

**THE EFFECTIVENESS OF GTM PLUS ON STUDENTS'
ENGLISH READING ACHIEVEMENT AT RSBI
JUNIOR HIGH SCHOOL 1 TEGAL**



THESIS
In Partial Fulfillment of the Requirements
For Master's Degree in Linguistics

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A THESIS

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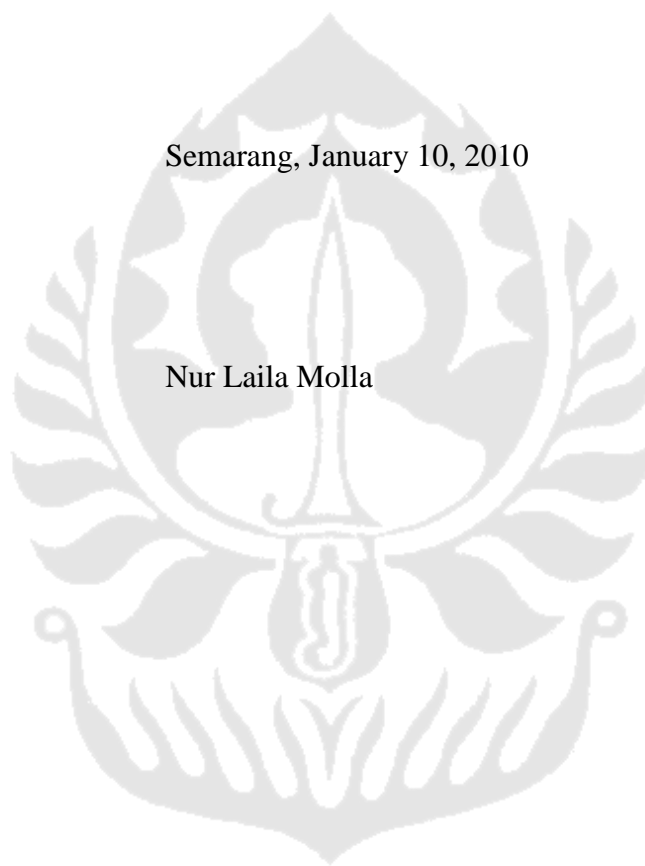
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Semarang, January 10, 2010

Nur Laila Molla



MOTTO

“BISMILLAHIRAHMANIRAHIM”

“No Pain, No Gain”

Tiada hasil tanpa upaya

“A friend in need is a friend indeed”

Character cannot be developed in ease and quiet. Only through experiences of trial and suffering can the soul be strengthened, vision cleared, ambition inspired and success achieved.

(Hellen Keller)

Setiap keberhasilan yang saya ketahui telah diperoleh oleh orang lain adalah karena orang yang bersangkutan mampu menganalisa kekalahan dan benar-benar belajar darinya untuk menghadapi tantangan berikutnya.

(William Marston)

DEDICATION

This thesis is especially dedicated to:

My father in heaven.

My Brother and my sister in heaven

My mother.

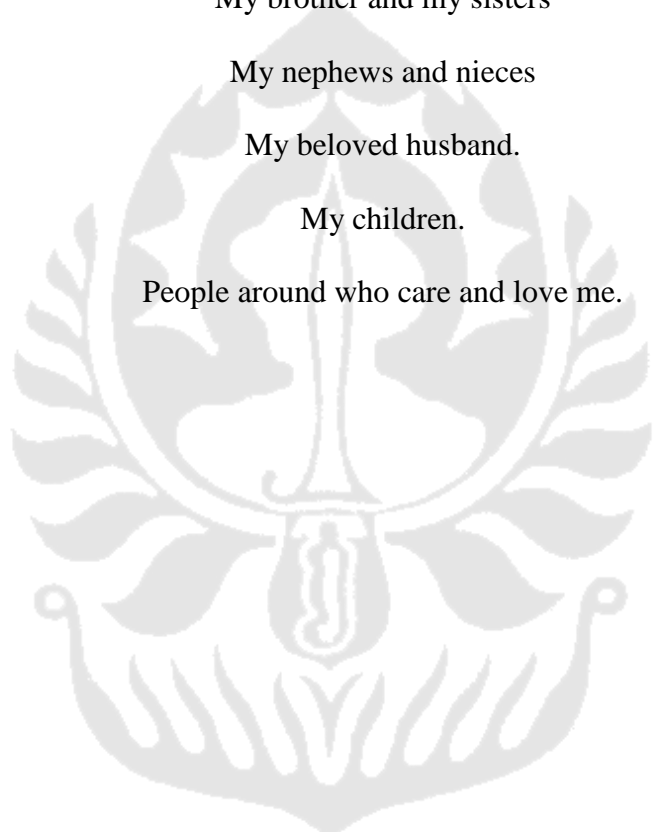
My brother and my sisters

My nephews and nieces

My beloved husband.

My children.

People around who care and love me.



CERTIFICATION OF ORIGINALITY

I hereby declare that this submission is my own work and that, to the best of my knowledge and belief, this study contains no material previously published or written by another person or material which to a substantial extent has been accepted for the award of any other degree or diploma of a university or other institutes of higher learning except where due acknowledgement is made in the text of the thesis.

Semarang, January 10, 2010

Nur Laila Molla

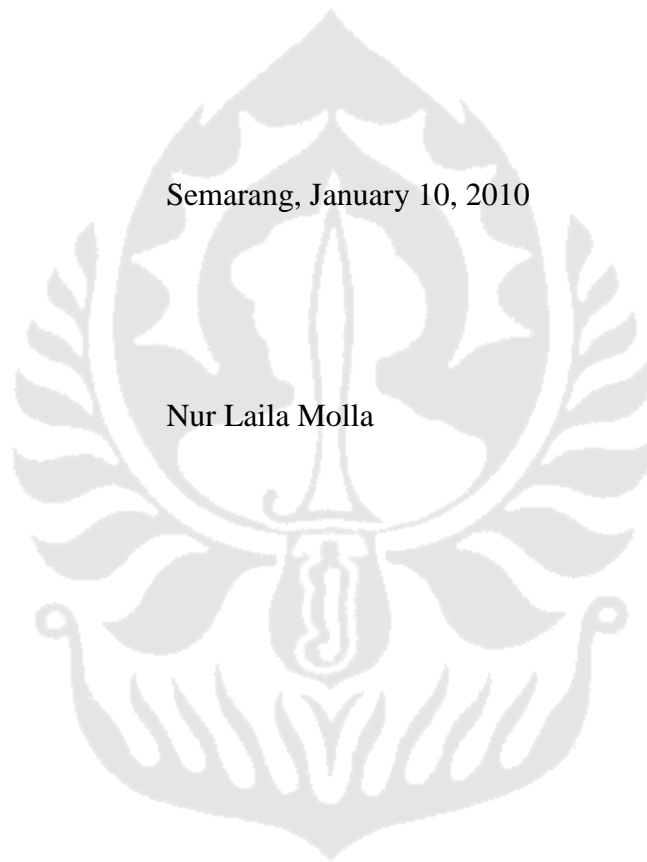


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**THE EFFECTIVENESS OF GTM PLUS ON STUDENTS' ENGLISH
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ABSTRACT

Grammar Translation Method (GTM) is one of the teaching methods. The researcher discovered a new model of GTM, later called GTM Plus. This research will prove whether this method completely effective to students' achievement. Several experiments are taken to two different classes. The experiments were held at RSBI Junior High School 1 Tegal. There were two sample classes consisting of twenty two students for each, one as experimental class and the other as control class. Experimental class was taught with GTM Plus and the other class by RSBI GTM. There were pre-test and post-test for both classes. A true experimental research was held. Test and observation conducted, the writer calculated test validity, reliability, difficulty level and discriminating power. The Sample of students is taken randomly. The test is analyzed and calculated using nonparametric statistic. The result proves 21.6% increasing students' achievement. The pre-test mean of control group is 6.11 and 6.72 for post-test while the pre-test mean of experimental group is 7.07 and 8.56 for post-test. Percentage of score improvement is 21.1%. This means that the implementation of Grammar Translation Method (GTM) Plus gives positive effect to students' achievement on English reading tests ability. The results show that mean of experimental group is higher than of control group. This gives positive effect on the implementation of Grammar Translation Method (GTM) Plus at school widely especially for RSBI Schools. Analyzing feedback through questionnaire of experimental group also shows 86% acceptance of this teaching method.

Key words: Grammar Translation Method (GTM) Plus, Achievement, Effectiveness, Reading

**EFEKTIFITAS GTM PLUS PADA PRESTASI MEMBACA BAHASA
INGGRIS PARA SISWA DI SEKOLAH RSBI SEKOLAH MENENGAH
PERTAMA 1 TEGAL**

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ABSTRAK

Grammar Translation Method (GTM) merupakan salah satu metode pengajaran. Penulis menemukan sebuah model baru metoda GTM, yang kemudian dinamakan GTM Plus. Riset ini akan membuktikan apakah metoda ini benar benar efektif pada pencapaian prestasi membaca dalam Bahasa Inggris. Beberapa percobaan dilakukan pada dua kelas yang berbeda. Eksperimen diadakan di RSBI Sekolah Menengah Pertama 1 Tegal. Ada dua kelas sampel yang berisi dua puluh dua siswa untuk tiap kelas, satu kelas sebagai kelas eksperimen dan satu kelas lainnya sebagai kelas control. Kelas eksperimen diajar menggunakan metoda GTM Plus dan kelas satunya menggunakan GTM RSBI. Diberlakukan test awal dan tes akhir terhadap kedua kelas tersebut. Sebuah riset eksperimental dilaksanakan. Test dan observasi dilaksanakan, penulis menghitung validitas tes, reliabilitas, tingkat kesulitan dan tingkat diskriminasi. Sampel siswa diambil secara acak. Test dianalisa dan dihitung menggunakan statistik nonparametric. Hasilnya membuktikan 21,6% peningkatan prestasi siswa. Rata-rata tes awal grup control adalah 6,11 dan 6,72 untuk rata-rata tes akhir sedangkan rata-rata test awal grup eksperimental adalah 7,07 dan 8,56 untuk hasil tes akhir. Prosentase peningkatan skor adalah 21,1%. Hal ini berarti bahwa penerapan metoda Grammar Translation Method (GTM) Plus memberikan pengaruh positif pada prestasi siswa dibidang bacaan Bahasa Inggris. Dari hasil menunjukkan bahwa rata rata perolehan nilai eksperimental grup lebih tinggi dari pada control grup. Hal ini memberikan kontribusi positif pada penerapan metoda Grammar Translation Method (GTM) Plus di sekolah pada umumnya dan khususnya untuk sekolah sekolah RSBI. Analisa timbal balik melalui kuisisioner pada grup eksperimental juga menunjukkan angka 85% penerimaan terhadap metoda pengajaran ini.

Kata kunci: Grammar Translation Method (GTM) Plus, Prestasi, Efektivitas, Bacaan

CHAPTER I

INTRODUCTION

A. Background of the Study

Nowadays, there are so many RSBI Schools in recent development of education. Since Indonesian government has made RSBI schools in all levels, especially in Junior High School levels, Senior High School and also Vocational High School. Generally, it can be explained as follows:

International school (SBI) is a national school level in Indonesia with an international quality standard. The process of teaching and learning in this school emphasizes the development of creativity, innovation, and experimentation to stimulate new ideas that have never existed.

SBI development in Indonesia is based on Law no. 20 Year 2003 on National Education System, Article 50 Paragraph 3. In this provision, the government is motivated to develop an international educational unit. Articles of SBI have emerged in the country since 2005.

Number of students will be limited to 22-30 per class. Teaching and learning activities use bilingual language. In the first year introductory language is 25 percent English and 75 percent Indonesian. In the second year, both languages are used with the same percentage. In the third year, the language of instruction is 75 percent English and 25 percent Indonesian.

The study of language is one of the oldest branches of systematic inquiry (Chomsky, 2000:3). English is an international language and systematically

inquired; therefore people around the world study the language. Indonesia itself as a part of the world, of course, needs to design a curriculum containing English subject. English is very essential nowadays. Especially in Indonesia, English subject is widely used in major schools especially Junior High Schools and also Senior High Schools.

Because of this important function of English, government of Indonesia, considers that English should be tested in National Final Examination (UAN) beside other subjects. In studying English, there are four areas of skills i.e. speaking, listening, reading and writing. At first grammar is taught as the main area to study, but lately speaking, listening and reading become the main areas to be taught and examined.

There are many kinds of teaching method, namely:

1. The Grammar Translation Method (GTM) is a method whose goals those students will be able to read and translate foreign literary masterpieces and classics. This method was used for the purpose of helping students read and appreciate foreign language literature (Freeman, 2000:11).
2. Direct Method is a method that refrains from using the learners' native language and just uses the target language. It teaches how to communicate in the target language, with the centrality of spoken language (including a native-like pronunciation). It was revived as a method when the goal of instruction became learning how to use a foreign language for communication (Freeman, 2000:23).
3. Audio-Lingual Method (ALM) is learned how to be able to use target language communicatively. Learners could overcome the habits of their

native language and form the new habit required to be target language speakers (Freeman, 2000:35).

4. Silent Way gives beginning-level student's oral and aural facility of the basic element of the target language. The teacher should be silent as much as possible in the classroom but the learner should be encouraged to produce as much language as possible (Richards & Rodgers, 2001:81).
5. Suggestopedia; the most conspicuous characteristic of Suggestopedia are the decoration, furniture, and arrangement of the classroom, the use of music and the authoritative behavior of the teacher (Richard & Rodgers, 2001:100).
6. Community Language Learning also known as *the Communicative Approach*, emphasizes both the means and the ultimate goal of learning a language. CLL draws on the counseling metaphor to redefine the roles of the teacher (the counselor) and learners (the clients) in the language classroom (Richard & Rodgers, 2001:90).
7. Total Physical Response is built around the coordination of speech and action; it attempts to teach language through physical (motor) activity (Richard & Rodgers, 2001:90).
8. Communicative English Teaching aims broadly to apply the theoretical perspective of the Communicative Approach by making communicative competence the goal of language teaching and by acknowledging the interdependence of language and communication (Freeman, 2000:121).

GTM has been proven as the most popular teaching method in Indonesia. Problems of speaking arise when the RSBI classes enforce the learners and teachers to use English all the time. Can GTM, which originally emphasizes the

mother tongue, be used with the other language instruction, or can it be implemented with another means?

Commonly GTM is conducted in mother tongue. The purpose is simply to understand a foreign text of literature and translate it to the L1. The problem arises when the learners of RSBI are forced to use English all the time. Shall we use Indonesian to instruct translation and also to explain the grammatical items or shall we use English for the language of instruction of translation and teaching grammar in GTM (later we call it the “GTM Plus”)?

B. Purpose of the Study

Purposes of the study are:

1. To describe what the GTM Plus in RSBI Tegal looks like.
2. To measure whether GTM Plus in RSBI Tegal is effective.
3. To identify whether reading is affected by the GTM Plus in RSBI Tegal.
4. To find out the possible implementation of GTM Plus in different kinds of school.
5. To assist students in preparation of National Final Examination on English subject, especially for ninth grader later.

C. Significance of the Study

For Teachers, the research result is expected to be the model of teaching English through GTM using English as the language of instruction. The result will also enable English teachers to create their own teaching model using GTM plus in regular classes in primary or secondary schools.

For students, the research result will have multiple advantages among other things:

1. Students will be familiar with English as the media of translation.

There is a shift of habits to the students. Along with enrichment of English vocabularies, students' ability in translating English increase significantly. One of the ways in translating for GTM Plus implementation is to find synonym or the closest meaning or even make description of difficult words and phrases. This way exceeds translation skill for students.

2. Students can increase their reading skill.

From the difference of post-test scores between control group and experimental group shows how far improvement of their reading skill. Also researcher concludes the improvement through observation during the research. Because the researcher commits participative observation.

3. Students can increase English speaking skill through the interaction between students and teachers.

The researcher uses fully English to communicate and deliver the material. The feedback, students or respondents also must speak in English all the time. During the lesson, everyone must speak English. Automatically, students force themselves to understand the material or even try to interact to the teacher or among them. Little by little, psychologically students will be familiar to speak English. They improve courage spontaneously. At first, the researcher finds many mistakes in their pronunciation and speaking generally. But then, the researcher observes the number of mistakes getting less. This shows improvement in their speaking skill.

D. Scope of the Study

The scope of the study is English class of eighth grade students RSBI Junior High School 1 Tegal with researcher and students academic year 2009/2010. The classes consist of 22 students for each. The study concerns the effectiveness of GTM plus in RSBI School Tegal.

E. Operational Definition

There are several key words in this research. They are:

1. Grammar Translation Method (GTM) Plus is a type of GTM; the writer creates a new way of teaching method. GTM Plus is a modification of GTM RSBI. It emphasizes fully English as medium of deliverance in RSBI classrooms.
2. Effectiveness is result or gives effect. Senja and Fajri (2000:269) state that effective or effectiveness mean there is effect or there is result or influence.
3. Achievement is good result to achieve (Senja and Fajri, 2000:670).
4. Reading is a complex [cognitive process](#) of decoding [symbols](#) for the intention of deriving meaning ([reading comprehension](#)) and/or constructing meaning. It is the mastery of basic cognitive processes to the point where they are automatic so that attention is freed for the analysis of meaning.

F. The Organization of Writing

CHAPTER I : INTRODUCTION

This first part of the thesis. This chapter consists of several parts, they are:

G. Background of the Study

In this section, researcher exposes the background of the research. Researcher explains the recent development of education in Indonesia. Researcher also explains legal law which underlines the existence of RSBI schools in Indonesia. The basis of UAN (final state examination) presents in this section. Researcher states several teaching methods as general description for teaching method.

H. Purpose of the Study

Researcher states the objectives to achieve in this thesis. This purposes present to locate the aim of the research.

I. Significance of the Study

Researcher explains the benefit of the research. Researcher hopes that the result of research gives benefit to students and teachers especially for RSB Junior High Schools in Indonesia.

J. Scope of the Study

This section contains the scope respondent limitation of the research. Researcher gives this limitation to focus to the study.

K. Operational Definition

Operational definition contains explanation of several key words use in the abstract. This leads reader to certain terms mainly presented on this thesis.

L. The Organization of Writing

This section contains general sequence of writing for his thesis. This is simple form to support reader to comprehend the whole content.

CHAPTER II : LITERARY REVIEW

This is second part of the thesis. This chapter contains several parts to explain basic theory from related literature. They are:

D. Previous Study

This part explains previous observation on GTM as comparison of the research. This gives better view points to the research result.

E. Underlying Theory

Content of this part is basic theory in GTM. There are characteristics of GTM according to several linguists.

1. Grammar Translation Method (GTM).

B. Definition of GTM

Researcher explains definition of Grammar Translation Method (GTM). This also contains the history development GTM. This part mostly explains about what classic GTM is. Researcher thinks that it is important to explain the background of GTM because on the research, researcher makes modification from classic GTM and RSBI GTM.

C. Principles of GTM

This explains several principles of GTM implementation.

D. Advantages and Disadvantages of GTM

This part explains list of advantages and disadvantages of GTM implementation in general. From the list, researcher tries to identify disadvantages and advantages of GTM teaching method.

E. Quick Comparison of Several GTM types

Researcher presents comparison of three types of GTM. There are classic GTM, RSBI GTM and GTM Plus. From this review, reader can take a quick look the differences among them and areas to emphasize for every type.

F. Reading

This section contains the overview of reading. It includes type of reading, methods of reading, principal strategies for reading and reading assessment.

G. Global Processing Difficulties

Researcher presents common process involved by readers to unable to imagine the context. This section provides several viewpoints of linguists about this situation. This section gives explanation to difficulties developed by readers that commonly happens.

H. Grammatical Features That Cause Reading Difficulties

This section explains that the difficulties arose by the readers relates with lack of grammar knowledge. This situation misleads the readers to the true content of a passage.

I. Grammar and Text

In this part, researcher states several types of grammar. They are traditional grammar, formal grammar and functional grammar. It also explains the relation between grammar and text.

J. Grammatical Features That Might Cause Problems

This section contains the explanation of several linguists about grammar features that might cause the problem in reading. Tenses are the biggest part to determine or even eliminate the problems.

K. Relation of Translation, Language Acquisition and Bilingualism

This contains the relation of these three areas. In RSBI schools, bilingual is the way of teaching. Several subjects are taught in English. Therefore, they use bilinguals in daily learning process. Translator of a written text is bilingual. They combine the knowledge between native language and target language.

