

**INCREASING PAKET C LEARNERS' READING COMPREHENSION THROUGH
PQ4R TECHNIQUE : An Action Research**



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**A Thesis Submitted in Partial Fulfillment of the Requirements for the Degree of “Sarjana
Pendidikan”**

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FEBRUARY 2010**

ABSTRACT

ARYANTI SANTOSO. 2010. *Increasing Paket C Learners' Reading Comprehension Through PQ4R technique: An Action Research*. Thesis. Jakarta: English Department, The Faculty of Languages and Art. State University of Jakarta.

Paket C learners often faced difficulties in comprehending the English text due to their lack of vocabularies, interesting reading material, reading exercise, reading technique and the limited time. The tutor is challenged to find out topics, activities and materials to motivate learners in learning activity. Therefore, this action research was aimed at increasing Paket C learners' reading comprehension at PKBM Wahyuaji Andadari in North Jakarta through PQ4R technique which consists of six steps; Preview, Question, Read, Reflect, Recite and Review. The research was conducted from August 2009 to November 2009. The writer applied the technique by combining it with interesting reading materials, topics and visual aids. The data were collected in three different ways; observation, interview and test. The tests used for pre test and post test were derived from Department of National Education. The result of this study showed that learners' reading comprehension significantly improved. It was shown from the result of their test before and after intervention.. Before conducting the technique, the learners' average score was 36.67 while in the second cycle, the learners' average score improved to 68.84. In addition, based on the result of the interview, it was found that most of the learners said that this technique improved their reading comprehension. Furthermore, the use of PQ4R technique also developed learners' schemata and participation during the learning teaching process. It can be concluded that the PQ4R technique is one of the effective techniques for Kejar Paket C learners to improve their reading comprehension skills.

ABSTRAK

ARYANTI SANTOSO. 2010. *Meningkatkan Keterampilan Membaca Pemahaman Siswa Paket C Melalui Teknik PQ4R: Kaji Tindak*. Skripsi. Jakarta: Jurusan Bahasa Inggris, Fakultas Bahasa dan Seni. Universitas Negeri Jakarta.

Siswa Paket C sering menghadapi masalah dalam memahami bacaan dalam bahasa Inggris karena kekurangan kosakata, materi membaca yang menarik, latihan membaca, teknik membaca dan waktu yang terbatas. Tutor ditantang untuk menemukan topik-topik, aktivitas-aktivitas dan materi-materi untuk memotivasi siswa dalam aktivitas belajar. Penelitian tindakan kelas ini bertujuan untuk meningkatkan keterampilan membaca pemahaman siswa Paket C di PKBM Wahyuaji Andadari, Jakarta Utara melalui teknik PQ4R, yang terdiri atas enam langkah, yaitu: *Preview, Question, Read, Reflect, Recite* dan *Review*. Penelitian dilakukan dari Agustus 2009 hingga November 2009. penulis menerapkan teknik ini dengan mengkombinasikannya dengan materi bacaan, topic dan alat Bantu yang menarik. Data dikumpulkan dalam tiga cara yang berbeda; observasi, wawancara dan tes. Tes yang digunakan untuk pre test dan post test berasal dari Departemen Pendidikan Nasional. Hasil dari penelitian ini menunjukkan bahwa keterampilan membaca pemahaman siswa meningkat secara drastis. Hal ini ditunjukkan dari hasil tes mereka sebelum dan sesudah tindakan. Sebelum penerapan teknik tersebut, nilai rata-rata siswa adalah 36.67 sedangkan pada siklus kedua, nilai rata-rata siswa meningkat menjadi 68.84. Berdasarkan hasil wawancara diketahui bahwa hampir seluruh siswa mengatakan bahwa teknik ini meningkatkan keterampilan membaca pemahaman mereka. Selanjutnya, penggunaan PQ4R teknik juga mengembangkan pengetahuan dan partisipasi siswa selama proses belajar mengajar. Dari hasil penelitian ini dapat disimpulkan bahwa teknik PQ4R adalah salah satu teknik membaca yang efektif bagi siswa Kejar Paket C untuk meningkatkan membaca pemahaman mereka.

CHAPTER I

INTRODUCTION

A. Background of the Study

The process of developing the intellectual life of the Indonesian nation is not only by means of formal education but also non-formal education (Pengembangan Pendidikan dan Tenaga Kependidikan - Pendidikan Non-Formal, 2008). One of the non-formal education programs is Pendidikan Kesetaraan that includes Kejar Paket A program, Kejar Paket B program and Kejar Paket C program. Those programs are designed for those who are from poor family who never get formal education, drop out and those who want to improve their knowledge and life skill (UU no 20/2003 about subdiknas). The implementation of those Kejar Paket Programs is done in Pusat Kegiatan Belajar Masyarakat (PKBM).

Since the instructional purpose of Paket C is the same as that of senior high school level, one of the four skills which should be covered by the learners is reading as a written communicative form as stated in Standar Kompetensi Kelulusan (SKL) for senior high school, “memahami makna dalam wacana tertulis interpersonal and transaksional secara formal maupun informal”. In Kejar Paket C text book and Ujian Nasional Pendidikan Kesetaraan there are many texts that the students should read and comprehend. The test questions are mostly on reading comprehension that the students have to understand and to be able to answer. Unfortunately, the tutor is still use monotonous teaching techniques that make the students bored and less motivation in learning English.

In order to achieve the reading competence and to keep students interested and avoid boredom, the tutors assumed to employ some techniques, especially reading techniques. The tutor is challenging to find out topics, activities and material to motivate students in learning activity. The tutors have some ways how to teach and use the language appropriately that will make the students easy to understand in their learning activity. Oxford (1990:1) defines; there are two reasons that strategies are important. First, strategies are tools for active and self involvement for developing communicative competence. Second, the learners who have developed appropriate learning strategies have greater self confidence and learn more effectively. It means that language learning strategies influence language learning since it supports and help learners to learn, get and use the target language.

Compared to learner in formal school, Kejar Paket C learners have characteristics that are more complex. They vary in terms of age, language learning ability and come from different family background or culture. It challenges the tutor to find topics, activities and material that keep students interested and avoid boredom. Regrettably, it is often found that tutor still give conventional teaching activities that are less motivating to the learners. (Pengembangan Pendidikan dan Tenaga Kependidikan. Pendidikan Non Formal, 2008).

From the socioeconomic backgrounds, they mostly earn money for their lives and family as housemaids, working in the street, mechanic and part time workers. Thus, they needed to manage time between working and studying. Therefore, Paket C is designed for them because of

flexible time for studying. In Paket C, the schedule is 3 to 4 days a week and 2 to 4 hours a day in the afternoon.

The difficulties faced by Paket C learners in comprehending the English texts were due to their incapability in understanding the materials, their lack of vocabulary and their lack of reading exercise. Beside, the learners didn't know how the effective reading technique to comprehend the English texts and the tutor did not teach them, either. Additionally, the limited time for each meeting was also the cause of the problem.

Based on those facts, it is clear that reading becomes the most important skill to be taught to Kejar Paket C learners, they need to be trained in order to have good reading skills. To help Kejar Paket C learners, the researcher propose PQ4R technique as one of the effective technique for increasing their reading comprehension. The PQ4R technique is a good strategy that can be adapted for Kejar Paket C learners. As the English tutor in PKBM Wahyuaji Andadari, the researcher wants to give the appropriate technique that could help them in understanding the text easily and also could help them in doing their examination easier than before.

The reason which supports the writer's idea on applying the PQ4R technique was that the PQ4R is a technique that individuals can use to help them better to comprehend written material. It is a strategy that helps individuals focus on organizing information in their minds and making it meaningful (slavin, 1994). It also improves recall of facts by as much as 70%. Based on those theories and findings on PQ4R technique it can be inferred that PQ4R is a technique of working

with text to remember it better and it is a worth technique to be applied to help Kejar Paket C students in comprehending English texts.

PQ4R is a variation of SQ3R. The SQ3R technique is made up of five steps: Survey, Question, Read, Recite and Review. Students are to survey various aspects of the material to be read, including graphic aids. Then, they read the material. Once reading is complete, they should attempt to answer the previously formulated questions without making reference to the reading. Finally, they review the material to confirm their answer. SQ3R should be individualized to each student. While the process of PQ4R is generally the same as SQ3R with reflect as an added component. The reflect stage requires the students to check through aspects of the chapter that are unclear. This technique would be applied in production stages during the teaching learning process.

Hayden and Mclaughlin (1987) examined the effects of the PQ4R method on the skills and academic achievement of high school students with specific learning disabilities. Students received training in PQ4R (preview, Question, Read, Reflect, Recite, Review) and self management skills were modelled first and then students practiced them independently students also monitored and recorded their time on task. The results indicated that the use of a specific study skills program can aid in improving the grade- point average and achievement test score in learning disabled students.

Based on the explanation above, researcher had applied a new teaching technique in order to improve Kejar Paket C learners' reading comprehension through PQ4R technique because it

helps the movement of information process from short-term memory, by collecting and linking new information (Trianto, 2007:146) which can help students to understand better the text they read.

B. Problems Identification

Based on the background of the study described above, PQ4R technique for Kejar Paket C learners may arise some problems as follow :

1. How is PQ4R technique used to improve learners' reading comprehension?
2. What are learners' opinions about the use of PQ4R technique to improve their reading comprehension?
3. How frequent is PQ4R technique used to improve learners' reading comprehension?
4. To what extent is the contribution of PQ4R technique improves learners' reading comprehension skills?
5. What are the effects of PQ4R technique in improving learners' reading comprehension?

C. Research Question

1. How to improve learners' reading comprehension through PQ4R technique?
2. What are learners' opinions about the use of PQ4R technique to improve their reading comprehension?

D. Focus of the Study

The focus of the study is investigation to the use PQ4R technique for Kejar Paket C learners.

E. Aims of the Study

The aims of the study are:

- a. To explain the use of PQ4R technique in improving students' reading comprehension skill.
- b. To describe learners opinion toward the use of PQ4R technique in improving learners' reading comprehension skill.

F. Significance of the study

This research is important to be conducted since it helps to enrich studies in the term of improving learners' reading comprehension skill. Besides, it can be a problem solving toward the problem of the lack of students involvement in the learning process and motivate them in the learning process activity in order to help them improve their reading comprehension by using effective reading comprehension. Therefore, tutors have an input for teaching English in general and specific and also enrich their teaching techniques and activities to develop interest for the students to learn English.

BAB II

LITERATURE REVIEW

A. Reading

1. The Concept of Reading

The important of reading skill have become one of the main concerns by some education experts as one of the important skill that should be mastered. As stated by Brown (2004:185), “reading is the most essential skill for success in all education contexts”. It means that reading is crucial for students because the success of their study depends on the greater part of their ability to read.

Grabe and Stoller (2002:9) stated,” reading is the ability to draw meaning from the printed page and interpret the information appropriately. It can be concluded that when the learners read a text, they may find new things and find some information from that text which will help him learn something. By reading, their knowledge will be better than before.

Still correlated to the above theories, Nation (1997:6) says, "success in reading makes learners come to enjoy language learning and to value their study of English. It means that reading is vital in language learning. Most activities of learning process are reading. Though students are learning to speak English, they need to be able to read and to understand a reading material such as a model dialog or kinds of expression they need in conducting the dialog. One who can read well in language learning will not only enjoy his learning but also be able to see how important his English learning is. It will make him study hard for his success.

From those theories, it can be inferred that is one of the skills that is important to be studied, as through reading we will be able to get information and information means power. The ability in mastering a reading text is not merely to pronounce the words written, but also to understand what is being read and in doing so, be able to comprehend the text throughout.

2. Reading Comprehension

Nuttal (1996:4) states that reading has 1 prime purpose which is to get the meaning of the written information. In simply words, the purpose of reading is to comprehend the meaning of the text. Grabe (2002:17) define that reading comprehension is the ability to understand and get meaning of the written form. It is also supported by Gebhard (2000:200) finds that successful readers could also read through comprehension.

The success of reading comprehension depends on some factors. According to David (1979:9), there are two factors influencing reading comprehension, they are inside the head and outside the head. The inside factors will be things like linguistic competence (what the reader

knows about the language), interest (how much the reader “cares” about the task at hand as well as his/her mood about reading), and accumulated reading ability (how well the reader can read). Then, the outside factors are the elements on the page and the qualities of the reading environment. The elements on the page-textual characteristics included factors like text readability (how difficult the material is) and text organization (what kind of help is provided by heading, visual arrays, etc).

When reading a text, a reader needs to make use of some skills in order to understand and to comprehend the content of the text. There are some microskills of reading that represent the kind possibilities for objectives in assessing reading; discriminate among the distinctive graphemes and orthographic patterns of English, retain chunks of language of different lengths in short-term memory, process writing at an efficient rate of speed to suit the purpose, recognize a core of words, and interpret word order patterns and their significance, recognize grammatical word classes (noun, verb, etc.), system (e.g., tense, agreement, pluralization), patterns, rules, and elliptical forms, recognize that a particular meaning may be expressed in different grammatical forms and the last recognize cohesive devices in written discourse and their role in signaling the relationship between and among clauses. Therefore, in this research, the writer will teach some reading comprehension skills. The skills that will be taught are scanning the text for specific information, skimming the text for main ideas, previewing and predicting also identifying reference words stated in the text.

According to Blooms cited in Krathwohl (2001) comprehension was one of the skills that involved in cognitive domain. There are six levels in taxonomy, moving from the lowest order

processes to the highest; knowledge, comprehension, application, analysis, synthesis and evaluation.

To sum up, reading comprehension is able to be considered as the understanding of the meaning of the written material and covers the conscious strategies. The goal is to understand the total meaning of the text. This activity needs some techniques to make the readers get their goal in reading, understand whole of the information in the text

3. The Teaching Reading Comprehension

The term strategic reading refers to thinking about reading in ways that enhance learning and understanding (Harvey, 1980). The learners do not only need to understand a strategy, they also need to know when, how, and why to use them. Perkins and Swartz (1997) have defined four levels of metacognitive knowledge that are helpful for gaining understanding. These levels show the progress of the reader's thinking.

1. Tacit readers : Readers who lack awareness of how they think when they read
2. Aware readers : Readers who realize when meaning has broken down or confusion has set in but who may not have sufficient strategies for fixing the problem
3. Strategic learners : Readers who use the thinking and comprehension strategies to enhance understanding and acquire knowledge
4. Reflective readers : Readers who are strategic about their thinking and are able to apply strategies flexibly depending on their goals or purposes for reading.

Teachers need to monitor the learners' progress in reading. When they do this, the learners should get the successful in understanding the text well with the proper guidance from the teacher.

In teaching reading, the tutors need to teach some techniques that help the learners understand the text better. According to Beatrice (2004:255) a good teacher in reading class can provide:

- An-anxiety free environment in which students feel comfortable taking risks and trying new ways of reading.
- Enough practice so the students can master new strategies
- Friendly pressure in the form of persuasion and timing.
- Positive examples of how to approach a text.
- A model for the kind of thinking that good reading requires.
- An inspiring example of an enthusiastic reader.

It can be concluded that a good teacher is a teacher with a well-prepared teaching reading technique, have a spiritual energy that motivates students in reading and encourage students to take risks to be a better reader. The teacher has a great influence in determining the successful of students in reading.

