THE TEACHING OF READING COMPREHENSION IN
APPLICATION OF COMPETENCY - BASED CURRICULUM
(A Case Study at the First Year of SMPN 190 Kalideres)

A ‘Skripsi’
Presented to the Faculty of Tarbiya and Teachers’ Training in Partial
Fulfillment of the Requirements for the Degree of Strata (S I)

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SYARIF HIDAYATULLAH JAKARTA
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2007
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In the name Allah, the Beneficent, the Merciful. All praise be to Allah, the Almighty and Lord of all that exist. May Allah’s peace and blessing be upon His last Prophet Muhammad, his family and followers.

All praise be to Allah, the writer has finished writing this skripsi. This skripsi is presented to the English Department of the faculty of Tarbiya and Teacher’s Training State Islamic University Syarif Hidayatullah Jakarta as a partial fulfillment of the requirements for the Degree of Strata 1 (S1).

Absolutely it is not only an effort by herself, there are many “hands” who help the writer. In this occasion, the writer presents great honor to Drs. H.A. Munir Sonhadji, M.Ed. who has taught and educated her, also to:

1. Prof. Dr. H. Dede Rosyada, as the Dean of The Faculty of Tarbiyah and Teacher’s Training.
2. Drs. Syauki, M.Pd. as the Head of English Department and Mrs. Neneng Sunengsih, S.Pd. as secretary of English Department.
3. All lecturers who have taught and educated her at the English Department.
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Jakarta, November 2007

The Writer
# TABLE OF CONTENTS

ACKNOWLEDGMENT .................................................................................. i

TABLE OF CONTENTS ............................................................................... ii

CHAPTER I: INTRODUCTION

A. Background of Study .............................................................................. 1
B. The Problem Statement ......................................................................... 3
C. Method of Study .................................................................................... 3
D. Purpose of Study .................................................................................... 4
E. Organization of Study ............................................................................. 4

CHAPTER II: THEORITICAL FRAMEWORK

A. The Competency-Based Curriculum ....................................................... 6
   1. The Meaning of Competency-Based Curriculum ............................. 6
   2. Characteristics of Competency-Based Curriculum ......................... 7
   3. Roles of the teacher ........................................................................... 8
   4. The Evaluation .................................................................................. 9

B. Teaching-Learning Reading Comprehension Based on Competency-Based Curriculum ......................................................... 11
   1. The Meaning of Teaching-Learning ............................................... 11
   2. The Meaning of Reading Comprehension ........................................ 12
   3. Some Principles of Teaching-Learning process According to the Competency-Based Curriculum .............................................. 14
4. The Teaching and Reading Materials According to the Competency-Based Curriculum

CHAPTER III : RESEARCH METHODOLOGY AND FINDINGS

A. Research Methodology .......................................................... 21
1. Place and Time of Study ....................................................... 21
2. Method of Study .................................................................. 21
3. Technique of Sample Taking ............................................... 21
4. Technique of Data Analysis .................................................. 22
B. Research Findings .............................................................. 23
1. Data Description .................................................................. 23
2. Data Analysis ...................................................................... 26
3. Interpretation of Data .......................................................... 28

CHAPTER IV : CONCLUSION AND SUGGESTION

A. Conclusion ........................................................................... 30
B. Suggestion ........................................................................... 30

REFERENCES

APPENDIXES
CHAPTER I
INTRODUCTION

A. Background of Study

Language has central part in developing of intellectual, social and students’ emotional. Learning English is expected that language can help students to understand others, concerning with their ideas, feelings, and culture.

Language is taught as a whole and not through its separate components. Students are taught to read and write naturally, with a focus on real communication, authentic texts, and reading and writing for pleasure.

In educational system or teaching-learning process, curriculum is an element that secures the learning success to the students. Questing from Skilbeck (1984), Abdullah Idi stated that the learning experiences of students, in so far as they are expressed or anticipated in goals and objectives, plans and designs for learning and the implementation of these plans and design in school environments.¹

As we know that the Competency-Based Curriculum begins to be tried out in our country in 2004. the CBC is to accomplish the 1994 curriculum, the content is to standardized of student’s competency to reach goals of national education.

The completion of the curriculum 2004 is adjusted to the rule No. 20/2003 about the system of national education, refers to the following act:

¹ Abdullah, Idi, Pengembangan Kurikulum Teori dan Praktek, (Jakarta : Gaya Media Pratama, 1999), p. 4
1. Pasal 3 bahwa Pendidikan Nasional berfungsi mengembangkan kemampuan dan membentuk watak serta peradaban bangsa yang bermartabat dalam rangka mencerdaskan kehidupan bangsa, bertujuan untuk berkembangnya potensi peserta didik agar menjadi manusia yang beriman dan bertakwa kepada Tuhan Yang Maha Esa, berakhlak mulia, sehat, berilmu, cakap, kreatif, mandiri, dan menjadi Warga Negara yang demokratis serta bertanggung jawab.

2. Pasal 35 ayat (1) bahwa standar nasional pendidikan terdiri atas standar isi, proses, kompetensi lulusan, tenaga kependidikan, sarana dan prasarana, pengelolaan, pembiayaan, dan penilaian pendidikan yang harus ditingkatkan secara berencana dan berkala.\(^2\)

(Section 3 that education of national function to develop ability and form character and also civilization of prestigious nation in order to educating national life, aim to expand it potency of educative competition in order to become Godly and religious human being, to God which Most Esa Have, behavior, healthy, bookish, capable, creative, self, supporting, and become democratic citizen and also hold responsible.

Section 35 sentence (1) that standard of nation of education consisted by the standard of contents, process, graduate’s competence, staff education, medium and equipments, management, financing, and assessment of education which must be improved by planned and periodic).

English is equipment to communicate orally and written. Communication is to understand and to express information, thinking, feeling, and to develop knowledge, technology, and culture. There are four language skills in teaching-learning english; listening, speaking, reading and writing. Because of that, English lesson should be directed to increase those skills in order that the students be able to communicate and express in English according to certain literary level.

Depdiknas mentioned that the aims and function of English subject is as follows:

- Mengembangkan kemampuan berkomunikasi dalam bahasa tersebut, baik dalam bentuk lisan atau tulis. Kemampuan berkomunikasi meliputi mendengarkan, berbicara, membaca, dan menulis.

• Menumbuhkan kesadaran tentang hakikat bahasa, baik bahasa Inggris, sebagai bahasa asing dan bahasa Indonesia sebagai bahasa ibu melalui perbandingan kedua bahasa tersebut.
• Mengembangkan pemahaman tentang saling keterkaitan antar bahasa dan budaya serta memperluas cakrawala budaya. Dengan demikian siswa dapat melintas budaya dan melibatkan diri dalam keragaman.
• (To develop communication skill in English written or oral. The communication skill consist of listening, speaking, reading and writing.
• To grow an awareness of the nature of English as a foreign language and Indonesia as a mother tongue through the comparation of the two languages.
• To develop an understanding and inter-related language and culture, and enlarge cultural understanding, then, the students are hopefully aware of the cross-cultural understanding and pluralism).

To teach reading by the use of the newest curriculum 2004 is not easy, because the CBC is still in progress. The teachers themselves have to be responsible to perform the teaching-learning activities as expected by the government.

Meanwhile, teaching reading at Junior High School according to CBC must implement functional level. This made the writer interested to obtain empirical evidence about teaching reading comprehension at SMPN 190 according to CBC.

B. The Problem Statement

Based on the previous background, the writer would like to present the statement of the problem: Is the implementation of teaching reading at the first year of SMPN 190 Kalideres based on CBC or not?

This study is focused on teaching reading in SMPN 190 students. The writer wants to limit this paper only to the classroom activities according to indicators of CBC.

C. **Method of Study**

The writer uses observation method with descriptive qualitative. The writer does some kinds of activities such as to read references book in the library which is related to the purpose of writing; and doing the field research at the school by doing observation in the class according to indicators of CBC.

D. **Purpose of Study**

The purpose of the study is to find the accurate answer whether the teacher has used Competency-Based Curriculum effectively.

The object of the study is the implementation of teaching-learning reading according to CBC of SMPN 190 at the first year of class E.

E. **Organization of the Study**

This writing is devided into four chapters:

Chapter one is about the introduction. In this chapter, the writer describes the background of the study, the problem statement, objective of study, scope of study, method of study and organization of study.

Chapter two will describe on Competency-Based Curriculum. They are the meaning CBC, characteristics of CBC, roles of teacher, and the evaluation. The next topic is teaching reading comprehension according to CBC. They are the meaning of the teaching learning, the meaning of reading comprehension, some principles of teaching learning according to the CBC, and the teaching and reading materials according to CBC.
In the third chapter, the writer reports completely her research, the chapter will describe in research findings. In research methodology, it describes on what the writer do on this research concerning with the writing based on library research and field research, and some techniques to get or to collect the data. In the research findings, the writer describes on the description of data and try to analyze the data.

At the end of this writing, the writer tries to draw conclusion and give some suggestions.
CHAPTER II
THEORETICAL FRAMEWORK

A. The Competency-Based Curriculum

1. The Meaning of Competency-Based Curriculum

Competency-Based Curriculum is the newest curriculum that government has proposed as the formal curriculum which is used in Indonesia. The government establish it as a revision of curriculum 1994. It designed on the basis of the real need in work field.

Saylor and Alexander said that the curriculum is the sum total of the school’s effort to influence learning, whether in the classroom, on the playground, or out of the school.4

Questing from Rodgers, Jack Richard stated that curriculum is all those activities in which children engage under the auspices of the school. This includes not only what pupils learn, but how they learn it, how teachers help them learn, using what supporting materials, styles and methods of assessment, and in what kind of facilities.5

Dr. E. Mulyasa gives definition that Kurikulum Berbasis Kompetensi adalah konsep kurikulum yang menekankan pada pengembangan kemampuan melakukan (kompetensi) tugas-tugas dengan standar performansi tertentu, sehingga hasilnya dapat dirasakan oleh peserta didik, berupa penguasaan terhadap seperangkat kompetensi tertentu.6 (Competency-Based Curriculum is as a concept that emphasizes developing of capability (competence) doing tasks with certain performances standard, so the result can be felt by the learners, it is mastering to the competency).

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And Depdiknas stated that Kurikulum Berbasis Kompetensi merupakan perangkat rencana dan pengaturan tentang kompetensi dan hasil belajar yang harus dicapai siswa, penilaian kegiatan belajar mengajar, dan pemberdayaan sumber daya pendidikan dalam pengembangan kurikulum sekolah.\(^7\)

(A set of plans and rules about the competency and the results of learning that should acquired by students, the evaluation of teaching-learning process, and the empowerment of educational resources in developing of school’s curriculum).

