THE USE OF LANGUAGE EXPERIENCE APPROACH TO IMPROVE READING COMPREHENSION ACHIEVEMENT OF THE SECOND YEAR STUDENTS OF SLTP NEGERI 3 BONDOWOSO IN THE ACADEMIC YEAR 1999 - 2000

REPORT WRITING

Presented as one of the Requirements to obtain S1 Degree
at the English Education of the Faculty of Teacher Training
and Education at the University of Jember

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MOTTO :

Sesungguhnya sesudah kesulitan itu ada kemudahan
(After getting difficulty, there will be a way)
(The Holy Qur'an. Al-Insyiroh : 6)

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Classroom Action Research
Proposed to Fulfill the Requirement to obtain S1 degree of English Education at the Faculty of Teacher Training and Education, Jember University

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APPROVAL OF THE EXAMINER TEAM

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The writer realizes that this report writing is far from being perfect. Therefore, criticism and suggestions from the readers will be fully appreciated. Finally, she hopes that this report writing will be useful for the readers especially those who are in the field of education.

Jember, Desember 2000   The Writer

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ABSTRACT

Sugi Darmayanti, December 2000, The Use of Language Experience Approach to Improve Reading Comprehension Achievement of the second year students of SLTP Negeri 3 Bondowoso in the Academic Year 1999 - 2000

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This Classroom Action Research was aimed to improve the students' reading comprehension achievement in mastering English text and to create a more conducive English reading process. This research was carried out at SLTP Negeri 3 Bondowoso because the student's reading comprehension achievement were not so good based on their test result. There were two cycles implemented in this research, that was Language Experience Approach. The collected data dealt with the students' progress and reading comprehension achievement. The first were gathered from the result of reading comprehension test. The second data deal with the students' activities during the school hours. The data were analyzed by means of descriptive method. The result showed that there was better improvement of the mean score achieved by students at the end of action cycle II. It increased from 65,64 into 70,25. More over, the student's learning mastery also increased from 61,53% in the first cycle to 87,17% in the second cycle.

CHAPTER I

INTRODUCTION

1.1 Background of the Research

English as an International language is used by people all over the world not only to communicate with others, but also to develop knowledge, science, technology, art and international relationship with other countries (Kudus : 1998/1999;2). That's why English is taught as a compulsory subject at junior and senior high school, because English plays an important role in the field of education in Indonesia. However, the fact says that English is considered as a difficult subject by Indonesian students (Team, 1999/2000 : 36).

In 1994 curriculum, the instructional objective of teaching English at junior high school is to help students have good mastery of the four language skills, namely reading, listening , speaking and writing as well. It is stated too, that reading is the most important skill that must be achieved. It is based on the condition that the ability to read the written language at a reasonable rate and with good comprehension has long been recognized as important as oral skills (Carel, 1995; 1). As we know, the unit of English textbook mostly present reading passages. It means that if the students have good ability in reading they will become succesfull students.

Lasminingsih, et al (1996:10) say that the main goals of reading comprehension achievement for SLTP student are :

a. Getting certain information

b. Getting general description

c. Getting the main idea

d. Getting specific information in detail

e. interpreting words, phrases and sentences in context

f. Getting great happiness (Team, 1999/2000 : 36).

It can be concluded that the students should read the text in meaningful segments, and not word by word and perseverance with a text in the expectation that later reading will explicate what has not been understood erlier (Grellet, 1996 : 75). It is not easy for the teachers to make the students achieve those goals. There are still many students who have bad achievement in reading comprehension. It also happens to the students of SLTP Negeri 3 Bondowoso. Their reading comprehension achievement is not so god. That statement was based on the test results.

Some factors which influence the students'   reading comprehension achievement are as follows :

a. The teacher who cannot use the suitable strategy to teach reading well.

b. The text which is too difficult to be understood

c. The teacher who has no ability to implement suitable technique of teaching reading well

d. The students who have no motivation to learn English well.

To avoid these difficulties, it is important to improve the teaching learning process by using an innovation method of teaching, an enrichment of curriculum in the

school and in the class and improving the skill of the teacher to become a professional teacher (Masyhud, 2000 : 2).

Then, to solve those problems and to make the students achieve those main goals of reading comprehension achievement, teacher should apply the most suitable approach. By applying the best approach, the teacher can arouse the students' motivation in teaching learning process. Besides, English teachers should be able to stimulate the students perfectly. One of the best way to stimulate the students' interest is by using the language experience approach.

Concerning with the reason above, the researcher conducted a research en titled, "The Use of Language Experience Approach to Improve Reading Comprehension Achievement of the Second Year Students of SLTP Negeri 3 Bondowoso". Meanwhile, the goal of this research is to know whether the use of Language Experience Approach can improve the students' reading comprehension achievement.

1.2 Problem of the Research

Stating a problem is a very important step in a research since the problem will provide the research direction. The result is also hoped to answer the problem and suggest some important aspects on teaching reading comprehension.

Hornby (1984 ; 922) defines problem as the question on the statement which must be solved or decided, especially something which is difficult. In other words,

researcher has to try to solve the problem that has been decided. The problem that the researcher wanted to investigate in this research is formulated as follows :

Is the use of Language Experience Approach able to improve the students' ability in reading comprehension achievement ?

1.3 Scope of the Research

The scope of the research could be stated as follows:

1. The use of language experience approach was applied for arousing the students' interest in reading ability.

2. The use of language experience Approach was applied for improving the students' ability in reading comprehension achievement with the theme 'Entertainment' and in the selected sub theme 'Music'

3. The respondents of this classroom action research were the second year students of the third catur wulan at SLTP Negeri 3 Bondowoso in the 1999/2000 academic year.

1.4 Purpose of the Research

Considering the background and the problem of the research, the purpose of this classroom action research was as follows:

To know whether the use of Language Experience Approach can improve the students' ability in reading comprehension achievement.

1.5. Operational Definiton

Language Experience Approach is an approach to classroom teaching and learning which put the emphasis in relating the text to the students' experience, knowledge and interest. It is used for pre-reading activity involving key-word or key concept association task. In attempting to build bridge, between what the students already know about a concept and what they may need to know in order to read and understand a particular text, the researcher gives some types of explicit pre-reading activities which consisted of having students briefly view of a set of cue pictures, discuss the pictures and then generate a set of prediction about what they expected to find in the text (Carell, 1995 : 246 - 247).

Reading Comprehension Achievement in the research refers to the students' undertanding in reading a text. The reading activity is done for comprehending the meaning of word in reading passages with serious interest. It involves thinking skills and language skills in the purpose of grasping the meaning from the reading text being read.

1.6 The Significance of the Research

Classroom Action Research is an activity that needs energy, time and budget. Therefore, this activity should have significance. Relating to this point, it was expected that the result of this research would be useful for :

1. The English Teacher

The result of the research can enrich the teacher's knowledge about a useful approach in teaching learning process. It also gives the teacher an experience in conducting the research especially for improving the students' ability in reading comprehension achievement. Furthermore, this research can be used by the English teachers as an input and consideration to improve and develop their teaching learning process in the future.

2. The students

This classroom action research can arouse the students' interest in reading activity. It also provides a better way for students in studying reading comprehension.

3. The institution

The result of the research can give an input in making decision. If the result of the research proves that the use of language experience approach can improve the students' reading comprehension achievement, the institution can make a regulation that English teachers should use this approach in their activities especially in teaching reading .

4. The other researcher

The result of the research can encourage other researchers to conduct research in similar topic with different design, such as an experimental design. It is expected that they can conduct a better research in the future by using the result of this research as one of their references.

CHAPTER II
THEORETICAL FRAMEWORK

2.1 The Definition of Reading Comprehension Achievement

Hornby (1984 ; 688) says ;
'Reading is the act of one who looks at in, is able to understand and know something written or printed'

Furthermore, Goodman (1995 ; 12) states that,
'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 which the reader constructs'

Based on those two ideas, it can be concluded that reading is the process of understanding of what present it self to the senses in the form of words or other sensible marks. In fact, reading is not merely an activity of our eyes to see a set of sentences on passages or texts. Reading is a complex activity to understand the meaning of the printed words (Littlewood, 1995 : 77).

Furthermore, reading cannot be separated from comprehension. According to Hornby (1984 : 173) comprehension is the mind's act or power of understanding. It is concluded that reading comprehension is acquiring information from context and combining the separate element into a new hole. It is a process of using one's existing knowledge to interpret text in order to construct meaning . In line with this, Grellet (1996 ; 3) says that reading comprehension is understanding a written text and extracting the required information from it as efficiently as possible.

Meanwhile, achievement is something done successfully with effort and skills (Hornby; 1984 : 8). So, if the students want to have good achievement, they should have the skills and do some efforts.