B. Kejar Paket C Learners

As mentioned in Acuan Pelaksanaan Pendidikan Kesetaraan Program Paket A, Paket B dan Paket C: direktorat Jenderal Pendidikan Luar Sekolah Departemen Pendidikan Nasional,

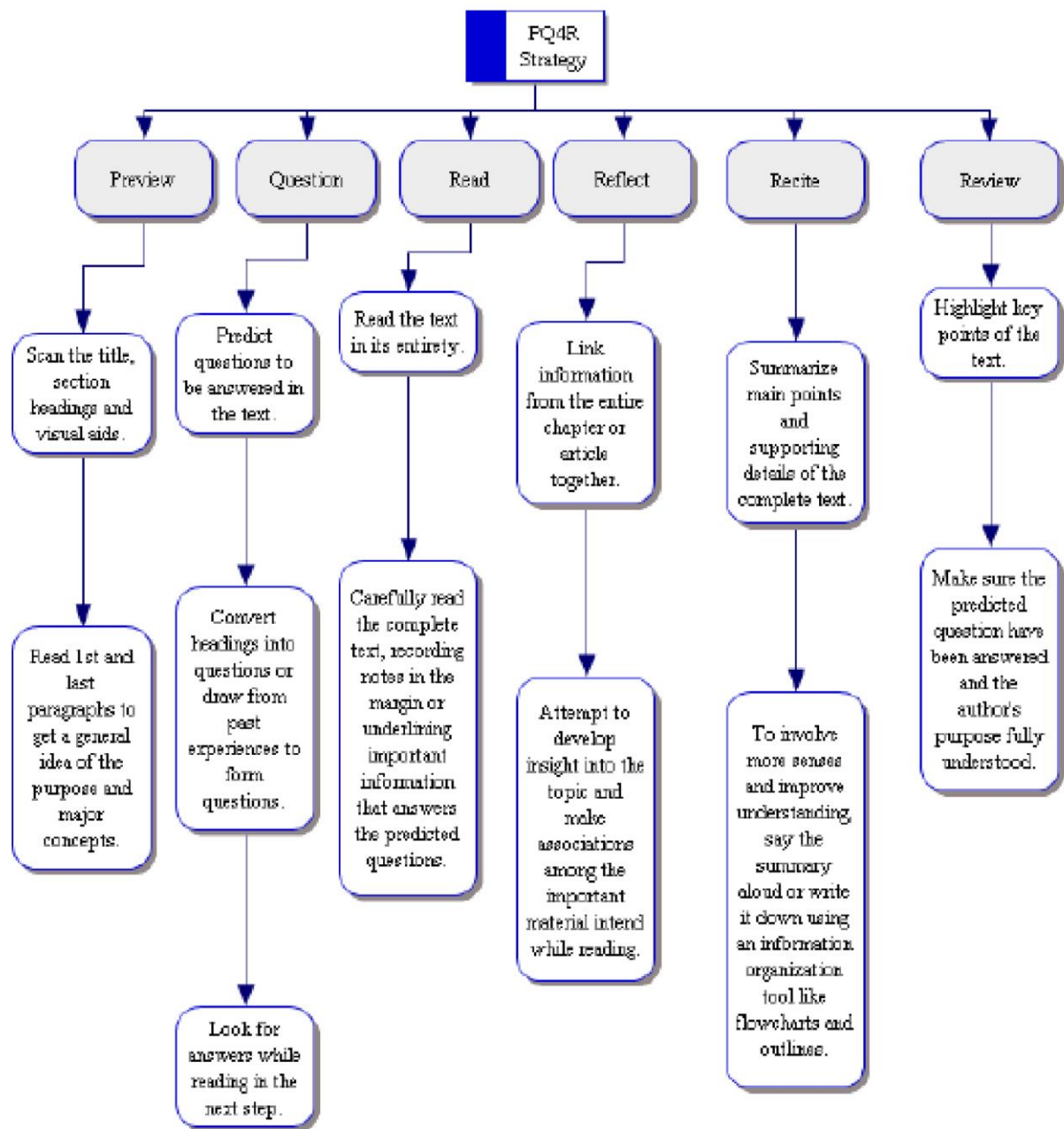
Paket C level equals with SMA level. In pre-research, the researcher found that Paket C learners' ages range is from 16 years to 31 years old. Those age ranges are included in two kinds of learner types which are adolescent and adult learners. Based on Harmer (2001:38), adolescent are the same as teens who are in secondary school. It means that adolescent is in the age range of 13 years old to 17 years old. Moreover, Harmer (2001:39) also describes the characteristics of adolescent. They have disruptive behavior in the class, discipline problem and interesting peer group behavior. Harmer (2001:40) also describe the characteristics of adult learners which are unlike adolescent, they often have a clear understanding of why they are learning and what they want to get out of it. The reasons why they join Kejar Paket C Program are varied. Most of them want to get certificate to continue their study or get a better job, some want to be more knowledgeable and few of them because they only have time for studying in the evening.

Thus, Paket C Learner is the learner with the age range between 16-31 years old who have a limited time and budget for studying. They want to get the certificate for getting better job and life in the future.

C. PQ4R Technique

The PQ4R technique is a reading technique under the head of elaboration strategy in reading. The PQ4R is a reading technique developed by Thomas and Robinson in 1972. The PQ4R is the Acronym for Review, Question, Read, Reflet, Recite and Review. This technique is an improvement of former reading technique developed by Francis Robinson in 1941 which was called SQ3R (Survey, Question, Read, Recite and Review). It is based on a research in cognitive psychology that helps individual becomes an active learner. Slavin (1994) defines the PQ4R is as

a technique that the individuals can use to help them better comprehend written materials and to help them focus on organizing information in their minds and making it meaningful. This strategy is proved effectively to developed students understanding in reading comprehension based on the research done by Longsdon (2007). The scheme can be seen in the next page:



Based on the definition above, it can be concluded that the PQ4R is a reading technique which can be very effective in helping students to successfully comprehend texts, since it helps the students to understand and to remember better of what they have read.

CONCEPTUAL FRAMEWORK

The learners of Kejar Paket C program who have learning disability in basic reading and reading comprehension, and also who come from heterogeneous social background with lower English proficiency than the students from formal schools, need an effective reading technique to understand what they read and to remember details of what they have just read better.

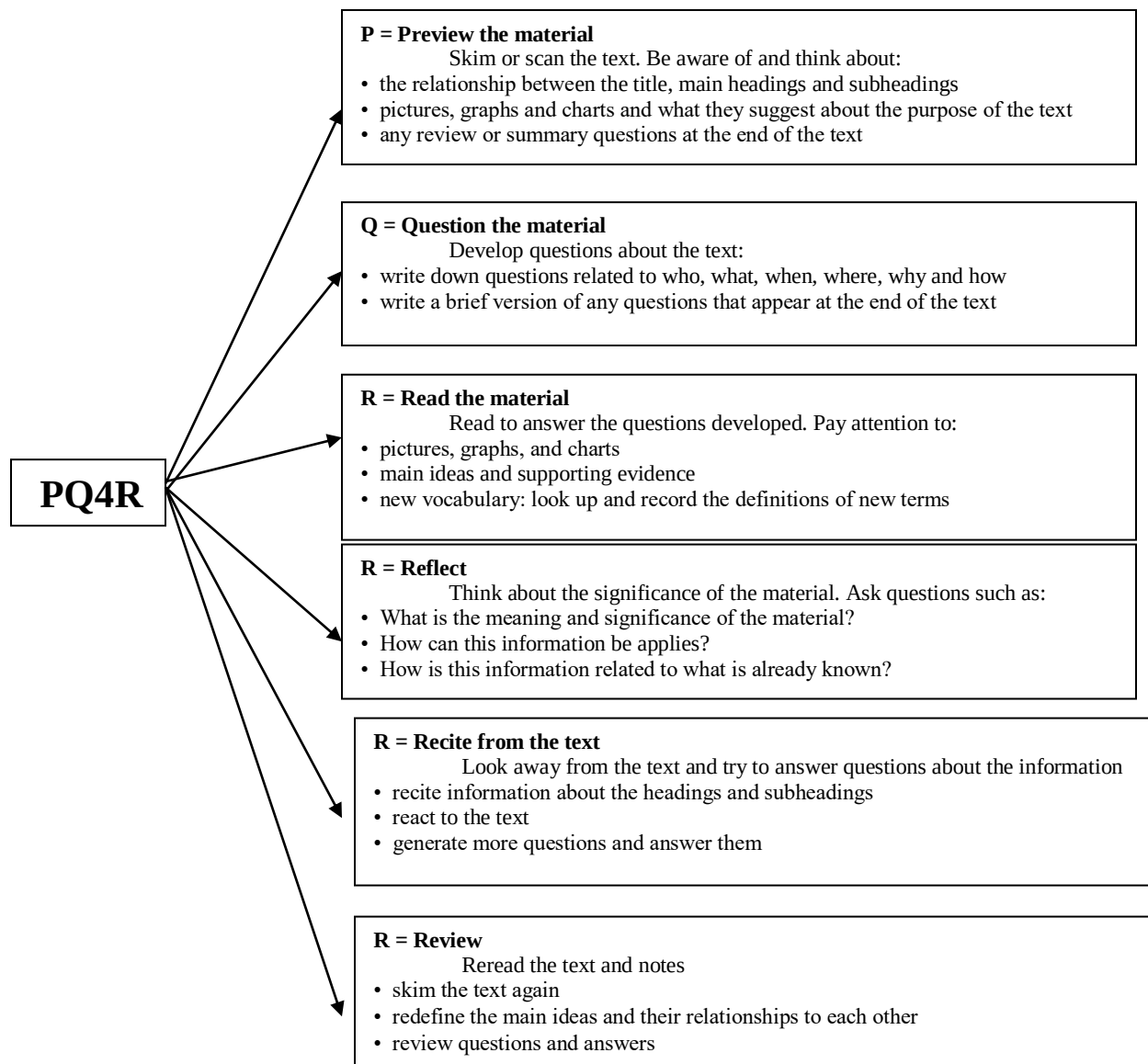
There are two factors influencing reading comprehension, they are inside the head and outside the head. The inside factors will be things like linguistic competence (what the reader knows about the language), interest (how much the reader “cares” about the task at hand as well as his/her mood about reading), and accumulated reading ability (how well the reader can read). Then, the outside factors are the elements on the page and the qualities of the reading environment. The elements on the page-textual characteristics included factors like text readability (how difficult the material is) and text organization (what kind of help is provided by heading, visual arrays and so on).

One of the techniques to teach reading is the PQ4R developed by Thomas and Robinson in 1972. The PQ4R is the acronym for Preview, question, read, reflect, recite and review. This strategy is proved effectively to developed students understanding in reading comprehension

based on the research done by Longsdon (2007) that this strategy will improve the students understanding of text.

In this research, the writer will apply this technique to help Kejar Paket C learners improving their reading comprehension skill. Through this technique, the learners are hoped be able to answer the reading comprehension tasks easily and get many information deeply. The step of PQ4R technique can be seen in the next page.

The Steps of PQ4R Technique



CHAPTER III

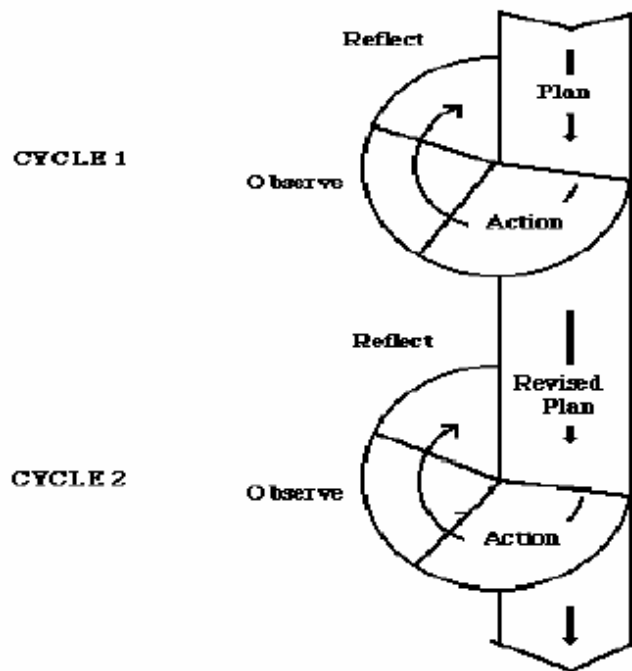
METHODOLOGY

A. Research Design

In reference to the background of the study, the design of this study was an action research because it fits the aim of the study which is to improve the quality of learning process in the class.

The action research employed was based on Kemmis and McTaggart (1990). The research procedure consisted of cycles which have five main items each, they are as follow:

A representation of an Action Research protocol by Kemmis and McTaggart is provided in Figure 1.



Action Research Protocol by Kemmis & McTaggart (cited in Hopkins, 1985)

1. Reconnaissance

The steps of the research from observation to discussion were elaborated in this part:

A. Describing the situation

The description of the class under study was written elaborately from general (e.g. the situation of the school) to specify (situation, students' characteristics and condition of the class).

B. Identifying the problem

This part would identify problem that engage in the class based on the mistake which often appear during the activities in relation to the topic chosen

C. Analyzing the problem

This part would identify the problems that emerge in the class in teaching English when the researcher uses the methods. The problem under study was analyzed to find out the difficulties faced by the learners

D. hyphothyzing

The solution and the steps to solve the problem in the class were proposed. For example by presenting an alternative teaching-learning approach to improve the performance of the students.

E. collaborating

It was a description about a colleagues or somebody who knew much about the teaching learning process and helped the researcher in the study. The tasks were to observe and

take notes regarding the strengths and the weaknesses in the teaching learning process as well as the difficulties of the learners possibly identified

2. Planning

The researcher would design the plan in accordance with the hypothesis mentioned above.

3. Acting

Based on the proposed plan, the researcher began to teach students by following the steps design before.

4. Observing

The researcher and the collaborator did the observation during the teaching and learning process. The researcher took notes about the important things to be discussed after the class

5. Reflecting

The researcher and the collaborator along with the learners discussed the result of the observation to evaluate the teaching and learning process done in the class. The result of the discussion would determine the best steps that follow in the next cycle.

B. Subjects of the Study

The subjects under the study were the students of Kejar Paket C program in grade VIII that equals to grade XII of Senior High School students. The total numbers of the students joining the class are fourteen students, eleven males and three females.

C. Time and Place of the Study

The study was conducted during the first semester 2009-2010. The data would be collected in about four months from PKBM Wahyuaji Andadari which is located in Jl.Papanggo II. North Jakarta

D. Data Collection Technique

The data would be collected from the following:

1. Observation

Observation on the class under study would be done during the whole process of the research from the beginning, the middle until the end of the research. It was done by taking field notes.

2. Interviews

The interview would be conducted for teachers and learners. The study used semi-structure interview (Burns, 2002). There were twelve questions for learners. The open-ended answers were also used to get personal perception of each individual.

3. Pre-test and post-test

These kinds of tests would use to monitor students' reading comprehension before and after the implementation of the PQ4R technique. The pre-test was aimed at measuring students' existing knowledge of reading comprehension before the application of the proposed

technique. Meanwhile, post-test was used as a means to gain information of the students' final reading comprehension improvement which was given at the end of the cycle in implementing the PQ4R technique.

E. Data Analysis

Two types of data collection will be used, qualitative data and quantitative data. Qualitative are derived from interviews and participant observation, while quantitative data are gleaned from pre test and post test learners' score. The test given was multiple choice questions to test comprehension text (Harmer, 2001:326).

F. Achievement Indicators

The indicator that shows the improvement of learners' reading comprehension of Paket C learners can be seen from the average score of the pre-test and post-test. The pre-test that will be used in this study is the multiple choice test that discussed any information from many kinds of the text (recount text, narrative text, descriptive text, etc.). The students get a good score if they can answer the entire question correctly. The post-test are identical with the pre-test.