L. Writing

As area to study in GTM teaching method, writer explores writing. This includes type of genres in writing, types of writing performances according to linguists,

M. Genre and Text

This part explains type of text genres. Recent curriculum, genre of text dominates the material of English test material. Therefore, researcher explains in this part.

N. Implementation of Genre in Learning and Teaching

This section covers the implementation of genre and relation with learning and teaching. Genre in text defines student's strategy to comprehend the text.

O. The Effect of Test Features on Score

This contains the explanation of test features' effect on Score of test takers on reading skill area. Researcher writes several affects to consider.

2. Grammar Translation Method (GTM) Plus

This chapter contains the explanation of research object itself. It includes several areas to expose. They are:

G. Definition of GTM Plus

This explains what GTM plus is. It means the meaning of GTM Plus.

H. Advantages of GTM Plus

Researcher explains the advantages of GTM Plus implementation. It eliminates or at least reduces disadvantages of this teaching method.

I. Classroom Characteristics in Implementation of GTM Plus

This is the result of researcher's observation during the research.

J. Steps in Implementing GTM Plus

This section explains steps of TM Plus teaching method implementation. It guides the reader to better understanding about steps in implementation precisely. There is modification from previous GTM.

K. Tasks Design for GTM Plus

The writer gives possible test to give students assessment.

F. Hypothesis

Researcher states several hypotheses to prove in the research. Hypothesis results determine the effectiveness of GTM Plus implementation. The result also as a base of recommendations and suggestions in the last part of the thesis

CHAPTER III : RESEARCH METHOD

This chapter consists of several sub chapters. They are:

B. Method, This explains:

population and sample of research,

variable of research,

research data collection and research instrument (test, questionnaire, observation)

research design

D. Data Analysis, consists of:

validity of the test

reliability of the test

difficulty level

Discriminating power

Preliminary analysis (normality test, homogeneity test, hypothesis test)

E. Finding Presentation

Explanation of the way to present analysis formally, it means researcher calculate data using formula. Researcher uses software to calculate the data using SPSS Statistics 17.0. The result of this calculation defines the significant effectiveness of GTM plus implementation. Researcher compares several test results from control group and experimental group.

CHAPTER IV : FINDING AND DISCUSSION

Writer presents result of data calculation. It shows factual number of calculation result through several formulas. There are:

D. Preliminary Analysis (Normality test, homogeneity test)

E. Instrument Analysis (reliability test, validity of the test, difficulty level, discriminating power)

F. Hypotheses Testing (hypotheses 1, hypotheses 2, hypothesis 3)

Researcher presents the calculation result of hypotheses testing. It proves whether GTM Plus implementation effective.

CHAPTER V : CONCLUSION

This is the end of thesis discussion. This chapter includes two important parts.

They are:

C. Conclusion

It consists of final conclusion of research.

D. Recommendation

It consists of several recommendation needed, related with implementation of GTM Plus.

REFERENCES

It includes list of references or literatures as the sources to write this thesis.

APPENDICES

This includes several appendices as documents of research.

CHAPTER II

LITERARY REVIEW

A. Previous Study

1. Linguist Experience

Freeman (2000) describes the previous study of GTM in a classroom. Observation is carried out in a high-intermediate level English class at a university in Columbia. There are forty-two students in the class. Two-hour classes are conducted three times a week. The observation process is as follows:

As we enter the classroom, the class is in the middle of reading a passage in their textbook. The passage is an excerpt entitled 'The Boys' Ambition' from Mark Twain's *Life on the Mississippi*. Each student is called on to read a few lines from the passage. After they have finished reading, they are asked to translate into Spanish the few lines they have just read. The teacher helps them with new, vocabulary items. When the students have finished reading and translating the passage, the teacher asks them in Spanish if they have any questions. One girl raises her hand and says, 'What is paddle wheel?' The teacher replies, '*Es una rueda de paletas.*' Then she continues in Spanish to explain how it looked and worked on the steamboats which moved up and down the Mississippi River during Mark Twain's childhood. Another student says, 'No understand "gorgeous."' The teacher translates, '*Prinioroso.*'

Since the students have no more questions, the teacher asks them to

write the answers to the comprehension questions which appear at the end of the excerpt. The questions are in English, and the students are instructed to write the answers to them in English as well. They do the first one together as an example. A student reads out loud, 'When did Mark Twain live?' Another student replies, 'Mark Twain lived from 1835 to 1910.' 'Bueno,' says the teacher, and the students begin working quietly by themselves.

In addition to questions that ask for information contained within the reading passage, the students answer two other types of questions. For the first type, they have to make inferences based on their understanding of the passage. For example, one question is: 'Do you think the boy was ambitious? Why or why not?' The other type of question requires the students to relate the passage to their own experience. For example, one of the questions based on this excerpt asks them, 'Have you ever thought about running away from home?'

Then after one-half hour, the teacher, speaking in Spanish, asks the students to stop and check their work. One by one each student reads a question and then reads his or her response. If it is correct, the teacher calls on another student to read the next question. If the answer is incorrect, the teacher selects a different student to supply the correct answer, or the teacher herself gives the right answer.

Announcing the next activity, the teacher asks the students to turn the page in their text. There is a list of words there. The introduction to the exercise tells the students that these are words taken from the passage

they have just read. The students see the words 'ambition,' 'career,' 'wharf,' 'tranquil,' 'gorgeous,' 'loathe,' 'envy,' and 'humbly.' They are told that some of these are review words and that others are new to them. The students are instructed to give the Spanish word for each of them. This exercise the class does together. If no one knows the Spanish equivalent, the teacher gives it. In Part 2 of this exercise, the students are given English words like 'love,' 'noisy,' 'ugly,' and 'proudly,' and are directed to find the opposites of these words in the passage.

When they have finished this exercise, the teacher reminds them that English words that look like Spanish words are called 'cognates.' The English '-ty,' she says for example, often corresponds to the Spanish endings *-dad* and *-tad*. She calls the students' attention to the word 'possibility' in the passage and tells them that this word is the same as the Spanish *posibilidad*. The teacher asks the students to find other examples in the excerpt. Hands go up; a boy answers, 'Obscurity.' 'Bien,' says the teacher. When all of these cognates from the passage have been identified, the students are told to turn to the next exercise in the chapter and to answer the question, 'What do these cognates mean?' There is a long list of English words ('curiosity,' 'opportunity,' 'liberty,' etc.), which the students translate into Spanish.

The next section of the chapter deals with grammar. The students follow in their books as the teacher reads 'a description of two-word or phrasal verbs. This is a review for them as they have encountered phrasal verbs before. Nevertheless, there are some new two-word verbs in the passage the

students haven't learned yet. These are listed following the description, and the students are asked to translate them into Spanish. Then they are given the rule for use of a direct object with two-word verbs:

If the two-word verb is separable, the direct object may come between the verb and its particle. However, separation is necessary when the direct object is a pronoun. If the verb is inseparable, then there is no separation of the verb and particle by the object. For example:

John put away his book.

Or

John put his book way/John put it away.

But not

John put away it.

(Because 'put away' is a separable two-word verb)

The teacher went over the homework.

But not

The teacher went the homework over.

(Because 'go over' is an inseparable two-word verb).

After reading over the rule and the examples, the students are asked to tell which of the following two-word verbs, taken from the passage, are separable and which inseparable. They refer to the passage for clues. If they cannot tell from the passage, they use their dictionaries or ask their teacher.

Turn up wake up get on take in

Run away fade out lay up

Go away break down turn back

Finally, they are asked to put one of these phrasal verbs in the blank of each of the ten sentences they are given. They do the first two together.

1. Mark Twain decided to run away because his parents wouldn't let him get a job on the river.
2. The steamboat men and discharge freight at each port on the Mississippi River.

When the students are finished with this exercise, they read their answers aloud.

At the end of the chapter there is a list of vocabulary items that appeared in the passage. The list is divided into two parts: the first contains words, and the second, idioms like 'to give someone a cold shoulder.' Next to each is a Spanish word or phrase. For homework, the teacher asks the students to memorize the Spanish translation for the first twenty words and to write a sentence in English using each word.

In the two remaining lessons this week, the students will be asked to:

1. Write out the translation of the reading passage into Spanish.
2. State the rule for the use of a direct object with two-word verbs, and apply it to other phrasal verbs.
3. Do the remaining exercises in the chapter that include practice with one set of irregular past participle form. The students will be asked to memorize the present tense, past tense, and past participle forms.

4. Write a composition in the target language about an ambition they have.
5. Memorize the remaining vocabulary items and write sentences for each.
6. Take a quiz on the grammar and vocabulary of this chapter. They will be asked to translate a Spanish paragraph about steamboats into English.

From this review, there are several points in Freeman's (2000: 15-17) principles finding. They are:

1. The goals of teachers who use the Grammar-Translation Method are fundamental purpose of learning a foreign language is to be able to read literature written in the target language. It means that students need to learn about grammar rules and vocabularies of the target language. Further than that, it is believed that studying a foreign language provides students with good mental exercise. In turn, it helps develop their minds.
2. The role of the teacher is very traditional. The teacher is the authority in the classroom. It means that students must do as the teacher says.
3. Characteristics of the teaching/learning process. Students are taught to translate from one language to another. Students study the grammar deductively. They memorize native-language equivalents for target language vocabulary words.
4. The interaction is mostly from teacher to students.
5. Literary language is considered superior to spoken language.
6. Vocabulary and grammar are emphasized.
7. The language that is used in class is mostly the students' native language.

8. Written tests is used to evaluate the students.
9. Teacher gives correct answer if the students make errors or even don't know the right answers.

2. Previous Study of Researcher

The researcher commits research and observation in the classroom. the researcher conducts experimental research. Observation is carried out in a eight grader students of Junior High School level. There are twenty-two students. Two-hours classes are conducted four times a week. The observation process is as follows:

The researcher enters the classroom. the researcher gives away reading material. The material consists of a passage which the title is "Puma at Large" and several tasks to do. First, researcher calls several students to read the passage. Several students are called to complete reading the text. During reading, researcher makes correction to students errors. This means that researcher tries to eliminate or minimize errors in reading. It also means that no repetition in reading error that can be made by other students.

After several students complete reading the whole text, researcher asks them whether they have difficult words or phrases. If there is difficult ones, the researcher tries to ask other students to find the meaning in several ways, such as: finding synonym, describing, or finding the closest meaning in English. In this case, the researcher tries to boost or even enlarge vocabularies.

The researcher makes sure that every student understands the meaning of the text, either partially or the whole. After that, researcher asks several students to retell the story. Several students are called in fron of class or just

from their seats. At this point, researcher tries to make sure that they can memorize the plot of the story. Then, students are asked to answer reading comprehension questions. Students' answers of every question could be not exactly the same, but researcher defines the right answer. After all the questions are answered, the researcher continues by asking students to make composition to desired purpose. In this case, the researcher asks them to make a letter or part of the letter.

Then the sequence of delivering material as follows: synonym and antonym, gives them grammatical rules, ask them to make sentences using related with grammar rule given and several practices for writing. In this case the researcher keeps on assisting of speaking English all the time.

Several implementation principles are (1) researcher/teacher must insist the students to use English all the time; gaining more vocabularies is very essential. (2) researcher tries to combine reading skill and speaking skill. (3) teacher doesn't role absolute/dominant position. Teacher gives many opportunities for students to be active. (4) researcher doesn't ignore the students' development in speaking skill which is ignored by previous GTM.

Freeman observes learning process in classroom only. The difference of this research is the writer involves directly to the classroom. In another words the researcher participate in the research from the start until the end. This makes the research completely different from previous researches or observation.

B. Underlying Theory

This is the theoretical framework that underlies the research.

1. Grammar Translation Method (GTM)

a) Definition of GTM

The Grammar Translation Method (GTM) is one of foreign language teaching methods used widely in major schools in Indonesia. The Grammar Translation Method is a foreign language teaching method derived from the classical (sometimes called traditional) method of teaching Greek and [Latin](#). This teaching method is widely used in the world. Grammar translation is still alive and well in some parts of the world (Richards, 2001:3). The method requires students to translate whole texts, word by word, and memorize numerous grammatical rules and exceptions as well as enormous vocabulary lists. The goal of this method is to be able to read and translate foreign literary masterpieces and classics. Larsen-Freeman (2000:11) states that this method is used for the purpose of helping students read and appreciate foreign language literature. There is a process of understanding of the text. Murcia and Olshtain (2000:124) states that during the reader's processing of the text, the reader moves along a decision-making continuum that is basically seeking answers to such questions.

Since the Direct method is no longer effective for exploring a text, the use of GTM is getting wider and wider each day. GTM is focused on reading and writing skills in mastering English. Grammar Translation Method is a method of teaching which emphasizes on reading and writing ability for students. This method ignores speaking and listening skills.

The principle characteristics of Grammar Translation Method are as follows:

1. The goal is to read foreign literature and translating sentences and texts.
2. Reading and writing are the focus of studying-with little attention to speaking and listening, even next to no relation to speaking and listening.
3. Vocabulary selection is merely based on the reading text used through bilingual words list, dictionary, and memorization.
4. The sentence is the basic unit of teaching and practice.
5. Emphasizing on accuracy students are expected to have a high standard of translation.
6. Grammar is taught deductively, with grammar rules to be applied to translation.
7. The student's native language is the medium of the instruction and explanation.

Prator and Celce-Murcia in Douglass Brown (2000:15) list the major characteristics of Grammar Translation Method:

1. Classes are taught in the mother tongue, with little active use of the target language.
2. Much vocabulary is taught in the form of lists of isolated words.
3. Long elaborate explanations of the intricacies of grammar.
4. Grammar provides the rule to put words together, and instruction is often focused on the form and inflection of words.
5. Reading of difficult classical texts is begun early.

6. Little attention is paid to the content of the texts, which are treated as exercise in grammatical analysis.
7. Often the only drills are exercises in translating disconnected sentences from the target language into the mother tongue.
8. Little or no attention is given to pronunciation.

Grammar Translation Method (GTM) has several techniques in its implementation. According to Larsen-Freeman (2000:19-20), there are:

1. Translation of a literary; students translate a reading passage from the target language into their native language. The reading passage then provides the focus for several classes: vocabulary and grammatical structures in the passage are studied in subsequent lesson.
2. Reading comprehension questions; students answer questions in the target language based on their understanding of the reading passage.
3. Antonyms/synonyms; students are given set of words and are asked to find antonyms in the reading passage.
4. Cognates; students are taught to recognize cognates by learning the spelling or sound patterns that correspond between the languages.
5. Deductive application of rule; grammar rules are presented with examples. Exception to teach rule are also noted. Once students understand a rule, they are asked to apply it to some different examples.
6. Fill-in-the-blanks; students are given a series of sentences with words missing. They fill in the blanks with vocabulary items or with items of

a particular grammar type, such as prepositions or verbs with different tenses.

7. Memorization; students are given lists of target language vocabulary and their native language equivalents and are asked to memorize them.
8. Use words in sentences; in order to show that the students understand the meaning and use of a new vocabulary item; they make up sentences in which they use the new words.
9. Composition; the teacher gives the students a topic to write about in the target language. The topic is based upon some aspect of the reading passage of the lesson.

At the height of the Communicative Approach to language learning in the 1980s and early 1990s it became fashionable in some quarters to deride so-called "old-fashioned" methods and, in particular, something broadly labeled "Grammar Translation". There were numerous reasons for this but principally it was felt that translation itself was an academic exercise rather than one which would actually help learners to use language, and an overt focus on grammar was to learn about the target language rather than to learn it. Tense as if it no longer existed and had died out to be replaced world-wide by the fun and motivation of the communicative classroom. If we examine the principal features of Grammar Translation, however, we will see that not only has it not disappeared but that many of its characteristics have been central to language teaching throughout the ages and are still valid today.

The Grammar Translation method embraces a wide range of approaches but, broadly speaking, foreign language study is seen as a mental discipline, the goal of which may be to read literature in its original form or simply to be a form of intellectual development. The basic approach is to analyze and study the grammatical rules of the language, usually in an order roughly matching the traditional order of the grammar of Latin, and then to practice manipulating grammatical structures through the means of translation both into and from the mother tongue.

The method is very much based on the written word and texts are widely in evidence. A typical approach would be to present the rules of a particular item of grammar, illustrate its use by including the item several times in a text, and practice using the item through writing sentences and translating it into the mother tongue. The text is often accompanied by a vocabulary list consisting of new lexical items used in the text together with the mother tongue translation. Accurate use of language items is central to this approach.

Generally speaking, the medium of instruction is the mother tongue, which is used to explain conceptual problems and to discuss the use of a particular grammatical structure. It all sounds rather dull but it can be argued that the Grammar Translation method has over the years had a remarkable success. Millions of people have successfully learnt foreign languages to a high degree of proficiency and, in numerous cases, without any contact whatsoever with native speakers of the language (as was the case in the former Soviet Union, for example).

Without a sound knowledge of the grammatical basis of the language it can be argued that the learner is in possession of nothing more than a selection of communicative phrases which are perfectly adequate for basic communication but which will be found wanting when the learner is required to perform any kind of sophisticated linguistic task.

b) Principles of GTM

Fundamental purpose of learning a foreign language is to be able to read literature written in the target language. To do this, students need to learn about the grammar rules and vocabulary of the target language. In addition, it is believed that studying a foreign language provides students with good mental exercise which helps develop their minds.

The roles of teachers and students are very traditional. The teacher is the authority in the classroom. The students do as teacher says so they can learn what teacher knows.

Students are taught to translate from one language to another. Often what they translate are readings in the target language about some aspect of the culture of the target language community. Students study grammar deductively; that is, they are given the grammar rules and examples, are told to memorize them, and then are asked to apply the rules to other examples. They also learn grammatical paradigm such as verb conjugations. They memorize native-language equivalents for target-language vocabulary words. Literary language is considered superior to

spoken language and is therefore the language that students study. Culture is viewed as consisting of literature and the fine arts.

Vocabulary and grammar are emphasized. Reading and writing are primary skills that the students work on. There is much less attention given to speaking and listening. Pronunciation receives little attention.

The meaning of the target language is made clear by translating it into the students' native language. The language that is used in class is mostly the students' native language.

Written tests in which students are asked to translate from their native language to the target language or vice versa are often used. Questions about the target culture or questions that ask students to apply grammar rules are also common. Having the students get the correct answer is considered very important. If students make errors or do not know an answer, the teacher supplies them with the correct answer.

In simple way, the principle or characteristic of GTM as follows:

1. Literary language is superior to the spoken language.
2. Translating each language into each other is an important goal for learners.
3. The authority in the classroom is the teacher.
4. Speakers are not among the goals
5. The primary skills to be improved are reading and writing.
6. Its focus is on accuracy and not fluency.

7. Error correction: If a student answer of a question is incorrect, the teacher selects a different student to give the correct answer or s/he replies himself/herself..

c) Advantages and Disadvantages of GTM

GTM in implemented, comes out advantages and disadvantages. Since, GTM covers only for purpose of teaching reading and writing; therefore it cannot cover several different areas such as speaking.

Advantages:

1. GTM does not necessarily need teaching media such as LCD or computer.
2. The language teaching does not need native speaker.
3. Writing and reading are quite good.
4. Students will be able to comprehend the text.
5. In the target language, vocabulary is learned through direct translation from the mother tongue.
6. The phraseology of the target language is quickly explained. Translation is the easiest way of explaining meanings or words and phrases from one language into another.

Disadvantages:

1. Speech is neglected. The Grammar Translation Method lays emphasis on reading and writing. It neglects speech.
2. Student's pronunciation is not concerned in the class time.
3. Classroom management is not a problem.

4. Fluency in English is not required to language teacher.
5. Students are not expected to use language as means of communication.

d) Quick Comparison of Several GTM Types

In fact, there are three categories of GTM:

1) Passive/Classic/Current GTM

It is focused on reading and writing skills in mastering English. This teaching method translates from target language to mother tongue.

2) RSBI GTM

It is an adjustment of classic GTM for teaching in RSBI schools purposes. It uses 75 percent of English and 25 percent of Indonesian.

3) GTM Plus.

GTM Plus is a modification of classical and RSBI GTM. GTM plus is an improvement of GTM for RSBI school. Teaching GTM Plus uses fully English as medium of deliverance. At those schools, ability in spoken and written English is definitely essential.

A quick look on the comparison of GTM Plus, Classic GTM, and RSBI GTM can be seen table below:

Table of differences between GTM Plus, Current GTM, RSBI GTM.

