THE EFFECTIVENESS OF USING ENGLISH NEWSPAPER MATERIALS TO IMPROVE READING COMPREHENSION

(An Experimental Research at the ninth grade students of SMP Negeri 2 Galesong Utara, Takalar)

A Thesis

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ABSTRACT


This research is aimed to discussed whether or not the use of English Newspaper significantly improve students’ reading comprehension.

This research used a pre-experimental research. The researcher had conducted a treatment, where the class consisted of ten meetings. The location of this research was done basic problem the researcher discussed in this final project is there any improvement students’ reading comprehension by using English newspaper materials in teaching reading at the ninth grade students of SMP Negeri 2 Galesong Utara, Takalar. The population of this study is the ninth grade students of SMP Negeri 2 Galesong Utara, Takalar in the academic year of 2016/2017. The researcher used purposive Sampling Technique. The research instrument used reading test. In pre-test, the researcher asked the student to read a short narrative text, while in post-test, the researcher also asked the students to read news articles from English Newspaper and answer the questions in terms multiple choice and essay question based on the article.

The research findings indicated that achievement of the ninth grade of SMP Negeri 2 Galesong Utara, Takalar was improved after using English newspaper materials. It was proven by mean score of students reading comprehension in terms of main idea in pre-test was 41.47 and post-test was 71.81. The improvement of the reading comprehension was 73.20%. The researcher concluded the use of English Newspaper significantly improve students’ reading comprehension.
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The Writer

RISMA ARIYANTI
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CHAPTER I

INTRODUCTION

A. Background

Reading is one of the important skills in English because it is a source to get information, knowledge, and pleasure. All of them can be found from book, newspaper, magazine, journal, and other sources. The readers can also increase their vocabulary. Reading is something crucial and indispensable for the students because the success of their study depends on the greater part of their ability to read. If their reading skill is poor they are very likely to fail in their study or at least they will have difficulty in making progress. On the other hand, if they have a good ability in reading, they will have a better chance to succeed in their study (Junior, 2013:23).

Although reading can give us many information, but several people view that reading is a boring activity and just kills their time. In the class, the students were more interested in playing than paying attention their lessons especially in reading. Learning reading in the classroom makes the students bored. The student did not feel pleasant when their teacher gives them a lesson. Teaching reading in the class, for some students, has not given a significant influence how to comprehend the reading.

In learning reading, there were some factors made the students difficult to understand and master it. The first The students did not have adequate vocabulary. Second, the methods applied by the teacher did not appeal to the students’
led to a lack of interaction in the classroom, unpleasant and ineffective learning environment. Furthermore, the other problem that made the students not interest in learning reading in the classroom was the media. In this case, the students only read a full text. Lastly, the most common factor faced by the students in reading was the lack of the students’ interest in learning. In this case the researcher find best strategy to improve through English Newspaper as a media in teaching reading.

Media is a tool of communication between teachers and students. The media is the interface that is able to connect or communicate both of them. It is useful in the learning English in order to provide stimulation to the students. We can conclude that the media can be a massage from the teacher to the students. Then, the students can receive well.

The teacher can use some media in the classroom such as books, magazines, newspaper, films, and video recorders. In this case, the researcher tried to use newspaper as media to deliver lessons in the classroom. Newspaper is a rich source of authentic materials which can be very motivating and inspiring a wide range of activities. Then, the researcher chose newspaper as one of appropriate media in teaching reading. In this case, she assumed that it was effective to improve the students reading skill (Smaldino and Russel, 2005).

The newspaper articles are been to be highly motivational for students of all ages and students enjoy the variety of reading and visual material included in the newspaper, teachers will help their students comply with state educational standards and prepare them for both standardized tests and real life situations by
using newspaper articles and photos in conjunction with specific strategies and rubrics. Therefore, the important function of modern education which is to teach students to use many informational resources available, including the newspaper as a current references can be achieved (Elmadwi, 2014:2).

In this research, to improve students’ reading comprehension and make students have high motivation, the researcher will focus on English newspaper. Newspaper is a great teaching resource to use in the classroom. It is cheap, plentiful and we can use it to teach just about any subject such as social students, math, writing or reading.

Based on many facts in teaching and learning process most of the students they have less reading ability. According to one of the information the researcher had got the real fact of the school in SMP Negeri 2 Galesong Utara, Takalar Regency. The researcher had got the information from the English teacher. Which in fact the students of XI A class have average value of English only 6.0 and their less in English dominate in reading comprehension. Yet, the fact shows that the majority of the students are not competent in comprehending English materials. Based on this fact, lecturer or teachers must give variations of teaching materials in reading. One material of reading which is suitable for students that the researcher will try to research is newspaper for newspaper provide more current information that gives them a board view about a lesson. In addition, there are lots of different kinds of text in newspaper such as narrative, stories, letters, advertisements, and reports.
Referring to the explanation above, the researcher is interested in conducting a research entitled: *The Effectiveness of Using English Newspaper Materials to Improve Reading Comprehension of the ninth grade students of SMP Negeri 2 Galesong Utara, Takalar.*

**B. Research Problem**

In accordance to the background stated previously, the researcher formulated research question: “Does the use of English newspaper significantly improve the students’ reading comprehension skill?”

**C. Objective of the Study**

In relation to the research question above, the objective of the research was to find out whether or not the use of English Newspaper significantly improves students’ reading comprehension.

**D. Research Significance**

The findings of this research expected provide significant contribution both theoretically and practically. Theoretically, this research was intended to give empirical contribution on the effectiveness of *English Newspaper* in improving the students’ reading comprehension especially for Junior High School students. In addition, the findings of this research were also expected to strengthen the current belief on the power and success of Newspaper in teaching reading.
The findings of this research were also expected to give practical contribution to English teachers and lectures, especially those teaching English in Junior High School. English teachers and lectures can implement Newspaper as a media to teach reading by adapting or adopting it. It can be one of the teaching alternatives and variation in the classroom.

Furthermore, the findings might function as one medium to see and evaluate their present teaching practices. At last, it was expected that the findings were useful references for conducting any coming research on reading comprehension on the same or different level of study and different kinds of strategy.

E. Scope of the Study

This research focused on the application of newspaper materials to see whether it was effective or not in improving the students’ reading comprehension. The researcher focused on how the students can understand the main idea of articles in the newspaper. Then, how the students find details and specific information from the text in newspaper, and also how the students deduce word meaning and lexical items (words, phrases, or sentences).
CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents the review of related literature dealing with some related research findings, some pertinent ideas, the theoretical framework and hypothesis.

A. Previous of Related Research Findings

Some researchers have conducted research which related to the improvement of reading skill by using English newspaper, which cited briefly below:

Yunus (2009) in his thesis, “Using English Newspaper to Improve Reading Comprehension of Students of SLTPN 27 Makassar”. found that the students had interest in reading English Newspaper. They considered that reading English newspaper could give them a little of benefits, such as improving vocabulary mastery, writing and reading skills, and acquiring a lot of kind’s information which will be a valuable knowledge in developing their English language study. He also stated using English newspaper advertisement can develop students reading comprehension. He found that English newspaper advertisement helps the students to find out the main idea 25% understanding supporting detail paragraph 55% and understanding new vocabulary 20%.

Mustamin (2010) in her thesis, “Teaching Reading Comprehension by Using English Magazine Articles at the first years students of Madrasah Aliyah Muhammadiyah Jauhpandang Wajo”. found that teaching in comprehension by
using English Magazine articles at the first year students of Madrasah Aliyah Muhammadiyah Jauhpandang wajo.

Purnama (2010) in her thesis, “Increasing The Students’ Reading Comprehension Through Authentic Materials at the Eigh Year Students of SMPN 27 Makassar”. found that teaching and learning reading by using authentic materials can increase the students’ achievement in reading.

Rosmiati (2013) in her thesis “Improving the students reading comprehension through SQRQCQ (Survey, Question Read, Question, Compite, Question) method at the eight class of SMP Neg 1 Eremerasa Bantaeng” found that the students also learn simultaneously connect information of what they are reading into what they already know and stay focused. Students must also be able to organize the content it to what they already know.

