INCREASING STUDENTS' STRUCTURE ACHEVEMENT THROUGH READING TEXT

(A Classroom Action Research Conducted to the First-D Year Students
of SMUN 3 Bondowoso in the Academic Year 1999/2000)

By :

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THE FACULTY OF TEACHER TRAINING AND EDUCATION
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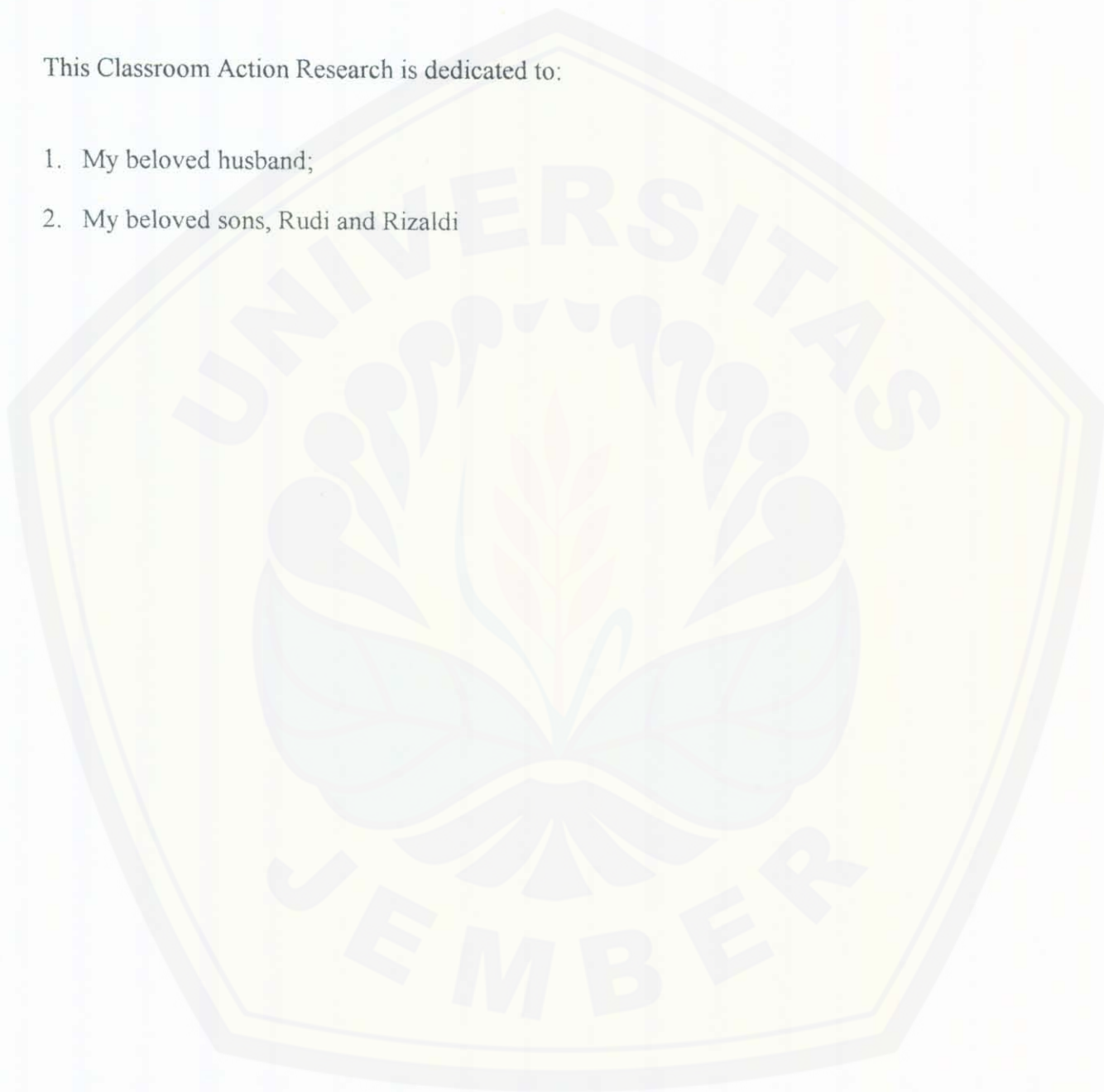
MOTTO

... وَاصْبِرُوا إِنَّ اللَّهَ مَعَ الصَّابِرِينَ

.. be stedfast! Lo! Allah is with the stedfast.

(Burqi'I and Bahonar, The Teaching of The Holy Qur'an 8:46)

DEDICATION SHEET

This Classroom Action Research is dedicated to:

1. My beloved husband;

2. My beloved sons, Rudi and Rizaldi

AGREEMENT SHEET

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This Classroom Action Research has been agreed to be examined as the requirement to obtain the S1 Degree at the English Education Program, Language and Arts Education Department, Teacher Training and Education Faculty of Jember University.

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APPROVAL

This classroom action research is approved and received to examined by the examination committee of English Education Program of Teacher Training and Education Faculty, Jember University

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First of all I would like to thank Allah SWT for blessing given to me, so I can complete this classroom action research (CAR). My deepest gratitude is also due to:

1. The Dean of Teacher Training and Education Faculty (FKIP), Jember University;
2. The Chairwoman of Language and Arts Education Department of FKIP, Jember University;
3. The Chairman of English Education Program of FKIP, Jember University;
4. My consultant who has been willing to spend his much time to help me write this classroom action research;
5. The Principal, the teacher, the administration staffs and the students of SMUN 3 Bondowoso.

I hope this simple classroom action research will be valuable for the readers. I admit that there are still some weaknesses in this CAR, so I will be very pleased if there are some constructive comments given for the sake of this CAR improvement.

Jember, July 2000   The Writer

TABLE OF CONTENT

ABSTRACT

Okta Mariana, July 2000, **"Increasing Students' Structure Achievement Through Reading Text of the first Year Student of SMUN 3 Bondowoso in the Academic Year 1999/2000."** A classroom Action Research, English Language Education Program, Language and Arts Department, The Faculty of Teacher Training and Education, Jember University.