GTM Plus	Passive/Classic/ Current GTM	RSBI GTM
Exploring skills of Reading, Writing, and Speaking	Exploring skills of Reading and Writing	Exploring skills of Reading and Writing

Fully English as the medium of deliverance	Mixed language between mother language and English/target language	Mixed language between mother language and English/target language gradually
Speaking skill is completely concerned	Speaking aspect is not concerned	Speaking aspect is gradually developed
Teaching speaking English from the very first grade of academic year	Doesn't teach speaking English	Teaching speaking gradually English
Students are pushed to develop and comprehend English accurately and widely	Students are less pushed to develop and comprehend English accurately and widely	Students are less pushed to develop and comprehend English accurately and widely
Various kinds of exercises/evaluation on	Only a few kinds of exercises/evaluations	Various kinds of exercises/evaluation

e) Reading

'Reading' is a complex [cognitive process](#) of decoding [symbols](#) for the intention of deriving meaning ([reading comprehension](#)) and/or constructing meaning. It is the mastery of basic cognitive processes to the point where they are automatic so that attention is freed for the analysis of meaning.

Reading is a means of [language acquisition](#), of communication, and of sharing [information](#) and ideas. Like all language, it is a complex interaction between the text and the reader which is shaped by the reader's prior knowledge, experiences, attitude, and language community which is culturally and socially situated. The reading process requires continuous practices, development, and refinement.

Readers use a variety of reading strategies to assist with decoding (to translate symbols into sounds or visual representations of [speech](#)) and comprehension. Readers may use [morpheme](#), [semantics](#), [syntax](#) and context clues to identify the meaning of unknown words. Readers integrate the words they have read into their existing framework of knowledge or schema

Reading is the main issue for Grammar Translation Method (GTM) besides writing. In National Final Examination (UAN), reading is the main material for English subject.

There are multiple principle goals of reading, which are determined by the end the reader has ordained the activity to obtain. The general goal of

reading is the acquisition of meaning from the ordered arrangement of symbols. For example in an [alphabet](#) writing system each word is a collection of symbols that expresses a term or some meaning, which taken in conjunction with other words ordered to each other in a predetermined syntax, conveys some general meaning that the author intends the reader to acquire.

The second goal of reading is the "reading to obtain understanding". The reader wishes to receive illumination of some discipline or set of facts from the author. The reader usually approaches a given work with a dissimilitude of understanding compared to that of the author. He wishes to increase his understanding by coming to terms with the author of a given book, and subsequently reach an equal level of understanding.

The final goal of reading is "reading to obtain information". The reader attempts to gain knowledge of facts or knowledge about the author himself. If a reader is reading a book with the third goal in mind, he may not be as concerned with understanding the arguments and parts of the book and the way these parts relate to the whole. He may spend less or even no time reading a book analytically, but simply systematically inspect a book in order to obtain knowledge.

Reading has three types. Brown (2004:186-187) states that they are:

a. **Academic Reading**, they are:

General interest articles (in magazines, newspapers, etc.)

Technical reports (e.g., lab reports), professional journal articles

Reference material (dictionaries, etc.)

Textbooks, theses

Essays, papers

Test directions

Editorials and opinion writing

b. **Job-related reading**, they are:

Messages (e.g., phone messages)

Letters/emails

Memos (e.g., interoffice)

Reports (e.g., job evaluations, project reports)

Schedules, labels, signs, announcements

Forms, applications, questionnaires

Financial documents (bills, invoices, etc.)

Directories (telephone, office, etc.)

Manuals, directions

c. **Personal reading**, they are:

Newspapers and magazines

Letters, emails, greeting cards, invitations

Messages, notes, lists

Schedules (train, bus, plane, etc.)

Recipes, menus, maps, calendars

Advertisements (commercials, want ads)

Novels, short stories, jokes, drama, poetry

Financial documents (e.g., checks, tax forms, loan applications)

Forms, questionnaires, medical reports, immigration documents

Comic strips, cartoons

There are several types and methods of reading, with differing rates that can be attained for each, for different kinds of material and purposes:

1. Sub vocalized reading
2. Speed reading.
3. Proof reading.
4. Structure-Proposition-Evaluation (SPE) method..
5. Survey-Question-Read-Recite-Review (SQ3R) method.
6. Multiple Intelligences-based methods.
7. Rapid Serial Visual Presentation (RSVP) reading.

More about reading, Brown (2004:188-189) states there are some principal strategies for reading; they are:

1. Identifying one's purpose in reading a text.
2. Applying spelling rules and conventions for bottom up decoding.
3. Using lexical analysis (prefixes, roots, suffixes, etc) to determine meaning.
4. Guessing at meaning (of words, idioms, etc.) when you are not certain.
5. Skimming the text for the gist and for main ideas.
6. Scanning the text for specific information (names, dates, key words).
7. Using silent reading techniques for rapid processing.
8. Use marginal notes, outlines, charts, or semantic maps for understanding and retaining information.
9. Distinguish between literal and implied meaning.
10. Capitalized on discourse markers to process relationships.

According to Brown (2004:189) there are several types of reading assessment:

- a. Perceptive. In keeping with the set of categories specified for listening comprehension, similar specification are offered here, except with some differing terminology to capture the uniqueness of reading. Kinds of perceptive assessment as follows:

1. Reading Aloud

The test-taker sees separate letters, words, and/or short sentences and reads them aloud, one by one, in the presence of an administrator. Since the assessment is of *reading* comprehension, any recognizable oral approximation of the target response is considered correct.

2. Written Response

The same stimuli are presented, and the test-taker's task is to reproduce the probe in writing. Because of the transfer across different skills here, evaluation of the test-taker's response must be carefully treated. If an error occurs, make sure you determine its source; what might be assumed to be a writing error, for example, may actually be a reading error, and vice versa.

3. Multiple-Choice

Multiple-choice responses are not only a matter of choosing one of four or five possible answers. Other formats, some of which are especially useful at the low levels of reading, include

same/different, circle the answer, true/false, choose the letter, and matching. Here are some possibilities.

4. Picture-Cued Items

Test-takers are shown a picture, such as the one on the next page, along with a written text and are given one of a number of possible tasks to perform.

- b. Selective. This category is largely an artifact of assessment formats. A combination of bottom-up and top-down processing may be used. Kinds of selective assessment as follows:

1. Multiple-Choice (for Form-Focused Criteria)

By far the most popular method of testing a reading knowledge of vocabulary and grammar is the multiple-choice format, mainly for reasons of practicality: it is easy to administer and can be scored quickly. The most straightforward multiple-choice items may have little context, but might serve as a vocabulary or grammar check.

2. Matching Tasks

At this selective level of reading, the test-taker's task is simply to respond correctly, which makes matching an appropriate format. The most frequently appearing criterion in matching procedures is vocabulary.

3. Editing Tasks

Editing for grammatical or rhetorical errors is a widely used test method for assessing linguistic competence in reading. The

TOEFL and many other tests employ this technique with the argument that it not only focuses on grammar but also introduces a simulation of the authentic task of editing, or discerning errors in written passages. Its authenticity may be supported if you consider proofreading as a real-world skill that is being tested.

4. Picture-Cued Tasks

Pictures and photographs may be equally well utilized for examining ability at the selective level. Several types of picture-cued methods are commonly used.

5. Gap-Filling Tasks

Many of the multiple-choice tasks described above can be converted into gap-filling, or "fill-in-the-blank," items in which the test-taker's response is to write a word or phrase. An extension of simple gap-filling tasks is to create sentence completion items where test-takers read part of a sentence and then complete it by writing a phrase.

- c. Interactive. Included among interactive reading types are stretches of language of several paragraphs to one page or more in which the reader must, in a psycholinguistic sense, interact with the text. Kinds of interactive assessment as follows:

1. Cloze Task

One of the most popular types of reading assessment task is the cloze procedure. The word *cloze* was coined by educational psychologists to capture the Gestalt psychological concept of

"closure," that is, the ability to fill in gaps in an incomplete image (visual, auditory, or cognitive) and supply (from background schemata) omitted details.

2. Short-Answer Tasks

Multiple-choice items are difficult to construct and validate, and classroom teachers rarely have time in their busy schedules to design such a test. A popular alternative to multiple-choice questions following reading passages is the age-old short-answer format. A reading passage is presented, and the test-taker reads questions that must be answered in a sentence or two.

3. Editing (Longer Texts)

Each presented with an error to be detected by the test-taker. The same technique has been applied successfully to longer passages of 200 to 300 words. Several advantages are gained in the longer format.

4. Scanning

Scanning is a strategy used by all₁ readers to find relevant information in a text. Assessment of scanning is carried out by presenting test-takers with a text (prose or something in a chart or graph format) and requiring rapid identification of relevant bits of information.

5. Ordering Tasks

Students always enjoy the activity of receiving little strips of paper, each with a sentence on it, and assembling them into a story,

sometimes railed the "strip story" technique. Variations on this can serve as an assessment of overall global understanding of a story and of the cohesive devices that signal the order of events or ideas.

- d. Extensive. Extensive reading, as discussed in this book, applies to texts of more than a page, up to and including professional articles, essays, technical reports, short stories, and books. Kinds of extensive assessment as follows:

1. Skimming Tasks

Skimming is the process of rapid coverage of reading matter to determine its gist or main idea. It is a prediction strategy used to give a reader a sense of the topic and purpose of a text, the organization of the text, the perspective or point of view of the writer, its ease or difficulty, and/or its usefulness to the reader.

2. Summarizing and Responding

One of the most common means of assessing extensive reading is to ask the test-taker to write a summary of the text.

3. Note-Taking and Outlining

A reader's comprehension of extensive texts may be assessed through an evaluation of a process of note-taking and/or outlining. Because of the difficulty of controlling the conditions and time frame for both these techniques, they rest firmly in the category of informal assessment.

Reading test is used in the research. The test material uses several types of genres. It is very important, because the samples will have rich of experiences in reading test.

As we consider a number of different types of genres of written texts, the components of reading ability and specific tasks that are commonly used in the assessment of reading (Brown, 2004:186). Commonly, there are three genres of reading: academic reading, job-related reading and personal reading.

f) Global Processing Difficulties

Readers sometimes find difficulties in comprehension of a text. Murcia and Olshtain (2000) explain that Readers often face a dilemma with respect to the plausibility of the message or the information presented in the text, when perceived from their own point of view. In cases like these, we say that there is a mismatch between the reader's view of the world and the view that seems to be presented in the text. When there is no such mismatch, the interaction between plausibility and context works well in advancing the interpretation of the text. When, however, a mismatch occurs, it greatly interferes with comprehension and demonstrates the disadvantages of relying too heavily on top-down processing. The following paragraph is taken from an article, "Accidental Drug Addiction," by Muriel Nellis (1978), which first appeared in a women's magazine. It is, therefore, addressed to women readers although it describes the problems

of drug addiction in general terms. The reader who encounters the following paragraph and who is preoccupied with sex discrimination might misinterpret the article as a text with a bias against women and one in which the author treats women prejudicially:

“...Prescriptions for mood-altering drugs are disproportionately high among women because they constitute the largest group of patients seeking medical advice. It is known that women will reach out for and accept help at critical points in their lives...”.

(Nellis, 1978:7)

Since at this intra textual level of processing there needs to be interaction between global coherence and local coherence, language teachers can help students look for and recognize some of the features related to these concepts by asking these questions: Where did the text appear and what do we know about the journal or the book where it appeared? Who is the author and what do we know about him/her? When the article or text published and what were were the issues of concern at that time? Strategies that combine top-down processing with scanning the text for ke^y sentences can help the reader construct the overall coherence of the text. In a well-written passage the global coherence of the text meshes with the more local coherence of paragraphs and sentences. A short article by Alfred North Whitehead (1957) is a good example of how a close match between global and local coherence is maintained via the rhetorical structure of the text and cohesive elements that indicate relatedness of ideas within the text. The article has three distinct paragraphs, and each paragraph begins with a sentence that relates to the article's title, "Universities and Imagination." The title, by the way, might surprise the

reader from the start, since universities and imagination are not two concepts that we would expect to appear together. The three opening sentences of each of the paragraphs in the essay (Whitehead, 1957:8) try to explain to the reader what the writer had in mind when he presented this title, thus enabling the reader to create the coherent picture.

Most readers' personal schemata would connect schools with concepts such as knowledge, learning, research, facts, discipline, and the like, but not necessarily with imagination. The writer is trying to make this new connection in order to get his ideas across. He uses a combination of the expected concepts with the unexpected notion of imagination. In each of the opening sentences of the three paragraphs we find some of the expected terms and at least one mention of some form of the word "imagination." This forces the reader to connect his/her existing schema with a new view of the world as presented by the writer and thus creates coherence both at the global level and the paragraph level.

Whitehead's article is obviously a good piece of writing and therefore facilitates the interpretation process. Often, however, such global and local connections are not this explicit and the reader has to exert considerable effort to make sense of the writer's intention.

Language classes need to make students aware of such difficulties and encourage them to develop individual strategies as well as to develop some tolerance for coping with complex or poorly written texts.

Another source of difficulty might be in the interaction between old and new information. This starts out with the writer making certain

assumptions about prior or shared knowledge with the reader. There are linguistic, cohesive devices that separate new information from old information in the text, but the assumed background knowledge usually cannot be retrieved from the text since it is extra textual in nature. In these passages Whitehead assumes that all readers of his article have some basic knowledge about universities; without such background knowledge they could not make sense of the writer's particular message.

In order to be able to identify old and new information in the text and thus evaluate the writer's position and intention and recruit his/her own relevant schema, the reader must employ linguistic knowledge that grammatically signals such distinctions. The most important grammatical signals in English include reference markers, the sequence of tenses, conjunctions, the article system, and so forth. Linguistic competence is necessary in order for a reader to successfully recognize the internal connections within the text and be able to relate old to new information. General knowledge of the world, on the other hand, is necessary in order to connect one's background knowledge to the ideas presented in a written text. The main function of discourse features that relate to signaling the text's cohesion and coherence is to make text processing possible.

Carrell (1988) discusses two types of difficulties that learners may encounter when reading: too much reliance on text-based features via bottom-up processing resulting in text roundedness, or alternatively, too much reliance on knowledge-based processing, thereby allowing inappropriate schemata and irrelevant extra textual knowledge to interfere

with proper text interpretation.

In the first case we find readers who get bogged down by linguistic complexity and miss the main point made in a paragraph or a whole text, and in the second case the reader ignores some of the information or ideas presented in the text because of adhering rigidly to preconceived expectations that may not in fact materialize. Both of these paths for misinterpreting a text stem from the fact that for the particular reader with the particular text the interaction between top-down and bottom-up processing is not optimal.

g) Grammatical Features That Cause Reading Difficulties

Grammatical features become cause of reading difficulties. Especially secondary level or junior high school students often find this difficulty. As Murcia and Olshtain (2000) explain clearly that every language has some linguistic features at the sentence level that can be perceived as difficult. In English, nominalization is a grammatical process that enables the writer to compact a great deal of information into one noun phrase. This density of information and the complexity of the resulting structure greatly affect the processing of the written text. The complexity of any given English noun phrase may be due to multiple modifiers such as one finds in complex compounds, relative clauses with deleted relative pronouns, and various other compound modifiers in pronominal position. These types of structures are extremely common in English exposition in general and in scientific writing in particular. The stringing together of multiple modifiers can make recognition of the head noun during bottom-up processing quite

difficult. Thus, in examples such as the following, ESL/EFL readers might have a hard time recognizing the head noun of the compound:

1. common prescribed drugs
2. a recent government study
3. peak efficiency level
4. mood altering legally prescribed drugs

Since from the reader's point of view it is not at all clear that the head must be in final position (other languages do not necessarily have such a feature), any of the individual nouns might be perceived as potential heads of the phrase. In (1) it might be especially hard for the reader with a first language where modifiers follow the head noun to realize that in this case the head is the noun *drugs* because the two words that proceed *drugs* could be mistaken for a subject and a verb; in (2) the words *government* and *study* might compete in the reader's mind for the position of head noun if s/he has no restriction on head noun position in his/her language. Thus if the sentence is "A recent government study claims that . . ." the difference between "the government claims" or "the study claims" might be politically very significant. In (3) all three elements might compete for the position of head noun in the ESL/EFL reader's mind, and in (4) the sheer length of the noun phrase as well as the analysis of its constituents creates a slowdown in processing. Readers whose linguistic proficiency enables them to make quick and accurate identification of the head noun in these complex noun phrases will end up processing the text faster and more accurately. This bottom-up

processing skill is facilitative when it works well, but damaging when the ESL/EFL reader misinterprets the position of the head noun. This particular grammatical difficulty might affect both speed and accuracy. Special tasks can be designed to help learners identify the head noun in such complex structures and practice the rule of final position in the phrase, which seems superficially easy but which proves to be most confusing for many second language learners

e) Grammar and Text

Developing reading text material this lately and of course related with GTM technique relates with grammar. There are three types of grammar.

They are:

1. Traditional Grammar

Traditional grammar aims to describe the grammar of Standard English by comparing it with Latin. As such, it is prescriptive. Students learn the names of parts of speech (nouns, verbs, prepositions, adverbs, adjectives), parse textbook sentences and learn to correct so-called bad grammar. Writers are taught, for example, not to start sentences with 'and', to make sure the subject agrees with the verb (time flies—not time fly—like an arrow), to say 'I did it' and not 'I done it'.

Traditional grammar focuses on rules for producing correct sentences. In so doing, it has two main weaknesses. Firstly, the rules it prescribes are based on the language of a very small group of middle-class English speakers. Thus it can be used to discriminate against the language of working class, immigrant and Aboriginal students.

(Consider Jeff Fenech's heartfelt 'I love you all'.) Secondly, the rules deal only with the most superficial aspects of writing. Following the rules in no way guarantees that written communication will be effective, for the rules say nothing about purpose or intended audiences for writing.

2. Formal Grammar

Formal grammars are concerned to describe the structure of individual sentences. Such grammars view language as a set of rules which allow or disallow certain sentence structures. Knowledge of these rules is seen as being carried around inside the mind. The central question formal grammars attempt to address is: 'How is this sentence structured?'

3. Functional Grammar

Functional grammars view language as a resource for making meaning. These grammars attempt to describe language in actual use and so focus on texts and their contexts. They are concerned not only with the structures but also with how those structures construct meaning. Functional grammars start with the question, 'How are the meanings of this text realized?'

Traditional and formal grammars would analyze our earlier clause as follows:

Time flies like an arrow.

Noun *verb* *prepositional phrase*

Tim told of a tragic case.

Systemic-functional grammar, on the other hand, labels elements of the clause in terms of the function each is playing in that clause rather than by word class.

In these last two clauses, the Participant ('doer') roles are *realized* by nouns, the Processes ('doing') by verbs and the Circumstances by prepositional phrases.

i) Grammatical Features That Might Cause Problems

As Murcia and Olshtain (2000) explain that reference needs to be maintained throughout a written message of any sort in order to ensure both cohesion and coherence. The reader relies on grammatical features that provide indications of reference such as the pronoun system, the article system, or demonstratives.

However, English often creates ambiguity in terms of such referential ties since redundant elements such as case and gender are not always available, or if available, still allow for multiple possible antecedents. For example, "Bob talked to Hans and then drove his car to Berlin." What does "his" refer to – Bob or Hans?

Let us consider some of the pronoun references in the following passage from *The Half-People* by Marya Mannes (1958):

“...People on horses look better than they are. People in cars look worse than they are. On any of our highways this last observation, unfortunate as it may be, is inescapable. For the car, by bisecting The human outline diminishes it producing a race of half-people in a motion not of their own making. Automobiles can be handsome things, particularly if they are foreign, but they bestow none of their power and beauty on their passengers. It is not only that the people in cars face in one direction, like gulls in the wind or curious penguins,

but that the sleekness and brightness of the car exterior makes them look shabby if not down-right sordid.”

(Mannes, 1958:38-39)

In the first two sentences in lines 1 and 2 the pronoun "they" is used to refer back to "people on horses" in the first sentence and to "people in cars" in the second. This seems to be the most common and immediate use of pronouns and should not create difficulties for the reader. In line 3, the expression "this last observation" refers only to the second sentence and the reader would have to recognize the fact that the scope of "observation" here is limited only to the previous statement. In line 5, the pronoun "it" is used to refer to the "human outline;" some ESL/EFL readers might have difficulty recognizing this link since in their own language they may have access to additional pronoun features such as gender to help them retrieve the antecedent more easily. But the most difficult case of reference in this passage is undoubtedly the use of "them" in line 13, referring to "the people in cars" mentioned in line 10, because of the distance between the referent and its antecedent and because the reader might think that the reference is to *cars*, or *gulls* and *penguins*. The ESL/EFL reader's text processing might be slowed down considerably by such instances of reference which require a second or even a third reading of the sentence in order to ensure comprehension.