The Competency-Based Curriculum has competence which should be mastered by learners. Evaluation is done based on special’s standard as a result of competency. Learning which more interest on individual’s activities, personal to master competency which have been required, student can evaluate his/her competency every time if they have been ready, and in learning student can improve relate to speed and his/her ability.

2. **Characteristics of Competency-Based Curriculum**

   Competency-Based Curriculum among other encompasses appropriate competency selection; evaluation indicator’s specification to determine the competency achieved success and the instruction system development.

   E. Mulyasa proposed that there are some characteristics of CBC:
   
   a. Menekankan pada ketercapaian siswa baik secara individual maupun klasikal.
   b. Berorientasi pada belajar dan keberagaman.
   c. Penyampaian dalam pembelajaran menggunakan pendekatan dan metode yang bervariasi.
   d. Sumber belajar bukan hanya guru.
   e. Penilaian menekankan pada proses dan hasil belajar dalam upaya penguasaan atau pencapaian suatu kompetensi.\(^8\)

   a. Emphasizes student’s competencies acquisition
   b. Oriented to the learning outcomes and the varieties
   c. Using various approaches and methods in its application

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\(^7\) Puskur, *Kurikulum Berbasis Kompetensi*, (Jakarta : Balitbang, 2002), p. 1
\(^8\) E. Mulyasa., *Op. Cit.*, p. 42
d. Teachers are not the only source
e. Evaluation emphasize to the process of learning output).

3. Roles of the teacher

The role of the teacher in our modern and complicated system of education today is indeed a complex and important one. No longer, the teacher can become successful by simply knowing has subject well and by directing the learning process and decision. Making of student’s equally well. Today, it seems imperative that the teacher must also function effectively and be evaluated by the public as an individual in a school and in a company.

Teacher’s roles according to Michael Legutke and Howard Thomas, are:

The general role of the teacher as coordinator and facilitator. The teacher as manager and organizer
- creating the project framework
- creating and managing the learning climate
- structuring and guiding the learning process
The teacher as instructor
- teaching learner autonomy
- providing language resources and monitoring language use
- providing technical expertise and presentation skills
The teacher as investigator and researcher.9

Questing from Lucien B. Kinney, Percy E. Berrupt stated that there are six roles of the teacher:

1) A director of learning
2) A counselor and guidance worker
3) A mediator of the culture
4) A member of the school community
5) A liaison between school and community
6) A member of the profession.10

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And to implement Competency-Based Curriculum successfully, E. Mulyasa stated that the teacher has to do as follows:

1) Mengobservasi peserta didik dalam berbagai situasi, baik di kelas maupun di luar kelas.
2) Menyediakan waktu untuk mengadakan pertemuan dengan peserta didiknya, sebelum, selama, dan setelah sekolah.
3) Mencatat dan mengecek seluruh pekerjaan peserta didik, dan memberikan komentar yang konstruktif.
4) Mempelajari catatan peserta didik
5) Membuat tugas dan latihan untuk kelompok, dan
6) Memberikan kesempatan khusus bagi peserta didik yang memiliki kemampuan yang berbeda.11

(1) Observe his students in every condition, even in the class or out class
2) Provide enough times to meet them, before, along, and after study in school.
3) Evaluate all student’s assignments, and give them constructive critics
4) Learn student’s note
5) Make group assignments, and
6) Provide special chances for those who have different capabilities).

Besides that, student’s motivation is also important, so that the teacher has to be able to encourage it in every moment of his teaching, because the students will do hard just if they have motivation and attention to what they do.

To implement of CBC effectively at the school, the teacher have to be understand that the students was born with full of curiousities which they have potential to fill.

4. The Evaluation

In learning process, an evaluation is needed to know how far the students comprehend their lesson. An evaluation, which is given in the form test. Test

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11 E. Mulyasa., Opcit., p. 186
according to Penny Ur is an activity whose main purpose is to convey (usually to the tester) how well the tester knows or can do something.\footnote{Penny Ur, \textit{A Course in Language Teaching : Practice and Theory}, (Cambridge : Cambridge University Press, 1996), p. 33}

Jack Richard stated in his book that the purpose of evaluation to promote review, reflection, and revision of the curriculum based on careful compilation of information from a variety of different source.\footnote{Jack Richard, \textit{Op cit.}, p. 299}

In Competency-Based Curriculum, evaluation was done by class based evaluation. Puskur stated that Penilian berbasis kelas merupakan suatu proses pengumpulan, pelaporan dan penggunaan informasi tentang hasil belajar siswa dengan menerapkan prinsip-prinsip penilaian, pelaksanaan berkelanjutan, bukti-bukti otentik, akurat dan konsisten sebagai akuntabilitas publik.\footnote{Puskur, \textit{Penilaian Berbasis Kompetensi}, (Pusat Penilaian Pendidikan, Diknas), p. 6}

(Puskur stated that Class-Based Evaluation is a process to collect, report, and use information about student’s learning outcomes using by principles of evaluation, doing continuously, the facts authentically, accurately, and consistence as accountability of public).

The evaluation’s table proposed by Puspendik is below:

\begin{center}
\begin{tabular}{|c|c|}
\hline
\textbf{EVALUATION} & \\
\hline
\textbf{TEST} & \textbf{NON-TEST} \\
\hline
\textbf{SUPERVISION} & \\
\hline
- ORAL & - Attitudes \\
- WRITTEN & - Interesting \\
- ACTION & - Portfolio \\
- Performance & - Life skill \\
- Project & - … \\
- Product & \\
\hline
\end{tabular}
\end{center}
Teacher should decide the standard minimum of mark gradually. If a student has not succeeded in getting the standard mark, he/she would not be allowed to learn the other competencies. Teacher should give remedial task to the student. Meanwhile, for student who have reached the standard minimum of mark, teacher gives enrichment task or go to the next competency. It means that student’s test will be different based on student’s ability. Evaluation system based competence should measure the cognitive aspect, affective aspect and psychomotor aspect.

Implementing this curriculum hopefully can overcome some weakness in our educational system, so that it can refresh the educational atmosphere in the school.

B. Teaching-Learning Reading Comprehension Based on Competency-Based Curriculum

1. The Meaning of Teaching-Learning

The writer tries to find out the definition of learning to clarify understanding with the teaching learning.

According to Cronbach, that learning is shown by change in behavior as a result of experience.\(^{15}\) Stephen B. Klein stated that learning is a relatively permanent change in the ability to exhibit a behavior; this change occurs as the results of successful or unsuccessful experience.\(^{16}\)

After know about definition of learning, the writer tries to find out the definition of teaching. The definition of teaching according to William C. Morse is to show how to do; make understand, give instruction to.\textsuperscript{17}

From teaching-learning definition, the writer can conclude that the teaching-learning is interaction process between teacher and student to change their behavior as the result of experiences. In the teaching-learning process must be done with a good organization.

2. The Meaning of Reading Comprehension

Reading is one of English basic skills in learning a language. To know exactly what reading is, here are some definitions of reading according to Jo Ann Aebersold and field, reading is ability to comprehend the thought and feeling of another mind via medium of text; reading constitutes a powerful activity that confers knowledge, insight, and perspective on readers.\textsuperscript{18}

According to Peter Strevens, reading is a skill of great importance to the student, because it provides him with access to great quantity of further experience of the language and gives him a window onto the normal means of continuing his personal education.\textsuperscript{19}

\textsuperscript{17} William C. Morse and G. Max Wingo Scott, \textit{Psychology & Teaching}, (New York : Foresman and Company, 1962), p. 21

\textsuperscript{18} Jo Ann Aebersold and field, \textit{From Reader to Teaching Reading : Issues and strategies for Second Language Classrooms}, (New York : Cambridge University Press, 1997), p. 5-6

And definition of reading comprehension Jhon F. savage said that it is the process of acquiring or deriving meaning and understanding from printed language; involves cognitive functioning related to what one reads.\textsuperscript{20}

From three opinions above, we know that we are reading a text, it means that we are absorbing the writer’s ideas to the readers mind. So reading is a very useful skill for the students in order to get more information for their education.

According to Hillman, there are 14 principles of teaching reading:

a. Learning to read is a complicated process and is sensitive to a variety of pressure or the wrong kind of pressure may result in non-learning.
b. Learning to read is an individual process.
c. Pupil differences must be a primary consideration in reading instruction.
d. Reading instruction should be thought as an organized systematic growth producing activity.
e. Proper reading instruction depends on the diagnosis of each child’s weakness and needs.
f. The best diagnosis is useless unless it is used as a blueprint for instruction.
g. No child should be expected or forced to attempt to read material, which at the moment he is incapable of reading.
h. Reading is a process of getting meaning from printed word symbols. It is not merely a process making conventionalized noises associated with those symbols.
i. Any giving technique, practice, or procedure is likely to work better with some children must have a variety of approaches.
j. Learning to read is a long-term developmental process extending over a period of years.
k. The concept of readness should be extended upward to all grades.
l. Early in the learning process the child must acquire ways of gaining independence in identifying words whose meaning are unknown to him as sight words.
m. Children should not be in the classroom if they have emotional problems sufficiently serious to make them uneducable at the moment or if they interfere with or disrupt the learning process.

\textsuperscript{20} Jhon F Savage, Jean F Mooney, \textit{Teaching Reading to Children with Special Needs}, (Boston : Boston College, 1979), p. 7
n. Emphasis should be on prevention rather than care. Reading problem should be detected early and corrected before they deteriorate into failure-frustration-reaction cases.  

And According to Jeremy Harmer, there are five principles of teaching reading:

2. Reading is not a passive skill.
3. Students need to be engaged with what they are reading.
4. Students should be encouraged to respond to the content of reading text, not just to the language.
5. Prediction is a major factor in reading.
6. Match the task to the topic.  

3. Some Principles of Teaching-Learning process According to the Competency-Based Curriculum

There are 10 teaching-learning principles:

1. Student’s centered.
2. Learning by doing.
3. To develop social ability.
4. To develop feeling to know, imagination, and potency to have God.
5. To develop problem solving, skill, as student must be has skill to solve the problem in order to be able to reach in his/her life.
6. To develop student’s creation.

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24 Jeremy, Harmer, How to Teach English an Introduction to the Practice of English Language Teachin, (Longman : Cambridge, 2004), 34
7. To develop skill to use the science and technology, according to period change which more sophisticated.
8. Improve awareness as a good citizen.
10. Synthesis’ competition, work together and solidarity).