Sarfiyah (2006) had researched with the title “Improving reading comprehension through quantum learning at the second year students of SMA Negeri 1 Liukang Tengaya Pangkep”, Confirmed that quantum learning is one of methods which can improve the students’ reading comprehension.

Hamriati (2005) told in her thesis that active process is effective and helpful the students’ achievement in reading class, based on her research with the title “The effectiveness of application of active process in improving the students’ achievement in reading class”.

Based on the previous findings above the researcher concluded that students Reading comprehension can be improved by using some method technique. There are some similarities and differences between this research, and
some previous finding above. Some with the previous finding above this research also focus to improve students reading comprehension and uses some method or technique which suitable with reading skill. While the differences are this research focuses on literal comprehension which different with some previous finding above and this research also using English Newspaper as media in teaching reading specially article and report text on Newspaper.

B. Some Pertinent Ideas

This section describes the concept of Reading. Reading Comprehension and the use of media in teaching reading. All the ideas are discuss on the following.

1. The Concept of Reading

a. Definition of Reading

Reading has various definitions as the variety of people’s point of view. Some definitions are follows:

Thomas (1982) defines reading as the perception of written symbols as meaningful, involving recognition of words, fluency, and comprehension. Ranking & Sciener (1985) in Kustaryo (1998:2) say that the reading is recognition of various written symbols with exiting knowledge and comprehension of the information and ideas communicated.

From the definition we can see that the reading is combination of some components that result in one action that is known as reading. This statement
is supported by Smith. He says that reading involves two aspect of the reader himself internal and external aspects.

In addition, Nurhadi (1988:13) say that reading is the complex and complicated process because it involves the internal and external factors of reader. The internal factors mean everything with comes from the reader that can result in an interaction in the reading process. The external factors mean everything which has relationship with the reading materials and the environment where the reading taking place.

Nurhadi (1988:13) classifies the internal and external factors as follows: Internal factors: (IQ) intelligence, interest, attitude, talent, motivation, and the aims of reading.

Kustaryo (1998:2) defines reading as the activity that consists of the combination of word recognition, intellect, and emotion interrelated with the prior knowledge to understand the massage being communicates.

It can be concluded that the successful readers are those who establish purpose reading, so that they are able to comprehend the content of a passage.

b. Definition of Reading Comprehension

Some people have formulated definition of reading comprehension. Below are various definition of reading comprehension.

Reading comprehension is an active thinking process which not only depends on comprehension skills the state “Reading comprehension understanding what has been read it is an active thinking process that depends
not only on comprehension involves understanding the vocabulary seeing the relationship among words and concepts, organizing, ideas, recognizing author’s purpose, making judgment, and evaluating” Kustaryo (1998:11)

By this point of view, we can say that reading comprehension is very important because of the students’ do not understand what they have read. They cannot catch the idea of the researcher through reading. Reading comprehension is at once unitary process and a set of discrete processes. So, they explore comprehension from two angle; which the written units the reader must understand and the different levels of comprehension that he or she should achieve.

Reading comprehension means the understanding, evaluating and utilize of information and ideas gained through an interaction between the reader and the author. Reading comprehension is such a kind of dialogue between an author and a reader in which the written language becomes the medium that cause the dialogue happen when the two persons communicate through the medium of print.

Turner in Alexander (1998:159) points out that reading comprehension involves taking meaning to a text in order to obtain meaning from that text. Anderson and Pearson in Alexander (1998:160) state that comprehension is a special thinking process. The readers comprehend by actively constructing meaning internally from interacting with the material that is read.
By looking over those definitions above, it can be conclude that reading is an active process where the readers try to gain the information given by the author and understand what actually the purpose of the author is.

c. **Kinds of Reading**

There are three kinds of reading (Tinker, 1975:5) they are:

1) **Reading Aloud**

Reading aloud is kind of reading where a reader expressed orally every word in the text. The purpose of reading aloud is to improve the students’ ability in pronouncing the words, stressing the words, stressing the words, and having a good intonation about every sentence in the passage.

Reading aloud is important and the students’ should be taught to read aloud. All pupils should be taught to read aloud well enough to communicate satisfactorily with their listening, to share an interesting item, or to illustrate some print under discussion.

Reading aloud can be done in group or individually it is done individually; the teacher can check up his/her Students’ ability in the pronunciation and the stress of the words as well the sentence intonation individually. Of the activity is done in group, the teacher should check and evaluate the students’ in group.

The kind of reading is helpful for both the students’ and the teachers. The Students’ who are involved in reading aloud activity
measure their own skill of pronunciation and in stressing the word show by the teacher in reading activity aloud. It is also helpful to improve to improve the word recognition. On the other hand, the teachers will find it easier to identifying what kinds of difficulties his/her Students’ face in reading.

2) Silent reading

Silent reading means reading the text by heart where there is no voice is expected when reading. This kind of reading requires the reader to find out the meaning of words or sentences and find out the ideas written in the text, not to practice the practice by a reader who wants to comprehend the text in reading comprehension process.

In silent reading, a reader read the text without voice. So that, the reader needs much attention and full concentration to what he is reading because his/her purpose is to gain the meaning given in the following text. While the students’ are reading silently, the teacher should control the class to give some helps to the Students’ when necessary. For example, if they find difficulties in the text such as finding new word or at confused about the grammatical structure that make the meaning unclear, the teacher can explain a directly or give the word meaning directly. So, it will help them to comprehend reading the passage.

3) Speed reading

Speed reading is the reading faster or read the text speedily to gets the ideas or comprehend it at one. Speed reading has to run side by side
with reading comprehension. The reader is required not only to read faster but also to understand the ideas. However, the rate of reading speed of course depends on the kinds of reading material itself. The rate of speed of reading a story or narration will be different from the reading scientific materials. Reading scientific materials need creative thinking, but reading story or narrative only needs feeling and mind.

d. Purpose of reading

The essential purpose of reading generally is to get new information and/or for pleasure. Reading for information is reading that we not stop analyzes the grammatical structures; we understand the structure without thinking about it. Reading for information requires that we understand the meaning of a passage.

Reading for information include the materials which are classified as nonfictions; sciences, social studies, current affairs, personal opinion, technical matters, news magazine, newspaper, and article. Readers scan to locate specific information in a text and skim to extract general information from it. Therefore, the teachers have to match reading skill to reading purpose.

According to bellafiore (1998: 315-317) reading for pleasure, on the other hand, the reader may read either quickly or slowly based on the way he likes. It is associated largely with novel, short stories, biographies, plays, and poems. Reading for pleasure is different from the reading for study, reading for pleasure, we do not have to remember the details of pleasure reading book,
because we will not be tested about what we read. According to many experts, pleasure reading is the key to improve your English.

In other terms, readings for students of English as a second language is important because through reading the students learn not only how to pronounce English words correctly but also to increase their vocabulary.

Also through reading activities students learn how to identify, interpret and evaluate ideas as noted by Dorothy J. and Mc. Ginnie E. Smith; Reading involves thinking it is not merely a word drilling activity. Reading is a purposeful process of identifying, interpreting and evaluating ideas in terms of the mental context of the reader. Dorothy (1974:3).

2. The Use of Media in Teaching Reading

This section describes definition of media, visual media in teaching Reading, Newspaper as the visual media in teaching reading, ways of using picture and real news of newspaper in teaching reading, and reading activities using newspaper as teaching media. All the points were discussed on the following.

a. Definition of media

Medium (plural: media) derives from Latin word that means “between”, and the term is used to refer to anything which carries information from source to receiver. Alwasilah (2011:30) defined media as any physical tools which provide massage and stimulation for learning. Meanwhile,
Smaldino and Russel (2005:256) labeled media as means of communication and source of information. Moreover, they stated that the purpose of media is to facilitate communication and learning. Examples of media can be books, pictures, internet, television, and so on.

