THE IMPLEMENTATION OF GENRE-BASED APPROACH IN TEACHING READING AT GRADE XI OF SMA NEGERI 2 SUNGAI PENUH KOTA SUNGAI PENUH – KERINCI

THESIS

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This Thesis is Submitted to Fulfill one of the Requirement
to Obtain a Degree in Master of Education

ENGLISH EDUCATION SECTION
LANGUAGE EDUCATION PROGRAM
GRADUATE PROGRAM
STATE UNIVERSITY OF PADANG
2012

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ABSTRAK

Yonsisno, 2012. Implementasi Pendekatan Berbasis Genre dalam Pengajaran Reading di Kelas XI SMA Negeri 2 Sungai Penuh-Kerinci.

Guru Mata Pelajaran Bahasa Inggris di kelas XI mengklaim telah menerapkan Pendekatan Berbasis Genre dalam pemebelajaran Bahasa Inggris. Ternyata proses dan hasil pembelajaran Bahasa Inggris belum memuaskan. Oleh karena itu, penulis melakukan penelitian yang meliputi cara guru mengaplikasikan GBA di dalam kelas, permasalahan yang mereka hadapi, penyebab permasalahannya, dan cara mereka menyelesaikan permasalahannya. Jenis penelitian ini adalah penelitian kualitatif dengan triangulasi, interview, observasi dan catatan lapangan. Analisis data menerapkan langkah-langkah yang disusun oleh Gay dan Airasian (2000) yang terdiri atas pengaturan data, membaca, deskripsi, klasifikasi dan interpretasi.

Temuan Penelitian ini digambarkan sebagai berikut. Pertama ada beberapa indicator atau komponen penelitian yang tidak ditemukan di kelas, beberapa lainnya ditemukan tetapi belum sesuai dengan ketentuan GBA, dan yang lainnya sudah sesuai. Kedua, permasalahan yang dihadapi guru bisa dibagi kedalam empat faktor yakni faktor materi reading, faktor media pembelajaran reading, factor aktivitas ruangan kelas dan faktor management ruangan kelas.

Dari hasil penelitian ini juga dapat ditarik beberapa implikasi. Guru bahasa Inggris di kelas XI SMA Negeri 2 Sungai Penuh telah sedang menerapkan GBA. Akan tetapi, mereka masih memiliki masalah-masalah di dalam menjelaskan komponen-komponen narrative dan report text kepada siswa. Salah satu contoh penjelasan materi reading dengan menggunakan bahasa Indonesi, tetapi ada diantara mereka yang mampu menerapkannya dengan baik dengan menggunakan prosedur-prosedur yang benar. sehingga, guru bahasa Inggris harus banyak belajar tentang apa sebenarnya GBA. Dan terakhir, guru bahasa Inggris harus bisa menguasai strategy dan memanage ruangan kelas. Disamping itu ada beberapa saran yang diajukan. Pertama seharusmya ada kajian atau yang dilakukan untuk menginvestasi persiapan, proces dan evaluasi guru di dalam mengajar. Kedua, seharusnya ada studi atau kajian yang bertujuan untuk menginvestasi pedekatan, methode, strategi dan teknik serta model pembelajaran yang digunakan guru. Ketiga, seharusnya ada kajian atau studi yang akurat untuk methode pembelajaran reading.

ABSTRACT

Yonsisno, 2012. The Implementation of Genre Based Approach in Teaching Reading at Grade XI of SMA Negeri 2 Sungai penuh – Kerinci.

English teachers at grade XI of SMA Negeri 2 Sungai Penuh claimed to have applied the Genre Based Approach in teaching English. As a matter of fact , the process and outcomes of English teaching have not been satisfied. Therefore, the reseacher conducted a study concerning the way of the English teachers implement, the problems that they found, the causes of the problems and the way how they solve the problems in the classroom. The method of the research is qualitative research with triangulation, interview, observation and fieldnote. The data analysis followed the steps proposed by Gay and Airasian (2000), data managing, reading memoing, description, classifying and interpreting.

