

**THE USE OF AUTHENTIC MATERIALS TO IMPROVE THE
STUDENTS' READING COMPREHENSION AT SMK
MUHAMMADIYAH 3 MAKASSAR**



A THESIS

Submitted as the Fulfillment to Accomplish Sarjana Degree
At faculty of Teacher Training and Education
Makassar Muhammadiyah University

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MUHAMMADIYAH UNIVERSITY OF MAKASSAR**

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**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
UNIVERSITAS MUHAMMADIYAH MAKASSAR
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS**

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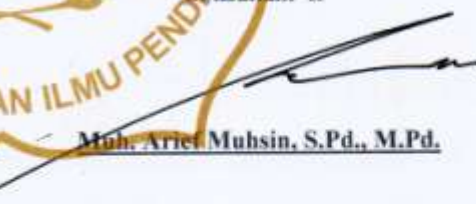
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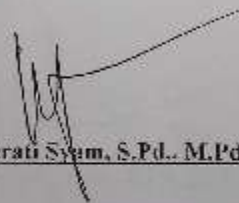
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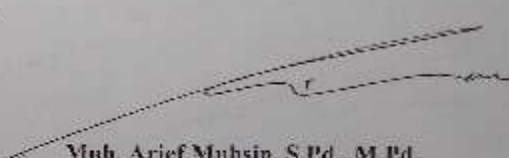
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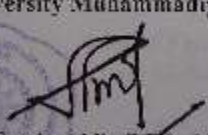
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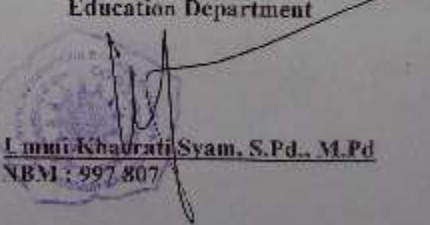

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Day: Date	Chapter	Note	Signature
26/11/18		→ Read more articles about authentic materials "ERIC education"	
1/12/18		→ principle of authentic materials	
		→ Attach lesson plan	

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Day/ Date	Chapter	Note	Signature
06/12/2018	IV	No more data in discussion, Only explanation and correlated with previous study - You have to put your data analysis in finding and discussion, only explaining your findings without data but note correlation with preview.	
08/12/2018	IV	- Bibliography - Ebatokelah hasil penelitian dengan benar. Jelaskan dengan WH question tanpa harus menulis data tapi mendeskripsikan secara teor.	
09/12/2018	IV	Pembahasan belum menyeluruh menjelaskan finding.	

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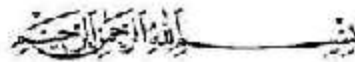
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Makassar, Desember 2018
Yang Membuat Pernyataan,

Fitra Febrianti

MOTTO

**“SPEAK A GOOD WORD OR REMAIN
SILENT”**

I dedicated this thesis to :

My beloved parents, my sibling,
and my bestfriends, for the sincerity and support to do this
thesis.

ABSTRACT

Fitra Febrianti 2018. *The Use of Authentic Material to Improve Students' Reading Comprehension AT SMK MUHAMMADIYAH 3 MAKASSAR*, under the thesis of English Education Department the Faculty of Teachers Training and Education, Makassar Muhammadiyah University (guided by Ummi Khaerati Syam and Muh. Arief Muhsin).

This research aimed to explain the improvement of the students' reading comprehension in terms of literal comprehension dealing with main ideas and meaning of words and interpretive comprehension dealing with conclusion. To explain the improvement, the researcher used a classroom action research (CAR) which was conducted in two cycles in which every cycle consisted of four meetings. The location of this research was taken at the tenth grade students with a number of the subject were 23 students.

The research findings indicated that the application of Authentic Material was significant in improving the students' reading comprehension in terms of literal comprehension and interpretive comprehension. It was proved by the mean score of cycle I was 62.98. It was classified as fair then improved to be 78.11. It was classified as good in cycle II. They are higher than the mean score of diagnostic test namely 55.21 that classified as poor.