The use of media can be very useful in order to minimize the difficulties faced by learners in English foreign language learning. According to Smaldino and Russel (2005:256), teaching media can encourage students to actively participate in learning activities. In other words, media can be used to engage students in learning. It should be noted since effective learning happens when students are engaged in meaningful tasks, interacting with the content Smaldino & Russel (2005:258).

Furthermore, Alwasilah (2011:30) had also presented the advantages of media in teaching and learning. He said that media can be used to avoid too many words on a massage, to increase pupil’s participation, to improve the willingness to learn, to provide chances for pupils to learn based on their interest, to build a direct interaction between pupils and environment, and to provide same stimulation for making the same experiences and perception.

Following Smaldino and Russel (2005:258), there are six basic types of teaching media; (1) text, alphanumerical characters that may be displayed in many formats such as books, poster, etc, (2) audio which is anything that can be heard, e.g. music, noise, etc, (3) visual which is commonly used to promote learning including drawing, cartoons, graphic, chart, etc, (4) motion, such as video, animation, and so on, (5) manipulative media that can be
touched and handled by students, and the last is (6) people, it can be teachers or subject matter experts.

b. Visual Media

Dale (2009: 2) claims that the Visual is a picture, chart, or other presentation that appeals to the sense of sight, used in promotion or for illustration or narration, often used in the plural”

According Sadiman in Amalia (2010:9) stated that “Visual media, It is media that can be seen and the function of visual media is distributing the massage from the sources to the receiver. Some of the examples are picture/photo, sketch, diagram, chart, graphs, cartoon, poster, map, globe and flannel board”

c. Newspaper as the Visual Media in Teaching Reading

Newspapers are the publications that are printed with ink on paper, and generally published on a regular schedule and containing a variety of contents. Newspaper has many articles and pictures that can stimulate the students’ interest in reading.

A picture is an account or description of something that enables one to form a mental picture or impression of it (Oxford Advance Learner’s Dictionary). Harmer (2001) labeled a picture as an illustration of image that can be used a two dimensional visual representation of person, place, or thing. Pictures can be in the form of flashcards, cue cards, large wall pictures,
photograph, illustrations, or projected slides on computer screen. In addition, teachers can also directly draw a picture on a board to help with explanation.

Considering its benefits, the use of text with picture as the visual media can be very powerful in teaching reading. Firstly, and the most important thing is because there is a harmonious relationship between word and picture Arizpe and Styles (2003:39).

“The relationship between word and image is always dialogical and that, in learning from the text and picture, the cognitive functions they perform are the most significant”

Picture in a text is not just a picture without any meaning. It contains organized and structured message which is connected with verbal text Arizpe and Styles (2003:39). Some students may find it difficult to comprehend a text verbally, and pictures then plays role to provide a source of non-verbal information. Furthermore, pictures in a text give a chance to readers to understand more and get better comprehension of a text.

The next benefit is that pictures in text can be motivating and engaging. It is because picture is an appealing media that have the power to engage students. Picture can catch students’ attention so that they can focus on text and the reading activities. Moreover, pictures are also useful in creating fun, attractive, and active reading activities.
The other advantage of a picture is that it can create a context of language and connect the language to the real world. For example, it may be difficult to make students understand the meaning of the word “elephant” only by explaining the definition or telling the characteristics of an elephant, but it is also likely to be difficult to bring a real elephant into a classroom. A picture of an elephant then can bring a real world in a simple way which students can easily understand the meaning of the word “elephant”.

3. **Newspaper**

   a. **Definition of Newspaper**

   A newspaper is a lightweight and disposable publication, usually printed on low-cost paper called newsprint, containing a journal of current news in a variety of topics. These topics can include political events, crime, sports, and opinion. Newspaper is a part of mass media often circulated to the public daily and weekly. It applied a lot of information to fulfill the need of society and it one of visual communication for public as well. Hornby in Arn Djamil (1995:182) states that newspaper is printed publication appearing daily or weekly and containing news, advertisement and article on various subjects. Then, Mariser in Djamil (1995:182) states that newspaper are printed publication, issue with newspaper.

   Newspaper like the Jakarta Post, with its much different section, is an excellent reading material. It is containing current news that happen all over the world. And with its special style of writing, it is one of the best places to
look for reading material. Every day, most people in the world spend their
time to read newspaper. In connection with the definition above, newspaper
generally provides news, advertisement, article and various subjects like sport,
arts, etc. The writer tries to describe the general one as follow:

1) Advertisement in Newspaper

   Talking about advertisement it thing we notice that is related issued by
   some industry or sat it deals with public notification offering or asking for
goods, services, etc. to advertisement and job advertisement is being
   shown is newspaper.

2) Article in Newspaper

   Article is particular items or separated thing provided thing provided in
   newspaper. Specifically, article in newspaper are place of writing, usually
dealing with particular issues or topics.

b. The Advantage of Using Newspaper

   When teacher selects materials for teaching, she has to decide whether
the material is appropriate for her students or not. It can be judged appropriate
if the material is meaningful for students or not. The material is more
meaningful if it is related with students need, experience, interest, morality
principle and their future.

   A newspaper can be used as the basis for extensive practice in the four
language skills. (Sanges, 1989:39).
According to Grundy (1993:9) newspapers have fulfilled this requirement. First, it can be used as a cross-cultural medium, because newspapers probably the best single source of information about the host culture and about the most important people in the host society. It can be taught for something about psychology, habits and values of people in the foreign culture. Second, the realistic characters and actions may motivate students for reading. Third, newspapers can be used to teach other language skills: listening, speaking and writing.

Good teaching material can be used to teach many aspects of language. Again, newspapers have this qualification. As stated by Joe Pemagbi:

“Newspaper can be used to teach many aspects of language and communication skills. Editorials and gossip columns can be used to teach formal and informal varieties of English; editorials and feature articles can provide passage for summary and comprehension; letters to editor can demonstrate good features of letter writing. A newspaper may contain material for teaching various types of writing: description, analysis and synthesis, comparison and contrast and process description; and they provide models of good written form: paragraphing, topic sentence, introductions, conclusion, etc.

Finally, newspapers present pedagogic structure. Evidence can be seen the following example of texts about a similar theme, i.e. accident but taken from different sources. One is taken from a textbook and another is taken from newspaper.
c. The Disadvantage of Using Newspaper

1) The grading of the various parts of the text might be different

This can particularly be a problem with novels and poetically written newspaper articles, where the descriptive introduction is often several levels higher than the story will be once the plot and/or dialogue starts. The same is true of punning newspaper headlines. Approaches include giving the difficult parts in summary form and just using an extract from the original text, or doing activities just with the easy bits like the captions or dialogue.

2) The information can quickly become out of date

This can be a problem both for student, for whom the language might fly out of their heads at the same time as the information gets replaced with something more important. It can also be an issue for the teacher, who might have spent lots of time preparing the pre-teach and comprehension questions only to have to throw the text away after a couple of days. This is mainly a problem for newspaper news stories, so there is no reason why you shouldn’t use more long lasting formats like newspaper article, newspaper articles with more analysis, fiction or biography instead.

3) The grammar is not graded

The grading of grammar in a text is usually more difficult to spot and easier to forget about than the grading of vocabulary, but in a graded reader the writer’s vocabulary. This does not necessarily mean that all
the grammar has to be exactly the same as they have already covered in their books, as grammar is easier to understand than procedure and seeing in context for some time before they tackle it in class will make it easier for them to pick up.

d. The Role of Newspaper Articles

As a human being, we need to communicate and interact with other people. We need them because they have something that we do not own or they know something that we do not. Sometimes, we are curious about what is happening in the world. To fill our curiosity, we need media. One of the media is a newspaper besides television, radio, magazine and books.

