cycle one were the lack of vocabulary command and the low of students' participation and attention in the task stages. Most of them felt bored with the discussion and the review of the text in the end of the task stage.

b. Planning the Action

The teacher and the writer planned to solve the problems in cycle 1. The action would be focused on the improvement of students' vocabulary mastery by giving some practices. It would also determine to improve the students' behavior in during the activities. The task would be more interesting so that the students would not be bore.

c. Implementing the Action

The frameworks of the second cycle were the same with the first cycle. It consisted of three meetings and some stages in each. However, in the second meeting the writer took *Traveling* as the topic of the learning process.

1) First Meeting

The first meeting of the second cycle was held on 3 October 2009. The topic of the meeting was *Traveling*. In this meeting, the task was to decide on the best place to go.

a) Pre-Task

The school bell had rung. The teacher and the observer went to class 8A. The teacher then greeted the students and checked their presentation. Before continuing the lesson, the teacher reviewed the last meeting. The last meeting was the third meeting of the first cycle. The teacher asked the students about the topic they had discussed in the first cycle. In fact, they still remembered that they had learnt about descriptive text. The teacher then asked about the parts of descriptive text, the tenses and verb used in the descriptive text. Most of the students

answered the questions however, some of them were just keep silent and the others did not pay attention to the class.

The lesson was continued. First, the teacher mentioned the topic would be discussed that day. The topic was *Traveling*. She asked the students some questions about traveling. She asked “Have you ever gone traveling?” As usual, the students did not answer the question. They seemed do not understand with the question. The teacher repeated the question in Indonesian. “*Apakah kalian sudah pernah pergi jalan-jalan?*” Some students said, “*Sudah, Bu.*” They had been gone traveling. “Where?” asked the teacher. “*Ke Ponorogo*”. A student mentioned a town near his hometown. The other said “*Ke Sarangan, Bu*”. After that the teacher asked the students to mention kind of tourism place. “*Sekarang coba sebutkan jenis-jenis obyek wisata yang biasa kita kunjungi*”. The students mentioned some places such as beach, mall and museum. Unfortunately, they mentioned it in Indonesian. When the teacher asked the synonym in English, most of them did not know the words. Knowing that, the teacher went to the whiteboard and wrote some words. She wrote five jumbled letters of the words *beach, temple, plane, hotel, and holiday*.

The students were asked to arrange those jumbled letters into the correct words. “Please arrange these letters into a word that relates to traveling”, said the teacher. “*Ayo siapa yang bisa menyusun huruf-huruf ini menjadi sebuah kata?*” She offered the students to write the words on the whiteboard but no one did it. It took a long time so the teacher pointed some students to write the words. After all words were written, she asked the meaning of those words in Indonesian. There

was a word that students did not know the meaning, yet. The word was *temple*. The teacher guided the class to find the meaning of the word. "*Temple itu contohnya Borobudur*". She mentioned one of the temples in Indonesia in order to give the meaning of the word temple to the students. "*Ooo...candi ya bu?*", said one of the students. He mentioned the meaning of the word temple in Indonesia. And the teacher said "Yes".

Next, the teacher explained the activity they would do. However, the school bell rang. The teacher ended the lesson and asked the students to take a break. The lesson would be continued after the school break. The teacher then walked out of the class.

b) The Task Cycle

Task

After fifteen minutes break, the lesson was continued. The teacher went to the class with the observer. Many of the students were still outside the classroom. The teacher asked the two of them to take dictionaries in the teachers' office. Meanwhile the others were commanded to get into the class.

After all students got into the class and the class's atmosphere conducive, the teacher began to explain the activity they would do. "*Hari ini kalian akan diberikan suatu masalah dan harus menyelesaikannya*". The teacher gave explanation in Indonesia. She said that the students would be given a problem and they had to come to the solution.

Next, the teacher stated the problem. She began the explanation by telling the background story. The story was about two girls who wanted to go to a beach

in their holiday in Bali. However, they had a different choice. One of them wanted to go to Sanur beach while the other prefer Kuta beach. The task was how to solve the problem that was choosing the best beach to visit. The students had to choose one of them according to some considerations. The considerations were the characteristics offered by the two beaches and the time of visiting.

The activity continued. The teacher divided the class into groups. Each groups consisted of 4 to 5 students. After the groups were formed, the teacher gave text in two pieces of paper to each group. The texts were described the Sanur beach and Kuta beach. There was also an illustration of the girls' holiday.

The teacher asked some students to read the text loudly. Then she guided the class to review the illustration of the holiday. After that, she commanded all groups to start their discussion. She reminded them to give the reason of their choice. The groups began to discuss the problem and tried to come to the solution. The class became noisy but the teacher did not warn them. They discussed actively and looked enthusiastic.

After a while the teacher, reminded each group to write down the reasons of their choice. While the students were working, the teacher walked around the class to monitor the activity. She made sure that all groups carried out the task.

Planning

When all groups had their answer, they must write their reasons of their choice. In this stage, the teacher helped them to arrange the sentences because the reasons had been written in English. The students complained when they were asked to do that. They said that they could not make sentences in English. The

teacher convinced them that they could make it. She would help them to arrange the sentences.

In the middle of discussion, the teacher warned a student who tried to cheat the other group's answer. She asked him to go back to his own group. Over the next few seconds, the teacher commanded all groups to prepare their presentation.

Report

The teacher asked whether the groups had already done. All groups said they had done the task. The activity continued to the next stage. The group sent one of the members to present their work. The presentation was done from group number 1 to number 9.

While the group was presenting their work, the teacher sat down in her chair. She commented the answer and asked the reasons of it. Almost all of the groups had the same choice. They prefer Kuta beach as the destination place for the girls. There was only one group which had a different choice. The group number 4 chose Sanur beach.

At the end of the stage, the teacher gave some conclusion. "*Kalian sepakat memilih pantai Kuta ya?*" asked the teacher. She confirmed that all groups agreed to choose Kuta beach. Then she asked the reasons. She pointed group 7 to read their reasons. "Because they can look the sunset", said one of them. The teacher replied with a correction, "Good....They can see the sunset." She changed the word *look* with *see*. She offered the other groups to give their

reasons. Group number 3 gave their answer. “They can shopping”. “They can go for shopping or “They can shop”, replied the teacher.

c) Language Focus

Analysis

In this stage, the teacher took some sentences from the text and guided the class to identify the verb of each sentence. For example in the sentence: *Coconut trees grow along the beach*. The verb is *grow*. After that, they had to find the translation of the verbs in Indonesia.

Practice

Because of the limited time, the teacher gave practices by giving homework. She asked the students to identify the verbs in some sentences. Another practice was couples of questions dealing with the content of the text. It was a “True or False” questions.

2) Second Meeting

The second meeting of the first cycle was held on 3 November 2009. The topic was the same with in the first meeting. The task in this meeting was to choose the best hotel to stay.

a) Pre Task

The teacher opened the lesson by saying “Assalamu’alaikum Wr. Wb” then she greeted the students. She reviewed the last meeting and asked about the homework. The class then discussed the homework. The homework was to identify the verbs in the sentences and to determine whether an information was true or false according to the text.

The next was introducing the topic. The teacher introduced the topic then explained what the students had to do that day. She said, "*Topik kita hari ini masih Traveling*" She told the students that the topic for that day was the same with the previous meeting. However, they would have a different problem and they had to come to the solution.

The task was choosing the best hotel to stay. The task would be done in groups. Before giving the brief explanation about the task, the teacher broke the class into some groups. She asked the students to choose their own members. Then she gave a piece of paper, consisted of the description of two hotels, to the groups. She asked them to read it first.

The texts described two hotels in Yogyakarta. There was also an illustration of the problem. Three young men were on their vacation to Yogyakarta. They had to find a hotel to stay for three days. The problem was they had limited budget so they had to find a cheap but comfort and strategic location. They had found two hotels but they could not choose one of them. The hotels were Kusuma Hotel and Kristina Hotel. The students had to choose one of them.

Before continuing to the next stage, the teacher highlighted some important word from the texts. Those words were *limited, suburb, equipped, comfortable, and air-conditioned*. She gave the meaning of each word in Indonesian. Then she tried to raise the students' background knowledge of the topic by giving some questions. "*Coba sebutkan apa saja yang ada di hotel?*" She asked the students to mention some parts or things usually find in a hotel. Some of the students mentioned some words but in Indonesian. "Say it in

English”, asked the teacher. Then the students tried to say it in English with the teacher’s help.

The teacher then asked all groups to begin the discussion. Before that, she wrote on the whiteboard some considerations to determine their choice. *“Ingat uang mereka hanya 1 juta... untuk berlibur tiga orang selama tiga hari”*, said the teacher. The consideration was the budget only 1 million rupiahs that would be used for three persons in their three days holiday.

b) The Task Cycle

Task

After the explanation from the teacher, the groups began the discussion. The discussion was so attractive. The students seemed enthusiast to take part in the group discussion. They asked a lot to the teacher dealing with the hotel conditions. They did not ask about the answer or the meaning of a word. The discussion made the class noisy but the teacher allowed it. The noise caused by the students’ discussion. They looked for words in the dictionaries, debated among group members and tried to make conclusion.

Some students did not join their group discussion. They just played around and talked to their selves. The teacher warned them because they annoyed the others. Then she commanded them to go back to their own group.

In this stage, the teacher monitored the activity by walking around the class. She checked the discussion in each group, encouraged them to do the task and controlled the class condition.

After a while, the teacher asked the groups about their work. All of them said they had done their task. Then they continued to the next stage.

Planning

Having the chosen hotel, the groups then had to write down the reasons of the choice. They had to state it in English. The teacher found that the students still had some difficulties in making sentence. She came to one of the groups, and then asked their reason. The group chose Kristina Hotel. “Why do you choose it?” asked the teacher. They answered it in Indonesian. “State in English...read your reasons!” asked the teacher. “...because have to take five minutes from Malioboro”, replied one of the group members. The teacher corrected the sentence by asking the group to look at the text, “...because...*lihat di teks*...It only takes 5 minutes from Malioboro.”

The teacher then continued to other groups. She helped the groups to state their reasons. When they finished their work, the teacher asked them to prepare the presentation.

Report

The teacher walked to her chair. Then she offered the groups to present their work. The groups presented their work one by one. Each group sent their representative to present their report in front of the class. The teacher sat down on her chair and gave comment on the work.

After all groups had their presentation, the teacher guided the class to make a conclusion. Six groups chose Kristina Hotel. The reason was that the hotel located in the center of the town. It was also cheap and comfortable. The others

chose Kusuma Hotel because it was cheaper than Kristina Hotel. The class then discussed it together to get single solution. Finally they chose Kristina Hotel.

c) Language Focus

Analysis

The students were asked to identify the verbs in the texts. After that they had to find the meaning in Indonesian. They did it with their tablemate.

Practice

Because of the limited time, the practice would be given as homework. The homework was to find the meaning of some words and questions dealing with the text.

3) Third Meeting

This meeting was the last meeting of the second cycle. It was held on 5 November 2009. The task was “Jumbled Text.” The topic was *Traveling*.

a) Pre Task

The teacher started instructional process by saying “Assalamu’alaikum Wr. Wb”. Then she checked the students’ presentation. A student was absent that day. Next, she previewed the last meeting and asked the homework. The class then discussed the homework.

After that, the teacher explained what they would do that day. She checked the students knowledge by asking some questions related to the topic. The topic was still *Traveling*. She told about Seven Wonders. She asked the students to mention it. Most of them only mentioned two places that were Borobudur and the Great Wall in China. Then the teacher walked to the

whiteboard and put some pictures of Seven Wonders. The pictures were Taj Mahal, Eiffel Tower, Pyramid and Borobudur. The students looked interested with the pictures. Next, the teacher asked, “Do you know their name?” “*Coba sebutkan nama dan berada di mana*”, she continued. She wanted the students to mention the name and the place of each pictures. The students replied it orally.

“Do you know Eiffel Tower?” asked the teacher. Most of the students answered yes. “Where is it?” asked the teacher again. “*Di Paris...Perancis*” replied some students. “Yes, in Paris, France”, the teacher corrected the answer.

The teacher continued with the explanation of the task. The task was to arrange some paragraph into a correct order. The text consisted of four paragraphs. There was only an initial sentence in each. The students had to fulfill it with the paragraph pieces, which had been prepared by the teacher. The pieces of paragraph were cut and a number were put on each of it.

The task would be done in a group of two. Next, the teacher delivered the incomplete text and the pieces of paragraph to the groups. She also gave a dictionary to each group and a can of glue to stick the pieces of the paragraphs on the text.

b) The Task Cycle

Task

After all groups understood what they had to do, the teacher then asked them to discuss the problem. While the students doing the task, the teacher monitored the activity. She made sure that the groups did their task correctly and asked whether there was any difficulty.

In this stage, the students did the task more autonomously. They did not ask too much questions of vocabulary or the answer to the teacher. All students actively discussed the task. She warned a student who tried to cheat the other group's answer.

Planning

About fifteen minutes afterwards, the teacher asked students to end the activity. She asked them to prepare their presentation. The groups began to put the pieces of paragraph on the text.

Report

The next activity was reporting the result of the work to the class. The groups presented their work randomly. The teacher chaired and commented on the groups' presentation.

When a group did the presentation, most of the students did not give an attention. They talked themselves and made some noise. The teacher tried to control the class. She commanded each group to compare their answer with other group.

After all groups did the presentation, students, along with the teacher, discussed the correct arrangement of the text. All groups had the correct answer and it made them motivated.

The students then were asked to read the complete and correct text. She appointed some students to read the text loudly. After that the class reviewed the text.

c) Language Focus

Analysis

The teacher explained about reference. She took some references from the text, for example, the word *it* in paragraph 2.

Practice

The teacher gave a practice to checked students' comprehension of reference. She gave five words from the text and asked the students to find its references.

d. Observing and Monitoring the Action

Cycle 2 was held to find the solutions of the problems which faced in cycle one. Some of the problems were dealing with the students' attention and motivation in the teaching and learning process. In cycle one, they felt bored with the task especially when they had to review the text. The teacher and the writer planned to give different tasks.

The tasks in cycle two were more interesting than those in the cycle one. The students were faced with real life problems especially in the two first meeting. . The tasks interested the students and it made them more motivated to learn. They did not feel bored with the learning process. They actively took part in the discussions in their own group to find the solution of the problems. However there were some students who still passive during the discussion. They did not get involve to the discussion. Even they made some noises but the teacher could control them. The students also interested to review the texts in the end of the task cycle. They were curious to the solution of the problems.

The teacher and the writer gave more practices on vocabulary mastery. It was due to the lack of students' vocabulary mastery. A good vocabulary command would help them to understand the content of the text.

By observing the process and activities in cycle two, it can be stated that the tasks carried out by the teacher were appropriate in improving the students' reading competence. It could be seen in the results of the pretest and post test in the cycle two. The mean score of the pretest was 58.16 while the mean score of the post test was 66.82. From the mean score it can be conclude that there was a significant difference in the students' reading competence before and after the cycle 2.

e. Evaluating and Reflecting the result of the Observation

The teacher and the writer reflected the observation results of the second cycle. The positive results of the second cycle were reflected as follows: a) The students were interested with the new tasks. They did not feel bored with the tasks. They also actively took part in the review of the text at the end of the task cycles. It would increase their motivation in learning English. b) More practices and new vocabularies issues helped the students to improve their vocabulary command. It could make them easier in understanding the text.

The teacher and writer concluded that teaching reading using Problem-Solving Task interested to the students. It was a different method from the method usually used by the teacher. The students were attracted by the tasks they had done. They discussed the problems in a group so that they could work

autonomously without the teacher's interference in the decision making. The teacher's duty was only to encourage and to give suggestion to them.

By discussing the task in the group, the students' motivation in learning process increased. They would find the solution of the given problems by themselves without asking some help to the teacher. When they found new vocabularies, they discussed it among the group members. They used dictionary or grasped the meaning according to the context. They could get the idea of the text without translated the text word by word or listening to the teacher translation. The process of the discussion need the activeness of the students and it would make them more autonomous in the learning process. Furthermore, the teacher gave some real life problems to be solved. This made the students more interested and easier in comprehends the text.

f. Revising the Plan

The teacher and the writer decided to end the action in cycle two. It was because of the positive improvement of the students' reading competence and behavior in the learning process. The teacher and the writer did not revise the plan anymore although there were still some students who got low score in the reading test and some passive students during the teaching and learning process. The writer assumed that the problem was on the students themselves. They also got low score in other subject.

C. Discussion

Teaching reading is not merely about how to teach students to recognize and to pronounce the words in the text but it is more than that. It is the process of

how to bring the students to activate their knowledge to get the message of the text. Teaching reading at junior high school has its own advantages. The different behaviors and intelligences among the students will affect the teaching and learning process. That is why the teachers have to find the suitable technique in their teaching. The teaching of reading should allow the students to have much interaction with the text so that they can explore their knowledge of the language in order to get the idea of the text.

In fact, the teaching of reading still focuses on translating the text, word by word. Sometimes the teacher read the text loudly, then gives the meaning of the new vocabularies to the students. Consequently, the students do not have much interaction with the text so that they cannot understand the text. Another result is that they cannot memorize the vocabularies because they did not explore it themselves. The teacher-centered teaching makes the students bored and unmotivated in the learning process. The students' interest to learn English is low. That is why their achievement is also low.

Considering to the problems above, the teacher should find the appropriate technique to attract the student's interest so that they can maximally participate in the teaching and learning process. An interested technique will enhance the students' motivation. The technique should also treat the students to be students that are more autonomous.

One of the appropriate techniques is Problem-Solving Task. The technique derives from Task Based Learning (TBL). In <http://en.wikipedia.org/> it states that TBL is a method that focuses on the use of authentic and to the

students' meaningful tasks using the target language. The principle of TBL is activities that involve real communication; activities that promote learning; and language supports the learning process. It is also recommended that TBL can develop the target language fluency and student confidence. In TBL, the process emphasizes in the use of task that promote learning. Jane Willis (1996:23) said that the definition of "task" is activities where the learner uses the target language for a communicative purpose (goal) in order to achieve an outcome.

Problem-Solving Task is one of the task types in TBL. The task is suitable to be used in teaching reading because it requires the students' background knowledge and reasoning power. It is in accordance with Willis (1996:27). She states that in this task, the exploration of the students' intellectual and reasoning power are the most important. By implementing the Problem-Solving Task, the teaching of reading would not only deal with the words translation. It emphasizes on the interaction with either the text or the other students in doing the tasks. Diane Larsen-Freeman (2000:144) says that interaction in completing a task is considered to facilitate language acquisition. The tasks were presented in the form of a problem. The students must come to the solution of it. In finding the solution, the students have to discuss it with other students in a group.

Moreover, by implementing the task as the main activity in the classroom, the students' motivation will improve. Richards et al (2000:229) support it. They propose that task can improve the learners' motivation. This is

because it requires the learners to use authentic language and variation of activities, which is interesting to the student.

Based on the theories above, there are some advantages and contributions of Problem-Solving Task to encourage the students' interest and motivation in learning English. The observation results, supported by the interview with the students and the photographs, indicate that there were differences of students' behaviors in the learning process before and after the implementation of the action. Their participation and attention during the lesson were increase. They actively took part in the discussion in their groups. They also could present their work in front of the class bravely. Besides, the class atmosphere was live because of the discussions and presentations.

From the interview with the students after the implementation of the action, it also known that they were interested with the activities. When the writer asked about the technique, one of them said “ *Menarik...*” She said that it was interesting. She also said that she could understand the text easier. Furthermore, she said that she was more motivated to learn English.

Beside the improvement on the students' behaviors, there was also improvement of the students' achievement in reading competence. From the written test held in Cycle 1, the mean score of pre-test was 51.24, and it increased become 59,84 in the post-test. While in Cycle 2, the pre-test mean's score was 58,16. It gained higher mean score for the post-test that was 66.82. The results of the test scores indicated that using Problem-Solving Task was an effective technique in improving students' reading competence.

CHAPTER V

CONCLUSION, IMPLICATION, AND SUGGESTION

A. Conclusion

Based on the results of the action research, the writer draws a conclusion that teaching through Problem-Solving Task can improve the students' reading competence. Through the tasks, the students actively engaged in the teaching and learning process. By doing the task, their interaction with the text and other students also improve. By working in groups or in pair, the students can help each other to do the task. It makes them easier in understanding the text. Furthermore, the method leads the teaching and learning process to the student-centered. The teaching of reading is not about translating the words anymore but it is about how to get the message of the text through the tasks. The teacher only guided the students to solve the task by activating their background knowledge. Moreover, the tasks were interesting for the students so it can improve their motivation in learning English.