4. The Teaching and Reading Materials According to the Competency-Based Curriculum

The teaching reading itself is directed to the achievement of competency which can be viewed from the student’s competence in doing reading steps. Teaching reading is directed to the skill of doing and implementing read act, function of reading or language function. For instance, read the some text type, analyze the text, get information from the text and etc.

Depdiknas stated that Dengan penguasan kosa kata 1000 dan tata bahasa yang bertema dengan tema yang tersedia, siswa mampu:

- Memahami makna interpesonal, ideasional, tekstual, dalam interaksional dan teks lain, seperti penjelasan dan diskusi.
- Mengungkapkan makna interpesonal, ideasional, tekstual dalam percakapan yang cukup panjang, dan kasual maupun monolog untuk berbagai tujuan komunikasi, terutama teks penjelasan dan diskusi.
- Membaca nyaring dengan pengucapan dan intonasi yang benar paragraf pendek untuk mengungkapkan makna interpesonal, ideasional, tekstual yang terdapat dalam teks interaksional, naratif, dan deskriptif dalam berbagai bentuk teks yang banyak menggunakan noun phrases dalam kalimat-kalimatnya.
- Menulis ejaan dan tanda baca yang benar paragraf pendek untuk mengungkapkan makna interpesonal, ideasional, dan tekstual dalam bentuk recount, narasi, deskripsi, serta bentuk khusus yang mengandung noun phrase atau nominalization.24

(By mastering of the 1000 vocabularies and structure with the available theme, the students are able: 1. To understand the meaning of interpesonal, ideasional, textual, in interactional text and other text, as an explanation and discussion. 2. To express the meaning of interpesonal, ideasional, textual in long conversation and casual or

monolog for some communication aims, especially explaining text and discussion. 3. To read aloud with the correct pronunciation and intonation also understand interpersonal meaning, ideational, textual which is in the text interactional, narrative, and descriptive in some genre by the use more of noun phrase in the sentences. 4. To write with the correct spelling and punctuation short paragraph to express interpersonal meaning, ideational, and textual in recount, narrative, descriptive form, also special form consist of noun phrase or nominalization).

How to teach reading based on CBC can be viewed or applied from the competency and the indicator as the writer describe previously. The teachers have to develop the competency and indicator from CBC as a guiding principle in their teaching learning activity into number of classroom activity. So that, based on the writer’s opinion the implementation of teaching reading according or not to CBC can be viewed from the suitability between the classroom activities with those activities which are suggested by CBC.

As the describe previously, in CBC there are three components laid out on matrix from such as based competence column, indicators and main material. After the writer describe about based competence. Now the writer wants to present the theory of main material. Main material or reading material is the most important factors in teaching reading, because it can not be separated from learning activities besides based competence and indicators. As stated in syllabus of curriculum 2004 as follows:
**Sekolah**

**Mata Pelajaran** : Bahasa Inggris

**Kelas** : VII

**Tema** : Personal Identity, school life, family life, Daily needs, jobs, shopping, games, hobbies, food and drinks.

**Standar Kompetensi** : Berkomunikasi secara lisan dan tertulis dengan menggunakan ragam bahasa yang sesuai dengan lancar dan akurat dalam wacana interaksional dan atau monolog pendek terutama wacana yang berbentuk naratif, deskriptif, dan recount sederhana.

<table>
<thead>
<tr>
<th>Kompetensi Dasar</th>
<th>Materi Pokok</th>
<th>Strategi Pembelajaran</th>
<th>Alokasi Waktu</th>
<th>Sumber Belajar</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Kompetensi Tindak Bahasa (Actional Competence)</td>
<td></td>
<td></td>
<td>180 mnt</td>
<td>Modified teks dari majalah Bahasa Inggris atau brosur/leaflet</td>
</tr>
<tr>
<td>1.3 MEMBACA</td>
<td>Wacana deskriptif, naratif, dan recount dengan pilihan tema tertentu</td>
<td>- Ceramah - Tanya jawab - Latihan - Modeling - Demonstrasi</td>
<td>- Membaca wacana deskriptif dan menjawab pertanyaan berdasarkan bacaan - Menganalisis teks berdasarkan ciri retorika dan linguistik untuk mencapai pemahaman ideas. - Tugas individu ke perpustakaan untuk mencari teks yang sesuai</td>
<td>Modified teks dari majalah Bahasa Inggris atau brosur/leaflet</td>
</tr>
</tbody>
</table>
| Teks yang berisi informasi fakta fakta, atau berita dengan tema tertentu | - Analisis teks sesuai dengan ciri-ciri retorika dan linguistik untuk menentukan informasi fakta fakta.  
- Tugas individu ke perpustakaan untuk mencari teks yang dapat dikategorikan teks fakta fakta. | 180 mnt | Teks dari majalah Bahasa Inggris atau brosur/leaflet |
| Teks deskriptif, naratif, dan recount dengan pilihan tema tertentu | - Menganalisis langkah retorika teks sesuai dengan ciri-ciri retorika dan linguistik untuk menentukan jenis-jenis teks.  
- Tugas individu ke perpustakaan untuk mencari teks yang kemudian dibahas di kelas | 180 mnt | Teks dari majalah Bahasa Inggris atau sumber lain yang sesuai dengan kemampuan siswa |
The syllabus means that the teacher has to motivate the students to explore any kinds of imagination from the text and automatically the creativity of the students occurred.

In order to reflect the reasonable activity sequences, the writer attempts to develop the classroom activities based on indicators and theories by referring to the 2004 curriculum, as reasonable as possible. The writer simplifies happen in the classroom. They are as follows:

- Reading narrative text and answer the questions based on the text
- Reading recount discourse and answer the questions based on the text
- Answer the question based on the text
- Analysis of text according to find out the supporting details
- Find out the factual information
- Analysis step of the text retorika which is suitable with rhetoric characteristics and linguistic.
- Find out kinds of the text
- Practice a conversation about hobbies in groups of four.
- Match faces and pictures to make statements according to the pictures.
- Exchange information about hobbies, what they like and do not like doing in the free time.
- Interview classmates about hobbies for class survey.
- Report the result of the interview in good sentences
- State the topic of a dialog after skimming for about 5 minutes.
- Answer question about the dialog in pairs
- Talk about daily free time activities based on a diary page.
- Make a list of free time activities in a week by filling in the table.
- Make sentences based on the information in the table.
- Pronounce new words related to hobbies after the teacher.
- Make a simple dialog related to the pictures.
- Say the main idea of a short text after skimming.
- Match English words with Indonesian equivalents.
- Make sentences with the new words.
- Interview classmates about hobbies of collecting things and report the results to the class.
- Answer question about text with a partner.
- Discuss the specific food in some provinces
- Talk about ingredients of a dish
- Find the meanings of new words in the text.
- Find the main idea of passage
- Make a list of fishing equipment
- Rearrange jumbled letters to make words related to fishing

According to CBC, using language is connected with functional skills in language, which constitutes with expression of language elements, which consist of structure, genre, conversation gambits, and vocabulary. (See appendixes).
CHAPTER III

RESEARCH METHODOLOGY AND FINDINGS

A. Research Methodology

1. Place and Time of Study

The writer chooses SMPN 190 Kalideres as the location of study. It is on Jl. Prepedan Kel. Kamal Kec. Kalideres Jakarta-Barat Post Code 11810.

This research started in April 2007. On April 2nd 2007, the writer asked permission to the school principal. And between 4th up to 25th April 2007 she directly observed the teaching learning activities in the class E.

2. Method of Study

As the writer described previously in chapter I about an observation method with descriptive qualitative. The kind of observation that the writer used is systematic observation, as stated by Arikunto, “observasi yang dilakukan oleh pengamat dengan menggunakan pedoman sebagai instrumen pengamatan”. In this observation, the observer only give a tally sign in the column of activity which appeared in the classroom. In this case the writer used checklist as the instrument of the study. The checklist is designed in such a way that reflects or represents the requirements of the teaching reading according to CBC.

3. Technique of Sample Taking
The writer took as a sample taking from class VII.E. There are 21 boys and 21 girls. And the teacher is Mrs. Lena Budiarti, S.Pd.

4. Technique of Data Analysis

The technique of the data analysis that the writer used to understand the data status was the percentage. After that the data will be interpreted in from of qualitative sentences. The writer uses formula\(^25\) :

\[
X = \frac{n \times 100}{N}
\]

Description :

X : The level of suitability with the characteristics or indicators of CBC.

n : The characteristics or indicators of CBC which are implemented in the classroom.

N : The total of characteristics or indicators of CBC that have to implement.

Arikunto points out :

\textbf{Kadang-kadang pencarian persentase dimaksudkan untuk mengetahui status yang dipresentasikan dan dijadikan tetap berupa persentase. Tetapi kadang-kadang sesudah sampai ke persentase lalu ditafsirkan dengan kalimat yang bersifat kualitatif, misalnya baik (76-100\%, cukup (56-75\%), kurang baik (40-55\%), tidak baik (kurang dari 40\%).}

Based on the statement above, the writer divides the levels of quality into four categories :

- **Good** : 76\% - 100\%
- **Fair** : 56\% - 75\%
- **Bad** : 40\% - 55\%

Very Bad : less than 40%

B. Research Findings

1. Data Description

Having done the observation 7 times, the writer gathered the data needed. The data are noted in the table. The table has relation to the teaching of reading, specially shown as follow:

<table>
<thead>
<tr>
<th>No.</th>
<th>Indicator or Sub Indicators</th>
<th>Classroom Activities Develop in Class</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Date of Observation in April</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>04 09 11 16 18 23 25</td>
<td></td>
</tr>
<tr>
<td>1.</td>
<td>Reading the descriptive discourse.</td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>2.</td>
<td>Reading narrative discourse</td>
<td>√</td>
<td>2</td>
</tr>
<tr>
<td>3.</td>
<td>Reading recount discourse</td>
<td>√ √</td>
<td>2</td>
</tr>
<tr>
<td>4.</td>
<td>Answer the question based on the text</td>
<td>√ √ √</td>
<td>5</td>
</tr>
<tr>
<td>5.</td>
<td>Analysis of text according to find out the supporting details</td>
<td>√ √ √</td>
<td>3</td>
</tr>
<tr>
<td>6.</td>
<td>Giving the task to go to the library individually to find out the text which suitable with the third types</td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>7.</td>
<td>Analysis of the text which is suitable with rhetoric characteristic and linguistic.</td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>8.</td>
<td>Find out the factual information</td>
<td>√ √ √ √</td>
<td>4</td>
</tr>
<tr>
<td>9.</td>
<td>Giving the task to go to the library to find the text which can be identified the factual text.</td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>10.</td>
<td>Analysis step of the rhetoric text which is suitable with rhetoric characteristics and linguistic.</td>
<td>√ √ √</td>
<td>3</td>
</tr>
<tr>
<td>11.</td>
<td>Find out kinds of the text.</td>
<td>√</td>
<td>1</td>
</tr>
<tr>
<td>12.</td>
<td>Giving the task to go to the library to find the text which is discussed in the class.</td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>13.</td>
<td>Practice a conversation about hobbies in groups of four.</td>
<td>√ √</td>
<td>2</td>
</tr>
<tr>
<td>14.</td>
<td>Match faces and pictures to make statements according to the pictures.</td>
<td>√ √ √ √</td>
<td>5</td>
</tr>
<tr>
<td>15.</td>
<td>Exchange information about hobbies, what they like and do</td>
<td>√ √ √</td>
<td>3</td>
</tr>
<tr>
<td>No.</td>
<td>Indicator or Sub Indicators</td>
<td>Date of Observation in April</td>
<td>Frequency</td>
</tr>
<tr>
<td>-----</td>
<td>------------------------------------------------------------------------------------------</td>
<td>------------------------------</td>
<td>-----------</td>
</tr>
<tr>
<td>16.</td>
<td>Interview classmates about hobbies for class survey.</td>
<td>04 09 11 16 18 23 25</td>
<td>2</td>
</tr>
<tr>
<td>17.</td>
<td>Report the result of the interview in good sentences.</td>
<td>04 09 11 16 18 23 25</td>
<td>3</td>
</tr>
<tr>
<td>18.</td>
<td>State the topic of a dialog after skimming for about 5 minutes.</td>
<td>04 09 11 16 18 23 25</td>
<td>3</td>
</tr>
<tr>
<td>19.</td>
<td>Answer question about the dialog in pairs.</td>
<td>04 09 11 16 18 23 25</td>
<td>1</td>
</tr>
<tr>
<td>20.</td>
<td>Talk about daily free time activities based on a diary page.</td>
<td>04 09 11 16 18 23 25</td>
<td>2</td>
</tr>
<tr>
<td>21.</td>
<td>Make a list of free time activities in a week by filling in the table.</td>
<td>04 09 11 16 18 23 25</td>
<td>2</td>
</tr>
<tr>
<td>22.</td>
<td>Make sentences based on the information in the table.</td>
<td>04 09 11 16 18 23 25</td>
<td>3</td>
</tr>
<tr>
<td>23.</td>
<td>Pronounce new words related to hobbies after the teacher.</td>
<td>04 09 11 16 18 23 25</td>
<td>5</td>
</tr>
<tr>
<td>24.</td>
<td>Make a simple dialog related to the pictures.</td>
<td>04 09 11 16 18 23 25</td>
<td>2</td>
</tr>
<tr>
<td>25.</td>
<td>Say the main idea of a short text after skimming.</td>
<td>04 09 11 16 18 23 25</td>
<td>4</td>
</tr>
<tr>
<td>26.</td>
<td>Match English words with Indonesian equivalents.</td>
<td>04 09 11 16 18 23 25</td>
<td>4</td>
</tr>
<tr>
<td>27.</td>
<td>Make sentences with the new words.</td>
<td>04 09 11 16 18 23 25</td>
<td>2</td>
</tr>
<tr>
<td>28.</td>
<td>Interview classmates about hobbies of collecting things and report the results to the class.</td>
<td>04 09 11 16 18 23 25</td>
<td>2</td>
</tr>
<tr>
<td>29.</td>
<td>Answer question about text with a partner.</td>
<td>04 09 11 16 18 23 25</td>
<td>5</td>
</tr>
<tr>
<td>30.</td>
<td>Identify names spices after the teacher by pronouncing.</td>
<td>04 09 11 16 18 23 25</td>
<td>0</td>
</tr>
<tr>
<td>31.</td>
<td>Talk about Family’s favourite dish and what the need to prepare it.</td>
<td>04 09 11 16 18 23 25</td>
<td>0</td>
</tr>
<tr>
<td>32.</td>
<td>Discuss the specific food in some province.</td>
<td>04 09 11 16 18 23 25</td>
<td>1</td>
</tr>
<tr>
<td>33.</td>
<td>Talk about ingredients of a dish.</td>
<td>04 09 11 16 18 23 25</td>
<td>1</td>
</tr>
<tr>
<td>34.</td>
<td>Find the meanings of new words in the text.</td>
<td>04 09 11 16 18 23 25</td>
<td>5</td>
</tr>
<tr>
<td>35.</td>
<td>Find the main idea of the passage</td>
<td>04 09 11 16 18 23 25</td>
<td>5</td>
</tr>
<tr>
<td>36.</td>
<td>Make a list of fishing equipment.</td>
<td>04 09 11 16 18 23 25</td>
<td>1</td>
</tr>
<tr>
<td>37.</td>
<td>Rearrange jumbled letters to make words related to fishing.</td>
<td>04 09 11 16 18 23 25</td>
<td>2</td>
</tr>
</tbody>
</table>
The total classroom activities shows in the table are thirty-seven that the teacher is supposed to implement in the classroom according to the indicators or sub indicators on the CBC. The writer classified, thirty classroom activities were conducted by the teacher in the teaching reading comprehension during the observation and there were seven classroom activities that were not conducted. Thirty classroom activities that were conducted by the teacher, are as follow:

1. Reading narrative discourse
2. Reading recount discourse
3. Answer the question based on the text
4. Analysis of text according to find out the supporting details
5. Find out the factual information
6. Analysis step of the text rhetoric which is suitable with rhetoric characteristics and linguistic.
7. Find out kinds of the text
8. Practice a conversation about hobbies in groups of four.
9. Match faces and pictures to make statements according to the pictures.
10. Exchange information about hobbies, what they like and do not like doing in the free time.
11. Interview classmates about hobbies for class survey.
12. Report the result of the interview in good sentences
13. State the topic of a dialog after skimming for about 5 minutes.
2. **Data Analysis**

Based on the result in the table, the writer classified thirty classroom activities in two categories, they were; the ones which were frequently conducted and infrequently conducted. From the nine activities frequently conducted, it could be seen that these classroom activities were necessary
to be given by the teacher to the students to do read to get some information from the text and stimulate their interest in learning English, in order to reach the objective of reading in CBC. When they did the activities, like working in pairs and read aloud in front of the class the students become more confident and actively involved in the learning process, because it involved some students. One of the teacher’s efforts to motivate and trigger the students to speak in English is, by making comfortable environment, for example, problem solving activity whether it is in or out of the class, in order to make a close relationship between the teacher and the students. From the twenty eight infrequently classroom activities that were conducted, the writer reasoned that by giving that activities the teacher can trigger the students to do some written and communicative activities. For example, discussion made the students get more information from their friends and other source. The reason why these classroom activities infrequently conducted were because these activities are already represented by the ninth frequently classroom activities. By applying these classroom activities, of course the students become precise, systematic and objective in their thinking.

In contrast with the thirty classroom activities that were conducted in the class, the seven classroom activities that were not conducted by the teacher were caused by some factors. The writer reasoned that these activities were unnecessary to be given by the teacher to the students. These classroom activities were not appropriate to be given in other theme
and were not enough time to conducted it. So if the teacher did not conduct these activities, there would not be any effect at all on the students.

3. Interpretation of Data

Based on the data description and the data analysis, it can be constructed that the teacher of the first year at SMPN 190 Kalideres, has directed the teaching reading comprehension based on CBC. To find out whether the implementation of teaching reading comprehension in accordance or not with the principles of CBC, the writer applies percentage as a way of statistical method.

The result of percentage is gotten by the formula:

\[
X = \frac{n \times 100}{N}
\]

Description:

- **X**: The level of suitability with the characteristics or indicators of CBC.
- **n**: The characteristics or indicators of CBC which are implemented in the classroom.
- **N**: The total of characteristics or indicators of CBC that have to implement.

By applying the formula above, the writer may find out the quality of the implementation of teaching reading comprehension required by CBC. The percentage of the classroom activities based on the indicators or sub indicators conducted in the classroom is covering:

\[
X = \frac{30 \times 100}{37} = 81,1\%
\]

With reference to the criteria of the quality level the percentage 81,1% means good.

Based on the observation and the interpretation of data. The writer views that the implementation of teaching reading comprehension based
on CBC at the first year of SMPN Kalideres students are in line with CBC. It means that the teacher had tried every effort to reach the objectives of reading based on CBC and make the teaching reading activities in the classroom according to CBC.

To sum up, the writer enclosed the observation record in appendix as a written evidence that the writer had done the observation on April 4th until 25th 2007.
CHAPTER IV

CONCLUSION AND SUGGESTION

A. Conclusion

From all of the previous chapters, the writer has a conclusion that the quality of the implementation of teaching reading according to Competency-Based Curriculum (CBC) in SMPN 190 Kalideres is good with percentage 81.1%. In the light of new issue from the government, the implementation of teaching reading according to CBC in SMPN 190 Kalideres has been qualified and has already applied functional level suggested by CBC in reading activity.

B. Suggestion

As the last part of this paper, there are some suggestions that the writer would like to offer for the English teacher at SMPN Kalideres, such as:

1. The teacher must be willing to use a variety of activities regularly to stimulate interest and facilitate the students’ growth. For example, invite students to go to the public library or visit bookstore which are there many book stories and science, or learning by using website, etc.