According to Sorlin, (1994:5) Newspaper present current issues which are occurring at present. It is report president election, international or national news, sport competition, gossips about famous people, weather forecast and so on. Its also are equipped by posters, diagrams, charts and photos which could be seen by the reader.

e. Using Newspaper in Classroom

Newspaper have been used in American classroom for many years and have proven for their worth as an educational tool. Using newspaper in teaching English is effective because their contents motivate learning and develop language skill (de Roche, 1983:34). Nowadays, suggestion have been made to use newspaper as an instructional tool to teach English as a second
language, but few authors have emphasized the use of both the first and the second language newspaper (Olivers, 1994:11).

The use of English language newspaper as well as mother tongue newspaper is an efficient and effective way to educate bilingual people. The mother tongue newspapers help them to reinforce and develop further their mother tongue skill and the English language newspaper facilities the acquisition of the new language in a print context that is different from other school resources.

By using the English language Newspapers, teachers can provide their student with features that other printed material cannot match (Olivares, 1993:45). The English newspaper deal with the present reality of the outside world. It is instructional materials that represent that reality here and now (The courier Journal, 1965:33). Since it presents students’ with a second language that comes alive through headlines, articles, advertisement, and pictures, it inevitable will contain something of interest for every students (ANPAF, 1990:1). As an instructional devise, English newspaper can also be used to help students learn English through the content of the subject matter areas. Mathematics problems in English, science and social studies issues, home economics, physical education, business information, survival skill, and other subjects can be found in the newspapers daily (Kossack, 1988:11). Working in these subject areas, language minority students’ will deal not only with the content of those subjects but also with a second language that is real and relevant. It is the day today language of mainstream population.
C. Conceptual Framework

This study support with theoretical framework, which conclude the instruction that presents in the following diagram:

![Conceptual Framework Diagram]

**Figure 2.1 Conceptual Framework**

The conceptual framework above shows the process of the research to increase the students’ reading comprehension. Before the researcher doing a treatment, the pre-test will be used to know the students ability in reading comprehension. After knowing the pretest result of the students, the researcher start to doing a treatment by using Newspaper material as a media in teaching process. The last procedure of this research is conducting a post-test in order to find out the students achievement in teaching reading comprehension as the output of this research. The comprehension which going to increase in this research is
literal that cover to find out main idea and supporting idea in reading using Newspaper. The teacher will use Experimental researcher in applying this strategy. First, the teacher explain about newspaper as a media in teaching reading and its advantages to the students, after that the students divide into some groups and teacher instruct the students to read report text. Answer question based on the text they read, and finally output deals with the students’ achievement in reading comprehension after taught by using Newspaper.

D. Hypothesis

This section consist of Null Hypothesis (HO) and Alternative Hypothesis (HI). That presents in the following.

Null Hypothesis (HO): The Use of English Newspaper is not Significantly to improve students reading comprehension.

Alternative Hypothesis (HI): The Use of English Newspaper is Significantly to improve the students’ reading comprehension.
CHAPTER III
RESEARCH METHOD

This chapter deals with research design, research variables, operational definitions, population and sample, research instrument, procedure of collecting data and technique of data analysis.

A. Research Design

This research conducted the pre-experimental method with pretest – posttest design. The design is present as follows:

\[ O_1 \quad X \quad O_2 \]

Where:
- \( O_1 \) : Pre-test
- \( X \) : Treatment
- \( O_2 \) : Post-test

(Gay, 1981:22)

B. Research Variables and Indicator

This research consisted of two variables. They were dependent and independent variables:

1. The dependent variable was the students’ reading comprehension. The indicator of the independent variable was main idea.

2. The independent variable is the media refers to newspaper.
C. Operational Definitions

There were some necessary terms to be clarified in order to prevent from misunderstanding of the concept or ideas in this research. They were as follows:

1. Reading comprehension means that getting the information from the material then have to convey the information which is gotten.

2. Media refer to English newspaper which is containing articles and advertisements in order to used in the classroom.

D. Population and Sample

1. Population

The population of this research was the ninth grade students of SMP Negeri 2 Galesong Utara, Academic year 2016/2017 Takalar Regency at the ninth grade students. Total of population of this research were 244 students, obviously describe in the following table:

Table 3.1 Population and Sample

<table>
<thead>
<tr>
<th>No.</th>
<th>Class</th>
<th>Number of Student</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>IX A</td>
<td>26</td>
</tr>
<tr>
<td>2.</td>
<td>IX B</td>
<td>28</td>
</tr>
<tr>
<td>3.</td>
<td>IX C</td>
<td>28</td>
</tr>
<tr>
<td>4.</td>
<td>IX D</td>
<td>26</td>
</tr>
<tr>
<td>5.</td>
<td>IX E</td>
<td>27</td>
</tr>
<tr>
<td>6.</td>
<td>IX F</td>
<td>27</td>
</tr>
<tr>
<td>7.</td>
<td>IX G</td>
<td>28</td>
</tr>
<tr>
<td></td>
<td>IX H</td>
<td>26</td>
</tr>
<tr>
<td>---</td>
<td>------</td>
<td>----</td>
</tr>
<tr>
<td>9.</td>
<td>IX I</td>
<td>28</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td>242</td>
</tr>
</tbody>
</table>

(Source of SMP Negeri 2 Galesong Utara, Takalar)

2. **Sample**

The researcher applied the purposive sampling technique in choosing the sample of the research. The researcher decides to choose IXA class which consists of 26 students. Based on the teacher suggestion every class consisted of students who has the difference ability in comprehend English material. So, I choose class IXA.

**E. Research Instrument**

In this research the researcher used reading test instrument. The researcher used reading test which consisted of some passage. Then, there were 10 multiple choices with 4 options about the passage. The researcher used this instrument to see the students’ knowledge before and after giving treatment.

**F. Procedure of Collecting Data**

The procedure of collecting data in this research as follows:

1. **Pre-test**

In this research, before giving treatment, the researcher gave pre-test to find out the students’ prior knowledge before using English Newspaper.
2. Treatment

The treatment is conducted for six meetings. Each meeting conducted 2 x 40 minutes. Then, the researcher teaches reading comprehension by using English newspaper and the procedures of doing the treatment cover several steps:

a. The researcher divided the students into some groups.

b. The researcher gave the material from newspaper for each group.

c. Introduced the English newspaper as a media.

d. The researcher gave description about the material read by the students.

e. The researcher asked the students to read and discuss the material on the newspaper by some techniques that they usually do. There are four article as follow:

1) Raline Shah Reading For Perspective

2) Into the Deep Waters of Kei Island

3) Pokemon Go Turns City Into Monster-Hunting grounds

4) Habibie Celebrated In New Series of Books (eight biographical books are being released to highlight different facets of the life of Indonesia’s third President, BJ Habibie).

f. The researcher asked the students to find out the meaning of new vocabulary they get, main idea, etc.

The procedure of the treatment in the first, the second, the third and the fourth, meetings were the same but the text of newspaper is different.
3. Post-Test

The researcher employs a post-test to find out the value of treatment whether or not the result of the post-test is better than the result of pre-test.

The post-test different with the pre-test.