The improvement of the students' reading competence was also supported by the result of the test score. The mean score of the first pre test was 51.24 and in the post test it improves to 59.84. In the second pre test, the mean score was 58.16 and the post test mean score was 66.82.

From the result, it shows that there is significant improvement of students' reading competence after the writer conduct the research. It proves that

teaching reading through Problem-Solving Task can improve students' reading competence.

B. Implication

The teacher needs to determine the appropriate teaching and learning technique in order to make the process successful. The technique has to create a good atmosphere to the teaching and learning process so that the students can be motivated and interested in taking a part in the teaching and learning process.

Based on the conclusion and supported by the data, there is improvement of students' reading competence taught by using problem-solving task. The writer can imply that problem-solving task can be used as an effective technique in teaching reading to students.

C. Suggestion

In the end of this chapter, the writer would like to give some suggestions related to this research, which she hopes that it will be helpful for English teachers and other researchers.

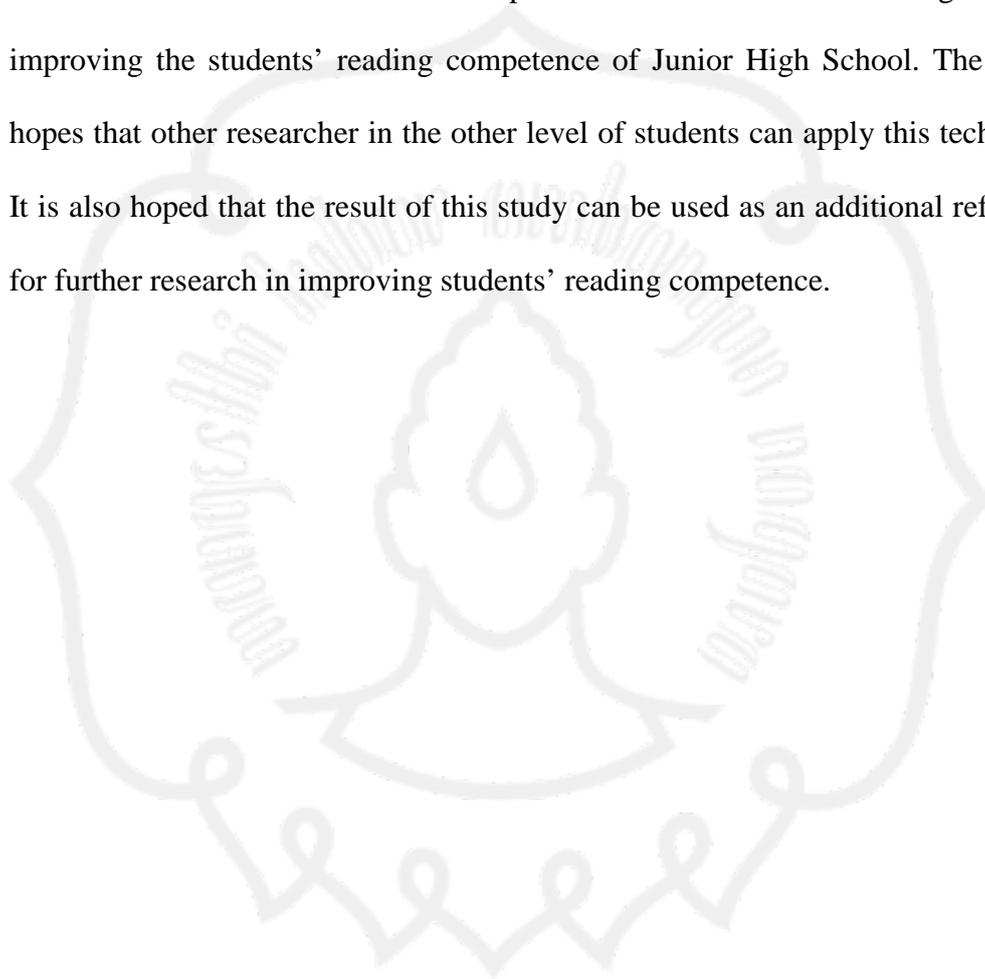
1. To English teachers

Teaching English as a foreign language needs much efforts in order to make the students master English. It is not an easy work. In the teaching and learning of reading, the teachers should determine the appropriate technique in order to make the students have more chances to explore the text. Besides, the technique has also interesting and challenging. In this case, Problem-Solving Task can be chosen as one of the techniques because it provides interesting tasks.

The tasks require the students' background knowledge and reasoning power in the discussion of the problem. It can help in improving students' motivation and participation in the teaching and learning process.

2. To other researchers

This research studies the implementation of Problem-Solving Task in improving the students' reading competence of Junior High School. The writer hopes that other researcher in the other level of students can apply this technique. It is also hoped that the result of this study can be used as an additional reference for further research in improving students' reading competence.



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APPENDIX I

Catatan Lapangan Hasil Pengamatan Pra-Observasi

Hari/ Tanggal	: Sabtu, 25 Juli 2009
Tempat	: Kelas 8A, SMP N 2 Purwantoro
Obyek	: Proses belajar mengajar yang dilakukan oleh Br, S.pd
Observer	: Septaria Dwi Wardani (SW)

Situasi Latar

Ruang kelas 8A terletak di gedung bagian barat dari SMP N 2 Purwantoro. Gedung bagian barat tersebut terdiri dari tiga kelas yang semuanya menghadap ke selatan. Ruang kelas 8 A tersebut dilengkapi satu pintu masuk yang terletak di bagian timur menghadap selatan. Sementara di dinding bagian utara berjejer jendela yang memungkinkan cahaya masuk ke dalam kelas sehingga pencahayaan di dalam kelas sangat baik. Separo bagian bawah dari kaca jendela itu dicat biru, hal itu dilakukan agar siswa tidak bisa melihat keluar kelas sehingga konsentrasi mereka tidak terganggu. Di dinding sebelah selatan juga berjejer jendela yang letaknya lebih tinggi daripada jendela bagian utara. Untuk kenyamanan siswa ketika istirahat, di bagian teras kelas juga dibangun tempat duduk yang terbuat dari semen.

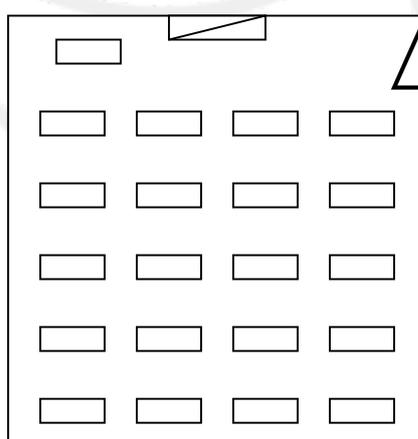
Seluruh dinding bagian dalam kelas di cat dengan warna kuning muda. Di bagian depan kelas terdapat sebuah papan tulis yang menghadap ke barat. Papan tulis tersebut terbuat dari triplek berlapis melamin yang berwarna biru. Lantai di bawah papan tulis sengaja dibuat lebih tinggi dari lantai kelas agar dapat membantu siswa ataupun guru yang akan menulis di papan tulis. Di atas papan tulis tergantung lambang negara yaitu Garuda Pancasila. Sementara di bawahnya tertempel gambar Presiden Republik Indonesia. Namun gambar wakil presiden tidak terdapat di sebelahnya. Agak jauh di sebelah kanan papan tulis tergantung sebuah kalender tahun 2009. Tepat di sebelah kanan kalender itu terdapat papan berlapis kaca yang di dalamnya tertempel tata tertib sekolah, daftar pengurus kelas dan daftar inventaris kelas. Di bawah papan tersebut, tepatnya di pojok depan

sebelah barat terdapat kursi dan meja guru. Di atasnya, di atas dinding yang menghadap ke timur, tertempel papan absensi siswa dan daftar regu kerja.

Di dinding kelas bagian belakang terdapat beberapa gambar pahlawan dan kata – kata mutiara yang ditulis diselembar kertas karton. Di dinding bagian bawah, tepatnya di bagian pojok terdapat sebuah papan gantungan untuk meletakkan sapu.

Meja dan kursi siswa ditata dalam posisi menghadap ke timur yang terbagi dalam empat deret, satu deret di sebelah selatan, satu deret di sebelah utara dan dua deret di bagian tengah. Deret- deret itu dipisahkan oleh sebuah gang yang berjarak kurang lebih 60 cm. Setiap deret terdiri dari 10 meja dan 10 kursi. Setiap dua meja dari setiap deret diletakkan saling berdempetan sehingga seakan-akan dua meja tersebut terlihat seperti satu buah meja. Masing- masing siswa menempati sebuah meja dan sebuah kursi. Kapasitas ruangan itu adalah 40 orang. Namun karena jumlah siswa kelas 8A hanya 38, maka empat meja dan empat kursi tidak ditempati. Dua meja dan kursi terletak di bagian paling belakang dari deret ke-3 dari timur. Sementara dua meja dan kursi yang lain terletak di bagian paling belakang dari deret paling barat.

Pada saat melakukan pengamatan jalannya kegiatan belajar mengajar, pengamat duduk di kursi paling belakang deret paling utara. Berikut adalah denah ruang kelas 8A, tempat berlangsungnya pengamatan.



Gambar denah kelas 8A

Jalannya Kegiatan Belajar Mengajar

10.15

Bel tanda pergantian jam pelajaran berbunyi pada pukul 10.05 tetapi guru mata pelajaran bahasa Inggris yaitu bapak Br memasuki ruangan. Suasana kelas yang sebelumnya agak gaduh langsung tenang. Br langsung menuju ke meja guru. Br meminta seorang siswa menyiapkan tempat duduk dibagian belakang. SW duduk dikursi bagian belakang yang terlebih dulu dipersiapkan siswa tersebut. Setelah itu, Br membuka pelajaran dengan mengucapkan salam “ How’s your life?” Siswa tampaknya belum paham dengan salam tersebut karena tidak ada satupun dari mereka yang menjawab salam tersebut. Kemudian Br menjelaskan bahwa salam tersebut maksudnya sama dengan *how are you*.

Setelah itu Br menanyakan apakah ada pekerjaan rumah. Karena tidak ada pekerjaan rumah maka Br kemudian menanyakan kembali pelajaran kemarin. Pelajaran kemarin tentang teks deskriptif. Br bersama siswa kemudian membahas sebuah teks yang ada di buku. Br bertanya tentang arti sebuah kata dengan menunjuk seorang siswa. Br melanjutkan dengan membaca teks tersebut kalimat demi kalimat dan menanyakan arti beberapa kata kepada siswa.

KP: Membuka pelajaran dengan mengucapkan salam sangat penting untuk dilakukan agar siswa tenang dan kembali memfokuskan diri untuk memulai pelajaran. Mengingat kembali tentang pelajaran kemarin dapat merangsang ingatan siswa dengan begitu siswa antusias dalam mengikuti kegiatan pembelajaran.

10.20

Br bersama siswa masih terus melanjutkan kegiatan tadi. Setelah teks tersebut dibahas, siswa kemudian diminta untuk menjawab pertanyaan di Lembar Kerja Siswa (LKS) yaitu task 13. Pertanyaan-pertanyaan tersebut mengenai teks yang baru saja dibahas.

Br memberikan waktu kepada siswa selama 10 menit untuk mengerjakan soal sebanyak delapan butir. Siswa kemudian mengerjakan tugas tersebut. Suasana kelas menjadi sedikit gaduh karena para siswa saling bertanya jawaban satu sama lain. Br memberikan kesempatan kepada siswa untuk menggunakan kamus atau bertanya kepadanya.

KP: Guru langsung membahas teks tanpa meminta siswa untuk membaca dalam hati maupun dengan keras. Meminta siswa untuk membaca dengan keras dapat membantu siswa untuk melancarkan pronunciation mereka. Selain itu guru dapat mengetahui kemampuan siswa dalam pengucapan suatu kata sehingga jika ada kesalahan pengucapan dapat segera dibetulkan.

10.25

Br berkeliling untuk memeriksa pekerjaan siswa sambil sesekali bertanya kepada siswa tentang pekerjaan mereka. Ada siswa yang bertanya arti sebuah kata kepada Br tetapi kelihatannya Br tidak bersedia menjawab.

KP: Dengan berkeliling kelas, guru dapat memonitor kegiatan siswa sehingga dipastikan semua siswa aktif dalam mengikuti pelajaran. Guru juga melatih kemandirian siswa dalam menjawab soal.

10.30

Br masih terus berkeliling kelas untuk memeriksa pekerjaan siswa. Ketika menjumpai kata yang sekiranya siswa belum tahu artinya, dia memberitahu arti kata tersebut kepada siswa.

Setelah dirasa cukup, Br bersama siswa membahas jawaban dari pertanyaan-pertanyaan tersebut. Br menawarkan kepada siswa yang ingin menjawab pertanyaan nomer 1. setelah itu, Br kembali menawarkan kepada siswa yang ingin menjawab pertanyaan nomer 2. Kegiatan ini terus berlanjut. Br menulis jawaban yang benar di papan tulis namun tidak semua jawaban ditulis disana. Sementara itu terlihat siswa membetulkan jawaban mereka yang masih salah.

KP: Guru melatih keberanian siswa dengan menawarkan mereka untuk menjawab soal.

10.35

Kegiatan membahas pertanyaan masih berlanjut. Siswa masih terus berkonsentrasi untuk menjawab pertanyaan. Ada beberapa siswa yang terlihat berbicara sendiri, ada juga siswa yang terlihat bosan mengikuti pelajaran sehingga mereka asyik dengan kegiatannya sendiri.

KP: Beberapa siswa mulai terlihat bosan. Hal itu bisa dilihat dari sikap mereka yang tidak lagi tenang, mereka cenderung berbicara dengan temannya dan tidak memperhatikan hal yang sedang dibahas.

10.40

Siswa terutama siswa putra yang duduk di belakang, nampaknya mulai bosan dan mereka mulai agak gaduh. Sementara siswa yang lain masih menjawab pertanyaan. Karena tidak ada siswa yang sukarela menjawab, Br menunjuk siswa untuk menjawab pertanyaan. Setelah selesai membahas task 13, pelajaran dilanjutkan dengan membahas LKS task 15. Namun sebelumnya, Br membrikan penjelasan tentang task tersebut. Task tersebut berisi tentang deskripsi buah-buahan. Kemudian siswa diminta untuk menjawab soal-soal yang ada di task 15. Siswa mulai mengerjakan. Mereka terlihat saling bertanya satu sama lain untuk menjawab soal tersebut. Siswa diberi kesempatan untuk bertanya tentang kata yang belum diketahui artinya.

KP: Menunjuk siswa untuk menjawab pertanyaan dapat menarik perhatian siswa sehingga mereka memperhatikan pelajaran yang sedang berlangsung. Selain itu juga dapat lebih mengefektifkan waktu.

10.45

Belum selesai siswa mengerjakan, bel tanda pelajaran berakhir telah berbunyi. Siswa diberi PR yaitu untuk melanjutkan mengerjakan task 15 di rumah. Br mengakhiri pelajaran, kemudian keluar kelas diikuti oleh SW.

APPENDIX II**Wawancara antara Observer dengan guru bahasa Inggris****Waktu : Rabu, 15 Juli 2009**

Observer : “ ...bagaimana proses belajar mengajar bahasa Inggris di SMP 2 itu secara umum bagaimana, Pak?”

Guru : “Ya ini msh kurang...masih perlu ditingkatkan. Karena tingkat keahlian atau kompetensi masih kurang. Mungkin dalam mengartikan. Jika dihadapkan suatu teks baru baik itu teks reading, speaking, listening atau writing, anak-anak masih kurang bisa memahami. Sehingga dapat diketahui saat mereka mengerjakan”.

Observer : “Dalam teaching reading, siswa kurang bisa memahami teks karena apa, Pak? Mungkin karena penguasaan vocabulary masih kurang?”

Guru : “Masalah dari peningkatan bahasa Inggris...masalahnya salah satunya dari vocabulary. Itu masalah umum dari sekolah manapun”.

Observer : “Selain itu Pak? Selain dari penguasaan kosakata?”

Guru : “Salah satunya itu tentang kosakata...yang lain tentang motivasinya. Semangat belajar siswa masih kurang”.

Observer : “Kenapa Pak?”

Guru : “Gini lho ya...Saat setengah jam pelajaran msh semangat tp stlh itu, konsentrasi mrk mulai hilang. Mengobrol, mengantuk, atau melakukan kegiatan yang lain yang tidak ada hubungannya dengan pelajaran”.

Observer : “Mungkin teknik atau method yang digunakan Pak?”

Guru : “Ya...Mungkin mereka tidak bisa bahasa Inggris karena gurunya yang membosankan bisa, teknik belajar yang tidak sesuai dengan mereka, dengan yang mereka harapkan”.

Observer : “Model pembelajarannya sendiri bagaimana, Pak. Apakah student-centered atau teacher-centered?”

- Guru :“Kalau saya sendiri student-centered sebenarnya...tapi karena ada masalah di atas sehingga mau tidak mau ya teacher-centered”.
- Observer :“Untuk keaktifan siswa sendiri bagaimana, Pak?”
- Guru :“Keaktifan siswa dalam pembelajaran itu berbeda-beda. Ada anak yang aktif tapi hanya beberapa. Kebanyakan dari mereka kurang bisa aktif. Mungkin karena vocabulary kurang, tidak tahu maksud dari teks”.
- Observer :“KKM untuk mata pelajaran bahasa Inggris di SMP 2 berapa, Pak?”
- Guru :“Untuk kelas 8 itu 62”.
- Observer :“Pencapaiannya sendiri bagaimana Pak? Apakah sudah banyak yang lulus?”
- Guru :“Kebanyakan belum ya...ya karena ada masalah-masalah di atas tadi.”
- Observer :“Teknik yang digunakan dalam teaching reading bagaimana Pak?”
- Guru :“Ada teks dibaca dulu, kemudian dicari kata-kata sukarnya. Setelah itu coba kita gabungkan atau crosscheck kalau ada yang tidak sesuai context dalam teks baru kita bantu.”

Wawancara antara Observer dengan siswa sebelum pelaksanaan action research

Waktu : Kamis, 16 Juli 2009

- Observer :“Menurut kamu pelajaran bahasa Inggris itu seperti apa? Menyenangkan, mudah atau sulit?”
- Siswa :“Menyenangkan...ya agak mudah agak sulit.”
- Observer :“Kesulitannya apa?”
- Siswa :“Kesulitannya mengartikan”
- Observer :“Kalau ada teks gitu kesulitannya mengartikan? Memahami teksnya?”
- Siswa : “Kalau tidak tahu ya tanya ke guru.”

Observer : “Gurunya cara mengajarnya bagaimana?”

Siswa : “Kadang di baca gurunya kadang dibaca sendiri.”

Observer : “Guru membaca teks lalu mengartikan gitu?”

Siswa : “Ya kadang gurunya yang mengartikan kadang siswanya.”



APPENDIX III**Wawancara antara Observer dengan siswa setelah pelaksanaan action research****Waktu : Sabtu, 7 November 2009**

Observer : Menurut kamu apakah menarik, biasa saja atau membosankan

Siswa : Menarik

Observer : Kenapa menarik?

Siswa : Pelajarannya menyenangkan, banyak manfaatnya.

Observer : Metodenya kan melalui kelompok. Lebih suka berkelompok atau mengerjakan sendiri?

Siswa : Lebih suka kelompok tapi kadang sendiri.

Observer : Kenapa?

Siswa : Ya...kalau berkelompok lebih cepat, kalau yang satu tidak bisa pasti yang lain punya jawaban.

Observer : Kamu memahami pelajaran lebih mudah atau lebih sulit? Dengan metode yang kemarin itu?

Siswa : Lebih mudah...karena teksnya sudah pernah dipelajari. Metodenya lain.

Observer : Lebih termotivasi untuk belajar bahasa Inggris nggak dengan metode yang kemarin?

Siswa : Sangat termotivasi.

Observer : Menyenangkan tidak?