2. The teacher has to be more creative to develop the themes from the other sources which conform to CBC.

3. To be more actively involved in the learning process, the students should be given some media to provoke their curiosity in learning English, for example: slot board, picture/chart, OHP, games and song.
REFERENCES


### Observation Record (1)

**Wednesday, April 4th 2007**  
**Time:** 07.00 – 08.30 a.m.  
**Topic:** Hobbies  
**Sub Topic:** Free Activities and Hobbies

<table>
<thead>
<tr>
<th>No.</th>
<th>Time Allocation</th>
<th>Classroom Activities</th>
<th>Material</th>
</tr>
</thead>
</table>
| 1.  | 07.00 – 07.15   | - Opening Activities  
  - The teacher greets the student  
  - Taking Attendance list  
  - Expaining about (Standard Competence, Based Competence, the goal and Learning strategies)  
  - The teacher asked the students whether they know the meaning of Free Time Activities and what their hobbies are. | Recount  |
| 2.  | 07.15 – 08.20   | - Main Activities  
  - The teacher asked the students in turn to read aloud a dialog in groups of four.  
  - The teacher asked the students to match the faces and picture to make statements according to the picture.  
  - The teacher asked the students to go around the class and interviewed as many classmates as possible to find out what they like doing in their free time, and reported the result to the class.  
  - Students made sentences using “most of”, “some of”, “all of” and “a few of”. |          |
| 3.  | 08.20 – 08.30   | - Closing Activities  
  - The teacher together summarized the topic of that meeting. The students answered these questions:  
  1. What is the meaning of “free time activities”?  
  2. What words do you use talk |          |
Observation Record (II)
Monday, April 9th 2007
Time: 07.00 – 08.30 a.m.
Topic: Hobbies
Sub Topic: Gardening

<table>
<thead>
<tr>
<th>No.</th>
<th>Time Allocation</th>
<th>Classroom Activities</th>
<th>Material</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>07.00 – 07.10</td>
<td>- Opening Activities</td>
<td>Recount</td>
</tr>
<tr>
<td></td>
<td></td>
<td>The teacher greets the student</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Taking Attendance list</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- The teacher asked the students to look at the pictures of several flower, vegetables and fruits, and asked whether the students know their names in English.</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>07.10 – 08.20</td>
<td>- Main Activities</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>The students were asked to read a dialog for about 5 minutes and said what the topic is.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- The students answered the questions about dialog in pairs.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>The students looked at a diary page of Santi’s free time activities. Then, they made sentences about their weekly activities by completing the sentences.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- The students made a list of their own free time activities in a week, then exchange their list with a friend.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- The students filled in a table about their and their activities and made sentences.</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>08.20 – 08.30</td>
<td>- Closing Activities</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>The teacher let the students summarized what they have learned in the second meeting, used guideline questions</td>
<td></td>
</tr>
</tbody>
</table>
Observation Record (III)

Wednesday, April 11th 2007
Time: 07.00 – 08.30 a.m.
Topic: Hobbies
Sub Topic: Collecting Stamps

<table>
<thead>
<tr>
<th>No.</th>
<th>Time Allocation</th>
<th>Classroom Activities</th>
<th>Material</th>
</tr>
</thead>
</table>
| 1.  | 07.00 – 07.15   | - Opening Activities  
  - The greets the student  
  - Taking Attendance list  
  - Expaining about (Standard Competence, Based Competence, the goal and Learning strategies)  
  - The teacher asked the students what they do in their free time.  
  - The teacher asked who likes collecting things, such as stamps, coins, pencils, etc.                                                | Narrative |
| 2.  | 07.15 – 08.20   | - Main Activities  
  - The students were shown the pictures, then pronounced new words after the teacher and made a simple dialog with partner using the pictures.  
  - The students read a short text for 5 minutes and said what the text about.  
  - Taking some new words from the text, the students matched those words with their partner equivalent in Indonesian. They may discuss the answer with their friends.  
  - In pairs, they made sentences using the new words.  
  - The students gone around the class and asked their classmates who like collecting things, and what they collected. Then they reported the result to the class. | Narrative |
| 3.  | 08.20 – 08.30   | - Closing Activities  
  - The teacher and students reviewed the new words they learned in this                                                                                                                                  | Narrative |
**Observation Record (IV)**  
**Monday, April 16th 2007**  
**Time : 07.00 – 08.30 a.m.**  
**Topic : Hobbies**  
**Sub Topic : Cooking**

<table>
<thead>
<tr>
<th>No.</th>
<th>Time Allocation</th>
<th>Classroom Activities</th>
<th>Material</th>
</tr>
</thead>
</table>
| 1.  | 07.00 – 07.15   | **Opening Activities**  
  - The greets the student  
  - Taking Attendance list  
  - Expaining about (Standard Competence, Based Competence, the goal and Learning strategies)  
  - The teacher asked the students to look at a picture of a girls is cooking in the kitchen. The students stated where the girls is and what she is doing. | Procedure |
| 2.  | 07.15 – 08.20   | **Main Activities**  
  - The students asked some warm up questions before asking the students to read the text.  
  - The students look that pictures of spices and pronounced their names after the teacher. They had to point at the right picture while pronouncing the names.  
  - The students told the class about their favourites dish of their family and what they need to make the dish.  
  - In pairs, the students told about the specific food or dishes of their province.  
  - In groups of four, the students talked about a simple dish, how to make it. | |
| 3.  | 08.20 – 08.30   | **Closing Activities**  
  - The teacher together with the students, summarized the main points of this meeting. | |
Observation Record (V)
Wednesday, April 18th 2007
Time: 07.00 – 08.30 a.m.
Topic: Hobbies
Sub Topic: Fishing

<table>
<thead>
<tr>
<th>No.</th>
<th>Time Allocation</th>
<th>Classroom Activities</th>
<th>Material</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>07.00 – 07.10</td>
<td>▪ Opening Activities</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>The teacher greets the students</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Explaining about (Standard Competence, Based Competence)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- The teacher asked the students who like fishing.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- The teacher asked the students to mention some place where people in their area usually go fishing.</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>07.10 – 08.20</td>
<td>▪ Main Activities</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>The students looked up the meaning of new words in the dictionary, then arrange them in alphabetical order.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>The students read the passage briefly for five minutes to get the main Idea.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>The students reread the passage more carefully, and answered the questions about the passage with their partner.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>08.20 – 08.30</td>
<td>- In pairs, the students made a list of the place in their area where people usually go fishing and things they need to bring when they go fishing. Then they read their list aloud.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- The students rearrange jumbled letters in pairs, to make words. They had just learned and wrote down the meaning each.</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>08.20 – 08.30</td>
<td>▪ Closing Activities</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>The teacher asked the students to make sentences about ongoing activities.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>The teacher let the students discovered the rules for the present</td>
<td></td>
</tr>
</tbody>
</table>
## Observation Record (VI)

**Monday, April 23rd 2007**

**Time:** 07.00 – 08.30 a.m.

**Topic:** Hobbies

**Sub Topic:** Games and Sport I

<table>
<thead>
<tr>
<th>No.</th>
<th>Time Allocation</th>
<th>Classroom Activities</th>
<th>Material</th>
</tr>
</thead>
</table>
| 1.  | 07.00 – 07.20   | ▪️ Opening Activities  
- The teacher greets the students  
- Taking attendance list  
- Explaining about (Standard Competence, Based Competence)  
- The teacher asked the students whether they had ever heard of “exchange students”.  
- The teacher explained briefly somethings about an exchange program. |          |
| 2.  | 07.15 – 08.20   | ▪️ Main Activities  
- Read the text and found the meaning of new words  
- In pairs, found the answer to the questions.  
- In pairs, the students tried to find ten words in a word puzzle related to games and hobbies. |          |
| 3.  | 08.20 – 08.30   | ▪️ Closing Activities  
- The teacher asked the students to state what they learned in that meeting  
- The teacher asked the to review the new vocabulary they have just learned. |          |
Observation Record (VII)  
**Wednesday, April 25th 2007**  
**Time:** 07.00 – 08.30 a.m.  
**Topic:** Hobbies  
**Sub Topic:** Games and Sport II

<table>
<thead>
<tr>
<th>No.</th>
<th>Time Allocation</th>
<th>Classroom Activities</th>
<th>Material</th>
</tr>
</thead>
</table>
| 1.  | 07.00 – 07.07   | ▪ Opening Activities  
  - The teacher greets the students  
  - The teacher asked the students what the names of games and sports are and who like playing games and sport are. | Dialog |
| 2.  | 07.07 – 08.15   | ▪ Main Activities  
  - In groups of four, they read the conversation among Lidia, Ifa, Ali, Irfan and Tom in front of the class and found what the topic is.  
  - In pairs, Students answered the questions according to the dialog. | |
| 3.  | 08.15 – 08.30   | ▪ Closing Activities  
  - The teacher asked the students to state what they learned in that meeting  
  - The teacher motivate the students and asked their difficulties about their learning that meeting. | |
## STRUCTURE