Another important device of English discourse and grammar that creates inter sentential cohesion within a written text is the use of tense and aspect markers. In narrative texts it is usually the simple past tense, or

its historical present variant, that carries the plot forward and helps the reader focus on the main events and on the protagonist's main actions. The progressive aspect within the past time frame of reference, on the other hand, enables the writer to provide background for the main story and to set the scene. In the following two sequential excerpts from the article "A Moral for an Age of Plenty" by Bronowski (1977:204), we can clearly see how the progressive aspect is used to set the scene within which the main event is about to occur. Here is the example "... Slotin was again doing an experiment of this kind. He was nudging toward one another, by tiny movements, several pieces of plutonium..."

The main event is presented later in the simple past tense:

Slotin moved at once; he pulled the pieces of plutonium apart with his bare hands.

ESL/EFL reading courses should provide activities that enable learners to locate instances of obscure reference, giving them the opportunity to practice identification and utilization of such reference. They should also point out grammatical features such as tense and aspect that help readers distinguish between the main plot of a story and the background. A passage like the one above from Bronowski can help learners to focus on the thread of the story and to find time signals.

j) Relation of Translation, Language Acquisition and Bilingualism

There are three areas that involve more than one language in linguistics. The first is bilingualism. SavilleTroike (2006) defines bilingualism as the ability to use two languages and multilingualism as

the ability to use two or more languages, while monolinguals as the ability to use only one. He quoted Grosjean who says that bilingualism is worldwide and has existed since the beginning of language in human history and quoted Tucker who says that there are more bilinguals or multilingual than monolinguals in the world. Myers-Scotton (2006:2) has the same opinion concerning the number of bilinguals compared to monolinguals. She defines bilingualism as the ability to use two or more languages sufficiently to carry on a limited casual conversation (2006:44). Other than bilingualism, areas which include more than one language are translation (from one language to another) and language acquisition. Language acquisition covers L1 and L2. L1 is a person's first language; second language acquisition (SLA) is the learning of another language after the first language (Gass and Selinker, 2001). In this case, language acquisition and language learning are used interchangeably.

Both bilingualism and translation deal with two languages, but what are interesting to see are what Hammers and Blanc (2000:52) said about translation being a characteristic unique to bilingual behavior, even since early age.

Translation and interpretation are highly specialized skills that usually require formal training. However three-year-old children are perfectly capable of translating when the social context requires it and do so spontaneously (Harris, 1980). Malakoff & Hakuta (1991) found that elementary bilingual Spanish-English school children translate verbal

materials that are within their comprehension range in both directions and with relatively few errors.

Besides using translation spontaneously, the bilingual child requests translation equivalents in the other language. The onset of awareness of two systems is evidenced around the second birthday ((Hammers & Blanc, 2000, p. 58-60).

Further they say that an infant bilingual spontaneously translates for two adults each of whom speaks one of his languages, thus establishing equivalencies between his two languages. The ability to use either code for similar interactions is proof that the child is capable of equating the interactional rules of his two languages before he has acquired adult-like language competence and is aware of at least certain dimensions of the social context of language use. (2000: 125).

Definitely a child is a marvelous person because the ability to translate, a bilingual task, at both directions is already there before he has acquired adult-like language competence at three-year-old with relatively few errors. This shows that the child's mind is not less capable than that of adult's. Campbell (1998: 4) quoted "who suggests that bilinguals have an innate translation competence comprising bilingual and Interlingua ability', as well as transfer competence." The question is why not all adult bilinguals are good translators or interpreters? I Questions on control of speech production underline the fact that translation is not something easy to do, moreover for a three-year-old child. Costa and Santesteban (2006: 115)) said that the ability to speak two languages is a worthy skill to have,

however "bilingual speakers need to control their production in such a way that the two languages do not end up mixed in an appropriate manner during the discourse". They continue with questions like 1) how does a bilingual speaker control her two languages during speech production? How does a bilingual speaker manage to avoid massive interference from the language they are not using? In their research DeGroot and Christoffels (2006, p. 197 quoted from DeGroot and Christoffels) explain what happens in simultaneous interpreting.

The input processing mechanism of the source language is activated (to allow for comprehension of the source language), but the output processing mechanism of the source language is inhibited (so that no source language elements emerge in the interpreter's output). Furthermore, both the input and output processing mechanism of the target language are activated, it possibly to different degrees. The target language's output processing mechanism is activated for the obvious reason that output in this language is required. That the target language's input processing mechanism is well is by the fact that language activated as we s suggested by the fact the interpreters, as language users in a monolingual setting, monitor their own speech.

Although there is no research about the mechanism in the child's mind of consecutive interpreting or translating, the mechanism probably will not be far from this one, which is not something simple to do. Questions on children's ability to translate, what happens in the mind of a translator or an interpreter during the activity of translating or

interpreting, how information is processed so that what is heard in one language can directly be uttered in another language, whether or not children and adult have the same or different information processing; all of these are interesting to investigate.

Translators are bilinguals because they are working with two languages. According to Campbell (1998, p. 12), "any translator working into a second language is, by definition, on a developmental path with respect to that language." In translating into the mother tongue, translators also deal with a language which is not their own. Since in translation translators are exposed to L2, it is still possible for acquisition to happen, at least in the area of vocabulary. My experience in teaching translation makes me ask a question: how far translation can influence language acquisition. In answering my questions in the questionnaire I used to distribute at the end of the semester in my translation class, a lot of students said that their grammar become well after joining translation class, an answer that I never expected. Probably a research can be done to prove that translating influences one's acquisition of grammar. In discussing bilingualism, it is important to pay attention that not all bilinguals always have equivalent competence of two languages. There are balanced bilinguals, who have equivalent competence, and there are also dominant bilinguals, whose competence in one language (usually the mother tongue) is superior to their competence in the other (Hammers & Blanc, 2000, p. 27). Bilingualism is relevant to talk about both in first language and also in second language acquisition.

Even if bilingualism occurs in early age, in first language acquisition, where there is a simultaneous acquisition of two languages, children can be dominant bilinguals. The research in bilingualism of German and French (Jordens, 1994) was carried out in Germany between 1986 and 1992 on five children who grew up in families where French was the language of the mother and German the father. At first French was prominent because they were all taken care of by their mothers, then the role of German became more important. Three out of these five children preferred German at a later stage, although in the initial stage, French was more preferable. One of the children produces more French directly after a trip to France in their holiday. Beginning at the age of three years, she stopped speaking French. Even with her mother she responds in German. Another child started going to bilingual French-German daycare center and the family goes back to France twice a year. He always used both languages, but French was initially dominant. Later he preferred German more. Another child's parents always speak in German with each other, but her mother insists on being addressed in French by the children. From the age of 2; 11 onwards she spent weekday mornings in a German daycare center. After the age of 2; 6 German began to be more dominant language, and her German vocabulary expanded quickly. From about 3; 0 onwards she has increasing problems of vocabulary in French during later phases of development. As Fromkin (2007:345) says "researchers simply do not know how much language

exposure is necessary in the two languages to produce a balanced bilingual. For practical purposes, the rule of thumb is that the child should receive roughly equal amount of input in the two languages to achieve native proficiency in both." It seems that more input determines the more preferred language.

If in first language acquisition the fact that learning occurs in grammatical acquisition as has been explained above, in the process of acquiring a second language, learning also occurs. The fact that learners often make mistakes proves that some process is going on in the learner's mind. Learner's studying English at the intermediate level and using English at home made these overgeneralization errors in their English compositions (Rini,2008), for example: 1) we can underlined 2) our patient is need, 3) we must to faced, 4) want becoming, 5) we don't shy to ask, 6) we are still have a chance, 7) we don't faces. All of these additional affixes or the use of 'to' with auxiliary are a result of over generalizing English grammar. Because as Bahasa Indonesia does not have these kinds of rules. They combine English Grammatical rules and the result is errors if learning does not occur, learners will just copy from the input they have heard or read. The fact that learners make errors is a proof that learning occurs. It also proves that bilingualism cannot be torn apart from second language acquisition, or even third language acquisition.

k) Writing

Writing is a field of learning in Grammar Translation Method (GTM) besides Reading. In National Final Examination (UAN), there is no

reading area to examine. To give complete information in writing as one of area to study in GTM, here is description of writing as general. Brown (2004) states type of genre in writing. They are:

1. Academic Writing, they are:

Papers and general subject reports essays, compositions

Academically focused journals short-answer test responses

Technical reports (e.g., lab reports) theses, dissertations

2. Job-related writing

Messages (e.g., phone messages) letters/emails

Memos (e.g., interoffice)

Reports (e.g., job evaluations, project reports) schedules, labels, signs

Advertisements, announcements manuals

3. Personal writing

Letters, emails, greeting cards, invitations

Messages, notes

Calendar entries, shopping lists, reminders

Financial documents (e.g., checks, tax forms, loan applications)

forms, questionnaires, medical reports, immigration documents

diaries, personal journals

There are several types of writing performance (Brown, 2004) Four categories of written performance that capture the range of written production are considered here. Each category resembles the categories defined for the other three skills, but these categories, as always, reflect the uniqueness of the skill area.

- a. *Imitative*. To produce written language, the learner must attain skills in the fundamental, basic tasks of writing letters, words, punctuation, and very brief sentences. This category includes the ability to spell correctly and to perceive phoneme-grapheme correspondences in the English spelling system. It is a level at which learners are trying to master the mechanics of writing. At this stage, form is the primary if not exclusive focus, while context and meaning are of secondary concern. assessment tasks of this type are:
1. Task in (Hand) Writing Letters, Words, and Punctuation.
 2. Spelling Task and Detecting Phoneme-Grapheme correspondences.
- b. *Intensive (controlled)*. Beyond the fundamentals of imitative writing are skills in producing appropriate vocabulary within a context, collocations and idioms, and correct grammatical features up to the length of a sentence. Meaning and context are of some importance in determining correctness and appropriateness, but most assessment tasks are more concerned with a focus on form, and are rather strictly controlled by the test design. Assessment tasks of this type are:
1. Dictation
 2. Grammatical Transformation Tasks
 3. Picture-Cued Tasks
 4. Vocabulary Assessment Tasks
 5. Ordering Tasks
 6. Short-Answer and Sentence Completion Tasks
- c. *Responsive*. Here, assessment tasks require learners to perform at a

limited discourse level, connecting sentences into a paragraph and creating a logically connected sequence of two or three paragraphs. Tasks respond to pedagogical directives, lists of criteria, outlines, and other guidelines. Genres of writing include brief narratives and descriptions, short reports, lab reports, summaries, brief responses to reading, and interpretations of charts or graphs. Under specified conditions, the writer begins to exercise some freedom of choice among alternative forms of expression of ideas. The writer has mastered the fundamentals of sentence-level grammar and is more focused on the discourse conventions that will achieve the objectives of the written text. Form-focused attention is mostly at the discourse level, with a strong emphasis on context and meaning. Assessment tasks for Responsive and Extensive are:

1. Paraphrasing
 2. Guided Question and Answer
 3. Paragraph Construction Tasks
 4. Strategic Options
- d. *Extensive*. Extensive writing implies successful management of all the Processes and strategies of writing for all purpose, up to the length of an essay, a term paper, and a major research project report, or even a thesis. Writers focus on achieving a purpose, organizing and developing ideas logically, using details to support or illustrate ideas, demonstrating syntactic and lexical variety, and in many cases, engaging in the process of multiple drafts to achieve a final product.

Focus on grammatical form is limited to occasional editing or proofreading of a draft.

1) Genre and Text

Recent material of text includes genre. A genre can be defined as a culturally specific text-type which results from using language (written or spoken) to (help) accomplish something. Kinds of patterns of genres are found in different major curriculum areas in secondary education. The focus is on junior secondary school because this is the site where students usually begin their apprenticeship in the different discourses. In secondary, different curriculum areas employ particular selections and patterns of genres. They do this because they are trying to achieve different things. Look at which genres are typically most significant in these curriculum areas and at how those genres relate to each other. Types of genre states by Gerot and Wignell (1995) they are:

1. Spoof/Recount the social function is to retell an event with a humorous twist.
2. Recounts, the social function is to retell events for the purpose of informing or entertaining.
3. Reports, the social function is to describe the way things are, with reference to a range of natural, man-made and social phenomenon in our environment.
4. Analytical Exposition is to persuade the reader or listener that something is the case.

5. News Item is to inform readers, listeners or viewer about events of the day which are considered newsworthy or important.
6. Anecdote is to share with others an account of an unusual or amusing incident.
7. Narrative is to amuse, entertain and to deal with actual or vicarious experience in different ways; narratives deal with problematic events which lead to a crisis or turning point of some kind, which in turn finds a resolution.
8. Procedure is to describe how something is accomplished through a sequence of actions or steps.
9. Description is to describe a particular person, place or thing.
10. Hortatory Exposition is to persuade the reader or listener that something should or should not be the case.
11. Explanation is to explain the processes involved in the formation or workings of natural or socio cultural phenomena.
12. Discussion is to present (at least) two points of view about an issue.
13. A review is to critique an art work or event for a public audience.
14. Commentary is to explain the processes involved in the formation (evolution) of a socio cultural phenomenon (Teddy Bears), as though a natural phenomenon. The text sends up the field of natural science, using the explanation genre to do so.

m) Implication Genre in Learning and Teaching

There are potential benefits for learning and teaching in viewing genre and, more broadly, language as contributing to the construction of

knowledge in different discipline areas.

Learning; for students, to make sense of a discipline area students need not only to be able to handle individual genres but also to be able to read (and in the more advanced years of education, to write) across genres. To do this effectively they need to be able to understand the purpose of each genre and its place in a set of genres. When students know what they are reading and why, and even better, when they are shown the relationships among the different genres, they are better equipped to shift along the scale, and they are more effectively apprenticed in different disciplines.

Teaching explicit knowledge about the role of language in a subject area helps teachers in the design of materials and in the structure of units and courses. For example knowledge about the role of different genres and the function of abstraction in history enables teachers to develop cycles in which students move progressively through the phases outlined.

n) The Effect of Test Features on Score

There is effect of test features on score of reading comprehension test score. Discourse features influences in testing situation. Numerous language testing studies have examined how specific features such as discourse topics/content, discourse domains, discourse and *discourse types/styles* manifest themselves in testing situations. We will first look at studies concerned with the role of subject matter content on reading comprehension test takers' scores. Several effects considerable as follows:

1. Effect of Subject Matter or Content

The examination of the effect of subject matter on reading test takers' scores has yielded largely controversial results. Douglas and Selinker (1985; 1990) in an investigation of the effect of subject matter on test takers' scores on reading tests demonstrated how performance can vary when different topics are covered (e.g., professional specialization versus everyday subjects). They found that familiarity with the content of what the text communicates affects the respective roles of language proficiency and cognition. As a result, the nature and fluency of communication are also affected. They concluded that generalizing language ability from one type of subject matter or content to another on language tests may not be justified.

Hock (1990) showed that both language proficiency and prior knowledge predicted test takers' scores on a cloze test (i.e., a reading passage where every nth word is deleted and the test taker fills in the missing words); however, even in cases favoring prior knowledge, language proficiency appeared to be a more important predictor of scores.

2. Effect on Titles

With regard to the effect of the title of a passage on reading comprehension, Brown (1989) investigated tasks calling on one test taker to explain in writing to another test taker the content of a short video. When the test taker writing the explanation is given a title for the video, both the writer's explanation and the reader's understanding are better.

3. Effect of Clear Rhetorical Structure

Jonz (1989) showed that subjects did better on a cloze test that had a clear rhetorical structure than on one that did not, and Lee and Riley (1990) demonstrated that students did better on a free recall task when there was a clear rhetorical structure to the information they were asked to recall.

4. Effect on Missing Cohesive Ties

Research on discourse processing is reported by Jonz (1987, 1989, 1991), who experimented with a discourse-type cloze test and found that scores on a cohesion-based test show that nonnatives are far less capable of coping with the loss of redundant cohesive information than are native speakers. When cohesive ties are available, nonnatives employ them in comprehension to a greater extent than native speakers do. On cloze tests, nonnative speakers appear to be far more reliant on text in comprehension processes than are natives. Such a study also provides support for the notion that cohesion-based cloze tests can be used to assess text processing skills.

5. Effect of Different Question Type and Test Types

Shohamy (1984) and Gordon (1987) examined the processing of texts in second language reading comprehension tests using different question types — multiple-choice in the L1 and L2, open-ended questions in the L1 or L2 — and found significant differences in the scores that subjects received on the tests.

2. Grammar Translation Method (GTM) Plus

A. Definition of GTM Plus

GTM Plus is a modification of classical and RSBI GTM. GTM plus is an improvement of GTM for RSBI school. Teaching GTM Plus uses fully English as medium of deliverance. Many aspects influence students' achievement. The improvement is not only academically but also mentally.

B. Advantages of GTM Plus

Fully English is used at GTM Plus, therefore there are several advantages expected from the implementation of this teaching method. They are:

1. Students are faster to master English pattern.
2. Students can gain more new vocabularies.
3. English is used in functional conversation.
4. Mastering English is not only reading and writing but also speaking.
5. Students are encouraged to speak English more often and more fluently.
6. Students will be highly motivated to speak English beside theoretical aspects.

C. Classroom Characteristics in Implementation of GTM Plus

In implementing GTM Plus, searcher also observes classroom characteristics in experimental group classroom. The result shows as follows:

1. Students are easier to understand the text.
2. More English vocabularies to study.
3. Students tend to be active in speaking.
4. Students have wider viewpoints in interpreting the content of text.
5. The result of final test is higher than control group.

D. Steps in Implementing GTM Plus

The researcher committed steps the application of GTM Plus. The steps were as follow:

1. Distribute hand out consisting of a passage, several reading comprehension questions, vocabularies, synonym, antonym, fill-in-the blanks, composition and exercises.
2. Students study the passage, by reading the passage. Teacher asks one or more than one students to read the passage loudly. Beside other students can improve their listening skill, this way also gives advantages for teacher to check their pronunciation while they are reading the passage. If they make wrong pronunciation, the teacher corrects it spontaneously. It makes other students pay close attention to the right pronunciation. Indirectly, by knowing the right pronunciation, students also improve their speaking skills. But, avoid several weakness of reading aloud, they are:
 - a) Difficulty pronouncing words.
 - b) Not understand or remember what they've read.

- c) Read with no feeling, no change in tone, no logical phrasing, no rhythm and pace.
- d) Weak in phrasing and fluency.

The teacher must keep students in performing reading.

3. Find difficult words and ask other students to translate the meaning in English or they can find synonym of the difficult word or phrase. If they can't answer them, the researcher translated or gave synonym and description of the words. The teacher asks other students to find synonym or the closest meaning or description of difficult words or phrases asked. For example;

Puma means a kind of four-legged animal like tiger

At large means escape

4. Translate in English list the difficult words or phrases of the passage by finding synonym, the closest mean or making description, learning English vocabularies as many as possible is one of the goals.
5. If the students still find difficult words or phrases. Teacher allows them to open English dictionary to find the meaning in Indonesia. The students can do this by themselves.
6. Answer the question and write them in English, if there is a mistake, ask other students to correct it. If they can't do it, the researcher makes correction.
7. Find synonym and antonym list of words of the passage.
8. Teach grammar rules/grammatical items deductively for pedagogical technique.

9. The researcher asks the students to state the grammar rule. Researcher makes adjustment Grammar rule to the text in progress of learning. It is important to make connection to the related passage. There is correlation between both of them. For example: if the genre of passage is Narrative, so researcher teaches students Past Tense.
10. Students memorize the grammar rule. Memorizing grammar rule is important. It is related with structure building skill. It is also indirectly related with speaking skill. Although speaking is ignorance in Classic GTM or RSBI GTM, but on implementing of GTM Plus, aspect of speaking is also noticed to improve. Although, it is not centrally focused to develop. But this way will improve students' speaking skill.
11. Based on the example, they apply the rule of grammar by using the new words. Researcher carries out this way to find out students' comprehension in structure building.
12. Students memorize new vocabularies. Vocabularies enrichment is essential for students. More vocabularies mean more ability to translate the text. Researcher/teacher must "force" students to memorize new vocabularies. It defines the effectiveness of GTM Plus implementation.
13. Sentence Building, students make up sentences using new vocabularies in proper grammar rule. It is a media for teacher to find out comprehension level of students' to grammar application.
14. Errors are corrected by giving the right answer. Although teacher checks and observes students' comprehension of the passage, but if

they make mistakes teacher must make correction. Teacher analyzes students' comprehension by counting the number of mistakes of students' answers. Fewer mistakes mean better to comprehend the material. More mistakes mean worse material comprehension. After teacher finds out, then teacher can repeat section of material necessary.