Siswa : Sangat menyenangkan

APPENDIX IV

Daftar Nilai Pra-Observasi

No	Nama	Nilai
1	Ansyah Molana	46
2	Anton Prasetyo	60
3	Arif Santoso	70
4	Aris Febriyanto	56
5	Bayu Putra SW	63
6	Danang Bayu Adi	60
7	Dita Dwi R	63
8	Eka Purwiriswanti	53
9	Erlina Dwi W	56
10	Febriana WS	56
11	Febryanto	60
12	Galih Nur Sahid	50
13	Handika RAW	50
14	Imam Suhadi	66
15	Khusnul Khotimah	46
16	Krisdayanti	66
17	Lofitasari	76
18	Maimunah	50
19	Nerista Felaningtyas	56
20	Panji Setyo Darmono	43
21	Parwanto	53
22	Pri Astuti	56
23	Ratih Nurdiatri	53
24	Riyanto	43
25	Rohmat Jaka S	40
26	Rohmatul Ragil L	26
27	Roni Prasetyo	36
28	Rudi Novianto	56
29	Siti Nurcahyati	53
30	Sundari	66
31	Suparwanti	56
32	Susiana	46
33	Tias Wahyu S	33
34	Tomi Ardi S	66
35	Toni Septiyawan	56
36	Tri Mariyani	70
37	Suradi Suhastanto	43
38	Wahyu Saputro	63
	Jumlah :	1885
	Rata-rata :	52,36

APPENDIX V

Daftar Nilai Pre-test dan Pos-test

No	Nama	NILAI				KET
		Pre-test 1	Post-Test 1	Pre-Test 2	Post-Test 2	
1	Ansyah Molana	40	50	53	63	
2	Anton Prasetyo	36	63	50	76	
3	Arif Santoso	50	83	56	80	
4	Aris Febriyanto	53	63	53	66	
5	Bayu Putra SW	56	56	63	53	
6	Danang Bayu Adi	56	60	50	76	
7	Dita Dwi R	70	63	73	70	
8	Eka Purwiriswanti	56	43	60	66	
9	Erlina Dwi W	60	63	63	63	
10	Febriana WS	50	50	60	63	
11	Febryanto	40	63	50	70	
12	Galih Nur Sahid	40	50	53	50	
13	Handika RAW	46	56	66	66	
14	Imam Suhadi	60	80	60	76	
15	Khusnul Khotimah	63	60	70	70	
16	Krisdayanti	63	80	73	80	
17	Lofitasari	60	80	63	80	
18	Maimunah	60	63	63	70	
19	Nerista Felaningtyas	36	40	53	63	
20	Panji Setyo Darmono	46	53	56	63	
21	Parwanto	40	50	50	63	
22	Pri Astuti	60	86	66	66	
23	Ratih Nurdiatri	53	46	73	70	
24	Riyanto	53	60	36	60	
25	Rohmat Jaka S	53	46	60	50	
26	Rohmatul Ragil L	20	40	60	63	
27	Roni Prasetyo	50	60	53	60	
28	Rudi Novianto	53	50	63	76	
29	Siti Nurcahyati	43	76	63	60	
30	Sundari	63	70	56	66	
31	Suparwanti	46	53	43	60	
32	Susiana	60	66	66	83	
33	Tias Wahyu S	43	56	63	73	
34	Tomi Ardi S	60	63	46	73	
35	Toni Septiyawan	50	50	66	60	
36	Tri Mariyani	56	70	56	76	
37	Suradi Suhastanto	50	53	46	43	
38	Wahyu Saputro	53	60	56	73	
	Jumlah	1947	2274	2210	2539	
	Rata-rata	51,24	59,84	58,16	66,82	

APPENDIX VI**LESSON PLAN CYCLE I**
(Meeting I)

Name of School	: SMP Negeri 2 Purswantoro
Subject	: English
Class/ Semester	: VIII/ 1
Theme	: Animals and Plants
Aspect	: Reading and Writing
Time Allotment	: 2 x 40 minutes

A. Standard Competency

Understanding meaning of simple functional text in the form of descriptive and narrative text to interact in daily life context.

B. Basic Competency

Responding meaning of descriptive text by identifying the main idea, detail and implied information of text, the vocabulary and its generic structure

C. Indicator

- 1) Identifying main ideas
- 2) Identifying detail and implied information
- 3) Identifying vocabulary
- 4) Identifying reference
- 5) Identifying the generic structure of the text

D. Instructional Objective

In the end of the lesson, students are able to analyze a descriptive text, which includes its main idea, its detail and implied information, its vocabulary, and its generic structure

E. Material

- 1) Theme : Animals and Plants
- 2) Descriptive texts related to the theme
- 3) Sources :
 - Eri Kurniawan. **Let's Study English VIII**. 2006. Jakarta. Ricardo Publishing and Printing.

- Mukarto, et al. **English on Sky Book 2**. 2004. Jakarta. Penerbit Erlangga.
- www.wikipedia-free-encyclopedia.htm

F. Method

Problem- Solving Task : Guessing an animal or a plant in the covered picture.

G. Teaching and Learning Activity

1. Opening

The teacher greets and checks students' attendance.

2. Main Activities

a. Pre- task

- 1) The teacher introduce the topic to the students.
- 2) The teacher gives students a set of scrambled words. The students have to find ten words related to the theme. The students do it individually.
- 3) Some students report their answer.
- 4) Teacher explains how to do the task and the objective of the task.
- 5) Teacher divides the class into groups.
- 6) Teacher delivers the text to the students. The text is about a description of a thing, which should guessed by the students.
- 7) Teacher may highlight useful words and phrases of the text.

b. The task cycle

- 1) The teacher divides the class into groups.
- 2) The students have to discuss with their friends in their group to guess what the thing in the covered picture is.
- 3) While the students doing their task, the teacher walks around and monitors the activity.
- 4) The groups prepare their report
- 5) A member of a group report their results to the class.
- 6) Teacher guides the students to review the correct answer.

c. Language Focus

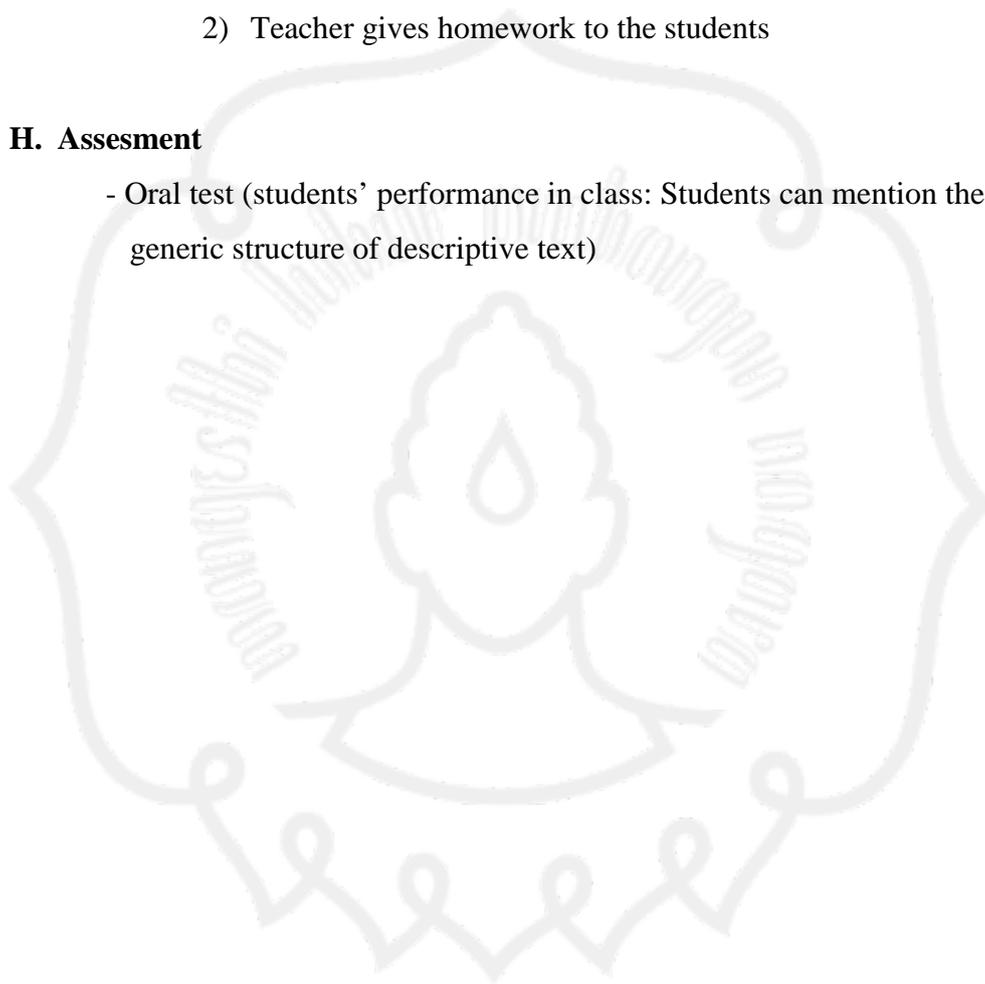
- 1) Teacher explains the generic structure of descriptive text
- 2) The students identify the generic structure of the text have been discussed.

3. Closing

- 1) Teacher and students review the lesson
- 2) Teacher gives homework to the students

H. Assesment

- Oral test (students' performance in class: Students can mention the generic structure of descriptive text)



LESSON PLAN CYCLE I
(Meeting II)

Name of School	: SMP Negeri 2 Purswantoro
Subject	: English
Class/ Semester	: VIII/ 1
Theme	: Animals and Plants
Aspect	: Reading and Writing
Time Allotment	: 2 x 40 minutes

A. Standard Competency

Understanding meaning of simple functional text in the form of descriptive and narrative text to interact in daily life context.

B. Basic Competency

Responding meaning of descriptive text by identifying the main idea, detail and implied information of text, the vocabulary and its generic structure

C. Indicator

- 1) Identifying main ideas
- 2) Identifying detail and implied information
- 3) Identifying vocabulary
- 4) Identifying reference
- 5) Identifying the generic structure of the text

D. Instructional Objective

In the end of the lesson, students are able to analyze a descriptive text, which includes its main idea, its detail and implied information, its vocabulary, and its generic structure

E. Material

- 1) Theme : Animals and Plants
- 2) Descriptive texts related to the theme
- 3) Sources :
 - Ali Akhmadi & Ida Syafrida. **Smart Steps Grade VIII**. 2005. Bandung. Ganeca Exact.
 - www.E-dukasi.net

- 4) Students' worksheet

F. Metode

Problem- Solving Task : Information Gap

G. Teaching and Learning Activity

1. Opening

- 1) The teacher greets and checks students' attendance.
- 2) Reviewing the previous lesson.

2. Main Activities

a. Pre- task

- 1) The teacher gives some questions dealing with the topic.
- 2) Students answer the teacher's questions.
- 3) The students and the teacher reviewed the answers.
- 4) Teacher explains how to do the task and the objective of the task.
- 5) Teacher divides the class into groups.
- 6) Teacher delivers the text to the students. There are incomplete paragraphs, which the students have to fill it with the phrases.
- 7) Teacher highlights some words in the text

b. The task cycle

- 1) The students discuss the task to complete the paragraphs.
- 2) While the students doing their task, the teacher walks around and monitors the activity.
- 3) The groups prepare the presentation.
- 4) The teacher help the groups to prepare the report.
- 5) A member of a group report their results to the class.
- 6) Teacher guides the class to review the correct answer

c. Language Focus

- 1) Teacher explains the grammar used in the descriptive text.
- 2) The students identify the verbs in the text have been discussed.

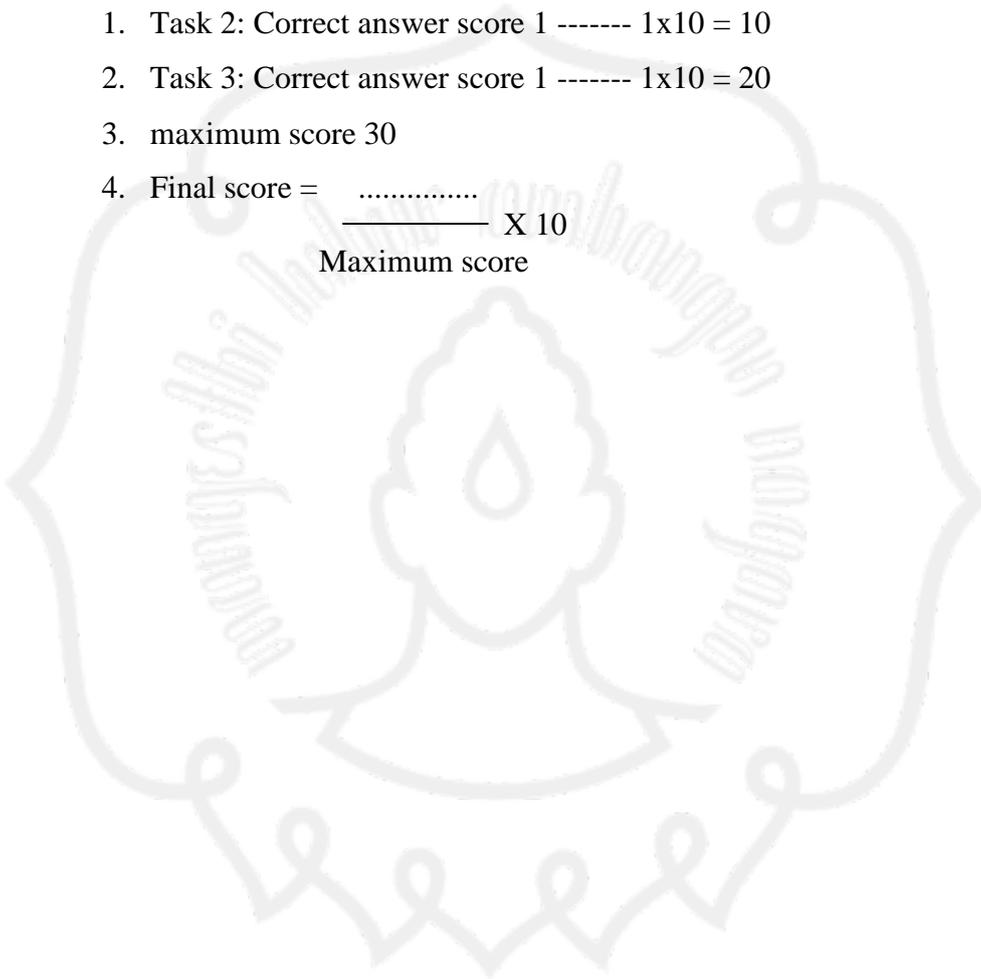
3. Closing

- 1) Teacher and students review the lesson
- 2) Teacher gives homework to the students

3) Teacher say good bay

H. Assessment

- a. Technique : Written Test
- b. Type : Essay
- c. Instrument :
- d. Evaluation method:
 1. Task 2: Correct answer score 1 ----- $1 \times 10 = 10$
 2. Task 3: Correct answer score 1 ----- $1 \times 10 = 20$
 3. maximum score 30
 4. Final score = $\frac{\text{.....}}{\text{Maximum score}} \times 10$



LESSON PLAN CYCLE I
(Meeting III)

Name of School	: SMP Negeri 2 Purswantoro
Subject	: English
Class/ Semester	: VIII/ 1
Theme	: Animals and Plants
Aspect	: Reading and Writing
Time Allotment	: 2 x 40 minutes

A. Standard Competency

Understanding meaning of simple functional text in the form of descriptive and narrative text to interact in daily life context.

B. Basic Competency

Responding meaning of descriptive text by identifying the main idea, detail and implied information of text, the vocabulary and its generic structure

C. Indicator

- 1) Identifying main ideas
- 2) Identifying detail and implied information
- 3) Identifying vocabulary
- 4) Identifying reference
- 5) Identifying the generic structure of the text

D. Instructional Objective

In the end of the lesson, students are able to analyze a descriptive text, which includes its main idea, its detail and implied information, its vocabulary, and its generic structure

E. Material

- 1) Theme : Animals and Plants
- 2) Descriptive texts related to the theme
- 3) Sources :
 - Mukarto, et al. **English on Sky Book 2**. 2004. Jakarta. Penerbit Erlangga.

F. Method

Problem- Solving Task : Making a Map

G. Teaching and Learning Activity**1. Opening**

- 1) The teacher greets and checks students' attendance.
- 2) Reviewing the previous lesson

2. Main Activities**a. Pre- task**

- 1) The teacher introduce the topic to the students.
- 2) The teacher gives a crossword puzzle dealing with the topic. The students do it individually.
- 3) Students report the answer
- 4) The teacher and the students discuss the
- 5) Teacher explains how to do the task and the objective of the task.
- 6) The class divided into some groups.
- 7) Teacher delivers the text to the students. Teacher highlights useful words and phrases of the text.

b. The task cycle

- 1) The teacher divides the class into groups.
- 2) The students have to discuss with their friends in their group to make the map of the zoo based n the description of the text.
- 3) While the students doing their task, the teacher walks around and monitors the activity.
- 4) The teacher helps the groups to prepare their report.
- 5) A member of a group report their results to the class.
- 6) Teacher gives comment on their works.
- 7) Teacher and students reviewed the task result.

c. Language Focus

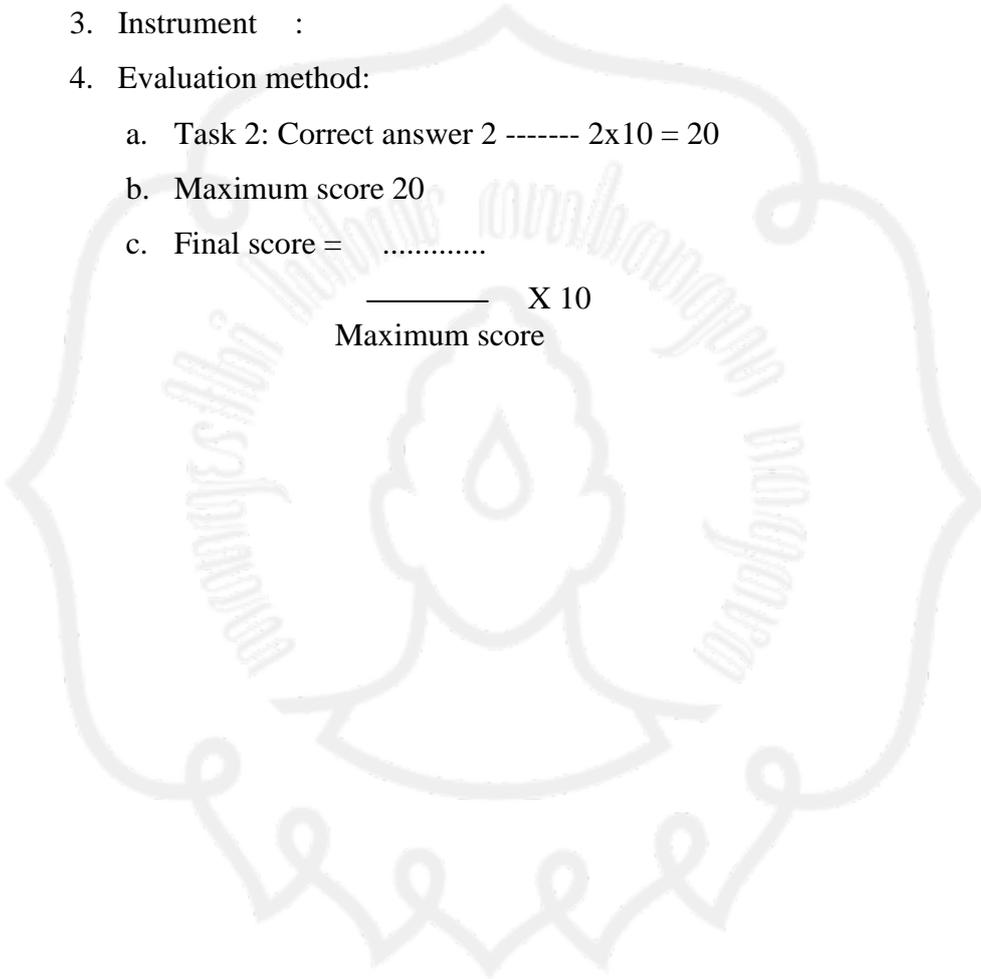
- 1) Teacher explains the about reference
- 2) The students identify some reference words in the text

3. Closing

- 1) Teacher and students review the lesson
- 2) Teacher gives homework to the students

H. Assesment

1. Technique : Written Test
2. Type : Essay
3. Instrument :
4. Evaluation method:
 - a. Task 2: Correct answer 2 ----- $2 \times 10 = 20$
 - b. Maximum score 20
 - c. Final score =
_____ X 10
Maximum score



LESSON PLAN CYCLE II
(Meeting I)

Name of School	: SMP Negeri 2 Purswantoro
Subject	: English
Class/ Semester	: VIII/ 1
Theme	: Traveling
Aspect	: Reading and Writing
Time Allotment	: 2 x 40 minutes

A. Standard Competency

Understanding meaning of simple functional text in the form of descriptive and narrative text to interact in daily life context.