The Consultant   : Drs. H. Sudarsono
The Key Terms   : Structure Achievement, Reading Text

In the 1994 English Curriculum, it is stated that English teachers should apply communicative approach in teaching English in integrated way with other skills, for instance through reading text. This classroom action research tried to find whether reading text could be used to increase students achievement, especially to the first-D year students of SMUN Bondowoso in the academic year 1999/2000.

The respondents of this research, the first-D year students of SMUN Bondowoso , were determined by using purposive method. The number of the respondents were 34. Test method was applied to get the primary data about students' structure achievement. The method of data analysis used was descriptive quantitative.

The results of the data analysis show that the students' structure achievement can increase after being taught through reading texts. Their scores are relatively good. The indication could be seen from the increase of their structure mean scores from 58.2 before the action to 63.2 after the action 1, and to 75.6 after the action 2. Thus this research results could answer the problem that the students' structure achievement can be increased through reading text, especially for the first year-D students of SMUN Bondowoso in the academic year 1999/2000.

CHAPTER I
INTRODUCTION

1.1 Background of the Study

Language is as an important factor for human life. By using language people will be able to convey their thoughts. Furthermore, the other function of language is also as the key to get information, in which information itself is very important to develop and improve human resources. Since information is very important, one should understand and master a language and its elements.

In learning English, there are some elements that the students must understand. One of them is structure. This element deals with rules to construct phrases or sentences correctly. Structure has an important role since it refers how the pattern and the unit of words, phrases and sentences are arranged. As Lado (1964:221) says that structure is the system of units and patterns of language.

In the 1994 English curriculum, the teacher should apply communicative approach in teaching English, including structure that must be taught in integrated way with four language skills such as listening, speaking, writing and reading (DEPDIKBUD, 1995. 1). In the communication approach, the students are necessary to learn the English structure so that they can understand the patterns or rules of constructing sentences. This knowledge can be achieved by doing a lot of practices such as identifying sentence patterns written in a text.

In teaching reading students are commonly asked to find some difficult words, find the main idea of each paragraph, and finally understand the contents of the whole text. They are rarely asked to analyze the sentence patterns or the word order used in construct the sentences until a good text is made. As teaching English is suggested to be taught in an integrated way, it is a good chance to analyze reading texts to make students understand the sentence patterns or the word order inside the text.

Getting interested in the problem above, the writer decides to conduct a research to know whether reading text can be used to develop students' structure achievement, especially for the first-D year students of SMUN 3 Bondowoso in the academic year 1999/2000.

1.2 Problem of the Research

Based on the background of the research above, the problem of this research is: " Can reading text be used to increase structure ability of the students' of the first year students of SMUN 3 Bondowoso in the academic year 1999/2000?"

1.3 Scope of the Research

This research is delimited in the following aspects:

1.3.1 This research is carried out to develop students' ability in structure through reading text.

1.3.2 The materials of structure contain Direct & Indirect Speech and Request.

1.3.3 The respondents of this research are the students who are sitting in the first-D year students of SMUN 3 Bondowoso, in the third *Cawu* of the academic year 1999/2000. It is based on the consideration that it was very difficult to them structure by using conventional method, so it is necessary to apply a new method for them.

1.4 Purpose of the Research

The purpose of this research is to know whether reading text can be used to increase structure ability of the first-D students of SMUN 3 Bondowoso in the academic year 1999/2000.

1.5 Significance of the Research

It is hoped that the result of this research can give some significance students, English teacher, and for other researchers.

1.5.1 For the students

This research result is expected to give information to the students, that through reading a text the understanding on structure can be achieved if the purpose of reading itself is not just to comprehend the text content.

1.5.2 For the English teacher

This research result will be useful as input for the English teachers that trying to apply other method in teaching structure is necessary if using conventional method

does not give any improvement on the teaching result. The use of reading text in teaching structure is one method that is necessary to be tried.

1.5.3 For the other researcher

This research result will be useful for the other researcher to conduct a research related with the use reading text to increase other language skill.

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Structure Achievement

Structure is the system of units and pattern of language (Lado, 1964:221). It is one of language elements that has an important role to form words, phrases and sentences (Subyakto, 1988:99). Whereas achievement is something done successfully with effort and skill (Hornby, 1983:8). So, structure achievement is meant as an achievement related with understanding structure which is gained with effort successfully.

Learning language is like building a house. Before completing the other components of the house, building a strong foundation first is very important. It is the same as learning language that mastering structure, as basic component of mastering other language skill, is very necessary before mastering the other language skills.

2.2 Teaching Structure at the first Year Students of SMU

Structure is one of language components that is also taught at SMU. The teaching of structure is done by integrating the other components such as reading etc. According to the 1994 English curriculum that the materials of structure given to the first year students of SMU comprise:

a) Positive and Negative Imperative,

b) Request,

c) Direct and Indirect Speech,

d) Agreement of Pronouns,

e) Simple Present Tense,

f) Present Continues Tense,

g) Simple Past Tense, and

h) Present Perfect Continues Tense (Depdikbud, 1995: 15-16)

The materials are given in one year, from the first *cawu* up to the third *cawu*. Since this research is carried out in the third *cawu*, the materials of structure chosen are Request and Direct/Indirect Speech. Besides that, this limitation is meant to focus the research on a certain materials.

4

2.2.1 Requests

Request can be use for some purposes such as request for inviting, request for asking, request for complaining, and request for asking permission.

a. Request for Inviting

Request for inviting is used to invite someone to do something, and inviting is almost the same as requests or polite requests (Hayden et.al., 1956:17). Inviting is commonly used to invite someone to come to someone else's house or to join certain activities. When we invite someone, there will be two possible responses given, accepting or refusing the invitation.

Example:

1. Could you ccme to my house tonight?   Sure

2. Would you come to my house for dinner?   I'd love to, but I am afraid I am rather busy tonight.

b. Request for Asking

In English, we normally use request to ask for something. It is more polite to use request rather than commands (Brendan, 1995:48-49).