Due to the tests used were multiple choice, the writer used a reading comprehension skill indicator that proposed by Brown (2004:288). There are five grades in assessing the learners' tests. It can be seen in the following table:

Students' Reading Comprehension Skill Categories

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Score	Score Interval
A	80 – 95
B	70 – 79
C	60 – 69
D	50 – 59
E	Below 50

The decision of these grades is as reference in deciding whether or not the application of PQ4R technique can improve the reading comprehension skills of English reading passages.

CHAPTER IV

RESEARCH FINDINGS

This chapter described the process and the findings of the study undertaken. In the process of intervention, there were two cycles. Each cycle consisted of three meetings. Each meeting consisted of five steps taken; reconnaissance, planning, acting, observing and reflecting.

A. Cycle I

1. Reconnaissance

a. Describing the Situation

Pusat Kegiatan Belajar Masyarakat (PKBM) Wahyuaji Andadari is located on Jl. Papanggo IIB No.75A RT.006/03 Papanggo North Jakarta. It is led by Mr. Asko Sesaryo as a principal of this PKBM. It was built in 2008. It has eight tutors and twenty eight learners. They are two Paket A learners, twelve Paket B learners and fourteen Paket C learners.

The building is far from the traffic jam, near by the grave yard and it is laid on society's surrounding. The learners usually use their feet, bicycle or motorcycle to reach the school. The school building has three rooms. It consists of two classes and one room for administrative room that also uses for computer room and principal's room. The school has a small terrace that used for parking the learners' vehicle. Due to the limited room that they have, the officers have to arrange the schedule effectively to fulfill the lesson need of the learners'. There are seven subjects that are being taught in Kejar Paket C program, *Bahasa. Indonesia, Matematika, Sosiologi, Bahasa Inggris, Geografi, Ekonomi, and Pendidikan kewarganegaraan*. The subjects'

schedules for Kejar Paket C program that are being taught in this school are as follow:

JAM BELAJAR	SELASA	RABU	JUM'AT
	Pelajaran	Pelajaran	Pelajaran
Paket C (Ruang A)			
Pukul19.00-19.40	Bahasa Inggris	Pkn	Ekonomi
Pukul 19.40-20.20	Bahasa Inggris	Sosiologi	Matematika
Pukul 20.20-21.00	Bahasa Indonesia	Geografi	Matematika

The grade under study was Kejar Paket C learners' that consisted of fourteen learners, three female learners and eleven male learners. The class of Kejar Paket C program is beside Kejar Paket B program, exactly it is in the middle of the school building. The class is clean enough. There is a fan in the left side, but sometimes the learners are still hot mainly after the rain. It makes the class is not comfortable. In front of the class, there is a chair and the table where the schedule is stuck on it. The schedule of English subject is once a week, every Tuesday at 07.00 p.m to 08.20 p.m. Although they have a very simple class but they join the class actively and make the learning activity in the class is enjoyable. Moreover, although they have different culture, age and family background but they still respect each other.

b. Identifying Problems

Due to most of their test questions are mostly on reading comprehension where the learners have to understand and be able to answer, the tutor had to use the interactive technique that can motivate the learners to participate actively during the class. Unfortunately, the tutor was still use monotonous teaching techniques that make the learners bored and less motivation in learning English.

In order to achieve the reading competence and to keep the learners interest and avoid boredom, the tutor was challenging to find out topics, activities and material to motivate the learners in learning activity. The tutor had some ways how to teach and use the language appropriately that will make the learners easy to understand in their learning activity.

Based on the pre-test that had taken before the first meeting, it could be seen that the learners' reading comprehension was still below the average. They got confuse to find the answer of the question because their lack of vocabulary. They still used the old technique one, looked for the meaning of each word in the text. In the first time in using PQ4R technique, there were only two learners who were participated actively. Meanwhile a lot of learners were kept silent during the class. But the next meeting, half of the learners in the class were competed to answer the tutor's question. Another seemed like be ashamed, lazy and afraid to participate in the class.

c. Analyzing Problems

From the collaborator's note and the result of the interview in pre-observation, had found that limited vocabulary became the main problem for the learners to do the reading comprehension task. Most of the learners were lazy to bring dictionary. The tutor had asked them to do it and would give them the punishment if they didn't obey it, but the next day, they were being absent. The institution couldn't provide the dictionary there because of the lack of the fund. Thus, the tutor was challenged to find another technique in which the learners' participation and reading comprehension can be improved during the class.

d. Working Hypothesis

Based on the literature, a hypothesis raised in this study that the use of PQ4R technique would develop the learners' reading comprehension.

There were six steps in PQ4R technique. The first was **previewing** where the learners had to aware of and think about the relationship between the title, main headings and subheadings or some visuals aids such as pictures, graphs and charts and what they suggest about the purpose of the text, they also should pay attention for any review or summary questions at the beginning or the end of the text. The second step was **questioning**. The learners should to develop questions about the text they could write down questions related to who, what, when, where, why and how and write a brief version of any questions that appear at the end of the text. The next steps was **reading**, here the learners Read the whole text to answer the questions developed. They had to pay attention to pictures, graphs, and charts in the text that could help them in understanding the text. Main ideas and supporting evidence were

also important to be noticed in this step. If they find new vocabulary, asked them to look up and record the definitions of new terms in order to increase their vocabulary knowledge. After reading, the learners could improve their knowledge by reflecting the information that they got from the text and discussed it with their classmates. They had to know the meaning and the significance of the material, how to apply the information and the relation between the new information and their schemata. The next step was reciting where the learners had to try to answer their questions in questioning steps. The last step was reviewing all of the questions and the answers. It was to ensure the learners had found the correct answer.

The PQ4R technique was believed could increase the learners' reading comprehension. The tutor also used the varied media in order to keep the learners' interest during the application of PQ4R technique.

e. Collaborator

For collaboration, the researcher needed a person who understand and had experience in dealing with the adult learners directly. Moreover, she also needed a person who understands in analyzing error grammatical. Therefore, two collaborators were chosen in this study. The first is Mrs. KA who works as a teacher in junior high school. She had graduated from university in 2007. She would help the researcher to observe the strengths and the weaknesses, mainly the learners' activities during the implementation of PQ4R technique. The second collaborator is Ms. SMA who also the writer's classmate in university. She would observe the tutors' explanation, the

presentation of the tutor, the instructions of the tutor, the learners' reaction, the learners' answers and the performance of the learners.

Based on these findings in early data collection, some plans and steps of intervention are designed to be implemented.

2. Planning

Based on the problem identification and analysis, the researcher designed a plan consisting of several steps that are going to be conducted. Based on the findings in early data collection, some plans were designed as the following:

- Preparing lesson plan consisting of objective, steps of actions and kinds of activities that will be conducted to teach reading in the class.
- Choosing several kind of text which suits the learners' interest and level of ability.
- Preparing ways of collecting data describing about the process and result of teaching-learning reading in the class.

First Meeting

Theme : Legend

- a. The writer started the meeting with checking learners' attendance.
- b. The writer brainstormed the learners about a narrative text, especially for the legend or fairytale they have already known (preview).

- c. She tried to engage the learners' attention to the story going to be discussed (the grasshopper and the ant). She asked them to retell it with their own words.
- d. The writer distributed the text and asked the learners to read it aloud.
- e. The writer asked the learners to read the text silently. They were supposed to understand the story and asked to reflect whether or not the story they just read has the same story they had previously.
- f. The writer proposed some questions about the story to check learners' reading comprehension (recite).
- g. The writer and the learners discussed the tasks together (review).
- h. The writer distributed the second text and asked the learners to do the tasks related to the text.
- i. Before the writer ended the class, she concluded what they had discussed and learned today.

Second Meeting

Theme : Memory

- a. The writer started the meeting with checking learners' attendance.
- b. The writer brainstormed the learners about text they had learned in the previous meeting, especially about the past tense (preview).

- c. The writer explained what they are going to do and asked them to listen to the music that would play for twice.
- d. The writer asked the learners about what the song is about for a glance and what vocabulary they had known they found in the song (question).
- e. The writer distributed the jumble lyric song and asked them to listen to it once more (read).
- f. The learners were asked to complete the jumble words and then pronounced it together.
- g. The writer asked the learners to do the tasks following the song lyric and discussed it together with the learners (reflect and recite)
- h. The learners and the writer were summarized the material and the purpose of their learning activities then the writer ended the class.

Third Meeting

Theme : why something happens?

- a. The writer started the meeting with checking learners' attendance.
- b. The writer asked some questions related to the material they would learn, the explanation text (preview).
- c. The writer distributed the first text they are going to discuss, the Process of Tsunami. She asked some question about what they have already known about the tsunami (question).

- d. The learners were asked to read the whole text and retell what they got while reading the text (read and reflect).
- e. The writer asked the learners to do the tasks following the text and discussed their answer together (recite).
- f. The writer distributed the second text, Red Cross, and directly asked the learners to do the tasks following the text.
- g. The learners were asked to discuss their answer by using their background knowledge after read the text.
- h. In the end of the class, the writer asked the learners to conclude what they had learned today.

3. Acting

Steps of actions that will be conducted are as the following:

- Teaching reading comprehension through PQ4R technique
- Involving the learners' active participation in the process of learning teaching reading comprehension in the class
- Observing the process of learning teaching reading comprehension in the class

- Conducting evaluation test to find out the learners' progress of reading after several meetings of teaching-learning reading comprehension that have been conducted in cycle 1.

In cycle 1, there was several different kind of text given to the learners. Each kind of text was not a long text, instead of a short one, mostly consisted of more than 4 shorts paragraphs. Each meeting would discuss two different texts. Since there were three meetings for cycle 1, six different texts were needed. The first text was given on September 29th, 2009. The second text was given on October 6th, 2009 and the third text was given on October 13th, 2009. The schedule of intervention in cycle 1 was as the following.

Schedule of Intervention in Cycle 1

No.	Date/time	Text title
1.	September 29 th , 2009 19.00 – 20.20	1. Jaka Tarub 2. the Grasshopper and the Ant (Rahman, Yuliani. Bahasa Inggris Paket C. 2007. Indocam Prima. Jakarta
2.	October 6 th , 2009 19.00 - - 20.20	Http://google+pearljam+lastkiss.html
3.	October 13 th , 2009	1. The Process of Tsunami

	19.00 – 20.20	2. Red Cross (Rahman, Yuliani. Bahasa Inggris Paket C. 2007. Indocam Prima. Jakarta
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a. First meeting, September 29th, 2009

The first class was conducted on September 29th, 2009. It was started in the first session in the evening from 19.00 to 20.20. Five learners were absent. The text given in the first meeting entitled “Jaka Tarub” and The Grasshopper and The Ant.

After checking the attendance list, the tutor gave the first text, “the Grasshopper and the Ant”. She asked the learners to read the text after her. Then, she chose some learners randomly to check their pronunciation and would correct theirs if they made mistake. After that, the tutor explained the learners about kind of text that had been given, that was narrative text. She gave short and simple explanation about narrative text and the purpose of reading narrative text. She also explained about past tense form. After giving the pattern and some examples of past tense form, the tutor asked the learners to make another past tense sentence form. Some learners got confused

The next activities given by the tutor was answering the question below the text. At first the tutor just gave ten minutes to do the exercise but a lot of learners were not ready yet and then she added ten minutes more to finish it. During injury time given, some learners tended to do other activities during the class such as, chatting with other friends, making jokes or drawing things which was not related to

the material given. The tutor approached those learners by helping them in understanding the question or the text one by one. After twenty minutes, the tutor and the learners discussed the exercise together. There was only one learner who could answer 4 questions correctly. Three learners got 3 correct and the rest just could answer one question.

Then the tutor gave them another text, “Jaka Tarub”. Before asking the learners to do the task based on the text, the tutor explained about the PQ4R technique. Kejar Paket C learners were so difficult to understand a new material theoretically, so the tutor used the first text to make the learners had a deep understanding about the application of PQ4R technique. After that the learners were asked to do the task by using the technique that had been explained before.

In discussing the text, the tutor asked the learners to be a volunteer. It meant to keep the learners’ participation during the lesson. The volunteer had a right to choose another student. Most of the learners responded it positively. In discussing the task, the tutor advised them in using PQ4R technique, “C, please answer number one!”. He was shocked and just read the question then he kept silent. “*Ok, C, kata tanyanya apa disitu?*”, he answered “What miss”. The tutor still helped him to answer the question “*Trus yang ditanyain apa?*”, “emmmm talk itu ngomong yah miss?”, “*iya bisa, jadi artinya pertanyaannya apa C?*”. He answered “*Yang diomongin di text apa?*”. “Good, very good C!”. Another learners gave him applause and that make him proud by raised his hands. “So, the answer is?”, C kept silent awhile and then he answered “*Yang A miss, Jaka Tarub illness*”. The tutorial given was meant to keep learners in the right track in using PQ4R technique. She gave the

tutorial for all learners who she chose to answer the question. After the discussion, it showed that they made a progress in doing the exercise, one learner got all correct, two learners got four correct, two learners got three correct and two learners got two corrects.

After that the tutor asked the learners about the difficulties in applying PQ4R technique. A few minutes gone, the bell rang then the tutor closed the lesson.

b. Second meeting, October 6th, 2009

The class was conducted on Tuesday, October 6th, 2009. It was started at 19.00 to 20.20. There were two learners absent. Before starting the class, the tutor prepared the realia such as, a notebook, two speakers, and jumble words text.

As usual, after checking the learners' attendance, the tutor asked the previous lesson. At the beginning the tutor asked the learners to listen to the song that would be played twice. The song that would be played was Last kiss by Pearl Jam. After listening, the tutor gave a jumble text that should be completed by the learners by listening to the song for three times in order to make them familiar with the words in that song. After 15 minutes, the tutor and the learners were discussed the task and pronounced the missing words together.

After discussing, the tutor asked the learners about the past tense form that had been discussed in the previous meeting. Due to *Kejar Paket C* learners' limited time in studying, their careless and their limited space to practice their English, thus they should

be drilled to remind them about what they had learned. Some learners could answer the questions about past simple form. After checking their understanding, the tutor asked them to find past simple sentences from that stated in the song lyric as many as they could find. At first, the learners didn't complain anything, but after 5 minutes run, most of the learners said "*susah* miss.....". The tutor tried to give the easiest explanation that they could find the past simple sentences if they found the subject before. There some subjects that could be found in text were; I, we, the car, the engine the Lord, etc. after getting that explanation, the learners continued their task. Although they had the easiest explanation, some learners seemed like got difficulty In doing the task. The tutor approached them individually to give more explanation.

Then some learners were asked to write two sentences that they had found in the text. Who wrote the same sentences had to stand for a while in their seat. It made another learner was being motivated because they didn't want became the clown that would be laughed by others. After all of the past simple sentence form had been discussed, the tutor gave another paper that involved ten questions related to the song lyric. The learners were asked to answer the question by applying PQ4R technique. Then, as usual the tutor and the learners discussed the task together. The tutor close the lesson without asking the difficulties faced by the learners first because they had 10 minutes over than the schedule. Fortunately, Ms. F who would teach the next lesson could tolerate it.

c. Third meeting, October 13th, 2009

As usual, after checking the learners' attendance, the tutor did not tell what text they would learn. It was meant to check the learners' background knowledge and as the brainstorming before they got the brief explanation from the tutor.