B. Basic Competency

Responding meaning of descriptive text by identifying the main idea, detail and implied information of text, the vocabulary and its generic structure

C. Indicator

- 1) Identifying main ideas
- 1) Identifying detail and implied information
- 2) Identifying vocabulary
- 3) Identifying reference
- 4) Identifying the generic structure of the text

D. Instructional Objective

In the end of the lesson, students are able to analyze a descriptive text, which includes its main idea, its detail and implied information, its vocabulary, and its generic structure

E. Material

- 1) Theme : Traveling
- 2) Descriptive texts related to the theme
- 3) Sources : www.indonesia-tourism.com

F. Method

Problem- Solving Task : “Choosing the Best Place to Visit”

G. Teaching and Learning Activity

1. Opening

- 1) The teacher greets and checks students' attendance.
- 2) Reviewing the last meeting

2. Main Activities

a. Pre- task

- 1) Teacher introduces the topic to the students.
- 2) Teacher gives some questions related to the topic to the students.
- 3) Students answer the questions.
- 4) Teacher gives five scrambled words to the students. The words are about traveling.
- 5) Students work individually.
- 6) Some students report their answer by writing their answer on the whiteboard.
- 7) Teacher explains how to do the task and the objective of the task.
- 8) Teacher divides the class into groups.
- 9) Teacher delivers the text to the students. The text describes two beaches that are Sanur and Kuta beaches.
- 10) Teacher distributes dictionaries to each group.
- 11) Teacher highlights useful words and phrases of the text.

b. The task cycle

- 1) Students in their own groups start to do the task.
- 2) The students have to discuss with their friends in their group to decide the best beach to visit.
- 3) While the students doing their task, the teacher walks around and monitors the activity.
- 4) After completing the discussion, the groups prepare the report. Teacher helps the students to arrange the report.
- 5) A member of a group report their results to the class.

6) Teacher guides the students to review the correct answer.

c. Language Focus

- 1) Teacher explains the verbs uses in the text.
- 2) The students identify some verbs in the text.

3. Closing

- 1) Teacher and students review the lesson
- 2) Teacher gives homework to the students

H. Assesment

1. Technique : Written Test
2. Type : Essay
3. Instrument :
4. Evaluation method:
 - a. Task 2: Correct answer 1 ----- $1 \times 10 = 10$
 - b. Task 3: Correct answer 1 ----- $1 \times 10 = 10$
 - c. Maximum score 20
 - d. Final score =
_____ X 10
Maximum score

LESSON PLAN CYCLE II
(Meeting II)

Name of School	: SMP Negeri 2 Purswantoro
Subject	: English
Class/ Semester	: VIII/ 1
Theme	: Traveling
Aspect	: Reading and Writing
Time Allotment	: 2 x 40 minutes

A. Standard Competency

Understanding meaning of simple functional text in the form of descriptive and narrative text to interact in daily life context.

B. Basic Competency

Responding meaning of descriptive text by identifying the main idea, detail and implied information of text, the vocabulary and its generic structure

C. Indicator

- 1) Identifying main ideas
- 2) Identifying detail and implied information
- 3) Identifying vocabulary
- 4) Identifying reference
- 5) Identifying the generic structure of the text

D. Instructional Objective

In the end of the lesson, students are able to analyze a descriptive text, which includes its main idea, its detail and implied information, its vocabulary, and its generic structure

E. Material

- 1) Theme : Traveling
- 2) Descriptive texts related to the theme
- 3) Sources : www.yogyees.com

F. Method

Problem- Solving Task : “Decide the Best Hotel to Stay”

G. Teaching and Learning Activity

1. Opening

- 1) The teacher greets and checks students' attendance.
- 2) Reviewing the last meeting

2. Main Activities

a. Pre- task

- 1) Teacher introduces the topic to the students.
- 2) Teacher gives some questions related to the topic to the students.
- 3) Students answer the questions.
- 4) Teacher divides the class into groups.
- 5) Teacher explains how to do the task and the objective of the task.
- 6) Teacher delivers the text to the students.
- 7) Teacher distributes dictionaries to each group.
- 8) Teacher highlights useful words and phrases of the text.

b. The task cycle

- 1) Students in their own groups start to do the task.
- 2) The students have to discuss with their friends in their group to decide the best hotel to stay. They have to take some considerations given by the teacher in making the decision.
- 3) While the students doing their task, the teacher walks around and monitors the activity.
- 4) After completing the discussion, the groups prepare the report. Teacher helps the students to arrange the report.
- 5) A member of a group report their results to the class.
- 6) Teacher guides the students to review the correct answer.

c. Language Focus

- The students answer some questions based on the text.

3. Closing

- 1) Teacher and students review the lesson
- 2) Teacher gives homework to the students

H. Assesment

- Oral test (students' performance in class: Students can give the reason of their choice)



LESSON PLAN CYCLE II
(Meeting III)

Name of School	: SMP Negeri 2 Purswantoro
Subject	: English
Class/ Semester	: VIII/ 1
Theme	: Traveling
Aspect	: Reading and Writing
Time Allotment	: 2 x 40 minutes

A. Standard Competency

Understanding meaning of simple functional text in the form of descriptive and narrative text to interact in daily life context.

B. Basic Competency

Responding meaning of descriptive text by identifying the main idea, detail and implied information of text, the vocabulary and its generic structure

C. Indicator

- 1) Identifying main ideas
- 2) Identifying detail and implied information
- 3) Identifying vocabulary
- 4) Identifying reference
- 5) Identifying the generic structure of the text

D. Instructional Objective

In the end of the lesson, students are able to analyze a descriptive text, which includes its main idea, its detail and implied information, its vocabulary, and its generic structure

E. Material

- 1) Theme : Traveling
- 2) Descriptive texts related to the theme
- 3) Sources : www.wikipedia.org

F. Method

Problem- Solving Task : Jumbled Paragraph

G. Teaching and Learning Activity

1. Opening

- 1) The teacher greets and checks students' attendance.
- 2) Reviewing the last meeting.

2. Main Activities**a. Pre- task**

- 1) Teacher introduces the topic to the students.
- 2) Teacher gives some questions related to the topic to the students.
- 3) Students answer the questions.
- 4) Teacher put some pictures of Seven Wonders on the whiteboard and asks the students to mention its name and place.
- 5) Teacher explains how to do the task and the objective of the task.
- 6) Teacher divides the class into groups. Each group consists of two students.
- 7) Teacher delivers the text to the students.
- 8) Teacher distributes dictionaries to each group.
- 9) Teacher highlights useful words and phrases of the text.

b. The task cycle

- 1) Students in their own groups start to do the task.
- 2) The students have to discuss with their friends in their group to find the parts of paragraph and then arrange it into a good text.
- 3) While the students doing their task, the teacher walks around and monitors the activity.
- 4) After completing the discussion, the groups prepare the report. Teacher helps the students to arrange the report.
- 5) A member of a group report their results to the class.
- 6) Teacher guides the students to review the correct answer.
- 7) Teacher gives the original text.

c. Language Focus

- 1) Teacher explains the about reference
- 2) The students identify some reference words in the text

3. Closing

- 3) Teacher and students review the lesson
- 4) Teacher gives homework to the students

H. Assessment

1. Technique : Written Test
2. Type : Essay
3. Instrument :
4. Evaluation method:
 - a. Task 2: Correct answer 2 ----- $2 \times 5 = 10$
 - b. Maximum score 10
 - c. Final score =
 $\frac{\quad}{\text{Maximum score}} \times 10$

APPENDIX VII**Catatan Lapangan Siklus I****Pertemuan I**

Nomor : 01
Hari/ Tanggal : Jum'at, 4 September 2009
Tempat : Kelas 8A, SMP N 2 Purwantoro
Obyek : Proses belajar mengajar yang dilakukan oleh Septaria Dwi Wardani (SW)
Observer : Subroto S.Pd (Br)

09.15 : Bel tanda pergantian pelajaran berbunyi. Praktikan Septaria (SW) berjalan menuju kelas bersama observer (Br). Terlihat beberapa anak yang masih berada di luar kelas. Begitu mengetahui guru datang, mereka mulai masuk kelas. Setelah itu, SW bersama observer memasuki kelas. Observer langsung menempatkan diri di kelas bagian belakang. Kemudian SW mengucapkan salam. "Assalamu'alaikum wr.wb." Siswa menjawab salam tersebut. SW melanjutkan dengan mengucapkan "Good Morning, students. How are you today?" Siswa menyahut "I'm fine, thank you. And you?" "I'm fine, too. Thank you", jawab SW. SW lalu mengecek kehadiran siswa. Rupanya hari itu ada seorang siswa yang tidak masuk dikarenakan sakit yaitu Erlina. SW kemudian menyuruh dua orang siswa untuk mengambil kamus yang berada di kantor guru.

KP : Hampir setiap bel ganti pelajaran ada saja beberapa siswa yang keluar kelas. Khususnya beberapa siswa laki-laki

09.25 : SW membuka pelajaran dengan menyebutkan topik hari itu. Akan tetapi SW tidak langsung menyebutkan topik akan tetapi memancing siswa dengan beberapa pertanyaan yang berhubungan dengan topik yang akan dibahas. SW kemudian menyebutkan topik hari itu yaitu "Plants and Animals." Dia lalu bertanya kepada siswa "Can you mention some examples of plants and animals?" Ada beberapa siswa yang menjawab,

akan tetapi sebagian jawaban mereka dalam bahasa Indonesia seperti mangga, bamboo, harimau dan sebagainya. SW meminta siswa untuk menyebutkan dalam bahasa Inggris. Beberapa siswa menyebutkan nama tumbuhan dan binatang dalam bahasa Inggris misalnya *tiger*, *monkey*, *rose*. Namun beberapa pelafalan kata masih salah.

KP : Guru perlu menjelaskan terlebih dahulu apa yang akan dibahas hari itu agar para siswa tahu apa yang akan mereka pelajari.

09.35 : Pelajaran dilanjutkan. SW kemudian memberikan sebuah tugas kepada siswa. Siswa diminta untuk menyelesaikan sebuah teka-teki atau puzzle. Mereka diminta untuk mencari kata-kata yang berhubungan dengan tumbuhan dan binatang dalam kumpulan huruf-huruf yang diacak. Siswa mengerjakan tugas mereka secara individu. Setelah beberapa saat, SW menghentikan kegiatan siswa. SW kemudian menyuruh beberapa siswa untuk menuliskan jawaban mereka di papan tulis. Setelah semua terjawab, SW bersama siswa membahas bersama.

KP : Kegiatan pembukaan seperti mengerjakan suatu tugas seperti teka-teki atau puzzle dapat meningkatkan pembedaharaan kosakata siswa. Kegiatan ini juga dapat sebagai jembatan tentang apa yang akan dibahas hari itu.

09.45 : Pembelajaran dilanjutkan. Sw menjelaskan kegiatan apa yang akan mereka lakukan hari itu. "Hari ini kita akan mempelajari tentang teks deskriptif." SW kemudian melanjutkan, "Apa itu teks deskriptif?". Tidak ada siswa yang menjawab. Karena itu, SW kemudian mengingatkan kembali apa itu teks deskripsi. Setelah itu, SW kembali menjelaskan tentang kegiatan yang akan mereka lakukan. SW menjelaskan bahwa hari ini mereka akan bermain tebak-tebakan. Siswa harus menebak benda apa yang ada dibalik gambar yang tertutup. Siswa dapat menebak benda tersebut berdasarkan deskripsi atau gambaran yang tertulis dalam sebuah teks.

KP : beberapa siswa masih tampak kebingungan tentang kegiatan yang akan mereka lakukan.

- 09.55 : SW kemudian membagi kelas menjadi beberapa kelompok. Kelompok berjumlah 9 kelompok dimana setiap kelompok terdiri dari 4 atau 5 siswa. Siswa menjadi ribut ketika pembagian kelompok karena mereka harus berpindah dan mengubah tempat tempat duduk mereka. Setiap kelompok kemudian diberi dua lembar kertas yang berisi teks deskriptif. SW meminta beberapa siswa untuk membaca nyaring teks tersebut. Ada beberapa kata yang pengucapannya masih salah dan SW langsung membetulkan kesalahan tersebut. Ketika teks dibaca, ada beberapa siswa terutama siswa laki-laki yang tidak memperhatikan bahkan mereka berbicara dengan siswa yang lain. SW lalu memperingatkan siswa tersebut. Setelah teks selesai dibaca, SW memberikan arti dari beberapa kata di dalam teks ke dalam bahasa Indonesia. Selain itu SW juga membagikan kamus yang tadi telah di bagi kepada setiap kelompok. Kamus itu digunakan sebagai alat bantu belajar. Dalam kelompok masing-masing, siswa kemudian berdiskusi. Selama kegiatan berlangsung, SW memonitor jalannya kegiatan serta mengarahkan siswa. Ada siswa yang menanyakan arti kata tetapi SW tidak memberikan jawaban. SW menganjurkan untuk mencari di dalam kamus atau mengira-ira arti kata tersebut berdasarkan konteks dalam kalimat.
- KP : meski kelihatan gaduh tapi perubahan keadaan ruangan dengan mengubah tempat duduk diperlukan agar siswa merasa tidak bosan dan ada suasana lain dalam kelas meski hal ini nanti mungkin memakan sedikit waktu. Memonitor pekerjaan siswa sangat penting misalnya dengan mendekati meja siswa jadi guru tahu tentang kesulitan yang dihadapi siswa.
- 10.05 : Kegiatan masih berlangsung. Sebagian besar siswa terlihat aktif dalam berdiskusi. Akan tetapi ada beberapa siswa yang terlihat acuh bahkan cenderung tidak ikut berdiskusi. Mereka umumnya siswa putra. Secara keseluruhan kerjasama siswa dalam kelompok bagus. Bahkan mereka tampak antusias. Bahkan ada kelompok yang memberikan jawaban

mereka kepada SW tetapi SW tidak membenarkan atau menyalahkan tebakan mereka. “Nomor satu itu apa Bu, penguin ya Bu?”, tanya salah satu siswa. “Penguin itu bahasa Inggrisnya apa Bu?”, lanjutnya. SW hanya menjawab dengan senyuman dan berkata “Tulis dulu jawaban kalian, nanti kita bahas bersama.” Sementara siswa mengerjakan tugas mereka, SW menempel gambar-gambar benda di papan tulis. Namun gambar-gambar tersebut ditutupi dengan kertas sehingga tidak terlihat. Jumlah gambar yang ditempel adalah empat buah.

- KP : Selama berdiskusi, kerjasama siswa penting dilakukan sehingga siswa yang kurang paham dapat dibantu siswa lain. Guru perlu mengarahkan siswa terutama siswa yang laki-laki sehingga mereka dapat terlibat dalam kegiatan itu.
- 10.10 : Beberapa saat kemudian, SW bertanya kepada siswa apakah mereka sudah selesai mengerjakan tugas karena waktu sudah habis. Semua menjawab sudah sehingga SW menghentikan kegiatan. Kemudian SW menyuruh setiap kelompok untuk mempersiapkan hasil tugas mereka. Setiap kelompok harus membacakan jawaban mereka melalui wakilnya. “Ayo, kelompok yang sudah siap silakan membacakan jawabannya”, pinta SW. Rupanya beberapa kelompok sudah siap, mereka ingin menjadi yang pertama yang mempresentasikan jawabannya. Karena itu, SW akhirnya menunjuk kelompok secara berurutan. Ketika kelompok presentasi, SW bertanya alasan mereka menentukan jawaban tersebut. Pada salah satu kelompok SW bertanya, “Kenapa kalian menebak kalau benda itu adalah durian?” Salah satu anggota menjawab “ Dalam teks kan ada kata *strong smell* sama *expensive*, Bu.” “Iya, itu salah satu kata kuncinya.”, timpal SW. Setelah semua kelompok presentasi, SW kemudian membuka gambar di papan tulis satu per satu. Akan tetapi, sebelum membuka, SW kembali mereview teks, dan menentukan kata kunci. Namun siswa rupanya tidak sabar menunggu penjelasan SW. “Langsung di buka saja, Bu...kelamaan.” Akhirnya gambar di buka satu persatu. Ketika jawaban mereka benar mereka bersorak. Ternyata ada

beberapa jawaban yang masih salah. Namun ada juga kelompok yang jawabanya betul semua. Siswa nampak antusias mengikuti kegiatan ini.

- 10.15 : SW mereview kegiatan hari itu dan memberikan applaus kepada semua siswa. SW kemudian menyuruh siswa kembali ke tempat duduknya masing-masing. Setelah semua tenang, SW kembali menjelaskan tentang teks deskriptif dan menunjukkan bagian-bagian (generic structure) dari teks deskriptif.
- KP : Antusiasme siswa mengikuti pelajaran sudah mulai tampak meski ada beberapa siswa yang ramai sendiri ataupun acuh pada kegiatan hari itu.
- 10.20 : Bel tanda pelajaran usai berbunyi. SW memberikan pekerjaan rumah kepada siswa. SW menutup pelajaran dengan mengucapkan salam lalu keluar kelas diikuti oleh observer.

Catatan Lapangan Siklus I**Pertemuan II**

Nomor : 02
Hari/ Tanggal : Kamis, 10 September 2009
Tempat : Kelas 8A, SMP N 2 Purwantoro
Obyek : Proses belajar mengajar yang dilakukan oleh Septaria Dwi Wardani (SW)
Observer : Subroto S.Pd (Br)

10.10 : SW memasuki kelas bersama Br. Br segera mengambil tempat di kursi paling belakang. Sebenarnya bel tanda pergantian pelajaran berbunyi pada jam 10.05, akan tetapi SW dan Br sampai di kelas pukul 10.10. Banyak siswa yang belum duduk di tempat duduknya. Bahkan ada yang masih ada di luar kelas. SW membuka pelajaran dengan mengucapkan salam dan memeriksa absensi siswa. Hari itu ada satu siswa yang tidak masuk yaitu Parwanto. Kemudian SW mereview pertemuan mereka sebelumnya. "What did we learn in the last meeting?" "Apa yang telah kita pelajari minggu lalu", tanya SW. " menebak gambar, Bu", jawab salah satu siswa. Ada lagi yang menjawab "Plants and animals, Bu." "Ya minggu lalu kita belajar tentang plants and animals yaitu menebak gambar yang tersembunyi." "Selain itu kita juga telah belajar tentang teks deskriptif." SW kemudian mengingatkan kembali tentang generic structure dari teks deskriptif.

KP : Mengingatkan kembali siswa untuk tenang bukan pekerjaan mudah. Guru perlu bersabar untuk menghadapi mereka.

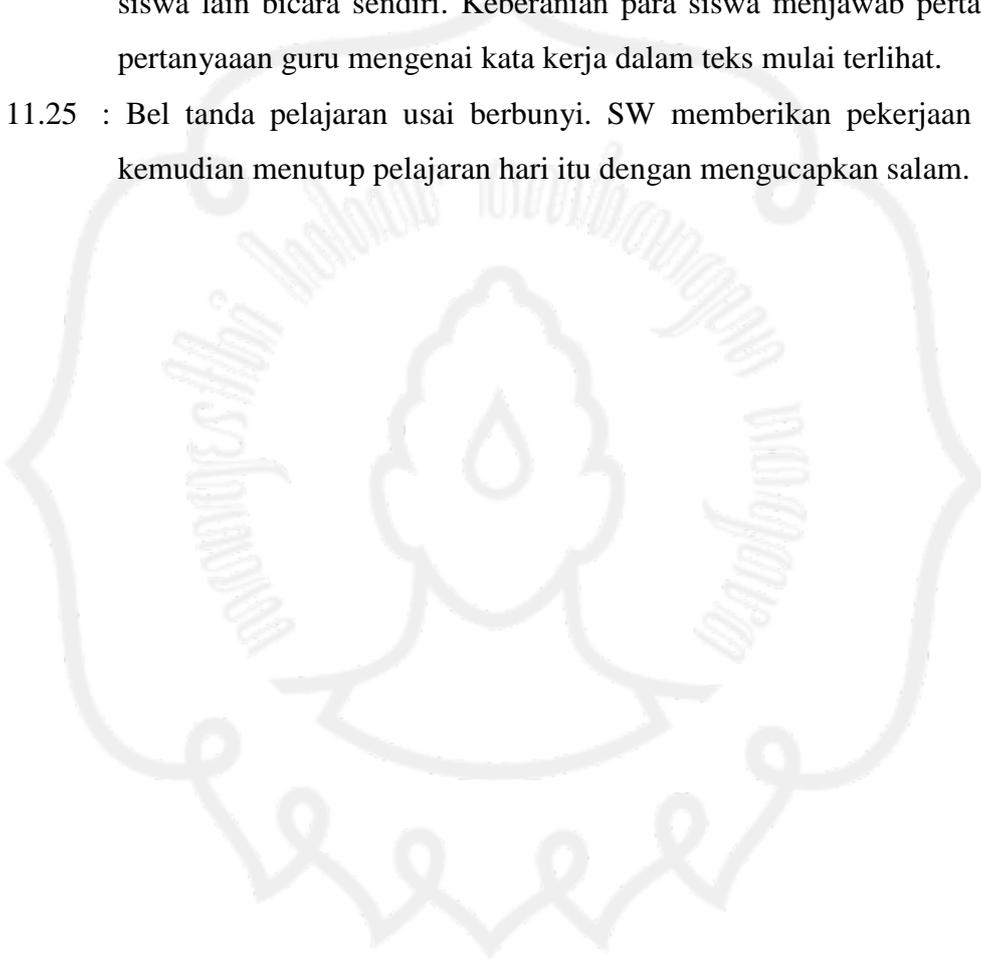
10.20 : Kemudian SW menjelaskan kegiatan apa yang akan mereka lakukan hari itu. Topik hari itu masih tentang plants and animals serta masih membahas teks deskriptif. " Hari ini tugas kalian adalah melengkapi sebuah teks yang rumpang dengan kalimat-kalimat yang sesuai." Kelas dibagi menjadi beberapa kelompok, setiap kelompok terdiri dari dua

orang. Sebagian besar kelompok beranggotakan teman semeja. Setelah itu SW membagikan selebar kertas yang berisi teks rumpang. Sebelum kegiatan dimulai, SW menunjuk beberapa siswa untuk membaca nyaring teks tersebut. Setelah itu, SW mengulas beberapa kata-kata yang penting dari teks tersebut. “What is orchid in Indonesia?”, tanya SW. salah satu siswa menjawab, “bunga anggrek, bu.” “Ya, bagus”, lanjut SW. Selanjutnya SW memberikan padanan kata dalam bahasa Indonesia, antara lain: crown, stream, spray, brick, charcoal, flesh. “Untuk kata-kata yang lain silakan cari di kamus atau diskusikan dengan teman yang lain!”, perintah SW. SW juga membagikan kamus untuk para siswa.