G. Technique of Data Analysis

To analyze the data, the researcher employed the formula as follows:

1. Scoring the students correct answer of pre-test and post-test.

\[ X = \frac{\text{students score answer}}{\text{total number of items}} \times 100 \]

Where: \( X \) = the students' final score

(Depdikbud 1990:6)

Table 3.2 Rubric for main idea (Literal Comprehension)

<table>
<thead>
<tr>
<th>No</th>
<th>Criteria</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Clearly identified the main idea by providing strong evidence, details relating to the main idea.</td>
<td>4</td>
</tr>
<tr>
<td>2.</td>
<td>Identified the main idea and provided adequate evidence, details relating to the main idea.</td>
<td>3</td>
</tr>
<tr>
<td>3.</td>
<td>Limited main idea identification and limited evidence, details relating to the main idea.</td>
<td>2</td>
</tr>
<tr>
<td>4.</td>
<td>Did not identify the main idea of the story or provide any evidence, details relating to the main idea.</td>
<td>1</td>
</tr>
</tbody>
</table>

Harmer (1979:214)
Table 3.3 Rubric for Conclusion (Interpretative Comprehension)

<table>
<thead>
<tr>
<th>No</th>
<th>Criteria</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Conclusion reflects recourse reading in development of idea. It is excellent</td>
<td>4</td>
</tr>
<tr>
<td>2.</td>
<td>Conclusion reflects reading in development of idea. It is good</td>
<td>3</td>
</tr>
<tr>
<td>3.</td>
<td>Conclusion reflects only reading in development of idea. It is poor</td>
<td>2</td>
</tr>
<tr>
<td>4.</td>
<td>Conclusion there is answer but do not reflect any reading of recourse in development idea</td>
<td>1</td>
</tr>
</tbody>
</table>

Harmer (1979:215)

2. Classified the score of the students’ pre-test and post-test

Table 3.4 Classification of the Score

<table>
<thead>
<tr>
<th>NO</th>
<th>Rate of Score</th>
<th>Categories</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>8.0-10</td>
<td>Excellent</td>
</tr>
<tr>
<td>2</td>
<td>6.0-8.0</td>
<td>Good</td>
</tr>
<tr>
<td>3</td>
<td>4.0-6.0</td>
<td>Fair</td>
</tr>
<tr>
<td>4</td>
<td>2.0-4.0</td>
<td>Less</td>
</tr>
<tr>
<td>5</td>
<td>0.0-2.0</td>
<td>Bad</td>
</tr>
</tbody>
</table>

(Depdikbud, 2004:5)
3. Calculating the mean score of the students’ test by using the formula:

\[ \bar{X} = \frac{\sum x}{N} \]

Where: \( \bar{X} \): Mean score.

\( \sum x \): The sum of the score.

\( N \): The number of subjects.


4. Computing the frequency and the rate of percentage of the students’ scores

\[ \% = \frac{x_2 - x_1}{x_1} \times 100\% \]

Where: \( \% \): the percentage of improvement

\( x_2 \): the total of post-test

\( x_1 \): the total of pre-test.

(Harmer in Amirullah: 1987)

5. Finding out the significant improvement of the students’ reading ability by using the following formula:

\[ t = \frac{\sqrt{\sum D^2 - (\sum D)^2}}{N(N - 1)} \]

Where:

\( T \): Test of Significance.

\( \bar{D} \): Mean difference between matched pair.

\( D \): Difference between matched pair.

\( N \): Number of Sample.

(Gay, 2006:355)
CHAPTER IV
FINDINGS AND DISCUSSION

This chapter consists of the findings and discussion of research. The findings consist of findings through achievement test that are shown in the table given, and the discussion consists of mean score, the value of t-test of post-test and also t-table.

A. Findings

The findings of this research deal with students’ score of pre-test and post-test, the frequency and rate percentage of the students’ scores and hypothesis testing of the paired samples. The result of the data findings found that teaching reading by using English newspaper can improve the students’ reading comprehension and the students’ activeness in teaching and learning process at the IXA class of SMP Negeri 2 Galesong Utara, Takalar. In the further interpretation of data analysis were given below.

1. The Rate Percentage of Students’ Score

Before conducting the treatment, the researcher firstly investigated the students prior knowledge by giving them a pretest. The result of this test showed that the mean score of students’ reading comprehension ability was still low. The researcher began to teach by using English Newspaper in every meeting. The researcher gave each group a topic of news article then did some activities based on the procedure of using English Newspaper in classroom. In the treatment of
some activities, the researcher exemplified and gave an explanation about how to identify main idea and classifying the content of news article.

After conducting teaching and learning process for five meetings, the researcher gave the post-test. The result of the test showed that the students’ reading comprehension ability had improved and reached the target.

In order to make it clear, all the result of the students’ pre-test and post-test is presented in the following table:

<table>
<thead>
<tr>
<th>No</th>
<th>Ranges of Score</th>
<th>Categories</th>
<th>Class</th>
<th>Pre-test</th>
<th>Post-test</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>F</td>
<td>P (%)</td>
</tr>
<tr>
<td>1.</td>
<td>81-100</td>
<td>Excellent</td>
<td></td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>2.</td>
<td>61-80</td>
<td>Good</td>
<td></td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>3.</td>
<td>41-60</td>
<td>Fair</td>
<td></td>
<td>13</td>
<td>50%</td>
</tr>
<tr>
<td>4.</td>
<td>21-40</td>
<td>Less</td>
<td></td>
<td>13</td>
<td>50%</td>
</tr>
<tr>
<td>5.</td>
<td>0-20</td>
<td>Bad</td>
<td></td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
<td></td>
<td>26</td>
<td>100%</td>
</tr>
</tbody>
</table>

Table 4.1 above shown that the rate percentage and frequency of the students’ pre-test and post-test score. It can be seen from the table above that there are 13 (50%) out of 26 students classified into ‘Fair’ score, 13 (50%) students classified into ‘Less’ score, and none of them were classified into ‘Excellent’, ‘Good’ and ‘Bad’ score.
In other hand, the frequency and rate percentage of the students’ post-test can be seen from the table are 3 (11.6%) out of the 26 students’ classified into ‘Excellent’ score, 23 (88.4%) students classified into ‘Good’ score, and none of them were classified into ‘Fair’, ‘Less’ and ‘Bad’ score.

2. The Percentage of the Students’ Improvement in Reading Comprehension

The students’ improvement in reading comprehension of the text was taken from the students’ mean score. It consisted of pretest and post test in reading comprehension.

**Table 4.2 the Students Improvement in Reading Comprehension**

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Pre-test</th>
<th>Post-test</th>
<th>Improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Main Idea on English Newspaper</td>
<td>40.74</td>
<td>72.35</td>
<td>77.62%</td>
</tr>
</tbody>
</table>

The table 4.2 above showed that the mean score of students’ pretest was 40.47 categorized as less, and posttest was 72.35%, categorized as good. The students’ improvement after giving English Newspaper was 77.62%. It means that the mean score of the students’ post-test was greater than the mean score of the students’ pre-test.
3. The significant of Reading Comprehension

The researcher had used t-test analysis on the level of the significance (p) 0.05 with the degree of freedom (df) = N-1, where N = number of students (26 students) and then the value of t-table was 1.708. The t-test statistical analysis for independent sample was applied. The following table showed the result of t-test calculation.

Table 4.3 the t-Test Analysis of the Students’ Improvement

<table>
<thead>
<tr>
<th>No.</th>
<th>Components</th>
<th>t-Test Value</th>
<th>t-Table Value</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Reading Comprehension</td>
<td>95.96</td>
<td>1.708</td>
<td>Significance</td>
</tr>
</tbody>
</table>

The table 4.3 above showed that t-test value of Reading comprehension was greater than t-table value (95.96 > 1.708) and also t-test value. It meant that there was significance difference between the students’ Reading comprehension before
and after researcher used English Newspaper materials in reading comprehension to ninth grade of students in SMP Negeri 2 Galesong Utara, Takalar. It was show that the null hypothesis (H₀) was rejected and the alternative hypothesis (H₁) was accepted.

B. Discussion

The section deals with the interpretation of students’ reading comprehension of both pre-test and post-test result and present the description of data gained from the reading test that consisted of 10 items of multiple choice test with four options and 2 essay toward of narrative text at pre-test and English newspaper at post-test.

The description of the data collected through pre-test and post-test as explained in the previous section shows that the students’ reading comprehension was improve. It was supported by the frequency and rate percentage of the result of the students’ pre-test and post-test. Students’ score after presenting materials by using news articles of English newspaper in teaching reading comprehension was better than before the treatment was given to the students.

Before giving treatment, the researcher conducted pre-test. The description of the data collected in pre-test shown that the students’ reading comprehension was fair. Most of students were difficult to comprehend the content of the text and answer the reading test. The students had problem with the level of difficulties and the organization of the text. That influence to the students to select the
important points, interpret information and ideas then, students were also difficult to make deduction and judgment of the passage.