The text which learned in this meeting was explanation text. There were two texts would be discussed here, the first was The Process of Tsunami and the second one was Red Cross. In the beginning, the tutor showed them the picture of tsunami that could lead them to the topic. She asked the learners, what was come in their mind when they saw those pictures?. Some the learners answered "*monster miss...*", "*ombak dipantai yah miss,,*". The tutor responded their answer to keep their interest in joining the class.

Then the tutor distributed the text would be discussed, The Process of Tsunami. She explained that the text in their hand was explanation text that purposed to tell processes related to forming of natural, social, scientific and cultural phenomena. After giving brief explanation, the tutor asked them to do the exercises to know their comprehension about the materials given. Then, the tutor and the learners discussed the task together. The tutor chose one of the learners to answer the question, "H, please answer number seven!". H just said "emmmm.....". Then, the tutor helped him in understanding the question, "*kalimat tanyanya apa?*". "Where miss...", "*artinya where apa ?*", "*Dimana*", "Ok Good! *kalo dimana itu yang ditanya apa?*". H said "*tempat ,oh iya udah ketemu miss jawabannya Pacific Ocean kan miss?*". The tutor gave him the reward by saying "Excellent H". It was meant to keep the learners' interesting in doing their task and gave them direct the tutorial for answer the question.

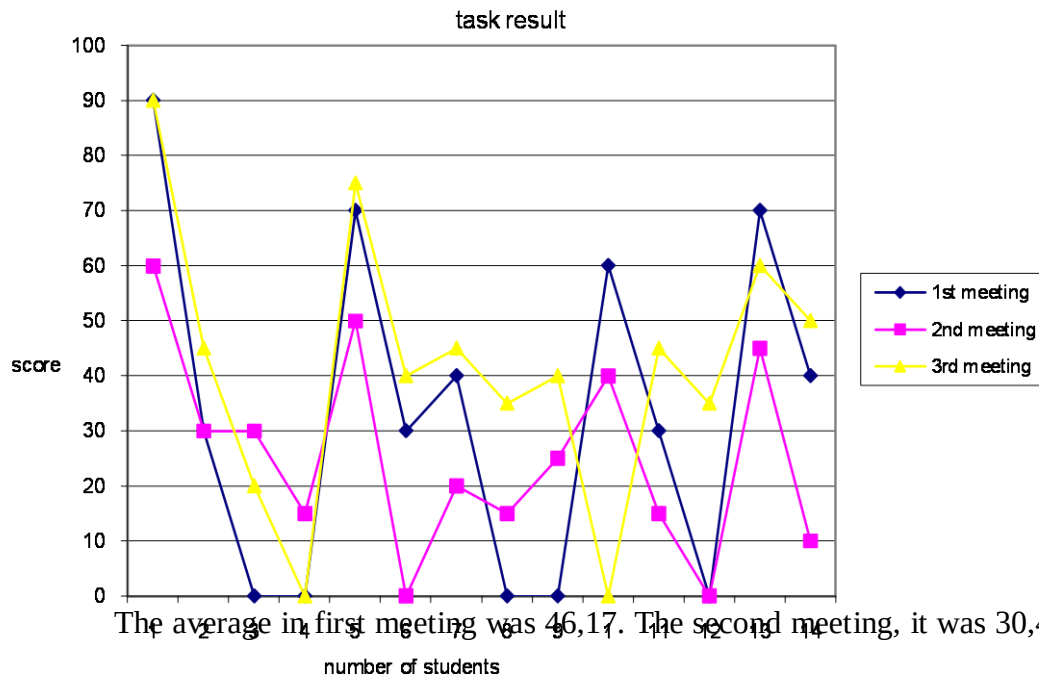
After discussing and knowing the learners' background knowledge, the tutor did not give the second text directly. She wrote the chapter on the whiteboard, "Red Cross". These words were unfamiliar for them. Then she asked the learners to brainstorm in guessing the meaning of it. "*jalan merah ya miss...*", other students answered "*jembatan merah miss...*". The tutor gave the picture as the clue to find the correct meaning. When they saw the picture, directly they said "*Oh Palang Merah miss...*". It was proved that those words were unfamiliar for the learners. After that she distributed the second text and asked the learners to do the task by using PQ4R technique that had been explained before. Fifteen minutes before the bell rang, they had done their task and directly together with the tutor, they discussed the task. Before closing the class, the tutor reflected the material they learned today to remind them what kind of text had been taught.

4. Observing

At each meeting, the collaborator came to the classroom together with the tutor and stayed in the classroom until the class was over. She paid the full attention and noted down everything that happened during the application of PQ4R technique. She observed the technique process, the presentation of the tutor, the instructions of the tutor, the learners' reaction, the learners' answers and the performance of the learners.

After observing the application of PQ4R technique for three meetings, the researcher and the collaborator noticed that the learners were enthusiastic to do the reading comprehension task. They answered the question attentively when they were asked to do and discussed the task. They also got some new vocabulary based on the topic discussed. However, some learners made mistakes in pronouncing the new words in the text since the spelling were different with the pronunciations.

Based on the task result in three meetings, it is found that the result of the learners' test was increased. The progress in those meetings could be seen in the diagram below:



The average in first meeting was 46,17. The second meeting, it was 30,42 and the third meeting was 48,3. The increasing progress was also seen from the highest score in the first task was 80 but for the next task was 100.

In the third meeting, the tutor and collaborator noticed that the learners' progress in reading comprehension was improved. It was shown that the learners' pronunciation got better than before and they tried to use target language although in limited circumstances. Their vocabulary was also increased. It could be seen when they were able to answer when the tutor asked them about the meaning of some words. Sometimes they competed to answer the tutor questions'. Meanwhile, there were still some learners who kept silent and were afraid when the tutor asked them. The collaborator said that they were not confident with their answer. During the first cycle activity, sometimes the tutor spoke too fast in explaining the lesson.

5. Reflecting

At the end of cycle 1, a reflection was conducted to analyze and evaluate the whole process and findings of cycle 1. Here, the researcher together with the collaborator conducted a discussion about the strength and weaknesses occurred during of learning teaching activities related to the use of PQ4R technique in reading comprehension.

The researcher and the collaborator discussed the result of the learning process. In the first and the second meetings, the researcher and the collaborator noticed that the learners were not all active during the technique conducted. They looked ashamed to answer the question because she/he had wrong answers for many times. They also sometimes forgot how to pronounce the words they had familiar with. In spite of the weaknesses above, the researcher and the collaborator noticed several strengths of the technique. The learners were very interested in the technique. They also looked enthusiastic and ready to do the task. The researcher and the collaborator also noticed that the learning materials during the use of PQ4R technique were interesting for the learners.

In the third meeting, the researcher and the collaborator noticed that the learners' reading comprehension developed. They had some progresses for not reluctant to speak and join the class actively. The learners were more motivated in arguing their answer in front of the class. They were able to speak the target language in the learning process.

By giving various activities in performing such as group work or individual works, the learners are encouraged to be actively involved in the learning activity. The researcher and the collaborator also decided to give more chances to the learners who still unconfident in answering and arguing the question so they could join the class actively.

B. Cycle II

1. Reconnaissance

a. Description of Situation

Based on the findings in cycle 1, the learners had shown progress in dealing with reading comprehension text using PQ4R technique.

b. Problem Identification

Through the findings in cycle 1, it was found that most the learners had progress in dealing with reading comprehension text. The findings showed that only two the learners who had not got the good score yet. Their score were below the average, under fifty. Both of them had a problem in memorizing vocabulary. On the other hand, there was one student who could not speak up his reason in answering the task given. Although they had the correct answer but they seemed like still been unconfident. Meanwhile, in every meeting when the tutor asked about the difficulties in using PQ4R, two learners were still confused in applying PQ4R technique.

c. Problem Analysis

The difficulties found by the learners caused by some factors occurred during the intervention process, for instance: the tutor's explanation, the opportunities to answer the question, the learners' attendance, and the learners' vocabularies. While teaching in the class, the tutor's way in giving instruction sometimes was not clear, she often talked too fast in giving explanation. Moreover the tutor only concerned to the learners who were being absent in the previous meeting, she seldom asked the

learners who always attended in every meeting. The tutor also had to give several times in memorizing and pronouncing new vocabulary.

d. Working Hypothesis

Based on the problem analysis above, there were several points that should be considered to overcome the problems. First, the learners would understand better if the tutor's way in giving explanation and instruction was clear. Therefore, the tutor should give a clear instruction to the learners while asking them to do the task or to answer her questions. Moreover, she also needed to slow down her speed of speaking while giving explanation to the learners. Second, the learners would understand better if the step of PQ4R technique was presented more detail, so that in retelling their understanding, the learners could avoid missing some important detail step when applying PQ4R technique. Third, the tutor should provide the chance in discussing the material with the learners. The opportunity in giving their answers or opinions would make them more confident in joining the class and also as the exercise in order to increase their schemata. Fourth, the learners needed more time to memorize new vocabulary they found in every text. Moreover, since the learners were enthusiastic with the material, the tutor should provide different activities while applying PQ4R technique in every meeting. She must provide various tasks in order to keep the learners from boredom in the class.

e. Collaborator

As in the cycle 1, the collaborators were Mrs. *K* and Ms. *S*. They had identified several problems occurred in cycle 1 and together with the tutor discussed the solution to overcome the problem.

2. Planning

Based on the findings and reflection in cycle 1, some plans and steps are designed to be implemented in cycle II, as the following;

- a. Preparing a lesson plan consisting of objective, steps of action and kinds of activities that will be conducted to teach reading in the class.
- b. Choosing several texts which suits the learners' interest and level of ability.
- c. Preparing clear explanation in applying PQ4R during the class.
- d. Preparing ways of collecting data to describe about the process and the result of teaching learning reading in the class.
- e. Preparing an evaluation test to evaluate the learners' learning achievement.

3. Acting

Steps of giving intervention that will be conducted are as the following;

The Schedule of Intervention in Cycle II.

No.	Date/time	Text title
1.	October 20 th , 2009 19.00 – 20.20	1. Cellular Phones 2. Busway a good step toward cleaner air (Rahman, Yuliani. Bahasa Inggris Paket C. 2007. Indocam Prima. Jakarta

2.	October 27 th , 2009 19.00 - - 20.20	1. Is Smoking Good for Us? 2. Homework ▪ Rahman, Yuliani. Bahasa Inggris Paket C. 2007. Indocam Prima. Jakarta ▪ http://understandingtext.blogspot.com/2009/03/analytical-exposition_text.html
3.	November 3 rd , 2009 19.00 – 20.20	Soal dari Ujian Nasional Bahasa Inggris ▪ Tahun Pelajaran 2008-2009

- **Fourth meeting, October 20th, 2009**

The first class was conducted on September 29th, 2009. It was started in the first session in the evening from 19.00 to 20.20. Nobody was being absent in this fourth meeting. As usual, after checking the learners' attendance, the tutor did not tell what text they would learn. It was meant to check the learners' background knowledge and as the brainstorming before they got the brief explanation from the tutor.

The text would be discussed was hortatory exposition. There were two texts given to the learners. The first text given does not have the title. The learners were asked to discuss what the appropriate title for the text was by reading the first line. It was the preview step. Then the tutor gave brief explanation about the structure, language feature and purpose of the text.

After giving the explanation, the tutor asked some the learners randomly to read the text. During reading session, the learners were also asked to analyze the structure and language feature of text in order to ensure their understanding about the hortatory exposition text that had been explained before. The tutor also gave the opportunity to ask ten unfamiliar words to be translated by her. Then the learners were asked to do the exercise related to the text. When they had finished it, they exchanged their answer to their friends beside and discussed the answer together with the tutor's the tutorial. After the entire questions had been discussed, they gave the book back to their friends. The highest score was 90 that got by only one learner and the lowest score was 20 that got by two learners.

Then, the tutor distributed the second text, "Busway, a good step toward cleaner air" to the learners. Directly after the entire learners got the text, the tutor asked them to do the exercise related to the text given. The tutor gave them fifteen minutes for dealing with the exercise. When the time given was finished, the tutor asked them to exchange their answer again in order to keep their true answer. Then the tutor chose the learners who had not being chosen in discussing the first text.

After discussing the exercise, the learners were chosen one by one to analyze the structure of the text directly. In dealing with this text, the highest score was 90 that got by three learners and the lowest score was 30 that got by two learners. After that, the tutor closed the lesson.

- **Fifth meeting, October 27th, 2009**

The fifth meeting was conducted on Tuesday, October 27th, 2009. Two learners were being absent. The first one because of he was sick and the second was having a night shift.

Then after checking the learners' attendance, the tutor asked about kind of text they had learned in the last meeting in order to check the learners' understanding. It also because the text that would be discussed in this meeting was related to the last text given. The text would be explained was analytical exposition.

The tutor explained what the analytical exposition was. She explained the structure, language feature and the purpose of it. Then the tutor distributed the first text entitled "Is smoking good for us?". She asked the learners to read the headline of the text then do the exercise without read the text firstly. She wanted to ensure that the learners had understood well how to scan the text in order to get the answer of the question as soon as possible correctly. As usual, after they finished with their task, they discussed it together with the tutor. The tutor did not choose one of the learners, but she invited the learners to be a volunteer in asking the question. Here the tutor wanted the learners to participate actively in the class. Some learners were active, but two learners with initial R and H were still being afraid in answering the question, they just kept smiling and hid their head when the tutor looked at them. "Is it right R?", asked the tutor to one of the inactive learners "*ya miss betul!*". "Ok good R!". She tried to invite the inactive learners by asking them the easy question in order to make them involved in discussing the text. Then she explained the structure, language feature and purpose of the text by using the text discussed since they could get the best understanding trough direct and real model.

After discussing the task together, the tutor gave them another example of analytical exposition text in order to make them understand and recognize it well. Then, she asked the learners to do the task below the text by the technique she had told before. While the learners were dealing with the text, the tutor checked their score in the first text. The

result was showed the learners improvement in reading comprehension task. One learner got all correct, one learner got four corrects, seven learners got three corrects and one learner got two corrects.

Then, the learners and the tutor discussed the task together in order to find the best answer. After discussing activity, the tutor asked them to analyze the structure of the text and differentiate it with the text they had learned in the last meeting. It meant to make the learners understand the different between analytical exposition and hortatory exposition clearly. The next activity is brainstorming the result of their analysis. It just took ten minutes and after that the tutor closed the lesson.

- **Sixth meeting, November 3rd, 2009**

The class was conducted on Tuesday, October 6th, 2009. Due to Ms. F was being absent so it started at 19.00 to 21.00.

Before starting the lesson, the tutor checked the learners' attendance. There was only one learner who being absent that night. The tutor asked the learners the material they had learned in five meetings. She asked each kind of text and its feature that had been taught before. They often looked at their note book in answered the tutor's questions. The tutor's allowed it because it was too difficult to memorize and understand whole of the material in the short teaching learning process.

She asked how to answer the reading comprehension text easily." *Liat judulnya miss, trus klo ada gambarnya juga diperhatiin dulu*". "Ok, and then?". Whole of the learners answered it, the tutor chose one of them. "*langsung liat pertanyaannya baru deh cari jawabannya di text*". Then the tutor asked, "*perlu baca textnya gak?*". "*Perluuu...*", once again they answered it together, it meant that the learners had understood how to

apply PQ4R technique in dealing with reading comprehension task. “what for?”. “*buat itu miss,,emmmm ngeyakinin kita jawabannya benar enggak*”. These open-ended questions were taken 40 minutes.