- KP : keberanian siswa sudah mulai tampak dalam kegiatan pembelajaran. Dengan menunjuk beberapa siswa untuk membaca selain dapat menunjukkan seberapa baik tingkat kelancaran membaca mereka, juga dapat menghemat waktu dalam kegiatan.
- 10.30 : Siswa mulai mengerjakan tugas mereka yaitu mengisi paragraf yang rumpang dari suatu teks dengan kalimat-kalimat yang sudah tersedia dalam kolom di bawah teks.. Ada dua teks yang harus mereka selesaikan masing-masing teks memiliki 4 kalimat yang dihilangkan. Sementara siswa mengerjakan tugas mereka, SW berkeliling kelas sambil memonitor jalannya kegiatan. Sesekali dia bertanya kepada siswa. Siswa terlihat saling berdiskusi dalam kelompoknya. Mereka menggunakan alat bantu yaitu kamus.
- KP : siswa-siswa terlihat berkonsentrasi dalam mengerjakan tugas. Beberapa diantaranya berdiskusi dengan teman semeja.
- 10.40 : Siswa masih terus bekerja untuk menyelesaikan tugas mereka. SW berkeliling sambil sesekali bertanya kepada siswa. Beberapa siswa bertanya tentang kesulitan yang dihadapi. Lalu ada siswa dari salah satu kelompok bertanya “Ini urutannya betul, Bu?” SW tidak menjawab melainkan mengarahkan mereka.

- KP : Bantuan dari guru diperlukan untuk mengarahkan siswa pada tujuan kegiatan.
- 10.50 : Anak-anak mulai gaduh. Mungkin mereka sudah selesai mengerjakan tugas. Ada dua siswa laki-laki yang menguap dan masih malas mengerjakan. Nampak dari mereka memegang kamus tapi hanya membuka-buka saja tanpa mengerjakan. Karena suasana semakin ramai maka SW meminta setiap kelompok untuk mempersiapkan hasil pekerjaan mereka untuk dipresentasikan.
- KP : kadang-kadang guru perlu menunjukkan ketegasannya, hal ini perlu dilakukan agar siswa tahu kesalahannya dan tidak mengulangi kesalahan mereka.
- 11.00 : SW meminta siswa untuk membaca hasil pekerjaan mereka tetapi tidak ada yang bersedia. Akhirnya SW menunjuk wakil dari masing-masing secara bergiliran. SW sesekali membetulkan cara pengucapan atau bacaan siswa. Setelah semua kelompok selesai, SW bersama siswa kemudian membahas jawaban yang tepat dan ternyata jawaban dari semua kelompok benar. SW mereview kembali kedua teks tersebut namun siswa tampaknya mulai bosan. Mereka cenderung ramai dan tidak memperhatikan penjelasan guru. Akhirnya SW memberikan tugas lagi kepada siswa.
- KP : memunculkan keberanian siswa untuk menjawab memang sulit. Guru harus kembali bersabar untuk meminta siswa mau bersukarela mau menjawab. Kebanyakan siswa yang diam mungkin karena masih takut kalau jawaban mereka salah.
- 11.10 : Tugas selanjutnya adalah mengidentifikasi kata kerja yang terdapat dalam teks serta mencari padanan katanya dalam bahasa Indonesia. Tugas itu juga dikerjakan dalam kelompok. Keaktifan siswa mulai tampak dengan mengerjakan serta berdiskusi.
- KP : kegiatan seperti ini dapat meningkatkan tingkat kosakata siswa yang nantinya dapat digunakan dalam memahami teks.

- 11.20 : Setelah dirasa cukup, SW meminta beberapa siswa untuk menyebutkan beberapa kata kerja yang telah mereka identifikasi. Kata kerja tersebut antara lain: find, grow, reaches, have, see, need, flap, throw. Kemudian SW menjelaskan tentang kata kerja yang digunakan dalam teks deskriptif. Selanjutnya dia menjelaskan tentang simple present tense.
- KP : Siswa tampak antusias memperhatikan penjelasan guru tetapi beberapa siswa lain bicara sendiri. Keberanian para siswa menjawab pertanyaan-pertanyaan guru mengenai kata kerja dalam teks mulai terlihat.
- 11.25 : Bel tanda pelajaran usai berbunyi. SW memberikan pekerjaan rumah kemudian menutup pelajaran hari itu dengan mengucapkan salam.



Catatan Lapangan Siklus I**Pertemuan III**

Nomor : 03
Hari/ Tanggal : Friday, 11 September 2009
Tempat : Kelas 8A, SMP N 2 Purwantoro
Obyek : Proses belajar mengajar yang dilakukan oleh Septaria Dwi Wardani (SW)
Observer : Subroto S.Pd (Br)

08.30 : Bel tanda pergantian pelajaran berbunyi. SW beserta observer bersiap untuk menuju kelas 8A. Sesampainya di kelas, suasana yang sedikit gaduh menjadi tenang. SW langsung menyapa mereka. "Good morning, students!" Kemudian siswa menjawab, "Good morning, Mam." Setelah itu SW menanyakan apakah ada siswa yang tidak masuk. Ternyata semua siswa hadir. SW kemudian bertanya tentang materi pertemuan terakhir mereka. "hari ini kita tidak akan membahas pelajaran yang kemarin tetapi hari ini kita akan piknik", kata SW. "Asyik.....iya to,bu?", tanya beberapa anak. Suasana menjadi sedikit ramai Karena siswa tertarik dengan pernyataan SW. "iya, hari ini kita akan piknik ke kebun binatang tapi hanya dalam khayalan." Siswa menyambut pernyataan SW dengan sorakan. "Have you ever gone to the zoo?" "Apakah kalian pernah ke kebun binatang?" Siswa ada yang menjawab sudah ada yang menjawab belum. Kemudian SW meminta siswa untuk menyebutkan binatang-binatang apa saja yang biasa terdapat di kebun binatang.

KP : Melibatkan siswa dengan memberikan pertanyaan-pertanyaan dapat memungkinkan guru tahu apakah mereka masih ingat pelajaran yang dibahas dalam pertemuan sebelumnya.

08.40 : "Monkey,bu." Jawab salah satu siswa. Lalu ada yang menyebutkan tiger, elephant. "Jerapah", sahut yang lain. "What is jerapah in English?" tanya SW. "ada yang tahu?" lanjutnya. Karena tidak ada yang menjawab SW

kemudian menyebutkan kata giraffe. Setelah itu SW menjelaskan kepada siswa bahwa hari itu mereka akan mendapatkan tugas namun sebelum itu mereka akan mengerjakan teka-teki yang berhubungan dengan topic yaitu animal. Siswa kemudian diberi crosswords puzzle. Mereka mengerjakan secara individu.

KP : pembukaan yang bagus dapat mengarahkan siswa lebih jelas tentang apa yang akan dibahas nanti. Para siswa masih konsentrasi mengerjakan tugas

08.50 : Siswa mulai mengerjakan crosswords puzzle tersebut. Sementara SW membimbing siswa. Setelah beberapa saat, SW meminta siswa untuk menghentikan kegiatan mereka. SW meminta beberapa siswa untuk menuliskan jawaban mereka di papan tulis. Isian untuk crosswords puzzle itu antara lain crocodile, zoo, wild, reptile. Setelah selesai, SW beserta siswa membahas apakah jawaban di papan tulis sudah benar atau belum.

KP : memberikan bimbingan agar siswa dapat mengerjakan tugas dengan baik memungkinkan mereka mendapat hasil yang maksimal.

09.00 : Pelajaran kemudian dilanjutkan. “Seperti yang dijelaskan diawal tadi bahwa hari ni kita akan pergi ke sebuah kebun binatang di Bandung.” Kata SW. Tetapi kita tidak tahu bagian-bagian dari kebun binatang itu”, lanjut SW. “Your job is to make a zoo map” “Tugas kalian adalah membuat pet a kebun binatang itu berdasarkan teks yang mendeskripsikan kebun binatang tersebut”, terang SW lagi. “Belum jelas,Bu”, kata seorang siswa. “Jadi nanti kalian diberikan teks beserta gambar peta kebun binatang, tugas kalian adalah meletakkan binatang sesuai dengan tempatnya sesuai keterangan di dalam teks.” Kemudian SW membagi kelas menjadi beberapa kelompok. Setelah itu, SW membagikan teks beserta peta kebun binatang yang tidak lengkap. Kelas menjadi sedikit gaduh, SW mencoba menenangkan dengan menyuruh siswa untuk segera mengerjakan tugas mereka.

- KP : mengerjakan tugas dengan diskusi kelompok yang menyenangkan memungkinkan siswa mengerjakan tugas tanpa merasa bahwa mereka sudah mendapatkan suatu pelajaran.
- 09.10 : Beberapa kelompok tampak mulai serius mengerjakan. Namun ada beberapa siswa yang bersikap acuh bahkan cenderung ramai dan mengganggu siswa yang lain. SW memperingatkan mereka untuk tenang. SW memonitor jalannya kegiatan sambil sesekali memberikan masukan kepada kelompok. Setiap kelompok terlihat asyik berdiskusi. Kerjasama dalam kelompok terlihat bagus. Ada yang mencari padanan kata di dalam kamus, ada yang membaca teks dan sebagainya. Bel tanda istirahat sekolah berbunyi. SW mempersilakan siswa untuk istirahat. Dan melanjutkan kegiatan setelah istirahat.
- KP : Saat guru berkeliling ke meja siswa dan berbicara dengan mereka menghasilkan sebuah interaksi antara guru dan murid lebih terjalin. Ini ditujukan agar siswa paham betul tugas apa yang harus dikerjakan.
- 09.25 : Setelah istirahat selama 15 menit, SW kembali ke dalam kelas. Masih banyak siswa yang berada di luar kelas. SW menyuruh mereka masuk dan melanjutkan tugas mereka. Kegiatan masih berlangsung, SW memeriksa pekerjaan siswa. SW memasang sebuah gambar peta atau denah dari kebun binatang. Peta itu berisi gambar-gambar persegi dengan kode huruf dimasing-masing kotak.
- KP : beberapa siswa tampak mengalihkan perhatian pada gambar yang dipasang.
- 09.35 : SW bertanya kepada siswa apakah pekerjaan mereka sudah selesai. Ada yang menjawab sudah ada yang menjawab belum. Kemudian SW menyuruh setiap kelompok untuk menyiapkan presentasi pekerjaan mereka. Setelah siap, masing-masing kelompok membacakan pekerjaan mereka sementara SW duduk di tempat duduknya dan mengomentari jawaban siswa. Sesekali SW memberikan pertanyaan yang berhubungan dengan jawaban mereka. Ketika ada kelompok yang presentasi, sebagian

siswa yang lain tidak memperhatikan. SW mencoba menenangkan tetapi hanya sebagian yang menuruti perintah. Nampaknya siswa mulai bosan.

KP : guru perlu membatasi waktu dalam mengerjakan tugas sebagai salah satu cara agar siswa benar-benar ikut mengerjakan tugas dalam kelompok dan lebih focus dalam konsentrasinya.

09.45 : Karena itu, setelah semua kelompok selesai presentasi, SW mengajak siswa untuk membahas pekerjaan mereka. Siswa terlihat kembali berkonsentrasi pada kegiatan. Mereka terlihat ingin tahu jawaban yang benar. Satu persatu, peta dilengkapi dengan jawaban yang tepat. SW membaca teks sambil bertanya kepada siswa jawaban yang seharusnya. Tetapi nampaknya siswa tidak sabar. “Langsung dijawab saja,Bu.” Kata beberapa siswa. Tetapi SW tetap melanjutkan. Siswa bersorak ketika mengetahui jawaban mereka benar.

KP : antusiasme siswa semakin bertambah saat melihat jawaban mereka benar. Menghidupkan rasa penasaran siswa dapat mengalihkan rasa bosan mereka.

09.55 : Setelah membahas teks, siswa kembali ke tempat duduk masing-masing. SW kemudian memberikan tugas lagi yaitu mencari kata rujukan (reference words). Siswa mengerjakan tugas mereka bersama teman satu meja. Ada lima reference words yang harus mereka cari. Setelah beberapa saat ada siswa yang bertanya “.... Saya nggak mudheng maksudnya, Bu.” SW kemudian menjelaskan lagi apa yang harus mereka lakukan “Coba lihat kata yang dicetak tebal. Kata **It** pada paragraph satu merujuk pada kata apa?... dan seterusnya.” SW berkeliling kelas dan memeriksa pekerjaan siswa. Kemudian SW menuju ke depan kelas. Dia menunjuk salah satu siswa untuk menjawab pertanyaan nomer satu. Ternyata jawabannya masih salah.

KP : kesalahan dalam pengerjaan siswa adalah hal yang lumrah, mengingat ini adalah hal yang baru. Guru perlu sedikit bersabar.

10.05 : Dia menunjuk siswa yang lain dan ternyata jawabannya juga masih salah. Akhirnya SW menjelaskan tentang reference. Tak berselang lama, bel

sekolah berbunyi. SW kemudian menutup pelajaran dan mengucapkan salam kemudian keluar kelas.

KP : pembatasan waktu benar-benar perlu dilakukan agar dalam penyampaian materi tidak terganggu dalam hal waktu.



Catatan Lapangan Siklus II
Pertemuan I

Nomor : 01
Hari/ Tanggal : Jumat, 03 Oktober 2009
Tempat : Kelas 8A, SMP N 2 Purwantoro
Obyek : Proses belajar mengajar yang dilakukan oleh Septaria Dwi Wardani (SW)
Observer : Subroto S.Pd (Br)

08.30 : Setelah bel pergantian pelajaran berbunyi, SW beserta Br menuju kelas 8A. tidak seperti biasanya, kali anak-anak sudah berada di dalam kelas semua. Rupanya mereka tidak keluar kelas ketika ada pergantian pelajaran. SW kemudian menyapa siswa dan bertanya apakah ada siswa yang tidak masuk. Setelah itu, SW mereview kembali pelajaran atau kegiatan yang telah mereka pelajari pada pertemuan tahap 1. Ternyata siswa masih ingat mereka belajar tentang teks deskriptif. SW menanyakan bagian-bagian teks deskriptif, tense dan kata kerja yang digunakan. Sebagian dari siswa menjawab namun ada juga siswa yang hanya diam saja bahkan acuh.

KP : siswa sudah mulai memahami peraturan sekolah meskipun guru harus sering mengingatkan mereka untuk tetap didalam kelas selama belum bel istirahat. Guru perlu mempunyai strategi khusus sehingga siswa sejak awal pelajaran.

08.40 : Pelajaran kembali dilanjutkan. SW menyebutkan topik yang akan mereka pelajari hari itu yaitu tentang *Traveling*. "Have you ever gone to traveling?", tanya SW. Siswa nampaknya tidak tahu maksud dari pertanyaan SW. Dia mengulangi pertanyaan dalam bahasa Indonesia. "Apakah kalian sudah pernah pergi jalan-jalan?" "Sudah, bu." Jawab beberapa siswa. Ada juga yang menjawab "ya, Bu. Pernah." "Where?", tanya SW. "Ke Ponorogo , Bu." Siswa menyebutkan salah satu kota

dekat tempat tinggal mereka. “Ke obyek wisata... Sarangan.” Ada lagi yang menjawab. “Oke, sekarang coba kalian sebutkan jenis-jenis tempat wisata yang biasa kita kunjungi!”, perintah SW. “Pantai, mal, ... museum....” Jawab beberapa siswa. SW kemudian menuju papan tulis dan mulai menuliskan sesuatu. Rupanya dia menuliskan beberapa 5 kata yang masing-masing kata terdiri dari huruf-huruf yang diacak. Kata-kata tersebut adalah: *beach, temple, plane, hotel and holiday*.

- KP : keadaan kelas sudah kelihatan hidup. Pembukaan guru yang menarik dapat dengan baik mengarahkan siswa pada hal yang akan dibahas nantinya.
- 09.0 : Please arrange these letters into a word that related to traveling!”. “Ayo, siapa yang bisa menyusun huruf-huruf ini menjadi sebuah kata.”, lanjut SW. karena tidak ada yang maju, SW menunjuk beberapa siswa untuk kedepan. Setelah semua terjawab, SW kemudian menanyakan arti dari masing-masing kata dalam bahasa Indonesia. Ada sebagian kata yang sudah mereka ketahui artinya namun ada juga yang belum. Bahkan mereka tidak tahu arti kata temple sehingga SW membimbing mereka untuk mencari artinya. “temple itu contohnya Borobudur.” “Ooo..... candi ya, Bu?” “ya, temple itu candi.” Pelajaran kembali dilanjutkan. SW kemudian menjelaskan kegiatan apa yang harus mereka lakukan hari itu.
- KP : Menunjuk siswa perlu dilakukan guru agar tidak menghabiskan waktu. Hal ini dilakukan jika siswa tidak ada yang mau tunjuk jari atau maju menjawab.
- 09.10 : Namun bel tanda istirahat berbunyi. Pelajaran dihentikan dan SW menyuruh siswa untuk beristirahat. Sementara SW keluar kelas.
- 09.25 : Istirahat selama 15 menit telah usai. SW beserta observer menuju kelas 8A. Masih banyak siswa yang berada diluar kelas. Begitu tahu SW datang, mereka langsung berhamburan masuk kelas. SW menyuruh dua orang siswa untuk mengambil kamus di kantor guru. Pelajaran kembali dilanjutkan. SW melanjutkan penjelasan yang tadi terpotong. “Hari ini kalian akan diberikan suatu masalah dan harus menyelesaikannya.”, kata

SW. Kemudian SW menjelaskan ilustrasi yang diceritakan di teks. SW kemudian membagi kelas menjadi beberapa kelompok. Tiap kelompok terdiri dari 4 sampai 5 orang. Setelah terbentuk, SW kemudian membagikan dua lembar kertas yang berisi teks kepada setiap kelompok. Dia juga membagikan kamus ke masing-masing kelompok. Teks tersebut berisi tentang deskripsi pantai Sanur dan pantai Kuta serta ilustrasi singkat liburan Neli dan Sifa.

KP : tugas yang diberikan guru membuat siswa penasaran, rasa ingin tahu mereka muncul. Hal ini membuat mereka bersemangat untuk mengerjakan tugas itu.

09.35 : SW membacakan ilustrasi tersebut dan membahas beserta siswa sehingga siswa paham tentang kondisi yang dihadapi Neli dan Sifa. Setiap kelompok terlihat mulai mengerjakan. Mereka terlihat antusias dalam berdiskusi sehingga kelas terkesan gaduh tetapi SW membiarkan saja hal ini. Sementara SW memonitor jalannya kegiatan. “Jangan lupa berikan alasan kenapa kalian memilih pantai itu”, SW kembali memberikan instruksi. SW memberikan waktu beberapa saat kepada siswa untuk berdiskusi. “Alasannya dalam bahasa Indonesia,Bu?” ada siswa yang bertanya. “Ya dalam bahasa Inggris, sekalian latihan membuat kalimat”, jawab SW. “Kalau belum bisa coba tuliskan dalam bahasa Indonesia nanti dibantu untuk mengubah dalam bahasa Inggris”, lanjut SW.

