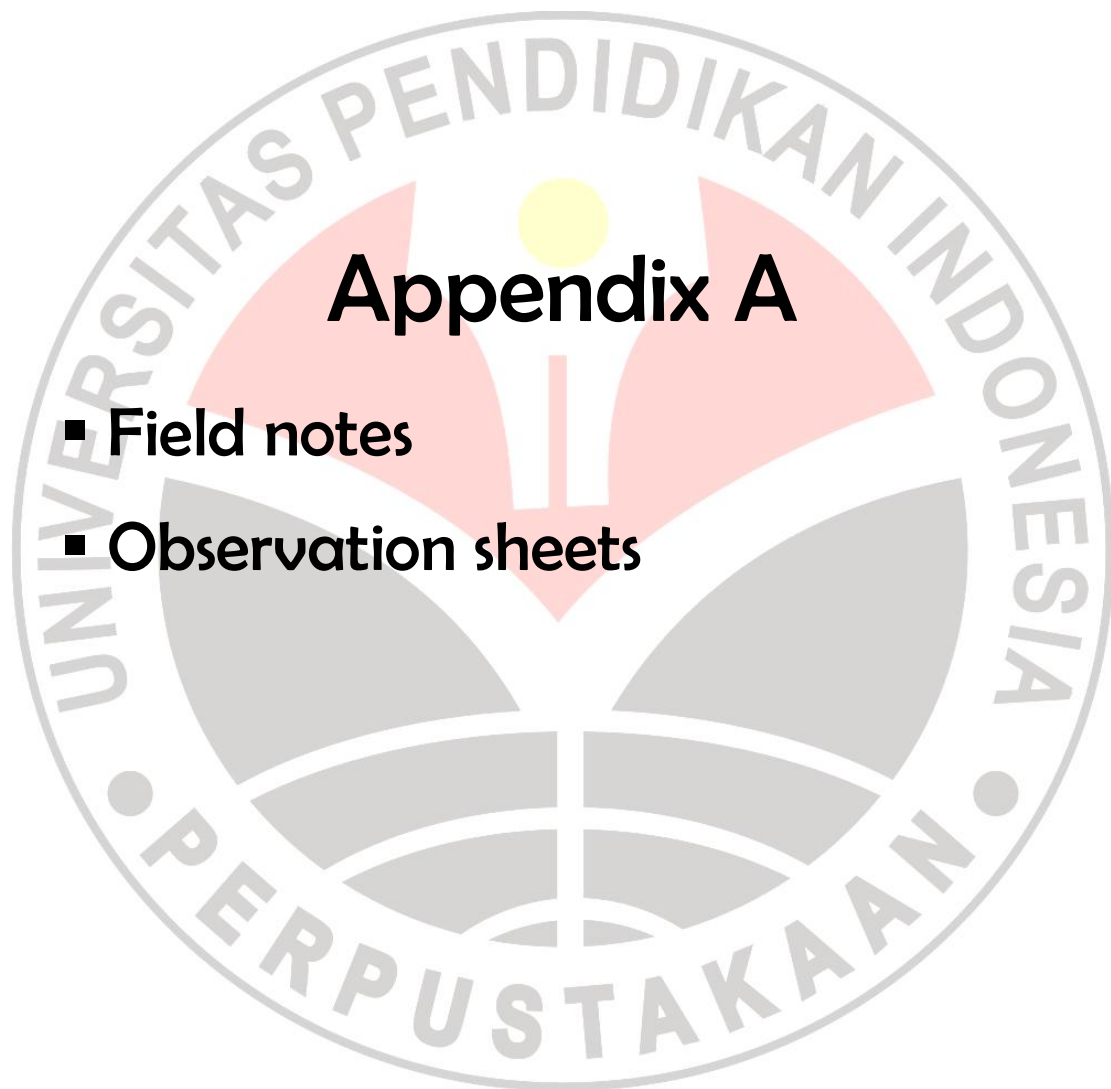




APPENDICES



Appendix A

- **Field notes**
- **Observation sheets**

Field notes 1
First Meeting - October 29th, 2013

- Fifteen minutes before the end of the meeting, students were asked whether they like reading or not. Most students answered that they did not like reading.
- The students were asked again about their opinion toward reading English. Most students stated that reading English text was difficult; especially to understand the meaning, thus they did not like to read English text.
- After asking the students about reading, teacher told the students that they would have reading homework. Some students seemed didn't want to have the homework.
- Teacher wrote four titles on the whiteboard. The students were given opportunity to choose a text based on the titles. When the teacher told to the students they could choose a text that there were going to read, they seemed happy. Then, the students chose a text entitled "A Beach Holiday".
- After getting the text, some students already read the text. After that, students were given reading journal. They were asked to complete the reading journal after reading the text.
- The teacher explained about how to complete the reading journal. The students paid attention to the teacher's explanation.
- The teacher asked if there was any question about their homework, and some students asked about the reading journal. A student asked about whether they needed to memorize the text or not. The teacher answered that they just needed to read and understand the text.
- When the teacher asked the students whether they had understood the instruction or not, the students said that they understand the homework. The teacher made sure that the students had understood the homework by asking them once again whether there was something that they did not understand. The students said they had understood the instructions.
- Before finishing the lesson, the teacher reminded the students to do their homework and bring it on the next meeting.

Field notes 2

Second Meeting – November, 1st 2013

- The students were informed about activities which they were going to do.
- The students were asked whether they did their homework. Most students said yes and the rest said they forgot to bring their reading journal and had not completed their reading fully.
- The students' reading journals were checked one by one by the teacher. The teacher asked the students why they did not complete their reading journal. They said that they did not fully understand the instructions in completing the reading journal. While the other students did not do it because they had not gotten the text and reading journal, because in the last meeting there were absent. The students were asked to complete it and bring it on the next meeting.
- The students were involved in class discussion about their experience in reading the text. The students were asked how much time that they needed to read the text and what were the difficulties they faced and how to overcome it. Most students answered enthusiastically. They mentioned the time and how to overcome the difficulties. Most students could finish reading the text in a day. They said that to overcome the difficulties in reading, they used dictionary and Google translate.
- The teacher divided class into some groups. One group consists of six students. The students were explained what they needed to do in their group discussions. The students paid attention to the explanation.
- The students were given some questions related to the text. Each group were asked to discuss the questions related to the text which they had read, and then answered the question together. They were also asked to discuss the aim of the story. Some students asked about the instruction again. The teacher gave the list of questions to be discussed to each group.
- The students were given 20 minutes to do group discussion.
- The students were monitored in doing group discussion. Most groups discussed the text actively and enthusiastically. Sometime they asked and confirmed something to the teacher. Still, there were some students that seemed not interested in group

discussion. They disposed to do another activity while their groups were having discussion. This because they were not in the same group with their close friends.

- The teacher asked the students to stop the discussion. But there were two groups which were not finishing their discussion.
- The representative from each groups were asked to answer and share what they got from their group discussion. Some representatives wanted to get another turn to answer and share what they got, but the teacher gave chances to the other group representative who had not got the chance to share.
- All of the representatives were able to answer the questions correctly and share what they got from the group discussion.
- The students were asked to return to their seat positions.
- The teacher asked some students to read their favorite part and the reason why they like that part. Some students seemed enthusiastic to read their favorite part. At the end the teacher chose three students to read their favorite part along with the reasons.
- The teacher asked the students about the aim of the text that they had been read. Some students raised their hand and tried to answer it, but the answers were not correct yet. Then, the teacher guided the students in answering the question. Eventually, the students were able to know the aim of the text.
- The teacher asked whether there was any question about the text and the students answered no.
- The students were informed that they would have the same homework: reading a text and completing the reading journal. Then, they were asked to choose one of the texts to be read at home. The students chose the text enthusiastically. At the end, the students chose the text entitled “The Sitter”.
- The teacher closed the lesson.

Observation sheet 1

Categories		Activities	Yes	No	Attitudes +/-	Evidences
Homework		The students did the reading journal.	✓		-	Some students had not completed their reading journal and brought it to the class. They stated that they didn't understand yet how to complete it and two students did not do the homework because in the last meeting they were absent.
Class work	Exploration	Students were involved in the class discussion about their experience in reading text.	✓		+	The students told enthusiastically about their experience in reading the text. They told the time which was needed to read the text. They also told about how they overcame the difficulties in reading the text.
	Elaboration	The students participated actively in group discussion.	✓		-	Some students seemed unmotivated to have group discussion. They tended to do other activities while their groups were having discussion.
		The students were able to attend to group discussions for a reasonable amount of time.	✓		+	The students kept staying at the class without permission during group discussion time.
		The students were able to share what they got from their group discussion.	✓		+	The students were able to share what they got from their discussion. They answered and shared it enthusiastically.
		The students were able to read aloud the favorite part from the text.	✓		+	The students read aloud their favorite part and added the reasons why they liked that part.
		Confirmation	The students were able to know the aim of the text.	✓		+

Field notes 3

Third Meeting – November, 8st 2013

- The students were informed about the activities which they were going to do.
- The teacher asked whether the students had read and completed the reading journal. Then, the teacher checked the students' reading journal one by one. There were some students who had not completed the reading journal.
- The teacher asked the students about their experiences in reading the text. The students shared their experience enthusiastically. They told about the time they needed to read the text and the difficulties. They said that the text was more difficult than the first text. To overcome the difficulty, they used dictionary.
- The teacher divided class into some groups. One group consists of six students. The students were asked to count from one to six; the students who got the same number would be in one group. After that, they were explained what they needed to do in the group discussions. The students paid attention to the explanation. The teacher gave the list of questions to be discussed to each group.
 - The teacher gave the students 15 minutes to have group discussion.
 - The teacher monitored the students in doing group discussion. Some students asked the teacher about the part of the text which they did not understand.
 - The students participated actively in group discussion. Most students enjoyed the group discussion.
 - The teacher asked the students to stop the discussion.
 - The teacher said to the students that there would be a competition among groups. The group which could answer the most questions would be the winner. The students needed to raise their hand as fast as possible.
 - The students were eager to answer the question. The class became hectic. The teacher asked for help to a student to look who was the fastest among them. When the representative from a group answered incorrectly, the other groups raised their hands eagerly to share the correct answer.
 - The students were able to answer the questions correctly.
 - The group that obtained the higher score was group one.

- The teacher gave feedback about the text and the students' answers.
- The teacher asked some students to read their favorite part and the reason why they like that part. The students who had read their favorite part in the last meeting wanted to read their favorite part again. But the teacher gave the chance to students who had not read it first. Three students read their favorite part.
- The students were asked whether they had the same experience as the text or not. One of the students said yes. She explained a little bit about her experience.
- The teacher asked whether there was any question about the text and the students answered no.
- The students were informed that they would have the same homework: reading a text and completing the reading journal. Then, they were asked to choose one of the texts to be read at home. As in the previous meetings, the students chose the text happily. The students chose the text entitled "Unforgettable Experience".
- The teacher closed the lesson.