The finding of this research can be described in the following summary. First, some indicators or components of the research were not found in the classes, some others were found inappropriate demand of GBA, and the others were appropriate. Second, the problems concerning with the reading material factors, media factor, classroom activity factor and classroom management factor.

From the data, researcher generates implications as follows. First, Three English teachers at grade XI of SMA Negeri 2 Sungai Penuh had conducted the GBA of narrative and report texts but they still have problem, such as one of the teacher still used Indonesian Language in explaining the components of narrative and report texts, yet one of them had conducted the GBA of narrative text well. Besides, school have to cooperate with national education of Sungai Penuh to get the facilities and conducting the MGMP program. Then, the English teachers of SMA Negeri 2 Sungai Penuh have to learn more about what genre based approach actually. Finally, The English teacher of SMA Negeri 2 Sungai Penuh have to master the strategy how to manage the classroom. Besides, the researcher also derives a few suggestions as follow. First, There should be studies conducted in order to investigate the teachers' preparation, process and evaluation in the implementation of genre based approach. Second, There should be studies which are aimed to investigate the approach, method, strategy, technique and instructional models. Third, There should be studies conducted in order to investigate the accurate methods in teaching reading in senior high school.

SURAT PERNYATAAN

Dengan ini saya menyatakan bahwa :

1. Karya tulis saya, thesis dengan judul The Implementation of Genre Based Approach in Teaching Reading at grade XI of SMA Negeri 2 Sungai Penuh, adalah asli dan belum pernah diajukan untuk mendapatkan gelar akademik baik di Universitas Negeri Padang maupun di perguruan tinggi lainnya.

2. Karya tulis ini murni gagasan, penilaian dan rumusan saya sendiri tanpa bantuan tidak sah dari pihak lain kecuali dari arahan tim pembimbing.

3. Di dalam karya tulis ini tidak terdapat hasil karya atau pendapat yang telah ditulis dan dipublikasikan oleh orang lain kecuali dikutip secara tertulis dengan jelas dan dicantumkan sebagai acuan di dalam naskah saya dengan disebutkan nama pengarangnya dan dicantumkan pada daftar pustaka.

4. Pernyataan ini saya buat dengan sesungguhnya dan apabila dikemudian hari terdapat penyimpangan dan ketidakbenaran pernyataan saya bersedia menerima sanksi akademik berupa penacabutan gelar yang telah saya peroleh karena karya tulis saya ini serta sanksi lainnya sesuai dengan norma dan ketentuan hokum yang berlaku.

Padang,   Oktober 2012
Saya yang menyatakan

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ACKNOWLEDGEMENT

Praise be to Allah SWT Who has given the researcher health, chance, knowledge and strenght to finish the thesis entitled "The implementation of Genre Based Approach in Teaching Reading at grade XI of SMA Negeri 2 Sungai Penuh – Kerinci". Besides, the researcher also expresses his gratitude to the prophet Muhammad SAW who had led the human race to leave Jahiliah age to the Islam era, which came together with religiosity, humanity, and knowledge.

Then, researcher would like to express sincere gratitude to Prof. Dr. H. Anas Yasin, M.A. and Prof. Dr. Hj. Hermawati Syarif, M.Hum. as advisors who have given a great deal of continous guidance, valuable advices, time and help in completing this thesis. The researchers' gratitude is also addressed to Prof. Dr. H. Jufrizal, M.Hum., Dr. Kusni, M.Pd., Prof. Drs. H. Jalius Jama, M.Ed., Ph.D. as contributors and examiners who provides comments and constructive feedback in order to better this thesis.