KP : keaktifan siswa mulai terlihat dari cara mereka belajar. Mereka berdiskusi dengan teman-temannya. Kegaduhan selama diskusi adalah hal yang biasa.

09.45 : Sementara siswa berdiskusi, SW sesekali memeriksa pekerjaan mereka, membantu untuk menuliskan alasan mereka ke dalam sebuah kalimat. Suasana kelas agak gaduh tetapi SW membiarkan saja karena kegaduhan itu disebabkan oleh anak-anak yang sedang berdiskusi. Ada anak yang bertanya kepada kelompok lain, tetapi SW segera mengingatkan anak itu. “Kerjakan sendiri, dengan kelompoknya. Jangan mencontoh jawaban dari kelompok lain.” Anak itu kemudian kembali ke kelompoknya lagi. SW

kemudian menyuruh setiap kelompok untuk mempersiapkan diri untuk presentasi di depan kelas. Sebelum itu SW menanyakan apakah pekerjaan mereka sudah selesai atau belum.

KP : adalah hal biasa kelas tampak ramai dalam diskusi tapi adalah suatu tindakan bijak untuk menurunkan volume suara agar tidak mengganggu pembelajaran di kelas lain. Guru harus lebih banyak bersabar untuk mengingatkan siswa untuk bekerja dalam kelompoknya sendiri.

09.55 : Karena semua menjawab sudah maka SW meminta setiap kelompok untuk menunjuk wakilnya untuk presentasi. Presentasi jawaban dilakukan secara berurutan dari kelompok 1 sampai dengan kelompok 9. Sementara kelompok presentasi, SW duduk di tempat duduk guru, mengomentari jawaban setiap kelompok serta sesekali menanyakan alasan dari jawaban mereka. Ternyata hampir semua kelompok memilih jawaban yang sama yaitu pantai Kuta. Sebagian besar alasan mereka yaitu wisatawan bisa menikmati sunset di pantai Kuta karena Sifa dan Neli jalan-jalan pada sore hari. Tetapi ada satu kelompok yang memilih pantai Sanur yaitu kelompok 4. Setelah semua kelompok selesai, SW memberikan ringkasan dan kesimpulan. “Kalian sepakat memilih pantai Kuta ya?”, tanya SW. “Coba alasannya apa...kelompok ...7!” Salah satu siswa dari kelompok 7 membacakan alasannya “Because they can look the sunset.” “Good!”, kata SW. “Because they can **see** the sunset”, lanjut SW sambil menekankan kata *see*. “Kelompok lain, berikan alasannya... coba kelompok 3!” “They can shopping”, jawab salah satu siswa dari kelompok 3. “They can shopping?... ya They can go for shopping atau They can shop”, terang SW.

KP : penguatan-penguatan dari guru seperti kata *good*, *perfect* atau *right* sangat baik untuk meningkatkan kepercayaan diri siswa. Memancing siswa dengan pertanyaan – pertanyaan agar siswa bisa selalu terlibat aktif dalam proses pembelajaran dan diharapkan lebih mudah diingat oleh siswa.

10.05 : Bel tanda pelajaran berakhir berbunyi. SW memberikan pekerjaan rumah kepada siswa. Kemudian menutup pelajaran, mengucapkan salam dan keluar kelas.



Catatan Lapangan Siklus II
Pertemuan II

Nomor : 02
Hari/ Tanggal : Selasa, 03 November 2009
Tempat : Kelas 8A, SMP N 2 Purwantoro
Obyek : Proses belajar mengajar yang dilakukan oleh Septaria Dwi Wardani (SW)
Observer : Subroto S.Pd (Br)

07.50 : Bel jam ke-3 berbunyi. Itu tandanya SW dan observer harus segera menuju kelas 8A. sampai di dekat kelas, tidak nampak siswa yang keluar kelas ketika pergantian pelajaran. SW langsung menuju kelas dan menyapa siswa. SW mengucapkan salam "Assalamu'alaikum Wr. Wb." Siswa menjawab salam tersebut. SW kemudian mengecek presensi siswa. Hari itu semua siswa masuk. SW menyuruh dua orang siswa untuk mengambil kamus. Setelah itu SW pelajaran kemarin. "Kemarin kegiatan apa yang kita lakukan?" "Memilih pantai, Bu." Jawab siswa. "ya, memilih antara dua pantai yang harus dikunjungi ya?", lanjut SW. "ada PR kan?", tanya SW. "Coba sekarang kita bahas PR nya!" SW beserta siswa kemudian membahas pekerjaan rumah tersebut. PR itu terdiri dari dua macam tugas yang pertama menyatakan suatu pernyataan benar atau salah berdasarkan teks yang mereka pelajari kemarin. Tugas yang kedua adalah menentukan kata kerja dari sebuah kalimat yang diambil dari teks. SW menunjuk beberapa siswa untuk menjawab pertanyaan. Siswa yang lain mencocokkan jawaban mereka. Kata kerja yang ditemukan siswa adalah *established, waves, grow, serve, and see*. Kemudian siswa ditanya padanan kata-kata tersebut dalam bahasa Indonesia.

KP : siswa mulai menyadari peraturan sekolah untuk tidak keluar kelas jika bel pergantian jam berbunyi meski guru harus sering-sering

mengingatkan. Semua siswa sudah mengerjakan PR, PR diberikan agar siswa dapat lebih memahami pelajaran yang dibahas.

08.0 : Setelah membahas PR, pelajaran kembali dilanjutkan. SW kemudian menyebutkan topik. “Topik atau tema kita hari ini masih tentang *traveling*”, terang SW. “Kalau kemarin kalian harus memecahkan masalah yaitu memilih pantai mana yang harus dikunjungi hari ini kalian harus memecahkan masalah lagi yaitu memilih hotel mana yang paling tepat untuk menginap.” SW kembali menjelaskan. Sebelum melanjutkan, SW membagi kelas menjadi beberapa kelompok. SW meminta siswa membentuk kelompok sesuai dengan keinginan mereka sendiri. Setelah kelompok terbentuk, SW membagikan selebar teks yang berisi tentang deskripsi dua hotel yang berbeda. Masing-masing kelompok diberi dua lembar kertas. SW meminta tolong dua orang siswa untuk membagikan kamus yang tadi telah diambil. Masing-masing kelompok mendapatkan dua kamus. “Tolong kalian cermati dulu teks di depan kalian!”, kata SW. Selain menceritakan tentang dua hotel, teks tersebut juga menceritakan tentang latar belakang masalah. Diceritakan bahwa ada tiga pemuda yang sedang berlibur di Yogyakarta. Mereka akan menghabiskan waktu selama tiga hari. Mereka harus menemukan hotel yang sesuai dengan budget mereka yang terbatas namun juga nyaman untuk ditempati.

KP : siswa tampak konsentrasi mengerjakan tugas dari guru. Mereka terlihat penasaran ingin mengetahui dan menyelesaikan permasalahan dalam tugas itu.

08.10 : siswa diminta untuk membantu memecahkan masalah mereka. SW kemudian menjelaskan tugas yang harus diselesaikan siswa. “... jadi kalian harus memilih hotel yang paling tepat untuk mereka....”, terang SW. SW kemudian mereview beberapa kata yang belum diketahui padanan kata dalam bahasa Indonesia. Kata-kata tersebut antara lain: *limited, suburb, equipped, comfortable, and air-conditioned*. “Sudah ada yang pernah ke hotel?”, tanya SW. Siswa serempak menjawab, “Belum.” “Tapi sudah pernah lihat, kan? Coba sebutkan apa saja yang ada di

hotel!”, SW mencoba menggali pengetahuan siswa. “ada kamar...tempat tidur...”, jawab siswa. “Coba say in English!” lanjut SW. “room,...bed... what else?” Siswa dibantu SW kemudian menyebutkan beberapa kata lagi. Kegiatan kembali dilanjutkan.

KP : arahan dari guru sangat penting agar siswa lebih memahami tugas yang diberikan. Guru bisa mnggambarkan permasalahan sehingga siswa-siswa jelas akan teks yang diberikan.

08.20 : Here are some considerations for you!”,SW memberikan beberapa pertimbangan yang dapat membantu siswa untuk menentukan pilihan. “Ingat, budget atau uang mereka terbatas yaitu hanya 1 juta... untuk berlibur tiga orang selama tiga hari”, SW kembali menjelaskan. “Itu termasuk untuk makan, Bu?” tanya seorang siswa. “Iya,.. termasuk untuk makan”, jawab SW. Setelah itu, siswa mulai bekerja dalam kelompok masing-masing. SW mengawasi jalanya kegiatan. Baru sebentar berjalan, suasana kelas menjadi gaduh. SW membiarkan karena mereka berdiskusi. Siswa terlihat sangat antusias. Mereka banyak bertanya kepada SW tentang kondisi hotel, mereka tidak menanyakan jawaban ataupun arti suatu kata. “Ayo...ikut mengerjakan dengan temannya”, SW memperingatkan salah seorang siswa yang tidur.

KP : meskipun ada siswa yang kurang bersemangat tetapi keaktifan sebagian besar siswa sudah meningkat. Hal ini terlihat dari apa yang mereka tanyakan dan kerjakan.

08.30 : Ada beberapa siswa yang tidak memperhatikan bahkan tidak ikut berdiskusi dengan kelompoknya. Mereka bercerita sendiri, tidak berdiskusi tentang tugas mereka. Karena mengganggu siswa yang lain, SW memperingatkan mereka. SW kemudian berkeliling kelas untuk memeriksa pekerjaan siswa. Tampak sesekali SW bertanya kepada siswa.

KP : interaksi guru dan siswa akan lebih terjalin saat guru berkeliling ke kelompok-kelompok siswa yang berdiskusi.

08.40 : Kegiatan masih berlangsung. SW bertanya kepada siswa “ Sudah selesai?” Sebagian siswa menjawab sudah, sebagian lagi menjawab

belum. “Setelah kalian menentukan hotel mana yang dipilih, jangan lupa untuk memberikan alasan kenapa kalian memilih hotel itu”, lanjut SW. SW *terlihat* membantu kesulitan siswa. Mereka harus mengungkapkan alasan mereka dalam kalimat bahasa Inggris. Banyak siswa yang masih mengalami kesulitan sehingga SW membantu mengarahkan. “What is your choice?”, tanya SW kepada salah satu kelompok. “Kristina Hotel, Bu?”, jawab mereka. “Why? Why do you choose it?... apa alasannya?”, lanjut SW. “Karena dekat dengan kota”, jawab salah satu siswa. “State in English,... coba baca”, perintah SW. “...because have to take 5 minutes from Malioboro” Karena kurang tepat, SW mencoba membetulkan “because... lihat di teks ... it only takes 5 minutes from Malioboro.”

KP : pemecahan masalah dalam teks dari setiap kelompok sudah mulai terselesaikan. Dengan pertanyaan-pertanyaan antara guru dan siswa dapat mengarahkan mereka lebih mudah mendapatkan gambaran.

08.50 : Setelah dirasa cukup, setiap kelompok kemudian diminta untuk mempersiapkan presentasi mereka. Mereka harus menyebutkan pilihan mereka beserta alasannya. Setiap kelompok diwakili oleh seorang siswa. SW kemudian mempersilakan kelompok yang sudah siap untuk presentasi. Sementara SW menempatkan diri di tempat duduk guru sambil memberikan komentar pada jawaban mereka.

KP : dengan presentasi antar kelompok membuat suasana kelas akan lebih hidup. Siswa akan lebih memahami tentang kelebihan dan kekurangan jawaban mereka.

09.0 : semua kelompok selesai presentasi. SW beserta siswa kemudian menyimpulkan jawaban mereka. Ada 6 kelompok yang memilih Kristina Hotel. Alasan mereka kebanyakan adalah : it locates in the center of the town, cheap and comfortable. Sementara sisanya memilih Kusuma Hotel dengan alasan walaupun berada di pinggir kota, Kusuma Hotel lebih murah dari Kristina Hotel.

- KP : tugas tentang pemecahan masalah dari teks yang diberikan guru sudah terselesaikan dengan baik. Dapat dikatakan hari ini para siswa bersemangat dan terlihat meningkat motivasi belajar mereka.
- 09.10 : Bel sekolah berbunyi, tanda pelajaran usai. SW menutup pelajaran dengan salam dan segera meninggalkan kelas.



Catatan Lapangan Siklus II
Pertemuan III

Nomor : 03
Hari/ Tanggal : Kamis, 05 November 2009
Tempat : Kelas 8A, SMP N 2 Purwantoro
Obyek : Proses belajar mengajar yang dilakukan oleh Septaria Dwi Wardani (SW)
Observer : Subroto S.Pd (Br)

10.10 : Setelah bel pergantian pelajaran berbunyi, SW beserta observer segera menuju kelas. Sesampainya di kelas, SW membuka pelajaran dengan mengucapkan salam. SW kemudian mengecek absensi siswa. Hari itu ada seorang anak yang tidak masuk. Lalu SW menanyakan materi pertemuan terakhir mereka. “Apa topik kita pada pertemuan yang lalu?” “Traveling... memilih hotel, Bu”, jawab seorang siswa. “Ya... masih ingat apa saja yang ada di hotel? Coba sebutkan!” SW menunjuk salah satu siswa. “Room, bu”, jawabnya. “Good, ada lagi?”, tanyanya lagi. “Guest... bed, room-rate” Setelah mereview pertemuan terakhir, SW menyebutkan topik hari itu yaitu *traveling*.

KP : dengan mereview pelajaran yang telah diajarkan siswa-siswa akan kembali ingat hal-hal yang telah diajarkan.

10.20 : “But today were are not going to the beach or staying in a hotel”, kata SW. “Kalian tahu “Seven Wonders”, lanjutnya. “Apa itu, bu?”, tanya salah satu siswa. “Seven Wonders itu tujuh keajaiban dunia, bisa menyebutkan apa saja”, SW mengecek pengetahuan siswa. “Tahu... Borobudur.” “Ya, apa lagi?”, tanya SW. “Tembok Cina... yang lain nggak tahu, bu.” SW kemudian menyebitkan satu per satu. Kemudian SW menempel beberapa kertas di papan tulis. Kertas- kertas itu berisi gambar beberapa obyek wisata di dunia yang termasuk dalam Seven Wonders. Siswa tampak tertarik dengan gambar-gambar itu. SW lalu

bertanya, “Do you know their names?” “Coba sebutkan nama dan berada dimana!”, lanjut SW. Siswa mulai menjawab secara lisan. Mereka menyebutkan nama dan negara asal dalam bahasa Indonesia. SW membantu menyebutkan dalam bahasa Inggris.

KP : dengan gambar-gambar tersebut guru dapat memberikan pendahuluan yang menarik membuat siswa bersemangat mengikuti pelajaran.

10.30 : “Do you know Eiffel Tower?”, tanya SW. “Menara Eiffel ya bu?” “ Ya, ada dimana itu?” “di Paris... Perancis. “Ya, Paris... France”, terang SW. Lalu SW menjelaskan kegiatan apa yang akan mereka lakukan hari itu. “Kita akan mengenal Eiffel Tower lebih dekat melalui deskripsinya”, SW menjelaskan. SW kemudian menjelaskan lebih detail lagi. “Ada teks yang terpotong-potong menjadi beberapa bagian, tugas kalian adalah menyusunnya menjadi sebuah teks utuh yang mendeskripsikan tentang Eiffel Tower”, terang SW. Kelas kemudian dibagi dalam beberapa kelompok. Setiap kelompok terdiri dari dua orang, sebagian besar mereka adalah teman satu meja. Setelah kelompok terbagi, SW membagikan selembar kertas berisi teks yang hanya terdiri dari beberapa kalimat. Teks itu berisi empat paragraf, setiap paragraf hanya terdapat satu kalimat di awal paragraf. Siswa harus mengisinya dengan potongan-potongan paragraph yang sudah disediakan oleh SW. Setiap potongan paragraph diberi nomor secara acak di belakangnya mulai nomor 1 sampai dengan nomor 4. Potongan-potongan itu harus ditempelkan di teks yang rumpang tadi. Setelah membagi teks dan potongan-potongan paragraph, SW juga membagikan kamus sebagai alat bantu. “Silakan mulai mengerjakan bersama kelompoknya masing-masing”, SW memberikan instruksi.

KP : kerja kelompok dalam diskusi merupakan salah satu cara yang efektif untuk membangun kerjasama dan kemandirian para siswa. Tugas yang diberikan menuntut siswa memecahkan masalah

10.40 : Setiap kelompok mulai mengerjakan, mereka mulai terlihat berdiskusi. Sementara SW memonitor jalannya kegiatan. Menanyakan ke setiap

kelompok apakah ada kesulitan. Tidak seperti biasanya, kali ini siswa tidak banyak bertanya tentang jawaban maupun kosakata kepada SW. Mereka terlihat lebih mandiri.

10.50 : Kegiatan masih berlangsung. Siswa dalam kelompok masing-masing masih terlihat asyik dengan kegiatan mereka. Semua siswa terlihat ikut aktif dalam berdiskusi. Tidak terlihat siswa yang tidur ataupun berbicara sendiri. Selama kegiatan berlangsung, ada beberapa siswa yang berjalan kesana kemari. Mereka membandingkan jawaban mereka dengan kelompok lain. Mengetahui hal itu, SW memperingatkan mereka. “Kerjakan dengan kelompok masing-masing, jangan mencontek jawaban dari kelompok lain.” Siswa yang diingatkan kembali ke kelompok masing-masing.

KP : Guru perlu bersikap tegas kepada siswa yang mengganggu jalannya kegiatan belajar mengajar.

11.00 : Setelah dirasa cukup, SW bertanya kepada setiap kelompok apakah sudah selesai mengerjakan. Ternyata semua kelompok sudah selesai. SW kemudian meminta setiap kelompok untuk mempersiapkan presentasi. Setiap kelompok mulai mempersiapkan presentasi mereka. Mereka memilih salah satu anggota untuk presentasi. Setelah siap, SW mempersilakan setiap kelompok untuk mempresentasikan hasil pekerjaan mereka. Kali ini SW memulai dari kelompok terakhir yaitu kelompok 9. SW duduk di tempat duduk guru. Ketika kelompok presentasi, SW mengawasi kegiatan dan memberikan komentar pada jawaban mereka. Ketika presentasi, banyak siswa lain yang tidak memperhatikan. Mereka terlihat asyik berbicara sendiri. SW memperingatkan mereka. SW meminta setiap kelompok untuk membandingkan jawaban mereka dengan kelompok yang lain. Setelah semua kelompok selesai presentasi, siswa dibimbing SW membahas jawaban mereka. Urutan yang tepat dari setiap potongan adalah potongan nomor 3, 1, 2, dan 4. potongan nomor 3 untuk paragraph pertama dan seterusnya.

- KP : Banyak siswa yang tidak memperhatikan ketika kelompok presentasi. Hal itu mungkin dikarenakan mereka bosan.
- 11.10 : nampaknya semua kelompok menjawab dengan benar. SW menanyakan apakah ada pertanyaan. Setelah selesai dan tidak ada pertanyaan dari siswa, kegiatan kembali dilanjutkan. SW meminta semua siswa kembali mencermati teks yang sekarang sudah lengkap dan benar. SW menunjuk beberapa siswa untuk membaca teks tersebut dengan keras. Setelah selesai, SW mereview teks tersebut. Kemudian SW memberikan tugas kepada siswa yaitu menentukan reference atau kata rujukan dari beberapa kata ada di dalam teks. “Coba cari reference atau kata rujukan dari kata yang dicetak tebal di dalam teks”, pinta SW. Siswa masih dalam kelompoknya, mencoba mengerjakan. Ada 5 kata yang harus mereka cari kata rujukannya dalam teks. Yaitu: **him** (paragraph 1), **it** (paragraph 2), **we** (paragraph 3), **there** (paragraph 3), **they** (paragraph 4).
- KP : Untuk mendapatkan perhatian siswa, guru memberikan teks asli dan mengajak siswa untuk mereview teks tersebut. Latihan soal dapat membantu siswa untuk lebih memahami teks.
- 11.20 : SW memberikan waktu beberapa saat. Setelah dirasa cukup, SW meminta seorang siswa memberikan jawaban mereka. “him refers to... apa?”, tanya SW. Siswa yang ditunjuk menjawab “Gustave Eiffel.” “Good, betul... Gustave Eiffel”, jawab SW. Lalu SW menjelaskan tentang reference tersebut.
- 11.25 : Bel tanda istirahat berbunyi. “Dilanjutkan dirumah ya”, kata SW. Kemudian SW menutup pelajaran dan mengucapkan salam. SW mempersilakan siswa untuk istirahat sementara dia keluar kelas.