Example:

1. Can you pass the Kecap, Please?   Yes, here you are.

2. Won't you come in and sit down?   No, sorry. I'd rather stay out.

c. Request for Complaining

When we are not satisfied on certain thing or activities we can express it with request. It sounds more polite rather than expressing the complaint directly.

Example:

1. This is Mr. Brown, room 201. My bedside light does not work. Can you send another light?

2. This is Angeli, room 10. There is no water in the jug to drink. Could you give me some?

d. Request for Asking Permission

For asking permission, request is suitable used. It sounds more polite as asking permission is positioning the requester as the one who is served.

Example:

1. May I borrow your pen?   Yes, of course.
2. Could I play football with you?   Certainly.

2.2.2 Direct and Indirect Speech

There are two ways for someone to say something, directly and indirectly.

a. Direct Speech

When we quote what someone is saying with original expression, it is called direct speech. Remarks that are repeated are placed between quotation and a comma is placed immediately before the remark.

Example:

1. Tono said, "I have some English books."
2. He said, "I have lost my umbrella."
3. He explained, "I have given this lesson to you."

b. Indirect Speech

In indirect speech, we give the exact meaning of a remark or speech without necessarily using the speaker's exact words. Usually 'that' is used after the to sign Indirect Speech.

Example:

1. Tono said that he had some English books.
2. He said that he had lost his umbrella.
3. He explained that he had given lesson to me.

c. The Changes from Direct Speech to Indirect Speech

When we change Direct Speech into Indirect Speech, some changes are usually necessary, like tense changes, time changes, pronouns and possessive changes, and by

considering statements, questions, and commands (Thomson and Martinet, 1980:259-263). These changes are shown in the following tables:

1. Tense Changes Table

Direct Speech	Indirect Speech
1. Simple Present: *He explained, "I never eat meet."*	1. Simple Past: *He explained that he never ate meat.*
2. Present Continuous: *He told me, "I am waiting for Ann."*	2. Past Continuous: *He told me that he was waiting for Ann.*
3. Present Perfect: *He said, "I have found a flat."*	3. Past Perfect: *He said that he had found a flat.*
4. Simple Past: *He said, "I took it home with me."*	4. Past Perfect: *He said he had taken it home with him.*
5. Present Future: *He told me, "Ann will be in Paris on Monday."*	5. Past Future: *He told me that Ann would be in Paris on Monday.*

2. Time Changes Table

Direct Speech	Indirect Speech
1. Today *He promised, "I will wait you <u>today</u>."*	1. That day/then *He promised that he would wait you <u>that day/then.</u>*
2. Yesterday *He told me, "I saw the movie <u>yesterday</u>."*	2. The day before *He told me that he had seen the movie <u>that day before</u>.*
3. The day before yesterday *She explained, "I was cooking rice <u>the day before yesterday</u>."*	3. Two days before *She explained that she had been cooking rice <u>two days before</u>.*
4. Tomorrow *Rini told him, "I will invite you <u>tomorrow</u>."*	4. The next day/the following day *She told him that she would invite him <u>the next day/the following day</u>.*
5. Next week/year etc. *Father told us, "I will go to Mecca <u>next year</u>."*	5. The following week/year etc. *He told us that he would go to Mecca <u>the following year</u>.*
6. Last week/year etc. *Grandmother explained, "I got sick <u>last week</u>."*	6. The previous week/ year etc. *She explained that she had got sick <u>the previous week/year</u>.*

3. **Pronouns and Possessive Changes in statements**.

a. **Pronoun Changes**

Pronoun change is normally from the first and the second person to the third person except when the speaker is reporting his own words.

Example:

1. a. I said, "I like my new house."   (Direct Speech)

   b. I said that I liked my own house.   (Speaker reporting his own words)

2. a. He said, "I will go to school tomorrow."   (Direct Speech)

   b. He said that he would go to school the following day.   (the   speaker reporting his own words)

b. **Possessive Adjective Changes**

Possessive adjective in English refer to the possessor and not to the thing possessed (Thomson, 1980:37)

Example:

1. a. He said, "I want to buy your car."   (Direct Speech)

   b. He said that he wanted to buy my car.   (Indirect Speech)

2. a. She told, "I bring my new umbrella."   (Direct Speech)

   b. She told me that she would bring her new umbrella.   (Indirect Speech)

4. **Demonstrative Changes**

'This' in Direct Speech can be changed into 'that' in Indirect Speech, and 'these' can be changed into 'they' or 'them' (Krohn, 1970:63).

Example:

1. a. He said, "This is mine."   (Direct Speech)

   b. He said that that was his.

2. a. He said, "These books are sold." (Direct Speech)

   b. He said that they were sold.

5. **The Changes from Direct Speech into Indirect Speech in Question**

A question sentence in Direct Speech can be changed into Indirect Speech. There are two kinds of questions, word question (wh- question) and question with 'be' and auxiliary verb (Thomson and Martinet, 1980:266).

a. **Question with a question word (wh- question)**

For example:

      1. a. He said, "Where is she going?"

         b. He asked where she was going.

      2. a. He said, "Where does she live?"

         b. He asked where she lived.

b. **Question with auxiliary verbs**

For Example:

      1. a. "IS anyone there?" he asked.

         b. He asked if/whether anyone was there.

      2. a. "Do you know Andrew?" he said.

         b. He asked if/Whether I knew Andrew.

2.3 Reading Text

Reading is a receptive language process. It is a psycholinguistic process in that it starts with a linguistic surface representation encoded by a writer and ends with meaning that the reader constructs. There is thus an essential interaction between language and thought in reading. Simanjuntak (1988:4) says that reading as the process of putting the reader in contact and communication. It means that by reading there is a contact between the reader thought and the text.