Observation sheet 2

Categories		Activities	Yes	No	Attitudes +/-	Evidence
Homework		The students did the reading journal	✓		-	Some students had not completed their reading journals.
Class work	Exploration	Students were involved in the class discussion about their experience in reading text.	✓		+	The students told about the time they needed to read the text. They said that this text was more difficult than the first text.
	Elaboration	The students participated actively in group discussion	✓		+	The students participated actively in group discussion. Some students asked about some parts which they did not understand to the teacher.
		The students were able to attend to group discussions for a reasonable amount of time.	✓		+	The students kept staying at the class without permission during the group discussion time. All of groups focused on their discussion.
		The students were able to share what they got from their group discussion.	✓		+	The students were able to share what they got from their group discussion. The students answered and shared what they got from the text enthusiastically because they were scores for each group that could answer the questions. Almost all students raised their hands.
		The students were able to read aloud the favorite part from the text.	✓		+	The students read aloud their favorite part and added the reasons why they liked that part. The teacher gave opportunity to students who had not read their favorite part in the last meeting first.
		Confirmation	The students were able to know the aim of the text.	✓		+

Field notes 4
Fourth Meeting – November, 12nd 2013

- The students were informed about activities which they were going to do.
- The teacher checked the students' reading journal one by one. There were some students that had not completed their reading journal fully.
- The students were asked about the time they needed to read the text. They said that the text was easier than the last two texts, so that they could read it quickly. Some students even simply needed 15 minutes to read the text.
- The teacher asked the students whether they had the same experience with the writer or not. All students said no. Some students said enthusiastically that they wanted to have some experience with the writer.
- The teacher divided class into some groups. One group consists of six students. The students were asked to count from one to six; the students who got the same number would be in one group. After that, they were explained what they needed to do in the group discussions. Each group was given a crossword puzzle related to the text. They needed to solve the puzzle and then discuss about the aim of the text.
- The teacher gave 20 minutes to solve the puzzle and discussing about the aim of the text.
- Most students participated actively in group discussion. They shared what they knew from the text in order to solve the crossword puzzle. And then, after they finished the crossword puzzle, they discussed about the aim of the text. Each group wrote down the result of their group discussion. The teacher monitored the student's discussion.
- They completed the crossword puzzle enthusiastically. Some groups that had completed the crossword started to discuss the aim of the text.
- The teacher said that there would be a competition among groups as in the last meeting. The group which could answer the most would be the winner. The students needed to raise their hand as fast as possible.

- The students were eager to complete the puzzle. The class became noisy. When the representative from a group answered incorrectly, other groups raised their hands eagerly and shared the correct answer.
- The group that obtained the higher score was group five.
- The teacher gave feedback about the text and the students' answers.
- The teacher gave opportunities to students which had not read their favorite part in the previous meetings. Four students read aloud their favorite part from the text and the reason. Some students seemed enthusiastic to read aloud their favorite part, this probably because the text was about their idol.
- The students were asked to tell about the aim of the text. The students told about the result of their group discussion. The results of the group discussions stated that the aim of the text was to tell about the writer's unforgettable experience.
- The teacher asked the students to analyze whether there was any similarity among the texts that they had read. A student answered that all of the text told about experiences.
- The teacher asked the other similarity among the texts.
- The teacher explained the students about the characteristic of recount text slightly.
- The teacher asked whether there was any question about the text and the students answered no.
- The teacher distributed the questionnaires to the students.
- The teacher closed the lesson.

Observation sheet 3

Categories		Activities	Yes	No	Attitudes +/-	Evidence
Homework		The students did the reading journal	✓		-	All students brought their reading journal, but some students had not completed their reading journal fully.
Class work	Exploration	Students were involved in the class discussion about their experience in reading text.	✓		+	The students said that they did not need much time to read the text. They said that this text was easier compared with the texts before. Some students said that they wanted to have the same experience as the writer.
	Elaboration	The students participated actively in group discussion	✓		+	The students participated actively in group discussion. They completed the crosswords related to the text enthusiastically.
		The students were able to attend to group discussions for a reasonable amount of time.	✓		+	The students kept staying at the class without permission during group discussion time. Each groups focused on their discussion.
		The students were able to share what they got from their group discussion.	✓		+	The students were able to share what they got from their group discussion: the aim of the text.
		The students were able to read aloud the favorite part from the text.	✓		+	The students read aloud their favorite part and added the reasons why they liked that part. Some students enthusiastically to read aloud their favorite part of the text because the text was about their idol.
		Confirmation	The students were able to know the aim of the text.	✓		+

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Appendix B

- Theoretical foundation of close-ended questionnaires
- The result of close-ended questionnaires
- The result of open-ended questionnaires
- Samples of questionnaires

Theoretical Framework for Close-ended Questionnaire

No.	Pernyataan	Landasan Teori
1.	Saya tidak termotivasi untuk membaca teks berbahasa Inggris jika tidak ditugaskan.	Harmer (2007: 284): "...most students will not do a lot of extensive reading by themselves unless they are encouraged to do so by their teacher."
2.	Tugas <i>Extensive Reading</i> untuk membaca teks di rumah (<i>Reading Homework</i>) merupakan tugas yang menyenangkan.	Nation (2005, cited in Meng, 2009): reading is not only a learning source, but also an enjoyment source.
3.	Tugas <i>Extensive Reading</i> untuk membaca teks di rumah (<i>reading homework</i>) merupakan tugas yang bermanfaat.	Bamford (2004): "Extensive reading is therefore appropriate and valuable homework for any and every language class..."
4.	Saya mengalami kesulitan saat membaca teks sendiri dirumah tanpa panduan guru.	Cahyono and Widiawati (2006): reading instructions in various levels of Indonesian school dominantly adjust to intensive reading where teachers guide students in working with a text (Richard and Renandya, 2002).
5.	Tugas untuk membuat <i>Reading Journal</i> merupakan tugas yang penting.	Schmidt (Day and Bamford, 2004): "The reading record form is a means of efficient record keeping for both students and teacher. It enables students to measure and stay aware of their progress toward the class reading requirement."
6.	Tugas yang diberikan sebagai pekerjaan rumah terlalu banyak.	Day and Bamford (2004): teachers can adapt, change, modify, and adjust activities in extensive reading to fit their classroom, including the amount of homework.
7.	Diskusi kelompok mengenai teks yang telah dibaca di rumah (<i>Reading Homework</i>) merupakan kegiatan yang menarik.	Nurhayati (2012) stated that after the students read the text outside the class or in their home, "most of the students were active and interested in the discussion activity."
8.	Dengan diskusi kelompok saya lebih berani untuk berbagi informasi dari teks yang telah saya baca.	Shen (2008, p.120): By involving themselves in the cooperative reading tasks, the students might feel empowered to break out of the cycle of failure. They might find themselves capable in reading and sharing with other learners.
9.	Kegiatan <i>Extensive Reading</i> untuk membaca nyaring (<i>Reading Aloud</i>) bagian favorit dari teks merupakan kegiatan yang menarik.	Sachs (2001:17): "Sharing in the story telling and the reading aloud as well as the writing activities enhance deeper levels of engagement and promote enjoyment."

10.	Kegiatan <i>Extensive Reading</i> membantu saya dalam menambah kosa kata (<i>Vocabulary</i>).	Nuttal (Meng, 2009): “An extensive reading program is the single most effective way of improving both vocabulary and reading skill in general.”
11.	Kegiatan <i>Extensive Reading</i> meningkatkan kemampuan saya dalam memahami teks berbahasa Inggris.	Tanaka (2007) stated that students’ reading comprehension is also increased by doing extensive reading activities.
12.	Kegiatan <i>Extensive Reading</i> membuat saya termotivasi untuk membaca teks berbahasa Inggris.	Tanaka (2007): “...ER brings positive outcomes, in this case via enhanced motivation to read.”
13.	Saya setuju jika <i>Extensive Reading</i> dijadikan salah satu kegiatan rutin dalam pembelajaran bahasa Inggris.	Sheu (2004): “...the students were happy to be involved in the ER program, neither their views on learning English, nor their attitudes toward reading were improved” (p.221).

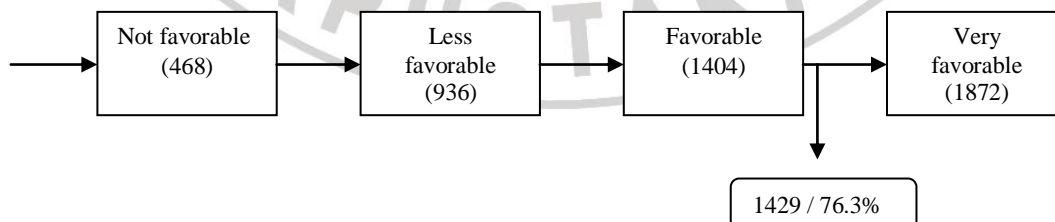


The result of close-ended questionnaires

Questionnaires calculation

No.	Statements	N				Score for each statement
		4	3	2	1	
1.	I am not motivated to read English text if there is no assignment.	0	12	17	7	93
2.	Reading homework is a fascinating assignment.	9	25	2	0	115
3.	Reading homework is a beneficial assignment.	13	23	0	0	121
4.*	I face difficulty in reading without teacher's guidance.	3	22	10	0	81
5.	Reading journal is an important assignment.	8	26	2	0	114
6.*	There is a lot of homework.	1	14	18	3	95
7.	Group discussion related to the text that I have read is an interesting activity.	14	22	0	0	122
8.	Group discussion encourages me in sharing the information from the text that I have read.	10	23	3	0	115
9.	Extensive reading activity to read aloud a favorite part is an interesting activity.	6	28	2	0	112
10.	Extensive reading activities help me in developing my vocabulary.	11	24	1	0	118
11.	Extensive reading activities improve my reading comprehension	15	20	1	0	122
12.	Extensive reading activities motivate me to read English reading materials.	11	20	5	0	114
13.	I agree if extensive reading as a routine activity in my English class.	10	16	9	1	107
Total score						1429
Ideal score						1872
The percentage of total scores						76.3%

The questionnaire score in continuity scale



The percentage of the statements

No.	Statements	Percentage for each statement			
		SA	A	D	SD
1.	I am not motivated to read English text if there is no assignment.	20%	47%	33%	0%
2.	Reading homework is a fascinating assignment.	25%	69%	6%	0%
3.	Reading homework is a beneficial assignment.	36%	64%	0%	0%
4.*	I face difficulty in reading without teacher's guidance.	8%	61%	28%	3%
5.	Reading journal is an important assignment.	22%	72%	6%	0%
6.*	There is a lot of homework.	3%	39%	50%	8%
7.	Group discussion related to the text that I have read is an interesting activity.	39%	61%	0%	0%
8.	Group discussion encourages me in sharing the information from the text that I have read.	28%	64%	8%	0%
9.	Extensive reading activity to read aloud a favorite part is an interesting activity.	17%	78%	5%	0%
10.	Extensive reading activities help me in developing my vocabulary.	30%	67%	3%	0%
11.	Extensive reading activities improve my reading comprehension	42%	55%	3%	0%
12.	Extensive reading activities motivate me to read English reading materials.	39%	49%	12%	0%
13.	I agree if extensive reading as a routine activity in my English class.	28%	44%	25%	3%

Note: *Negative statement

Criteria of Percentage of Participants

Percentage of Participant	Criteria
0%	None
1 – 25 %	Small number of
25 - 49 %	Nearly half of
50 %	Half of
51 – 75 %	More than half of
76 – 99 %	Almost of
100 %	All of