APPENDIX VIII**SOAL PRE-TEST DAN POST-TEST SIKLUS I**

Read the following texts carefully and choose the correct answer by crossing a, b, c, or d!

The text is for number 1-6

Grey Kangaroo

A kangaroo is an animal found only in Australia. One of its types is Grey Kangaroo. It is usually found in the eastern and western part of Australia. It is the largest kangaroos beside the Red Kangaroo. Adult grow to a length of 1.60 meters and weigh over 90 kilos.

Grey Kangaroo is named according to the color of its fur, which is grey. As others kangaroos, the Grey Kangaroos eat grass and plants. They have short front legs, but very long and very strong back legs and a tail. These are used for sitting up and for jumping. Kangaroos have been known to make forward jumps of over eight meters, and leap across fences more than three meters high. They can also run at speeds of over 45 kilometers per hour.

A female of Grey Kangaroo also has an external pouch on the front of her body. A baby kangaroo is very tiny when it is born, and the mother kangaroo grows its baby in her pouch

1. What is the purpose of the text?
 - a. To tell about Kangaroo
 - b. To entertain the reader
 - c. To describe about Grey Kangaroo
 - d. To show the color of Grey Kangaroo
2. What is the main idea of paragraph one?
 - a. The size of Grey kangaroo
 - b. The Grey kangaroo only found in northern Australia
 - c. The largest kangaroo is Grey Kangaroo
 - d. The Grey Kangaroo is one of the largest kangaroo
3. How far can a kangaroo jump?
 - a. Less than three meters
 - b. Not more than three meters
 - c. Only five meters
 - d. Over eight meters
4. "... and the mother kangaroo grows its baby in *her* pouch." (Paragraph 3)
The word *her* refers to
 - a. Baby
 - b. Pouch
 - c. Grey kangaroo
 - d. Mother kangaroo

5. What is the external pouch of the female kangaroo for? It is for
 - a. The baby kangaroo to be born
 - b. The baby kangaroo to grow up
 - c. The place to give protection to the female kangaroo.
 - d. The kangaroo to give a birth for the first time.
6. Which statement is NOT TRUE according to the text?
 - a. A kangaroo is only found in Australia
 - b. Grey and Red kangaroo are the largest kangaroos
 - c. A male kangaroo has a pouch to keep its baby
 - d. A kangaroo can jump over eight meters

The text is for number 7-10

Coconut

Coconut is a common name for the fruit of a tree of the palm family. People usually call the tree coconut palm.

Coconut palms grow well in tropical countries. It can grow up to 30 meters high. At the top of the trunk, there is a crown of leaves. The leaves are long. They are about 3 to 4.5 meters long.

The fruit grows in clusters. In one clusters there are about 10 to 20 coconuts. The fruit shape is oval. It has thick husk and a hard shell. Inside the shell, there is white oily flesh. There is also a sweet fluid.

Coconut palms are very useful plants. The coconut flesh can be made into copra. From copra, we can make oil, soaps or candles. People also use the stem to build houses. For the roof, they dry the leaves.

7. Where do coconuts usually grow?
 - a. In tropical country
 - b. In subtropical country
 - c. Near the beach
 - d. In the highland
8. "***It*** has thick husk and a hard shell." What does the word "***it***" refers to?
 - a. The coconuts palm
 - b. The coconut flesh
 - c. The fruit
 - d. The tree
9. What does paragraph three talks about?
 - a. The fruit of coconut palms
 - b. The use of coconut palms
 - c. The parts of coconut palms
 - d. The name of coconut tree
10. The word ***flesh*** has the same meaning with
 - a. Fluid
 - b. Fruit
 - c. Leaf
 - d. meat

The text is for number 11-12**Octopus**

The octopus is a sea animal with eight powerful feet which it uses as hands. These called tentacles. The word "Octopus" comes from Greek words that mean "eight feet".

The octopus, the squid, and the cuttlefish belong to the same family that has no outside shells. Their bodies are covered with soft skin. It looks like a big balloon. An octopus can be as large as 8.5 meters. It can weigh as much as 45 kilograms.

The octopus eats small fish, sea plants, crabs and lobsters. *It* uses its tentacles to catch the food. The tentacles also use to against the enemies by giving out the dark fluid to darken the water

11. Which group of sea animals belongs to the same family?
- Fish, octopus, and crab
 - Squid, crab, and octopus
 - Crab, cuttlefish, and squid
 - Cuttlefish, octopus and squid
12. How much an octopus can weight?
- | | |
|-----------------|-----------------|
| a. 35 kilograms | c. 45 kilograms |
| b. 40 kilograms | d. 55 kilograms |
13. The word "*it*" in paragraph 3 refers to
- | | |
|--------------|------------|
| a. Tentacles | c. octopus |
| b. Lobster | d. food |

The text is for number 14-18

The polar bear is a very big white bear. We call it the polar bear because it lives inside the Arctic Circle near the North Pole. There are no polar bears at the South Pole. The polar bears live in the North Pole. There is only snow, ice and water. There is no any land.

These bears three meters long and weigh 450 kilos. They can stand up on their back legs because they have very wide feet. They can use their front legs like arms. The polar bears can swim well. They can swim 120 kilometers out into the water. They catch fish and sea animals for food. They go into the sea when they are afraid.

People like to kill the polar bears for their beautiful white coats. The governments of Canada, the US and Russian say that no one can kill the polar bears now. They do not want all these beautiful animals die.

14. What does the passage mainly discussed?
- The size of polar bears
 - The place polar bears live
 - The reason why people hunt the polar bears
 - The description of polar bears

15. A polar bear can stand up on their back legs because
- they are very strong
 - they have wide feed
 - they have wide legs
 - they are wild animals
16. Which is not true about polar bears?
- A polar bear goes into the sea because they are hungry
 - A polar bear weighs about 450 kilos
 - A polar bear is three meter long
 - A polar bear can swim 120 km out into the water
17. A polar goes into the sea when it is afraid. Afraid is closes in meaning to ...
- Shy
 - Angry
 - scared
 - shocked
18. What is the main idea of the last paragraph?
- Polar bears are very big animals and dangerous.
 - The polar bears are tame animals and protected by US
 - Polar bears live at the North Pole
 - Polar bears are hunted because of their beautiful white coats.

The text is for number 19-21

Old Roses and Modern Roses

In some ways, old roses are the same as modern roses. Both have beautiful flowers. Old roses have thorns on its stem and so do modern roses. The flowers cannot live well in the shade. They need much sunlight.

But in the other ways, old roses are different from modern roses. Old roses have many petals. Modern roses have fewer petals. Usually they are only having five petals. Old roses usually have strong fragrance but the modern roses do not. Modern roses have various colors of their petals while the old ones only have some colors.

19. Where do roses can live well?
- In the place with much light
 - In the shade Outside the house
 - Outside the house
 - Outside the house
20. How are the petals of modern roses?
- They have many petals
 - They have strong petals
 - They have few petals
 - They have strong fragrance

21. Which statement is NOT TRUE according to the text?
- Old Roses and Modern Roses have beautiful flowers
 - Both roses have thorns
 - Modern roses have more colors
 - Modern roses have strong fragrance

The text is for number 22-24

RAFFLESIA

Rafflesia Arnoldy is found in the tropical forest of Indonesia. It was named by Stamford Raffles when he found one on his expedition in Sumatra in 1818.

Many people say that it is not beautiful. However, it looks impressive. It consists of two parts: the stick-like part which grow in the middle and the petals around it. This flower look like no roots, stems, and leaves. Before it begins to flower, the leaves and the stem become dry and look dead, but the main root in the ground is still alive.

It unusual because of its large size. It has a flower almost one meter in diameter and 1.40 meters in height.

22. Why is Rafflesia Arnoldy popular?
- Because of its name
 - Because of its beauty
 - Because of its large size
 - Because of its smell
23. What are the parts of the flower?
- Stick-like and petal
 - Stem and roots
 - Stem and leaves
 - Branch and twigs
24. What does the stem look like before rafflesia flowering?
- Dry and look dead
 - Wet and smells unpleasant
 - Green and grows alive
 - Brown and turns green

The text is for number 25- 28

The Sumatran Tigers

Among the wild animals, the tigers maybe are the strongest. That is why they are called “the King of the Jungle.” Tigers belong to the cat family. They look like cats. One may also called as “wild cats”. These animals are threatened to extinct because people hunt for some reasons, for their valuable skins and head. They are also capture for circus. People also think that these animals are dangerous and often disturb farmers’ cattle.

A Sumatran tiger has beautiful yellow brownish skin with black stripes. In the front, it has white part. The females weigh about 90 kilograms and the males can be 120 to 130 kilograms. The Sumatrans tigers have good sight for hunting. They like to hunt monkeys, wild pigs, and rabbits as their favorite food.

The Sumatran tigers maybe the last species that still live in the world. They wander in Gunung Leuser, Berbak, south part of Bukit Barisan until Way Kambas that are regarded as national parks for these animals. Because they are become extinct, the government considers them as protected animals and people are not allowed to hunt them.

25. What is the skin of Sumatran Tigers like?
- Yellow with white stripes
 - Brownies with yellow stripes
 - yellow brownies with black stripes
 - yellow brownies with white stripes
26. The opposite meaning of the word '**wild**' is
- dangerous
 - tame
 - beautiful
 - good
27. The word '**extinct**' in Indonesia has the same meaning with ...
- punah
 - berbahaya
 - hidup
 - tinggal
28. "That is why **they** are called "the King of the Jungle."(par. 1) The word **they** refers to ...
- Wild animals
 - The tigers
 - King of the Jungle
 - cat family

Complete questions 29 to 30.

Koala bears are mammals. They ...(29) in Australia. They eat in trees and they also ...(30) in trees. They eat leaves. Koala bears can climb very well.

29. a. live c. lives
b. lived d. life
30. a. sleeps c. slept
b. sleep d. sleepy

SOAL PRE-TEST AND POST- TEST SIKLUS II

Read the following texts carefully and choose the correct answer by crossing a, b, c, or d!

The text is for number 1-3

Brazil is the largest country in South America. It is also the fifth largest country in the world. Brazil is located in the eastern part of South America. Its capital town is Rio de Janeiro.

Brazilian people are friendly, outgoing and they like to have fun. They are fun loving people. Brazil is famous of its dance, called *Samba*. However, the most well known about Brazil is its football team. The football team is one of the best in the world. It has great player like Ronaldo, Ronaldinho, Adriano and also the legend, Pele.

1. What is the best title of the text?
 - a. The largest country
 - b. Brazil
 - c. Brazil football team
 - d. Samba dance
2. Where is Brazil located?
 - a. In East America
 - b. In Rio de Jeneiro
 - c. In North America
 - d. In South America
3. How are the Brazilian people?
 - a. They are football player
 - b. They don't like to have fun
 - c. They like to dance
 - d. They are friendly

The text is for number 4-7

The Small Hotel

Henri and Andi are going to spend their holiday in Semarang. They are going to spend one night in the town. For accommodation, they usually choose a hotel in jalan Majapahit. It is a small hotel but it is clean and tidy.

The hotel is located near the bus station. **It** provides lodging and breakfast. Every time they come to the hotel, a receptionist helps them to choose a comfortable room with two beds. There is an indoor bathroom in the room. Then the bellboy carries the luggage.

The cost of a room in this hotel is not too expensive. This covers the cost of the room and the breakfast. The bellboys and the workers of the hotel are kind and friendly.

4. What does paragraph three tell about?
 - a. The location of the hotel
 - b. The room of the hotel
 - c. The hotel is clean and tidy
 - d. The cost of the room

5. Which of the following is **TRUE** according to the text?
 - a. Henri and Andi are going to spend their holiday in Jogjakarta
 - b. The hotel is big and luxurious
 - c. The hotel is not very expensive
 - d. There is only one bed in the room

6. The word **expensive** is the antonym of the word ...
 - a. Clean
 - b. Cheap
 - c. tidy
 - d. small

7. The word **it** in paragraph 2, refers to
 - a. The hotel
 - b. Bus station
 - c. breakfast
 - d. lodging

The text is for number 8-10

The Ambarawa Railway Museum

If you go to Semarang on your vacation, don not failed to visit the Ambarawa Railway Museum.

This museum is situated less than an hour's drive from, Semarang, the capital of Central Java. During the Dutch colonial days, Ambarawa was a military zone and the railway station was used to transport troops to Semarang through Kedungjati. It is at 474m above sea level, giving you fresh air to breathe.

The Ambarawa Railway Museum is well maintained. It is a medium-sized building. The railway route is offered to visitors. You can enjoy the beautiful panorama during the route. This is a truly exciting treasure to visit.

8. What is the text mainly about?
 - a. Semarang, the capital city of Central Java
 - b. The railway route for visitors
 - c. Ambarawa railway museum
 - d. Visiting ambarawa

9. Where is it located?
 - a. Not more than an hour from Semarang
 - b. Central Java
 - c. 47 km from Semarang
 - d. more than an hour from Semarang

10. The word **visitor** has the closes meaning with the word ...
 - a. Passenger
 - b. Tourist
 - c. driver
 - d. troop

The text is for number 11-14

Bali Beach Hotel was only a remembrance. It was burnt a year ago. Now, it is already rebuild. The hotel has new name that is The Grand Bali Beach Hotel. *It* becomes a wonderful and luxurious hotel. This hotel is the ideal place for a beach holiday.

The hotel is located on the beach of Kuta, Bali's most *popular* place. The hotel has 386 rooms, including 83 bungalows, restaurants with the sea view, a health club, sport centre and recreational facilities. It also has conference hall for up to 500 persons. It has the latest audiovisual equipment.

11. What does the second paragraph tells about?
 - a. The new name of the hotel
 - b. The hall of the hotel
 - c. The rooms and the facilities of the hotel
 - d. The luxury of the hotel
12. How many bedrooms are there in the hotel?
 - a. 83 bedrooms c. 500 bedrooms
 - b. 386 bedrooms d. 303 bedrooms
13. "*It* becomes a wonderful and luxurious hotel." The word it refers to ...
 - a. The Grand Bali Beach Hotel
 - b. Bali Beach hotel
 - c. The beach
 - d. The new name
14. The hotel is located on the beach of Kuta, Bali's most popular place. The underlined word means ...
 - a. Famous c. luxurious
 - b. Wonderful d. ideal

The text is for number 15-17**Traveling by Sea**

Indonesia consists of thousands islands. It makes Indonesia has very large seas. Two third of its territory is water. Because of this, many people like to travel by ship. Another reason is that traveling by ship is cheaper than traveling by plane or train.

Although it is not expensive, traveling by ship is not too comfortable because it needs along time to reach your destination. It is not common for someone to go by ship for a short distance.

To travel by sea, you have to go to the harbor. After you buy ticket, you may go with the ship. In the executive class, there are nice stewards and stewardesses that will serve you.

15. Why do people like to travel by sea? Because ...
- a. It is comfortable
 - b. They don't like to travel by plane
 - c. It is cheap
 - d. They like to have long journey
16. "To travel by sea, you have to go to the harbor." The underlined word refers to ...
- a. Indonesia
 - b. The readers
 - c. the writer
 - d. a ship
17. Where should you go to if you want to travel by ship?
- a. Harbor
 - b. Station
 - c. airport
 - d. travel agent

The text is for number 18-20

The Leaning Tower of Pisa

The original name of the tower is actually Campo dei Miracoli. Thousands of people visit Pisa's famous tower each year and wonder just how much longer it can exist without falling.

Millions of dollars have been spent to stop the tower crashing to the ground. Soft, shifting soil has always been the tower's problem. Recently, it was discovered that the tower had moved two millimeters. This was a great setback because engineers had previously corrected about twenty millimeters of the lean by using an inventive underground cables idea to straighten the tower.

18. Where is the Tower of Pisa located?
- a. France
 - b. England
 - c. Germany
 - d. Italy
19. What causes the tower to move?
- a. The gravitation
 - b. The shifting soil
 - c. Weak cables
 - d. Thousands people that visit the tower
20. How much money has been spent to save the tower?
- a. Thousands dollars
 - b. Millions dollars
 - c. Hundreds dollars
 - d. One thousand dollars

The text is for number 21-23

Karimunjawa is located between Java Island and Kalimantan Island. It is about 83 km from Jepara City. It covers about 111,625 Ha wide area.

This area has been determined as National park. It covers 111,625 Ha consisting of small island group white sand beach and clear water sea, underwater panorama with its decorative fish, black sharks, dolphins, ridge of rocks are heaven for tourists, especially for whose hobbies are fishing, diving and snorkeling.

There are supporting equipment fulfilments as restaurant, hotel/motel and various water sport facilities including motor boat.

Many transportation vehicles to Karimun as sea transportation using Muria boat, Kartini I speed boat or air transportation.

The text is for number 24-28**Singapore, the Beautiful and Clean City**

Singapore is an island city of about 4 million people. It is a beautiful city with lots of parks and open spaces. It is also a clean city.

Most of the people live in high-rise flats in different parts of the island. The business district is very modern, with lots of tall new office buildings. Singapore also has some nice older sections. In Chinatown there are rows of old shop houses. The government buildings in Singapore are very beautiful and date from the colonial days.

Singapore is famous for its shops and restaurants. There are many good shopping centers. Most of the goods are duty free. Singapore's restaurants sell Chinese, Indian, Malay and European food, and the prices are quite reasonable.

- a. dirty c. good
b. bad d. tidy

28. This is how Singapore likes, *except*

- a. It is beautiful c. It is clean
b. It is crowded d. It is wonderful

The text is for number 29-30

Paris, the capital city of France, has a famous place to visit. It is the Eiffel Tower. It is located in the Champ de Mars, in the west of Paris. The tower was built by Alexander Gustavo Eiffel. It is built of steel and has height of 322 meters from the ground. It is one of the tallest buildings in the world.

The Eiffel Tower is a favorite place for tourists. They can go to the top of the tower. From there, they can see the nice view of Paris. They can also have drink and meals in the restaurant, which is also located on the top of the tower.

29. The text is about ...
- a. Paris, the capital of France
 - b. Alexander Gustavo Eiffel
 - c. The Eiffel Tower
 - d. The restaurant on the Eiffel tower
30. The word “*visit*” has the closest meaning with ...
- a. Go
 - b. Travel
 - c. journey
 - d. favorite



APPENDIX IX

Teaching Materials

Cycle I

Meeting 1

Guess what is in this covered picture!
The text below may help you.

1. What is it?

It is an animal. It lives especially in Antarctica. Actually, this animal is a kind of bird. It has two feet and has wings, which have become flipper. On land, it uses its tails and wings to stay upright. This animal spends about half of their life on land and half in the oceans. The colors of its skin are black and white. Most of this animal feed on krill, fish, squid, and other sea creature caught while swimming underwater. This animal is very popular around the world. It has been the subject of many books and cartoon films. May be one of them is your favorite cartoon character.

It is

I am an animal. I have four legs, but my front legs are shorter than my back ones. Because of my long feet, I cannot walk correctly. If I want to move, I hop with my back legs. I am very good in hopping. I have soft brown and fur. I am also a unique animal; I have a pouch where my baby is growing up.

Because I am an herbivore (plant-eaters), my favorite foods are grass, leaves, and roots. I need little water; I can go for months without drinking.

One more thing you should to know, I mostly live in a country near our country.

2. Who am I?

I am a

3. What fruit is it?

The fruit is very big and people say it is the biggest fruit in the world. It has round shape. The fruit can grow as large as 30 centimeters long and 15 centimeters in diameter, and it typically weighs one to three kilograms.

Its husk is covered with thorn which not too sharp. The color of its husk is green to brown. It has very sweet flesh which color is white to yellow. The seed inside the flesh is edible. Although it is delicious fruit, some people do not like it because of its strong smell. This fruit is expensive compared with other fruits. Therefore, if we want to eat we have to spend more money.

It is

4. What plant is it?

It is the most popular flower in the world. The reason of the popularity may be its beautiful color, size, fragrance and other attributes.

Like other flower, it has petals. Commonly it has five petals, which has various color depending on its species. However, the most common and famous is the red- colored petal. People called it as the flower of love.

This flower has green leaves. It also has thorns on its stem and branches. The thorns are for the protection from animals or humans who want to pick it.

It is





Meeting 2

1. Complete the text with the provided missing sentences!

a.