After conducting the pretest, the researcher conducted treatment. The treatments were given five times. In the first treatment, the researcher began to explain what reading comprehension was and what English newspaper was. The students were divided into some groups which consist of 3 or 4 students. The researcher presented the material; assesses the students’ comprehension by giving them the material which was news articles taken from the Jakarta post newspaper for each group. In this treatment, the researcher found out many students still had the same problem like the pretest. They did not know how to find main idea, interpret information, etc as quickly. The second treatment, the researcher helped the students to solve their problem by giving some ways. The third until the sixth treatment. The researcher gave the same news articles like the first and the second treatment. The researcher gave some questions which were related with what they have learned in previous was. While, the researcher still helped them if they found other problems.

The students’ reading comprehension improves significantly because in using English newspaper, the students were enthusiasm to know the contents of the news articles. While the treatment, some ways that the researcher gave to the students. The researcher taught some technique in reading to the students. They were taught how to answer the question quickly, find new vocabularies and phrases that refer to the time even used a dictionary and others. When the students were asked to read the text, the researcher asked them to applied the technique
that have been taught. They always tried to understand the information such as main idea and the meaning of new vocabularies and phrases. Usually the students guess the topic of the text by see the picture before.

In addition, the mean score of students’ pretest was 40.47 categorized as fair and posttest mean score was 72.35 categorized as good. With the mean score of gain (D) was 31.62. it shows that the mean score of the students’ post-test was greater than the mean score of pre-test with the improvement is 77.62%. The differences between the mean score of pre-test and post-test were caused by the treatment. It indicates that the use of English newspaper give positive effect to the students’ reading comprehension.

Based on the calculating of the students’ pretest and posttest before, it was obtained that t-test value was greater that t-table (95.96 > 1.708) for the level of significance (0.05) and degree of freedom (df) = N – 1, in this case 26 – 1 = 25 from the result, the researcher found that there was significance difference between the result of pre-test and post-test. This means that the null hypothesis (H₀) is rejected and the alternative hypothesis (H₁) is accepted. It was proven by the improvement of students’ reading comprehension after giving treatment using news articles of English newspaper.
CHAPTER V
CONCLUSION AND SUGGESTION

This chapter presents some conclusion and suggestion based on the result and discussion from the data analysis.

A. Conclusion

Based on the findings and discussion in the previous chapter it can be concluded that the use English Newspaper was significantly in improving students’ reading comprehension. It was proved by mean score of the students’ post-test (72.35) which was greater than mean score of the students’ pre-test (40.47). So, the improvement was 77.62%. Then the t-test value (95.96) was greater than t-table value (1.708). It shows that there was significant difference between the students’ achievements in learning English reading comprehension through English Newspaper. It means that teaching English reading comprehension using English Newspaper can be facilitated the teacher and the students reading comprehension and can encourage the students’ motivation interesting in learning English.

B. Suggestion

Based on the result of the data analysis and conclusion, the researcher puts forward some suggestion as follows:

1. In teaching reading comprehension, the teacher can use English newspaper as one the alternative material among after teaching material.
2. The teacher could give guidance and motivation to their students to read English materials a lot.

3. The parents can prepare English newspaper at home as one of reading material for their children.

The students should read a lot of English reading material to increase their reading comprehension.
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Grade Student’s

www.usingenglish.com/articles
RENCANA PELAKSANAAN PEMBELAJARAN

(RPP I)

Satuan Pendidikan : SMP Negeri 2 Galesong Utara, Takalar

Mata Pelajaran : Bahasa Inggris

Kelas Semester : IX B/Ganjil

Alokasi Waktu : 2x45 menit

I. Standar Kompetensi :

11.1 Memahami makna dalam teks fungsional pendek dan monolog yang berbentuk report, dan news item sederhana dalam konteks kehidupan sehari-hari.

II. Kompetensi Dasar :

11.2 Merespon makna dalam teks monolog sederhana yang menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk: report dan news item.

III. Indikator Pembelajaran :

- Mengenalkan teks report.
- Memberikan contoh teks report.
- Membaca teks report dengan rasa ingin tahu
- Menjawab pertanyaan tentang informasi yang terdapat dalam teks.
IV. Tujuan Pembelajaran

- siswa dapat mengenal teks report.
- siswa dapat memahami contoh teks report.
- Siswa dapat membaca dengan baik bacaan report text dengan rasa ingin tahu.
- Siswa dapat menjawab pertanyaan-pertanyaan yang terdapat dalam report text.

V. Materi Ajar : “SURA AND BAYA”

VI. Model dan Metode Pembelajaran :

- Model Pembelajaran : Tanya Jawab, Ceramah
- Metode : Cooperative Learning

VII. Kegiatan Pembelajaran :

Kegiatan Awal

- Mengucapkan Salam
- Mengecek kehadiran siswa.

Kegiatan Inti

- Guru menyampaikan kompetensi yang akan di capai.
- Guru menjelaskan gambaran umum dari text bacaan yang berbentuk report text.
- Guru menjelaskan kepada siswa tentang bagaimana menjawab pertanyaan dari text bacaan yang berbentuk report text.
- Guru memberikan text bacaan kepada siswa.
- Siswa kemudian membaca text yang telah di bagikan oleh guru.
- Kemudian setelah siswa selesai membaca report text, siswa kemudian di minta menjawab pertanyaan berdasarkan bacaan.

Kegiatan Akhir
- Guru dan siswa menyimpulkan materi.
- Guru menanyakan perasaan siswa selama proses pembelajaran.
- Guru memberikan tugas lanjutan sebagai pekerjaan rumah.
- Guru menutup pembelajaran.

VIII. Sumber dan Media Pembelajaran
- Sumber : English Newspaper “Jakarta Post”
IX. Penilaian

Nilai Siswa: \( \frac{\text{Skor Perolehan}}{\text{Skor Maksimal}} \times 100 \)

, 2016

Mengetahui,

Mahasiswa Peneliti

Risma Ariyanti
1053 55334 12
RENCANA PELAKSANAAN PEMBELAJARAN

(RPP II)

Satuan Pendidikan : SMP Negeri 2 Galesong Utara, Takalar

Mata Pelajaran : Bahasa Inggris

Kelas Semester : IX B/Ganjil

Alokasi Waktu : 2x45 menit

I. Standar Kompetensi : Membaca

11.1 Memahami makna dalam teks fungsional pendek dan monolog yang berbentuk report, dan news item sederhana dalam konteks kehidupan sehari-hari.

II. Kompetensi Dasar :

11.2 Merespon makna dalam teks monolog sederhana yang menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk: report dan news item.

III. Indikator Pembelajaran :

- Mengenalkan teks report.
- Memberikan contoh teks report.
- Membaca teks report dengan rasa ingin tahu
- Menjawab pertanyaan tentang informasi yang terdapat dalam teks.
IV. Tujuan Pembelajaran

- siswa dapat mengenal teks report.
- siswa dapat memahami contoh teks report.
- Siswa dapat membaca dengan baik bacaan report text dengan rasa ingin tahu.
- Siswa dapat menjawab pertanyaan-pertanyaan yang terdapat dalam report text.

V. Materi Ajar : “READING FOR PERSPECTIVE”

VI. Model dan Metode Pembelajaran :

   Model Pembelajaran : Tanya Jawab, Ceramah
   - Metode : Cooperative Learning

VII. Kegiatan Pembelajaran :

Kegiatan Awal

- Mengucapkan Salam
- Mengecek kehadiran siswa.

Kegiatan Inti

- Guru menyampaikan kompetensi yang akan di capai.
Guru menjelaskan gambaran umum dari text bacaan yang berbentuk report text.

Guru menjelaskan kepada siswa tentang bagaimana menjawab pertanyaan dari text bacaan yang berbentuk report text.

Guru memberikan text bacaan kepada siswa.

Siswa kemudian membaca text yang telah di bagikan oleh guru.

Kemudian setelah siswa selesai membaca report text, siswa kemudian di minta menjawab pertanyaan berdasarkan bacaan.

Kegiatan Akhir

Guru dan siswa menyimpulkan materi.

Guru menanyakan perasaan siswa selama proses pembelajaran.