<table>
<thead>
<tr>
<th>POLA</th>
<th>MAKNA DAN KEGUNAAN</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kalimat Tanya dengan what, who+be dan jawabannya.</td>
<td>Menanyakan dan menunjukkan nama orang, benda atau objek tertentu.</td>
</tr>
</tbody>
</table>
| - What is that?  
  That’s a book.  
- Who is that?  
  It’s Ali. | |
| Kalimat positif, negatif dan tanya dengan it, this, dan that sebagai objek dan jawabannya. | Demonstratif Pronoun, kata ganti penunjuk dalam kalimat pernyataan – pernyataan dan menyangkal |
| - That’s a ruler  
  Is that blue?  
- Yes, it is/No, it isn’t | |
| Kata ganti kepemilikan, tunggal (my, your, his, her). | Mengungkapkan kepemilikan bentuk tunggal |
| Kata ganti kepemilikan jamak dan apostrof (your, our, their) dan ….’s | Mengungkapkan kepemilikan bentuk jamak |
| Kata sifat (adjectives) | Menerangkan keadaan benda atau seseorang (warna, ukuran, kualitas, usia) |
| S + be + adjectives dalam kalimat (+) (-) (?) | Kata ganti orang sebagai subyek dalam kalimat (+) (-) (?) |
| I  
You  
We  
They  
He  
She  
It | Kata ganti orang/benda sebagai subyek |
| Artikel a, an, dan the | Menunjukkan satu, sebuah benda atau orang yang tidak tertentu. “the” menunjukkan benda yang sudah tertentu atau hanya ada satu di tempat tertentu. |
| A/an + singular noun  
Singular noun  
The +  
Plural noun | Frasa berpreposisi: at, in, on, + … |
<table>
<thead>
<tr>
<th>POLA</th>
<th>MAKNA DAN KEGUNAAN</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Plurality (kata benda bentuk jamak)</strong></td>
<td></td>
</tr>
</tbody>
</table>
| Beraturan *cat* – *cats*  
*glass* - *glasses* | Menunjukkan benda, orang, objek yang lebih dari satu lebih dari satu. |
| Tidak beraturan  
*Woman* – *women*  
*Ox* – *oxen*  
*Deer* – *deer* | |
| Dalam kalimat (+) (_)(?) | |
| **Present Continuous Tense**  
*Subject + be + V + ing* dalam kalimat (+) (_)(?) | Mengungkapkan kegiatan yang sedang berlangsung |
| **Simple Present Tense dengan kata kerja khusus** *want, need, have, like + noun* dalam kalimat (+) (_)(?) | Mengungkapkan keinginan, kebutuhan, kepemilikan dan kegemaran. |
| **Simple Present Tense**  
*Subject + Verbs/s + complement* dalam kalimat (+) (_)(?) | Mengungkapkan kebiasaan melakukan sesuatu. |
| Frasa nomina (adjective + noun)  
*A blue skirt*  
*A small cat* | Kata sifat yang mendahului kata benda |
| **Kalimat tanya dengan which**  
*Which one is Ali?*  
*The tall one is* | Menanyakan pilihan; *one/ones* sebagai pengganti benda |
| Kata sambung “*and*” dan “*or*”  
*Ali is tall and big*  
*Do you like tea or milk?* | “*And*” menggambungkan dua kata atau kalimat yang setara “*or*” menggambungkan dua kata atau kalimat yang merupakan pilihan. |
| Some, any, dalam kalimat (+) (_)(?)  
Kata tanya dengan :  
*How many + countable noun*  
*How much + uncountable noun* | *Some* dan *any* sebagai kata ganti dan kata sifat penunjuk jumlah tak tentu. |
| Kata ganti objek (me, you, him, them, us) dalam kalimat (+) (_)(?) | Kata ganti orang sebagai objek dalam kalimat |
| Kalimat tanya dengan  
*Who atau whom*  
*Who + ... ?*  
*Whom + ...* | *Who* menanyakan subjek  
*Whom* menanyakan objek |
<table>
<thead>
<tr>
<th>Adjective deskriptif (pretty, tall) dalam kalimat (+) (-) (?)</th>
<th>Menjelaskan benda, orang, atau tempat.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>POLA</strong></td>
<td><strong>MAKNA DAN KEGUNAAN</strong></td>
</tr>
<tr>
<td>Kata ganti dan kata tanya kepemilikan</td>
<td>Mengungkapkan kegiatan yang sedang berlangsung</td>
</tr>
<tr>
<td>Whose cat is it?</td>
<td></td>
</tr>
<tr>
<td>It’s my cat</td>
<td></td>
</tr>
<tr>
<td>It’s mine</td>
<td></td>
</tr>
<tr>
<td>Ungkapan yang menanyakan waktu, hari, tanggal dan bulan</td>
<td>Menanyakan informasi tentang hari, tanggal, waktu, bulan...</td>
</tr>
<tr>
<td>What time is it?</td>
<td></td>
</tr>
<tr>
<td>What day is it today?</td>
<td></td>
</tr>
<tr>
<td>What is the date today?</td>
<td></td>
</tr>
<tr>
<td>What month is it?</td>
<td></td>
</tr>
<tr>
<td>Simple Present Tense</td>
<td>Mengungkapkan kebiasaan melakukan sesuatu.</td>
</tr>
<tr>
<td>Subject + Verbs/s + complement dalam kalimat (+) (-) (?)</td>
<td></td>
</tr>
<tr>
<td>Frasa nomina (adjective + noun)</td>
<td>Kata sifat yang mendahului kata benda</td>
</tr>
<tr>
<td>A blue skirt</td>
<td></td>
</tr>
<tr>
<td>A small cat</td>
<td></td>
</tr>
<tr>
<td>Kalimat tanya dengan which</td>
<td>Menanyakan pilihan; one/ones sebagai pengganti benda</td>
</tr>
<tr>
<td>Which one is Ali?</td>
<td></td>
</tr>
<tr>
<td>The tall one is</td>
<td></td>
</tr>
<tr>
<td>Kata sambung “and” dan “or”</td>
<td>“And” menggabungkan dua kata atau kalimat yang setara “or” menggambungkan dua kata atau kalimat yang merupakan pilihan.</td>
</tr>
<tr>
<td>Ali is tall and big</td>
<td></td>
</tr>
<tr>
<td>Do you like tea or milk?</td>
<td></td>
</tr>
<tr>
<td>Some, any, dalam kalimat (+) (-) (?)</td>
<td>Some dan any sebagai kata ganti dan kata sifat penunjuk jumlah tak tentu.</td>
</tr>
<tr>
<td>Kata tanya dengan :</td>
<td></td>
</tr>
<tr>
<td>How many + countable noun</td>
<td></td>
</tr>
<tr>
<td>How much + uncountable noun</td>
<td></td>
</tr>
<tr>
<td>Kata ganti objek (me, you, him, them, us) dalam kalimat</td>
<td>Kata ganti orang sebagai objek dalam kalimat</td>
</tr>
<tr>
<td>(+) (-) (?)</td>
<td></td>
</tr>
<tr>
<td>Kalimat tanya dengan</td>
<td></td>
</tr>
<tr>
<td>Who atau whom</td>
<td>Who menanyakan subjek</td>
</tr>
<tr>
<td>Who + ... ?</td>
<td></td>
</tr>
<tr>
<td>Whom + ...</td>
<td>Whom menanyakan objek</td>
</tr>
<tr>
<td>Simple Past Tense dengan :</td>
<td>Mengungkapkan keadaan dan keberadaan benda, orang, objek pada waktu lampau.</td>
</tr>
<tr>
<td>• Was dan were</td>
<td></td>
</tr>
<tr>
<td>Subjek + was/were + ...</td>
<td></td>
</tr>
<tr>
<td>There + was/were + ...</td>
<td></td>
</tr>
<tr>
<td>Dalam kalimat (+) (-) (?)</td>
<td></td>
</tr>
<tr>
<td>POLA</td>
<td>MAKNA DAN KEGUNAAN</td>
</tr>
<tr>
<td>-------------------------------------------</td>
<td>--------------------------------------------------------</td>
</tr>
<tr>
<td>Kata kerja beraturan / tidak beraturan dalam kalimat (+) (_) (?) Subjek + Verb + ....</td>
<td>Mengungkapkan kegiatan waktu lampau.</td>
</tr>
<tr>
<td>Kalimat perintah</td>
<td>Mengungkapkan perintah, larangan, peringatan.</td>
</tr>
<tr>
<td>Come in!</td>
<td></td>
</tr>
<tr>
<td>Kalimat larangan</td>
<td></td>
</tr>
<tr>
<td>Don’t go away!</td>
<td></td>
</tr>
<tr>
<td>Kalimat peringatan :</td>
<td></td>
</tr>
<tr>
<td>Watch out!</td>
<td></td>
</tr>
<tr>
<td>Take care!</td>
<td></td>
</tr>
<tr>
<td>Kalimat yang diawali dengan kata “there”</td>
<td>Menanyakan dan mengungkapkan keberadaan benda, orang, atau objek.</td>
</tr>
<tr>
<td>How many cats are there?</td>
<td></td>
</tr>
<tr>
<td>There are three cats.</td>
<td></td>
</tr>
<tr>
<td>Kalimat tanya dengan “how much”</td>
<td>- Menanyakan jumlah benda yang tidak dapat dihitung.</td>
</tr>
<tr>
<td>How much water do you need.</td>
<td>- Some dan any menunjukkan jumlah benda yang tidak dapat dihitung.</td>
</tr>
<tr>
<td>I don’t need any water.</td>
<td></td>
</tr>
<tr>
<td>Kata bilangan/jumlah tak tentu (a lot of, much, many, several, a few) dalam kalimat (+) (_) (?)</td>
<td>Kata petunjuk jumlah orang benda, objek tak tentu.</td>
</tr>
<tr>
<td>Simple Present Tense dalam kalimat (+) (_) (?) Subjek + Verb/s + ...</td>
<td>Mengungkapkan kebiasaan melakukan sesuatu.</td>
</tr>
<tr>
<td>Kata kerja bantu : can, may, must, should dalam kalimat (+) (_) (?)</td>
<td>Mengungkapkan kemampuan, kemungkinan, keharusan dan saran.</td>
</tr>
<tr>
<td>Future Tense dengen to be going to Subjek + to be going to + verb I</td>
<td>Mengungkapkan rencana kegiatan yang akan datang</td>
</tr>
<tr>
<td>Keterangan tempat tak tentu (somewhere, nowhere, dsb)</td>
<td>Menunjukkan tempat yang tak tentu.</td>
</tr>
<tr>
<td>Keterangan cara melakukan sesuatu :</td>
<td>Menerangkan cara melakukan sesuatu</td>
</tr>
<tr>
<td>Adjective + ly</td>
<td></td>
</tr>
<tr>
<td>He plays football beautifully</td>
<td></td>
</tr>
<tr>
<td>He drives carefully</td>
<td></td>
</tr>
<tr>
<td>Kata ganti tak tentu (someone, something) dalam kalimat (+) (_) (?)</td>
<td>Menunjukkan orang/tempat/benda tak tentu.</td>
</tr>
<tr>
<td>Kalimat majemuk setara dengan end, or, but</td>
<td>Mengungkapkan tambahan, pilihan dan kontra.</td>
</tr>
<tr>
<td>Kata kerja yang diikuti kata sifat Look, happy Get, angry</td>
<td>Mengungkapkan deskripsi suatu keadaan atau perasaan</td>
</tr>
<tr>
<td>Kalimat majemuk bertingkat dengan :</td>
<td>Mengungkapkan :</td>
</tr>
<tr>
<td>--------------------------------------</td>
<td>-----------------</td>
</tr>
<tr>
<td><em>Because/of ...... When ...... After, before ...... Then ......</em></td>
<td>- alasan - tujuan - waktu</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>POLA</th>
<th>MAKNA DAN KEGUNAAN</th>
</tr>
</thead>
</table>
| • Kata kerja dengan *to infinitive*  
  *Want*  
  *like*  
  *need*  
  + to infinitive  
  *plan*  
  *decide*  
  etc. | Mengungkapkan perintah, larangan, peringatan. |
| • Kata tanya dengan ‘How…?  
  *How much* + ......?  
  *old*  
  *tall*  
  *far*  
  *fast*  
  *well*  
  *heavy*  
  *long*  
  ...... | Menanyakan harga, usia, tinggi, jarak, kecepatan, kualitas, berat, panjang/lamanya, waktu. |
| • Kalimat dengan ‘in order to + infinitive’  
  *Study hard in order to pass the exam.*  
  *The Present Perfect Tense*  
  *I have studied English for three years.* | Mengungkapkan kegiatan yang telah berlangsung |

| The *Past Continuous Tense*  
*Was/were + V-ing* | Mengungkapkan sedang berlangsung kegiatan ketika kejadian lain terjadi pada waktu lampau. |
|----------------------|------------------------------------------|
| • *I was cooking when you came.*  
• *The students were studying when the bell rang.* | |

| Kata ganti *to infinitive* yang didahului kata benda.  
• … *a book to read*  
• … *a pen to write*  
• … *a friend to talk to* | Mengungkapkan kegunaan atau keperluan. |