The Result of Open-ended Questionnaires

1. Manfaat yang didapat siswa setelah mengikuti kegiatan *Extensive Reading*

- 1) *Saya dapat menambah pengetahuan dan ilmu.*
- 2) *Lebih banyak mendapatkan kata-kata baru yang belum diketahui.*
- 3) *Manfaat yang aku dapatkan: untuk diskusi aku lebih paham, dan membacanya menyenangkan.*
- 4) *Bisa bekerja sama dengan teman sekelas, menambah pengetahuan.*
- 5) *Lebih memahami teks bahasa Inggris, membantu saya dalam menambah kosa kata, termotivasi untuk membaca teks bahasa Inggris, dll.*
- 6) *Menambah ilmu dalam bahasa Inggris.*
- 7) *Menambah wawasan ilmu.*
- 8) *Menjadi lebih giat dalam membaca.*
- 9) *Sedikit lebih mengerti berbagai kosa kata bahasa Inggris.*
- 10) *Be better to know about journal text.*
- 11) *Bisa mengikuti lomba (kuis).*
- 12) *Bisa bekerja sama dengan teman sekelas.*
- 13) *Menambah wawasan , pengetahuan.*
- 14) *Saya senang belajar bahasa Inggris.*
- 15) *Bisa memahami.*
- 16) *Manfaatnya banyak sekali dari mulai ga bisa memahami teks sekarang saya bisa dan banyak lagi.*
- 17) *Menambah kosa kata (vocabulary), membuat senang membaca cerita bahasa Inggris.*
- 18) *Bisa banyak menguasai kosa kata lain.*
- 19) *Be better to know about reading journal.*
- 20) *Menambah wawasan, pengetahuan dan menambah kosa kata bahasa Inggris.*
- 21) *Menambah kosa kata dalam bahasa Inggris.*
- 22) *Bisa banyak mengenal bahasa Inggris yang kata-katanya susah.*
- 23) *Manfaatnya bisa menambah pengetahuan, sebagai media memperlancar berbahasa Inggris.*
- 24) *Menambah wawasan pembelajaran bahasa Inggris.*
- 25) *Dapat menemukan kosa kata baru.*
- 26) *Lebih paham bahasa Inggris, jadi lebih suka bahasa Inggris, lebih terlatih mengucapkan bahasa Inggris.*
- 27) *Menjadi tau sedikit-sedikit arti dari kata bahasa Inggris.*
- 28) *Bisa memahami isi cerita dan menambah pengetahuan Vocabulary.*
- 29) *Saya jadi lebih menyukai pelajaran bahasa Inggris.*
- 30) *Menjadi lebih paham.*
- 31) *Lebih paham dalam membaca teks bahasa Inggris.*
- 32) *Banyak, bisa menambah wawasan bahasa Inggris.*
- 33) *Lebih mengerti bahasa Inggris.*
- 34) *Bisa mengerti bahasa Inggris.*
- 35) *Bisa membaca bahasa Inggris dengan lancar.*
- 36) *Dapat menambah pengetahuan tentang materi extensive reading.*

2. **Apakah motivasi untuk membaca teks bahasa Inggris kamu meningkat setelah mengikuti kegiatan extensive reading?**

Dari total 36 responden:

28 orang responden menjawab **IYA** (termotivasi)

4 orang responden menjawab **BISA JADI**

3 orang responden menjawab **LUMAYAN**

1 orang responden menjawab **MUDAH-MUDAHAN**

3. **Penyebab meningkatnya motivasi untuk membaca siswa setelah mengikuti kegiatan extensive reading.**

- 1) Karena semangat bacanya
- 2) Karena extensive reading dapat menambah ingatan
- 3) Meningkat karena seru. Karena, itunya seperti game
- 4) Ceritanya sangat menarik dan seru
- 5) Ingin lebih tahu lebih luas lagi tentang bahasa Inggris.
- 6) Karena selain reading homework, cara mengajarnya juga seru.
- 7) Karena aku membaca buku atau mengikuti extensive
- 8) Saya menyukai teks berbahasa Inggris.
- 9) Karena ingin lebih bisa bahasa Inggris
- 10) Because kita lebih menjadi tertarik with reading journal text.
- 11) Belajar dan focus kepada pelajaran bahasa Inggris
- 12) Membaca terus teksnya
- 13) Karena aku membaca buku atau mengikuti Extensive reading.
- 14) Saya lebih mengerti bahasa Inggris
- 15) Bisa belajar lebih giat lagi.
- 16) Motivasi saya meningkat setelah mengikuti kegiatan extensive reading karena dalam belajarnya seru tidak membosankan. Penyebabnya adalah dengan bekerja sama dengan teman yang tahu dan saling berbagi ilmu.
- 17) Ya karena menyenangkan aja
- 18) Menjadi lebih ingin membaca terus
- 19) Karena lebih menjadi tertarik
- 20) Sering membacanya
- 21) Karena aku senang belajar bahasa Inggris
- 22) Lebih bisa berbahasa Inggris dan sering membaca teks bahasa Inggris
- 23) Cara belajarnya menarik
- 24) Menyenangkan
- 25) –
- 26) Karena ternyata membaca bahasa Inggris itu menyenangkan jika kita bisa melafalkan dan mengartikannya.
- 27) Saya menjadi lebih tau bahwa berbahasa Inggris itu menyenangkan meskipun tidak tau artinya.
- 28) Seru
- 29) Karena setelah mengikuti kegiatannya saya menjadi lebih menyukai bahasa Inggris.
- 30) Ceritanya seru

- 31) *Lebih sering membaca teks bahasa Inggris dan ceritanya seru*
- 32) *Tahu bahasa Inggris lebih banyak.*
- 33) *Lebih terpacu untuk membaca bahasa Inggris*
- 34) *Bisa paham belajar bahasa Inggris*
- 35) *Ingin belajar lebih lagi*
- 36) *Caranya yang menarik.*

4. Bagaimana saran kamu jika kegiatan extensive reading dijadikan kegiatan rutin dalam mata pelajaran bahasa Inggris.

- 1) *Iya, jadikan saja kegiatan rutin agar dapat nambah ilmu*
- 2) *Jika kegiatan itu rutin dilaksanakan itu akan lebih mudah mengingat kata-katanya.*
- 3) *Ya menyenangkan sih*
- 4) *Lebih seru*
- 5) *Sangat senang*
- 6) *Kegiatan extensive reading dijadikan kegiatan rutin justru sangat meningkatkan pembelajaran dalam mata pelajaran bahasa Inggris*
- 7) *Membosankan*
- 8) *Sangat senang*
- 9) *Jangan terlalu banyak tugasnya nanti ada yang tidak dikerjakan.*
- 10) *Cukup, good*
- 11) *Saya setuju aja karena bisa membantu*
- 12) *Ga tau,*
- 13) *Ngebosenin*
- 14) *Tidak terlalu*
- 15) *Ya bisa bahasa Inggris dengan lancar*
- 16) *Sangat senang*
- 17) *Ya bagus, jadi pembelajaran bahasa Inggris tambah menyenangkan.*
- 18) *Bagus, karena saya bisa pintar bahasa Inggris.*
- 19) *Tidak apa-apa*
- 20) *Membosankan*
- 21) *Dilakukan setiap 1 minggu sekali*
- 22) *Setuju!! Seru banget lebih banyak lagi! Setiap Inggris lebih baik ada kegiatan extensive readingnya! Soalnya seru banget*
- 23) *Setuju, karena memungkinkan untuk memperlancar bahasa.*
- 24) *Rame seru, bawaannya semangat*
- 25) *Ya bagus-bagus aja dapat menambah ilmu*
- 26) *Itu ada kegiatan yang bagus, setiap pelajaran Inggris harus ada kegiatan ini yang dikaitkan dengan materi*
- 27) *Lebih baik jangan terlalu rutin karena bisa jadi ada orang yang tidak terlalu suka.*
- 28) *Ya saya setuju*
- 29) *Setuju tetapi, tidak terlalu rutin misalnya 2 minggu sekali*
- 30) *Menurut saya*
- 31) *Sarannya lebih sering dijadikan kegiatan rutin*
- 32) *Bagus, karena rame dan menambah wawasan*

- 33) *Cukup bagus, supaya lebih mengerti bahasa Inggris*
- 34) *Bagus, jadi bisa mengerti bahasa Inggris*
- 35) *Sangat setuju, agar bisa menambah ilmu*
- 36) *Membosankan jika ada pelajaran yang memang membosankan/sulit dibawa dengan suasana serius.*

Classification of the Result of Close-ended Questionnaires

1. Secara umum manfaat yang didapatkan oleh siswa ketika mengikuti rangkaian kegiatan extensive reading adalah:

- *Menjadi lebih menyukai peajaran Bahasa Inggris*
- *Dapat bekerja sama dengan teman sekelas dalam diskusi kelompok*
- *Senang membaca cerita berrbahasa Inggris/membaca menyenangkan*
- *Menambah wawasan dan pengetahuan tentang bahasa Inggris*
- *Menjadi lebih paham mengenai teks melalui diskusi kelompok*
- *Extensive reading menjadi salah satu media untuk memperlancar bahasa inggris*
- *Mengetahui fungsi dari reading journal*
- *Lebih paham saat membaca teks berbahasa Inggris*
- *Lebih mengerti bahasa Inggris*
- *Mengetahui metode pembelajaran dengan menggunakan extensive reading*
- *Dapat membaca bahasa Inggris dengan lancar*
- *Terlatih mengucapkan bahasa Inggris*
- *Menambah pengetahuan tentang vocabulary*
- *Dapat menemukan kosa kata baru*
- *Mengenal kosa kata bahasa Inggris yang susah*
- *Menambah kosa kata bahasa Inggris*
- *Menjadi lebih giat membaca*
- *Termotivasi untuk membaca teks berbahasa Inggris*

2. *28 orang siswa menjawab mereka termotivasi untuk membaca teks bahasa Inggris setelah mengikuti kegiatan extensive reading.*
8 orang siswa menjawab mereka lumayan termotivasi untuk membaca teks bahasa Inggris setelah mengikuti kegiatan extensive reading.

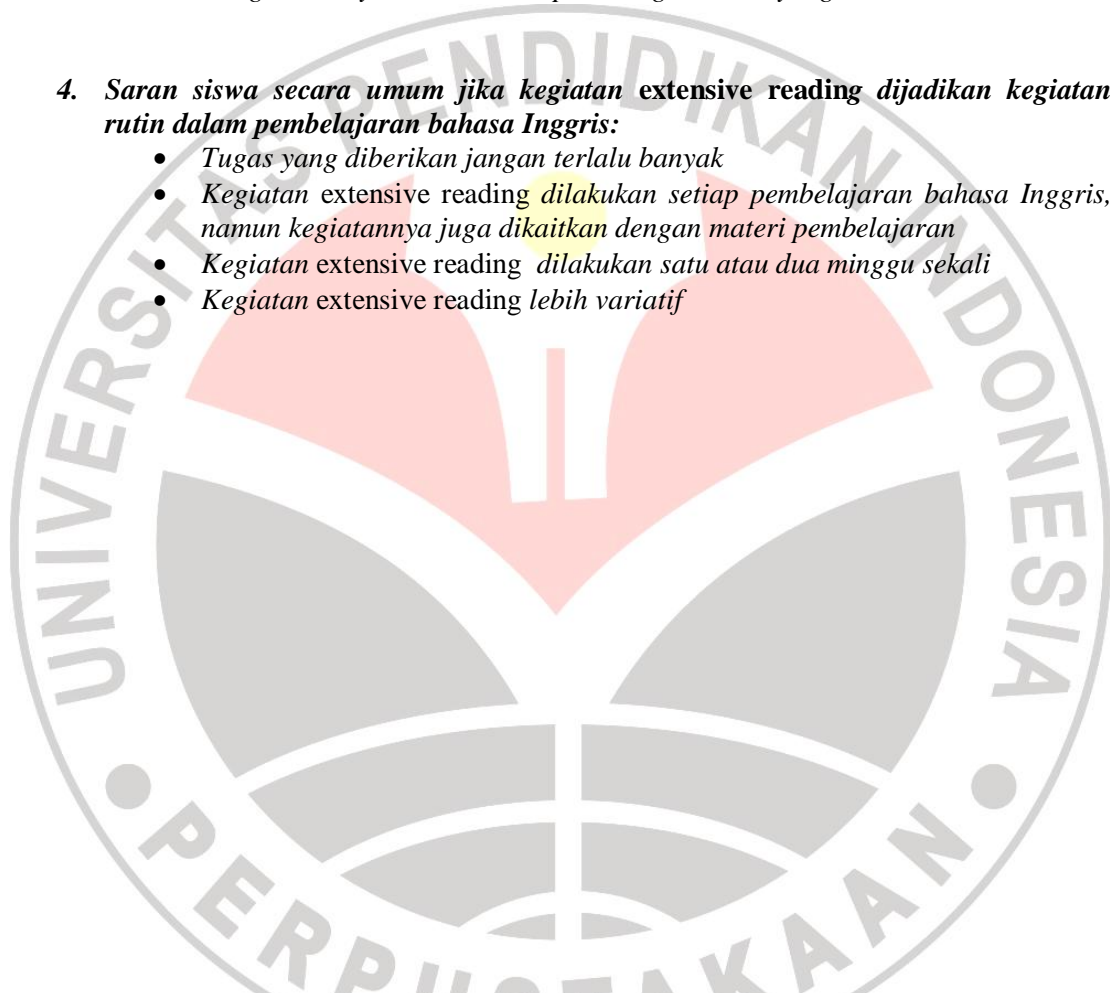
3. Secara umum penyebab meningkatnya motivasi siswa untuk membaca setelah mengikuti kegiatan extensive reading:

- *Cerita/teksnya seru dan menarik*
- *Terpacu untuk membaca bahasa Inggris*
- *Karena bisa lebih paham saat pembelajaran bahasa Inggris*
- *Ingin membaca terus*
- *Sering membaca teks bahasa Inggris*

- *Kegiatan dan metode pembelajarannya seru dan menyenangkan*
- *Membaca bahasa Inggris itu menyenangkan*
- *Ingin lebih mengetahui tentang bahasa Inggris*
- *Dengan adanya reading homework*
- *Karena ingin lebih bisa berbahasa Inggris*
- *Dengan adanya reading journal*
- *Dengan adanya diskusi kelompok mengenai teks yang telah dibaca di rumah*

4. Saran siswa secara umum jika kegiatan extensive reading dijadikan kegiatan rutin dalam pembelajaran bahasa Inggris:

- *Tugas yang diberikan jangan terlalu banyak*
- *Kegiatan extensive reading dilakukan setiap pembelajaran bahasa Inggris, namun kegiatannya juga dikaitkan dengan materi pembelajaran*
- *Kegiatan extensive reading dilakukan satu atau dua minggu sekali*
- *Kegiatan extensive reading lebih variatif*



ANGKET

A. Pengantar

Angket ini bertujuan untuk mengetahui sikap dan respon anda terhadap penerapan



3.	Tugas <i>Extensive Reading</i> untuk membaca teks di rumah (<i>reading homework</i>) merupakan tugas yang bermanfaat.		✓		
4.	Saya mengalami kesulitan saat membaca teks sendiri dirumah tanpa panduan guru.		✓		
5.	Tugas untuk membuat <i>Reading Journal</i> merupakan tugas yang penting.		✓		



1. Manfaat apa yang kamu dapatkan setelah mengikuti kegiatan *Extensive Reading* (*Reading Homework, Completing Reading Journal, Group Discussion & Reading Aloud*)?
bisa memahami isi cerita dan menambah pengetahuan vocabulary.



ANGKET

26

A. Pengantar

Angket ini bertujuan untuk mengetahui sikap dan respon anda terhadap penerapan kegiatan *extensive reading* dalam pembelajaran membaca pada kelas Bahasa Inggris anda. Tidak



3.	Tugas <i>Extensive Reading</i> untuk membaca teks di rumah (<i>reading homework</i>) merupakan tugas yang bermanfaat.	✓			
4.	Saya mengalami kesulitan saat membaca teks sendiri dirumah tanpa panduan guru.		✓		
5.	Tugas untuk membuat <i>Reading Journal</i> merupakan tugas yang penting.	✓			
6.	Tugas yang diberikan sebagai pekerjaan rumah terlalu			✓	



1. Manfaat apa yang kamu dapatkan setelah mengikuti kegiatan *Extensive Reading* (*Reading Homework, Completing Reading Journal, Group Discussion & Reading Aloud*)?

Lebih paham bahasa Inggris, jadi lebih suka bahasa Inggris, lebih terlatih
dan mengucapkan bahasa Inggris.



ANGKET

21

A. Pengantar

Angket ini bertujuan untuk mengetahui sikap dan respon anda terhadap penerapan kegiatan *extensive reading* dalam pembelajaran membaca pada kelas Bahasa Inggris anda. Tidak

... dan pernyataan tersebut. Jawaban anda tidak



1. Manfaat apa yang kamu dapatkan setelah mengikuti kegiatan *Extensive Reading* (*Reading Homework, Completing Reading Journal, Group Discussion & Reading Aloud*)?

Menambah kosakata dalam bahasa Inggris

2. Apakah motivasi untuk membaca teks berbahasa Inggris kamu meningkat setelah



Raihani Ferdila, 2014

THE USE OF EXTENSIVE READING IN TEACHING READING

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Appendix C

- Interview transcriptions

Transcription of Interviews

Raihani Ferdila, 2014

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Student 1

I : Nah, Keyla, kemarenkan udah pake metode Extensive Reading, sebelumnya udah pernah belum pake metode ini belajar bahasa Inggrisnya?

K.T.R. : Belum

I : Trus kemaren pas kemaren dikasih tugas untuk membaca teks dirumah senang ga?

K.T.R. : Senang banget. Soalnya seru

I : Oh, seru ya. Trus juga disuruh bikin journal. Menurut kamu reading journal itu penting ga?

K.T.R. : Penting banget Soalnya jadi bisa ngasah otak, emmm jadi bahasa Inggrisnya teh jadi lebih bagus, gitu

I : Menurut kamu manfaat reading journal apa?

K.T.R. : Jadi misalkan yang asalnya ga suka bahasa Inggris jadi suka, yang kurang bahasa Inggrisnya jadi bisa

I : Menurut kamu lebih suka baca sendiri atau baca dikelas bareng sama guru?

K.T.R. : Dua-duanya.

I : Ohh, dua-duanya, tapi yang paling seru?

K.T.R. : Sama aja sih.

I : Hmm, Oke, trus kalau ikut diskusi kelompok senang ga?

K.T.R. : Senang banget Soalnya bisa kerja sama gitu.

I : Trus kelompoknya kooperatif ga biasanya?

K.T.R. : Iya, kadang-kadang sih

I : Kadang-kadang ya. Oke, trus bosan ga kalau tiap minggu disuruh baca teks bahasa Inggris?

K.T.R. : Ga

I : Oke, trus pas abis dikasih tugas baca kemaren kemampuan kamu dalam memahami teks berbahasa Inggris bertambah ga kira-kira?

K.T.R. : Bertambah, soalnya pas belajar seru Miss, kalo seru biasanya dibawa serius, gitu

I : Oke, trus termotivasi ga abis kegiatan ini buat baca teks bahasa Inggris?

K.T.R. : termotivasi

I : Manfaat apa yang kamu rasain setelah mengikuti kegiatan ini?

K.T.R. : Iya, jadi saya teh, saya the jadi lebih menyukai bahasa Inggris, jadi bahasa Inggris saya tu jadi rada meningkat

I : Jadi meningkat dengan kegiatan ini. Trus setuju ga kalau kegiatan ini dijadikan kegiatan rutin dipelajaran bahasa Inggris?

K.T.R. : setuju banget

I : Sarannya gimana kedepannya, misalnya ada kegiatan yang lain selain yang kemaren, ada saran ga?

K.T.R. : ya, gimana ya, ga tau, bigung, hehe

I : Tapi setuju kalo dijadikan kegiatan rutin

K.T.R. : Iya, setuju

Student 2

I : Namanya siapa?

R.S.A. : Ramadhini.

I : Nah kemarenkan udah belajar pake metode Extensive reading, sebelumnya udah pernah belum pake metode ini belajar bahasa Inggrisnya?

R.S.A. : Belum

I : Ok, pas dikasih tugas buat baca teks bahasa Inggris senang ga?

R.S.A. : Lumayan, jadi di rumah jadi ada kegiatan gitu.

I : Oke, kan kemaren juga disuruh bikin reading journal, menurut kamu penting ga bikin reading journal?

R.S.A. : Lumayan sih, lumayan. Ya soalnya bisa ngingetin bahasa Inggrisnya gitu. Jadi rajin baca.
 I : Trus menurut kamu lebih suka baca sendiri atau baca bareng sama guru?
 R.S.A. : Baca bareng.
 I : Nah, kemarenkan juga ada diskusi kelompok, senang ga itu diskusi kelompok?
 R.S.A. : Senang, emmm senang aja belajar bareng-bareng teh, kayak ya, asyik gitu.
 I : Lebih paham mana belajar sendiri atau kelompok?
 R.S.A. : Kelompok.
 I : Oke, trus bosan ga kalau tiap minggu disuruh baca teks gitu, dijadiin tugas gitu?
 R.S.A. : Bosan mungkin, hahaha
 I : Bosan?
 R.S.A. : Iya
 I : Oke, nah abis disuruh baca teks, menurut kamu kemampuan dalam memahami teks bahasa inggris kamu bertambah ga?
 R.S.A. : Bertambah.
 I : Trus abis pake metode ini nih kamu termotivasi ga buat baca teks bahasa Inggris
 R.S.A. : Iya termotivasi. Iya soalnya apa ya, kan udah nambah kata jadi pengen baca terus.
 I : Oke, manfaat apa yang kamu rasakan abis kegiatan ini?
 R.S.A. : Manfaatnya kata-katanya jadi nambah, trus ini apa sih, jadi rajin baca, banyak pengalamankan.
 I : Trus setuju ga kalau kegiatan ini dijadiin kegiatan rutin bahasa Inggris?
 R.S.A. : Setuju-setuju aja.
 I : Sarannya gimana biar lebih bagus nih kegiatan kedepannya. Misalnya ada kegiatan yang diganti atau apa gitu
 R.S.A. : Emmm, ga tau
 I : Tapi setuju?
 R.S.A. : Iya
 I : Oke, makasih ya.

Student 3

I : Nah, kan kemaren udah pake metode Extensive reading. sebelumnya kamu udah pernah belum diajarin pake metode ini?
 N.D.P. : Belum, belum pernah.
 I : Trus pas kemaren dikasih tugas buat baca teks bahasa Inggris senang ga?
 N.D.P. : Senang banget. Karena bisa ngelatih kita lebih pintar dalam bahasa Inggris, trus bisa juga ngenalin kita ke Bahasa Inggris yang lebih dalam.
 I : Oke, kan juga disuruh bikin reading journal, menurut kamu penting ga bikin reading journal?
 N.D.P. : Penting. Kan buat ngelatih, emm bahasa kita dalam bahasa Inggris hmm, trus ngelatih juga bahasa biar lebih bagus dibahasa Inggrisnya.
 I : Oke, menurut kamu lebih suka baca sendiri dirumah atau baca bareng sama guru dikelas?
 N.D.P.: Sama guru, soalnya biar kita lebih baik ngucapin pelafalan bahasa Inggrisnya.
 I : Trus kemarenkan juga ada diskusi kelompok. Senang ga ikut diskusi kelompok?
 N.D.P. : Senang. Kan bisa nyatuin pendapat kita masing-masing, jadi lebih bagus.
 I : Trus lebih paham mana diskusi kelompok atau sendiri?
 N.D.P. : Kelompok.
 I : Bosan ga kalau disuruh baca tiap minggu?
 N.D.P. : Ga
 I : Oke, nah abis kegiatan ini kemampuan kamu dalam memahami teks berbahasa Inggris bertambah atau ga?
 N.D.P. : Bertambah. Kan udah biasa baca bahasa Inggris, trus ngartiinnya udah biasa, jadi bertambah.
 I : Abis pake metode ini jadi termotivasi ga baca teks bahasa Inggris yang lain.

N.D.P. : Iya.
I : Trus manfaat apa yang kamu rasakan abis kegiatan ini?
N.D.P. : Jadi lebih ngerti bahasa Inggris, lebih suka lagi bahasa Inggris, hmmm udah.
I : Trus setuju ga kalo kegiatan ini dijadikan kegiatan rutin?
N.D.P. : Setuju
I : Saran kedepannya apa, misalnya ada kegiatan lain yang harus ditambahin atau dikurangin atau gimana?
N.D.P. : Iya, kalau bisa mah tiap satu jam sebelum, emmm satu jam bahasa Inggris baca dulu reading journal yang dikaitin sama materi.
I : Oh gitu ya, satu jam sebelum masuk ke materi lain. Makasih ya.