This point is to make sure that students understand material effectively

15. Fill-in-the-blanks, researcher gives exercises consists of several sentences. Then researcher asks students to fill in the blanks with appropriate words or phrases.

16. Compositions, the researcher gives the students a topic to write in English. Researcher defines the related with the passage/topic or the other. Researcher also decides the certain number of words. Students have to make the composition. To make composition, students have to use complete skill, such as vocabulary, grammar rule, combining ideas, exploring ideas and sense.

E. Tasks Design for GTM Plus

There are several types of tasks to evaluate students' achievement or progress related with implementation of GTM Plus. Still, medium of deliverance in learning process is fully English as the character of this method. Researcher modifies the evaluation technique from RSBI GTM or Classic GTM. They are:

1. Reading Comprehension

Students complete several questions based on the text. The answers could be implicitly states in the text or explicitly, in other words they must make summary or conclusion from the content of the text. This means that they will have to answer questions about the passage even though the answers are not contained in the passage itself. From students' answer, researcher finds out how well student comprehend the text material.

2. Reading Comprehension and Précis

Teacher asks the students to make description of a certain situation or a point of view that comes to the conclusion of desired point in accordance with the text. Teacher gives limitation number of words. For example:

In not more than 80 words describe how experts came to the conclusion that the animal seen by many people really was a puma. Do not include anything that is not in the passage.

In this section, students must spend their time in composing words and phrases to desired order. They must explore their vocabularies to complete the task.

3. Vocabulary/antonym/synonym

This type of evaluation means the teacher asks students to give another word or phrase to replace the words as they are used in passage. After that, teacher asks them to find the opposite of certain

words given. This explores students' vocabularies to complete the tasks.

4. Composition

Teacher asks students to make composition with certain number of words of an idea or incomplete paragraph. Sometimes they must expand the paragraph in certain theme. The material can be different from previous passage but contain the same object to explore.

For example:

Write a composition of about 200 words using the ideas given below. Do not write more than three paragraphs. Title: Nearly Caught.

(Alexander, 1975: 12-19)

5. Letter-writing

Teacher asks students to write letter with certain issue or addressee.

Or, teacher can make a little changing by asking them to identify body parts of a letter. For example:

“Write six phrases which could be used to begin the letters to friends
Write six phrases which could be used to end the letters to friends
Write a letter of about 80 words to an acquaintance whom you do not know very well asking him to lend you a book you know he possesses. Supply a suitable introduction and conclusion”.

(Alexander, 1975: 12-19)

6. Special Difficulties

Teacher asks students to notice special difficulties consist of terms to revise which uses in English commonly. This task helps students to understand target language expressions. For example:

Instead of saying:

About whom are you talking?

It is better to say:

Whom are you talking about?

Instead of saying:

That is the film about which I told you.

It is better to say:

That is the film I told you about.

Indirectly, teacher strengthens students' speaking ability. In turn, students build up speaking ability through reading material.

7. Fill-in-the blank

Teacher asks students to complete the sentences by adding suitable word or phrase. This means that teacher asks students fill in the blank by with new vocabulary items or with items of a particular theme.

8. Grammar works

Teacher asks students to complete the task related with grammar suitable with the text. The teacher can ask students to memorize grammar rule, to give example related with grammar, to change verbs into the right one, to arrange jumble words to the right order or other tasks related with grammar.

F. Questions to ask about this Method

Several question and explanation related this method are:

Who?

Who does the learning and the teaching? Absolutely, students and teachers. The teacher and students interact with each other.

What?

The language teacher needs to understand the system and function of the second language and the differences between target language and native language. But, the teacher must create better achievement in usage of English to English.

How?

Here are the techniques:

- 1) T distributes hand out to SS.
- 2) SS read the text silently.
- 3) SS read the text aloud.
- 4) SS search for difficult words or phrase.
- 5) SS translate or infer the difficult words or phrase by finding synonym, make description, the closest meaning or open dictionary if it is needed.
- 6) T asks SS whether they still have difficult words of the text.
- 7) SS write answers of text comprehension questions.
- 8) T asks SS to find synonym or antonym of several words use in the passage.
- 9) T gives some grammar rules.
- 10) SS memorize grammar rules.
- 11) SS apply a rule to examples using target language.
- 12) SS memorize new vocabularies.
- 13) T asks SS to complete the exercises.
- 14) T gives SS writing woks for home works.

When?

When does GTM Plus take place? This method expects for four hours a week in the classroom.

Where?

Teacher conducts this teaching method in a classroom.

Why?

Effective reading is final point of this method. that's why the researcher recommends in implementation of this method. since GTM Plus covers not only reading and writing but also speaking.

C. Hypothesis

Particularly, the research will test several hypotheses, they are:

1. How far is the difference between pre-test and post-test of control group?

Pre-test and post-test control group is comparable to the experimental group. The result shows how far the achievement of English language with the use of RSBI GTM with the same test with experimental group.

2. How far is the difference between pre-test and post-test of experimental group?

Pre-test and post-test experimental group is comparable to the control group. The result shows how far the achievement of English language with the use of GTM Plus method with the same test with the control group.

3. How far is the difference between post-test of experimental group and control group?

Researcher measures differences in post-test scores between the control group and the experimental group shows the level of effectiveness of implementation of GTM Plus method. These results, then, researcher makes conclusions and recommendations on the use of GTM Plus teaching method. The difference of values shows how far the effectiveness of Grammar Translation Method implementation.

CHAPTER III

RESEARCH METHOD

A. Method

Researcher uses parameter as basis of research method. Here are several areas involve in research:

1. Population and Sample

The population of this research reflects the goal of the research. Population of every research should be stated in relation with the number of population and research area covered (Usman & Akbar, 2008:42). Population is a group which is treated by researcher as the object to generalize the result of research (Frankel and Wallen, 1960:68)

The population for this research was eight grade students of RSBI Junior High School 1 Tegal, academic year 2009/2010, consisting of: Class A, B, C, D, E, F and G consisting of 22 students for each classroom, so the total number of population is 154. The writer took two classes for sample;

the researcher took samples randomly class A for experimental group and Class B for control group. Treatment of experimental group used GTM Plus teaching method and control group used RSBI GTM. The number of control group is 22 and experimental group is 22 students. Research quality is not only determined by the number of sample, but also by the strength of basic theory, research design and data processing (Nasution, 2008:101). Every sample that gives the same possibility among population, we call it random sampling (Mardalis, 2008:57). The population is homogenous. Because of this condition, the writer chooses random sampling technique.

2. Variable of Research

Determination of variables, which cover independent and dependant variables, is based on the hypothesis formula made before. Inter variables relationship is drawn (Usman & Akbar, 2008:42). The independent variable in this research uses RSBI Grammar Translation Method (GTM) as the teaching method. Whereas, GTM Plus method is applied to experimental group to teach reading in English subject to students of Junior High School. The dependant variable is reading achievement of students of RSBI Junior High School 1 Tegal in academic year 2009/2010.

3. Research Data Collection and Research Instrument

The writer commits several ways to collect the data, they are:

a) Test

This method was taken to collect data to be compared and analyzed. Achievement test was taken from the students of both control and experimental groups. In arranging achievement test, efforts do to determine knowledge and skill which had been taught in variable level of education, a test book is used for the assessment (Arikunto, 2009:144). There were two times of test, pre-test and post-test. Both tests apply to the control and experimental groups.

Test material consists of several texts. Several types of questions follow the text. Gerot and Wignell (1995:12) state that when we (over) hear or read a text, we can reconstruct its context of situation. This means text base is a good material to examination...

Pre-test was applied to both control and experimental groups to measure their basic ability in completing reading test. After GTM Plus was implemented as a teaching method for experimental group and there was RSBI GTM to control group, finally both groups were tested by the same test book for post-test.

b) Questionnaire

Riduwan (2009:71) explained that questionnaire is a list of questions given to other people who give respond (respondent) related with user's requirement. The aim of giving questionnaire is to get complete information about something. The researcher gave questionnaire to the sample of experimental group in the end of research process. It was one of the ways to get feedback from the respondents particularly to find out students respond to the application of The Grammar Translation Method

(GTM) plus besides to find out the test score of both experimental and control groups.

The result of questionnaire is then analyzed using Likert Scale. It means to find out percentage of students' acceptance of the application of GTM Plus.

Percentage of acceptance is categorized as follows:

0% - 20%: very weak, 21% - 40% : weak, 41% - 60%: moderate, 61% - 80%: strong, 81% - 100%: very strong (Riduwan: 2009).

c. Observation

Researcher observes several aspects to the respondents to find out behavior changes among them. Therefore, researcher can define classroom characteristic and compare the characteristics between control group classroom and experimental group classroom. Researcher carries out participative observation. Researcher involves in the classrooms. Mardalis (2008) states in committing participative observation, the researcher involves in the process of research activity in progress.

4. Research Design

This research is using True Experimental Research measuring the equivalent group as control group and another one as experimental group. Usman and Akbar (2008:5) state that true experimental research means to find possible relationship by giving special treatment to experimental group and then compares with control group. Researcher carries out classroom observation. This is very important. Similarly, Nunan (1992:92) states the

researchers were aware of the importance of collecting data on what actually went on in the classroom, and built into the study systematic classroom observation. In this research, there are two groups, treatment (experimental group) and control group. First of all, pre-test was applied for both. During research, the researcher implemented GTM Plus at experimental group and RSBI GTM implemented at control group. In the end of research post-tests were applied for both groups and then compared the result.

B. Data Analysis

The researcher analyzes data quantitatively. Instrument of analysis as follows:

1. Validity of The Test

Validity of a test can be known from the result of mind process and experience. The first thing to get is logical validity and the second is empirical validity. Those two things become a basic of test validity grouping (Arikunto, 2009:65). The writer uses Pearson Product Moment formula to measure validity (see appendix 14).

2. Reliability of The Test

Reliability is related with trust. A test can be treated as high reliability if the test can give constant result. It means that test reliability is related with consistency of test result. Or, if the result changes, the change itself can be said unworthy. A test is reliable to the extent that is measured consistently, from one time to another in different occasions. The writer measured the reliability of test using split-half method and then continued by Spearman-Brown formula to measure the whole test reliability. Committing this research,

the writer split the item into two parts: odd and even numbers (see appendix 15).

3. Difficulty Level

Every item of the test was tested. The writer measured the difficulty level of every item. According to formula, there are several classifications of difficulty. Arikunto (2009:210) explains that according to general principle, difficulty index is often classified as follows:

-Test number with P from 0.00 to 0.30 is difficult, 0.30 to 0.70 is moderate/fair, and 0.70 to 1.00 is easy (see appendix 16).

4. Discriminating Power

Discriminating power measures how the test item is arranged. This means to identify the possible differences for students' competence. Typical classification of discriminating power is stated as follows:

- D: 0.00 – 0.20: poor, 0.20 – 0.40 : satisfactory, 0.40 – 0.70: good, 0.70 – 1.00: excellent, D : negative, it is not good, the test item should be eliminated (Arikunto, 2009:213-218).

(See appendix 17).

Preliminary Analysis

Before the hypotheses are tested, there are two items tested, normality and homogeneity. Subana and Sudrajat (2009:159) says that things to figure out related with inferential statistic to test treatment to compare are the condition of data normality and variant homogeneity.

1. Normality Test

The normality test is tested using parametric statistic. The criterion used to test the normality is as follows:

- Significance level (X_{sum}^2) $> \alpha$, it indicates that the data is normally distributed.
- Significance Level (X_{sum}^2) $< \alpha$, it indicates that the data is not normally distributed.

Significance Level (α) = 0.05.

2. Homogeneity Test

The homogeneity test is tested using parametric statistic. The criteria used to test the homogeneity are as follows:

- Significance Level (X_{sum}^2) $> \alpha$ indicates that the data is homogenous.
- Significance Level (X_{sum}^2) $< \alpha$ indicates that the data is not homogenous.

Significance level (α) = 0.05

3. Hypothesis Test

Through scientific research, hypothesis will be stated to be rejected or accepted (Djuharie, 2001:53). There are two categories for hypothesis:

H_0 : the null hypothesis means that there are no significant differences between sample variances.

H_a : there are significant differences between sample variances.

Hypotheses are tested using t-test. The significance level is (X_{sum}^2) < 0.05 . It means that if the result less than 5% H_0 rejected and H_a accepted. But if the result shows more than 5% H_0 accepted and H_a rejected.

C. Finding Presentation

Researcher presents analysis result formally. It means that researcher uses formulas. Researcher uses quantitative research. The writer analyses result of hypothesis result quantitatively using SPSS Statistics 17.0 software. Researcher also analyses the discrepancy of result to calculate the differences between result of pre-test and post-test of control group and experiment group. From post-test result of both group then researcher determines whether implementation of GTM Plus teaching method is effective.



CHAPTER IV

FINDING AND DISCUSSION

A. Preliminary Analysis

Preliminary test includes Normality test and Homogeneity test. Preliminary analysis was conducted before the result analysis.

1. Normality Test

The aim of carrying out normality test is to find out whether the variable is normal or not. Being normal means the data distribution is normal.

Data has normal distribution by mean and deviation standard. Therefore, normality test is based on comparing data we have and normal distribution data. The instruments for normality test were taken from the result of pre-test and post-test of experiment group and control group.

From the output of data above variable of pre-test experiment in Asymp. Sig. (2-tailed) is 0.077. It indicates that the data was normally distributed, as $X^2_{sum} > 0.05$. Then, the variable of pre-test control in Asymp. Sig. (2-tailed) is 0.676. It indicates that the data also normally distributed because $X^2_{sum} > 0.05$.

From the output data shows that variable of post-test experiment in Asymp. Sig. (2-tailed) is 0.920. It indicates that data is normally distributed because $X^2_{sum} > 0.05$. It indicates that data is normally distributed. Whether variable of post-test control in Asymp. Sig. (2-tailed) is 0.686. It indicates that data is normally distributed, because $X^2_{sum} > 0.05$ (See Appendix 1)

2. Homogeneity Test

Homogeneity was applied in order to know how to measure the capability of students was homogenous or heterogeneous. The data for homogeneity was taken from pre-test and post-test of experimental group and control group.

From the data above shows Sig. 0.330. It indicates that $X^2_{sum} > X^2_{table}$, where $0.330 > 0.05$. Therefore the groups are concluded have the same capability (See Appendix 2)

B. Instrument Analysis

Here are the result of instrument test, they are:

1. Reliability of Test

The result of data analysis shows that $r_{11} = 0.791$; it indicates high correlation.

This means that the test is reliable.

2. Validity of Test

The result of data analysis shows that $r_{xy} = 0.77$; it indicates that validity of test instrument is High.

3. Difficulty Level

After the test was committed and the result was analyzed yielding the following results:

Classification	Number of items
Difficult	15,19,
Medium/moderate	6,9,14,16,20,21,22,23,24,25,26,27,28 ,29,31,32,46,48,
Easy	1,2,3,4,5,7,8,10,11,12,13,17,18,30,33,34,3 5,36,37,38,39,40,45,47,49,50

In percentage shows that difficult items are 4% (2), medium items 36% (18), and easy items 60% (30).

4. Discriminating Power

From the result analysis of discriminating power, here is the data:

Classification	Number of item
Poor	8,9,10,11,12,16,17,21,22,27,33,36,38, 41,48,49,50

Satisfactory	1,3,6,7,25,26,32,35,40,42,47,
Good	20,23,39,43,44,45,
Excellent	14,46,
Negative	2,4,5,13,15,18,19,24,28,29,30,31,34,37

The negative items should be eliminated

C. Hypotheses Testing

The next sequence after conducting preliminary test was hypotheses testing. After it was done, the result as follows:

1. Hypotheses 1

There is a difference between pre-test and post-test of control group.

On control group there was not given treatment, this group was taught using RSBI GTM. Several figures shown as the result of testing hypotheses.

From the data, it shows that $X_{sum}^2 < X_{table}^2$. The table shows $0.000 < 0.05$. It means that there was improvement from pre-test to post-test of control group, although the number of improvement is not quite significant (See Appendix 3)

2. Hypotheses 2

There is a difference between pre-test and post-test of experimental group.

The experimental group was given treatment. This group was taught by grammar translation method (GTM) Plus. Several figures show as the result of testing hypotheses.

From the data, it shows that $X_{sum}^2 < X_{table}^2$. The table shows $0.000 < 0.05$. It means that there was improvement from pre-test to post-test of control group, the number of improvement is quite significant (See Appendix 4)

3. Hypotheses 3

There is a difference between post-test of experimental group and control group.

Only experimental group was given treatment, which was GTM. On the other hand, there was no treatment to control group figure shows as the result of testing hypotheses.

From the data, it shows that $X_{sum}^2 < X_{table}^2$. The table shows $0.000 < 0.05$. It means that there was a different from post-test of experimental group and post-test of control group, the difference is very significant (See Appendix 5)

Based on the result analyses of homogeneity and normality tests of descriptive score pre-test and post-test score from both experimental and control groups show that the data distributed normally and the samples are homogenous. The variance does not differ significantly. This means that basically experimental and control group have the same preliminary capability before one of them was taught using different method. The experimental group was taught using Grammar Translation Method type while control group was taught with RSBI GTM.

The result of experiment shows the GTM Plus is effective when it is used to reach in students' reading achievements. From the post test mean result shows that experimental group is higher than control group.

Experimental group post-test mean is 8.56, while control group is 6.72. Generally, post-test mean of experimental group is increased 21.1% from pre-test, while control group increased 10% (See Appendix 9)

From the result, implies show that there are improvement for both experimental and control group, but there is a significant improvement on variance for experimental group. Although there is improvement on variance of control group but it is lower than that of experimental group.

100% students of experimental group are capable to improve their score above their base scores, while 95.5% students of control group are capable to improve their score above their base score. Only 0.5% student of control group has lower score on post-test. No students gained the same score between pre-test and post-test.

The Result of questionnaire indicates that 19 students agree with the implementation and only 3 students disagree, after being analyzed shows 86% of students' acceptance on application of GTM Plus to them. The questionnaire result gives high effectiveness in Students' English reading achievement (See Appendix 13).

CHAPTER V

CONCLUSION

A. Conclusion

Based on data analysis result and discussion on last part, it can be concluded that:

1. There is a significant difference of English reading and writing achievement between experimental group and control group.
2. The Grammar translation Method (GTM) Plus was proved to be capable of improvement on Students' achievement of English reading and writing skills.
3. Students can improve their own achievement in English reading and writing.
4. The Grammar Translation Method (GTM) Plus is effective in improving students' reading and writing achievement.
5. The GTM Plus is suitable to implement the English teaching method at RSBI School in Indonesia. It can be implemented with several modifications especially in the field of translation. The translation must be English to English by giving description of words.
6. Application of GTM Plus can make students enrich more vocabularies than Classic GTM or RSBI GTM.
7. From the post test result comparison of control and experimental group, the usage of GTM Plus method is effective in National Final Examination of English subject.

B. Recommendation

The recommendations as follows:

- a) The Grammar Translation Method (GTM) Plus might be applied as teaching method, especially at Junior High School students since it was proved in improvements of English reading and writing achievement.
- b) Teachers should apply more and more teaching method to the best English reading and writing achievement.
- c) The Grammar Translation Method (GTM) Plus might be applied in major schools in Indonesia to reduce students' difficulties in completing reading and writing test.
- d) Teachers might apply GTM Plus not only to achieve student higher score in reading and writing test but also to boost student comprehension in English generally.
- e) GTM Plus should be implemented at RSBI Schools, especially junior high school level.
- f) The writer expects that other English teachers use GTM plus as teaching method in English learning process.

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Appendices



Appendix 1

Test of Normality

Normality test of initial data:

One-Sample Kolmogorov-Smirnov Test

		Pre-test Experiment	Pre-test Control
N		22	22
Normal Parameters ^{a,b}	Mean	7.0727	6.1091
	Std. Deviation	.55736	1.11906
Most Extreme Differences	Absolute	.272	.153
	Positive	.172	.106
	Negative	-.272	-.153
Kolmogorov-Smirnov Z		1.276	.719
Asymp. Sig. (2-tailed)		.077	.679

a. Test distribution is Normal.

b. Calculated from data.