Tiger Orchid

(1) _____ . It is from Sumatra, Malaysia, and Polynesia. We can find it on the crowns of trees. They grow high above the ground. We often find the near streams.

The young stems are upright. (2) _____. When the plants are flowering, it is a magnificent sight. Some of the collective flower of a plant reaches 3 meters. The collective flower of a plant can have 100 individual flowers. (3) _____.

The sprays are upright, we can see the flowers clearly. The color of the flower is yellowish or greenish yellow. They have various marking. It is orange-brown to maroon-purple. Orchid farmers do not cultivate it much. It must have full sun. (4) _____. We need brick fragments and charcoal mixed with decaying leaves.

- ❖ One flower can be 15 cm in diameter
- ❖ The mature stems bend in graceful curves
- ❖ Tiger orchid is the largest orchid in the world
- ❖ We do not need soil to plant it

b.

One of the most interesting animals in the zoo is the elephant.

(1) _____. The weight may be 5 or 6 tons.

The elephant's flesh is wrapped in a wrinkled suit of rough gray skin. Its legs are like pillars. Its huge ears flap gently back and forth like wings. It may consume up to 200 kg of grass a day. (2) _____. Look at the long trunk. When you throw some peanuts, the trunk picks up the peanuts with the 'fingers' at the tip of the trunk. Then, the elephant will put it into its mouth and eat it happily. The elephant is also remarkable for its tusks. (3) _____.

The number of these animals has decreased a lot. More and more of them are killed for their tusks. (4) _____. They cannot find food and protection in the forest anymore. If people are not able to save them, these animals, sooner or later, may vanish from the earth.

- ❖ It is fond of banana plants, gingers, and leaves of various plants
- ❖ This animal may be 3 or 4 meters tall
- ❖ Many die because trees in their forest have been cut down
- ❖ Tusks are long teeth that continue to grow throughout its life.

2. Find the verbs used in the text and find its meaning (10)!
3. Do the following exercise
 - a. State whether the statement is True (T) or False (F) based on the text

1. Tiger orchid grow on the ground

2. We can find the tiger orchid near the river

3. We can plan it in the charcoal mixed with decaying leaves

4. Tiger orchid has various colors

5. Tiger orchid is from Asia

- b. Match the questions and the answers

Questions

1. What kind of text is it?

2. What is the suitable title for the text?

3. Why do these animals decreased?

4. How is the skin of the animal?

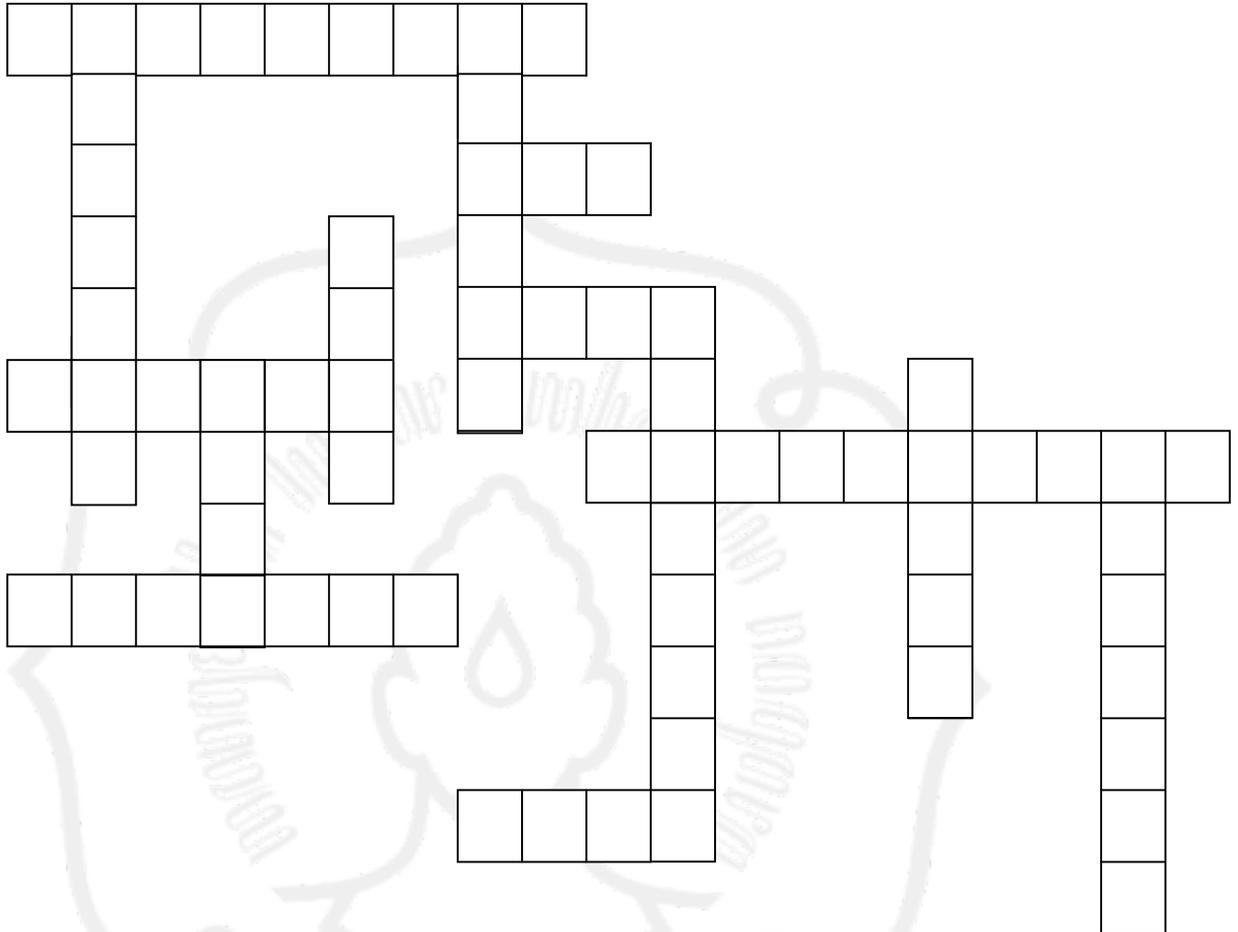
5. Are this animal useful for the people?

Answers

- a. Yes, they are
- b. The skin is wrapped in a wrinkled suit of rough gray skin
- c. They are killed for their tusks
- d. Descriptive text
- e. Elephants

Meeting 3

Do this puzzle! Work with your partner.



Across:

1. This kind of reptile lives in a river. It eats meat and fish. It is a
4. Many animals live in a ... now.
6. A lion is a very ... animal.
8. Orchid is the name of a
11. ... makes plants grow well.
13. I love This flower has white color and nice smell.
14. Don't ... the orang utans. They are protected animals.

Down:

2. Komodo is a
3. This reptile is like a snake, but it has four legs.
5. The ... has ruin the forest. It burned the trees and killed the animals.
7. This animal is big. It has two tusks.
9. It is like a snake, but it is small. Its color is usually red or dark brown.
10. Heavy rain caused a ... along the riverbank.
12. Dinosaurs have been

I. This is a new safari park. Can you help to put those animals and facilities in the mini safari park? The following description of the zoo may help you!

The Green Safari park is located in Bandung. **It** is a mini safari park. It only has 2 hectares in width. There, we can see a number of animals. It has two elephants, three crocodiles, two camels, two hippopotamus, six monkeys, four lions (one female, one male lion, and two cubs), two peacocks, three giraffes, and two snakes. **They** are put in separate cages. There are also some facilities such as restaurant, playground, and toilet.

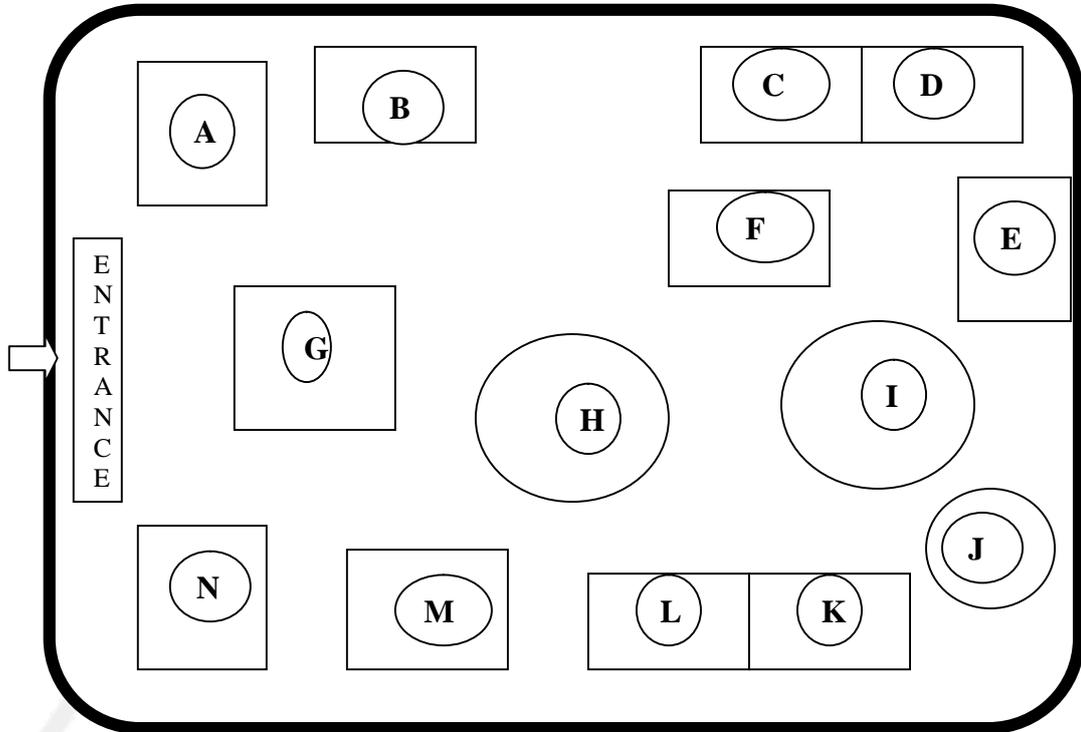
The entrance gate is in the front side the park. After we enter it, **we** can find restaurant on our left. Meanwhile on our right is toilet. In front of the entrance gate, there is a peacock's cage. It is also near the restaurant. On the side of restaurant, there is a playground where the children can play. The lions' cages are next to the playground but it is a little bit far from the playground. In front of lions' cages, there are monkeys. Beside the monkeys' cage, there is the cage for crocodiles. The cage is completed with a pond because crocodile like to spend **their** time in the water. Camels' cage is in the corner of the park. It is far from others because camels smell awful.

On the opposite of the camels' cage, there is hippopotamus. A wide pond is located between **them**. Like in crocodile's cage, there is also a pond in the hippos' cage. Near the hippos, there are cages for the snakes. On the left side of the snakes is giraffes' cage and in front of it, there is elephants place with its ponds.

II. Find the references of these words!

1. **it** (paragraph 1) :
2. **they** (paragraph 1) :
3. **we** (paragraph 2) :
4. **their** (paragraph 2) :
5. **them** (paragraph 3) :

Put the animals into its cage!



- A:
- B:
- C:
- D:
- E:
- F:
- G:

- H:
- I:
- J:
- K:
- L:
- M:
- N:

Teaching Material

Cycle 2

Meeting 1

Nelly and Sifa are now in Bali for their holiday. They stay in a hotel in Denpasar. In one afternoon, they want to spend their time by going to the beach. There are two beaches near Denpasar, Sanur beach and Kuta beach. Both are beautiful beaches but they have their own specialty. There is not enough time for Nelly and Sifa to visit the two beaches because the day is getting dark. So, they have to choose one of the beaches. Nelly wants to go to Sanur beach but Sifa wants to visit Kuta beach. Besides, they also want to go shopping. Now, they are a little bit confused about where should they go. Sanur beach or the Kuta beach?

Can you help them to choose their destination? The following description of the beaches may help you.

Sanur Beach

Sanur is one of the most established tourist areas. Sanur was Bali's first beach resort. On the southeastern side of Bali, Sanur beach is easily reachable from Denpasar, about a 5 to 10 minute drive. Sanur is an excellent site to watch the sun rises, as we jog along the white sandy beach. Being one of the first resorts developed in Bali, Sanur maintains its traditions. There is an ancient temple where the Hindus usually pray.

Palm-lined beach, facing the Indian Ocean towards the east, Sanur is an excellent place to see the sunrise in the morning. Offshore reefs protect the beach against the waves, and make it popular for windsurfing, boating, and other water sports. We can find good hotels, restaurants, shops, and other tourist facilities in there.

It is also the place for some of Bali chic fashion shops, hot hotels and well-known restaurants. It is a good location to explore the rest of Bali. Fine hotels, restaurants and modern entertainment venues complement traditional village activities like drama and dance, so it is a good place to enjoy the delights of a tropical island and gain a real appreciation of Balinese culture and local life.

Kuta Beach

Kuta is now popular mainly among the young and adventurous. Kuta beach is one of the first favorite beaches discovered by tourist. Coconut trees line the beach as far as the eyes can see towards the north stopped by the runway of Denpasar's airport far in the west.

The sunset in Kuta is most beautiful. On the south, the beach is fenced by the airport's runway, which gives the visitors a breathtaking landing experience. It is the most popular beach in Bali. The beach stretches as far north as the eyes can see. As short walk away north, the waves will invite to surfing. Kuta remains one of Bali's best surfing beaches and a great place to enjoy a beach lifestyle.

While the surfers are still part of the Kuta scene, the shopping, nightlife and party vibes attracts thousands of visitors. There is a huge choice of accommodation, restaurants and entertainment. The accommodation in Kuta is range from a modest home stay to luxurious hotel. Five star, international hotels costing several hundred to several thousand dollars a night. Legian Street, situated directly behind the row of hotels that face the beach, is lined with shops of all varieties. We can find any Balinese handicrafts here, from the least expensive to the most exquisite. At night, Kuta is alive with nightlife. The restaurants along the Kuta streets serve traditional Indonesian and Balinese food to various ethnic meals from Japan, Switzerland, etc. As if these were not enough, various Balinese dance performances are staged in Kuta every night. One of the best Kecak performances is found in Kuta.

1. Which beach is your choice?

.....

2. Give the reason!

We choose the Beach, because

.....

Group : _____

Member : 1.

2.

3.

4.

II. State whether the following statements are True (T) or False (F) based on the text above!

1. Sanur beach is located near Denpasar. (...)
2. Sanur is an excellent place to see the sunset. (...)
3. We cannot go shopping in Sanur. (...)
4. Kuta beach is popular with its sunrise scene. (...)
5. We can find many traditional foods along the Kuta street. (...)

III. Find the verbs of the following sentences!

1. Sanur is one of the most established tourist areas.
2. Offshore reefs protect the beach against the waves.
3. Coconut trees grow along the beach.
4. The restaurants along the Kuta streets serve traditional Indonesian and Balinese food.
5. The beach stretches as far north as the eyes can see.

Meeting 2

Arman, Adit and Andre are travelers. They like to visit some places in Indonesia. Next week, they want to spend their time in Yogyakarta for three days. That is why they are looking for hotel from the internet. They want a cheap but clean and comfortable hotel because they have limited budget. The hotel must be near or in the central of the city. They have found two hotels. Which hotel do you think is the best choice for them?

Kusuma Hotel - A Hotel in Jogja with Special Service Every

Morning

Located in the suburb area of Yogyakarta, Kusuma Hotel has a strategic location in Jogja. It is just 10 minutes to the Adisutripto airport. If you want to go to Malioboro, you only need 20 minutes drive. Malioboro is the paradise for souvenirs hunters and it is so close to Jogja Sultan Palace

For you who want more than just bed and breakfast, this is the right hotel. We present 28 rooms, which are always clean and neat. Modern and homey Javanese nuances are seen in the furniture and interior decoration. Every room is also equipped with comfortable terrace for having a discussion and beautiful garden, which gives natural coolness.

Whenever you visit Jogja, do not be doubtful to choose Kusuma Hotel to stay.

Kusuma Hotel provides 30 comfortable, clean, air-conditioned rooms. Each room of the hotel has many facilities and services such as AC, TV, bathtub with hot and cold water, phone line in every room, laundry services, tour and travel services, and breakfast services.

Hotel Room Rates

Room Type	Rates	Description
Standard Room A	IDR 100,000	TV, AC
Standard Room B	IDR 115,000	TV, AC, Hot Water
Standard Room C	IDR 120,000	TV, AC
Family Room A	IDR 150,000	Single/Double Bed, TV, AC
Family Room B	IDR 170,000	Single/Double Bed, TV, AC, Hot Water
Family Room C	IDR 200,000	Single/Double Bed, TV, AC, Hot Water

Kristina Hotel - So comfortable, so close to Malioboro

When you make your trip to Jogja and expect to find the real Jogja, Malioboro is the right place to start. In addition to being the heart of Jogja city, Malioboro is the paradise for souvenirs hunters and it is so close to Jogja Sultan Palace. Where is to get a hotel in this strategic place? Kristina Hotel will be your appropriate choice, especially when you consider budget, safety and comfort.

Kristina Hotel is so close to Malioboro. You only have to take 5 minutes walk from Malioboro to get to it. Kristina Hotel offers comfortable, clean, safe and friendly accommodation.

Each room is completed with air conditioner, private bath and hot water. Delicious breakfast with traditional menu is unforgettable!

The hotel is equipped with facilities such as AC, TV, telephone, hot and cold water. It also serves the guests with taxi service, parking area and breakfast and evening coffee or tea.

Hotel Room Rates

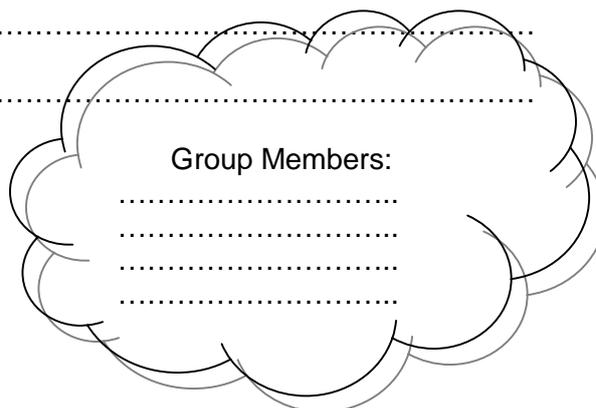
Room Type	Rates	Description
Economy Single	IDR 130,000	1 person, 1 single bed, Fan, TV
Standart Single	IDR 150,000	1 person, 1 single bed, AC, TV, hot water
Economy Double	IDR 160,000	2 persons, 1 large bed, fan, TV
Standart Double	IDR 200,000	2 persons, 1 large bed, AC, TV, hot water
Superior Room	IDR 215,000	2 persons, 1 large bed, AC, TV, hot water, refrigerator
Twin Beds Room	IDR 220,000	2 persons, 2 single bed, AC, TV, hot water
Deluxe Room	IDR 220,000	2 persons, 1 large bed, AC, TV, hot water, refrigerator
Family Room	IDR 275,000	3 persons, 3 single bed, AC, TV, hot water

1. Which hotel do you think is the best choice?

.....

2. Why do you choose the hotel?

.....



Meeting 3

I. Do you know their names and its places?



Name :
Location :



Name :
Location :



Name :
Location :



Name :
Location :

II. Complete the text below with the sentences in the box!

Eiffel Tower

The Eiffel Tower is an iron tower located on the Champ de Mars in Paris.

The tower stands at 324 m tall.

The tower has three levels for visitors.

The tower has become the most famous symbol of both Paris and France.



Group Members:

1. _____

2. _____

It has become an icon of France and one of the most recognizable structures in the world. The Eiffel Tower, which is the tallest building in Paris, is the single most visited paid monument in the world; millions of people ascend it every year. The tower was designed by Gustave Eiffel. To remember him, the tower named with Eiffel name.

It was the tallest structure in the world from its completion until 1930, when it was eclipsed by the Chrysler Building in New York City. It is the second-tallest structure in France, behind the Millau Viaduct, completed in 2004. The Eiffel Tower is a steel structure, and weighs approximately 10,000 tonnes.

The first level can be reach by stairs. The walk to the first level is over 300 steps, as is the walk from the first to the second level. The third and highest level is only accessible by lift. We can find the restaurants there.

Many tourists have visited the tower. They come from around the world. More than 200,000,000 people have visited the tower since its construction in 1889 including 6,719,200 in 2006, making it the most visited paid monument in the world.

III. Find the references of the words below!

1. **him** (paragraph 1) :
2. **it** (paragraph 2) :
3. **we** (paragraph 3) :
4. **there** (paragraph 3) :
5. **they** (paragraph 4) :