| The *Present Perfect Continuous Tense*  
*Have/has + been + V-ing ... for/since* | Mengungkapkan kegiatan yang dimulai pada waktu lampau tetapi masih berlangsung pada saat dibicarakan dan mungkin masih berlanjut. |
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• <em>The farmer has been working on the farm since morning</em></td>
<td></td>
</tr>
<tr>
<td>POLA</td>
<td>MAKNA DAN KEGUNAAN</td>
</tr>
<tr>
<td>------</td>
<td>-------------------</td>
</tr>
</tbody>
</table>
| Kata tanya ‘How long …? ‘Dalam Present Perfect Continuous Tense’  
• How long + have/has + S + been + V-ing? | Menanyakan berapa lama suatu kegiatan telah berlangsung. |
| Ungkapan ‘Because of…’  
• I came late because of the traffic jam. | Mengungkapkan alasan. |
| Kalimat majemuk bertingkat dengan : Because, after, before, until, when. | Anak kalimat menerangkan alasan dan waktu. |
| Induk kalimat + Anak kalimat  
- The boy is crying because his mother passed a way  
- I left the house after I locked the door.  
- The children reached home when it began to rain.  
- must stay here until come back. |  |
| Kalimat perintah  
• Open your book! | • Mengungkapkan perintah dan larangan |
| Kalimat larangan  
• Don’t come late! |  |
| Kalimat permintaan  
• Get me some water, please?  
• Will you sit down, please?  
• Would you turn on the fan, please?  
• Could you buy me an envelope, please? | • Mengungkapkan permintaan atau meminta seseorang melakukan sesuatu. |
| Kalimat persetujuan  
• I agree with …  
• I think so  
• You are right  
• Etc. | • Mengungkapkan setuju atau tidak setuju |
| Kalimat tidak setuju |  |
| • I disagree with ...  
| • I don’t think so |

| Kalimat dengan adjective yang diikuti to + verb  
| • I am happy to go to the zoo.  
| • She is very sad to get bad mark.  |

| Mengungkapkan perasaan melakukan sesuatu.  |

| Tingkat perbandingan yang menggunakan the same as, like, different from  
| Tingkat perbandingan dengan (-er,-est, more, most, dan bentuk tidak beraturan).  |

| Mengungkapkan perbandingan antara dua benda/orang atau lebih.  
| Mengungkapkan perbandingan kualitas orang atau peristiwa.  |

| Kalimat majemuk bertingkat dengan Klausa Nomina (Noun Clause)  
| • I believe (that) + Noun Clause  
| • I think (that) + Noun Clause  |

| Anak kalimat sebagai kata pengganti benda.  |

| Frasa berpreposisi (Prepositional Phrase)  
| • The man in class ...  
| • The food on the plate...  |

| Mengungkapkan keterangan benda (frasa berpreposisi sebagai keterangan benda)  |

| Kalimat eliptik dengan dengan ‘so, too, either, neither’  
| • Sanur beach is beautiful and so is Kuta  
| • A : I haven’t been to Bali; What about you?  
| B : Neither have I  |

| Mengungkapkan dua hal yang sama-sama positif atau negatif  |

| Kalimat majemuk bertingkat dengan Klausa Adjective (Adjective Clause) yang didahului kata ganti relatif  
| • The team who won the game...  
| • The boy that came here ....  |

| Mengungkapkan keterangan benda/orang (anak kalimat menerangkan kata benda)  |

| Future Tense dalam kalimat (+) ( _ ) (?)  
| • S + be + going to + verb  |

<p>| Mengungkapkan rencana atau kegiatan akan datang.  |</p>
<table>
<thead>
<tr>
<th><strong>S + will + verb</strong></th>
<th><strong>Mengungkapkan hubungan logis kondisional</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Anak kalimat Pengandaian (If Clause)</td>
<td></td>
</tr>
<tr>
<td>• <em>We’ll stay home if it rains</em></td>
<td></td>
</tr>
<tr>
<td>• <em>You’ll pass the exams if you study hard.</em></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Kalimat-kalimat dengan <em>It + be + to + verb</em></strong></th>
<th><strong>Mengungkapkan keterangan keadaan melakukan sesuatu.</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>• <em>It is healthy to drink milk.</em></td>
<td></td>
</tr>
<tr>
<td>• <em>It is not wrong to help the poor.</em></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Kata penunjuk jumlah tak tentu (a little, a few, all)</strong></th>
<th><strong>Mengungkapkan jumlah trak tentu.</strong></th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th><strong>Frasa nomina (Noun Phrase) dengan other, another, the other</strong>*</th>
<th><strong>Mengungkapkan keterangan tentang benda/orang.</strong></th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th><strong>Kalimat majemuk bertingkat</strong></th>
<th><strong>Mengungkapkan perasaan atau sikap</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>• <em>I am happy that ...</em></td>
<td></td>
</tr>
<tr>
<td>• <em>I am sorry that ...</em></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Pertanyaan tumpangan (Question Tags) dengan kata kerja ‘be’ dan ‘do’ dalam bentuk ‘present dan past tense’</strong></th>
<th><strong>Mengungkapkan penegasan atau persetujuan.</strong></th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th><strong>Penekanan yang berlebihan : ... so/too + adjective ... that ...</strong></th>
<th><strong>Mengungkapkan penekanan yang berlebihan.</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>• <em>The game was so exciting that the viewers were satisfied.</em></td>
<td></td>
</tr>
<tr>
<td>• <em>Brazilian team was too strong that no other team could best them.</em></td>
<td></td>
</tr>
</tbody>
</table>
### GENRE

<table>
<thead>
<tr>
<th>GENRE</th>
<th>SOCIAL FUNCTION</th>
<th>GENERIC STRUCTURE</th>
<th>SIGNIFICANT LEXICOGRAMMATICAL FEATURES</th>
</tr>
</thead>
</table>
| Recount | To retell events for the purpose of informing or entertaining | - Orientation: provides the setting and introduces participants  
- Events: tell what happened, in what sequence.  
- Re-orientation: optional-closure of events. | - Focus on specific participants.  
- Use of material processes.  
- Circumstances of time and place.  
- Use of Past Tense.  
- Focus on temporal sequence. |
| Report | To describe the way things are, with reference to a range of natural, man-made and social phenomena in our environment. | - General classification: tells what the phenomenon under discussion is  
- Description tells what the phenomenon under discussion is like in terms (1) parts, (2) qualities, (3) habits or behaviors, if living; uses, if non-natural. | - Focus on generic Participants.  
- Use of Relational Processes to state what is and that which it is.  
- Use of simple present tense (unless extinct).  
- Temporal sequence. |
| Discussion | To present (at least) two points of view about an issue. | - Issue:  
- - Statement  
- - Preview  
- Arguments for and against or statement of differing points of view.  
- - Point  
- - Elaboration  
- Conclusion. | - Focus on generic human and generic non-human participants.  
- Use of:  
- - Materials Processes, e.g., has produced, have developed, to feed.  
- - Relational Processes, e.g., is, could have, cause, are.  
- - Mental Processes, e.g., feel.  
- Use of Comparative: constractive and consequential conjunctions.  
- Seasoning expressed as verbs and nouns (abstraction). |
| Explanation | To explain the processes involved in the information or workings of natural or sociocultural phenomena. | - general statement to position the reader.  
- sequenced explanation of why or how something occurs. | - Focus on generic, non-human participants.  
- Use mainly of Material and Relational Processes.  
- Use mainly of temporal and causal Circumstances and conjunctions.  
- Some use of Passive voice to get Theme right. |
<table>
<thead>
<tr>
<th>GENRE</th>
<th>SOCIAL FUNCTION</th>
<th>GENERIC STRUCTURE</th>
<th>SIGNIFICANT LEXICOGRAMMATICAL FEATURES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exposition (Analytical)</td>
<td>To persuade the reader or listener that something is the case.</td>
<td>• Thesis Position: Introduces topic and indicates writer’s position. Preview: Outlines the main arguments to be presented. Point: restates main arguments outlined in Preview. Elaboration: develops and supports each Point/argument. • Arguments • Litigation: restates writer’s position.</td>
<td>• Focus on generic human and non-human participants. • Use of simple present tense. • Use of Relational Processes. • Use of internal conjunction state argument. • Seasoning through Causal Conjunction or nominalization.</td>
</tr>
<tr>
<td>Exposition (Hortatory)</td>
<td>To persuade the reader or listener that something should or should not be the case.</td>
<td>• Thesis: announcement of issue concern. • Arguments: reasons for concern, leading to recommendation. • Recommendation: statement of what ought or ought not to happen.</td>
<td>• Focus on generic human and non-human participants, except for speaker or writer referring to self. • Use of: - Mental Processes, to state what the writer thinks or feels about issue, e.g., realiz, feel, appreciate. - Material Processes, to state what happens, e.g., is polluting, drive, travel, spend, should be treated. - Relational Processes, to state what is or should be, e.g., doesn’t seem to have been, is. • Use Simple Present Tense</td>
</tr>
<tr>
<td>New Item</td>
<td>To inform readers, listeners or viewers about events of the day which are considered newsworthy or important.</td>
<td>o Newsworthy Event(s): recounts the event in summary form. o Background Events: elaborate what happened, to whom, in what circumstances. o Sources: comments by participants in, witnesses to and authorities expert on the event.</td>
<td>o Short, telegraphic information about story captured in headline. o Use material processes to retell the event (in the text below, many of the material processes are nominalised). o Use of projecting Verbal Processes in Sources stage. o Focus on circumstances (e.g., mostly within Qualifiers).</td>
</tr>
<tr>
<td>Anecdote</td>
<td>To share with others an account of an unusual or amusing incident.</td>
<td>• Abstract: signals the retelling of an unusual incident. • Orientation: sets the scene. • Crisis: provides details of the unusual incident. • Reaction: reaction to crises. • Code: optional – reflection on or evaluation of the incident.</td>
<td>• Use of exclamations, rhetorical questions and intensifier (really, very, quite, etc.) to pint up the significance of the events. • Use of material Processes to tell what happened. • Use of temporal conjunctions.</td>
</tr>
<tr>
<td>Genre</td>
<td>Social Function</td>
<td>Generic Structure</td>
<td>Significant Lexicogrammatical Features</td>
</tr>
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</tbody>
</table>
| Narrative | To amuse, entertain and to deal with actual or vicarious experience in different ways; Narratives deal with problematic events which lead to a crisis of turning point of some kind, which in turn finds a resolution. | • Orientation: sets the scene and introduces the participants.  
• Evaluation: a stepping back to evaluate the plight.  
• Compilation: a crisis arises.  
• Resolution: the crisis is resolved, for better or for worse.  
• Re-orientation: optional. | • Focus on specific and usually individualized Participants.  
• Use of Material Processes (and in this text, Behavioral and verbal Processes).  
• Use of Relational Processes and Mental Processes.  
• Use Temporal Processes and temporal circumstances.  
• Use of Past Tense. |
| Procedure | To describe how something is accomplished through a sequence of actions or steps. | • Goal  
• Materials (not required for all Procedural texts).  
• Steps 1-n (i.e., Goal followed by a series of steps oriented to achieving the Goal). | • Focus on generalized human agent.  
• Use of simple present tense, often imperative.  
• Use mainly of temporal conjunctions (or numbering to indicate sequence).  
• Use mainly of Material Processes. |
| Description | To describe a particular person, place or thing. | • Identification: identifies phenomenon to be described.  
• Description: describes parts, qualities, characteristics. | • Focus on specific Participants.  
• Use of Attributive and identifying Processes.  
• Frequent use of Ephemera and Classifiers in nominal groups.  
• Use of simple present tense. |
| Review | To critique an art work, event for a public audience.  
Such works of art include movies, TV shows, books, plays, operas, recordations, exhibitions, concerts and ballets. | • Orientation: places the work in its general and particular context, often by comparing it with others of its kind or through analogue with a non-art object or event.  
• Interpretive Recount: summaries the plot and/or provides an account of how the reviewed rendition of the work came into being; is optional, but if present, often recursive.  
• Evaluation: provides an evaluation of the work and/or its performance or production; is usually recursive.  
• Evaluative summation: provides a kind of punchline which sums up the viewer’s opinion of the art event as a whole; is optional. | • Focus on Particular Participants.  
• Direct expression of options through use of Attributial Ephemera in nominal groups; qualitative Attributes and Affective Mental Processes.  
• Use elaborating and extending clause and group complexes to package the information.  
• Use of metaphorical language (e.g., The wit was there, dexterously ping ponged to and fro …). |
CONVERSATION GAMBITS