In this meeting the tutor wanted to give the exercise that had been given before she applied PQ4R technique to them. The exercise was taken from the national examination. There were fifty multiple choice, but the learners were asked to answered from number one to number twenty. The tutor only gave them forty minutes in dealing with it. Before distributed the task, the tutor rearrange the learners’ seat in order to avoid them for cheating during the task.

Forty minutes which was given was gone, the tutor asked them to give their answer. Different with pre-test, the post test answered would be discussed at that time. After the learners’ answer sheets were collected, she exchanged it to another student. Then they discussed it by using PQ4R technique. At the end of the lesson, the tutor collected it again and ended the class.

4. Observing

In cycle II, the observation was conducted in the same time the process of giving intervention occurred. It was conducted by the researcher together with the collaborator. The observation was conducted on the way the tutor taught the learners, the learners’ responses, teaching learning activities, the material used and the PQ4R technique used.

Data Analysis and Interpretation

Based on the observation conducted in cycle II, it is found that:

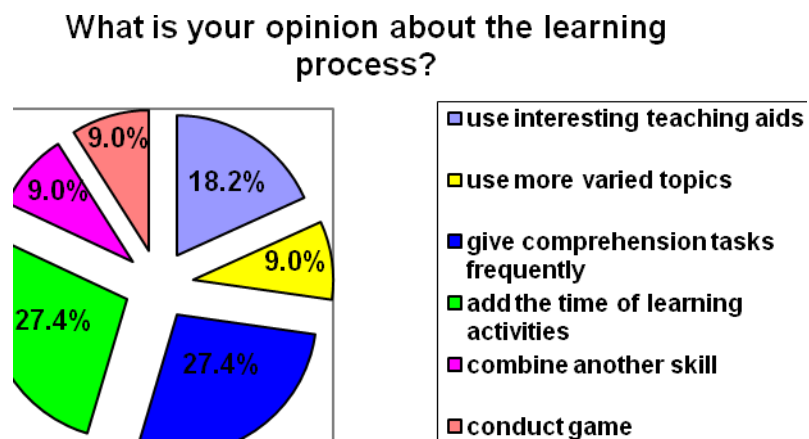
- The plans made were done as the ones have been planned before

- The tutor had changed the way she gave explanation and instruction to the learners. In giving explanation she has controlled her voice and the speed of her speaking. In giving instruction, the tutor had given it step by step and invited the learners' response to check the learners' understanding of the instruction by asking question.
- In almost every meeting, there were always some learners who bravely answered the tutor's question individually and also some the learners who bravely asked questions when they found difficulties especially in dealing with the task.
- The class became too noisy when the tutor asked the learners some questions which encouraged them to predict what question could occur in the text. Most of the learners raised their hand and directly answered the question in the same time with other the learners, but it still could be controlled by the tutor.
- The learners could remember the song they learned in second meeting although they never listened to it in their daily activity.
- The learners' background knowledge was increased since they always shared what they known or their opinion in the class.

Based on the interview conducted in cycle II, it is found that;

- The learners felt more enthusiastic to study reading comprehension through PQ4R technique. During the class, they were more active to participate. Most of them raised their hands to answer the tutor's questions. Some of them bravely told their own argument in answering the task based on the text discussed.

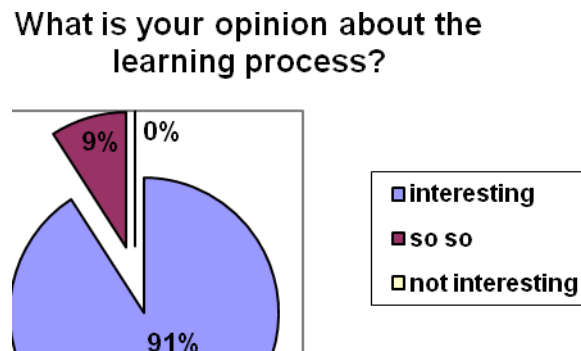
- The learners said that the step explanation of PQ4R were more detail and easier than before.
- The learners thought that the task given to them was not too hard anymore. They understood how to deal with it better now.
- The learners thought that they had enough time in dealing with the task. Most of them could finish their task on time.
- The learners needed more time and exercise in memorizing and understanding the text well
- The learners expected that the use of PQ4R in reading comprehension could be continuously applied.
- The learners gave their expectation for the next meeting in order to gain their maximum result and participation during the learning process. Their expectations were concluded in the chart below:



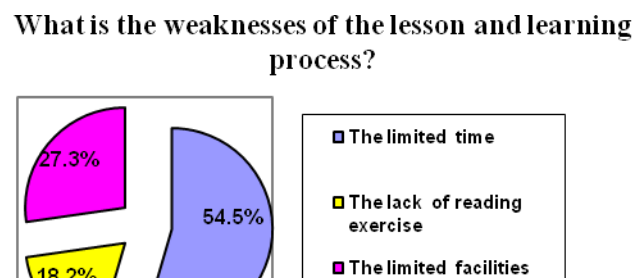
5. Reflecting

Based on the interpretation of data collected in cycle II, it was concluded that:

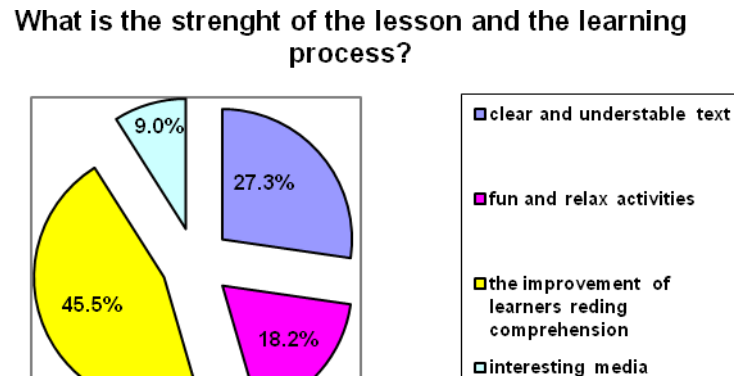
- a. In the process of learning, the learners were more active and enthusiastic when the tutor used PQ4R technique which was made them easier in dealing with reading comprehension task. They showed their active participation during the learning process by becoming the volunteer to answer the question when they discussed it, or by asking some vocabulary they did not know. It could be seen from the interview sheet that summarized on the chart below:



- b. The way the tutor gave instruction and explained the lesson was clearer than before.
- c. There were some weaknesses found during the technique application. It summarized in the chart below.



- d. Beside the weaknesses, the learners and the collaborators said that the technique also had some strength. The strengths could be seen in the chart below.



- e. Finishing ten reading comprehension tasks which were allocated in twenty minutes was effective considered since most the learners said that they had enough time to understand better and answer the question well.

The following table shows the comparison between the learners' average score resulted in pre-test and post test.

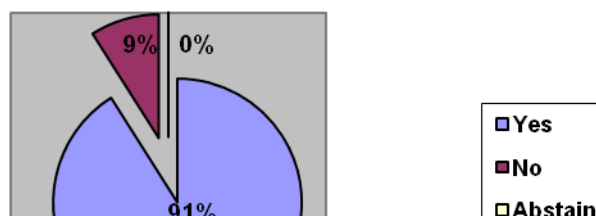
THE RECAPITULATION OF KEJAR PAKET C THE LEARNERS' READING COMPREHENSION TEST RESULT

No.	Name	Pre-test	Post test
1.	A	70	100
2.	FAR	55	80
3.	NB	-	55

4.	R	25	55
5.	MP	55	80
6.	RMW	25	70
7.	F	30	60
8.	H	15	60
9.	DS	45	70
10.	MH	50	75
11.	C	20	40
12.	J	-	-
13.	I	50	90
14.	H	30	60
Average Score		36.67	68.84

The data were also supported by the result of interview where the learners said that the technique was helped them in increasing their reading comprehension as could be seen in the chart below.

**Are the learning activities effective to increase
your reading comprehension?**



Therefore, it can be identified that after the application of PQ4R technique during six meetings, the learners' reading comprehension scores were increased. From the improvement of learners' reading comprehension scores, it could be concluded that the learners' reading comprehension were also increased.

Based on the progress shown in the process and result in cycle II, it was decided that cycle II was the last cycle in this research since the intervention has been conducted according to plan and the progress has been shown both in the process of the learners' learning and achievement.

BAB V

CONCLUSION AND SUGGESTION

5.1. Conclusion

For the findings and discussion shown in chapter IV, it could be concluded that the study answered the two problems of the study. PQ4R technique was used by several steps namely; read the main heading or any review in the beginning and the end of the text, write down the question could be appear related to the text, read the text, think how the information related to the learners' schemata, generate more question and try to answer them and then review the answer. The technique encouraged the learners to speak up. They could answer their tasks although in limited circumstance. They were also not reluctant to speak target language in front of the classroom the learners were enthusiastic and enjoyable to get involved in the teaching learning activity. By having this technique, the learners made development in their reading comprehension skill. The learners were also motivated in speak by using the target language in classroom confidently.

From the result of the interview, most of the learners, ninety four percent answered that PQ4R technique helped them in developing their reading comprehension skill. The result shows that the learners' reading comprehension skill is significantly developed.

5.2. Suggestion

For the tutors who would like to apply PQ4R technique in teaching reading comprehension, they are several factors that needed to be considered in order to get maximum benefit from learners' reading comprehension. First, to get the expected result in developing learners' reading comprehension, the tutor should prepare the interesting activities, media and material for the appropriate level. Second, the tutor should drill new vocabularies found in the text more and more in order to make the learners familiar with those words. Third, the text will be given should have the simple and controlled words, it means that learners can read the text easily and confidently. Therefore, the tutor should be more creative in choosing and preparing

the task to make the learning process enjoyable and fun and avoid learners' boredom. Fourth, provide maximum opportunity for learners to participate. Learners should be engaged in the learning process all of the time. Fifth, encourage the learners to use their own life experience to enrich their knowledge related to the text discussed and keep their enthusiastic in learning reading comprehension process.

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APPENDICES

- Appendix A : Biodata PKBM
- Appendix B : Rencana Pelaksanaan Pembelajaran
- Appendix C : Collaborators' Note
- Appendix D : Post Test Result
- Appendix E : Interview script
- Appendix F : Letters

RENCANA PELAKSANAAN PEMBELAJARAN (1)

Subject : English
Class : Paket C
Theme : Legend
Skill : Membaca
Time allocated: 2 x 40 minutes

I. STANDAR KOMPETENSI

25. Memahami makna teks fungsional pendek dan esei berbentuk report, narrative dan analytical exposition dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan.

II. KOMPETENSI DASAR

- 25.2 Merespon makna dan langkah retorika dalam esei yang menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan dalam teks berbentuk: narrative.

III. INDIKATOR

Pada akhir pembelajaran siswa dapat :

1. Melafalkan kata-kata baru yang terdapat dalam teks.
2. Menyebutkan contoh teks naratif
3. Menyebutkan ciri-ciri teks naratif
4. Memberikan contoh kalimat past tense
5. Menjawab pertanyaan berdasarkan teks

IV. TUJUAN PEMBELAJARAN

1. Siswa mampu memahami ciri-ciri dan bentuk naratif
2. Siswa mampu memahami tenses yang digunakan dalam teks naratif.

V. MATERI PEMBELAJARAN

THE GRASSHOPPER AND THE ANT

One summer day, a grasshopper and an ant were in the woods. The grasshopper played all day long. The ant worked very hard all day.

The ant said, "Grasshopper, all you do is play. You need to work. You should put away food for the winter." The grasshopper looked at the ant and smiled. He said, "Work is no fun. I like to play. I can work another day."

All summer, the ant worked very hard. He put food away for the winter. The grasshopper played everyday and didn't put away any food.

In a very short time, it was winter. The snow fell in the woods, and it was very cold. The grasshopper knocked on the ant's door. He said, "I'm hungry. It's cold. What should I do? Do

you have enough food for two?" The ant answered, "There's time for work and time for fun. I saved food for only one. "The ant closed his door. The grasshopper said, "I didn't work. What did I play? Where can I find food on this winter day?" He walked away and started to look for food in the woods

Answer the questions below based on the text above!

1. What is the main idea of the first paragraph?
 - a. the grasshopper and the ant are best friend
 - b. in summer, the ant and the grasshopper work together
 - c. the grasshopper is the lazy one
 - d. the ant work and then play with grasshopper
2. What did the grasshopper do on summer day
 - a. walked away and started to look for food in the wood
 - b. knocked on the ant's door
 - c. worked very hard
 - d. played all day long
3. Why did the grasshopper work?
 - a. The grasshopper likes to play
 - b. The grasshopper likes to eat
 - c. The grasshopper was sleepy
 - d. The grasshopper was angry
4. Why did the grasshopper knock on the ant's door?
 - a. He was lazy
 - b. He was annoyed by the snow
 - c. He was cold
 - d. He was hungry
5. "The snow fell in the woods and it was very cold". It refers to
 - a. The ant
 - b. The grasshopper
 - c. The snow
 - d. The wood

VI. LANGKAH-LANGKAH KEGIATAN

- a. Kegiatan Pendahuluan
 1. Guru memeriksa kehadiran siswa, kebersihan dan kerapihan kelas
 2. Guru menyapa siswa

3. Guru meminta ketua kelas untuk memimpin doa

b. Kegiatan Inti

1. Guru memberikan contoh teks naratif (The Grasshopper and The Ant)
2. Guru membacakan teks tersebut dan siswa diminta untuk mengikutinya
3. Guru menunjuk beberapa siswa secara acak untuk membaca ulang teks tersebut.
4. Guru menjelaskan struktur dan cirri-ciri teks naratif

Struktur teks naratif :

- Pengenalan latar, tokoh, waktu dan tempat
- Pengembangan konflik
- Penyelesaian konflik

Cirri-ciri teks naratif :

- Adanya unsur konflik (masalah)
- Adanya resolusi (penyelesaian masalah)
- Action verbs dalam past tense

5. Guru meminta siswa mengerjakan soal-soal yang berkaitan dengan teks.
6. Guru dan siswa membahas soal-soal tersebut
7. Guru menjelaskan tehnik PQ4R
8. Guru memberikan contoh teks naratif yang lain (Jaka Tarub)
9. Siswa diminta mengerjakan latihan yang berkaitan dengan teks tersebut
10. Guru dan siswa membahas latihan secara bersama-sama dengan menerapkan tehnik PQ4R

c. Kegiatan Penutup

1. Tanya jawab penggunaan tehnik PQ4R
2. Guru menutup pelajaran
3. Guru mengucapkan salam kepada seluruh siswa

VII. SUMBER DAN MEDIA PEMBELAJARAN

Rahman, Yuliani. 2007. Bahasa Inggris Paket C. Jakarta : INDOCAM PRIMA

VIII. EVALUASI

JAKA TARUB

Once upon a time, there was a young man named Jaka Tarub. He liked helping his parents cultivate the field. When he was adult, he was very handsome. This made him very famous.

One day, he was seriously ill. All of his family was surprised and worried about him. His mother was very anxious. Only in few days, Jaka Tarub's whole skin was itching and he got abscesses (bisul bernanah) and this made his face ugly.

All efforts had been done to cure him. But nothing can help him, until the priest told him to take a bath in the lake during the full moon for several times. Directly, he did what the priest said. He went to the lake and took a bath there. Magically, all of his abscesses were gone.

After he recovered from his illness, he found a beautiful goddess, Dewi Nawangwulan. Later Jaka Tarub took her to be his wife. One year later they had a beautiful daughter, Dewi Nawangsih. Jaka Tarub and his family were happily ever after.

Answer the questions below!

