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Appendix 1

OBSERVATION FORM

Meeting : First Meeting

Title :“It’s No Fun Being Fat Girl” Analytical Exposition

Text

Date :

NO.	INDICATORS	1	2	3	4
1.	The Topic <ol style="list-style-type: none"> 1. The topic is understandable 2. The topic extend the students’ knowledge 3. The topic increase the students vocabulary 4. The topic motivates the students to learn 5. The topic fits the students’ interest 				
2.	The Technique <ol style="list-style-type: none"> 1. The technique is easy to be understand 2. The technique is applicable 3. The technique makes the students participate actively in the classroom 4. The technique motivates the students to read 5. The technique makes the teacher dominates the class 				
3.	The Teaching-Learning Process <p>A. Pre-reading activity</p> <ol style="list-style-type: none"> 1. The teacher introduce the title 2. The teacher asks the students to mention anything else which is related to the title 3. The teacher ask students’ 				

	<p>experience which have something to do with the title</p> <p>4. The students answer the teacher's question orally</p> <p>B. Whilst-reading activity</p> <ol style="list-style-type: none"> 1. The teacher asks the students to read aloud the text 2. The teacher gives the examples how to pronoun and to read the poetry 3. The teacher asks the students to read the poetry silently 4. The students asks difficult words 5. The teacher explains the difficult words 6. The teacher asks the students to answer questions based on the text 7. The teacher asks the students to make a group for discussion <p>C. Post-reading activity</p> <ol style="list-style-type: none"> 1. The teacher asks the students in a group to discuss 2. The teacher asks the students to read the result of discussion in front of the class 				
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Observer

Ayu Rhakasiwi Setya Budi

OBSERVATION FORM

Meeting :Second Meeting

Title :“Fat and Happy” Analytical Exposition Text

Date :

NO.	INDICATORS	1	2	3	4
1.	<p>The Topic</p> <p>6. The topic is understandable</p> <p>7. The topic extend the students’ knowledge</p> <p>8. The topic increase the students vocabulary</p> <p>9. The topic motivates the students to learn</p> <p>10. The topic fits the students’ interest</p>				
2.	<p>The Technique</p> <p>6. The technique is easy to be understand</p> <p>7. The technique is applicable</p> <p>8. The technique makes the students participate actively in the classroom</p> <p>9. The technique motivates the students to read</p> <p>10. The technique makes the teacher dominates the class</p>				
3.	<p>The Teaching-Learning Process</p> <p>D. Pre-reading activity</p> <p>5. The teacher introduce the title</p> <p>6. The teacher asks the students to mention anything else which is related to the title</p> <p>7. The teacher ask students’ experience which have something to do with the</p>				

	<p>title</p> <p>8. The students answer the teacher's question orally</p> <p>E. Whilst-reading activity</p> <p>8. The teacher asks the students to read aloud the text</p> <p>9. The teacher gives the examples how to pronoun and to read the poetry</p> <p>10. The teacher asks the students to read the poetry silently</p> <p>11. The students asks difficult words</p> <p>12. The teacher explains the difficult words</p> <p>13. The teacher asks the students to answer questions based on the text</p> <p>14. The teacher asks the students to make a group for discussion</p> <p>F. Post-reading activity</p> <p>3. The teacher asks the students in a group to discuss</p> <p>4. The teacher asks the students to read the result of discussion in front of the class</p>				
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Observer

Ayu Rhakasiwi Setya Budi

Appendix 2

Interview 1

The Questions:

1. Why did the teacher give stimulus to the students in the beginning of class?
2. Why did the teacher explain about the material by asking the students?
3. Why did the teacher discuss about the material by giving some questions?
4. Why did the teacher use reviewing the material in the end of teaching?

The Answer:

1. It was to have relaxing in refresh the students' mind.
2. Because it was to invite the students to be more active in the material then the teacher give clear explanation so that the students must get the point.
3. It was to comprehend the students' understanding about the material that was explained by the teacher.
4. It was to strengthen the students' understanding about analytical exposition text using poetry.