Therefore, the researcher would like to express high gratitude to the English teachers of SMA Negeri 2 Sungai Penuh; Rodi Canra, S.Pd, Erwin, S.Pd and Nini Andriani, S.Pd for their collaboration during the research either in allowing reseracher observing the teaching-learning by implementing the GBA in their classes as well as giving information in the interview. Besides, the researcher also expresses high gratitude to the headmaster of SMA Negeri 2 Sungai Penuh; Drs. Ashari, M.M. and the co-headmaster; Adnisal, S.Pd., M.Si. who coordinated the teachers for participation as well as giving the permission for the research.

After that, the researcher also would like to express high gratitude to all of the lecturers of PPS-UNP who taught him many subjects of educational and language sciences from the beginning of the study at the English Graduate Program of UNP. In addition, the researcher also would like thank to all of his fellows in English Gratitude Program year 2009 for the care and friendship during the study. May, all of us get success in love and career after the study.

Above all, the researcher would like to dedicate sincere gratitude to his wife; Elpi Royani, his Parents; father, Fakhruddin and mother, Masdiar who were very eager to see the researcher's master degree graduation, and they always prayed and giving support in studying. Besides, he also expresses high gratitude to all brothers and sister.

Kerinci, September 28, 2012

The Writer

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CHAPTER I

INTRODUCTION

A. Background of The Problem

Genre-Based Approach (GBA) is an approach which was adopted from western countries. This approach was not accepted by Indonesian government or people directly but it must be adjusted to the curriculum being applied in Indonesia. The implementation of genre based approach in Indonesia started since the application of Competency-Based Curriculum (CBC) or 2004 curriculum from Elementary School to University. Nowadays, Genre-based Approach (GBA) must be implemented based on School Based Curriculum (SBC) which is completeness of competency based curriculum which has been being applied since 2006 in Indonesia.

Indonesian Education System has six times of curriculum changes started from 1968, 1975, 1984, 1994, 2004 and 2006. Every change of curriculum appears new hope for better future of education, but it causes many problems as well. The good concept accommodated in the reformation of curriculum often arrives only at the door of the classrooms, Goodlad in Francis and Hunkins (1989:119). Moreover, application of a new curriculum demands reorientation of the purposes of education, reorganization, facilitation, and funding. It is common that penetration of the curriculum takes long time before it is entirely applied in the educational system.

School-Based Curriculum (SBC) is the revision of 2004 curriculum. The success of implementation of SBC in school is   determined by the headmaster, teachers, and school committee a lot. In teaching learning process, teachers are expected to have ability to apply the SBC start from learning preparation, learning process and evaluation. According to Sutrisno and Nuryanto (2008 :22-24) the teachers of senior high schools in

Jambi province in general and specifically teachers from Kerinci Regency still have confusion and problem in applying SBC. It happened because so many teachers do not know the main component of KTSP, document one and two yet, and it also caused by lack of teachers' knowledge of the classroom activity, material, media, classroom management and teaching method as well.

School Based Curriculum (SBC) recommends the Genre Based Approach (GBA) in language teaching learning process, because it is absolutely appropriate with language instructional purpose that is to create and develop the communicative competence. To actualize the communicative competence, it can be done through genre based learning. It can be applied to four language skills that are listening, speaking, reading and writing. It can be done by the teachers in teaching learning process in integration.

This current approach has been implemented for several years, however many English teachers are still confused, or lack of knowledge and not familiar with it. So the language instruction is not appropriate with the purpose in the SBC context. In English learning process, many English teachers do not comprehend the technical terms in genres, such as transactional, interpersonal, functional, descriptive, report and so on. According to the research that had been conducted by Depdiknas (2007) many English teachers in Indonesian school had taught the technical terms to their students in teaching learning process in classroom. They had not taught English as a communicative skill, but they had taught their students the knowledge of technical terms in genre. So the communicative skill is the purpose of English language instruction could not have been achieved.