Based on those statements, we can conclude that reading comprehension achievement is an essential interaction between language and thought in reading. The writer encodes thought to language and the reader decodes language to thought.

To be able to comprehend a passage well, a reader must become a proficient reader. In this case, they must be efficient and effective. They are said to be effective if they can construct a meaning that can assimilate or accommodate and bear some levels of agreement with the original meaning of the writer/ author (Burns, 1993 : 37). urthermore, they are said to be efficient if they can use the least amount of effort to achieve effectiveness. In short, reading comprehension achievement can be defined as the capability of the learners in understanding the reading materials given. In this research, it is the students' capability in understanding the materials in curriculum.

2.2 The Importance of Reading Comprehension Achievement in Learning English.

According to English curriculum 1994, there are four language skills that must be taught to junior high school students. They are reading, speaking, listening and writing. Of the four language skills, reading has the most important role in English classes, because most of the units of English text book present reading passages. This fact leads to one clear conduction ; the more the students read efficiently, the better chances they have to become succesfull students.

It means that if a student can become an effective reader, it's possible for him to be a succesful student. The main problem in teaching English is how to help

students comprehend their reading texts, because sometimes they might not comprehend the text although they have read them. So, the focus of this research is how to get a better reading comprehension achievement.

In addition, the students' ability to read the written text at a reasonable rate and with good comprehension has long been recognized as important as oral skills (Carel, 1995 ; 1). It means that without reading comprehension, the students cannot perform at what levels they must be in order to succeed and they cannot have knowledge about everything.

Davies and Brember (1998; 154) say that :

The prime importance of being able to read has long been recognized: reading makes a full person.

Furthermore, Pumfrey in Davies and Brember (1998; 154) say that :

Reading is also an amplifier of human abilities, Not to be able to read is to be marginalised and impoverish both culturally and economically.

Based on those statements, it can be concluded that being able to read is important for our life. Everything cannot be done well, if we cannot read.

The ability to read well is required by our students, for most of the materials which must be taught to the students are in the form of written text. In this case, it is understandable that students must be able to read well and comprehend the passage as well. The students must study and have enough ability to read to achieve purposes.

According to Grellet (1996: 4-5), reading involves a variety of skills. Some of the main reading skills which must be acquired by the students are listed below:

a. Understanding explicitly stated information. It means that the students understand words which are used with their usual meaning and directly stated in a paragraph.

b. Understanding information when they are not explicitly stated. It means that the students should use their educated guess or prediction about something unknown based on available facts and information in a paragraph.

c. Understanding communicative function of sentences and utterances. In this case, the students should have ability to understand the author's message via sentences and utterances written.

d. Identifying the main point or important information.

The students should understand the specific explanation that is stated in a paragraph to support the content.

e. Locating specifically required information

The students should understand the specifific explanation that is stated in a paragraph to support the content.

In conclusion, there are so many skills that the students should master. They should be able to find the explicit and implicit information found in the paragraph. Besides, they should also be able to identify the main idea of a paragraph and the communication function as well. They are all done to get the meaning of what is stated in the text.

So, it will be good for students if they can master those skills well. As a teacher, we must have suitable strategy to teach reading in order to help students

achieve those reading skills easily. One of the strategies is Language Experience Approach.

2.3. The Language Experience Approach

Language Experience Approach is an activity that the learners do together. It could also be any experience an individual or group has had after the experience here. A teacher helps the learners write about the words relating to what they have experienced (Strawhorn: 1999; 6).

Providing background information and previewing are particularly important for the beginning readers. It makes the text easier to be read and to be understood. Experiences with reading will create good readers who enjoy the stimulation of direct interaction. It is hoped that they will continue to read without prodding for their own pleasure and information.

In addition, Strawhorn (1999; 6) states: " Language Eperience Approach is any approach to reading instruction based on activities and stories developed from personal experiences of the learners. The stories about personal experiences are written down by a teacher and read together until the learner associates the written form of the word with the spoken".

It can be concluded that the teacher must continually keep in mind about individual interest, if we expect the learners to continue reading. They should emphasize on the learners' prior knowledge and experience to make them more enthusiastic to read and comprehend the text.

Goodman (1995; 4) says that reading is the involvement of thinking skills. It is also an active thinking process. It means that Goodman situates reading within the

broader context of communicative meaning-seeking and information processing. It also means that students are not only passive to read something but they should also be active to find some other things stated in the text.

Further, reading deals with how language and thought interact. Besides, it also deals with the language operating in a social context between writers as well as readers. All of the reading processes place an equal emphasis on the role of a learner's prior knowledge (what the students know and have experienced) and on the print (what is on the page) (Reutzel & Cooter Jr. 1994: 53).

Then the product of reading activity is communication of thought and emotions by the writer to the reader. It needs the readers' understanding of ideas that have been put to print by the writer. As it is a means of communication generally, reading is also a means of communication specifically with the authentic materials which is studied by the students of SLTP Negeri 3 Bondowoso in their core book "Let's Learn English".

In this case, Language Experience Approach can help the students to get the product of reading i.e. communication. Carell et. al (1995: 85) say that Language Experience Approach can be used to minimize cultural conflict and interference and to maximize comprehension. For the beginning readers, this approach is an excellent way to control vocabulary, structure and content. The basic of Language Experience Approach uses the students' idea and the students' own words in the preparation of beginning reading materials. The Language Experience Approach works when the reading material for the beginning level is developed by them with the teachers' help, in which they have the students' ideas in their own word. The Language Experience

Approach works because students tend to be able to read what they have just said. As a result, because they read their own words, it will, neutralize problems of unfamiliar contents.

2.4. Creating Language Experience Approach in the Classroom

To create Language Experience Approach in the classroom is not a difficult thing because everything is based on the individual's experience. The following things are some steps that can be done :

a. taking students to an interesting location

If there is any chance, the teacher can take his/her students to an interesting location which has connection with the topic of text given.

b. bringing a real object to the classroom to observe and discuss to help students to study easier. The visual impression is the one which can be easily interpreted.

c. using photograph or pictures (especially those belonging to the students to be discussed).

d. giving the students a recent experience, childhood memories, a movie or television programme, music, an interview with someone, personal opinion about a relevant topic, personal problem that needs to be discussed or solved.

e. sitting next to (not across from) the student for the lesson

If it is possible, it can be done in order to develop early communication with the class in informal situation.

f. giving a chance to the students to dictate words or phrases or sentences to the teacher, who records them exactly as they have been dictated.

Grammatical errors are not corrected by the teacher at this time, although the students may self-correct and make changes anytime during the Language Experience Process. There is no attempt for the teacher to add, change, or rearrange words.

g. putting a word in a center of a piece of paper. Ask the students to say anything that comes into her/his mind concerning with the words.

h. providing an aromatic food or beverage (e.q. an orange) and ask the students to tell about a memory or feeling that is associated with the smell, etc (Strawhorn, 1999: 6-12).

Then, a teacher should arrange his/her own step that is suitable for the class and the material given. Anyhow, creating Language Experience Approach can be done in various ways. The above steps are only for referenced-examples.

2.5. The Advantages of using Language Experience Approach in Teaching Reading Comprehension

Basically, a teaching learning process is the process of communication where the teacher gives knowledge. The knowledge or message transferred can be in the form of verbal or non verbal symbols (Fairbairn and Winch, 1996 : 29). The Language Experience Approach will give good effect to the students' achievement on reading comprehension, because the content of the material given consists of the words taken

from their own experience. It can be very helpful in teaching and learning process. Furthermore, Strawhorn (1999: 2) states that the advantages of using Language Experience Approach are as follows :

a. It brings together writing, reading, art and language

If a teacher uses this approach, it means he/she has integrated the four language skills (listening, speaking, reading and writing).

b. It extends the learners' creativity in story telling through writing

It means that in the teaching learning process, the teacher provides opportunities for students to use their own idea. So, besides for reading comprehension, it can also be used to develop the students' ability in writing

c. It helps learners understand that what they thing and say can be written as we have seen. Communication, whether in speech or writing, remains as central goal of a language teacher.

d. It is learner - centered and demonstrates that learners' thought and language are valued.

In this case, the teacher will know his/her students; their needs and make them attend the class confidently, because the teacher will appreciate what his/her students have done.

e. It provides reading material that is predictable and readable because it uses the learners' natural language.

Referring to those statements, it can be concluded that the use of Language Experience Approach have some advantages in teaching learning process because

they can make the teacher transfer the reading instruction and make students receive the information more easily. Besides, it can be used to develop the students' skills either in writing, reading, speaking or listening.