2.3.1 Area of Skill in Reading

Reading is a complicated activity involving skills, knowledge and experience (Whorther, 1986:75). There are five areas of skill that the student should have in order that they can be proficient in reading. They are:

a) Speed of recognition and comprehension.

b) Vocabulary recognition and comprehension.

c) Structure and reading comprehension.

d) Paragraph structure and paragraph comprehension.

e) Paragraph of the complete selection (Norris, 1977:202)

In this classroom action research, the point of the skill areas emphasized are structure and reading comprehension as well as paragraph structure and paragraph comprehension. However, those skills are modified into sentence structure and sentence comprehension since these skills are considered very helpful to enable the students understand the sentence patterns.

2.3   Increasing Structure achievement through Reading Text

Increasing students' ability in structure can actually be done by applying some methods of teaching. Text is a good media to give direct experience to the students about how a sentence is structurally constructed from the combination of words. As Hycraft (1978:31) says that by giving experiences in reading or conversation it can derive the students to master structure. It is also supported by William (1984:74) that says the mastery in structure can be gained by the students when they read a normal text, because it is not a random collection of sentences but it has a unity. So, the students can generalize the rules of structure easily by focusing on the text structure.

Based on the opinion above it can be concluded that the proficiency in reading text can facilitate the students to develop their ability in structure. By analyzing the sentences in a text, the students are encouraged to understand the sentence patterns used to construct the sentence. It becomes a good experience for the students to remember the kinds of structure used to build sentences.

2.4 Action Hyphothesis

Referring to the theory written above, the hypothesis of this classroom action research is: The use of reading text in teaching structure can increase   structure achievement of the first year students' of SMUN 3 Bondowoso.

CHAPTER III
RESEARCH METHOD

3.1 Research Setting

In this classroom action research, the writer decides SMUN 3 Bondowoso as a location of this research. It is based on the consideration that the writer is a teacher at the school and the result of the research are expected to give some advantages directly or indirectly for the improvement of teaching and learning process at the school.

The respondents of this research are the first-D year students of SMUN 3 Bondowoso in the third *cawu* of the academic year 1999/2000. The numbers of the respondents are 34 students consisting 23 males and 11 females. The choice of the class is due to the fact that the students tend to be very slow in understanding the materials of English lesson.

3.2 Research Procedure

3.2.1 General Descriptive of the Research

This classroom action research is designed by means of the cycle model put forward by Kemmis and Taggert (Depdikbud, 1999:20). Every cycle of the model consist of four stages of action, namely: planning action, implementing action, conducting observation and carrying out reflection.

The classroom action research is derived from the result of the reflection on the first year students ability in structure is far from the target. It can be seen from the bad result of their daily exercises and test, term tests and homework assignments.

In order to achieve the goal of this research, this action are planned to end up to two cycles. The implementation of both cycles were held at the third *cawu* of academic year 1999/2000.

3.2.2 Detail of Research Procedure

a. Preparation

Several activities to be prepared before conducting this research are:

1. The action research is conducted to class I-D,

2. Preparing a set of teaching learning process, technique/method will be used,

3. Preparing the materials of teaching,

4. Preparing reading text,

5. Preparing test and key score.

b. Implementation

The action research consist of two cycles. Both of them were implemented according to guideline for teaching English, they are: cycle 1 and cycle 2. The action plans are implemented by the writer herself. The actions are taken to develop the students ability in structure through reading text. The plan of the actions is described in the following step:

1. Give reading text to the students,

2. Instruct the students to examine or to understand the underlined sentences.

3. After examining the sentences, the students are instructed to find the change of direct speech into indirect speech (tense, time, pronoun),

4. After finding the change of direct speech into indirect speech, the students are instructed to write the pattern of the sentences,

5. Give chance to the students to do the exercises for reinforcement,

6. Instruct the students to produce sentence of direct speech,

7. Instruct the students to change the sentence into indirect speech,

8. Give the students a test,

9. Give score/mark for the test.

c. Monitoring and Evaluation

During the action, the implementation will be focused on the situation of teaching and learning process. The data recorded is about students' activities. The data about condition of teaching and learning process are gathered from open observation technique. Whereas the data about students ability in structure are gathered from structure test. The action is said to be successful if the minimum score of students' ability in structure reaches 70.

d. Analysis

The data of the learning process improvement, including the feedback obtain from observation will be analyzed by using the technique of descriptive qualitative technique. Whereas the data of reading text got through test will be analyzed by using quantitative method. This method is used to know whether there is an increase on the mean score of structure achievement. When there is an increase on the mean score meaning that the expected target has been achieved. In the other word, the use of reading text is believed to have positive result in improving the students' structure ability. If the criteria of mean score is not achieved yet, the research will be continued to the next cycle.

CHAPTER IV
RESEARCH RESULT AND DISCUSSION

4.1 Research Result

As stated previously that the main purpose of this research is to increase the students achievement through reading text. The following description is about the result of structure test by implementing text in action 1 and 2.

4.1.1 Description of Action Cycle 1

The general observation reveals that this classroom action research can be accomplished in line the action design set up in the first cycle as well as the second one. Every action has been consistently performed without disturbing the process of teaching and learning.

Before stepping into further discussion about action cycle 1, the condition of the students before action need to be described first. From structure test previously conducted, I was found that the mean score was 58,2. This value is behind the learning accomplishment value, that is 70. This condition shows that most of the students' mastery in structure was very low, and it becomes interesting to be investigated why it could be like that.

In line with the initial condition above, there was an effort made to increase the students structure achievement. Giving reading text to the students was chosen for this purpose. The reading text contains sentences that are constructed by following correct and good patterns. Using the reading text are considered useful to meet the target of English teaching and learning process as stated in the General Instruction Guideline (GBPP) 0f 1994.

To find out how far the students can master or understand the given structure, a particular test was carried out. The first test was given after the material of direct and indirect speech had been given. This is regarded as cycle 1. The data containing scores of the first cycle test can be seen in table 1 (see appendix 1).