Similar to what happens in SMA Negeri 2 Sungai penuh at grade eleven, from grand tour that the researcher conducted, that is the English teachers did the activities in

the classrooms which were not relevant with the requirements of SBC. That the teaching was not relevant with the requirement of GBA can be seen from the following grand tour findings. First, all of the English teachers (100%) at grade eleven depended on teaching text book content and students' worksheet. Second, the English teachers (100%) did not take (instructional documents) syllabus and lesson plan to the classroom when they teach. Third, approximately 2 (66.67%) of the English teachers at grade eleven that were supervised by the English supervisor where the materials in the lesson plan were not relevant with the fact when they were teaching in the classroom. Fourth, only 5% of each English teacher at grade eleven used English in the classroom when teaching learning process happened. Fifth, approximately more than half (50%) of the instructional time was mostly spent for explaining the instructional materials mainly the technical terms of genre and grammar separately. Sixth, not more than 3 (8.57%) students in each classroom participate in performing their ability in speaking activity. Yet, the English teachers at grade eleven claimed that they have been implementing genre based approach in SBC, although it is contrary to the fact.

Based on the reality above, the writer wanted to conduct a research which focus on the implementation of genre based approach in teaching reading at grade XI of SMA Negeri 2 Sungai Penuh. This research covers explanation of the way the teachers implement GBA in teaching reading, identify the problems that they faced and the causes of the problems and also the solving problems.

B. Identification of the Problems

Based on the background of the problem mentioned above, the writer concluded that the English teachers at grade XI of SMA Negeri 2 Sungai Penuh claimed that they have been implementing GBA. However, the process of teaching learning was not appropriate with the expected ways by GBA in the context of SBC, so the outcomes of English teaching were not satisfied. To find the appropriate solution needs identification of problems in real condition. In

details, this research concerned with how the English teachers implement GBA, the problems of implementation, the causes of the problems, and the solution of the problems.

C. Focus of the Research

Based on the identification of the problem above, the researcher discusses about the implementation of genre based approach in teaching reading and the problems faced by the English teachers when they were applying GBA in teaching reading, the causes of the problems and the solution of the problems. Realizing the large scope of the problems, the limited time and finance, so this research more focused on preparation, process and evaluation of the implementation of genre based approach (GBA) in teaching reading at grade XI of SMA Negeri 2 Sungai Penuh. The genres (narrative and report texts) that were researched based on three times of observation conducted by researcher in the classroom.

D. Formulation of the Problems

The problem of this research can be formulated as follows: How is the implementation of genre based approach (GBA) in teaching reading at grade XI of SMA Negeri 2 Sungai Penuh?

E. Research Questions

The problems of this study can be elaborated as follows.

1. How do the English teachers at grade XI of SMA Negeri 2 Sungai Penuh implement genre based approach (GBA) in teaching reading?

2. What are the problems faced by the English teachers at grade XI of SMA Negeri 2 Sungai Penuh in implementing GBA in teaching reading?

3. What are the causes of the problems faced by the English teachers at grade XI of SMA Negeri 2 Sungai Penuh in implementing genre based approach in teaching reading?

4. How do the English teachers at grade XI of SMA Negeri 2 Sungai Penuh solve the problems in implementing GBA in teaching reading?

F. Purpose of the Study

This research has the purpose to discuss.

1. The implementation of genre based approach (GBA) in teaching reading in SMA Negeri 2 Sungai Penuh.

2. The problems faced by the English teachers in implementing GBA in teaching reading in SMA Negeri 2 Sungai Penuh.

3. The causes of the problems faced by the English teachers at grade XI of SMA Negeri 2 Sungai Penuh in implementing GBA in teaching reading?

4. The way how the English teachers solve the problems in implementing GBA in teaching reading in SMA Negeri 2 Sungai Penuh.

G. Significance of the Research

This research findings are expected to give contribution to the solution of language teaching methodology and research problems, for teachers. First, theoretically, this research findings are expected to give the contribution to develop the teaching English methodology especially in teaching reading. Besides, it is as a reference for the other researchers who plan to do a research about the implementation of GBA in teaching reading.