Student 4

I : Nah, kemaren kan Annisakan udah belajar pake metode Extensive Reading sebelumnya udah pernah diajarin belum pake metode ini belum?
A.N. : Belum.
I : Trus kemaren pas dikasih tugas untuk baca teks dirumah senang ga?
A.N. : Senang. Karena lebih ada kegiatan dirumah, ga hanya belajar yang, belajar yang biasa-biasa aja, jadi ada pengalaman baru.
I : Nah, kan juga disuruh bikin reading journal, menurut Nisa penting ga bikin reading journal?
A.N. : Penting. Karenakan dari reading journal ada waktunya, berapa itunya, jadi kita tu ngerti berapaa...
I : Kosa kata gitu?
A.N. : Iya, emmm di my favorite partnya, jadi kita the ngeluarin favorite itu the ditulis disitu.
I : Oke, trus menurut kamu lebih suka baca sed=ndiri dirumah atau baca bareng-bareng sama guru?
A.N. : Dua-duanya.
I : Dua-duanya? Ga ada yang lebih suka salah satunya?
A.N. : Lebih suka sama guru. Soalnya kalau ada yang ga ngerti bisa langsung ditanyain.
I : Oh gitu, kemarenkan juga ada diskusi kelompok, emmm senang ga ikut diskusi kelompok?
A.N. : Senang. Hmm, jadi bisa, bisa berdiskusi sama teman-teman.
I : Berbagi pendapat gitu ya?
A.N. : Iya.
I : Bosan ga kalau tiap minggu disuruh baca teks gitu?
A.N. : Ga. Emm soalnya teksnya berbeda, jadi ada perbedaan, kosa kata yang beda.
I : Oooo, jadi dari tiap teksnya dapat kosa kata baru lagi ya
A.N. : Iya
I : Trus kemampuan kamu dalam memahami teks bahasa Inggris bertambah ga abis kegiatan ini?
A.N. : Bertambah. Emm, kan cara belajarnya enak jadi bertambah, emm trus dari reading journal juga bertambah gitu.
I : Kalau abis pake metode ini kamu jadi termotivasi ga buat baca terus teks berbahasa Inggris?
A.N. : Iya, termotivasi.
I : Oke, trus manfaat yang kamu rasakan abis kegiatan ini apa?
A.N. : Manfaatnya?
I : Emm, Iya
A.N. : Iya ilmu bahasa inggrisnya bertambah, trus ada pengalaman baru.
I : Setuju ga kalau kegiatan ini dijadikan kegiatan rutin di pembelajaran bahasa Inggris?
A.N. : Setuju.
I : Ada saran ga buat kegiatan kedepannya? Apa ada kegiatan yang harus ditambah atau dikurangin gitu?
A.N. : Ga sih, udah.

I : Oke, makasih ya.

Student 5

I : Nah, Nanakan kemaren udah belajar pake metode extensive reading, sebelumnya udah pernah belum pake metode ini belajar bahasa Inggris?

N.M.R.: Belum.

I : Trus kemaren pas dikasih tugas buat baca teks bahasa Inggris dirumah senang ga?

N.M.R.: Senang. Hmm, lebih bisa diajarin. Hmm, udah.

I : Trus juga disuruh bikin reading journal, menurut kamu penting ga bikin reading journal abis baca teks?

N.M.R.: Hmm, penting, karena, karena bisa lebih, lebih bisa ke bahasa Inggrisnya.

I : Lebih bisa, selain itu ada lagi?

N.M.R.: Udah.

I : Kamu lebih suka baca sendiri dirumah atau bareng sama guru disekolah?

N.M.R.: Disekolah. Karena ada yang bantuin ngartiin.

I : Oh gitu, sip sip. Nah, kemarenkan juga ada diskusi kelompok, senang ga ikut diskusi kelompok?

N.M.R.: Senang. Karena ngacung.

I : Ngacung? Hmm ada alasan lain? Lebih paham atau lebih gimana gitu?

N.M.R.: Lebih paham, lebih... udah.

I : Bosan ga kalau tiap minggu disuruh baca teks bahasa Inggris terus?

N.M.R.: Sedikit.

I : Trus kemampuan kamu dalam membaca teks bahasa Inggris bertambah ga abis kegiatan ini?

N.M.R.: Insya Allah bertambah.

I : Abis pake metode ini kamu jadi termotivasi ga untuk baca teks bahasa Inggris lagi?

N.M.R.: Insya Allah, iya.

I : Termotivasi?

N.M.R.: Iya.

I : Manfaat yang kamu rasakan abis ikut kegiatan ini apa?

N.M.R.: Lebih mengerti Miss, bahasa Inggris.

I : Trus setuju ga kalau kegiatan ini dijadikan kegiatan rutin?

N.M.R.: Setuju ga setuju.

I : Setuju ga setuju? Kalau milih salah satu?

N.M.R.: Setuju

I : Sarannya apa, misalnya ada kegiatan yang harus dikurangin atau ditambahin gitu?

N.M.R.: Hmm, jangan terlalu banyak aja yang dibacanya.

I : Oke, yaudah ya. Makasih Nana.

Student 6

I : Kemarenkan Elmima udah belajar pake metode extensive reading bahasa Inggrisnya, sebelumnya udah pernah belum diajarin pake metode ini?

E.M.M.: Belum

I : Nah, kemarenkan disuruh baca teks buat tugas dirumah, senang ga dapat tugas buat baca?

E.M.M.: Senang, hmm senang.

I : Alasannya?

E.M.M.: Iya senang aja, suka ceritanya.

I : Oke, kan juga disuruh bikin reading journal, menurut kamu penting ga bikin reading journal abis baca teks?

E.M.M.: Penting, biar bisa tahu kata-kata yang sulit kayak gitu.

I : Adalagi?

E.M.M.: Ga

I : Menurut kamu lebih enak baca teks sendiri atau baca teks bareng-bareng sama guru disekolah?

E.M.M.: Dua-duanya senang.

I : Kemarenkan juga ada diskusi kelompok, kamu senang ga ikutan diskusi kelompok tentang teks yang udah dibaca dirumah?

E.M.M.: Senang. Iya, bareng-bareng aja ngerjainnya.

I : Lebih paham ga?

E.M.M.: Iya, lebih paham kerja kelompok.

I : Bosan ga kalau tiap minggu disuruh baca teks gitu, dikasih tugas buat baca teks kayak gitu?

E.M.M.: Ga.

I : Trus abis dikasih metode ini menurut kamu kemampuan memahami teks bahasa Inggris kamu bertambah ga?

E.M.M.: Bertambah. Iya karena ada kata-kata yang baru, yang tadinya ga ngerti jadi ngerti.

I : Oke, trus abis metode ini kamu jadi termotivasi ga baca teks bahasa Inggris yang lain?

E.M.M.: Iya

I : Manfaat apa yang kamu rasakan abis kegiatan ini?

E.M.M.: Manfaatnya bisa itu, bisa apa, bisa lebih, mengerti bahasa Inggris, trus lebih paham.

I : Yang terakhir nih, setuju ga kalau kegiatan ini dijadikan kegiatan rutin di pembelajaran bahasa Inggris?

E.M.M.: Iya setuju.

I : Ada saran ga buat kegiatan kedepannya, misalnya kegiatan ini harus dikurangi atau jadi berapa kali kali gitu, ada saran ga?

E.M.M.: Ga ada

I : Ga ada saran? Kayak gini aja?

E.M.M.: Iya

I : Thank you ya.

Student 7

I : Nah, kemarinkan Ina udah belejar pake metode extensive reading, sebelumnya udah pernah belum diajarin pake metode ini belajar bahasa Inggris?

I.A.I.: Belum

I : Kemarenkan dikasih tugas buat baca teks bahasa Inggris dirumah, senang ga dapat tugas itu?

I.A.I. : Senang. Biar bisa menambah wawasan, trus jadi makin bisa bahasa Inggris.

I : Kemarenkan juga disuruh abis baca disuruh bikin reading journal, menurut kamu penting ga bikin reading journal?

I.A.I. : Penting, karena jadi kata-kata yang kita belum tau jadi tau.

I : Jadi tau ya, ada lagi?

I.A.I. : Ga

I : Menurut kamu lebih enak baca teks sendiri atau baca teks bareng-bareng sama guru disekolah?

I.A.I. : Bareng-bareng sama guru. Soalnya kalau sendiri agak-agak ga ngerti, kalo disekolah sama guru bisa diterangin.

I : Kemarenkan juga ada diskusi kelompok tentang teks yang udah dibaca, trus senang ga ikut diskusi kelompok?

I.A.I. : Senang. Hmm, bisa berdiskusi sama teman-teman tentang bahasa Inggris.

I : Jadi lebih paham?

I.A.I. : Iya

I : Abis kegiatan ini kemampuan kamu untuk memahami teks bahasa Inggris bertambah ga?

I.A.I. : Iya. Tadinya kan ga tahu bahasa Inggris ini trus jadi tahu

I : Trus bosan ga kalau misalnya tiap minggu disuruh baca teks kayak gitu?

I.A.I. : Ga, malah senang.

I : Abis kegiatan ini kamu termotivasi ga buat baca teks bahasa Inggris yang lain?
I.A.I. : Termotivasi. Biar lebih lancar lagi bahasa Inggrisnya, hmm trus ya gitu deh.
I : Manfaat apa yang kamu rasain abis kegiatan ini? Kayak dari diskusi kelompok, baca teks dirumah.
I.A.I. : Manfaatnya, biar lebih rajin lagi kan kalau dikasih PR, trus bahasa Inggrisnya lebih bertambah.
I : Nah yang terakhir setuju ga kalau kegiatan extensive reading dijadikan kegiatan rutin bahasa Inggris?
I.A.I. : Setuju, karena pelajarannya asyik.
I : Sarannya kedepan gimana, misalnya ada yang harus ditambahin ga kegiatannya atau dikurangin gitu?
I.A.I. : Ga
I : Udah kayak gini aja kegiatannya?
I.A.I. : Iya
I : Ok, makasih ya

Student 8

I : Kemarenkan diajarin pake metode extensive reading, sebelumnya udah pernah belum diajarin pake metode ini?
M.A.N.: Hmm, belum
I : Nah, pas dikasih tugas buat baca teks dirumah senang ga?
M.A.N. : Senang, soalnya jadi lebih mengerti.
I : Jadi lebih mengerti, ada lagi?
M.A.N.: Ga ada
I : Kemarenkan juga disuruh bikin reading journal, menurut penting ga bikin reading journal abis baca teks?
M.A.N.: Penting. Bisa menambah wawasan tentang bahasa Inggris dan jadi ga males baca tentang bahasa Inggris.
I : Menurut kamu lebih enak baca teks sendiri atau baca teks bareng-bareng sama guru disekolah?
M.A.N.: Bareng-bareng sama guru. Jadi kalo ga ngerti bisa nanya.
I : Oh gitu. Kalau diskusi kelompok menurut kamu seru ga kemaren?
M.A.N.: Seru
I : Kelompoknya kooperatif ga?
M.A.N.: Kooperatif.
I : Oke, menurut kamu manfaat diskusi kelompok apa?
M.A.N.: Bisa berbagi antar teman.
I : Trus bosan ga kalau tiap minggu disuruh baca teks terus?
M.A.N.: Iya bisa, bisa bosan.
I : Kemampuan kamu dalam memahami teks bahasa Inggris bertambah ga abis kegiatan ini?
M.A.N.: Bertambah. Ya jadi lebih mengerti
I : Mengerti karena ditugasin baca?
M.A.N.: Iya
I : Abis pake metode ini kamu termotivasi ga buat baca teks bahasa Inggris?
M.A.N.: Termotivasi
I : Ada alasannya?
M.A.N.: Hmm, alasannya ya biar lebih penasaran lagi, biar bisa ngerti lagi.
I : Oke, trus manfaat apa yang kamu rasakan setelah mengikuti kegiatan ini?
M.A.N.: Hmm, jadi ga males buat baca teks bahasa Inggris. Ya jadi lebih ngerti, jadi lebih tertarik untuk kerja kelompok.
I : Setuju ga kalau kegiatan ini dijadikan kegiatan rutin?