The data in table 1 shows that there is an increase of mean in cycle 1 compared to that before the classroom action research. This indicates a good and positive result

of cycle 1 action. The previous initial mean value was 58.2. It became 63.2 in cycle 1. It means that there is an increase in the mean value. This change is significant enough although this mean value is still behind the learning accomplishment value, so the writer tried to improve the action plan and develop into the action plan of cycle 2.

During the implementation of cycle 1 the writer got many inputs from the students about the obstacles they had met in learning structure through reading text. One basic problem was that the students lacked of inner motivation. They thought that English was a difficult subject to learn. In the writer's mind they did not understand with the subject because they did not practice the language. The other obstacle was that the students felt tired of memorizing the sentence patterns. They thought it was less important to do tasks given by the teacher.

4.1.2 Description of Action Cycle 2

Based on the result of cycle 1, the action plans which were applied to cycle consist of those in cycle 1 supported with some developed steps as follows:

1. Presenting the achievement of the students gained at cycle 1.
2. Preparing reading text.
3. The students are instructed to practice the dialogue in the reading text. By this way the students can enjoy practicing with their friends.
4. Encouraging the students to practice and show requests sentence.
5. Instructing the students to find the other examples and understand the use of it.
6. Giving test for students.
7. Scoring the tests.
8. Reflecting the result of cycle 2.

After the application of action plans of cycle 2, the students were requested to tell the problem or difficulties the had met during the cycle. According to the writer, the problem were not only internal but also external aspect.

In this second cycle, it is necessary for the writer to inform the students' achievement obtained during the cycle 1. The purpose is to give motivation and reinforcement to the students so that they can try to improve their capability by themselves. They can compare the result they got in cycle 1 with those in cycle 2. The

scores of the students structure achievement show better as seen in table 1 (see appendix 1).

The scores in table 2 show that there is an increase of score mean value. It means that the action implementation of cycle 2 is significant. The increase of mean value from 63.2 in cycle 1 to 75.6 in cycle 2 can meet the expectation.

4.3 Discussion

To determine the success of this classroom action research, a descriptive analysis is done in the following criteria and analyzing and testing the hypothesis:

a. **Criteria**

The hypothesis of this classroom action research is: "If the students use reading text in learning structure, their structure achievement can be increased."

Related with the hypothesis above, the proposed achievement criteria is: "If the students' achievement in structure get increased because of the use of reading text after the implementation of the classroom action, the hypothesis is accepted.

b. **Hypothesis Analysis and Test**

Based on the collected data and the decided criteria, the success (achievement) of this classroom action research can be descried as follows: The use of reading text brings positive impact on the students' mastery of structure. The students' low mastery of structure can be developed by using reading text. With well arranged feedback and monitoring on the students' learning, they seem to get improved with their structure.

During the classroom action research. Three tests were performed to allow the students to know their progress on the structure learning. The students' progress can be seen in table 1 (see appendix 1).

From the scores listed in table 1 it is found that the mean values before action, in cycle 1 action or in cycle 2 action gradually increase. The increases are as follows:

Before action : 1980/34 = 58.2

Cycle 1 action : 2,150/34 = 63.2

Cycle 2 action : 2,580/34 = 75.6

Thus, the above finding and the proposed achievement criteria prove that the hypothesis saying "If the students use reading text in learning structure, their structure achievement can be increased, " can be accepted.

CHAPTER V
CONCLUSION AND SUGGESTION

5.1 Conclusion

Based on the data analysis in this research, it can be concluded that reading text can be used to develop students' structure achievement. The actions done both in cycle 1 and in cycle 2 can increase the mean value of the students' structure achievement, from 58.2 before cycle 1 action to 63.2 after cycle 1 action and after the cycle 2 action it increases to 75.6.

5.2 Suggestion

Concerning the research findings, the writer proposes the following suggestion:

5.2.1 The English teacher can try to use reading text in developing students' structure achievement when they find that using other methods give no change on their students' structure achievement.

5.2.2 The action plan along with the application procedures in this classroom action research can be implemented to other classes with little modification, especially if the condition is similar to that of the subject of this research.

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Appendix 1

Table 1: The list of the students' scores before action, after cycle 1 and after cycle 2.

No	Students' name	Scores		
		Before action	Action 1	Action 2
1.	Achmad Hariyanto	40	60	70
2.	Anas Fitrah	60	60	70
3.	Anas Sugiarto Efendi	60	60	70
4.	Angga Bayu Sundawa	60	70	80
5.	Aris Eko Nugroho	70	80	90
6.	Ayat Hidayat	70	80	90
7.	Bakti Andriani	70	80	80
8.	Desian Persada K.	70	70	70
9.	Dewi Wina Oktarini	60	70	80
10.	Ely Yusniah	60	80	90
11.	Emi Mardiana	60	70	70
12.	Even Susanto	50	60	70
13.	Faris Firmansyah	60	70	70
14.	Firhan	70	80	90
15.	Hasan Bin Yahya	50	60	70
16.	Henri Hidayat	50	60	70
17.	Heri Rohman	50	60	70
18.	Ika Wahyuniatin	40	60	70
19.	Irvita Suciati	80	90	90
20.	Iwan Purwanto	70	80	80
21.	Juhari	40	60	60
22.	Juhariyah	70	80	80
23.	Luluk Yuliatin	70	80	80
24.	Moch. Abdurrosyid	70	80	80

25.	Moch. Anis	80	90	100
26.	Moch. Shaleh	40	60	70
27.	Moch. Andik Sumantri	30	50	60
28.	Moh. Sholihul Amin	50	60	70
29.	Muhyid Adisaputro	60	70	80
30.	Naning Nurcahyani	40	70	60
31.	Samsi Catur Nurhayati	60	60	80
32.	Santi Nur'aini	60	60	70
33.	Suci Agus Ulandari	60	60	70
34.	Vidella	60	70	80
	Total number	1980	2,150	2,580
	Mean	58.2	63.2	75.6

Appendix 2

Test Instrument for Cycle 1 Action

Text 1

A. Read the text below, then change Bonita's sentence into indirect speech from Indra's report.

At the Airport

Indra is a trainee reporter for the Student Post. Yesterday a famous girl arrives at Juanda Airport in Surabaya. Indra was sent by his newspaper to interview her. She didn't tell him much. Here is the short interview.