Based on the research findings, therefore there was the improvement of the students' reading comprehension in terms of literal comprehension dealing with main ideas and meaning of words and interpretive comprehension dealing with conclusion.

Keyword : *Authentic Material, Reading Comprehension.*

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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Alhamdullilahi Rabbil Alamin, the writer would like to express his deepest gratitude to the Almighty Allah swt, the only provider, the most merciful who gives his guidance, inspiration and good health all the time to conduct the writing this thesis. Also Shalawat and Salam are delivered to our the great prophet Muhammad SAW who has brought us his adherent from the darkness to the lightness.

Further, the writer devotes her highest thanks, love and appreciation to her lovely parents, the best father that writer has, Abd. Azis, who always gives her so much love, support, attention, advice, braveness to do her best in her life and keep struggling in facing all of the things, and her lovely mother, Warhamni, many thanks for love and everything that she gives her during her growth. She is very proud to be your daughter. The writer also devotes profound appreciation to all of her lovely sister Nurfaindah Amalia and also all of her family for the attention, support and their love.

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3. Head of English Education Department, Umami Khaerati Syam, S.Pd., M.Pd.
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The researcher realizes that, the writing of this thesis is far from the perfectness still the simplest one. Remaining errors are the writer's own; therefore, constructive criticism and suggestions will be highly appreciated.

Finally, willingly the researcher prays, May all our the efforts are blessed
by Allah swt.Aamiin.

Makassar, December 2018

The Writer

Fitra Febrianti

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CHAPTER I

INTRODUCTION

A. Background

Reading is considered one of the most important skills that university students of English as a Second Language need to acquire (Levine et al., 2010: 84). Reading is important not only in developing language intuition and determining academic success, but also for completing certain task. Therefore, it is obligatory for students, especially those who study in colleges to have good reading skills. They should acquire such an ability that they can easily handle any reference they need for accomplishing every task given to them. In addition, it is avoidable that they will deal with accomplishing writing academic paper which finally forced them to read various books and references.

Reading materials are sources in the form of texts such as books, articles, magazines, newspapers, etc., which are used to teach reading comprehension. Considering reading materials before determining how to teach them is very important. Reading materials are important because they are the contents of the learning process and also the media to connect students to the knowledge they require to understand.

The process to determine and select materials is not simple. There are three criteria that should be considered carefully to select appropriate reading materials (Evans, Hartshorn, & Anderson, 2010). Additionally, authenticity is considering selecting materials for students especially for learning reading skills. The authenticity of text reflects the authentic quality of a text itself. Meanwhile, the

authenticity of a text for language learning means any sources of information which are used to provide authentic understanding for learners (Al-Azri & Al-Rashdi, 2014, p. 250). The material developer can rely on online resources as they are believed to link students to real contexts (Guo, 2012, p. 197).

Problem mostly occurs to the students when reading book. Sometimes students were facing a book but do not read at all. The students only mention symbol word without getting any idea from the book. The researcher experienced it themselves when reading a book without any comprehension tends to feel sleepy.

In teaching reading, teacher should introduce other materials as an alternative to give various situations to student in classroom process. These materials can be a media; it can be create a comfortable atmosphere interest and to stimulate the students' motivation during the classroom process. In the other hand, most high motivation is needed to learn reading.

Related to the statements above, the researcher does observation that done at the first grade students of SMK Muhammadiyah 3 Makassar, the researcher faces many problems in teaching learning English. The crucial problems are the students' problems in reading is the students' comprehension. The problems are; first, the students bored to read a text because it is not interesting. Second, the students have limited vocabulary so they are difficult to understand the reading text. Thirdly, the students are still lack ability to write about what they felt after reading a text or book.

Based on the result interview of the English teacher at SMK Muhammadiyah 3 Makassar she stated that the mean score of the students' achievement in reading English are very low. It is about 5.7 mean scores but the standard of curriculum 6.5 and the target scores is 7.5.

From the problems above, the researcher applied one of teaching strategy. This is an interesting strategy and it can improved the student's reading ability, namely authentic material.