Second, practically, the findings of this research can add the English teachers' knowledge about how to implement the GBA, problems faced by the English teachers, the cuases of the problem and how to solve the problems so the English teachers can anticipate them before teaching. Then, this research findings become significant input for the Dinas and Headmaster to supply the source books, media and send the new English teachers to follow the trainning.

H. Definition of the Key Terms

To avoid ambiguity, the researcher clarifies the terms used in this research as follows.

1. The implementation is the application of GBA from planning to evaluation.

2. Genre based approach (GBA) is the ways in which people get things done through their use of language in particular contexts or as socially recognized ways of using language.

3. Teaching reading is the process of constructing meaning through the dynamic interaction among the reader's existing knowledge, the information suggested by the text being read, and the context of the reading situation.

CHAPTER V

CONCLUSION, IMPLICATIONS, AND SUGGESTIONS

A. Conclusion

Having analyzed the data, the researcher generated conclusion related with the aspects of the research; implementation of GBA of narrative and report text, problems faced by the English teachers, causes of the problems and the problem solving conducted by the English teachers at grade XI of SMA Negeri 2 Sungai Penuh. The conclusion of the research is presented as follows.

1. Implementation of GBA of narrative and report texts in teaching reading

In the first aspect of the implementation GBA of narrative and report texts in teaching reading the teachers had to teach all the components of narrative and report texts, such as social function to make the students comprehend the text a lot and the students know the writer's purposes and also can use the text. Besides, teachers had to select the instructional materials or texts which is appropriate with the students' conditions such as students' potencies, local characteristic, students' usefulness, time, depth and width of the materials, students' needs and environment demand. But none of them did them totally.

In the second aspect, the teachers had to explain the aspects of generic structure of narrative and report texts in order that the students can comprehend and find the main idea and general and specific information in the text easily. The teachers had to use the traditional and modern media in implementing the genre based approach in teaching reading. But only one of them did not use the modern media.

In the third aspect, the teachers had to explain the aspects of lexicogrammatical features to make the students know the caharcteristic of each genre. Besides, the teachers had to create the interesting and clear objective, enthusiastic in teaching-learning process, created the comfortable condition, created the students actively in learning, created the learning materials can be related to the students' needs, give the students reward and appreciation rather than punishment and denunciation, gave the students homework appropriate with students' ability, gave the explanation to the every students' work result, gave the students criticism or correction by giving smile, gave the variety of ways, method, techniques, and strategies and also media in teaching-learning process. But some of the criteria above conducted by the English teachers in implementing GBA in teaching reading.

In the fourth aspect, the teachers had to have classroom organization, physical facility and continuity but also it was also to create and maintain the classroom situation and condition. But it was not done by teachers totally.

2. **Problems faced by the English teachers in implementing GBA in teaching reading.**

The problems of implementing GBA of narrative and report texts in teaching reading is vocabulary. Nearly all the teachers have problems in vocabulary to implement the GBA of narrative and report texts, so the teachers are difficult to comprehend the text reading. And it also can be divided into four the same component as mentioned above.

The first factor is the instructional material, the teachers had to develop the syllabus to use it based on students' potencies and local characteristic. But none of them do them. The second is the instructional media, the teachers should use the traditional and modern media but only two of them used them. The third factor is the

instructional activity; the teachers had to have procedures in implementing the GBA in teaching reading, but none of them do it. The fourth factor is the classroom management the teacher should have the good condition of the classroom and variation in teaching-learning process, but some of the criteria had done already by the English teachers.