2.6. Action Hypothesis

One of the important steps in conducting a research is formulating hypothesis. It can give temporary answer. Arikunto (1981; 62) says that hypothesis can be interpreted as a temporary answer to a research problem, until it is proved by the obtained data. While Echols and Shadily (1988: 257) explains that hypothesis is a tentative or temporary explanation about the behaviour of phenomena or the activity that will happen, it can be an activity that is happening. Further, Hornby (1984: 419) defines it as an idea or suggestion that is put forward as a starting-point for reasoning or explanation. Then, based on those opinions above it can be concluded that hypothesis is a temporary answer in a research, in which its truth should be tested based on the empirical data.

Related to the statements above, the hypothesis of this study can be formulated as follows :

"The use of Language Experience Approach can improve the reading comprehension achievement of the second year students of SLTP Negeri III Bondowoso".

CHAPTER III

RESEARCH METHOD

3.1. Research Setting

In this research the researcher decided to take SLTP Negeri 3 Bondowoso which is located at Jalan A. Yani 123 Bondowoso as the location of the research based on the consideration that the researcher is an English teacher at this school. In addition, the advantages of the research were expected to give any result in the direct improvement of teaching learning at the school.

The respondents of this research were the second year students of SLTP Negeri 3 especially class IIE in the 1999/2000 academic year. This classroom action research was conducted in the third "catur wulan" from April up to June 2000. The reasons of focusing the research were :

a) It is difficult to motivate most of the students in IIE to be active in reading activity and to improve their ability in reading comprehension achievement. It could be seen through the result of their reading test and their reading exercises which showed that they made a lot of mistakes. Actually, they understood the meaning of most of the words in the text, but they could not answer the reading text questions correctly. It happened because reading comprehension entailed more than knowledge of vocabulary and syntax. It also required ability to comprehend the exact nature of the text being communicated (Devit; 1997 : 72).

b) Most of the students in II^E made any disturbing noises. They tended to do the task carelessly and needed such a motivation to avoid the tendency to decode items by one-to-one word correspondence. The number of students in this class was 39 students. They consisted of 19 females and 20 males. Some of them came from remote area, there is about ten up to fifteen kilometers from Bondowoso. This classroom action research was expected to encourage students to learn the text for the thing they should know about.

This research was conducted collaboratively. It was conducted with the other English teacher at SLTP Negeri 3 Bondowoso. The collaborator is Mrs. Anik Andayani who was graduated from Jember University, Faculty of Teacher Training and Education, English Department in 1988. She has been teaching English for 12 years, so she has a lot of teaching experiences. Through this collaboration, it was expected that there would be a lot of input gained by the researcher by sharing ideas for the success of this research. Besides, this collaboration was very helpful in applying all of the procedures (Nunan, 1992 : 123).

3.2. Research Procedures

3.2.1. General Description of the Research

This classroom action research was carried out through certain procedures. According to Hopkins (1993 : 48-53), these procedures have cyclical model which consists of four activities, namely :

a) planning action

The objectives of planning action are :

- analyzing the problem and find the cause of the problem

- planning the action to solve the problem that probably happens in teaching

    learning process.

b) implementing action

    The objective is :

- to have any consideration about the teaching learning process.

c) observation

    The objective is

- to observe the things happen during the teaching learning process.

d) reflection

    The objectives are :

- to observe the things happen during the reading learning process.

- to discuss the problems happen during the teaching learning process with the

    collaborator.

- to plan remedial action in the next cycle.

The classroom action research was derived from the result of the reflection on the second year students' reading comprehension achievement; which was still low. It could be seen from the class condition in which the students made many mistakes in answering the reading texts' questions.

In order to achieve the goals of this research, the action was implemented in two-cycles. Both of them was held in "Catur Wulan III" in the 1999/2000 academic year.

3.2.2. Details of the Research Procedures

A. Preparation

In order to achieve the main purpose of this research that is to improve students' ability in reading comprehension achievement, several activities were done. Those steps were :

1. Preparing theme and sub theme. In this case, the theme was "Entertainment" and the sub theme was "Music"

2. Making lesson plan.

3. Deciding the activity which leads the students into Language Experience Activity.

4. Preparing the media (if it is needed) as the teaching aids, such as black board, chalk, pictures, cassettes etc.

5. Preparing the reading test dealing with the selected theme or sub theme.

6. Preparing the monitor instrument as well as instrument for evaluation.

7. Preparing the formula for scoring students' reading comprehension achievement.

B. Implementation

Implementation of the research was carried out during the school hours. The action was implemented in 3 months. It was stated before that the researcher

conducted this research collaboratively with another English teacher, because the researcher is not the only English teacher, in SLTP Negeri 3 Bondowoso. This collaboration was done in order to get the data more easily, especially to get the more complete and accurate data of the research. Furthermore, some input given by the collaborator, especially her ideas was really helpful to conduct all of the activities in this classroom action research, so that the research could run well.

In order to get the objective hoped, the researcher implemented the action plans in cycle 1 and 2 to improve the students' reading comprehension achievement by using Language Experience Approach. Besides the implementation phase, the researcher carried out intensive action to create the Language Experience Activity in the class. At the same time, the researcher and the collaborator observed both the action being carried out and the result. if the treatment plans of the first cycle had not met the researcher's criteria yet, a modified treatment was done. The modified treatment plan was applied in the second cycle for gaining the objectives hoped.

C. Monitoring and Evaluation

During the action of implementation, the activity was focused on the situation of teaching and learning process. Monitoring was very important for controlling the activities and the application of procedure concerning with the uses of Language Experience Approach

The monitoring was carried out by the researcher and her collaborator during the school hours were going on. There were some important things that the researcher and the collaborator recorded. They were :

1) the students' interest and motivation in reading activity.

2) the students' problems and difficulties in the reading activities process

3) the students' progress in reading comprehension achievement.

The data about the students' interest and motiviton could be seen in the structured observation sheet on the appendix 4 and 8. If the students' on-task behaviour was higher than 50%, it means they had enough interest and motivation to involve in the learning activity. Meanwhile the students' problems and difficulties were recorded in the researcher's field notes. The data about the improvement of students' ability in reading comprehension achievement were gathered from observation technique and reading test. It was conducted in line with the theme and sub -theme chosen. The researcher constructed the test in the form of yes/no question, wh- word question and cloze procedure, (see Appendix 6 and 10). The researcher used these forms because they could encourage the students to use predicting and confirming strategies which were fundamental to the reading process (Strawhorn; 1999 : 16). The tests were constructed by the researcher herself. In constructing and presenting the test, the researcher paid attention to the appropriateness of the test with the instructional objectives that would be achieved (Heaton, 1984 : 4). This evaluation was carried out to know whether the applied action, especially the use of language experience approach was quite effective to arouse students' interest and motivation in

reading activities to improve their reading comprehension achievement. The action was considered to be succesful if 85% of students got the average score 65 (Depdikbud, 1994 : 37).

D Analysis and Reflection

The method used to analyze the data about the students' ability in reading comprehension achievement is a descriptive-method. It means that the improvement of the students' ability in reading comprehension achievement is presented in the form of description.

The researcher also wanted to identify the students' progress to know whether the students have achieved better progress in their learning process. The data analyzed was recorded in the form of notes made by the researcher and her collaborator during this research.

The following cycle was needed to be implemented if most of the students did not achieve the curriculum target stated above. Briefly, the following cycle was conducted with certain modification in order to gain the purposes.

The followings were the procedures of the action :

1. Planning action

   The activity is : to prepare the instruments : lessons, students' worksheet, teacher's observation sheet and media.

2. Implementation action

The activities are :

- undertaking teaching learning process based on the lesson plan

- showing pictures which have connection with sub-theme choosen

- asking the students to dictate words or phrases or sentences based on the

  pictures

- discussing about the students' words or phrases or sentences

- giving the students' worksheet

- asking the students to answer the text's questions

- collecting the students' work

3. Observation

   The activities are :

- Observing the students' interest in reading comprehension activity before and

  after using the language experience approach.

- Observing anything happened during the teaching learning process

4. Reflection

- Collecting data from the result of the teaching learning process

- Discussing the problem happened during the teaching-learning process with the

   collaborator

- Planning remedial action in the next cycle

CHAPTER IV

RESEARCH RESULT AND DISCUSSION

4.1. Result

This chapter discusses the result of the research implementation both in the first and in the second cycle. It also presents the results of the observation directly done in the classroom dealing with the students' learning interest during and before joining the implementation of the action. Further, this chapter also presents the reading test scores obtained by the students at the end of each cycle.

This classroom action research was conducted in two cycles, and it was conducted for 3 months beginning from April up to June in 1999/2000 academic year. During those 2 cycles, the actions were given to the students during the lesson hours.