Indra : How do you feel as a winner?

Bonita : I am very happy to be the winner. But I am too tired. I need some rest.

Indra : Can I ask you some questions?

Bonita : I don't have much time to talk.

Indra : why?

Bonita : I have to go home soon. My family is waiting for me.

Indra : When will you have time for me?

Bonita : See me at my school on Monday morning next week.

B. Indra's Report

The student Post, Thursday, 13 Mach 2000

Bonita, the Winner of Mathematics Contest

Bonita, the winner of Mathematics contest arrived from Jakarta last night. I manage to see her in the VIP lounge. She said that she was very happy to be the winner but she

did not have much time to talk. She also said that she had to go home soon because her family was waiting for her. She ask me to see her at her school on Monday morning in the following week.

(Adapted from: English '94 for SMU)

Bonita's sentence	Indra's report
Direct Speech	Indirect Speech
1. "I am very happy to be the winner"	·1. She said that ....
2. "I don't have much time to talk"	2. ....
3. "I have to go home. My family is waiting for me"	3. ....
4. "See me at my school on Monday morning next week"	4. ....

5. Lisa : Did you listen to the news this morning?

   Freddy : Yes, I did. The news reader said that there had been an earthquake in Sumatra.

   Change the underlined sentence into direct speech:

   ....

Text 2

Read the following text carefully!

After I had had lunch in a restaurant, I looked for my bags. I had left them on a chair beside the floor and how they were not there! As I was looking for them, the restaurant owner come in.

"Did you have a good mal?" he asked.

"Yes, thank you," I answered, "but I can't pay the bill. I have lost my bags." He smiled and immediately went out. Soon he returned with my bags and gave them back to me.

"I am very sorry," he said. "My dogs had taken them into the garden. They often do this."

(Adapted from Communicative English for SMA)

Answer these questions based on the text!

1. What does the restaurant owner say when he come?
2. What is the author's response to him?
3. Please find out the direct speech at the last paragraph?
4. Change the direct speech at the last paragraph into indirect speech!
5. What does 'I' in the last paragraph refer to?

Good luck
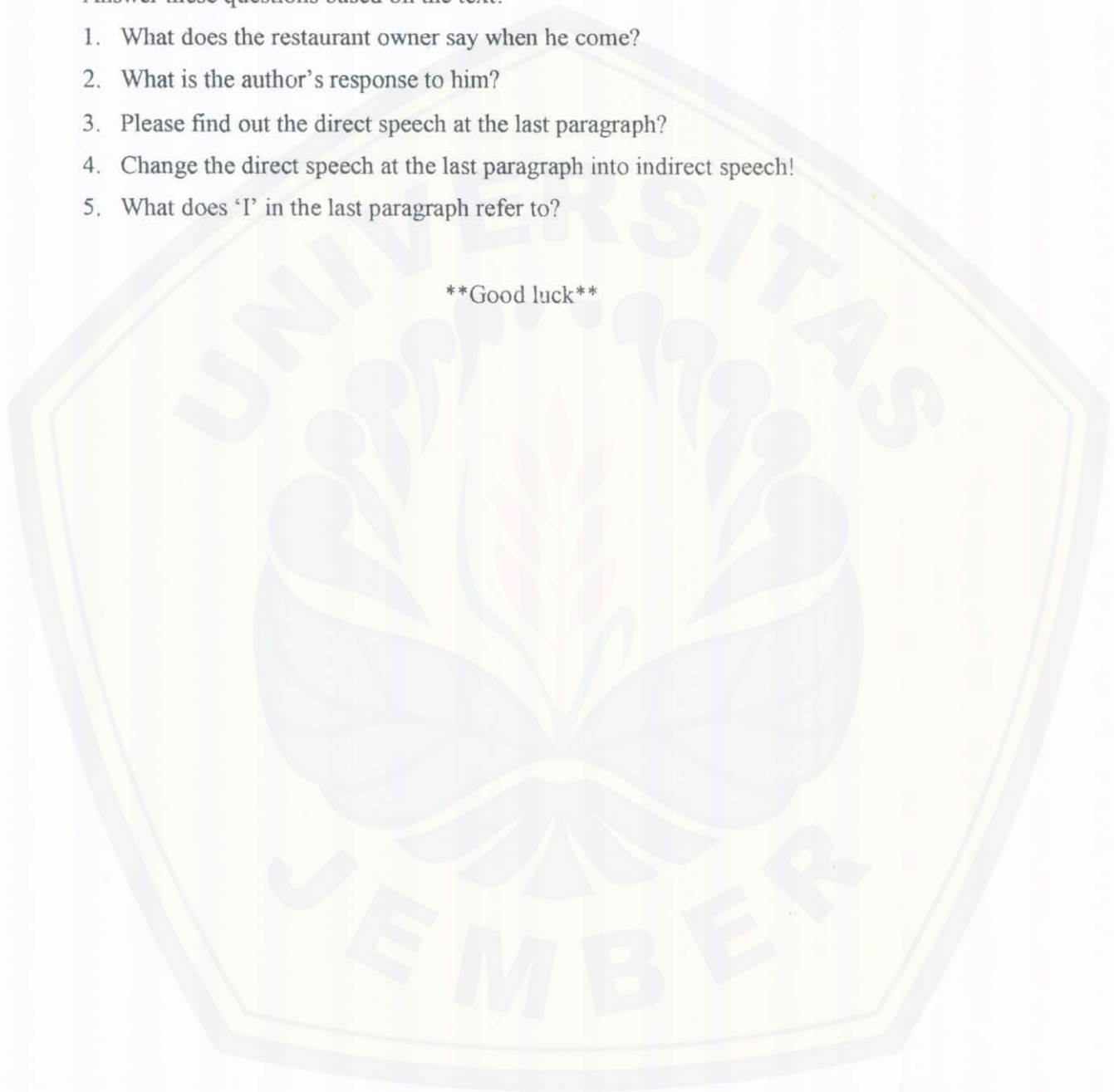
Appendix 3:

Test Instrument for Cycle 2 Action

In the following dialogues, complete the blanks with correct expression of requests (Questions or responses).