Normality test of final data:

One-Sample Kolmogorov-Smirnov Test

		Post-test experiment	Post-test control
N		22	22
Normal Parameters ^{a,b}	Mean	8.5636	6.7227
	Std. Deviation	.53679	.84399
Most Extreme Differences	Absolute	.118	.152
	Positive	.069	.103
	Negative	-.118	-.152
Kolmogorov-Smirnov Z		.553	.715
Asymp. Sig. (2-tailed)		.920	.686

a. Test distribution is Normal.

b. Calculated from data.

Appendix 2

Test of Homogeneity of Variance

Experimental group:

Test of Homogeneity of Variances

Levene Statistic	df1	df2	Sig.
1.265	4	14	.330

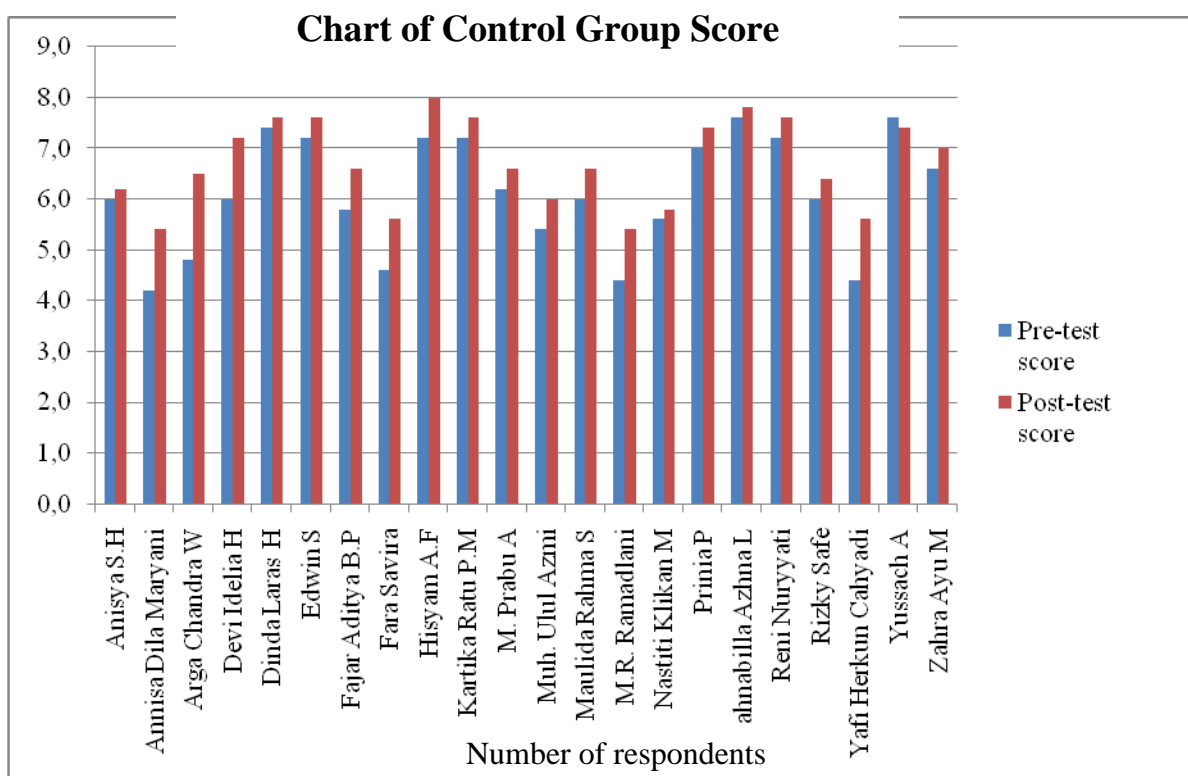
ANOVA

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	8.562	7	1.223	.965	.491
Within Groups	17.737	14	1.267		
Total	26.298	21			

Appendix 3

Comparison Pre-test and Post-test of Control group

A comparison between pre-test and post-test of control group



the blue line shows pre-test result and the red line shows the result of post-test of control group. From the figure it shows that there is a difference in score of between both of them, although the difference is not really significant.

Paired Samples Statistics

	Mean	N	Std. Deviation	Std. Error Mean
Pair 1 Pre-test	6.1091	22	1.11906	.23858
Post-test	6.7227	22	.84399	.17994

Paired Samples Test

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 Pre-test – post-test	-.61364	.44965	.09587	-.81300	-.41427	-6.401	21	.000

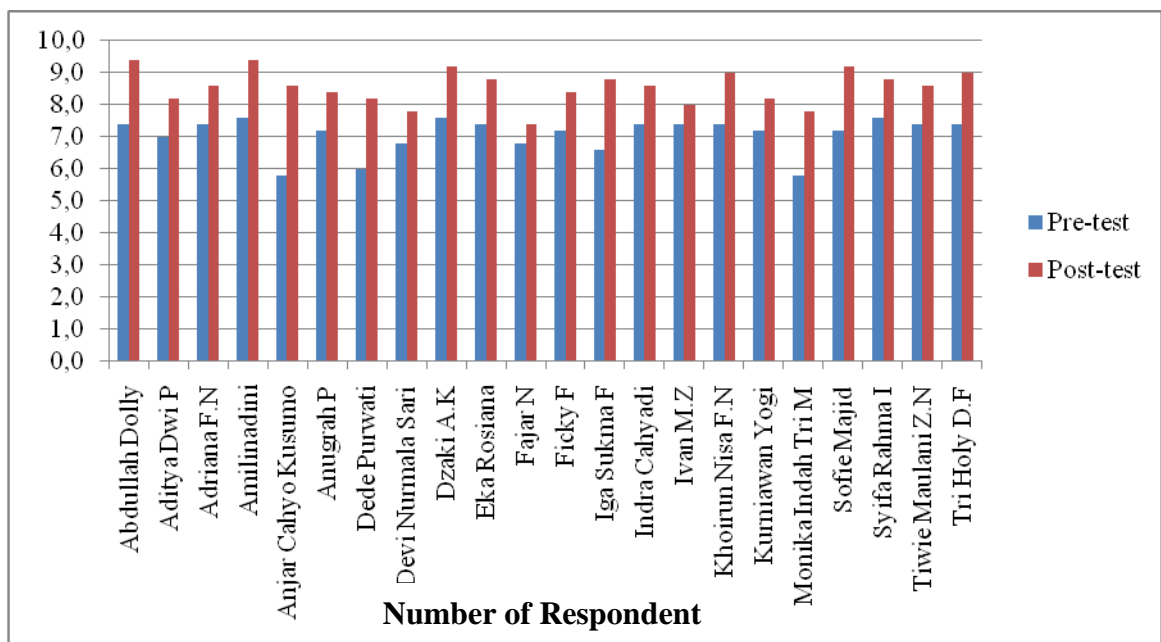


Appendix 4

Comparison Pre-test and Post-test of Experimental Group

A comparison between pre-test and post-test of experimental group.

Chart of Experimental Group Score



the blue line shows pre-test result and the red line shows the result of post-test of experimental group. From the figure it shows that there is a difference in score of between both of them, the difference is very significant.

Paired Samples Statistics

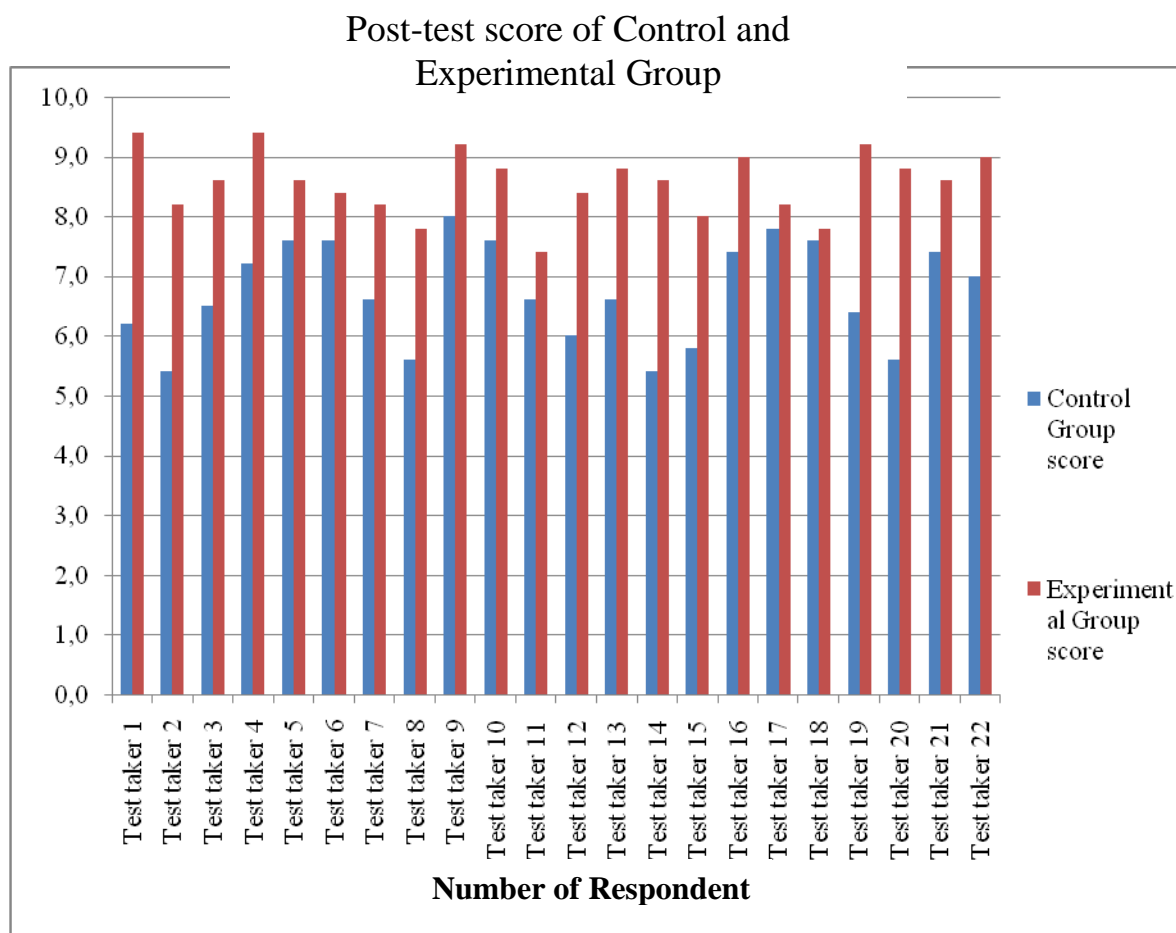
	Mean	N	Std. Deviation	Std. Error Mean
Pair 1 Pre-test	7.0727	22	.55736	.11883
Post-test	8.5636	22	.53679	.11444

Paired Samples Test

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 Pre-test – Post-test	-1.49091	.54764	.11676	-1.73372	-1.24810	-12.769	21	.000

Appendix 5

Comparison between post-test experimental and control group.



The blue line shows post-test result of experimental group and the red line shows post-test result of control group. From the figure shows that there is a different in score between both of them, the difference is very significant.

Paired Samples Statistics

	Mean	N	Std. Deviation	Std. Error Mean
Pair 1 Post test experiment	8.5636	22	.53679	.11444
Post-test control	6.7227	22	.84399	.17994

Paired Samples Test

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 Post test experiment - Post-test control	1.8409	.90746	.19347	1.43856	2.24325	9.515	21	.000



Appendix 6

Control group Descriptives

		Statistic	Std. Error	
Pre-test	Mean	6.1091	.23858	
	95% Confidence Interval for Mean	Lower Bound	5.6129	
		Upper Bound	6.6053	
	5% Trimmed Mean	6.1313		
	Median	6.0000		
	Variance	1.252		
	Std. Deviation	1.11906		
	Minimum	4.20		
	Maximum	7.60		
	Range	3.40		
	Interquartile Range	1.95		
	Skewness	-.312	.491	
	Kurtosis	-1.144	.953	
Post-test	Mean	6.7227	.17994	
	95% Confidence Interval for Mean	Lower Bound	6.3485	
		Upper Bound	7.0969	
	5% Trimmed Mean	6.7263		
	Median	6.6000		
	Variance	.712		
	Std. Deviation	.84399		
	Minimum	5.40		
	Maximum	8.00		
	Range	2.60		
	Interquartile Range	1.65		
	Skewness	-.177	.491	
	Kurtosis	-1.327	.953	

Appendix 7

Experimental Group Descriptives

			Statistic	Std. Error
Pre-test	Mean		7.0727	.11883
	95% Confidence Interval for Mean	Lower Bound	6.8256	
		Upper Bound	7.3198	
	5% Trimmed Mean		7.1141	
	Median		7.3000	
	Variance		.311	
	Std. Deviation		.55736	
	Minimum		5.80	
	Maximum		7.60	
	Range		1.80	
	Interquartile Range		.60	
	Skewness		-1.445	.491
	Kurtosis		1.090	.953
Post-test	Mean		8.5636	.11444
	95% Confidence Interval for Mean	Lower Bound	8.3256	
		Upper Bound	8.8016	
	5% Trimmed Mean		8.5798	
	Median		8.6000	
	Variance		.288	
	Std. Deviation		.53679	
	Minimum		7.40	
	Maximum		9.40	
	Range		2.00	
	Interquartile Range		.80	
	Skewness		-.307	.491
	Kurtosis		-.383	.953

Appendix 8

Experimental and Control group Descriptives

			Statistic	Std. Error	
Post-test	Mean		8.5636	.11444	
Experimental Group	95% Confidence Interval for Mean	Lower Bound	8.3256		
		Upper Bound	8.8016		
	5% Trimmed Mean	8.5798			
	Median	8.6000			
	Variance	.288			
	Std. Deviation	.53679			
	Minimum	7.40			
	Maximum	9.40			
	Range	2.00			
	Interquartile Range	.80			
	Skewness	-.307	.491		
	Kurtosis	-.383	.953		
	Post-test	Mean		6.7227	.17994
	Control Group	95% Confidence Interval for Mean	Lower Bound	6.3485	
Upper Bound			7.0969		
5% Trimmed Mean		6.7263			
Median		6.6000			
Variance		.712			
Std. Deviation		.84399			
Minimum		5.40			
Maximum		8.00			
Range		2.60			
Interquartile Range		1.65			
Skewness		-.177	.491		
Kurtosis		-1.327	.953		

Appendix 9

Experimental Group Score
Class VIII A

No Absen	Nama	Score	
		Pre- test	Post-test
1	Abdullah Dolly	7.4	9.4
2	Aditya Dwi P	7.0	8.2
3	Adriana F.N	7.4	8.6
4	Amilinadini	7.6	9.4
5	Anjar Cahyo Kusumo	5.8	8.6
6	Anugrah P	7.2	8.4
7	Dede Purwati	6.0	8.2
8	Devi Nurmala Sari	6.8	7.8
9	Dzaki A.K	7.6	9.2
10	Eka Rosiana	7.4	8.8
11	Fajar N	6.8	7.4
12	Ficky F	7.2	8.4
13	Iga Sukma F	6.6	8.8
14	Indra Cahyadi	7.4	8.6
15	Ivan M.Z	7.4	8.0
16	Khoirun Nisa F.N	7.4	9.0
17	Kurniawan Yogi	7.2	8.2
18	Monika Indah Tri M	5.8	7.8
19	Sofie Majid	7.2	9.2
20	Syifa Rahma I	7.6	8.8
21	Tiwie Maulani Z.N	7.4	8.6
22	Tri Holy D.F	7.4	9.0

Appendix 10

Control Group Score Class VIII B

No Absen	Nama	Score	
		Pre-test	Post-test
1	Anisya S.H	6.0	6.2
2	Annisa Dila Maryani	4.2	5.4
3	Arga Chandra W	4.8	6.5
4	Devi Idelia H	6.0	7.2
5	Dinda Laras H	7.4	7.6
6	Edwin S	7.2	7.6
7	Fajar Aditya B.P	5.8	6.6
8	Fara Savira	4.6	5.6
9	Hisyam A.F	7.2	8.0
10	Kartika Ratu P.M	7.2	7.6
11	M. Prabu A	6.2	6.6
12	Muh. Ulul Azmi	5.4	6.0
13	Maulida Rahma S	6.0	6.6
14	M.R. Ramadlani	4.4	5.4
15	Nastiti Klikan M	5.6	5.8
16	Prinia P	7.0	7.4
17	Rahnabilla Azhna L	7.6	7.8
18	Reni Nuryyati	7.2	7.6
19	Rizky Safe	6.0	6.4
20	Yafi Herkun Cahyadi	4.4	5.6
21	Yussach A	7.6	7.4
22	Zahra Ayu M	6.6	7.0

Appendix 11

TEST MATERIAL

*Adapted from Junior High School National Final Examinaton (UAN)
academic year 2009/2010*

The following text is for Questions 1 to

4.

Siti Nurhaliza ia a Malaysian pop singer and song writer. She was born in January 11, 1979 in Berek Polis Kg. Awah, Temerloh as the fifth child in the family of eight sibling. Right now she is the most successful Malaysian singer. Sit's family members are music lovers; Her grand father was a famous violinist while her mother was a famous traditional singer.

Siti Nurhaliza attended pre-school at the Sekolah Tabika Perkep, Balai Polis Kampung Awah, Temerloh. Here, she showed her early singing talent at the age of six when she sang "Sirih Pinang," a Malay traditional song at her kindergarten's end of year event. Siti had also won a singing contest when she was twelve years old. She sang patriatic song in the event. At the age of 13, she started her career by performing in wedding ceremonies and dinner parties. The local community loved her performance. At 16, she competed in the 1995 RTM Juara Bintang Competition where she met Adnan Abu Hassan, a famous Malaysian music composer. He helped her with her vocal performance and she won the contest.

Siti Nurhaliza was granted a contract with Suria Record and in 1996 she released her first-titled album, Siti Nurhaliza. After the release of her first album, Siti became a well known figure in Malay pop culture.

1. The text above tells us about...
 - A. The fifth child in the family of eight sibling.
 - B. A Malaysian traditional singer.
 - C. A Malaysian pop singer and song writer.
 - D. The most successful Malaysian.
2. At what age did Siti Nurhaliza show her talent in singing?
 - A. 6
 - B. 12
 - C. 13
 - D. 16
3. What does the second paragraph tell us about?
 - A. Siti Nurhaliza released her first album
 - B. Siti Nurhaliza started her career in singing from early childhood
 - C. Siti Nurhaliza won a singing contest
 - D. Siti Nurhaliza met Adnan Abu Hassan for the first time
4. "Here, she showed her early singing talent..."

The underlined word refers to...

- A. the Sekolah Tabika Perkep, Balai Polis Kampung Awah, Temerloh
- B. In wedding ceremonies and dinner parties
- C. The 1995 RTM Juara Bintang Competition
- D. Berek Polis Kg. awah, Temerloh

The following text is for Questions 5 to 7.

Kediri is a name of a town. It is situated in a valley between the Kelud and Wilis mountains and inhabited by about 1.3 million people. In the center of the town there is a large hill which is called the Bathok mountain. Because of the topography of the region, Kediri is called a chilly town by the locals. There is a big river called Brantas cutting off the center of the town.

Besides temples, Kediri is also famous for its products like cigarettes and a special kind of tofu or bean curd. This highly nutritious food is a delicacy of Kediri and have a distinctive taste. The cigarette factory dominates the town's economy and employs the majority of the women labor force. Kediri and the cigarette factory are inseparable and it is considered the biggest cigarette factory in Indonesia. Most of the local people work in this factory. Those who do not work here are farmers or traders.

5. What does the above text tell us about?
 - A. The history of Kediri
 - B. The famous products of Kediri
 - C. The description of Kediri
 - D. The people of Kediri
6. Which one has a distinctive taste?
 - A. The cigarette
 - B. The special food
 - C. The bean curd
 - D. The highly nutritious food
7. "Those who do not work here?"
The underlined word refers to...
 - A. the local people
 - B. the factory workers
 - C. the farmers
 - D. the traders

The following text is for Question 8 to 10.

A COUPLE WHO SURVIVED AN
AMAZING 66 DAYS AT SEA

A couple from Miami, Bill and Simone Butler, spent sixty-six days in a life raft in the seas of Central America after their yacht sank. They survived in a very good condition.