Before giving cycle I and cycle II, the researcher gave Pre-cycle test. It was about the same theme, entertainment and the sub - theme, Music. This Pre-cycle test described the students' reading comprehension achievement before the reseearcher used Language Experience Approach during the lesson hours. The test was in the form of yes/ no questions, wh-word questions and close procedures (see Appendix 1). The result was only 54 % of students got the score of the average score 65.

The final results of the action showed that, there were significant improvements of the students' reading comprehension achievement. It becomes much better in comparison with their previous achievement. It may be concluded that the use of Language. Experience Approach as the teaching technique can motivate the students

to improve their ability in reading comprehension achievement, from the first cycle into the second one.

4.1.1 Description of Action Cycle I

a Classroom Condition

In the beginning of the action in the classroom, many students seemed to have a little enthusiasm to know about the pictures hung on the blackboard. Three minutes later, they started to look interested in the subject to be discussed after the teacher showed them another interesting pictures. Then the teacher asked them to dictate some words or phrases or sentences that have connection with the sub theme chosen, that was, "Music". The teacher recorded the sentences exactly the same as the students dictated them. Fifteen students dictated their words and five students dictated their sentences. It showed that most of the students seriously focused their attention on the lesson. Nobody tried to make a noise or disturbance toward the others, so it was very helpful for the teacher to keep the class run more condusively. This condition was very different from the usual class which was usually noisy.

In this cycle, the students seemed more interested in learning their subject. The students even became more serious to join the lesson and they were also very enthusiastic to give the responses needed by the teacher. Then, the teacher gave the reading text to them and discussed it together. They often gave the responses to the teacher's questions dealing with the text. The help of language experience activity had spontaneously aroused their interest and bravery to answer the teachers' question. It

was not so difficult for them to comprehend the text. By looking at some pictures and dictating some word and sentences, they could easily became familiar and associated with the topic being discussed.

However, many students still made some mistakes and kept silent. They didn't answer the questions. They looked so bored and sometimes they were talking about something which has no relation with the task assigned, wandering around and bothering others.

In term of the above disturbing factors, or negative phenomena raising in the first cycle, the researcher had made a lot of efforts in order to eliminate them. She had chosen some interesting pictures of music instruments and some popular singers. Not only had she chosen the interesting picture, but she had also tried to lead the students not to be afraid of dictating words, phrases or sentences. It could be said that, the students' thought and language are valued.

b The Result of Action Cycle I

As soon as the first action had been implemented and the class got the material, the researcher gave them the first formative test. It was a must for the teacher to asses them to know whether or not they could enter to the following theme.

Furthermore, the use of Language Experience Approach can improve the students' ability in reading comprehension although there were also some students who still got the same achievement as the ones before the action was conducted. The scores of the students' ability in reading comprehension is shown in the table below.

Table 1. The Data of Students' Scores of English Reading Comprehension Test

(Taken from the first cycle)

Respondents	Score	The Student's learning mastery	
		Yes	No
1	80	√	
2	70	√	
3	60		√
4	90	√	
5	55		√
6	75	√	
7	45		√
8	60		√
9	70	√	
10	75	√	
11	60		√
12	65	√	
13	75	√	
14	70	√	
15	70	√	
16	55		√
17	65	√	
18	65	√	
19	50		√
20	80	√	
21	75	√	
22	45		√
23	65	√	
24	50		√
25	55		√
26	90	√	
27	65	√	
28	40		√
29	45		√
30	75	√	
31	80	√	
32	80	√	
33	70	√	
34	70	√	
35	90	√	
36	50		√
37	60		√
38	80	√	
39	40		√
	$\Sigma x_1 = 2560$	$\Sigma = 24$	$\Sigma = 15$
N_1		The number of students' who were succesful in getting the average score 65 $\frac{24}{39} \times 100\% = 61,53\%$	
Mean = 65,64			

From the table above, it can be seen that some students could not do the test well. They could not do it well because they were some times absent from the lesson hours. They seemed not so serious to join the lesson. Therefore, the teacher had planned to present the more interesting Language Experience Activities in the following cycle.

In order to help some students achieve the curriculum target, the researcher needed to serve the next cycle. It was necessary to be carried out in order to increase their English reading comprehension achievement. On the other hand, it was hoped that the next cycle could fulfill the curriculum target, that was at least 85% of the students could achieve the average score : 65.

4.1.2. Description of Action Cycle 2

a. Classroom Condition

The classroom condition of the second cycle was better than the first one. The students had already been more cooperative, had higher motivation and interest to follow the lessons. It seemed not so difficult for them to share with the English teacher in language activities during which the teaching learning process was going on. The only different thing in this cycle was that the teacher used real objects, some pictures, a tape - recorder and some cassettes of many kinds of music : pop, dangdut, jazz and rock music. The students became more serious in joining the lesson, and they looked very enthusiastic to attend the class. The teacher played those cassettes for a while, then asked some questions connected with them. The students gave

enthuasiastic responses. After that, the teacher gave a chance to them to dictate words or phrases or sentence without concerning about grammatical errors. It means that the teacher recorded students' words or phrases or sentences exactly the same as they have been dictated. In fact, most students were brave to express their own ideas about the real objects referred to.

The use of the real objects helped the students to be more familiar with the topic. The proof was when the teacher gave them the text dealing with sub-theme chosen to be discussed, there were only a few mistakes made by the students in answering the text questions.

It can be concluded then that the use of real objects in the Language Experience Activities had motivated them to be involved in the teaching learning process more creatively and actively. As a result, such a condition made them become interested in learning English.

b. The Result of Action Cycle 2

As it was mentioned in the previous chapter that the following cycle or the second cycle would be implemented when it was badly needed to continue, or when the expected result of the previous actions in the cycle had not fulfilled the curriculum target yet. Then, because the actions in the 1st cycle had not fulfilled what was hoped, the researcher did the 2nd cycle.

The result of the test in the second cycle showed the improvement toward the students' ability in reading comprehension in comparison with the previous ones in the

first cycle. It may be assumed that the use of real objects in the Language Experience Activity can motivate the students in learning reading comprehension more easily.

The following are the result of the test achieved by the students in the second cycle.

Table 2. The Data of Students' Scores of English Reading Comprehension Test

(Taken from the second cycle)

The Second Cycle

Respondents	Score	The Student's learning mastery	
		Yes	No
1	80	√	
2	70	√	
3	65	√	
4	90	√	
5	60		√
6	75	√	
7	50		√
8	65	√	
9	75	√	
10	70	√	
11	60		√
12	65	√	
13	75	√	
14	80	√	
15	70	√	
16	65	√	
17	70	√	
18	65	√	
19	70	√	
20	80	√	
21	80	√	
22	65	√	
23	65	√	
24	65	√	
25	50		√
26	90	√	
27	65	√	
28	65	√	
29	65	√	
30	80	√	
31	80	√	
32	75	√	
33	75	√	
34	70	√	
35	95	√	

36	65	√	
37	65	√	
38	80	√	
39	50		√
		$\Sigma = 34$	$\Sigma = 5$
N_1	$\Sigma x_1 = 2740$	The students' who were succesful in getting the average score $65 \longrightarrow \dfrac{34}{39} \times 100\% = 87,17\%$	
Mean = 70,25			

4.2. Discussion

Based on the test score achieved by the students both in the first and in the second cycle, It could be concluded that there was an improvement of the students' reading comprehension achievement.

The result of the given tests on Table 3 show sthe improvements of the reading comprehension obtained by the students.

Table 3. The Data of Students' Scores of English Reading Comprehension Test in Cycle 1 and 2

	Reading Comprehension Test	
Respondents	Action Cycle 1	Action Cycle 2
1	80	80
2	70	70
3	60	65
4	90	90
5	55	60
6	75	75
7	45	50
8	60	65
9	70	75
10	75	70
11	60	60
12	65	65
13	75	75
14	70	80
15	70	70
16	55	65
17	65	70
18	65	65
19	50	70

20	80	80
21	75	80
22	45	65
23	65	65
24	50	65
25	55	50
26	90	90
27	65	65
28	40	65
29	45	65
30	75	80
31	80	80
32	80	75
33	70	75
34	70	70
35	90	95
36	50	65
37	60	65
38	80	80
39	40	50
N_1	$\Sigma = 2560$	$\Sigma = 2740$
Mean Score	65,64	70,25
The student's mastery	61,53%	87,17%

The mean score achieved by the students in cycle 2 is higher than that of the previous one. It increased 4,61 points in cycle 2. It means that there is an increase in the students' English reading comprehension achievement.

The most important thing is that the number of students who got the average score increased . In cycle I there were 24 students and in cycle 2 there were 34 students. It means that the treatment actions implemented is proved to be able to improve the ability and the interest of students in reading comprehension activity. Moreover, it had fulfilled the criteria of the curriculum target, that was at least 85% of the students should be able to get 65 as the average score.