Guru memberikan tugas lanjutan sebagai pekerjaan rumah.

Guru menutup pembelajaran.

VIII. Sumber dan Media Pembelajaran

Sumber : English Newspaper “Jakarta Post”

Media : English Newspaper, Spidol, Penghapus, Whiteboard, Pulpen, Kertas.
IX. Penilaian

Nilai Siswa: \( \frac{\text{Skor Perolehan}}{\text{Skor Maksimal}} \times 100 \)

, 2016

Mengetahui,

Mahasiswa Peneliti

Risma Ariyanti
1053 55334 12
RENCANA PELAKSANAAN PEMBELAJARAN

(RPP III)

Satuan Pendidikan : SMP Negeri 2 Galesong Utara, Takalar
Mata Pelajaran : Bahasa Inggris
Kelas Semester : IX B/Ganjil
Alokasi Waktu : 2x45 menit

I. Standar Kompetensi : Membaca
11.1 Memahami makna dalam teks fungsional pendek dan monolog yang berbentuk report dan news item sederhana dalam konteks kehidupan sehari-hari.

II. Kompetensi Dasar :
11.2 Merespon makna dalam teks monolog sederhana yang menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk: report dan news item.

III. Indikator Pembelajaran :

- Mengenalkan teks report.
- Memberikan contoh teks report.
- Membaca teks report dengan rasa ingin tahu
- Menjawab pertanyaan tentang informasi yang terdapat dalam teks.
IV. Tujuan Pembelajaran

- siswa dapat mengenal teks report.
- siswa dapat memahami contoh teks report.
- Siswa dapat membaca dengan baik bacaan report text dengan rasa ingin tahu.
- Siswa dapat menjawab pertanyaan-pertanyaan yang terdapat dalam report text.

V. Materi Ajar : “INTO THE DEEP WATERS OF KEI ISLAND”

VI. Model dan Metode Pembelajaran :

Model Pembelajaran : Tanya Jawab, Ceramah
- Metode : Cooperative Learning

VII. Kegiatan Pembelajaran :

Kegiatan Awal

- Mengucapkan Salam
- Mengecek kehadiran siswa.

Kegiatan Inti

- Guru menyampaikan kompetensi yang akan di capai.
Guru menjelaskan gambaran umum dari text bacaan yang berbentuk report text.

Guru menjelaskan kepada siswa tentang bagaimana menjawab pertanyaan dari text bacaan yang berbentuk report text.

Guru memberikan text bacaan kepada siswa.

Siswa kemudian membaca text yang telah di bagikan oleh guru.

Kemudian setelah siswa selesai membaca report text, siswa kemudian di minta menjawab pertanyaan berdasarkan bacaan.

Kegiatan Akhir

Guru dan siswa menyimpulkan materi.

Guru menanyakan perasaan siswa selama proses pembelajaran.

Guru memberikan tugas lanjutan sebagai pekerjaan rumah.

Guru menutup pembelajaran.

VIII. Sumber dan Media Pembelajaran

Sumber: English Newspaper “Jakarta Post”

Media: English Newspaper, Spidol, Penghapus, Whiteboard, Pulpen, Kertas.
IX. Penilaian

Nilai Siswa: \( \frac{\text{Skor Perolehan}}{\text{Skor Maksimal}} \times 100 \)

, 2016

Mengetahui,

Mahasiswa Peneliti

Risma Ariyanti
1053 55334 12
RENCANA PELAKSANAAN PEMBELAJARAN

(RPP IV)

Satuan Pendidikan : SMP Negeri 2 Galesong Utara, Takalar
Mata Pelajaran : Bahasa Inggris
Kelas Semester : IX B/Ganjil
Alokasi Waktu : 2x45 menit

I. Standar Kompetensi : Membaca
11.1 Memahami makna dalam teks fungsional pendek dan monolog yang berbentuk report, dan news item sederhana dalam konteks kehidupan sehari-hari.

II. Kompetensi Dasar :
11.2 Merespon makna dalam teks monolog sederhana yang menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk: report dan news item.

III. Indikator Pembelajaran :

- Mengenalkan teks report.
- Memberikan contoh teks report.
- Membaca teks report dengan rasa ingin tahu
- Menjawab pertanyaan tentang informasi yang terdapat dalam teks.
IV. Tujuan Pembelajaran

- siswa dapat mengenal teks report.
- siswa dapat memahami contoh teks report.
- Siswa dapat membaca dengan baik bacaan report text dengan rasa ingin tahu.
- Siswa dapat menjawab pertanyaan-pertanyaan yang terdapat dalam report text.

V. Materi Ajar : “POKEMON GO TURNS INTO MONSTER-HUNTING GROUNDS”

VI. Model dan Metode Pembelajaran :

- Model Pembelajaran : Tanya Jawab, Ceramah
- Metode : Cooperative Learning

VII. Kegiatan Pembelajaran :

Kegiatan Awal

- Mengucapkan Salam
- Mengecek kehadiran siswa.

Kegiatan Inti

- Guru menyampaikan kompetensi yang akan di capai.
– Guru menjelaskan gambaran umum dari text bacaan yang berbentuk report text.
– Guru menjelaskan kepada siswa tentang bagaimana menjawab pertanyaan dari text bacaan yang berbentuk report text.
– Guru memberikan text bacaan kepada siswa.
– Siswa kemudian membaca text yang telah di bagikan oleh guru.
– Kemudian setelah siswa selesai membaca report text, siswa kemudian di minta menjawab pertanyaan berdasarkan bacaan.

Kegiatan Akhir
– Guru dan siswa menyimpulkan materi.
– Guru menanyakan perasaan siswa selama proses pembelajaran.
– Guru memberikan tugas lanjutan sebagai pekerjaan rumah.
– Guru menutup pembelajaran.

VIII. Sumber dan Media Pembelajaran
– Sumber : English Newspaper “Jakarta Post”
IX. Penilaian

Nilai Siswa: $\frac{\text{Skor Perolehan}}{\text{Skor Maksimal}} \times 100$

, 2016

Mengetahui,

Mahasiswa Peneliti

Risma Ariyanti
1053 55334 12
I. Standar Kompetensi:

11.1 Memahami makna dalam teks fungsional pendek dan monolog yang berbentuk report, dan news item sederhana dalam konteks kehidupan sehari-hari.

II. Kompetensi Dasar:

11.2 Merespon makna dalam teks monolog sederhana yang menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk: report dan news item.

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- Mengenalkan teks report.
- Memberikan contoh teks report.
- Membaca teks report dengan rasa ingin tahu
- Menjawab pertanyaan tentang informasi yang terdapat dalam teks.
IV. Tujuan Pembelajaran

- siswa dapat mengenal teks report.
- siswa dapat memahami contoh teks report.
- Siswa dapat membaca dengan baik bacaan report text dengan rasa ingin tahu.
- Siswa dapat menjawab pertanyaan-pertanyaan yang terdapat dalam report text.

V. Materi Ajar : “HABIBIE CELEBRATED IN NEW SERIES OF BOOKS”

VI. Model dan Metode Pembelajaran :

- Model Pembelajaran : Tanya Jawab, Ceramah
- Metode : Cooperative Learning

VII. Kegiatan Pembelajaran :

Kegiatan Awal

- Mengucapkan Salam
- Mengecek kehadiran siswa.

Kegiatan Inti

- Guru menyampaikan kompetensi yang akan di capai.
− Guru menjelaskan gambaran umum dari text bacaan yang berbentuk report text.

− Guru menjelaskan kepada siswa tentang bagaimana menjawab pertanyaan dari text bacaan yang berbentuk report text.

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Kegiatan Akhir

− Guru dan siswa menyimpulkan materi.

− Guru menanyakan perasaan siswa selama proses pembelajaran.

− Guru memberikan tugas lanjutan sebagai pekerjaan rumah.

− Guru menutup pembelajaran.