M.A.N.: Setuju, asal jangan terlalu rutin.

I : Jadi jangan terlalu rutin ya. Oke, makasih ya.

Student 9

I : Kemarenkan Tryan udah diajarin pake metode extensive reading, sebelumnya udah pernah diajarin pake metode ini belum?

T.P. : Udah Miss.

I : Udah? Sama siapa?

T.P. : Iya kan saya les Miss, jadi sama gurunya Miss.

I : Oh jadi udah pernah dikasih tugas buat baca teks gitu?

T.P. : Udah pernah.

I : Pas kemaren dijadiin tugas sekolah sekolah, senang ga?

T.P. : Iya senang Miss, bisa tambah-tambah wawasan.

I : Nah, kemaren juga disuruh bikin reading journal, menurut kamu penting ga bikin reading journal?

T.P. : Penting Miss, soalnya bisa, bisa nambahin pengetahuan yang saya belum tahu, nah nambahin jadi lebih tahu lah.

I : Oke, trus menurut kamu lebih enak baca sendiri dirumah atau baca bareng-bareng sama guru disekolah?

T.P. : Iya enak sendiri dirumah Miss. Soalnya kan disekolah sering ada yang ngeganggu seperti kayak teman yang iseng, trus kalo dirumah lebih khusyuk gitu Miss.

I : Kan juga ada diskusi kelompok, seru ga ikutan diskusi kelompok tentang teks yang udah dibaca?

T.P. : Seru banget Miss. Hmm, kesatu ya nambah-nambah nilai. Yang keduanya ya gimana ya, bisa nambah ilmu yang belum diajarin, jadi kita lebih paham kalo bareng-bareng.

I : Bosan ga kalau tiap minggu disuruh baca teks bahasa Inggris terus?

T.P. : Iya ga lah Miss. Kalau misalkan lagi Bete dirumahnya di PR-in, kayak yang ada PR baca bahasa Inggris di PR-in dirumah, jadi dibaca, jaadi ga Bete-bete banget Miss.

I : Oke, trus menurut kamu kemampuan kamu dalam memahami teks bahasa Inggris bertambah ga abis kegiatan ini?

T.P. : Iya gimana ya. Ya gitu-gitu aja Miss.

I : Kamu termotivasi ga buat baca teks bahasa Inggris abis kegiatan ini?

T.P. : Iya, termotivasi banget Miss. Karenakan asalnya kan jarang-jarang baca bahasa Inggris, seringnya baca bahasa Indonesia, sekarang diajarin baca bahasa Inggris, lebih bisalah sedikit-dikitnya.

I : Trus setuju ga kalau kegiatan ini dijadikan kegiatan rutin?

T.P. : Iya setuju Miss. Kalo misalkan itukan saya bisa, kan biasanya jarang-jarang ada PR. Kalau sekarang ada Pr kayak baca, jadi lebih senang Miss.

I : Oh gitu, trus manfaatnya apa yang kamu rasakan?

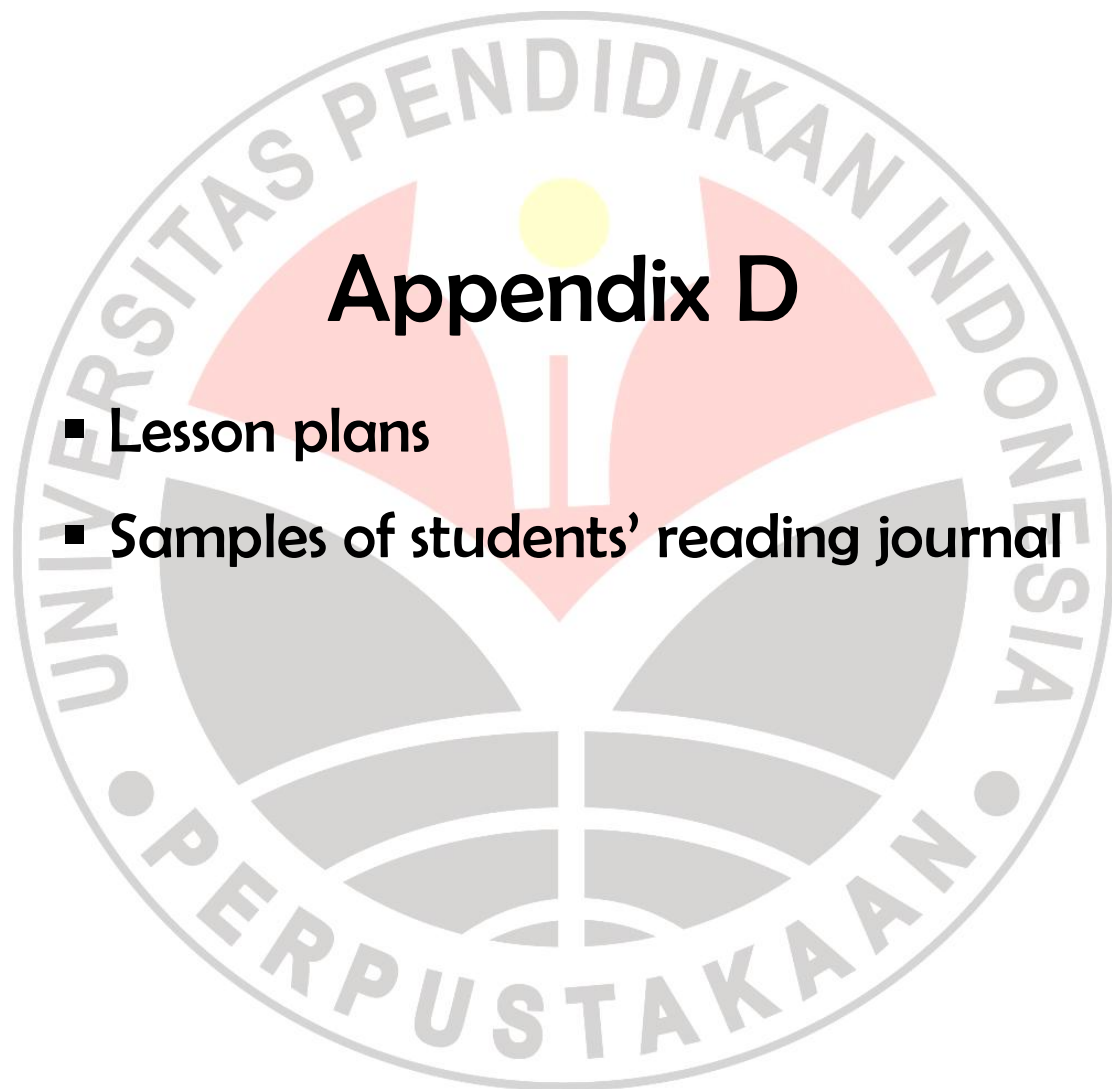
T.P. : Bisa, bisa apa ya, manfaatnya bisa apa ya...

I : Apa sok, manfaat yang dirasain abis baca?

T.P. : Oh iya, udah baca itukan udah dapat ilmu bisa baca, trus dapat nilai tambahan.

I : Ok, makasih ya.

* I = Interviewer



Appendix D

- Lesson plans
- Samples of students' reading journal

RPP

Nama Sekolah : SMP Negeri 15
Kelas/Semester : VIII/I
Alokasi Waktu : 2x40 menit
Aspek/Skill : Membaca
Topik : *Holiday*

I. Standar Kompetensi

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

II. Kompetensi Dasar

5.1. Membaca nyaring bermakna teks tulis fungsional dan esei berbentuk *descriptive* dan *recount* pendek dan sederhana dengan ucapan, tekanan dan intonasi yang berterima yang berkaitan dengan lingkungan sekitar.

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

III. Tujuan Pembelajaran

Pada akhir pembelajaran peserta didik dapat:

1. Mengidentifikasi makna yang terkandung dalam teks *recount* berjudul *A Beach Holiday*.
2. Mengidentifikasi alur cerita dari teks *A Beach Holiday*.
3. Membaca nyaring (*Reading aloud*) *favorite part* dari teks *A Beach Holiday*.

IV. Materi Pembelajaran

A Beach Holiday

By Bree Barclay

I was ten. We were on holidays, in a caravan near the beach. Each day was much the same as the other; a jog on the beach, a dip in the ocean, beach, lunch, beach, dinner, bed. My sisters and I slept in the additional annex.

We had lie awake, chatting about whatever came to mind (the coming school year). After a while our talking slowed, the crash of the waves got louder, sending us to sleep.

Dad and I took off along the beach. We had normally run to where the rocks jutted out, turn around and run back. But this morning we were feeling good. Let us keep going, we said. So we rambled over the rocks and saw the next landmark. So we ran and ran. It was the furthest I had ever gone and it felt good.

Later, down at the beach, my sisters and I were testing out the new boogie boards. I had found myself alone in the water, away from the rest of the family. I was fine though. I had my boogie board, my feet were on solid sand and I was a good swimmer. I am pretty sure I rolled my eyes when Dad started yelling at me to come back. "Dad, I am fine", I thought, watching him making his way across the waves to come and tell me off.

I carried on, waiting for the next wave. The day before, an older kid had explained that if you want to get out past the waves you hold onto the board with both hands, lift up over the wave then paddle. Lift and paddle, lift and paddle. To catch a wave you have to face the beach, paddle and kick like mad to make pace with the wave. Then just hold on and enjoy the ride.

I was recounting these tips in my head when I heard a yell. Something about the sound of it made me look up instantly.

It was Dad.

Out past the waves, hand in the air, yelling a long, drawn out, "HEEEEEELP."

I was so surprised.

He was drowning.

I realized in a second it was up to me. He was going to die if I didn't get to him. My feet pushed off the sand and I got kicking, as hard as I could. A huge wave was coming and I remembered the mantra, "lift and paddle". The waves kept coming as I moved forward, my eyes fixed on my father. He looked frantic, desperate. Lift, paddle, lift, paddle, lift.

Finally, I reached him. He held the boogie board. He could barely speak. Just hold on, he panted. The next thing I remembered was a surfer coming towards us on his board. Somehow, he guided us back to the beach.

Dad collapsed on the sand. I stared down at him. I was shaking from head to toe.

Cited in: <https://open.abc.net.au/projects/a-scary-moment-89vk8go/contributions/a-beach-holiday-12ob0ni>

Questions:

1. What is the story about?
2. Where did the story take place?
3. What was the mantra used by the writer to reach his father?
4. What did happen to the dad of the writer?
5. Who did save the writer and his dad?