Appendix 3

Interview 2

The Questions:

1. Why did the teacher give oral questions in the beginning of class?
2. Why did the teacher give task to the students individually?
3. Why did the teacher ask the students to make some group and giving question to each group?
4. Why did the teacher summarize the material by making note on the white board in the end of class?

The Answers:

1. It was to make the students interested in the analytical exposition that will be given.
2. It was to test the students about their pronunciation in reading poem and they can know about the content.
3. Because not at all the students comprehend the text, so that each student in a group can discuss together and asked one by one.
4. It was to give information what are related in the poem that the students have to know.

Appendix 4

The Students' Answer to the Questions based on the first poetry

The Questions:

- a. What does the poetry tell about?
- b. What is the problem that the speaker has in that poetry?
- c. How does the woman feel? Give your explanation and in which line of the poetry that support your answer?
- d. What does the writer tell you about the messages of the poetry?
- e. Which passage of the poetry do you respond to most strongly that the woman's feel and why?

The first students' answer sheet:

No
Date

1. What does the poetry tell about?
2. What is the problem that the speaker has in that poetry?
3. How does the woman feel? Give your explanation and in which line of the poetry that support your answer?
4. What does the writer tell you about the messages of the poetry?
5. Which passage of the poetry do you respond to most strongly that the woman's feel and why?

⇒ Answer

1. The poetry tells about distress a fat girl. She insulted by her boyfriend and her friend.
2. The problem is the woman is fat.
3. She is not confidence with herself. We can see it in the poetry in fourth stanza.
4. The girl is not confidence with her body. She feels no fun because she has fat body. She wants value by other place.
5. Finally she determined if she will make slim her body.

The second students' answer sheet:

No
Date

1. What does the poetry tell about?

2. What is the problem that speaker has in that poetry?

3. How does the woman feel? Give your explanation and which line of the poetry that support your answer?

4. What does writer tell you about the messages of the poetry?

5. Which passage of the poetry do you respond to most strongly that the woman's feel and why?

=> Answer

1. The poetry tells about a fat girl want to fit into a little black dress because she insulted by her boy friend.

2. The problem is she want to know like to wear a size ten.

3. She is not confidence.

4. The girl don't like with her body because her body is fat. she doesn't want insults by her boyfriend, She want fill into that slim girl

5. She must certain with herself because everybody has excess to lack each other.

Appendix 5

The Students' Answer to the Questions based on the second poetry

The Questions:

1. What does the poetry tells about?
2. Does the person in that poetry has a problem?
3. How is the person feels? And which line that support you answer?
4. Does the person in the poetry have a message to the reader? What is the message?
5. Which passage of the poetry do you respond to most strongly and why?

The first students' answer sheet:

No
Date

Question:

1. What does the poetry tell about?
2. Does the person in the poetry has a problem?
3. How is the person feels? And which line that support you answer?
4. Does the person in the poetry have a message to the reader? What is the message?
5. Which passage of the poetry do you respond to most strongly and why?

Answers:

1. The poetry tells about that the people I so happy with his body who is very fat.
2. No, she does not. She does not have problem because she never cares about other people's opinion.
3. She feels happy and enjoys her life.
4. Yes, she is. She wants to the reader to be enjoying their life wherever they look like.
5. This people very happy and always being herself. she doesn't care with her body.

The second students' answer sheet:

No
Date

1. What does the poetry tell about?
2. Does the person in that poetry has a problem?
3. How is the person feels? And which line that support your answer?
4. Does the person in the poetry have message to the reader? What is the messages?
5. Which passage of the poetry do you respond to most strongly and why?

→

1. The author doesn't care about his weight, she is fat but still happy.
2. No, she ~~isn't~~ does not.
3. She does not care about public opinion about her body.
4. Yes, she is. She is clever because she said if other people wanna give her or telling her what she should be and say to her what she needs. look like the person have to treat him wants the reader to be enjoying their life wherever they look like.
5. This people very happy and always being herself. She doesn't care with her ~~fat~~ body.