VIII. Sumber dan Media Pembelajaran

− Sumber : English Newspaper “Jakarta Post”

− Media : English Newspaper, Spidol, Penghapus, Whiteboard, Pulpen, Kertas.
IX. Penilaian

Nilai Siswa: \[ \frac{\text{Skor Perolehan}}{\text{Skor Maksimal}} \times 100 \]

, 2016

Mengetahui,

Mahasiswa Peneliti

Risma Ariyanti
1053 55334 12
RENCANA PELAKSANAAN PEMBELAJARAN

(RPP VI)

Satuan Pendidikan : SMP Negeri 2 Galesong Utara, Takalar
Mata Pelajaran : Bahasa Inggris
Kelas Semester : IX B/Ganjil
Alokasi Waktu : 2x45 menit

I. Standar Kompetensi : Membaca

11.1 Memahami makna dalam teks fungsional pendek dan monolog yang berbentuk report dan news item sederhana dalam konteks kehidupan sehari-hari.

II. Kompetensi Dasar :

11.2 Merespon makna dalam teks monolog sederhana yang menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk: report dan news item.

III. Indikator Pembelajaran :

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- Memberikan contoh teks report.
- Membaca teks report dengan rasa ingin tahu
- Menjawab pertanyaan tentang informasi yang terdapat dalam teks.
IV. Tujuan Pembelajaran

- siswa dapat mengenal teks report.
- siswa dapat memahami contoh teks report.
- Siswa dapat membaca dengan baik bacaan report text dengan rasa ingin tahu.
- Siswa dapat menjawab pertanyaan-pertanyaan yang terdapat dalam report text.

V. Materi Ajar : “LIVES OF THE LIVING STATUES OF ‘KOTA TUA’ ”

VI. Model dan Metode Pembelajaran :

Model Pembelajaran : Tanya Jawab, Ceramah
- Metode : Cooperative Learning

VII. Kegiatan Pembelajaran :

Kegiatan Awal

- Mengucapkan Salam
- Mengecek kehadiran siswa.

Kegiatan Inti

- Guru menyampaikan kompetensi yang akan di capai.
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– Guru menjelaskan kepada siswa tentang bagaimana menjawab pertanyaan dari text bacaan yang berbentuk report text.

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Kegiatan Akhir

– Guru dan siswa menyimpulkan materi.

– Guru menanyakan perasaan siswa selama proses pembelajaran.

– Guru memberikan tugas lanjutan sebagai pekerjaan rumah.

– Guru menutup pembelajaran.

VIII. Sumber dan Media Pembelajaran

– Sumber : English Newspaper “Jakarta Post”

IX. Penilaian

Nilai Siswa: \[
\frac{\text{Skor Perolehan}}{\text{Skor Maksimal}} \times 100
\]

, 2016

Mengetahui,

Mahasiswa Peneliti

Risma Ariyanti
1053 55334 12
APPENDICES B

SURA AND BAYA

PRE-TEST

1. What is the title of a narrative text above …
   a. Sura
   b. Baya
   c. Sura and Baya
   d. Surabaya

2. How many characters in the story …
   a. One
   b. Two
   c. Three
   d. Four

3. What is seen Baya …
   a. Rabbit
   b. Bird
   c. Fish
   d. Goat

4. Why are they fighting …
   a. They fight because of goat
   b. They try to kill each other
   c. They defends their area
   d. They fight to safe their live

5. Anyone who violates the agreement between Sura and Baya …
   a. Sura
   b. Goat
   c. Writer
   d. Baya

6. What lessons can we learn in the story …
   a. Don’t be afraid to make a mistake
b. Don’t be arrogant to each other

c. Do not break a promise that has been agreed upon

d. Don’t be a liar

**Essay**

1. What is the main idea of the text above?

2. What is the conclusion of the text above?
1. What is a host of living statues called …
   a. Stone man
   b. Fire men
   c. Wind men
   d. Air men

2. How much money a stone men could pocket per day?
   a. Rp. 100.000
   b. Rp. 200.000
   c. Rp. 300.000
   d. Rp. 400.000

3. During the Idul Fitri holiday, Kota tua management recorded up to …
   a. 11.000
   b. 12.000
   c. 13.000
   d. 14.000

4. What character the writer play …
   a. Soekarno
   b. Bung Tomo
   c. Bung Hatta
   d. Kartini

5. Where is the located of living statue …
   a. Bandung
   b. Jakarta
   c. Kota muda
   d. Kota tua

6. What is the name of Sunan Gunung Jati’s wife …
   a. Ong Tien
   b. Om Tin
   c. Om Chick
d. Ong Sir

7. When usually the living stone begin to perform …
   a. 05p.m
   b. 06p.m
   c. 07p.m
   d. 08p.m

8. How many hours usually the living stones spend in their perform …
   a. An hour
   b. Two hours
   c. Three hours
   d. Four hours

9. What the living stones do …
   a. Serve people as an attractive photo object
   b. Serve people as a living stone
   c. Serve people as a player
   d. Serve people as a gamers

10. What time the living stones begin to work on weekend and holidays …
    a. 7a.m to 9a.m
    b. 6a.m to 10a.m
    c. 8a.m to 6p.m
    d. 9a.m to 10p.m

Essay

1. What is the main idea of the article above?
2. What is the conclusion of the article above?
SURA AND BAYA

A long time ago, there were two animals, Sura and Baya. Sura was the name of a Shark and Baya was a crocodile. They lived in sea.

Once Sura and Baya were looking for some food. Suddenly, Baya saw a goat.

“No way! This is my lunch. You are greedy” said Sura. Then they fought for the goat. After several hours, they were very tired.

Feeling tired of fighting, they lived in the different places. Sura lived in the water and Baya in the land. The border was the beach, so they would never fight again.

One day, Sura went to the land and looked for some food in the river. He was very hungry and there was not much food in the sea. Baya was very angry when he knew that Sura broke the promise.

They fought again. They both hit each other. Sura bit Baya’s tail. Baya did the same thing to Sura. He bit very hard until Sura finally gave up and went back to the sea. Baya was happy.
APPENDICES D

The Reading Test of Treatment
## APPENDICES E

The List Name of the Students of class IXA SMPN 2 Galesong Utara, Takalar

<table>
<thead>
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<th>No</th>
<th>Sample</th>
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## APPENDICES F

The Score Multiple Choice and Essay of the Students

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## APPENDICES G

The Score of Students Reading Comprehension

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Mean score: 40.74, 72.35
### APPENDICES II

Students’ Reading Comprehension Result of Pre-Test and Post-Test

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APPENDICES I

CALCULATING MEAN SCORE

1. The Mean Score of Students’ Pre-Test and Post-Test In Terms of Reading Comprehension
   a. Mean score of students’ pre-test
      \[
      \bar{X} = \frac{\sum X}{N}
      \]
      \[
      \bar{X} = \frac{1059}{26}
      \]
      \[
      \bar{X} = 40.74
      \]
   b. Mean score of students’ post test
      \[
      \bar{X} = \frac{\sum X}{N}
      \]
      \[
      \bar{X} = \frac{1881}{26}
      \]
      \[
      \bar{X} = 72.35
      \]
APPENDICES J

1. The improvement of the students’ score in Reading Comprehension

\[ P = \frac{x^2 - x^1}{x^1} \times 100\% \]

\[ P = \frac{1881 - 1059}{1059} \times 100\% \]

\[ P = 77.62\% \]
APPENDICES K

1. Calculating the t-Test Analysis

   a. Calculating the t-test analysis of Reading Comprehension

\[ t = \sqrt{\frac{\sum D^2 - (\sum D)^2}{N(N-1)}} \]

\[ t = \sqrt{\frac{26^2 - (26)^2}{26(26-1)}} \]

\[ t = \sqrt{\frac{3162 - 622^2}{26(25)}} \]

\[ t = \sqrt{\frac{26202 - 25987.85}{26(25)}} \]

\[ t = \sqrt{\frac{214.15}{650}} \]

\[ t = \sqrt{\frac{31.62}{0.2737}} \]

\[ t = \sqrt{95.96} \]

\[ t = 95.96 \]
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