Authentic material are interesting material taken from announcement text, advertisement, magazine which is contains articles, advertising, and a variety of content, newspaper article, invitation letter and other teacher resources that are not specially prepared for pedagogical purpose. Other than that, authentic materials also can taken from daily life situations, retelling stories, explaining well-known events, etc. The material can be challenging and interesting for the students where it is online nowadays, automatically the student can interest to read authentic material.

The role materials only one of the important factor in teaching process that is closely linked to the students learning success, as Richard and Rodgers (1986:26) state that the role of instructional materials within an individualized instructional system might include the following specifications:

1. Material will allow learners to progress of them own rates of learning.
2. Material will allow for different style of learning.
3. Material will provide opportunities for self, evaluation, and progress in learning.

Relating to the case above, the writer conducted a research under the title :
“The use of authentic materials to improving the students’ reading comprehension
at SMK Muhammadiyah 3 Makassar”.

B. Problem Statements

Related to the background above, the writer formulates a research
questions as :

How does Authentic materials improve the students’ literal comprehension and
students’ interpretive comprehension at SMK Muhammadiyah 3 Makassar?

C. Objective of the study

Based on the research problems above, the objective of the research is :

To find out the improvement of the students’ literal comprehension and
students’ interpretive comprehension through authentic materials at SMK
Muhammadiyah 3 Makassar.

D. Significance of the Study

For the teachers, the writer hopes the finding of this study can enrich the
information about the use of authentic material in learners’ reading
comprehension. This study probably also becomes the reference in choosing the
appropriate materials which are suit with learners’ needs, interest, and ability, so
that the learners can reach the objectives of the lesson. Teachers also should know
how to choose the best material for instruction, how to make supplementary
materials, and how to adapt authentic materials in classroom.

For the writer, hopefully this study will give good contribution for the teaching reading by giving the alternative material such as authentic material. The writer also expected to inspire teacher to be more creative in delivering the material, because the creativity in teaching can inspire the students to think more creatively and innovatively.

For the students, it is hoped that they can have a high motivation and interest in reading, especially through authentic materials.

E. Scope of the Study

The research is limited to improve the Students' Reading Comprehension through Authentic Materials focus on literal comprehension (the main ideas and meaning of words) and interpretive comprehension (conclusion) of the text at the X class of SMK Muhammadiyah 3 Makassar.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents and discusses about the previews of related study, definition of authentic material, the advantages of authentic material, the disadvantages of authentic material, definition of reading, kinds of reading, reading process, reading comprehension, levels of reading comprehension and conceptual framework.

A. Previews of Related Study

The studies about the use of authentic material for language teaching are abounding. The first study is conducted by Nurmala Cahyani (2015). The objective of this study is to find the empirical evidence of whether or not using authentic material in teaching students' reading comprehension is effective especially for the students at first grade of senior high school. Her participants are 80 students, 40 students for experimental class and 40 students for control class. The result of the study showed that there is a significant score on students' reading comprehension test by using authentic material in teaching news item. It means authentic material is effective for the students reading comprehension, especially in news item text.

The second research is conducted by Vera Nurlia (2017). This research is aim to obtain empirical evidence of the effectiveness in using reading authentic materials in improving students' vocabulary mastery of

procedure texts. The result of this study shows that authentic materials had a positive effect and helped increase students' vocabulary mastery.

Another study is conducted by YanuartiApsari (2014). This research aims to find out whether the use of the authentic material can improve students' reading comprehension. With regard to the purpose of the research, an experimental research is applied where twenty-five pairs of students from two groups are observed. The result of the study reveals that the use of authentic material in teaching reading does not significantly improve students' reading comprehension. It is because the students found difficulties to understand the text.

Contrast with the result of the researches before, the result of this research tells the writer that authentic materials are not always effective on students' reading comprehension because there are many factors that influence the students' ability to comprehend the text. So, through this study, the writer wants to know whether the use of authentic material are effective on students reading comprehension.