Twenty-one days after they left Panama in their yacht, named Siboney, they met some whales which started to hit the side of the yacht. Then suddenly they heard water. Two minutes later, the boat was sinking. They jumped into the life-raft and watched the yacht go under the water.

For twenty days they lived with tins of food, biscuits, and bottles of water. They also had a fishing-line and a machine to make salt water into drinking water, two things which saved their lives. They caught eight to ten fish a day and ate them raw. Then the line broke, so they had no more fish until something very strange happened. Some sharks came to feed, and the fish under the raft were afraid and came to the surface. Bill caught them with his hands.

About twenty ships passed them, but no one saw them. After fifty days at sea their life-raft was beginning to break up. Then suddenly it was all over. A fishing boat saw them and picked them up. They couldn't stand up, so the captain carried them onto his boat and took them to Costa Rica. Their two months at sea was over.

8. Bill and Simone went to the seas of Central America by...
 - A. ship
 - B. fishing boat
 - C. yacht
 - D. life raft
9. The second paragraph tells us about...
 - A. the reason why the yacht sank
 - B. the way how Bill and Simone Butler survived
 - C. the reason why the whales hit the boat
 - D. the life raft for sailing
10. How long were Bill and Simone in the seas of Central America?
 - A. 66 days
 - B. 21 days
 - C. 20 days
 - D. 10 days

The following text is for Question 11 to 15.

A number of people were killed recently after a flash flood and landslide in the Morowali regency, Central Sulawesi, while thousands of others were isolated.

Report said that until the 9th day of the disaster, survivors were still isolated in their villages because transportation routes were totally cut. Meanwhile, food aid was not enough and health assistance had not yet reached the flood-hit locations. The conditions were indeed a major problem in assisting the victims. Going in by foot was the only solution for a joint team from the local health office and the Indonesian Red Cross. This team had to walk to reach the four isolated villages of Ueruru Mamosalato, Kolo Bawah and Baturube. The nearest village was five kilometers away.

Other groups will later follow the tracks of the medical team to distribute various basic necessities. Every effort must be made. The flood victims can't no longer wait for assistance.

11. The text tells us about ... in Morowali Regency.
 - A. the flash flood and landslides
 - B. the ninth day of the disaster
 - C. the three isolated villages in
 - D. the number of people killed
12. "The conditions were indeed a major problem in assisting the victims".
The underlined word means...
 - A. health team
 - B. injured people
 - C. survivors
 - D. villages
13. What is the mayor problem of delivering assistance to the victims?
 - A. The village is five kilometers away
 - B. The transportation routes were totally cut
 - C. There are too many victims in that area
 - D. The helpers can only walk to the villages
14. What is the main idea of the second paragraph?
 - A. The victims needs help from the survivors
 - B. The medicine will be sent soon
 - C. The nearest village was five kilometers away
 - D. It is difficult to deliver help to the victims
15. From the text above we can conclude that....
 - A. if the assistance is not given soon the number of the victims will increase
 - B. most of the survivors have already got helps from the Indonesian Red Cross
 - C. the location of the disaster is too isolated to get help soon
 - D. people are not ready to help the victims in Morowali regency

The following text is for Question 16 and 17.

A Simple Kite

- Material :**
- Two sticks of bamboo (1 m long)
 - Light but strong string
 - A large piece of rice paper
 - A pencil
 - Paint
 - A sharp knife
 - A brush
 - Glue
- Steps :**
1. Smooth down the two sticks with a knife.
 2. Mark the centre of stick A. Place it with its centre on stick B.
 3. Tie the two sticks tightly with a piece of string.
 4. Cut a long piece of string. Tie it to each end of the two sticks to make the frame of the kite.
 5. Tie a piece of string around one end of stick A. Stretch the string to the other end of the stick and tie it tightly there too. The frame is now finished.
 6. Place the frame on a piece of paper and copy its shape with a pencil. Cut the paper along the shape. Leave about 2 cm all around
 7. Put some glue on the edges of the paper. Fold the edges over the string of the frame and press down to glue the paper to the frame.
 8. Paint and decorate your kite. When the paint is dry, make the bridle of the kite.
 9. Cut a piece of string about 150 cm long. Tie one end to the point where the two sticks cross. Then, tie the other end to the bottom of the kite.
 10. Make a tail for the kite from strips of paper and glue it to the bottom of the kite. Finally, tie a piece of string about 100 m long to the bridle. This is the string you use to fly the kite.

16. We do not need ... to make the frame of the kite
- A. a piece of paper and strong string
 - B. sticks of bamboo and a pencil
 - C. a sharp knife and paint
 - D. glue and paint
17. Why do we use paint to decorate the kite?
- A. To make it stronger
 - B. To make it fly easily
 - C. To make it more interesting
 - D. To control it

The following text is for Question 18 and 21.

Long time ago in West Java, lived a women named Dayang Sumbi. She lived alone in the forest.

One day Dayang Sumbi was quilting whwn suddenly, her quilt fell off from her house. Then she prayed to Gods. "If a man picks up my quilt, he will be my husband. If a woman, she will me my sister. "Then, a male dog picks it up. For keeping her words, Dayang Sumbi married the dog and called him Tumang. Dayang Sumbi gave birth to a baby, named him Sangkuriang, but never told him who his father was.

One day, Sangkuriang was hunting with Tumang in the forest and he found nothing. He blamed Tumang for the failure and killed him. When Dayang Sumbi knew that, she hit Sangkuriang's head with a big spoon and asked him to go.

Many years later, the wandering Sangkuriang found a house in the forest, and an old beautiful woman was in the house. The woman, Dayang Sumbi, recognized the adventurer as Sangkuriang. Sangkuriang forced her to marry him and Dayang Sumbiasked him to make a vase boat in one night. In the night, Sangkuriang called his friends, ghosts and forest fairies to help him. Dayang Sumbi feared the boat could be finished on time, so she asked some woman nearby to help her. The woman hit the grains with grain puncher to make noise which disturbed the ghosts and the fairies. The ghosts and the fairies ran away before completing the boat. Sangkuriang was very angry. He kicked away the boat upside down, and it turned into a mountain called Tangkuban Perahu. It means the downside boat, which stood in the north of Bandung.

18. Why did Dayang Sumbi ask the women to punch the grain?
- She was afraid the boat would be completed in one night
 - She wanted to help Sangkuriang making a boat
 - She wanted the boat completed soon
 - She was angry with Sangkuriang
19. Why did Sangkuriang kick away the boat upside down?
- He failed to make the boat
 - He was disappointed with the ghosts and the fairies
 - He wanted to make a mountain from a boat
 - He wanted to show his strength to Dayang Sumbi
20. "... that Sangkuriang had to build a vast boat for their honeymoon,..."
What does the underlined word mean?
- Very expensive
 - Very luxurious
 - Extremely large
 - Extremely beautiful
21. What is the moral value of the story?
- Do the work patiently without asking for someone's help
 - Tell the truth to avoid something unexpected

- C. Don't blame someone for our failure
- D. Don't trust ghosts and fairies

The following text is for Question 22 and 24.

One day a big ship wrecked near a small island. The only survivor of the shipwreck washed up on a small, empty island. He prayed for God to rescue him, and every day he watched the horizon for help, but no one seemed coming. He built a little hut out of driftwood to protect him from the bad weather and to keep his few possessions. One day, after looking for food, he arrived home to find his little hut on fire, the smoke rolling up to the sky. The bad thing had happened; he lost everything. He was very sad. "God, how could you do this to me!" he cried.

Early the next day, however, he was awakened by the sound of a ship that was approaching the island. It had come to rescue him. "How did you know I was here?" asked the weary man to his rescuers. "We saw your smoke signal," they replied. The man thanked God for that.

- 22. What can we learn from the story above?
 - A. Bad things may bring good things
 - B. People have to be happy at bad time
 - C. Something bad makes people sad
 - D. We must be sad at bad time
- 23. What made the rescuers come and save the man's life?
 - A. The driftwood
 - B. The burning hut
 - C. The wrecked ship
 - D. The man's cry
- 24. What is the main idea of paragraph two?
 - A. The man got help
 - B. The man cried for help
 - C. The hut is one fire
 - D. The ship came to the island

The following text is for Question 25 and 28.

Guava is a plant in the myrtle family (Myrtaceae) genus *Psidium*. It is native to Mexico and Central America, northern south America, parts of the Caribbean and some parts of North Africa and also some parts of India. The guava tree is not big. It is about 33 feet with spreading branches. The bark is smooth with green or reddish brown color. The plant's branches are close to the ground. Its young twigs are soft. It has hard dark elliptic leaves. It is about 2-6 inches long and 1-2 inches wide. The flowers are white, with five petals and numerous stamens.

Guava is cultivated in many tropical and subtropical countries for its edible fruit. Guava fruit, usually 2 to 4 inches long, is round or oval depending on the species. Varying between species, the skin can be any thickness, it is usually green when unripe, but becomes yellow or maroon when ripe. The flesh of Guava fruit is sweet or sour. The color of the flesh may be white, pink, yellow, or red, with the seeds in the central part of the flesh. The seeds are numerous but small. In some good varieties, they are edible. Actual seed counts have ranged from 112 to 535. guava fruit is rich with vitamins A and C, omega-3 and omega-6, fatty acids and high levels of dietary fibre.

25. What is the text about?
- The nutritious value of Guava fruit
 - The certain variety of Guava
 - The Guava plant in general
 - The special edible fruit
26. Which are the best words used to describe guava seed?
- Thick and round
 - Sweet and juicy
 - Numerous and small
 - Sour and rough
27. "Guava fruits, usually 2 to 4 inches long, are round or oval depending on the species".
- From the sentences above we can conclude that....
- Guava fruits vary in shape
 - All guava fruits in general have the same shape
 - Guava fruit is not big in certain species only
 - Certain species of guava are unusual in shape
28. The main idea of the paragraph two is
- Guava is grown for its edible fruit
 - Guava's skin is thick
 - Guava consists of shrubs and small trees
 - Guava is planted in all countries

The following text is for Question 29 and 32.

Lightning is a sudden, violent flash of electricity between a cloud and the ground, or from cloud to cloud.

A lightning flash, or bolt, can be several miles long. It is so hot, with an average temperature of 34,000° centigrade, that makes the air around it suddenly expands with a loud blast. This is the thunder we hear. Lightning occurs in hot, we storms. Moist air is driven up to a great height. It forms a type of cloud called cumulo - nimbus. When the cloud rises high enough the moisture freezes. And than ice crystals and snowflakes are formed. These begin to fall, turning to rain on the way down. This rain meets more moist air rising, and it is the friction between them which produces static electricity. When a cloud is fully charged with this electricity, it discharges it as a lightning flash.

29. The text tells you about
- the type of cloud
 - the cause of lightning
 - the description of lightning
 - the benefits of lightning
30. If the cloud rises high enough, there will be
- wet storms
 - snowflakes
 - a loud blast
 - a lightning flash
31. “....., that the air around it suddenly expands with a loud blast.”
The underlined word means
- hotter
 - larger
 - smaller
 - narrow
32. When does a lightning flash happen?
- When the rain meets more moist air
 - When the temperature is not hot
 - When the cloud rises high enough
 - When the cloud is charged with electricity

The following text is for Question 33 and 34.

“The Earth’s greatest gorge”, the Grand Canyon, is located in Northwestern Arizona. Its vastness is 217 mile long, and its width spans over 17 miles across. It is not surprising that it has been designated one of the Seven Wonders of the World.

The walls of the canyon are made of limestone, sandstone, lava and other rocks. As the day passes the rocks reflect different colors. Many tourists come to the canyon just to watch the rocks change color.

Cottonwood and willow trees grow at the bottom of the canyon. Many varieties of cactus grow here as well. The canyon is also home to many animals, such as bobcats, coyotes, kangaroo rats and deers.

Today about 4 million visitors come to the Grand Canyon each year. Seeing the Grand Canyon is always a breathtaking and unforgettable experience.

33. What does the tourist enjoy in Grand Canyon?
- The reflection of other rock
 - The changing colours of the rock
 - The limestone wall
 - The willow trees
34. From the text we can conclude that the bottom of the Canyon is a ... place
- bare
 - fertile
 - unfertile
 - sandy

The following text is for Question 35 and 37.

Last week, Mr. Damiri’s wife had an accident. Her youngest child, Yusuf, was at home when it happened. He was playing with his new toy car. Suddenly Yusuf heard his mother calling, “Help! Help!” He ran to the kitchen. His mother had burnt herself with some hot cooking oil. She was crying with pain and the pan was on fire. Mr. Damiri had gone to his office. The other children had gone to school.

Yusuf was too small to help his mother, and she was too frightened to speak sensibly to him. But he ran to the neighbour’s house and asked his neighbour to come and help his mother. The neighbour soon put out the fire and took Yusuf’s mother to the clinic.

When Mr. Damiri came home, his wife told him what had happened. He was very proud of his son, “When you are a man, you will be just like your father,” she said.

35. Who took Mrs. Damiri to the clinic?
 A. Her son
 B. Her husband
 C. Her neighbour
 D. Her children
36. The main idea of the second paragraph is ...
 A. Mrs. Damiri had an accident
 B. Mr. Damiri was proud of his son
 C. Yusuf asked his the neighbour for help
 D. Mr. Damiri and his other children had gone
37. How did the neighbour help Mrs. Damiri?
 A. He called Mrs. Damiri's husband and ran to the kitchen
 B. He called the fireman and put out the fire
 C. He put out the fire and took Mrs. Damiri to the clinic
 D. He called the fireman and advised Mrs. Damiri to stay calm

The following text is for Question 38 and 41.

The Earth receives heat from the sun and reflects some of this heat into space. Carbon dioxide and other gases in the air act as a blanket to hold onto some of this reflected heat. As a result, the Earth is warm. This is called the greenhouse effect.

The cutting down of forests and the burning of fuels cause the air to contain more of the gases that cause the greenhouse effect. When this happens, the greenhouse effect increases. There is a rise in temperature all over the world, which is called global warming.

With increased global warming, the ice in the North Pole and the South Pole will melt. This will cause the sea-levels to rise. Plants and animals that are unable to adapt to the higher temperature will become extinct.

38. What is the text about?
 A. The earth and the sun
 B. Carbon dioxide
 C. The sea level
 D. Global warming
39. The earth reflects too much of the sun heat because...
 A. the ice at North and South Pole melt
 B. the temperature of the world rise
 C. carbon dioxide and other gases cover the earth
 D. sea levels rise high
40. "Plants and animals that are unable to adapt to the higher temperature will became extinct"
 The underlined word means....
 A. large in size
 B. will be strong
 C. able to produce

- D. no longer existing
41. From the text above, we can conclude that global warming is ... for living things.
- safe
 - dangerous
 - crucial
 - important

The following text is for Question 42 and 44.

A young and successful man was driving in his new car when he saw some children playing between parked cars. Suddenly a stone hit the car's side door. He stopped and got out of the car. Angrily he pulled one of the nearest boy and shouted, "Look! What you have done to my car! Why did you do it?" The young boy apologized. "Please mister ... please I'm sorry ... I don't know what else to do. I threw the stone to your car because I need your help". The little boy cried. He pointed to the side of the street. There was a sick boy lying there. "He is my brother. He is so sick and I couldn't put him in his wheelchair, he is too heavy for me."

The man couldn't say anything when he saw a little boy with no legs on the side of the street. He quickly lifted the sick boy and out him back into the wheelchair, then he took out his handkerchief and cleaned him, "Thank you and may God bless you," said the grateful child to the man.

42. What can we learn from the story above?
- We have to care for other people
 - We have to drive slowly
 - We can't let children play
 - We must respect older people
43. What did the boy do to get attention from the man driving his new car?
- He cried for help
 - He threw a stone to the car
 - He stood between two parked cars
 - He stopped the man
44. What is the man idea of the last paragraph?
- The boy felt sorry for the car
 - The man couldn't say anything
 - The man helped the handicapped boy
 - The boy asked for help

The following text is for Question 45 and 48.

A long time ago, there lived an old man in Penanggungan Mountain. His name was Kiai Gede Penanggungan. He had supernatural power. Kiai Gede Penanggungan had a beautiful daughter named Dewi Walangangin who hadn't married yet. Kiai Gede Penanggungan prayed days and nights for the daughter to have a husband. One day, a young handsome man came to his place. The name of the man is Jaka Pandelengan. He wanted to be Kiai Gede Pananggungan's student. Kiai Gede agreed to have Jaka as his student with one condition that he would marry her daughter. Jaka Pandelengan and Dewi Walangangin soon got married. Kiai Gede Pananggungan taught Jaka many things.

After several years, now its was time for the couple to live separately with Kiai Gede Penanggungan. They would move to another village. Kiai Gede gave some seeds of pari or paddy to the couple. He asked the couple to plant the seed. He also warned the couple not to be arrogant when they where rich from planting the seed. He wanted the couple to helped poor people. The couple started a new life. They planted the seed. Soon, the seeds grew a lot of rice. Now the couple became very rich. The poor neighbours came to the couple to ask for pari seed. But the couple refused to help them.

Kiai Gede heard the couple's bad behavior. Soon he visited the couple. He met them when the couple was working in the field. Kiai Gede talked to the couple. He reminded the couple not to be arrogant. But the couple ignored him. They said nothing to Kiai Gede. Kiai Gede got very angry. Then he said, "You two are like temples. You cannot listen to me." Right after he said those words, an incredible thing happened. Slowly, Jaka and Dewi turned into temples. Because the temples stood among the pari, people then named them as Pari Temple.

45. What made Jaka Pandelengan and his wife becoming rich?
- Built a temple
 - Planted pari
 - Helped poor people
 - Had a great power
46. The couple becomes a temple because
- Kiai Gede liked them
 - They were rich
 - Kiai Gede said so
 - They were good people
47. " ..., an incredible thing happened"
The underlined word means
- untouchable
 - unbelievable
 - common
 - usual

48. What can we learn from the story?
- We have to listen to our parent's advice
 - We should live separately from our parents
 - We have to prepare a good paddy field
 - We should refuse other's people help

The following text is for Question 49 and 50.

Asep Sunandar Sunarya is Indonesia's most famous puppeteer in "wayang golek", a traditional Indonesian wooden puppet show originating from the West Java province. He was born in September 1955 in a small kampong near Bandung, the capital of West Java. Asep followed in his father's footsteps and became a puppeteer while he was a teenager.

Asep is a gifted storyteller. He moves his puppets through rough fight scenes, where he throws his puppets and spins them in the air.

Asep likes to combine modernity and tradition in performing wayang golek. Sometimes, his puppets have the face of a clown, sticking out their tongues and he even moves puppet heads during his performances. His performances are always entertaining as well as educational.

Asep has been invited to perform not only throughout Indonesia, but also in European, American, and Asian countries. As a master puppeteer, he usually performs alone, but because of the length of the performances and the hundreds of puppets that he employs, Asep always has assistants to help him.

49. The text describes
- the creator of wooden puppets
 - a famous wayang golek puppeteer
 - the generation of wayang golek
 - Sundanese movement
50. How are Asep Sunandar's wayang golek performances?
- Showing only clown puppets
 - Mixing the performances with people dancing
 - Entertaining and educating people
 - Giving modern decoration

Appendix 12

QUESTIONNAIRE

Name :

Grade :

No	Description	Answer				
		5	4	3	2	1
		SS	S	N	TS	STS
1	Do you understand reading material better after being taught using GTM Plus?					
2	Do you agree on application of GTM Plus for English subject?					
3	Do you like being taught using GTM Plus for English subject?					
4	Did your teacher give strong explanation about reading and writing material?					
5	Do you feel better being taught using GTM Plus by your teacher?					
6	Do you think all English teachers should teach using method of GTM?					
7	Do you think GTM Plus better to study reading and writing than other teaching methods?					
8	Were there many positive effects in improving your achievement on English subject?					
9	Do you think study English reading and writing using GTM Plus method important?					
10	Do you want other classes being taught using GTM Plus?					

Remark : give checkmark to the appropriate column to your favor.