It was believed that Language Experience Approach gave a lot of contribution to encourage the students in learning reading comprehension. It happened because this approach could make the teacher transfer the reading instruction and make students receive the information more easily by creating language experience activities in the classroom. Moreover, it could relate the text to the students' experience, knowledge and interest.
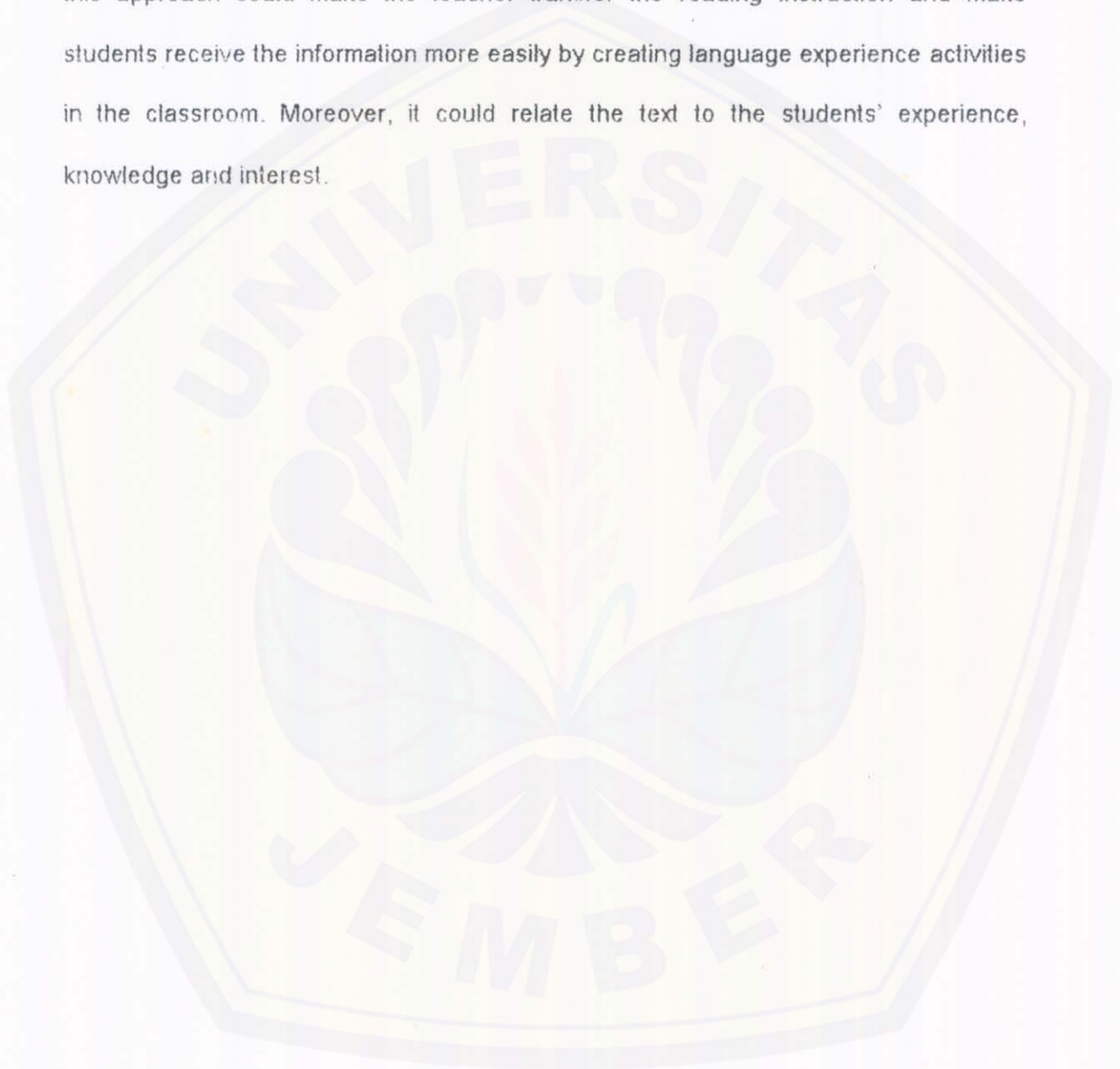
CHAPTER V

CONCLUSION AND SUGGESTIONS

The last chapter of this classroom action research presents the conclusion from the research and offers some suggestions based on the result previously mentioned.

5.1 Conclusion

Dealing with the result of this action research the conclusion that can be drawn are as follows :

1. The result of media in creating language experience activity is very important in teaching and learning reading comprehension.

2. The students' reading comprehension achievement can be developed by the use of language experience approach in teaching and learning process as it was shown in the first and the second cycle of this classroom action research. The mean score of the students' reading comprehension achievement has increased from 65,64 in the first cycle to 70,25 in the second cycle. Moreover, the students' learning mastery also has increased from 61,53% in the first cycle to 87,17% in the second cycle.

The above conclusion show that the applied action, that is the use of language experience approach in the teaching learning process can improve the students' reading comprehension achievement.

5.2 Suggestions

In the line with the above conclusion of this action research, some suggestions are necessary intended to those who are involved in teaching learning process. The suggestions are as follows :

5.2.1 For the English Teachers

a. It is suggested that the teachers should create the language experience activity in the teaching learning English, especially reading comprehension at the junior high school level. It is proved to be effective. Moreover, language experience approach can attract the students' attention to learn and develop their ability in reading comprehension .

b. It is also suggested for the teachers to choose the most interesting, suitable and the easiest language experience activity in the classroom which are able to improve students' reading comprehension achievement.

c. The teachers who become MGMP participants should continuously evaluate the advantages of using language experience approach and try to use them in the classroom learning

5.2.2 For Further Researchers

a. The action research was done in three months only, so it is suggested that the future researchers conduct that research in a longer period of time in order to get better result.

b. It is also hoped that other researchers hold such a scientific research dealing with the use of language experience approach in teaching learning process.

c. This research was only focused on the second year students of SLTP Negeri III Bondowoso. It is suggested for further researchers to study the effectiveness of the language experience approach for other level of students' at junior high school.
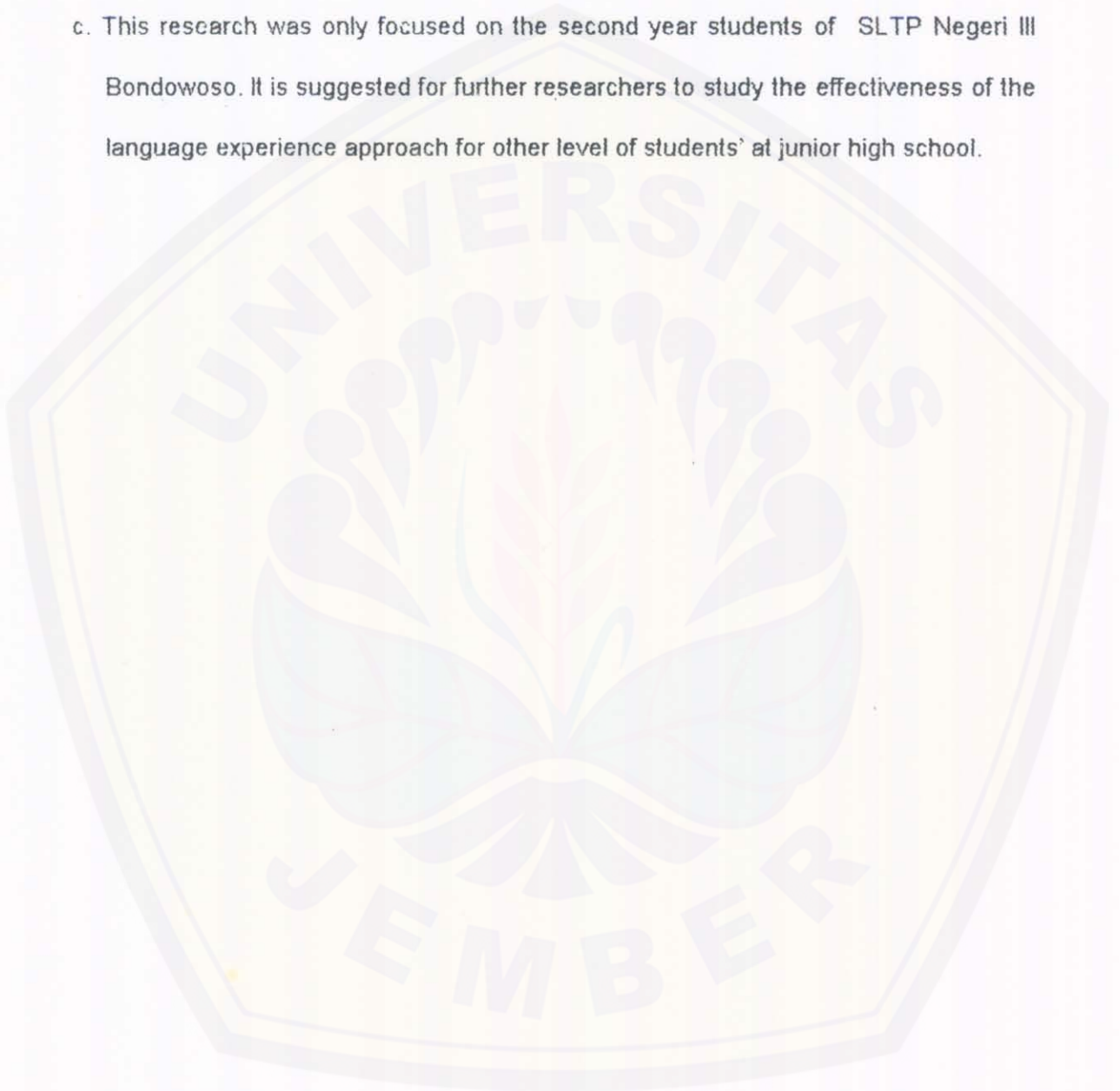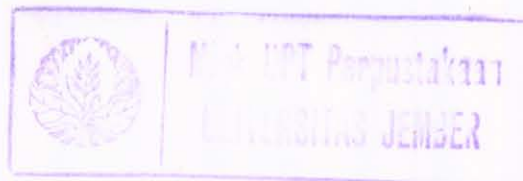
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Appendix 1