1. What does the text talk about?
 - a. Jaka Tarub's mother
 - b. Jaka Tarub's wife
 - c. Jaka Tarub's life
 - d. Jaka Tarub's daughter
2. What made him famous?
 - a. Because he was smart
 - b. Because he was diligent
 - c. Because he was rich
 - d. Because he was very handsome
3. You can find the information about Jaka Tarub illness in paragraph.....
 - a. paragraph 1 and 2
 - b. paragraph 2
 - c. paragraph 1
 - d. paragraph 2 and 3
4. Who was Dewi Nawangwulan?
 - a. Jaka Tarub's daughter
 - b. A priest
 - c. A beautiful goddess
 - d. Jaka Tarub's mother
5. "They" in paragraph 4 line 2 refers to.....
 - a. Jaka Tarub's family and his mother
 - b. Dewi Nawangsih and Dewi Nawangwulan
 - c. Dewi Nawangsih and her father
 - d. Jaka Tarub and his wife

IX. PENILAIAN

Nilai maksimal = 10

Rubrik Penilaian

Score = (R – W) x 2

R = Right

W = Wrong

RENCANA PELAKSANAAN PEMBELAJARAN (2)

Subject : English
Class : Paket C
Theme : Memory
Skill : Membaca
Time allocated: 2 x 40 minutes

I. STANDAR KOMPETENSI

32. Memahami karya sastra populer dan otentik sederhana

II. KOMPETENSI DASAR

32.2 Memahami makna dalam lagu berbahasa Inggris

III. INDIKATOR

Pada akhir pembelajaran siswa dapat :

1. Melafalkan kata-kata baru yang terdapat dalam teks.
2. Menyebutkan ciri-ciri teks naratif dalam bentuk lagu
3. Memberikan contoh kalimat past tense
4. Menjawab pertanyaan berdasarkan teks

IV. TUJUAN PEMBELAJARAN

1. siswa mampu memahami teks naratif dalam bentuk lagu
2. Siswa mampu memahami ciri-ciri kalimat past tense

V. MATERI PEMBELAJARAN

Last Kiss		By : Pearl Jam
Oh , where oh where can my baby be?		The car was stalled, the engine was dead
The Lord took her away from me		I couldn't stop, so I swerved to the right
She's gone to heaven, so I got to be good		The screamin' tires, the busting glass
So I can see my baby when I leave this world		The painful scream that I heard last
We were out on a date in my daddy's car		
We hadn't driven very far		
There in the road, up straight ahead	Oh , where oh where can my baby be?	
	The Lord took her away from me	

She's gone to heaven, so I got to be good

So I can see my baby when I leave this world

When I walked out, the rain was pourin' down

There were people standing all around

Something warm rollin' through my eyes

But somehow I found my baby that night

I lifted her head, she looked at me and said

"hold me darling just a little while"

I held her close, I kissed her our last kiss

I found the love that I knew I would miss

But now she's gone, even though I hold her tight

I lost my love, my life that night

Oh , where oh where can my baby be?

The Lord took her away from me

She's gone to heaven, so I got to be good

So I can see my baby when I leave this world

VI. LANGKAH-LANGKAH KEGIATAN

a. Kegiatan Pendahuluan

1. Guru memeriksa kehadiran siswa, kebersihan dan kerapian kelas
2. Guru menyapa siswa
3. Guru meminta ketua kelas untuk memimpin doa

b. Kegiatan Inti

1. Guru memperdengarkan lagu Last kiss kepada siswa
2. guru membagikan jumble text tentang lagu tersebut
3. siswa diminta mendengarkan lagu tersebut dengan memperhatikan jumble text yang baru diperdengarkan
4. Guru meminta siswa mengisi jumble word yang ada pada teks lagu Last kiss dengan mendengarkan lagu tersebut dengan tiga kali pengulangan.
5. Guru dan siswa membahas soal-soal tersebut.
6. guru menanyakan siswa tentang ciri-ciri kalimat past tense yang sudah dijelaskan pada pertemuan sebelumnya.
7. guru menunjuk beberapa siswa secara acak untuk memberikan salah satu contoh kalimat past tense yang terdapat pada teks lagu tersebut.

8. Guru memberikan latihan esai yang berkaitan dengan teks.
 9. Siswa diminta mengerjakan latihan yang berkaitan dengan teks tersebut
 10. Guru dan siswa membahas latihan secara bersama-sama dengan menerapkan tehknik PQ4R
- c. Kegiatan Penutup
1. Tanya jawab penggunaan tehknik PQ4R
 2. Guru menutup pelajaran
 3. Guru mengucapkan salam kepada seluruh siswa

VII. SUMBER DAN MEDIA PEMBELAJARAN

www.google.co.id/gwt/x?q=/pearljam+lyric%.html

VIII. EVALUASI

1. Whose car they used on the road?
2. What did happen with the car when the writer drove it?
3. What did the writer do when the car was stalled?
4. What did he hear after he swerved his car?
5. What did happen by the driver's girl?
6. Where was the girl gone?
7. What did the girl say to the writer?
8. “ something warm rollin' through my eyes”
What does the underlined word refer to?
9. “The Lord took her away from me”,
The underlined word is similar with
10. Why did the writer had to be good?

IX. PENILAIAN

Nilai maksimal = 100

Rubrik Penilaian

Score = jawaban yang benar x 10

RENCANA PELAKSANAAN PEMBELAJARAN (3)

Subject : English

Class : Paket C
Theme : Why something happens?
Skill : Membaca
Time allocated: 2 x 40 minutes

I. STANDAR KOMPETENSI

27. memahami makna teks fungsional pendek dan teks tulis esai berbentuk narrative, explanation dan discussion dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan.

II. KOMPETENSI DASAR

- 27.1 merespon makna dalam teks fungsional pendek resmi dan tak resmi yang menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan.
- 27.2 merespon makna dan langkah retorika dalam esai yang menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan dalam teks berbentuk explanation.

III. INDIKATOR

Pada akhir pembelajaran siswa dapat :

1. Melafalkan kata-kata baru yang terdapat dalam teks.
2. Menyebutkan ciri-ciri teks explanation
3. Memberikan contoh teks explanation.
4. Menjawab pertanyaan berdasarkan teks

IV. TUJUAN PEMBELAJARAN

1. Siswa mampu memahami ciri-ciri dan bentuk teks explanation
2. Siswa mampu memahami tenses yang digunakan dalam teks explanation

V. MATERI PEMBELAJARAN

The Process of Tsunami

A tsunami (pronounced sue-nahm-ee) is a series of huge waves that can cause great devastation and loss of life when they strike a coast.

Tsunamis are caused by an underwater earthquake, a volcanic eruption, an sub-marine rockslide, or more rarely, by an asteroid or meteoroid crashing into the water from space. Most tsunamis are caused by underwater earthquakes, but not all underwater earthquakes cause tsunamis – an earthquake has to be over about magnitude 6.75 on the Richter scale for it to cause a tsunami. About 90 percent of all tsunamis occur in the Pacific Ocean.

Many tsunamis could be detected before they hit land and the loss of life could be minimized, with the use of modern technology, including seismographs (which detect earthquakes), computerized **offshore** buoys that can measure changes in wave height, and a system of sirens on the beach to alert people of potential danger.

A tsunami starts when a huge volume of water is quickly shifted. This rapid movement can happen as the result of an underwater earthquake (when the sea floor quickly moves up or down), a rock slide, a volcanic eruption, or another high-energy event.

Questions:

1. What does the text talk about?
 - a. A catastrophe
 - b. An underwater earthquake.
 - c. Tsunami's process
 - d. Tsunami in Pacific Ocean
2. What is tsunami?
 - a. Another name of Pacific Ocean
 - b. A huge volcanic eruption
 - c. A big wave that can be very dangerous
 - d. An underwater earthquake
3. when they strike a coast.
The underlined word means
 - a. Land
 - b. Sea
 - c. Water
 - d. Waves
4. Why does the tsunami happen?
 - a. because of the waves are very big
 - b. because of an underwater earthquake over 6.75 Richter scale
 - c. because of the water is quickly shifted
 - d. because it occurs in the Pacific Ocean
5. What is the main idea in paragraph 2?
 - a. the causes of the tsunami
 - b. the danger of the tsunami
 - c. what the tsunami is
 - d. where the tsunami is
6. What kind of underwater earthquake causes tsunami?
 - a. the underwater earthquake that occurs in Pacific Ocean
 - b. the dangerous underwater earthquake
 - c. the underwater earthquake below 6.75 Richter scale
 - d. the underwater earthquake that has magnitude more than 6.75 Richter scale
7. Where does tsunami often occur?

- a. in the sea c. in the Pacific Ocean
- b. in the beach d. in the land

8. Why does tsunami should be detected before they hit the land?

- a. to minimize the use of modern technology
- b. to minimize the loss of life
- c. to measure changes in wave height
- d. to measure the sirens of danger

9. This rapid movement is the result of an underwater earthquake

The underlined words refer to

- a. a big volume of water that quickly shifted c. an underwater earthquake
- b. the tsunami d. the start of the tsunami

10. Why did the writer write this text?

- a. to entertain the readers c. to tell the reader how to make a tsunami
- b. to explain how the tsunami happen d. to show how dangerous the tsunami is

VI. LANGKAH-LANGKAH KEGIATAN

- a. Kegiatan Pendahuluan
 1. Guru memeriksa kehadiran siswa, kebersihan dan kerapian kelas
 2. Guru menyapa siswa
 3. Guru meminta ketua kelas untuk memimpin doa
- b. Kegiatan Inti
 1. Guru memperlihatkan gambar proses tsunami
 2. Guru meminta siswa berpendapat tentang gambar tersebut.
 3. Guru membagikan teks berjudul "The Process of Tsunami".
 4. Guru menjelaskan tentang jenis, tujuan dan struktur teks tersebut.
 5. Siswa diminta mengerjakan soal berkaitan dengan teks tersebut.
 6. Guru dan siswa bersama-sama membahas soal-soal yang berkaitan dengan teks yang telah diberikan.
 7. Guru menunjuk beberapa siswa secara acak untuk menjawab pertanyaan.
 8. Guru menuliskan judul dari teks.
 9. Siswa dimintai pendapat tentang apakah teks tersebut dari judul yang telah diberikan.
 10. Guru memberi alat bantu berupa gambar "Red Cross" dengan menempelkannya di papan tulis.
 11. Guru memberikan contoh explanation teks yang lain, yang berjudul "Red Cross".
 12. Siswa diminta mengerjakan latihan yang berkaitan dengan teks tersebut
 13. Guru dan siswa membahas latihan secara bersama-sama dengan menerapkan tehknik PQ4R
- c. Kegiatan Penutup
 1. Tanya jawab penggunaan tehknik PQ4R
 2. Guru menutup pelajaran
 3. Guru mengucapkan salam kepada seluruh siswa

VII. SUMBER DAN MEDIA PEMBELAJARAN

Rahman, Yuliani. Bahasa Inggris Paket C. 2007. Indocam Prima. Jakarta

VIII. EVALUASI

"GIVE BLOOD NOW"

“THE RED CROSS WANTS YOUR BLOOD”

“ONLY YOU CAN SAVE LIVES – GIVE BLOOD”

You can signs like these in almost every public building. With a good supply of blood from the public, the Red Cross can save many lives.

It doesn't harm you to give blood, and it doesn't ever cause you much pain. Both men and women can give blood to five times a year without harm. To be very safe, however the Red Cross doesn't usually allow anybody to give blood more than four times in one.

It is very easy to give blood and it takes only a half an hour. First, somebody takes a little blood from your finger and tests it. Then you lie down on a bed or a table, with your feet up and your head on the pillow. A doctor puts a needle into your arm to get the blood. The blood then goes through the needle into a tube, and through the tube into a bag or bottle beneath the table. There is no pain. In about fifteen minutes the bag is almost full. So somebody takes the needle out of your arm and you lie on the bed for about five more minutes. Then you go into a different room, and usually they give you a drink and something to eat.

Almost all this blood from the public goes quickly to people in hospitals. The Red Cross also saves some to build up its supplies. Then if a hospital must use a lot of blood quickly, the Red Cross can supply it, and then can even send it to other countries.

Answer the question below correctly!

1. How does Red Cross save many lives?
 - a. by giving the pamphlet in public building
 - b. by supplying the blood from the public
 - c. by giving blood to five times a year
 - d. by building a hospital
2. How many times people are allowed to give their blood in a year?
 - a. once a week
 - b. more than five a year
 - c. four times a year
 - d. more than four times a year
3. Why the Red Cross does not allow the people to give their blood more than four times in a year?
 - a. to save the quality of the blood
 - b. to save the people who will give their blood
 - c. to keep the supply of the blood
 - d. to allow other people for giving their blood
4. Is give the blood very difficult?
 - a. No, it is not
 - b. No, it does not
 - c. Yes, it is
 - d. No, it does not
5. What kind of text is the text above?
 - a. narrative text
 - c. descriptive text

- b. recount text d. explanation text

IX. PENILAIAN

Nilai maksimal = 100

Rubrik Penilaian

Score = jawaban yang benar x 10

RENCANA PELAKSANAAN PEMBELAJARAN (4)

Subject : English
Class : Paket C
Theme : Controversial issues
Skill : Membaca
Time allocated: 2 x 40 minutes

I. STANDAR KOMPETENSI

26. memahami makna teks fungsional pendek dan esei berbentuk narrative, spoof dan hortatory exposition dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan.

II. KOMPETENSI DASAR

- 26.2 merespon makna dan langkah retorika dalam esei yang menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan dalam teks berbentuk hortatory exposition.

III. INDIKATOR

Pada akhir pembelajaran siswa dapat :

1. Melafalkan kata-kata baru yang terdapat dalam teks.
2. Menyebutkan ciri-ciri teks hortatory exposition
3. Memberikan contoh teks hortatory exposition.
4. Menjawab pertanyaan berdasarkan teks

IV. TUJUAN PEMBELAJARAN

1. Siswa mampu memahami ciri-ciri dan bentuk teks hortatory exposition
2. Siswa mampu memahami tenses yang digunakan dalam teks hortatory exposition

V. MATERI PEMBELAJARAN

Cellular Phones

In today's society, cellular phones have become a way of life. In some ways, though, they become annoyance.

Many use their mobile phones at inappropriate times and places, for example, during meeting, while driving a car, no to mention while watching a movie.

On the other hand, the benefit of these communication devices, far outweigh the disadvantages. In the case of world Trade Center tragedy, for instance, a mobile phone was crucial communication device that enabled us to get the inside story of catastrophe. One was able to phone relative. Another managed to report to the public on the tragic events taking place inside the building.

And those who faced their final moments had a chance to communicate with their loved ones minutes or second before they left this world. So these magical devices have helped history to give us a clear picture of what we were not aware of and could not see.

Read the following text carefully, then answer these question!