1. Tonight is Pretty's birthday. Her parents make a party for her. Pretty is inviting Diana to come to her house to celebrate her birthday party. Any says, "Would you come to my house for my birthday party, Diana?

   "……………………..", Diana refuses.
   "That is all right", Pretty answered.

2. The students of ID SMUN 3 Bondowoso have some homework from their English teacher. The homework is more difficult than it used to be. So Ani has an idea to invite Budi to do the homework together at her house.

   "……………………..to my house now", Ani invites. Budi answers, "What for?"

   "We can do our homework together", Any says. Then Budi agrees, "All right."

3. Toni wants to write a letter to his parents, but he losses his pen somewhere. He has looked it everywhere but he has not found it yet. So Tomi prefers borrow it from Andrik, his roommate.

   "Can you lend me your pen, Drik?" Tomi asks.
   "……………….., here you are," Andrik answers.

4. The weather today is very hot. Betty is very busy ironing many clothes, She asks her husband to open the window. Betty asks, " Can you open the window, honey?"

   "……………….", Sandi, her husband, answers.
   "Thank you," Betty says

5. Andri will post some letters but he has to do some tests now. He sees Hendra, his classmate. He asks' "Where are you going, Hendra?"

"To post office," Hendra answers.

"Would you mind ………………these letters?" Andre asks. As a friend of Andre's, Hendra always tries to do something good for Andre. So he answers, "Not at all. The post office is not far from here."

6. Nita and Marlyn is studying together. They are discussing about air pollution. Marlyn reads the materials containing that there are two main types of air pollution: natural pollution and pollution caused by people. The damage caused by air pollution is enormous. Many flowers and vegetable crops get withered because of car exhaust gases.

Suddenly Nita asks," Wait a moment, would you mind ……………… again about the air pollution ?"

"Sure," Marlyn answers.

"Thank you," Nita says. And then Marlyn explains what Nita does not understand.

7. Tonight is Pamela's birthday. Her mother is preparing birthday cake for her. Pamela is very happy because she is now seventeen years old. She calls Rudy, her close friend, to come to her birthday party, "Rudi, …………………………….to my birthday party?"

"By all means, Pamela. I will bring something for you", Rudi answers.

8. Anne and Jackline are talking about the film which is shown tonight. The film is actually very good. The title is "Two Leopardy." Anne wants to see the film but she doesn't have money to buy the ticket, so she wants to borrow money from Jackline, "……………………………………"

"Sorry, An. I do not have any money," Jackline answers.

9. Mr. Brown will type some important documents but she has no typewriter. So he meets Mr. Black to borrow a type writer, "Can you ……………………me your typewriter?"

   "Sure. Here you are," Mr. black gives his typewriter to Mr. Brown.

10. Mr. William's family is going to Pasir Putih beach to get pleasure. They will spend the night at Bhayangkara Hotel. They get room no. 13. Mrs. William feels thirsty but no water in the jug in her room and then she calls the boy room, "Hello, this is Mrs. William, room 13. There is no water in the jug to drink. ……………………?"

    "Certainly, Mam," the boy room answers.
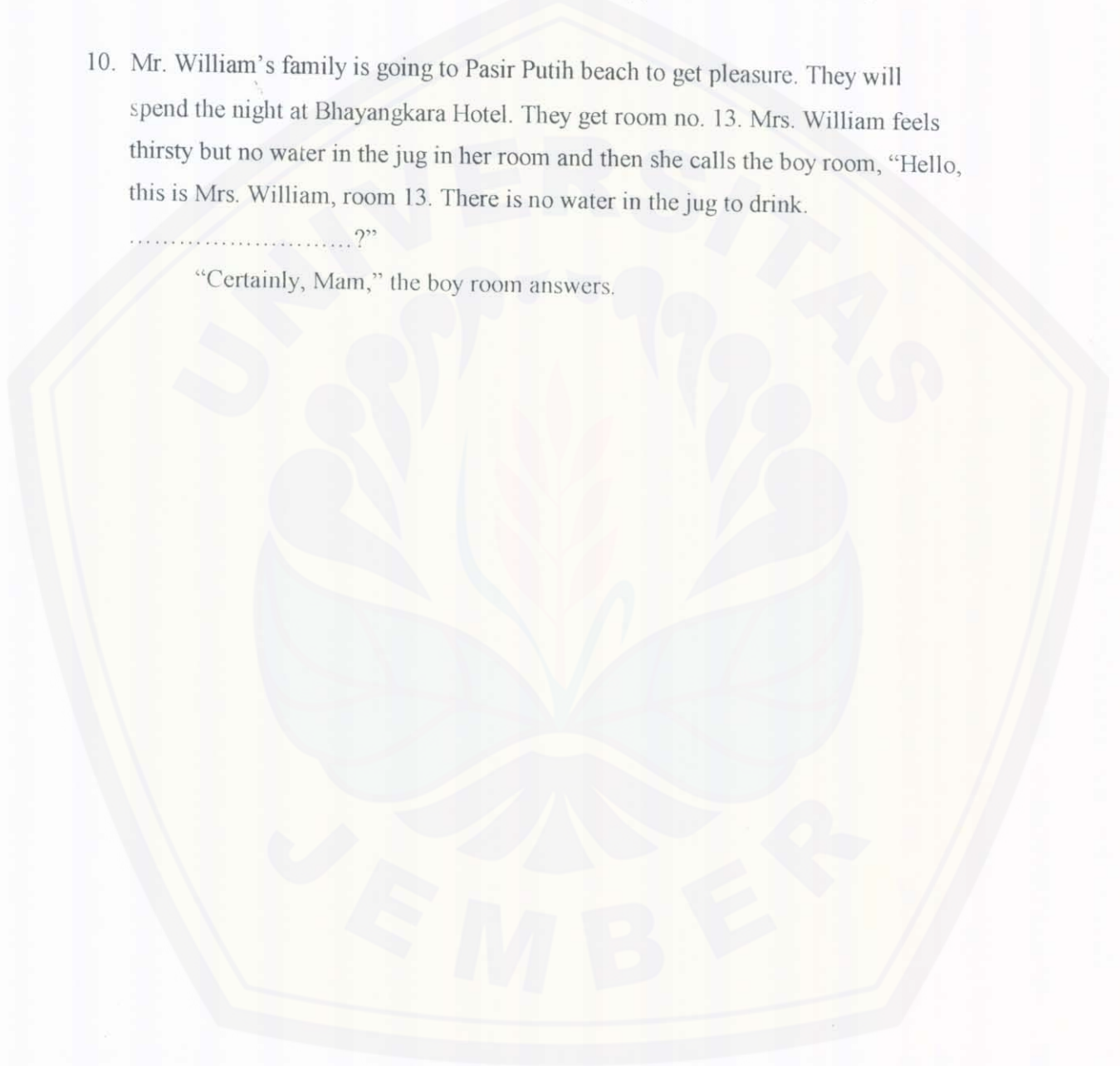
ANSWER KEY