Test on Reading

Subject   : English
Level   : SLTP
Class   : II/3
Theme   : Entertainment
Sub Theme : Music

PRE - CYCLE TEST

I. MENTION THE PICTURES BELOW

1.
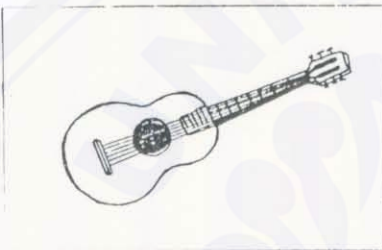
4.

2.

5.

3.

6.

II. Answer the questions based on the the text !

I saw a music last night. The show began at eight to'clock. The first performance is Okre Band. Didik played the drum; Ari was the flautist; Roni and Iwan played guitars; Harry played the organ and the singers was Jerry. The first song was Tergoda. Then Jerry and Ari sang Kau dan Aku. The second band was Albi Band. It

sang some jazz songs. The visitors enjoyed the show. The show ended at twelve o'clock.

1. When did the music show begin ?

2. What band was the first performance ?

3. How many personnel the were the Okre Band ?

4. Did Didik play the drum ?

5. Was Aria a flautist ?

6. What did Roni play ?

7. Did Iwan play piano ?

8. What did Harry play ?

9. What was the first song of Okre Band ?

10. Was the second band Albi's ?

(Wahyudi, 1995 : 31)

III. Fill in the blanks with suitable word !

1. Wawan : I think rock music is very .... in Indonesia today.

2. Yanti : Yes. But it wasn't long time ago. Rock ....wasn't as popular as it is today

Wawan : What about Dangdut music ?

3. Yanti : I think .... music is more popular than roch music.

4. Wawan : Yes. Most people in villages prefer to .... music to rock music.

5. yanti : But younger people in the city don't .... listening to dangdut music as well as rock

music

(Nurbaya et al : 1996 : 85)

42

	Keys	Scores
I	1. Guitar	1-5
	2. Keyboard	1-5
	3. Saxophone	1-5
	4. Piano	1-5
	5. Flute	1-5
	6. Drums	1-5
II	1. Eight O'clock	1-5
	2. OKRE	1-5
	3. Six	1-5
	4. Yes, he did	1-5
	5. Yes, he was	1-5
	6. Guitar	1-5
	7. No, he didn't	1-5
	9. Organ	1-5
	9. Tergoda	1-5
	10. Yes, it was	1-5
III		
	1. People	2 - 4
	2. Music	2 - 4
	3. Dangdut	2 - 4
	4. Listening	2 - 4
	5. Prefer	2 - 4
	Total Scores	26 - 100

Appendix 2

<u>Program Satuan Pelajaran</u>

Mata pelajaran	:	Bahasa Inggris
Tema	:	Entertainment
Anak tema	:	Music
Kelas/Cawu	:	II / 3
Waktu	:	16 x 45'

I. Tujuan Pembelajaran Umum

Siswa dapat membaca teks yang berbentuk narasi, diskripsi, percakapan dan berbentuk khusus seperti petunjuk, jadwal dan formulir yang panjangnya lebih kurang 100 kata.

II Tujuan Pembelajaran Khusus

Lihat rencana pengajaran (RP)

III Bahan Pembelajaran

- Pertemuan 1 : Lihat RP
- Pertemuan 2 : Lihat RP
- Pertemuan 3 : Lihat RP
- Pertemuan 4 : Lihat RP
- Pertemuan 5 : Lihat RP
- Pertemuan 6 : Lihat RP
- Pertemuan 7 : Lihat RP
- Pertemuan 8 : Ulangan Harian

A. Prosedur :

    1. Penilaian proses dilaksanakan selama KBM berlangsung

    2. Penilaian hasil belajar dilaksanakan setelah selesai satu tema

Mengetahui	Bondowoso, 24 Februari 2000
Kepala SLTP Negeri III Bondowoso	Guru Mata Pelajaran
Soedja'inoto	Sugi Darmayanti
130 368 511	131 899 055

Appendix 3

Appendix 3

Rencana Pengajaran

Mata Pelajaran   : Bahasa Inggris

Tema   : Entertainment

Anak Tema   : Music

Kelas/ Cawu   : II / 3

Alokasi Waktu   : 2 x 45'

Pertemuan ke   : 4 (empat)

I. Tujuan Pembelajaran Khusus

Siswa dapat :

1. Menyebutkan nama-nama alat musik dalam gambar

2. Menjawab pertanyaan bacaan tentang "music"

3. Melengkapi paragraf dengan kata-kata yang tepat

II. Bahan Pembelajaran

1. GBPP kurikulum 1994 plus suplemen

2. Buku paket 1 Let's Learn English' 2

3. Sumber lain yang relevan

III Alat Peraga

- Gambar-gambar yang berhubungan dengan anak tema "musik"

IV Kegiatan Pembelajaran

a. Kegiatan awal

1. Salam dan tegur sapa

2. Mengabsen Siswa

3. Memberi motivasi

b. Kegiatan inti

   1. Mengamati gambar-gambar yang di berikan

   2. Menjawab pertanyaan guru sehubungan dengan gambar-gambar

   3. Mendiskusikan wacana

   4. Menjawab pertanyaan wacana

c. Kegiatan akhir

   1. Guru memberi kesempatan siswa untuk bertanya

   2. Guru memberi tugas untuk di kerjakan di rumah

V   **Penilaian Proses**

   1. Prosedur   : Penilaian proses

   2. Alat Penilaian   : Tugas dan latihan

                                        Bondowoso, 24 April 2000

                                        Guru mata pelajaran

                                        Sugi Darmayanti
                                        131 899 055

Appendix 4

Materi Pelajaran

Last month there was a great show in my town. Evie Tamala, a popular singer sang song beautifully on the stage. She sang her popular dangdut songs such as Selamat Malam, Rembulan Malam, Aku Rindu, etc. When she finished singing the audience gave her warm applause. They all clapped their hands andshouted cherfully. They all enjoyed her stage performance very much. They asked her to sing some other songs. It was as very good show.