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Appendix 6

QUESTIONNAIRE

1. Do you like English lesson?
 - a. Like it very much
 - b. Like it
 - c. Not really like it
 - d. Not at all
2. Do you like reading?
 - a. Like it very much
 - b. Like it
 - c. Not really like it
 - d. Not at all
3. Do you think that in English lesson, the students need to give supplementary material, especially in reading comprehension?
 - a. Like it very much
 - b. Like it
 - c. Not really like it
 - d. Not at all
4. What do you think about the technique of using poetry in teaching
 - a. It is very easy
 - b. Easy
 - c. Rather difficult
 - d. Difficult
5. Do you like the poetry that use in reading comprehension?
 - a. Like it very much
 - b. Like
 - c. Not really
 - d. Not at all
6. Does the language that used in the poetry is easy or understandable?
 - a. Very easy
 - b. Easy
 - c. Rather difficult
 - d. Difficult
7. Do you often find difficult words in the poetry that given t you?
 - a. Very often
 - b. Often
 - c. Seldom
 - d. Rarely

8. How often you need to open your dictionary to find the meaning of the difficult words to understand the poetry?
- a. Very often
 - b. Often
 - c. Seldom
 - d. Rarely
9. How often you need to open your dictionary to find the meaning of the difficult words to understand the poetry?
- a. Very often
 - b. Often
 - c. Seldom
 - d. Rarely
10. What about the topic of the poetry?
- a. Very interesting
 - b. Interesting
 - c. Not interesting
 - d. Not interesting at all
11. Does the topic make you and your friends feel enthusiastic?
- a. Very enthusiastic
 - b. Enthusiastic
 - c. Not enthusiastic
 - d. Not enthusiastic at all
12. Do you often ask your teacher if you are not understood with the poetry?
- a. Very often
 - b. Often
 - c. Seldom
 - d. Rarely
13. Does your teacher answer all of your questions?
- a. Always answer
 - b. Sometimes answer
 - c. Answer but incomplete
 - d. Never
14. Does your teacher correct the mistakes of your pronunciation when you read the poetry?
- a. Always
 - b. Sometimes
 - c. Seldom
 - d. Never
15. Does the teacher ask you to be active students in the class?
- a. Absolutely ask us to be an active
 - b. Sometimes
 - c. Not really
 - d. Not at all

16. Does your teacher dominate in the reading comprehension lesson?
- a. Very dominate
 - b. Dominate
 - c. Not really dominate
 - d. Not at all
17. Do you think that poetry helpful for you in study English especially in reading comprehension?
- a. Helpful very much
 - b. Quite helpful
 - c. Not really helpful
 - d. Not helpful at all
18. Does the use of poetry can motivate you to like reading than before?
- a. Motivate very much
 - b. Quite motivate
 - c. Not really motivate
 - d. Not motivate at all
19. Do you think that you get any positive effect or advantages from the using of poetry in reading comprehension?
- a. Give so many advantages
 - b. Still less give advantages
 - c. Not really
 - d. Not at all
20. Do you that poetry is needed in teaching reading comprehension?
- a. Very needed
 - b. Need
 - c. Not really
 - d. Not at all

Appendix 7

Result of the Questionnaire

No.	A	B	C	D
1.	29,03	58,06	9,7	3,2
2.	22,6	67,74	6,5	3,2
3.	22,6	77,41	0	0
4.	3,2	22,6	61,3	12,9
5.	6,5	70,97	22,6	0
6.	3,2	6,5	80,65	9,7
7.	6,5	87,1	6,5	0
8.	80,65	19,35	0	0
9.	0	6,5	67,74	22,6
10.	19,35	70,97	6,5	3,2
11.	12,9	61,3	19,35	6,5
12.	19,35	77,41	3,2	0
13.	93,6	6,5	0	0
14.	96,8	3,2	0	0
15.	16,13	54,23	22,6	6,5
16.	6,5	90,32	3,2	0
17.	9,7	80,65	6,5	3,2
18.	9,7	61,3	19,35	9,7
19.	67,74	22,6	9,7	0
20.	6,5	87,1	3,2	3,2