For Cycle 1

Text 1

1. She said that she was very happy to be the winner.

2. She said that she didn't have much time to talk.

3. She said that she had to go home soon because her family was waiting for her.

4. She ask me to see her at her school on Monday morning the following week.

5. "There has been an earthquake in Sumatra," (Direct Speech)

Text 2

1. "Did you have a good meal?" he asked.

2. "Yes thank you," I answered, "But I can't pay the bill. I have lost my bags."

3. "I am very sorry," he said. "My dog had taken into the garden. They often do this."

4. He said that he was very sorry. His dog has taken into the garden. They often did that.

5. The restaurant owner.

For cycle 2.

1. Diana   : "Sorry, I'd love to, but I am rather busy tonight."

2. Budi   : "Would you like to come…....?"

3. Andrik   : "Sure"

4. Sandi   : "Of course"

5. Andre   : "Posting"

6. Nita   : "Explaining"

7. Pamela   : "Would you like to come"

8. Anne   : "Would you mind lending me money about Rp 10.000,-?

9. Mr. Brown: "Lend"

10. Mr. William: "Could you give me some?

APPENDIX 4

PROGRAM SATUAN PELAJARAN

(Lesson Plan)

Subject : English Language

Theme : Structure

Sub Theme : -Direct and Indirect Speech

- Request

Time Allocation: 4 x 90 minutes

I. GENERAL INSTRUCTIONAL OBJECTIVE

By mastering about 500 new words in the vocabulary level of 2500 and also the appropriate grammar in the given theme and sub theme, students are able to understand about direct/indirect speech and expressing request.

II. SPECIFICT INSTRUCTIONAL OBJECTIVE

After getting the lesson, the students are able to

a. understand of sentence pattern direct and indirect speech,

b. change the direct into indirect speech,

c. write the pattern of the sentence,

d. make sentences of direct speech,

e. practice dialogue in a reading text,

f. show request sentence

III. MATERIAL DESCRIPTION

Text 1:

Lisa met Freddy in the school yard. She greeted, "Good morning, Freddy." Freddy answed, " Good morning, Lisa." Lisa asked Freddy about his morning activity, "Did you listen to the news this morning?"
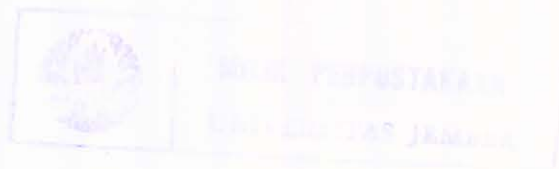
"Yes, I did," Freddy answered. "The news reader sid that there had been an earthquake in Sumatra."

"Oh, dear! I hope nobody was injured." Lisa hoped

"The news reader said that there were no reports of injuries. It seems there were not many people living in that area, "Freddy explained the situation of the earthquake area.

Text 2

a. Katty came to Angle's house one morning. Angle was there alone. Katty, then, told angle what she wanted, "Angle, could I borrow your pen?"

Angle answered, "Sure, why not."

"Thank you, Angle, "Katty said.

b. When the class was begun Ryan came to his teacher and said, "May I smoke in you class?"

"Sorry, you may not, "Mr Black answered.

IV. TEACHING LEARNING PROCESS

4.1 Approach: Meaning based Approach

4.2 Steps   :

No.	Teacher Activity	Students Activity
1.	INTRODUCTION	
	1.1 Greet Students	1.1 Answer the greeting
2.	MAIN ACTIVITY	
	2.1 Give reading text to the students.	2.1 Read the text by heart
	2.2 Instruct the students to examine or to understand the underlined sentences.	2.2 Examine/understand the underlined sentences
	2.3 Instruct the students to find the change of direct speech into	2.3 Find the change of direct speech into indirect speech

	indirect speech (tense, time, pronoun)	
	2.4 Instruct the students to write the pattern of the sentences	2.4 Write the pattern of the sentences
	2.5 Instruct the students to change the sentences of direct speech	2.5 Make sentences of direct speech
	2.6 Instruuct the students to change the sentences into indirect ones	2.6 change the sentences into indirect speech
	2.7 Discuss the sentences on the blackboard	2.7 Discuss the answers
3.	CLOSING	
	3.1 Conclude the lesson	3.1 Understand the conclusion

V. RESOURCE AND MEDIA

5.1 Resource   : - GBPP English SMU 1994

                  - English in Use for SMU

                  - English '94 for SMU

5.2 Media   : - Reading Text

                  - Dialogue

VI. EVALUATION

A. Procedure : 1. Evaluation is conducted during teaching learning process.

                    2. Score of the test

B. Instrument : Test

Bondowoso, 12 – 7 – 2000

Okta Mariana