1. What is the text about?
 - a. Society
 - b. cellular phone
 - c. communication
 - d. the annoying cellular phone
2. Why do cellular phones become annoyance?
 - a. because many people use it at inappropriate time and place
 - b. because it help the people to communicate
 - c. because it use in the society
 - d. because it was become the crucial communication device
3. When do some people use cellular phones wrongly?
 - a. when they communicate each other
 - b. when there is the catastrophe
 - c. while driving a car
 - d. when they had a chance to communicate with their loved
4. Mention some benefits of cellular phones?
 - a. It is become the annoying thing
 - b. it helps the people to communicate with their loved before they left this world
 - c. it can be use during the meeting

a. Kegiatan Pendahuluan

1. Guru memeriksa kehadiran siswa, kebersihan dan kerapian kelas
 2. Guru menyapa siswa
 3. Guru meminta ketua kelas untuk memimpin doa
- b. Kegiatan Inti
1. Guru membagikan contoh teks hortatory exposition yang pertama.
 2. guru meminta siswa membaca sekilas teks tersebut.
 3. Siswa diminta memberikan judul yang tepat untuk teks yang telah dibagikan.
 4. Guru menjelaskan tentang jenis, tujuan dan struktur teks tersebut.
 5. beberapa siswa ditunjuk secara acak oleh guru untuk membacakan text dengan suara nyaring.
 6. Siswa diminta mengerjakan soal berkaitan dengan teks tersebut secara berpasangan.
 7. Guru dan siswa bersama-sama membahas soal-soal yang berkaitan dengan teks yang telah diberikan.
 8. Guru menunjuk beberapa siswa secara acak untuk menjawab pertanyaan.
 9. Guru memberikan contoh hortatory exposition teks yang lain, yang berjudul "Busway a good step toward cleaner air".
 10. Siswa diminta mengerjakan latihan yang berkaitan dengan teks tersebut dengan membaca soalnya terlebih dahulu.
 11. Guru dan siswa membahas latihan secara bersama-sama dengan menerapkan tehknik PQ4R
 12. Siswa diminta menganalisis struktur teks tersebut secara berpasangan.
 13. Siswa dan guru membahas hasil analisa dengan bersama-sama.
- c. Kegiatan Penutup
1. Tanya jawab seputar materi yang diberikan.
 2. Guru menutup pelajaran
 3. Guru mengucapkan salam kepada seluruh siswa

VII. SUMBER DAN MEDIA PEMBELAJARAN

Rahman, Yuliani. Bahasa Inggris Paket C. 2007. Indocam Prima. Jakarta

VIII. EVALUASI

Busway a Good Step Toward Cleaner Air

Sutiyoso will pick up an Asian Air Quality Management award at an international conference in Yogyakarta, but some people questioned whether he really deserved the honor. The critics say Sutiyoso has done little to reduce air pollution in the capital.

I think Sutiyoso deserved the award. Although we haven't seen solid air quality management, he has restored the National Monument (Monas) park to a green cool area where families can go to jog or have a picnic. He also initiated the busway project, which I believe is a good step toward reducing air pollution in Jakarta. However, the government has to take further action, such as limiting the number of motorcycles in Jakarta. All of the motorcycles on the road contribute to air pollution in the city.

On the other hand, some people can't understand how Sutiyoso can win this award because he has not seen any improvement in Jakarta's air management. Jakarta is becoming more polluted as the authorities cut down more and more trees for transportation project and they don't bother to plant new trees to replace the old ones, let alone develop new green areas.

The authorities should build more parks in the city to make Jakarta greener and less polluted. Monas park is greener now, but the fences prevent people from getting it. In countries like Singapore and Australia, public parks are pleasant places to hang out.

Answer these question correctly!

1. What is the award won by Sutiyoso?
 - a. Jakarta's Air Management
 - b. Asian Air Quality Management Award
 - c. Kalpataru Award
 - d. Adipura Award
2. Where will Sutiyoso pick up Asian Air Quality Management award?
 - a. Jakarta
 - b. Singapore
 - c. Yogyakarta
 - d. Australia
3. Why have some people questioned whether Sutiyoso deserved the award?
 - a. because he has increased the air pollution
 - b. because he had done little to reduce air pollution in the capital.
 - c. Because he has restored the National Monument park to a green cool area
 - d. He initiated the busway project
4. What can the people do in the National Monument?
 - a. the people can find the busway
 - b. the people can meet Sutiyoso
 - c. the people can plant the trees
 - d. the people can jog and have a picnic
5. The vehicles below are contributed the air pollution in Jakarta, except

- | | |
|---------------|------------|
| b. Motorcycle | c. bicycle |
| c. Car | d. truck |

IX. PENILAIAN

Nilai maksimal = 100

Rubrik Penilaian

Score = jawaban yang benar x 10

RENCANA PELAKSANAAN PEMBELAJARAN (5)

Subject : English
 Class : Paket C
 Theme : Short Story
 Skill : Membaca
 Time allocated: 2 x 40 minutes

II. STANDAR KOMPETENSI

25. Memahami makna teks fungsional pendek dan esei berbentuk report, narrative dan analytical exposition dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan.

III. KOMPETENSI DASAR

25. Merespon makna dan langkah retorika dalam esei yang menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari – hari dan untuk mengakses ilmu pengetahuan dalam teks berbentuk analytical exposition.

IV. INDIKATOR

Pada akhir pembelajaran siswa dapat :

1. Melafalkan kata-kata baru yang terdapat dalam teks.
2. menyebutkan ciri-ciri teks analytical exposition
3. membedakan teks analytical exposition dengan hortatory exposition.
4. Menjawab pertanyaan berdasarkan teks

V. TUJUAN PEMBELAJARAN

1. Siswa mampu memahami ciri-ciri dan bentuk teks analytical exposition
2. Siswa mampu memahami tenses yang digunakan dalam teks analytical exposition

VI. MATERI PEMBELAJARAN

IS SMOKING GOOD FOR US?

Before we are going to smoke, it is better to look at the fact. About 50 thousands people die every year in Britain as direct result of smoking. This is seven times as many as die in road accidents. Nearly a quarter of smokers die because of diseases caused by smoking.

Ninety percent of lung cancers are caused by smoking. If we smoke five cigarettes a day, we are six times more likely to die of lung cancer than a non smoker. If we smoke twenty cigarettes a day, the risk is nineteen greater. Ninety five percent of people who suffer of bronchitis are people who are smoking. Smokers are two and half times more likely to die of heart disease than non smokers.

Additionally, children of smoker are more likely to develop bronchitis and pneumonia. In one hour in smoky room, non smoker breathes as much as substance causing cancer as if he had smoked fifteen cigarettes.

Smoking is really good for tobacco companies because they do make much money from smoking habit. Smoking however is not good for every body else.

Cross the best answer!

1. What is the purpose of the text?
 - a. to entertain the readers
 - b. to give information to the readers
 - c. to share experience with the readers
 - d. to explain how to make the cigarette
2. How many people died in Britain every year because of smoking?
 - a. ninety percent
 - b. fifty thousands
 - c. nineteen
 - d. seven times
3. What disease which are more likely to develop to children of smoker?
 - a. flu and fever
 - b. bronchitis and pneumonia
 - c. cancer
 - d. heart attack
4. Is smoking good for tobacco companies?
 - a. yes, it is
 - c. yes, it does

- b. no, it is not
 - d. no, it doesn't
5. What is the value of the text?
- a. smoking is good for health
 - b. smoking is good for children
 - c. smoking is not good for health
 - d. smoking can make you rich

VII. LANGKAH-LANGKAH PEMBELAJARAN

- a. Kegiatan Pendahuluan
 - 1. Guru memeriksa kehadiran siswa, kebersihan dan kerapian kelas
 - 2. Guru meminta ketua kelas untuk memimpin doa
- b. Kegiatan Inti
 - 1. Guru menjelaskan tentang tujuan dan struktur teks analytical exposition.
 - 2. Guru membagikan contoh teks analytical exposition yang pertama, "Is Smoking Good for Us?".
 - 3. guru meminta siswa membaca headline teks tersebut.
 - 4. siswa diminta menjawab soal-soal berkaitan dengan teks tersebut tanpa membaca teks terlebih dahulu.
 - 5. Guru dan siswa bersama-sama membahas soal-soal yang berkaitan dengan teks yang telah diberikan.
 - 6. Guru meminta siswa untuk menjawab pertanyaan tanpa ditunjuk terlebih dahulu.
 - 7. Guru memberikan contoh hortatory exposition yang lain.
 - 8. Siswa diminta mengerjakan latihan yang berkaitan dengan teks tersebut dengan membaca soalnya terlebih dahulu.
 - 9. Guru dan siswa membahas latihan secara bersama-sama dengan menerapkan tehknik PQ4R
 - 10. Siswa diminta menganalisis struktur teks tersebut secara berpasangan.
 - 11. Siswa diminta membedakan text analytical exposition dengan hortatory exposition yang sudah mereka pelajari sebelumnya.
 - 12. Siswa dan guru membahas hasil analisa dengan bersama-sama.
- c. Kegiatan Penutup

1. Tanya jawab seputar materi yang diberikan.
2. Guru menutup pelajaran
3. Guru mengucapkan salam kepada seluruh siswa

VIII. SUMBER DAN MEDIA PEMBELAJARAN

- Rahman, Yuliani. Bahasa Inggris Paket C. 2007. Indocam Prima. Jakarta

IX. EVALUATION

HOMEWORK

What do students think about homework? There are controversial opinions about it.

Some students think they should have homework because it helps them to learn and revise their work. Homework also helps people who aren't very smart to remember what they have learned. Moreover, homework is really good because it helps with our education.

On the other hand, some other think they shouldn't have homework because they like to go out after school to a restaurant or movies. Sometimes homework is boring not important. They think homework is bad because they like to play and discuss things with family.

In conclusion, homework is good since it helps in learning in contrast some think it is bad since they like to do other things.

1. What does the text talk about?
 - a. Students
 - b. Homework
 - c. Schools
 - d. Education
2. The two opinions discuss in the text are homework is
 - a. Difficult and easy
 - c. good and bad
 - b. enjoyable and disgusting
 - d. interesting and boring
3. Which of the following sentences show cause and effect?
 - a. They should have homework because it helps them to learn and revise their work.
 - b. Homework also helps people who aren't very smart to remember what they have learned.
 - c. In contrast some think it is bad since they like to do other things.
 - d. Homework is good since it helps in learning.
4. What is the social function of the text?
 - a. To explain how and why should have homework
 - b. To show two point of view about homework
 - c. To give information about homework
 - d. To tell the event about homework.

5. What kind of text is it?

- a. Explanation b. discussion c. analytical exposition d. descriptive

X. PENILAIAN

Nilai maksimal = 10

Rubrik Penilaian

Score = $(R - W) \times 2$

R = Right W = Wrong

Interview Script

T = Tutor

S = Student

Interview I (Hanafi)

T : maaf ganggu sebentar boleh nggak?

S : ada apaan miss?

T : mau wawancara sebentar aja

S : Jangan susah susah ya miss hehehehehe

T : iya. Langsung aja yah..namanya siapa?

S : Hanafi

T : Hanafi kenapa milih sekolah disini?

S : Deket miss ma rumah

T : Oh, trus udah berapa lama sekolah disini?

S : Udah emmmmm... setaun setengah lah kira-kira

T : Menurut Hanafi apa seh bedanya sekolah disini sama yang ditempat lain?

S : Lebih santai soalnya deket dari rumah jadi gak buru-buru, trus tutor-tutornya juga nyantai, boleh pake baju bebas pokoknya enak lah miss

T : Emmm Hanafi pernah ikut kursus gak ditempat laen?

S : Enggak pernah

T : Kenapa?

S : Gak punya duit miss hehehehehehe makanya saya sekolah disini

T : Oh gitu yah hehehehe...

Emmm trus kegiatan kamu selain belajar disini apa?

S : Paling bantu bapak nukang

T : Emmh gitu. Oke ke pertanyaan selanjutnya yah

Hanafi punya kesusahan gak kalo belajar bahasa Inggris?

S : Ada miss

T : Kesusahannya apa?

S : Kata-katanya susah trus gak tau artinya

T : Trus Hanafi ngapain biasanya kalo nemuin hal kayak gitu?

S : Paling buka kamus kalo enggak nanya sama miss hehehehehehe

T : Oh gitu yah

Kalo tentang tehnik yang kemarin saya ajarin gimana?

S : Enak sih miss

T : Enaknya kenapa?

S : Yah jadi gampang gitu ngerjain soalnya

T : Kemampuan kamu dalam bahasa inggris gimana jadinya?

S : Kayaknya seh nambah miss dikit hehehehehe

T : Emang kenapa kok Cuma sedikit?

S : Waktunya kurang miss, aturan ditambahin lagi miss jadi biar banyak latihan jadinya saya jadi lebih gampang gitu misalnya seminggu jadi 2 x gitu bahasa Inggrisnya hehehehehe

T : Iya deh tar dibilangin sama pak Agung hehehehe

Emmm trus Hanafi bakal make tehnik yang saya ajarin itu lagi nggak?

S : Ya kan udah tau jadinya pasti dipake. Orang bikin saya jadi gampang.
 T : Gampang apa maksudnya?
 S : Gampang ngerjain gitu miss
 T : Oohhh
 Teknik itu bikin kamu suka pelajaran Bahasa Inggris enggak?
 S : Saya sih udah suka dari dulu miss, tapi enggak ngerti-ngerti hehehehehe
 T : Sekarang gimana?jadi ngerti gak?
 S : Dikit miss namanya juga orang lagi belajar, betul kan miss?
 T : Iya betul hehehehe
 Menurut Hanafi apa sih kelebihan dan kekurangan proses belajar mengajar bahasa Inggris baru-baru ini?
 S : jadi tambah enak miss, tambah seru jadi gak tegang belajarnya
 T : itu kelebihan?
 S : iya... trus kekurangannya itu miss waktunya kurang. Aturan ditambahin lagi miss.
 T : emm gitu yah. Hanafi punya saran enggak biar belajar Bahasa Inggrisnya jadi lebih enak trus gampang dipahamin gitu?
 S : Emmmm tambahin lagi miss lagu-lagunya kan jadi lebih nyantai trus juga sering banyakin latihan miss jadi kan lebih gampang mahaminnya hehehehehe
 T : Ok! Udah cukup wawancaranya. Makasih yah Hanafi
 S : Ya miss

Interview II

T : Emmm permisi boleh tanya-tanya sedikit enggak?
 S : boleh miss
 T : Namanya siapa ?
 S : Fitri miss
 T : lengkapnya?
 S : Fitriyaningsih
 T : Ok Fit kenapa pilih sekolah disini?
 S : gratis miss
 T : Ohh trus dah berapa lama sih belajar disini?
 S : setengah taun miss, baru bulan Juni masuknya
 T : kamu pernah belajar ditempat kursus ato tempat laen enggak?
 S : Pernah miss
 T : dimana ?
 S : kursus ngetik di Polmika itu miss, tau kan?
 T : oh disitu. Berapa lama?
 S : Cuma 3 bulan miss
 T : trus ada kursus yang laen enggak?
 S : enggak miss Cuma itu doank kok.
 T : emmmmmmm ok! Trus enakya belajar disini apa sih?
 S : gak ganggu kerjaan miss, aku kan kerja pulang jam 6 jadi bisa langsung kesini trus gak tiap hari belajarnya jadi gak terlalu capek
 T : ooh gitu trus kegiatan fitri apa aja selain belajar disini?
 S : Kerja doang miss
 T : kerja dimana?