1. Asking for information
   I’d like to know ...
   I’m interested in ...
   Could you tell me ...?
   Do you know ...?
   Could you find out ...?
   Could I ask ...?
   Do you happen to know...?

2. Breaking in
   ‘Excuse me
   Sorry
   Excuse me for interrupting, but ...
   May I interrupt for a moment?
   ...... ‘please
   ‘Certainly

3. Interrupting Game
   Sorry, but ...
   Excuse me for interrupting, but ...
   Can I add here that ...
   I’d like to comment on that.
   Can I add something?
   Can I add something here?
   I’d like to say something if I may.

6. Telling a Story
   First,
   First of all,
   To begin with,
   Then,
   After that,
   So,
   So then,
   At the end,
   Finally,

7. Listing Excuses
   First of all ...
   The main reason is ...
   Secondly ...
   With two:
   The other reason is ...
   With several:
   Another reason is ...
   Besides that,
   And on top of that,
   And finally,

8. The Main Thing
   First of all,
   The main thing is ...
   The most important thing is ...
Can I ask a question?
‘May I ask something?’

4. Getting Information on the Phone
I’m calling to find out ...
I’d like to ask ....
Could you tell me ....
I’m calling about ...
I was wondering if you could tell me ...
I wonder if you could help me ...
If you go through a switchboard, say first:
I’d like to talk somebody about ...

5. Actions in Order
First of all,
Then,
Next,
After that,
Finally,
Make sure you ...
Be careful not to ...
Remember to ...
Don’t forget to ...

9. The Main Problem
The trouble is ...
The problem is ...
The real problem is ...
The point is ...
The awful thing is ...
Don’t forget that ...

10. A Surprising Fact
Start:
Do you realise that ...
Believe it or not,
You may not believe it, but ...
It may sound strange, but ...
‘The surprising things is ...
‘Surprisingly,
‘Oddly enough,
‘Funnily enough,

11. Surprising News
Guess what!
Surprise
I’ve got news for you
Do you know what?
Are you sitting down?
You’d better sit down!
You won’t believe this, but...

12. An Unpleasant Thought
Cautiously
The only thing is ...
To tell you the truth,
To be honest,
‘Frankly,

13. The Hidden Truth
Frankly, I doubt if ...
Let’s face it,
The catch is ...
The truth of the matter is ...
The real question is ...
‘Come in now!
‘Let’s be realistic.

14. Changing the Subject
Talking of ...
That reminds me ...
‘By the way,
Oh, before I forget ...

15. Current Affairs
I think ...
I suppose ...
It’s my opinion that ...
I’m ‘convinced that ...

18. Personal Opinions
In my ‘Opinion,
I personally believe ...
I personally think ...
I personally feel ...
Not everyone will agree with me, but ...
To my mind ...

19. How something Affects you
In my opinion,
From my point of view,
Well, personally,
If had my way,
What I’m more concerned with is ...
In my case

20. Sharing a Confidence
I’ve heard ...
‘They say ...
Just between you and me,
I heard ‘on the grapevine
This shouldn’t be passed around, but ...
Have you heard ...
Maybe I shouldn’t say this, but ...

21. How to Get the Money
Why not ...
Why don’t you ...
You could always ...
One way would be to ....
Perhaps you could ...
If I were you, I’d ...
What about . .. ing.
Try ... ing.

22. Offering a Suggestion
Why don’t you ...
Why not ...
I suspect that ... I wonder if ...
I'm pretty sure that ...
I'm fairly certain that ...
Perhaps you could ...
Have you thought about ...
I have an idea
"Let's

16. Guessing
I'd say ... Could it be ...
Perhaps it's ... I think it's ...
It looks like ...
It's difficult to say, but I'd guess....

23. The Great Escape
Our plan is to ...
We're thinking of ...
What we have in mind is ...
What we plan to do is ...
I'll tell you what we'll do.
What about this for an idea ....

17. A Conviction
I honestly feel that ...
I strongly believe that ...
I'm convinced that ...
Without a doubt ,
I'm positive ...
I'm absolutely certain that ....

24. Plan and Counterplan
Why don't you ...
You could always ...
If I were you I'd ...
Why not ...
How about ...
Try ... ing.

25. Thinking about Problem
In a case like this,
In situation like this,
In this sort of situation,

26. Emphasizing a Point
That's just the point
But the question is ...
But the real question is ...
This raises the problem of ...
But can't you see

27. Adding Things
To Start with,
And another thing,
What's more,
Just a small point,
Perhaps I should mention ...
Oh, I almost forgot ...

28. Give a Reason
And besides,
Also,
'In addition,
What's more,
And another thing,
Not to mention the fact that ...
Plus the fact that ...
Not only 'that, but ....

29. Have you Got a Good Reason?
Starting :
The reason why ...
Because ...
Continuing
Because of that ...

32. Putting the Record Straight
That's not what I said at all.
I've no idea who told you that.
Goodness, where did you get that idea from?
'I'm afraid that just isn't true.
The fact of the matter is ...
'Look, let's get this straight, ...

33. Popular Misconceptions
Introducing Linking
Many people think ... But in fact,
Some people say ... But actually,
You've probably heard that ... The truth of the matter is ...
It may seem ...

29. Have you Got a Good Reason?
Starting :
The reason why ...
Because ...
Continuing
Because of that ...

34. We Take it for Granted
At first glance it looks as if ...
But in fact,
Many people think that ...
In reality,
We take it for granted that ...
The fact of the matter is ...
It seems as if ...
but actually,
It looks like ...

35. Saying, 'no Tacfully
Saying no A preference
I'm not keen on ...
I'd prefer ....
I don't particularly like ...
I'd really much rather ...
I can't stand ...
I'd rather ....
It's not my idea of ...
I'd really rather not ...

36. Door-to-door Salespeople
I'm not really interested in ...
But I'm not worried about ...
I've got no use for ...
I'm perfectly happy with ...
That's why ...
That's the reason why ...
‘For this reason …

30. Thinking Ahead
If ...
If ever ...
When ...
Whenever ...
As soon as ...
By the time ...
Unless ...

31. Correcting Yourself
What I mean is ...
What I meant was ...
Let me put it another way,
What I'm saying is ...
Don't misunderstanding me,
If I said that, I didn't mean to ...
‘Let me rephrase what I just said.

32. Correcting Yourself
What I mean is ...
What I meant was ...
Let me put it another way,
What I'm saying is ...
Don't misunderstanding me,
If I said that, I didn't mean to ...
‘Let me rephrase what I just said.

37. Demanding Explanations
Can you explain why ...
Do you mean to say ...
I don't understand why ...
Why is it that ...
How come ...
Does this mean ...

38. Expressing your Reservations
‘I'm afraid ...
I don't see how ...
But the problem is ...
Yes, but ...
I doubt ...
Possibly, but ...
Yes, but the problem really is ...

39. Taking things into Consideration
Bearing in mind ...
Considering ...
If you remember ...
Allowing for the fact that ...
When you consider that ...
Responding to a compliment
Oh, thank you very much.
That's very kind of you.
Do you really think so?

40. Arguments and Counter-arguments
Reservation
Yes, but ...
Yes, but don't forget ...
That would be great, except ...
That's good idea, but ...
Counter-argument
Even so,
Even if that is so,
That may be so, but ...
Possibly, but ...

41. Seeing the Good Side
On other hand
But then again,
Look at it this way,
Anyway,
Even so,
Ok, but ...
But in the long run,
Very true, but ...
To make up for it, ....

42. Generalising
Generalising
As a rule,
Generally, Usually,
Frequent,
Most of the time
Again and again
Time and again

Less Frequent
Every so often
From time to time
Every now and then

43. Exceptions
Generalising
In general,
Generally speaking,
As a rule,
By the large,
In my experience,
In most cases Exceptions
There are exceptions, of course,
One exception is …
But what about …

48. Right or Wrong
Correct
That's right.
Right,
OK.
Yes,
Exactly!
Wrong
No I'm afraid not
Not quite.

53. I haven't a Clue!
I'm afraid I don't know.
I'm sorry I don't know.
I haven't a clue.
I couldn't tell you.
I'm not sure.
Oh, It's slipped my mind.
I've forgotten.
It's no good. I can't remember.

59. Inkblots
When you are surprised
Really!
Are you joking?

58. Analyse your Handwriting
Agreeing
I'm not surprised me.
That doesn't surprise me.
Yes. That soundsa like me.
I knew it!
I thought so.
Just what I've always thought so. I don't think so
Absolutely!

Diagreeing
You're joking!
You must be joking!
I don't believe it!
No, definitely not!
I don't think so.

Mild agreement
I think I would.
I might
I might consider it,
I think so
Indecision
I don’t know
I can’t decide
I can’t make up my mind
I’m not sure
Mild disagreement
Probably not
I don’t think so
I doubt it.
Strong disagreement
Never in a million years!
Not on your life!
Not (even) if you paid me!
Not for all the tea in China!

Oh?
Where? Show me.
I can’t see that.
Goodness!
What?