I. Answer the questions, correctly !

1. When was a great show of Evie Tamala in writer's town ?

2. Who is Evie Tamala ?

3. Did the audience give her warm applause when she finished singing ?

4. How did the audience clapp their hands ?

II. Fill in the blanks correctly !

1. In my town there was ....last month

2. Evi Tamala is ....singer

3. The audience enjoyed singer Evi Tamala's ...... very much

4. Evi Tamala sang ..... beautifully

5. Evi Tamala' show was ....show.

Appendix 5

STRUCTURED OBSERVATION
CYCLE I

No	Student	\multicolumn{10}{Scan (Every four minutes)}									Off task	On task
		1	2	3	4	5	6	7	8	9	10		
1	Adi Priyono		1	2		1		6		8		50%	50%
2	Agung Hariyadi	1		1	3		1	4				50%	50%
3	Arnas Kurniati			3		6			1	8		40%	60%
4	Betty Isnidarmawanti	4		1		2		5				40%	60%
5	Deni Eka Yulianggara		1	2	6		1	5	8	1		70%	30%
6	Dilah Tresnawati	1				3					1	30%	70%
7	Dessy Tri Anita			8			4			1		40%	60%
8	Eko Setya Budi		1			4		1				30%	70%
9	Eko Siswanto	1	6		4		8		3	1		60%	40%
10	Ely Yulianti			2		4		1			1	40%	60%
11	Farit Cahyono	1	4		3		4		5			50%	50%
12	Hadi Prasetyo Bintoro		1	6		4		3		1		50%	50%
13	Harmoko Sugeng Riyadi				1		4		1			30%	70%
14	Herman Suprapto	4	3			1		1			8	50%	50%
15	Indah Wulandari			4	1		3		1			40%	60%
16	Iwan Agus Haryanto	4				4				1		30%	70%
17	Karyawanto		3	2			6	1	8			50%	50%
18	Komar Hidayat	1	1		1	6			1	1		60%	40%
19	Kurnia Mei Mahmudi			1		2	3			1		40%	60%
20	Mareta Kori Thiastuti		1		4				1		1	40%	60%
21	Nurus Sofah	1	1			4		8				40%	60%
22	Panca Ferbianto	4		2	1		4		1		1	60%	40%
23	Prayitno Hadi Siswanto	1	3		6	1				8		50%	50%
24	Piping Sofyan Hadi		1	1		2	3		6			50%	50%
25	Radite Sapto Yulianto	1	6		4		8		6	1		60%	40%
26	Ratna Natalia			1		4		8				30%	70%
27	Rini Fitrianingsih	1		1			4					30%	70%
28	Riya Indriyanti		1		2			3	8	1		50%	50%
29	Saedah	2		1		2			1			40%	40%
30	Samsul Arifin		4	1			3	1		6		50%	50%
31	San Haji	1	1		4	1			3			50%	50%
32	Surniati		4		1		4					30%	70%
33	Supriyana	1		1				8				30%	70%
34	Sukarsih					1	1		4	1	1	50%	50%
35	Tanti Dwi Laksono	3		4				1				40%	60%
36	Tito Sukrna Andi		1	6		1		8		1		50%	50%
37	Triffi Rudi Oktafyanto	4	3		2	1			6		1	60%	40%
38	Vera Rachmawati			1			4	8		4	1	50%	70%
39	Renita Amalia	4	1			4		3		1	1	60%	40%

Tally observable off-task behaviour by using the following code :
1. Talking not related to task assigned,
2. Doodling
3. Daydreaming
4. Wandering around
5. Working at other task,
6. Physically bothering other pupils,
7. Attempting to draw attention,
8. Pencil sharpener, fountain, washroom,
9. Other
□ On Task
(Hopkins, 1993 : 105 - 106)

Result of Observation Cycle I

As the beginning of teaching reading, the researcher showed some pictures of music instruments and Indonesian singers. The students were more serious to follow the lesson. There were some questions asked by the researcher :

1. Do you like listening to music ?

   Most of the students answered 'yes' . Few of them were off task, they were talking not related to the task assigned, wondering around, doodling, etc.

2. Look at these pictures of music instruments carefully, please mention their name

   No. 1 is a .... no 2 is a ...... etc.

   All questions could be answered by the students

3. Pay attention to these pictures ! who are they ? what are they ?

   For these questions the students answered more enthusiastically, because the researcher showed colourful pictures of top singers in Indonesia such as Titi Dwi Jayanti, Katon Bagaskara, Rhoma Irama, etc.

   After asking some questions, the researcher wrote a word 'Music' in a center of the blackboard and asked the students to say anything that came into their mind concerning with the word.

   The results were :

   - eight students dictated their words : dangdut, pop, jazz, listen, cassette, band, guitar, sing.
   - three students dictated their phrases : rock music, tape-recorder, popular song.
   - four students dictated their sentences : I like listen to music, I buy some cassettes, I have a lot of cassettes, I go to music shop.

   Based on the observation result carried out during cycle I, there were at least 18 students who usually participated in teaching and learning process. In line with this, the structured observation sheet told that only 18 students were actively involved in the learning activity, because their on task behaviour more than 50%.

   It can be concluded that in cycle 1 language experience approach gave little contribution to encourage the students in learning reading comprehension. It happens because this tehnique was seldom used in the teaching learning process. It would take time to socialize with this tehnique

Appendix 6

Test on Reading

Subject	:	English
Level	:	SLTP
Class	:	II/3
Theme	:	Entertainment
Sub Theme	:	Music

CYCLE I - TEST

Read the text carefully, then answer the following questions correctly !

Yesterday I bought some music cassettes. David helped me to chose some popular songs and disco-rock music. David likes pop music, too, but yesterday he bought some jazz - music cassettes. We choose the cassettes without listening to them first. We were not allowed to tear the cover unless we paid for them.

1. When did the writer buy some music cassettes ?
2. Who helped the writer to choose some kinds of songs and music ?
3. Does the writer like pop music ?
4. Does David like pop music, too ?

There were also many kinds of records and compact-discs available in that shop, but cassettes are cheaper. For records and compact discs, we were allowed to listen before we bought them. We could listen to the records by using the headphones. The shopkeeper prepared these instruments in the counter.

5. Kinds of recording mentioned in the text are .... and ....
6. Cassettes are .... than compact-discs.
7. We use .... to listen to the records at the shop
8. In the counter .... prepared the instrument

Fill the blanks with suitable words given !

| followed : some ; talking ; home ; our ; then |
| we ; at ; an ; for a while ; the ; music |

After we paid for... (9) cassettes we listened to...... (10) songs of our cassettes ......(11)enjoyed the music. ..... (12) When we finished listening.....; (13) we went home. David took me ..... (14) and he stayed ..... (15) my house for about ..... (16) hour. We listened to (17) ..... cassettes we just bought while ..... (18) about the songs. sometimes we ..... (19) the singer to sing along. We really enjoyed the (20) David and I have the same hobby namely, listening to music.

(Nurbaya et al : 1996 : 85)

Keys	Scores
1. Yesterdays	2 - 5
2. David did	7 - 5
3. Yes, he does	2 - 5
4. Yes, he does	2 - 5
5. Cassetess and CD	2 - 5
6. Cheaper	2 - 5
7. Headphones	2 - 5
8. The shopkeeper	2 - 5
9. Our	1 - 5
10. Some	1 - 5
11. We	1 - 5
12. For a while	1 - 5
13. Then	1 - 5
14. Home	1 - 5
15. At	1 - 5
16. an	1 - 5
17. The	1 - 5
18. Talking	1 - 5
19. Followed	1 - 5
20. Music	1 - 5
Total	28 - 100

Appendix 7

<u>Rencana Pengajaran</u>

Mata Pelajaran : Bahasa Inggris

Tema : Entertainment

Anak Tema : Music

Kelas/ Cawu : II / 3

Alokasi Waktu : 2 x 45'

Pertemuan ke : 5 (empat)

I. **Tujuan Pembelajaran Khusus**

Siswa dapat :

1. Menyebutkan jenis-jenis musik yang dimainkan di tape recorder.

2. Menjawab pertanyaan bacaan tentang "music"

II. **Bahan Pembelajaran**

1. GBPP kurikulum 1994 plus suplemen

2. Buku paket 1 Let's Learn English' 2

3. Sumber lain yang relevan

III **Alat Peraga**

- Gambar-gambar yang berhubungan dengan anak tema "musik"

- Tape recorder

- Kaset

IV **Kegiatan Pembelajaran**

a. Kegiatan awal

1. Salam dan tegur sapa

2. Mengabsen Siswa

3 Memberi motivasi

b. Kegiatan Inti

b. Kegiatan Inti

1. Mengamati gambar-gambar yang di berikan

2. Menjawab pertanyaan guru sehubungan dengan gambar-gambar

3. Mendengarkan beberapa lagu-lagu

4. Menjawab pertanyaan guru sehubungan dengan lagu-lagu yang telah didengarkan.

5. Mendiskusikan wacana

6. Menjawab pertanyaan wacana.

c. Kegiatan akhir

1. Guru memberi kesempatan siswa untuk bertanya

2. Guru memberi tugas untuk di kerjakan di rumah

V   Penilaian Proses

1. Prosedur   : Penilaian proses

2. Alat Penilaian   : Tugas dan latihan

Bondowoso, 1 Mei 2000

Guru mata pelajaran

Sugi Darmayanti
131 899 055

Appendix 8

Materi Pelajaran

Music

We can listen to the music everywhere - on TV radio record, tPES and in parades. Stores often have music playing to attract customers and to make them feel comfortable. You can hear music at parties and dances, at football games, at concerst, at the ballet and even around a compfire.