3. **Causes of the problems found by the teachers in implementing GBA in teaching reading can be divided into four factors as follows :**

   a. Vocabulary; the teachers had no the other strategies or techniques in teaching vocabulary that can make the students enthusiastic to read and to enrich vocabulary.

   b. Instructional material; English Teachers had no the other sources to get the materials or text about the two kinds of genres or texts and two of three English teachers are new English teachers in SMA Negeri 2 Sungai Penuh

   c. Instructional media; SMA Negeri 2 Sungai Penuh did not prepare the pictures media. LCD were prepared in the SMA Negeri 2 Sungai Penuh are limited and some of them did not work well. Besides, two of English teachers are lack of knowledge about how to use the part of language laboratory instruments. In addition, they needed much time to take the students to the language laboratory.

   d. Instructional activity. One of the English teachers taught in social program. The condition of social program was different from science program. Besides, they did not prepare the materials before teaching.

   e. Classroom management; similar with the causes of problems above that they are lack of knowledge about how to operate the part of language laboratory instrument. Besides, SMA Negeri 2 Sungai Penuh did not prepare the pictures media. The

magazine and newspaper did not always contain the material or text related to local characteristic.

4. **The problems solving conducted by the English teachers in implementing the GBA in teaching reading.**

a. Vocabulary, based on the interview conducted by the researcher, one of them had the way to prepare the reading text for the next meeting and asked the students to read more texts at home as the proof, the students had to report to the teacher. Two of the teachers asked the students to learn the vocabulary by their heart and asked the students to write down the difficult words on the whiteboard.

b. Instructional Material, based on the interview conducted by the researcher. One of them looked for the material in the book shop, the magazine, newspaper and internet; if they did not find the material they sometime created the text themselves. In addition, they asked the students to underline the difficult words and teacher wrote down the whiteboard and also giving the meaning directly.

c. Instructional media; it was seen that the two of English teachers asked the English teachers who had already got the training to teach how to use the language laboratory instruments. One of three English teachers used the pictures as a media they found it in the book shop. If she did not find the media in the shop they drew the pictures as far as she can. If she couldnot draw she asked the students to draw them on the whiteboard.

d. Instructional activity, based on the interview and the observation to solve the problem in classroom, the teachers used their own way based on the condition of the students themselves. They asked the student to write the questions and answered and then gave the other students to compare the answers, for instant. Sometime, they did not have any problem solving.

e. Classroom management; Based on the observation and interview data, one of the teachers gave the students questions one by one by going around to start t teaching. But to do this, they had to determine the time to do it. To find the problem solving, sometime they asked the students who made noisy and not paid attention to the materials explained by teacher several questions. Besides, one of them forbidened the students go outside during teaching.

B. Implication

Based on the result of the research about the implimentation of genre based approach in teaching reading which had explained above that the English teachers of grade eleven of SMA Negeri 2 Sungai Penuh had conducted the genre based approach of narrative and report texts. In implementing the GBA of narrative and report texts, they still had several problems, such as teachers still used the Indonesian langiuage in explaining the the components of narrative and report texts. Yet, one of the teachers had implemented the GBA in teaching reading well, such as she started teaching from pre-reading, whilst reading and post reading, she implemented the GBA of the components and sub-components of narrative and report texts well.

Besides, the aspects which support the teaching, such as instructional material, media, classroom activity and classroom management. It is necessary to cooperate between school and national education of Sungai Penuh to get the facilities and conducting the MGMP program. The weaknesses possessed by the teachers always conducted together with another teachers who had got many experiences in teaching. Besides, the teachers had followed the MGMP in SMA Negeri 2 Sungai Penuh in solving the problems in teaching, especially in implementing the genre based approach in teaching reading.

C. Suggestions

In accordance with the findings and discussion there are some suggestions that can be derived from the next research in the field of GBA implementation in teaching reading in the school as follows:

1. There should be studies conducted in order to investigate the teachers' preparation, process and evaluation in the implementation of genre based approach.

2. There should be studies which are aimed to investigate the approach, method, strategy, technique and instructional models.

3. There should be studies conducted in order to investigate the accurate methods in teaching reading in senior high school.

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