S : di pabrik sabun miss
T : emmm fitri selama belajar bahasa Inggris ada kesulitan enggak?
S : emmm banyak miss
T : apa aja?
S : gak tau arti kata-katanya trus gak tau cara ngomongnya gimana pokoknya susah lah miss
hehehehehehe jangan marah ya miss
T : kenapa mesti marah? Gak papa kok. Trus cara kamu ngatasin itu gmn?
S : liat kamus miss truss nanya sama miss kalo enggak sama temen
T : emmmm gitu yah?trus tentang tehnik yang kemaren saya ajarin itu gimana menurut kamu?jadi lebih ngerti enggak?
S : iya. Jadi tambah gampang ngerjainnya.
T : trus jadi lebih enak gak belajarnya?
S : enak miss, lucu jadi semangat
T : Lucu kenapa?
S : anak-anaknya jadi banyak ngomong jadi semangatlah miss..
T : banyak ngomong gimana maksudnya?
S : bisa itu miss...jadi bisa jawab soalnya kan jadi rame miss
T : ohh gitu...kamu bakalan make tehnik itu lagi gak?
S : iyalah miss kan jadi cepet selese ngerjainnya hehehehehehe
T : tehnik itu jadi bikin kamu suka bahasa Inggris gak?
S : iya
T : menurut kamu apa sih kelebihan dan kekurangan dalam proses belajar-mengajar baru-baru ini?
S : emmmm apa yah? Emmm itu bacaannya gak jauh beda sama kita gitu
T : maksudnya?
S : ada di sekitar kita gitu miss, kayak busway sama rokok gitulah. Jadikan kitanya juga gampang nangkep maksudnya apa.
T : trus kekurangannya apa?
S : waktunya kurang miss, jadi kalo bisa sih ditambahin hehehehehe
T : ya Insya Allah. Trus saran kamu apa sih biar pelajaran bahasa inggris jadi lebih menarik lagi?
S : emmmmm banyakin cara biar gampang ngerti bahasa inggris miss, trus banyakin latihan biar lebih inget gitu hehehehehehe
T : cara apaan?
S : pake musik, trus pake gambar, banyakin kuis miss jadi lebih seru
T : Oh gitu, iya deh makasih ya Fit...
S : sama-sama miss

Interview III

T : ganggu bentar ya, namanya siapa?
S : Melati Putih
T : menurut kamu kegiatan belajar selama pake tehnik yang saya ajarin gimana?
S : asyik miss
T : asyik gimana?
S : jadi lebih gampang trus anak anak juga jadi pada ikutan semua
T : emmm gitu trus kalo kata kamu tehnik itu effective gak buat ningkatin pemahaman kamu tentang teks?

S : iya miss
T : apa sih kelebihan dan kekurangannya selama make tehnik itu?
S : emmm jadi lebih gampang trus lebih cepet jawab teksnya, ininya juga macem-macem..
T : ininya maksudnya?
S : itu miss, kayak pake gambar trus pake lagu kan jadinya enak miss..
T : oh media belajarnya maksud kamu?
S : iya itu miss maksud saya hehehehehehe
T : hehehe trus kekurangannya apa?
S : latihannya banyakin miss
T : ok deh..makasih y Mela
S : sama-sama miss

Interview IV

T : maaf permisi pak, boleh nanya-nanya sebentar gak pak?
S : oh iya ya boleh,,boleh
T : dengan pak?
S : ah miss kan tau nama saya hehehehe...Jono miss
T : hehehehehe iya pak
S : mau tanya tentang apa miss?
T : ini pak tentang tehnik yang baru-baru ini saya ajarkan,menurut bapak gimana?
S : oh itu menurut saya seh yang kemaren diajarin enak
T : enaknya pak?
S : enaknya saya jadi merasa muda soalnya kelas jadi rame, pada dulu-duluan buat jawab soal, kan jadi berasa muda terus kita disini hahahahahaha
T : hehehehe bapak bisa aja. Menurut bapak menarik gak tehnik itu?
S : iya menariklah
T : Trus menurut bapak apa kekurangan dan kelebihan dari proses belajar mengajar kita baru-baru ini?
S : selama pake tehnik itu ya miss?
T : iya pak
S : kekurangannya itu sering mati lampu hahahhaha jadi pas lagi enak-enak belajar eh mati kan ganggu tuh. Pas nyala eh jam pelajarannya tinggal dikit kan gak enak hahahahaha
T : jadi dari segi fasilitas ya pak?
S : iya begitu
T : trus kelebihanannya
S : enaklah kita soalnya miss kan belajarnya gak cuma dari buku tapi juga kan katanya kemaren pake lagu trus gambar-gambar juga ngebantu jadi gampang ngerti.
T : emmm gitu trus pak punya saran gak biar belajar bahasa Inggrisnya jadi lebih enak?
S : tambahin waktu belajarnya biar lebih dalem gitu kita mahamin pelajarannya

Interview V

T :maaf boleh ganggu bentar gak?
S : boleh miss
T : ok deh, makasih ya. Namanya siapa?

S : Ariestanto

T : Aries ya, emmm menurut kamu tehnik yang baru-baru ini saya ajarkan gimana?

S : emmm jujur sih biasa-biasa aja miss, gak marah kan miss hehehehehehe

T : iya enggaklah hehehehe. Kenapa biasa-biasa aja?

S : bahasa Inggris buat disini itu gampang-gampang banget jadinya tanpa tehnik itu saya juga udah bisa nyelesein teks

T : oh gitu, kamu pernah kursus yah?

S : iya miss dari SD saya udah kursus lagian papah juga kan suka ngajak keluar kalo libur jadi udah biasa lah

T : emmm gitu ya. Jadinya tehnik itu gak ngaruh ya buat kamu nyelesein soal teks?

S : ya kurang lebih begitu

T : trus menurut kamu apa kelebihan dan kekurangan dalam proses belajar-mengajar disini?

S : kelebihanannya kelas jadi tambah rame trus kekurangannya sekali-sekali dicampur sama listening apa writing, speaking jadi jangan reading mulu gitu

T : Oh gitu. Trus ada saran gak biar belajarnya lebih enak?

S : ya itu kalo bisa dicampur sama skill yang laen miss.

T : emmm ok deh. Makasih yah Aries

S : ya miss, sama-sama

Interview VI

T : maaf boleh wawancara bentar gak?

S : boleh miss, tentang apa?

T : tentang kegiatan belajar mengajar bahasa Inggris baru-baru ini. Boleh kan?

S : oh boleh kok..

T : namanya siapa?

S : Rohimi

T : menurut kamu tehnik yang baru-baru ini saya ajarin gimana?bisa bantu kamu gak buat ningkatin kemampuan membaca kamu?

S : baca bahasa Inggris miss?

T : iya baca teks dalam bahasa Inggris

S : iya miss bantu

T : emmm trus menurut kamu proses kegiatan belajar mengajar selama make tehnik yang pernah saya ajarin gimana?

S : enak miss soalnya bisa bagi-bagi pengalaman trus sama pengetahuan juga.

T : trus menurut pendapat kamu apa kelebihan dan kekurangan selama proses belajar-mengajar baru-baru ini?

S : kekurangannya aturan pake buku paket aja miss jadinya gak usah nyatet - nyatet lagi.

T : emang kenapa klo nyatet?

S : kan jadi lama-lama miss, yah buang-buang waktu gitu lah apalagi saya kerja kan jarang masuk, jadinya biar bisa ngikutin juga.

T : emmm trus kelebihanannya apa?

S : make tehnik itu bikin gak usah terlalu sering buka kamus,nyari semua kata-katanya kan pegel hehehehehe

T : pegel apa males?hehehehehehe

S : dua-duanya miss hehehehehehe

T : emmm Rohim punya saran gak biar belajar bahasa Inggris tuh lebih nyenengin, lebih gampang gitu?

S : tambahin game miss biar lebih semangat lagi, jadi kan sersan miss, serius tapi santai hehehehehe

T : oh gitu..makasih ya Rohim

S : ya miss

Interview VII

T : Permisi, boleh wawancara sebentar gak?

S : boleh miss

T : namanya siapa?

S : Fedri miss hehehehehehe

T : emmm langsung aja Fed, menurut kamu kegiatan belajar mengajar bahasa Inggris yang baru – baru ini kita lalutin?

S : emmm tambah asyik aja miss, tambah rame trus ngerjain soal teks juga ah,,jadi gampang lah hehehehehehe

T : oh gitu trus tehnik yang baru-baru ini miss ajarin gimana menurut kamu?bisa ningkatin kemampuan reading kamu g?

S : iya miss, jadi lebih gampang kan dah tau cara-caranya

T : cara-cara apa?

S : ya itu buat cepet ngerjain soalnya

T : oh gitu trus menurut kamu apa aja she kelebihan dan kekurangannya selama proses belajar-mengajar dikelas?

S : kelebihananya teksnya pendek-pendek trus juga gak jauh dari lingkungan kita kalo kekurangannya waktunya kurang miss. Tambahin jadwal aja miss jadi 2 hari

T : ya nanti diomongin lagi deh trus kamu punya masukan gak biar kedepannya belajar bahasa inggris jadi lebih enak dan gampang paham?

S : teksnya banyakin miss macem-macamnya

T : buat apa?

S : ya biar nambah pengetahuannya gitu, tentang budaya orang sono misalnya

T : oh kamu mau tau tentang budayanya toh?

S : Iya miss

T : ya deh tar diusahain yah, makasih ya Fed

S : sama-sama miss

Interview VIII

T : maaf boleh ganggu sebentar gak?

S : iya miss ada apa?

T : mau wawancara sebentar aja tentang kegiatan belajar-mengajar baru-baru ini

S : oh gitu

T : emm namanya siapa?

S : Risma

T : oke deh Risma, menurut kamu kegiatan belajar mengajar baru-baru ini gimana?

S : bahasa Inggris aja miss apa semuanya?

T : Bahasa Inggris aja

S : emmm menurut saya emmm apa yah?emmmm tambah enak aja miss
T : enaknya?
S : rame trus jadi gak BT lagi ngerjain soal-soalnya
T : emang kenapa?apa bedanya sama yang dulu?
S : kalo dulu kan saya harus tau artinya satu-satu, jadi lama kalo sekarang kan dah tau caranya jadi lebih gampang gitu
T : emm gitu trus tehnik yang kemaren saya ajarin gimana?bantu gak buat kamu?
S : Bantu miss, jadi ngerti tu bacaan tentang apa.
T : menarik ak bat kamu?
S : menarik
T : kenapa?
S : kelas jadi rame emmmm trus juga jadi gampang ngerjainnya hehehehe
T : menurut kau ada gak kelebihan dan kekurangan selama proses belajar mengajar baru-baru ini?
S : emmmm....apa yah?emmmm....
T : ada apa hayo?kira-kira apa sih enaknya trus gak enaknya apa aja?
S : emmm enaknya dah tau kunci buat ngerjain soal teks misalnya liat judulnya trus pertanyaannya
T : jadi lebih gampang apa tambah ribet?
S : gampang lah miss kan jadi gak perlu sering-sering buka kamus lagi
T : trus gak enaknya?
S : gak enaknya emmm Latihannya kurang jadi mesti ditambahin lagi miss biar banyak latihanya
T : emmm gitu jadi kurangnya soal-soal latihan ya?
S : iya miss
T : trus kamu punya usul gak biar belajar bahasa Inggris dikelas jadi lebih paham ma pelajaran?
S : emmmm ya itu miss latihannya dibanyakin
T : gak bosen nantinya gitu?
S : gak lah kan dah tau caranya hehehehehehe anak-anaknya juga rame
T : oh gitu... oke deh Risma makasih ya
S : iya miss sama-sama

Interview IX

T : permisi boleh minta waktunya sebentar gak?
S : iya miss boleh
T : miss mau tanya ni tentang proses belajar-mengajar baru-baru ini, menurut kamu gimana?
S : emmmm baru-baru ini ya miss...emmm menurut saya sih asyik
T : oh iya lupa namanya siapa?
S : masak lupa miss ,,,
T : kan ni direkam jadinya saya gak tau mukanya,,
S : hehehehehe iya nama saya Ilyas
T : nah gitu dong Ilyas, oke lanjut yah menurut kamu kegiatan belajar-mengajar yang baru-baru ini menarik gak?
S : iya miss menarik, enak
T : kalo tehniknya gimana?
S : tehnik yang miss ajarin itu?

T : iya. menurut kamu ngebantu gak buat kemajuan reading kamu
S : iya miss ngebantu, yaa jadi lebih gampang gitu lah
T : oh gitu trus nemuin kekurangan dan kelebihan gak selama belajar bahasa Inggris kemaren?
S : kelebihanannya lebih cepet ngerjain soalnya trus kekurangannya itu emmm waktunya miss
T : maksudnya?
S ; iya kayaknya kurang gitu, jadi tiga jam aja miss biar lebih jelas trus banyak latihan biar kebiasa gitu
T : emm trus punya saran gak biar belajar bahasa Inggris lebih enak, lebih gampang?
S : emmmm jadwalnya ajalah ditambahin
T : yakin nanti gak bosen?
S : gak lah miss saya kan suka pelajarannya
T : emmm gitu. Ya tar dibicarakan dulu yah. Makasih ya buat waktunya Ilyas
S ; kok udah miss?
T : ya iyalah...makasih ya
S : iya miss

Interview X

T : permisi, bisa wawancara sebentar gak?
S : iya miss
T : namanya siapa?
S : Casmui
T : oke Casmui, menurut kamu kegiatan belajar-mengajar bahasa Inggris baru-baru ini gimana?
S : emmmmm menurut saya sih enak miss
T : emang kenapa?
S : kelas jadi gak diem lagi trus yang mau jawab juga banyak kalo dulu kan diem
T : emmmm gitu trus menurut kamu tehnik yang saya ajarin itu efektif gak buat ningkatin kemampuan reading kamu?
S : iya miss dikit hehehehehe
T : emang kenapa?kok Cuma dikit?
S : kadang suka lupa mulu sama artinya miss. Udah diulan-ulang masih aja lupa
T : oh gitu. Trus menurut kamu apa kelebihan dan kekurangan selama belajar bahasa Inggris baru-baru ini?
S : emmm kelebihanannya itu saya yang tadinya bingung jadi tau mesti ngapain dulu buat ngerjain soal
T : emmm trus?
S : kekurangannya waktu sama latihannya kurang miss kan kalo banyak bisa lebih ngerti lagi
T : emmm gitu trus punya saran gak bia belajarnya lebih paham dan enjoy?
S : emmmm latihannya aja miss tambahin trus juga sering-sering pake lagu, pake gambar biar gampang, gak ngebosenin belajarnya
T : emmm oke dh.. makasih ya Mui
S : sama-sama miss

Interview XI

T : sorry boleh tanya-tanya sebentar gak?
S : boleh miss

T : namanya siapa?

S : Yono

T : nama lengkapnya?

S : Merdeka Hutriono

T : emmm gitu, menurut kamu kegiatan belajar-mengajar bahasa Inggris baru-baru ini gimana?

S : emmmm gimana yah?enaklah miss

T : enakya?

S : kan pake yang diajarin sama miss kearen itu..

T : Tehnik PQ4R, maksud kamu?

S : iya

T : trus apa hubungannya?

S : jadi lebih enak kan jadi lebih gampang jadi saya juga dah gak terlalu susah buat ngerjain soal-soalnya

T : emmm gitu...jadi menurut kamu tehnik ini bisa ningkatin kemampuan reading kamu gak?

S : iya miss, bisa

T : oke deh,, trus kelebihan dan kekurangan dari kegiatan belajar-mengajar baru-baru ini gimana?

S : emmmm kelebihananya tehnik yang kemaren diajarin itu ngebantu saya buat gampang mahamin teksnya

T : trus kekurangannya?

S : emmmmm waktunya kurang miss

T : kurang yah? Trus ada usulan gak biar belajar mengajarnya jadi lebih enak trus gampang mahamin pelajaran?

S : emmmm apa yah?emmmm tambahin alat bantu nya miss, jadi gampang inget, gampang ngerti juga trus sama waktunya juga

T : oh gitu..ada lagi gak?

S : udah miss kayaknya

T : emmm oke deh, makasih yah Yono

S : iya miss sama-sama