Music has he been and even of human life ever since the first civillitions began. People like to hear the singing of birds, the sound of floating streams, the whispers and whistling of wind. They discovery that they can use their own voices to make musical sound.

No one know when people made the first musical instruments. But all ancient civization had various kinds of harps, horn, piper gongs, and drums. Music became a part of everyday life. People made up simple tunes as they worked and played. People made music for dancing at religions ceremonies, and entertainment. It was passes a long from generation. Music is way of communicating through sound.

Source :Young students, Learning Library, Vol 14

1. Answer these questions
   a. Why do people like music ?
   b. When did music begin   ?
   c. What is ment by "Music is a way of communicating through sound" ?
   d. What is the difference betwen music, literature. painting, and dances ?
   e. Music can be devided into two types, vocal and instrumental, instrumental music includes solo, orchestra, and chamber music. What is meant by solo, orchestral, and chamber music ?
   f. What is your favourite music ? Why ?
   g. Who is your favourite composer ? Why ?

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Appendix 9

STRUCTURED OBSERVATION
CYCLE II

No	Student	Scan (Every four minutes)										Off task	On task
		1	2	3	4	5	6	7	8	9	10		
1	Adi Priyono		1		1			4		1		40%	60%
2	Agung Hariyadi	1		4		6		8			2	50%	50%
3	Amas Kurniati		2		4	1						30%	70%
4	Betty Isnidarnawanti	4		1		1			4			40%	60%
5	Deni Eka Yulianggara		4		3		6	1	1		4	60%	40%
6	Dilah Tresnawati	1		2		3		1				40%	60%
7	Dessy Tri Anita	4			4		3					30%	70%
8	Eko Setya Budi			1		1		1		8		40%	60%
9	Eko Siswanto	1	6		1	8			1			50%	50%
10	Ely Yuliarti			3			4	1				30%	70%
11	Farit Cahyono	1			6	4			8	4		50%	50%
12	Hadi Prasetyo Bintoro		2				2	1				30%	70%
13	Harmoko Sugeng Riyadi			4	1					8	1	40%	60%
14	Herman Suprapto	4	6			1		8				40%	60%
15	Indah Wulandari			1			8				4	30%	70%
16	Iwan Agus Haryanto	1			6			1				30%	70%
17	Karyawanto		1	3		2			4			40%	60%
18	Komar Hidayat	1			6		1	1		8		50%	50%
19	Kurnia Mei Mahmudi		1			4		3		4		40%	60%
20	Mareta Kori Thiastuti	1		4					1			30%	70%
21	Nurus Sofah		1		1			4		8		40%	60%
22	Panca Ferbianto	1		2		3			4	1		50%	50%
23	Prayitno Hadi Siswanto	4	1		6			2	1		1	60%	40%
24	Piping Sofyan Hadi			1		4	1					30%	70%
25	Radite Sapto Yulianto	1	1		2			1	1		8	60%	40%
26	Ratna Natalia		1	4		1				3		40%	40%
27	Rini Fitrianingsih			1			4		1			30%	70%
28	Riya Indriyanti	1		3				4				30%	70%
29	Saedah				1					4	1	30%	70%
30	Samsul Arifin		1			1		6			1	40%	60%
31	San Haji	4		4		2			1			40%	60%
32	Sumiati		1			4			1			30%	70%
33	Supriyana			1			1			1		30%	70%
34	Sukarsih	2			4			1	8			40%	60%
35	Tanti Dwi Laksono		2	1		4				8		40%	60%
36	Tito Sukma Andi	4			6		1		2	1		50%	50%
37	Triffi Rudi Oktafyanto		1	1		2		4		8		50%	50%
38	Vera Rachmawati	1			1				1			30%	70%
39	Renita Amalia		2			3		1		1		40%	60%

Tally observable off-task behaviour by using the following code :

1. Talking not related to task assigned,
2. Doodling,
3. Daydreaming,
4. Wandering around,
5. Working at other task,
6. Physically bothering other pupils,
7. Attempting to draw attention,
8. Pencil sharpener, fountain, washroom,
9. Other

11 On Task (Hopkins, 1993 : 105 - 106)

Result of Observation Cycle II

During the second cycle, the students were more cooperative and more enjoyable to follow the lesson hours. The class ran more effectivelly and the condition became more conducive in comparison with the first cycle.

First, the researcher played some cassettes in the classroom. The cassettes consisted of three kinds of music. They are dangdut, pop and rock music. After having played the cassetees the researcher asked some questions :

1. Who likes dangdut music ?
   - fifteen students rose their hand.
2. Who likes pop music ?
   - twelve students rose their hand.
3. Who likes rock music ?
   - four students rose their hand.

Second, the researcher showed some pictures of popular singers in Indonesia and in the world. The students were asked to guess the person in the pictures. All of them looked more enthusiastic to involve in the learning activity and they were more serious to join the lesson.

Third, the researcher wrote a word 'Music' in a center of a blackboard and asked the students to say anything that came into their mind concerning with the word. The results were :

- twelve students dictated their words : enjoy, like, cassettes, listen, song, sing, singer, band, musician, guitar, microphone, popular.
- three students dicated their phrases : pop-music, popular song, popular singer.
- seven students dictated their sentences : I listen to pop music, I like dangdut, I watch MTV programme, I buy Slank cassettes, My father likes Koes Plus song, I and my sister buy cassette at the shop music.

Based on the observation carried out during cycle II the result was better than cycle I. As it was shown in the structured observation's sheet there were 28 students who were actively involved in the learning activity (their on-task behaviour was higher than 50%).

It was believed that there were better progress of their English reading learning. The class became more communicative and more enjoyable. It took them more easily to respond the researcher's questions.

For the students who still kept silent, the researcher gave them 'reinforcement task' , that was, home work related with theme and sub theme chosen.

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Appendix 10

Test on Reading
Subject   : English
Level   : SLTP
Class   : II/3
Theme   : Entertainment
Sub Theme   : Music

Cycle II - Test

I. Read the text carefully, then answer these following questions !

Mr. Amri is a manager of a firm. He is very busy, but he still provides his time for music. He likes music very much, although he can't play it. He can't work well without music. He put a tape recorder in his room. He has many cassettes; he can listen music every-time.

1. What is Mr. Amri's job ?

2. Can he play music instrument ?

3. What is Mr. Amri's hobby ?

Last Sunday he saw a music show with his son who also likes music. They went to Taman Ismail Marzuki by car. They left at seven o'clock and came at half past seven. There were many people who wanted to see the show because the ticket was cheaper than ever before. Mr. Amri and his son got the tickets easily because people stood in line well.

4. What did Mr. Amri and his son go to Taman Ismail Marzuki for ?

5. Why did Mr. Amri and his son get the tickets easily ?

The show began at eight o'clock. The firt performance was Bosmiq Band. It had four musicians. Jojo and Aan played guitars. Adit was the drummer; Widya played the organ. They sang 'Angan' for the first and the second was 'Dust in the Wind'. They played very well. The next band was Amuba Band. It sang two country songs. The audience enjoyed the show very much. It ended at eleven o'clock.

6. What did this paragraph tell us about ?

7. How long did the band perform the show ?
8. Did the audience enjoy the show ? why ?

(Wahyudi, 1995 : 29)

III. Fill in the blnks with approppriate words below !

Dewa Bujana is the best ....(1) I have ever met. He can play most musical instruments but he plays the .... (2) and the ....(3)best. He is also a singer. He likes ....(4) songs so much that he joins the best ....(5) of four town. However sometimes he also play solo. You can enjoy his performance on Saturday evening at the Taman Ismail Marzuki. Whenever he is on the .....(6), he gets loud applause from the ......(7). Actually when he was a beginner, he was a bit nervous with a ....(8) in his hand but now he is....(9) nervous any longer. Some of this songs have become ...(10) of this year and if you want to learn to read the ......(11) of music, go to him. His hobby is wacthing a Balinese ......(12).

musician	audience	band	piano
never	hits	microphone	note
dance	pop	stage	guitar

(Widodo,et.al : 1995 : 30)

	Keys	Scores
I	1. A. manager of a firm	2 -5
	2. No, he can't	2 -5
	3. Listening to music	2 -5
	4. Last Sunday	2 -5
	5. Before people stood in line well	2 -5
	6. The performance of Bosimig band	2 -5
	7. Four hours	2 -5
	8. Yes, they did, Because the band played very well	2 -5
II	1. Musician	1-5
	2. Piano	1-5
	3. Guitar	1-5
	4. Pop	1-5
	5. Band	1-5
	6. Stage	1-5
	7. Ouidence	1-5
	8. Microphone	1-5
	9. Never	1-5
	10. Hits	1-5
	11. Note	1-5
	12. Dance	1-5
	Total Scores	28 - 100