SS : Sangat Setuju (Very agree)

S : Setuju (Agree)

N : Netral (Neutral)

TS : Tidak Setuju (Disagree)

STS : Sangat Tidak Setuju (Very disagree)

Appendix 13

Experiment Group Questionnaire Result

No	Participants	Answers				
		5	4	3	2	1
		SS	S	N	TS	STS
1	Abdullah Dolly	√				
2	Aditya Dwi P	√				
3	Adriana F.N				√	
4	Amilinadini	√				
5	Anjar Cahyo Kusumo				√	
6	Anugrah P		√			
7	Dede Purwati	√				
8	Devi Nurmala Sari	√				
9	Dzaki A.K	√				
10	Eka Rosiana		√			
11	Fajar N	√				
12	Ficky F	√				
13	Iga Sukma F	√				
14	Indra Cahyadi	√				
15	Ivan M.Z	√				
16	Khoirun Nisa F.N				√	
17	Kurniawan Yogi		√			
18	Monika Indah Tri M	√				
19	Sofie Majid	√				
20	Syifa Rahma I	√				
21	Tiwie Maulani Z.N	√				
22	Tri Holy D.F		√			
	Sum	15	4		3	

Appendix 14

Validity of The Test Formula

Pearson Product Moment

$$r_{xy} = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{(N \sum X^2 - (\sum X)^2)(N \sum Y^2 - (\sum Y)^2)}}$$

Where,

r_{xy} : Coefficient of correlation between X and Y Variable or validity

N : the number of students participating in the test

$\sum x$: the sum of score in each item

$\sum x^2$: the sum of the square score in each item

$\sum y$: the sum of total score from each student

$\sum y^2$: the sum of square score from each student

$\sum xy$: the sum of multiple of score from each student with the total score in each item

Classification of correlation criterion,

1.00: perfect correlation, 0.90-1.00: very high correlation, 0.70-0.90: high correlation, 0.40-0.70: average correlation, 0.20-0.40: low correlation, < 0.20 : no correlation (Subana and Sudrajat: 2005)

Test Item validation calculated using the following formula:

$$\gamma_{pbi} = \frac{M_p - M_t}{S_t} \sqrt{\frac{p}{q}}$$

Notes,

γ_{pbi} : coefficient of correlation

M_p : average score of subjects/students who give right answers.

M_t : average total score

S_t : deviation standard of total score

P : proportion of students who answer correctly

q : proportion of students who answer incorrectly

After the instrument was applied, then it was analyzed yielding the following results:

No	Classification	Number of Items
1	Valid	1,3,6,7,8,9,10,11,12,14,16,17,20,21,22,23,24, 25,26,32,33,35,36,38,39,40,41,42,43,44,45,46 ,47,48,49,50
2	Not Valid	2,4,5,13,15,18,19,27,28,29,30,31,34,37

The coefficient of correlation is from -1.00 to +1.00. The writer treats positive correlation as valid and negative correlation as not valid.



Appendix 15

Reliability of The Test Formula (Split-Half Test)

The formulas as follows:

$$r_{11} = \frac{2r_{1/2^{1/2}}}{(1 + r_{1/2^{1/2}})}$$

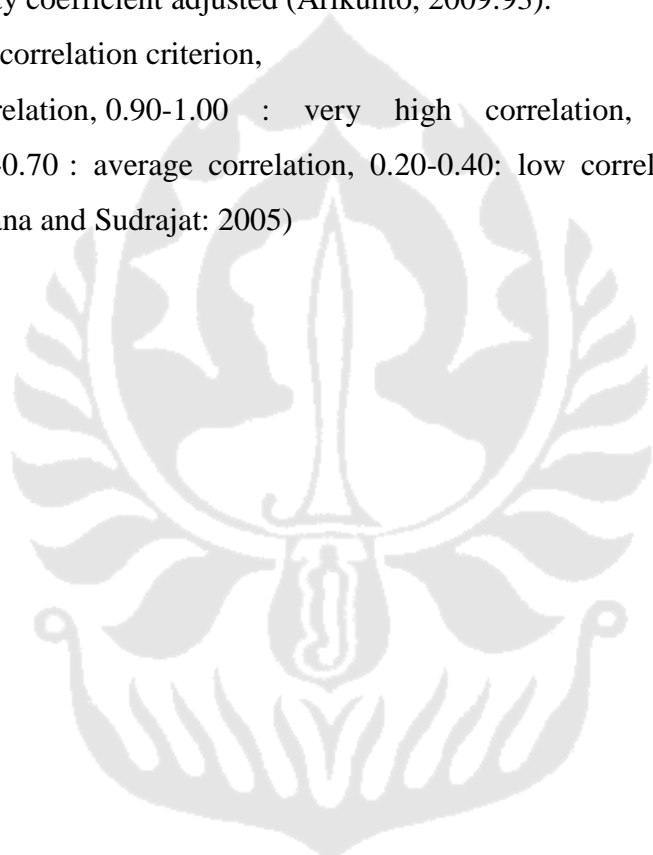
Where,

$r_{1/2^{1/2}}$: correlation among scores of every split-half test

r_{11} : reliability coefficient adjusted (Arikunto, 2009:93).

Classification of correlation criterion,

1.00: perfect correlation, 0.90-1.00 : very high correlation, 0.70-0.90: high correlation, 0.40-0.70 : average correlation, 0.20-0.40: low correlation, < 0.20: no correlation (Subana and Sudrajat: 2005)



Appendix 16

Difficulty Level Formula

The writer classified and selected items by using formula as follows:

$$P = \frac{B}{JS}$$

Where,

P : difficulty index

B : number of students who give correct answer.

JS : sum of participants of test (Arikunto, 2009:208).

According to this formula, there are several classifications of difficulty. Arikunto (2009:210) explains that according to general principle, difficulty index often classified as follows:

-Test number with P from 0.00 to 0.30 is difficult, 0.30 to 0.70 is moderate/fair, and 0.70 to 1.00 is easy

Appendix 17

Discriminating Power Formula

The formula is adopted as follows:

$$D = \frac{B_A}{J_A} - \frac{B_B}{J_B} = P_A - P_B$$

Where,

D : discriminating power

J : number of test participant

J_A : number of students of upper group

J_B : number of students of lower group

B_A : number of students of upper group who answer
Correctly

B_B : number of students of lower group who answer
Correctly

P_A : proportion of upper group who answer correctly

P_B : proportion of lower group who answer correctly

Typical classification of discriminating power is stated as follows:

- D: 0.00 – 0.20: poor, 0.20 – 0.40: satisfactory, 0.40 – 0.70: good, 0.70 – 1.00: excellent, D: negative, it is not good, the test item should be eliminated (Arikunto, 2009:213-218).

Rencana Pelaksanaan Pembelajaran

(RPP)

Nama Sekolah : RSBI SMPN 1 Tegal
 Kelas : VIII
 Mata Pelajaran : Bahasa Inggris
 Semester : 1 (satu)

Standar Kompetensi:

Membaca

1. Memahami makna dalam teks tulis fungsional dalam Bahasa Inggris yang berkaitan dengan tema bacaan tertentu.

Kompetensi Dasar:

1. Membaca nyaring bermakna dalam Bahasa Inggris kata, frasa, dan kalimat dengan ucapan, tekanan dan intonasi yang berterima yang berkaitan dengan jenis bacaan tertentu.
2. Merespon makna yang terdapat dalam teks tulis fungsional Bahasa Inggris secara akurat lancar dan berterima yang berkaitan dengan jenis bacaan tertentu.

Indikator:

1. Mampu membaca nyaring bacaan dalam Bahasa Inggris.
2. Mampu menterjemahkan dalam Bahasa Inggris teks bacaan.
3. Mampu menterjemahkan dalam Bahasa Indonesia teks bacaan.
4. Mampu merespon makna yang terdapat dalam teks tulis secara akurat, lancar, dan berterima untuk mengeksplorasi secara maksimal teks dalam bahasa Inggris.
5. Mampu menambah kosakata dalam bahasa Inggris.
6. Mampu menulis kalimat sesuai tema dalam bahasa Inggris.

Alokasi Waktu: 10 x 60 menit (10 x pertemuan)

A. Tujuan Pembelajaran

1. Siswa mampu merespon makna yang terdapat dalam bacaan.
2. Siswa mampu merespon tata bahasa dan membuat kalimat dalam Bahasa Inggris.
3. Siswa mampu memperkaya perbendaharaan kata yang terdapat dalam bacaan.

B. Materi Pembelajaran

1. Bacaan singkat Bahasa Inggris yang memuat sebuah tema cerita.
2. Kosakata yang terkait dengan bacaan.
3. Tata Bahasa yang terkait dengan teks yang diajarkan.

C. Metode Pembelajaran

1. Membaca
2. Tanya jawab
3. Praktek
4. Pemahaman konsep

5. Latihan soal

D. Langkah Langkah Kegiatan Pembelajaran**1. Pertemuan pertama****a. Kegiatan pendahuluan:**

- Berdo'a bersama
- Brainstorming materi pembelajaran sebelumnya.

b. Kegiatan Inti:

- Membaca bacaan dalam Bahasa Inggris judul : *A Puma at Large*, oleh beberapa siswa.
- Mencari kosa kata yang belum diketahui.
- Mencari sinonim kata yang belum diketahui.
- Menterjemahkan dalam Bahasa Indonesia satu kali untuk memastikan pemahaman isi bacaan.
- Menjawab pertanyaan dari isi bacaan
- Mempelajari dan menghafal kosa kata baru yang diberikan.
- Membuat karangan dalam Bahasa Inggris.
- Menulis surat dalam Bahasa Inggris
- Memhami kata yang memiliki tingkat kesulitan cukup tinggi.
- Mengerjakan latihan yang berhubungan dengan tata bahasa / tenses yang diajarkan.
- Membuat kalimat menyesuaikan dengan tata bahasa / grammar yang dipelajari.

c. Kegiatan Penutup:

- Evaluasi pemahaman siswa tentang materi yang telah dipelajari.

2. Pertemuan Kedua**a. Kegiatan pendahuluan:**

- Berdo'a bersama
- Brainstorming materi pembelajaran sebelumnya.

b. Kegiatan Inti:

- Membaca bacaan dalam Bahasa Inggris judul : *Thirteen Equals One*, oleh beberapa siswa.
- Mencari kosa kata yang belum diketahui.
- Mencari sinonim kata yang belum diketahui.
- Menterjemahkan dalam Bahasa Indonesia satu kali untuk memastikan pemahaman isi bacaan.
- Menjawab pertanyaan dari isi bacaan
- Mempelajari dan menghafal kosa kata baru yang diberikan.
- Membuat karangan dalam Bahasa Inggris.
- Menulis surat dalam Bahasa Inggris
- Memhami kata yang memiliki tingkat kesulitan cukup tinggi.

- Mengerjakan latihan yang berhubungan dengan tata bahasa / tenses yang diajarkan.
 - Membuat kalimat menyesuaikan dengan tata bahasa / grammar yang dipelajari.
 - c. **Kegiatan Penutup:**
 - Evaluasi pemahaman siswa tentang materi yang telah dipelajari.
- 3. Pertemuan Ketiga**
- a. **Kegiatan pendahuluan:**
 - Berdo'a bersama
 - Brainstorming materi pembelajaran sebelumnya.
 - b. **Kegiatan Inti:**
 - Membaca bacaan dalam Bahasa Inggris judul : *An Unknown Goddess*, oleh beberapa siswa.
 - Mencari kosa kata yang belum diketahui.
 - Mencari sinonim kata yang belum diketahui.
 - Menterjemahkan dalam Bahasa Indonesia satu kali untuk memastikan pemahaman isi bacaan.
 - Menjawab pertanyaan dari isi bacaan
 - Mempelajari dan menghafal kosa kata baru yang diberikan.
 - Membuat karangan dalam Bahasa Inggris.
 - Menulis surat dalam Bahasa Inggris
 - Memhami kata yang memiliki tingkat kesulitan cukup tinggi.
 - Mengerjakan latihan yang berhubungan dengan tata bahasa / tenses yang diajarkan.
 - Membuat kalimat menyesuaikan dengan tata bahasa / grammar yang dipelajari.
 - c. **Kegiatan Penutup:**
 - Evaluasi pemahaman siswa tentang materi yang telah dipelajari.
- 4. Pertemuan Keempat**
- a. **Kegiatan pendahuluan:**
 - Berdo'a bersama
 - Brainstorming materi pembelajaran sebelumnya.
 - b. **Kegiatan Inti:**
 - Membaca bacaan dalam Bahasa Inggris judul : *The Double Life of Alfred Bloggs*, oleh beberapa siswa.
 - Mencari kosa kata yang belum diketahui.
 - Mencari sinonim kata yang belum diketahui.
 - Menterjemahkan dalam Bahasa Indonesia satu kali untuk memastikan pemahaman isi bacaan.
 - Menjawab pertanyaan dari isi bacaan

- Mempelajari dan menghafal kosa kata baru yang diberikan.
 - Membuat karangan dalam Bahasa Inggris.
 - Menulis surat dalam Bahasa Inggris
 - Memahami kata yang memiliki tingkat kesulitan cukup tinggi.
 - Mengerjakan latihan yang berhubungan dengan tata bahasa / tenses yang diajarkan.
 - Membuat kalimat menyesuaikan dengan tata bahasa / grammar yang dipelajari.
- c. Kegiatan Penutup:**
- Evaluasi pemahaman siswa tentang materi yang telah dipelajari.

5. Pertemuan Kelima

a. Kegiatan pendahuluan:

- Berdo'a bersama
- Brainstorming materi pembelajaran sebelumnya.

b. Kegiatan Inti:

- Membaca bacaan dalam Bahasa Inggris judul : *The Facts*, oleh beberapa siswa.
- Mencari kosa kata yang belum diketahui.
- Mencari sinonim kata yang belum diketahui.
- Menterjemahkan dalam Bahasa Indonesia satu kali untuk memastikan pemahaman isi bacaan.
- Menjawab pertanyaan dari isi bacaan
- Mempelajari dan menghafal kosa kata baru yang diberikan.
- Membuat karangan dalam Bahasa Inggris.
- Menulis surat dalam Bahasa Inggris
- Memahami kata yang memiliki tingkat kesulitan cukup tinggi.
- Mengerjakan latihan yang berhubungan dengan tata bahasa / tenses yang diajarkan.
- Membuat kalimat menyesuaikan dengan tata bahasa / grammar yang dipelajari.

c. Kegiatan Penutup:

- Evaluasi pemahaman siswa tentang materi yang telah dipelajari.

6. Pertemuan Keenam

a. Kegiatan pendahuluan:

- Berdo'a bersama
- Brainstorming materi pembelajaran sebelumnya.

b. Kegiatan Inti:

- Membaca bacaan dalam Bahasa Inggris judul : *Smash and Grab*, oleh beberapa siswa.
- Mencari kosa kata yang belum diketahui.

- Mencari sinonim kata yang belum diketahui.
- Menterjemahkan dalam Bahasa Indonesia satu kali untuk memastikan pemahaman isi bacaan.
- Menjawab pertanyaan dari isi bacaan
- Mempelajari dan menghafal kosa kata baru yang diberikan.
- Membuat karangan dalam Bahasa Inggris.
- Menulis surat dalam Bahasa Inggris
- Memahami kata yang memiliki tingkat kesulitan cukup tinggi.
- Mengerjakan latihan yang berhubungan dengan tata bahasa / tenses yang diajarkan.
- Membuat kalimat menyesuaikan dengan tata bahasa / grammar yang dipelajari.
- c. **Kegiatan Penutup:**
 - Evaluasi pemahaman siswa tentang materi yang telah dipelajari.

7. Pertemuan Ketujuh

a. Kegiatan pendahuluan:

- Berdo'a bersama
- Brainstorming materi pembelajaran sebelumnya.

b. Kegiatan Inti:

- Membaca bacaan dalam Bahasa Inggris judul : *Crazy*, oleh beberapa siswa.
- Mencari kosa kata yang belum diketahui.
- Mencari sinonim kata yang belum diketahui.
- Menterjemahkan dalam Bahasa Indonesia satu kali untuk memastikan pemahaman isi bacaan.
- Menjawab pertanyaan dari isi bacaan
- Mempelajari dan menghafal kosa kata baru yang diberikan.
- Membuat karangan dalam Bahasa Inggris.
- Menulis surat dalam Bahasa Inggris
- Memahami kata yang memiliki tingkat kesulitan cukup tinggi.
- Mengerjakan latihan yang berhubungan dengan tata bahasa / tenses yang diajarkan.
- Membuat kalimat menyesuaikan dengan tata bahasa / grammar yang dipelajari.

c. Kegiatan Penutup:

- Evaluasi pemahaman siswa tentang materi yang telah dipelajari.

8. Pertemuan Kedelapan

a. Kegiatan pendahuluan:

- Berdo'a bersama
- Brainstorming materi pembelajaran sebelumnya.

b. Kegiatan Inti:

- Membaca bacaan dalam Bahasa Inggris judul : *A Famous Monastery*, oleh beberapa siswa.
 - Mencari kosa kata yang belum diketahui.
 - Mencari sinonim kata yang belum diketahui.
 - Menterjemahkan dalam Bahasa Indonesia satu kali untuk memastikan pemahaman isi bacaan.
 - Menjawab pertanyaan dari isi bacaan
 - Mempelajari dan menghafal kosa kata baru yang diberikan.
 - Membuat karangan dalam Bahasa Inggris.
 - Menulis surat dalam Bahasa Inggris
 - Memahami kata yang memiliki tingkat kesulitan cukup tinggi.
 - Mengerjakan latihan yang berhubungan dengan tata bahasa / tenses yang diajarkan.
 - Membuat kalimat menyesuaikan dengan tata bahasa / grammar yang dipelajari.
- c. Kegiatan Penutup:**
- Evaluasi pemahaman siswa tentang materi yang telah dipelajari.

9. Pertemuan Kesembilan

a. Kegiatan pendahuluan:

- Berdo'a bersama
- Brainstorming materi pembelajaran sebelumnya.

b. Kegiatan Inti:

- Membaca bacaan dalam Bahasa Inggris judul : *A Trip to Mars*, oleh beberapa siswa.
 - Mencari kosa kata yang belum diketahui.
 - Mencari sinonim kata yang belum diketahui.
 - Menterjemahkan dalam Bahasa Indonesia satu kali untuk memastikan pemahaman isi bacaan.
 - Menjawab pertanyaan dari isi bacaan
 - Mempelajari dan menghafal kosa kata baru yang diberikan.
 - Membuat karangan dalam Bahasa Inggris.
 - Menulis surat dalam Bahasa Inggris
 - Memahami kata yang memiliki tingkat kesulitan cukup tinggi.
 - Mengerjakan latihan yang berhubungan dengan tata bahasa / tenses yang diajarkan.
 - Membuat kalimat menyesuaikan dengan tata bahasa / grammar yang dipelajari.
- c. Kegiatan Penutup:**
- Evaluasi pemahaman siswa tentang materi yang telah dipelajari.

10. Pertemuan Kesepuluh

a. Kegiatan pendahuluan:

- Berdo'a bersama
- Brainstorming materi pembelajaran sebelumnya.

b. Kegiatan Inti:

- Membaca bacaan dalam Bahasa Inggris judul : *The Loss of The Titanic*, oleh beberapa siswa.
 - Mencari kosa kata yang belum diketahui.
 - Mencari sinonim kata yang belum diketahui.
 - Menterjemahkan dalam Bahasa Indonesia satu kali untuk memastikan pemahaman isi bacaan.
 - Menjawab pertanyaan dari isi bacaan
 - Mempelajari dan menghafal kosa kata baru yang diberikan.
 - Membuat karangan dalam Bahasa Inggris.
 - Menulis surat dalam Bahasa Inggris
 - Memhami kata yang memiliki tingkat kesu;itan cukup tinggi.
 - Mengerjakan latihan yang berhubungan dengan tata bahasa / tenses yang diajarkan.
 - Membuat kalimat menyesuaikan dengan tata bahasa / grammar yang dipelajari.
- c. Kegiatan Penutup:**
- Evaluasi pemahaman siswa tentang materi yang telah dipelajan.

E. Alat dan Sumber Belajar

1. Buku Developing Skills, karya L. G. Alexander
2. Buku Tunning in The Usa
3. Kamus Inggris-Indonesia dan Indonesia-English.
4. Buku lain yang relevan.

F. Penilaian

1. Teknk penilaian:
 - Non test
 - Tes tulis
 - Tes lisan
2. Bentuk Instrumen
 - Comprehension and précis
 - Synonym and anthonym
 - Composition
 - Letter-writing
 - Key-structure
 - Special difficulties
 - Exercise
 - Fill-in-the blank

Rubrik Penilaian

No	Uraian	Skor
1	Jawaban benar	1
2	Jawaban salah	0

Skor maksimal = 4

$$\text{Nilai siswa} = \frac{\text{Skor perolehan}}{\text{Skor maksimal}} \times 10 = \dots$$

Mengetahui
Kepala Sekolah,

Guru Mata Pelajaran

Drs. Sukardono, M.MPd.

N.L Molla, S.Pd