V. Metode Pembelajaran

Metode : Direct method

Teknik : Diskusi kelompok dan Tanya jawab

VI. Langkah-langkah Pembelajaran

Tahap	Deskripsi	Alokasi Waktu
(1)	(2)	(3)
1. Pendahuluan	a. Kegiatan pembuka <ul style="list-style-type: none"> • Guru menyapa peserta didik. • Guru memeriksa kehadiran peserta didik. • Guru mengulas materi sebelumnya. • Guru memberikan informasi tentang materi dan 	10 menit

	<p>tujuan pembelajaran yang akan dicapai.</p> <ul style="list-style-type: none"> • Guru bertanya kepada peserta didik apakah mereka telah mengerjakan tugas yang diberikan pada pertemuan sebelumnya (membaca teks dan membuat <i>reading journal</i>). • Guru mengecek peserta didik satu-satu (sepintas) untuk memastikan peserta didik telah mengerjakan tugas. 	
2. Kegiatan Inti	<p>b. Kegiatan inti</p> <p>Eksplorasi</p> <ul style="list-style-type: none"> • Guru bertanya kepada peserta didik waktu yang dibutuhkan untuk membaca dan memahami teks tersebut dan kesulitan yang dihadapi. <p>Elaborasi</p> <ul style="list-style-type: none"> • Guru membagi peserta didik kedalam beberapa kelompok (satu kelompok terdiri dari 6 orang). • Guru memberikan beberapa pertanyaan terkait dengan teks tersebut. • Guru memberikan waktu 15/20 menit untuk mendiskusikan teks yang telah dibaca, membagi kosa kata sulit dan menjawab pertanyaan dari guru. • Guru mengawasi jalannya diskusi kelas. • Guru meminta masing-masing perwakilan kelompok untuk menjawab pertanyaan. • Guru memberikan <i>feedback</i>. • Guru meminta beberapa perwakilan siswa untuk membacakan (<i>reading aloud</i>) bagian dari cerita yang mereka sukai dan alasan mengapa mereka menyukai bagian tersebut. 	60 menit

	<p>Konfirmasi .</p> <ul style="list-style-type: none"> • Guru bertanya kepada peserta didik tujuan dari teks tersebut. 	
3. Penutup	<p>c. Kegiatan penutup</p> <ul style="list-style-type: none"> • Guru melakukan review terhadap materi yang telah dipelajari. • Guru memberikan kesempatan kepada siswa untuk bertanya berhubungan dengan materi yang dirasa sulit dan kurang jelas. • Guru memperlihatkan tiga teks kepada peserta didik untuk dipilih salah satunya sebagai tugas membaca di rumah. • Guru menugaskan kembali peserta didik untuk membuat <i>reading journal</i>. • Guru dan peserta didik menutup dengan salam. 	10 menit

VII. Sumber bahan Ajar

1. Alat bantu: Papan tulis, spidol
2. Media pembelajaran: Teks tentang *recount*

VIII. Rubrik Penilaian

Instrumen/butir soal

1. *What is the story about?*
2. *Where did the story take place?*
3. *What was the mantra used by the writer to reach his father?*
4. *What did happen to the dad of the writer?*
5. *Who did save the writer and her dad?*

Nomor soal	Kunci Jawaban	Skor
(1)	<i>The story is about the writer's holiday experience</i>	20
(2)	<i>The story took place in a beach</i>	20
(3)	<i>Lift and paddle</i>	20
(4)	<i>He drowned</i>	20
(5)	<i>A surfer</i>	20
Jumlah		100

Reading Journal

Kategori	Skor
<i>Reading record</i>	10
<i>Difficult word</i>	30
<i>Favorite part</i>	30
<i>Reason</i>	30
Jumlah	100

Keaktifan 15 poin

$$\text{Nilai Akhir (NA)} = \frac{\text{Skor Perolehan}}{\text{Skor Maksimal}} \times 100$$

Bandung, 1 November 2013

Guru

Raihani Ferdila

RPP

Nama Sekolah : SMP Negeri 15
Kelas/Semester : VIII/I
Alokasi Waktu : 2x40 menit
Aspek/Skill : *Reading*
Topik : *Scary Moment*

IX. Standar Kompetensi

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

X. Kompetensi Dasar

5.1. Membaca nyaring bermakna teks tulis fungsional dan esei berbentuk *descriptive* dan *recount* pendek dan sederhana dengan ucapan, tekanan dan intonasi yang berterima yang berkaitan dengan lingkungan sekitar.

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

XI. Tujuan Pembelajaran

Pada akhir pembelajaran peserta didik dapat:

4. Mengidentifikasi makna yang terkandung dalam teks *recount* berjudul *The Sitter*.
5. Mengidentifikasi alur cerita dari teks *The Sitter*.
6. Membaca nyaring (*Reading aloud*) *favorite part* dari teks *The Sitter*.

XII. Materi Pembelajaran

The Sitter

By Hedy Kirkbride

I was eighteen, and I was a babysitter in a large modern house. I had arrived late, and the couple had left in a hurry, only saying they would be very late and taking care for their children.

I saw them out and after getting some food from the fridge, I sit in front of the television. I watched a documentary, a film, had supper, and then, at 11 p.m. started on a science-fiction special that had been publicized all week.

I forgot all about the children, even when it started to rain and a storm broke out. For all I knew, I was alone in the house. That is, until the science-fiction movie started, and how I wished I had someone sitting watching it with me!

How I wished I had never even turned the television on! I sat frozen in my seat, with scary, horrible images flashing at me. For this was no ordinary film. It combined the most explicit elements of the most horrible of horror movies with the latest technology, and, added to the sound of the storm, the total effect scared me.

To make things worse, once the storm abated, I became aware of a strange noise outside. I huddled deeper and deeper into my armchair, totally unable to move. I listened as closely as my shaking nerves would allow - some presence had surrounded the entire house, and it was trying to get inside!

At last I was trying to be brave. I turned off the TV and turned on the lights. In the silence that followed, I could hear IT outside more clearly. This was definitely not a figment of my horror-movie brought imagination. Whatever IT was, IT was circling the house, stopping at every window, which was plentiful in this house.

I did the only thing I could think to do under the circumstances – I called the police. They arrived in due time, but not before I had a chance of peeping out from behind the heavy curtains. And there it was, the family poodle, scared out of its wits just as I was. Scared of the storm, and possibly also of the weird sounds that emanated from the science-fiction film. I let it in, and it sat in front of the gas fire and promptly fell asleep.

The polices had a really good, they look around when they turned up, checked the place out for footprints, signs of breaking-in, but of course there was nothing. They asked a hundred questions, which I dutifully answered, wishing they would just get out and leave me alone.

“And how long has the dog been inside?” they asked at the door, as they were leaving. “All evening” I replied as I closed the door with relief and gave the dog a pat on the head. “It’s our secret, OK?” She nodded in her sleep.

Cited in: <https://open.abc.net.au/projects/500-words-a-scary-moment-89yk8go/contributions/the-sitter-04dt3gx>

Questions:

1. What is the story about?
2. Where did the story take place?
3. What was the job of the writer?
4. Did the writer alone in the house?
5. What kind of movie did the writer watch?
6. Who was called by the writer?
7. What was trying to get inside?

XIII. Metode Pembelajaran

Metode : Direct method

Teknik : Diskusi kelompok dan Tanya jawab

XIV. Langkah-langkah Pembelajaran

Tahap	Deskripsi	Alokasi Waktu
(1)	(2)	(3)
1. Pendahuluan	d. Kegiatan pembuka <ul style="list-style-type: none"> • Guru menyapa peserta didik. • Guru memeriksa kehadiran peserta didik. • Guru mengulas materi sebelumnya. 	10 menit

	<ul style="list-style-type: none"> • Guru memberikan informasi tentang materi dan tujuan pembelajaran yang akan dicapai. • Guru bertanya kepada peserta didik apakah mereka telah mengerjakan tugas yang diberikan pada pertemuan sebelumnya (membaca teks dan membuat <i>reading journal</i>). • Guru mengecek peserta didik satu-satu (sepintas) untuk memastikan peserta didik telah mengerjakan tugas. 	
2. Kegiatan Inti	<p>e. Kegiatan inti</p> <p>Eksplorasi</p> <ul style="list-style-type: none"> • Guru bertanya kepada peserta didik waktu yang dibutuhkan untuk membaca dan memahami teks tersebut dan kesulitan yang dihadapi. • Guru bertanya kepada peserta didik mengenai jumlah kata-kata sulit yang mereka temukan. <p>Elaborasi</p> <ul style="list-style-type: none"> • Guru membagi peserta didik kedalam beberapa kelompok (satu kelompok terdiri dari 6 orang). • Guru memberikan beberapa pertanyaan terkait dengan teks tersebut. • Guru memberikan waktu 15/20 menit untuk mendiskusikan teks yang telah dibaca, membagi kosa kata sulit dan menjawab pertanyaan dari guru. • Guru mengawasi jalannya diskusi kelas. • Guru meminta masing-masing perwakilan kelompok untuk menjawab pertanyaan. • Guru memberikan <i>feedback</i>. • Guru meminta beberapa perwakilan siswa untuk 	60 menit

	<p>membacakan (<i>reading aloud</i>) bagian dari cerita yang mereka sukai dan alasan mengapa mereka menyukai bagian tersebut.</p> <p>Konfirmasi</p> <ul style="list-style-type: none"> • Guru bertanya adakah peserta didik yang pernah mengalami kejadian yang sama seperti dalam teks. • Guru bertanya kepada peserta didik tujuan dari teks tersebut. 	
3. Penutup	<p>f. Kegiatan Penutup</p> <ul style="list-style-type: none"> • Guru melakukan review terhadap materi yang telah dipelajari. • Guru memberikan kesempatan kepada siswa untuk bertanya berhubungan dengan materi yang dirasa sulit dan kurang jelas. • Guru memperlihatkan tiga teks kepada peserta didik untuk dipilih salah satunya sebagai tugas membaca di rumah. • Guru menugaskan kembali peserta didik untuk membuat <i>reading journal</i>. • Guru memberitahu peserta didik bahwa dipertemuan selanjutnya akan ada kuis. • Guru dan peserta didik menutup dengan salam. 	10 menit

XV. Sumber bahan Ajar

3. Alat bantu: Papan tulis
4. Media pembelajaran: Teks tentang *recount*

XVI. Rubrik Penilaian

Instrumen/butir soal

1. *What is the story about?*
2. *Where did the story take place?*
3. *What was the job of the writer?*
4. *Did the writer alone in the house?*
5. *What kind of movie did the writer watch?*
6. *Who was called by the writer?*
7. *What was trying to get inside?*

Nomor soal	Kunci Jawaban	Skor
(1)	<i>The story is about the writer's experience when she became a babysitter.</i>	20
(2)	<i>The story took place in a house</i>	10
(3)	<i>She was a babysitter</i>	10
(4)	<i>No, she did not</i>	10
(5)	<i>A science fiction movie</i>	10
(6)	<i>The police</i>	10
(7)	<i>The family poodle</i>	20
Jumlah		100

Reading Journal

Kategori	Skor
<i>Reading record</i>	10
<i>Difficult word</i>	30
<i>Favorite part</i>	30
<i>Reason</i>	30
Jumlah	100

Keaktifan 15 point

$$\text{Nilai Akhir (NA)} = \frac{\text{SkorPerolehan}}{\text{SkorMaksimal}} \times 100 \%$$

Bandung, 8 November 2013

Guru

Raihani Ferdila



RPP

Nama Sekolah : SMP Negeri 15 Bandung
Kelas/Semester : VIII/I
Alokasi Waktu : 2x40 menit
Aspek/Skill : Membaca
Topik : *Unforgettable Experience*

XVII. Standar Kompetensi

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

XVIII. Kompetensi Dasar

- 5.1. Membaca nyaring bermakna teks tulis fungsional dan esei berbentuk *descriptive* dan *recount* pendek dan sederhana dengan ucapan, tekanan dan intonasi yang berterima yang berkaitan dengan lingkungan sekitar.
- 5.2. Merespon makna dalam teks tulis fungsional pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar.
- 5.3. Merespon makna dan langkah retorika dalam esei pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk *descriptive* dan *recount*.

XIX. Tujuan Pembelajaran

Pada akhir pembelajaran peserta didik dapat:

7. Mengidentifikasi makna yang terkandung dalam teks berjudul *Unforgettable Experience*.
8. Melengkapi *crosswords puzzle* terkait dengan teks *Unforgettable Experience*.
9. Membaca nyaring (*Reading aloud*) *favorite part* dari teks *Unforgettable Experience*.
10. Mengidentifikasi karakteristik teks *recount*.

XX. Materi Pembelajaran

Unforgettable Experience

By Intan

Last holiday was the best holiday for me. I got a great gift ever from my parents. They bought me a ticket to fly to Kansas. Yeah it was my first experience went to the other country.

Ashley picked me up after I arrived in Kansas. She is my friend, I met her on face book about a year ago, and I would not missed the best time to met her. Her family was so surprised and grateful. I brought them a lot of things from Indonesia such as batik clothes. They seemed never see beauty handmade clothes with many kind of picture on it before. Ashley gave me a big surprise too! A JUSTIN BIEBER'S CONCERT TICKET, I never thought I could show him lived on stage! Wow it was real! I owned ONE in a MILLION tickets. It felt like I was the luckiest girl on that day.

On the day, I and Ashley went to New York. We decided to stay at a hotel in New York City. In the night before the show, we went out to have a dinner, but someone spilled his coffee on my dress. He was so careless, and the coffee was so hot. In that time I wanted to slap and kick him. Before I did that, I saw his face! And WOW I felt like I could touch a star and grabbed it! J U S T I N B I E B E R! Person who spilled his coffee on my dress!!! I just smiled at him and said to him to be careful next time. I did not know what should I say to him, and maybe that was the weird expression if you saw my face at that time. I wanted to run to the bathroom and said in front of mirror "Mirror please tell me how ugly I am?" before I did that, Justin grabbed my hand and then he wiped my dress, he said he was really sorry and asked my name, even he wanted to buying me a new dress. But I did not want to. Then I went back to my room. I changed my dress and finally I and Ashley went to the concert.

In the middle of the concert, when Justin sang "One Less Lonely Girl" I heard someone called my name, I thought I just wrong hearing it or it just a sound from my mind. But someone clapped my shoulder from the back and all of people looked at me, I saw a boy with a cap and purple t-shirt pulled my hand hardly. And he sang the song I really known well. I just could follow him. At last I know, I was on the stage, I saw two or three thousands

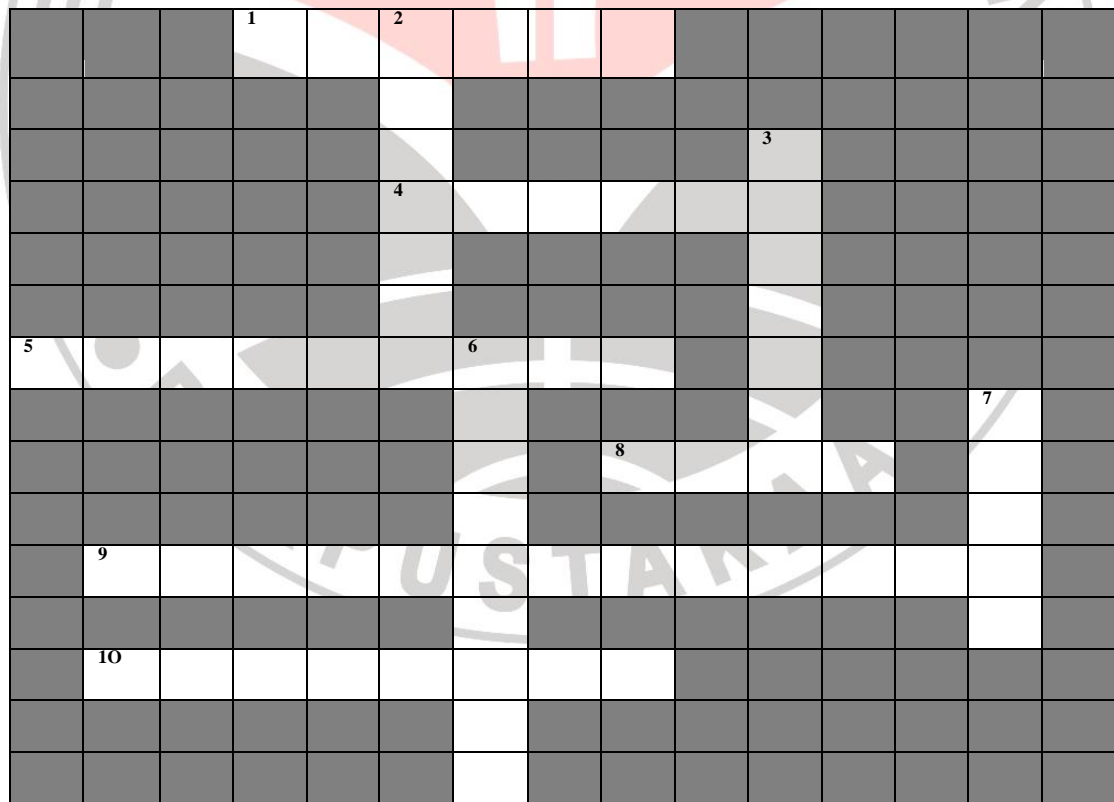
beautiful girls in front of me, even I didn't know where was Ashley. Justin gave me a bunch of roses and hugged me, all girls screamed. Even I could not hear what Justin said to me. I'm still like a foolish girl.

I was still on the stage until the end of the song. Then, Justin grabbed my hand and took me to the backstage. Finally he gave me his autographs and we took some pictures. He said really sorry about the coffee, and he told me he was really happy could have a warm conversation with me as his fan. After that concert, I met Ashley and told her what happened, she got jealous with me, but I gave her one of Justin's autograph I got and she much better.

A week after that concert, I flew back to Indonesia, and told everyone about my Unforgettable Experience.

Cited in: <http://intanjustintan.blogspot.com/2011/01/english-task-narrative-text.html>

CROSSWORDS



Across

1. *The writer's parents bought IT for her.*
4. *Someone spilled IT to the writer's dress.*
5. *IT is the area behind the stage.*
8. *Justin Bieber gave IT to the writer on the stage.*
9. *Kind of experience felt by the writer.*
10. *The writer gave ... clothes to Ashley's family.*

Down

2. *The writer went to New York to see IT.*
3. *The feeling felt by Ashley when the writer told her what happened.*
6. *Justin Bieber gave IT to the writer on the backstage.*
7. *Something that Justin Bieber did after he spilled his coffee.*

Question

What is the aim of the text?

XXI. Metode Pembelajaran

Metode : Direct method

Teknik : Diskusi kelompok dan Tanya jawab

XXII. Langkah-langkah Pembelajaran

Tahap	Deskripsi	Alokasi Waktu
(1)	(2)	(3)
4. Pendahuluan	<p>g. Kegiatan pembuka</p> <ul style="list-style-type: none">• Guru menyapa peserta didik.• Guru memeriksa kehadiran peserta didik.• Guru mengulas materi sebelumnya.	10 menit

	<ul style="list-style-type: none"> • Guru memberikan informasi tentang materi dan tujuan pembelajaran yang akan dicapai. • Guru bertanya kepada peserta didik apakah mereka telah mengerjakan tugas yang diberikan pada pertemuan sebelumnya (membaca teks dan membuat <i>reading journal</i>). • Guru mengecek peserta didik satu-satu (sepintas) untuk memastikan peserta didik telah mengerjakan tugas. 	
5. Kegiatan Inti	<p>h. Kegiatan inti</p> <p>Eksplorasi</p> <ul style="list-style-type: none"> • Guru bertanya kepada peserta didik waktu yang dibutuhkan untuk membaca dan memahami teks tersebut dan kesulitan yang dihadapi. • Guru bertanya adakah peserta didik yang pernah mengalami kejadian yang sama seperti dalam teks. <p>Elaborasi</p> <ul style="list-style-type: none"> • Guru membagi peserta didik kedalam beberapa kelompok (satu kelompok terdiri dari 6 orang). • Guru memberikan <i>crosswords puzzle</i> yang terkait dengan teks tersebut kepada masing-masing kelompok. • Guru memberikan waktu 15/20 menit untuk mendiskusikan teks tujuan teks yang telah dibaca, membagi kosa kata sulit dan melengkapi <i>crosswords puzzle</i>. • Guru mengawasi jalannya diskusi kelas. • Guru meminta masing-masing perwakilan kelompok untuk melengkapi <i>puzzle</i>. 	60 menit

	<ul style="list-style-type: none"> • Guru memberikan <i>feedback</i>. • Guru meminta beberapa perwakilan siswa untuk membacakan (<i>reading aloud</i>) bagian dari cerita yang mereka sukai dan alasan mengapa mereka menyukai bagian tersebut. • Guru menanyakan kepada peserta didik teks yang paling mereka sukai dari ketiga teks yang telah mereka baca. • Guru menjelaskan sekilas materi mengenai <i>Recount Text</i>. Konfirmasi • Guru memberikan kuis terkait dengan <i>recount text</i>. 	
6. Penutup	<p>i. Kegiatan Penutup</p> <ul style="list-style-type: none"> • Guru melakukan review terhadap materi yang telah dipelajari. • Guru memberikan kesempatan kepada siswa untuk bertanya berhubungan dengan materi yang dirasa sulit dan kurang jelas. • Guru dan peserta didik menutup dengan salam. 	10 menit

XXIII. Sumber bahan Ajar

5. Alat bantu: Papan tulis
6. Media pembelajaran: *crosswords puzzle*, Teks tentang *recount*

XXIV. Rubrik Penilaian

Butir soal

Crosswords

			¹ T	I	² C	K	E	T							
					0										
					N					³ J					
					⁴ c	O	F	F	E	E					
					E					A					
					R					L					
⁵ B	A	C	K	S	T	⁶ A	G	E		O					
						U				U				⁷ W	
						T		⁸ R	O	S	E			I	
						O								P	
	⁹ U	N	F	O	R	G	E	T	T	A	B	L	E		
						R								D	
	¹⁰ H	A	N	D	M	A	D	E							
						P									
						H									

Nomor soal	Kunci Jawaban	Skor
(1)	<i>Ticket</i>	10
(2)	<i>Concert</i>	10
(3)	<i>Jealous</i>	10
(4)	<i>Coffee</i>	10
(5)	<i>Backstage</i>	10
(6)	<i>Autograph</i>	10
(7)	<i>Wiped</i>	10
(8)	<i>Rose</i>	10
(9)	<i>Unforgettable</i>	10
(10)	<i>Handmade</i>	10
Jumlah		100

Keaktifan 15 point

$$\text{Nilai Akhir (NA)} = \frac{\text{SkorPerolehan}}{\text{SkorMaksimal}} \times 100 \%$$

Bandung, 12 November 2013

Guru

Raihani Ferdila





Appendix E

■ Documentations

Documentations



Appendix F

- Administrative letters



KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN
UNIVERSITAS PENDIDIKAN INDONESIA
FAKULTAS PENDIDIKAN BAHASA DAN SENI

KEPUTUSAN
DEKAN FAKULTAS PENDIDIKAN BAHASA DAN SENI UPI
Nomor: 113/UN40.3/DT/2014
Tentang
Pengesahan Perubahan Judul Skripsi

DEKAN FAKULTAS PENDIDIKAN BAHASA DAN SENI

Memperhatikan : Surat Ketua Program Pendidikan Bahasa Inggris Jurusan Pendidikan Bahasa Inggris Fakultas Pendidikan Bahasa dan Seni UPI nomor 792/UN40.3.3.1/PK/2013, tanggal 8 Oktober 2013, tentang permohonan pengesahan perubahan judul skripsi




- Ketiga : Menugaskan kepada Dosen Pembimbing supaya secara bersama-sama melaksanakan kegiatan berupa:
- Penelaahan judul, pembahasan konteks, dan teknis penggarapan skripsi;
 - Pembimbingan selama 1 semester (**6 bulan**); dan
 - Pelaporan kegiatan bimbingan kepada Dekan melalui Ketua Jurusan/Prodi masing-masing.
- Keempat : Memberikan honorarium kepada dosen pembimbing yang besarnya sesuai dengan ketentuan yang berlaku.
- Kelima : Keputusan ini berlaku mulai tanggal disetujuinya pengesahan perubahan judul



**KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN
UNIVERSITAS PENDIDIKAN INDONESIA
FAKULTAS PENDIDIKAN BAHASA DAN SENI**

Jalan Dr. Setiabudi No. 229 Telp/Fax. (022) 2015411 Bandung 40154, e-mail: fpbs@upi.edu

 Tersertifikasi ISO 9001: 2008

Nomor : 2256/UN40.3/PL/2013
Lampiran : Satu berkas
Hal : Permohonan Izin Penelitian

8 Oktober 2013

Yth. Kepala SMPN 15 Bandung
di
Bandung



Raihani Ferdila, 2014

THE USE OF EXTENSIVE READING IN TEACHING READING

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