B. Some Pertinant Ideas

1. Definition of Authentic Material

Authentic materials or texts are texts used in real life communication which are not written for pedagogic purposes. In brief, a text is usually regarded as authentic if it is not written for teaching purposes but for a real-life communicative purpose, where the writer has certain message to pass on the reader. In line with the definition above, Guo (2012) states that authentic

materials contain real language produced by real speakers or writers for a real audience and designed to convey a real message. It means that in authentic materials, the language is not artificial but originally used in the real world contexts.

Authentic materials are important features in order to improve the skills because they help to bring the real world into the classroom in condition to be selected and well controlled. In language teaching, Richards and Schmidt (2010) define authentic materials as those materials that were not originally developed for pedagogical purposes, such as the use of magazines, newspapers, advertisements, news reports, or songs. Such materials are often thought to contain more realistic and natural examples of language use than those found in textbooks and other specially developed teaching materials.

According to Zafarghandi (2014), using authentic materials made students interested in language learning. The students' positive attitudes toward language learning were based on the advantages of authentic materials brought into instruction context. Authentic reading materials cause exposure to real language and are more related to natural needs of the language learners. Real-life reading materials bring the chance of applying a more creative approach toward teaching.

From the discussion of the understanding of authentic text above, the writer conclude that authentic text are text which is not used for teaching purposes. They contain a real language as the native speakers used in real life

communication. When they come to the language teaching and learning, they are used in a similar way to their purpose when they are designed for. In the teaching and learning process, they could bridge the gap between the classroom and the real-world application.

2. Advantages of Authentic Material

According to Sukirlan (2012:6), there are some advantages when the teacher uses authentic material in reading comprehension, as follows:

- a. Authentic material give positive effects on learners motivation. It means that the students will get high motivation when reading authentic material because authentic material contains a lot of information in all aspects. But, the teacher should choose interesting material based on the students level and interest.
- b. Authentic material provide authentic cultural information. It means that by reading authentic material, the students learn the culture of the target language uncounsciously. Cultural information will help the students to increase their background knowledge. By using authentic material the students will know the behaviour of the native language.
- c. Authentic Material contains pleasure of reading if the teacher can choose an interesting material for the students. In this case, the researcher will choose short story with interesting topic so that it will increase students' pleasure of reading. So, it is important to choose authentic text that has an interesting topic in order to get a pleasure of reading.

d. It is supporting more creative approaching in teaching. So it is a good thing for the teacher.

3. Disadvantages of Authentic Material

Disadvantages mentioned by several writers are:

- a. Authentic material contains unfamiliar words. There are many unfamiliar vocabularies that used by the native speaker. It makes the students difficult to comprehend the passage. So, the teacher should choose suitable authentic material to teach the students' in the classroom, such as consider the level of difficulty of the text with the students' level or ability.
- b. The teacher should have more preparation before teach the students using authentic material. It relates to how the teacher determines the level of difficulty in authentic material to the students' ability. It relates to the disadvantages of number one.
- c. The teachers need to add their time allocation when they want to teach the students using authentic material. Because the students will get some unfamiliar words that require them to open the dictionary or ask to their friends or teacher.

4. Kinds Of Authentic Material

- a. Realia (objects)
- b. Printed text (books, newspaper)
- c. Different kinds of Images (photographs, poster)
- d. Multimedia materials (audio tapes, video tapes/, CDs, DVDs, Computer-based program).

C. Concept of Reading

1. Definition of Reading

In learning English there are four skills that should be mastered by students, such as speaking, listening, reading and writing. Tadros (2014:2) states that reading is the process of constructing meaning from written text. It is a complex skill requiring the coordination of a number of interrelated source of information. It is clear that reading is the most important language skill, because by reading the learners will get some benefits.

According to Somadayo (2011 : 5), reading is an interactive activity to understand the meaning that contained in the writing material. Besides, reading is also a process done and used by the reader to obtain messages to be conveyed by the writer through media or writing materials.

Reading is about understanding written text. This skill is dominated to exercise the eyes and the brain. Reading consists of two related processes, word recognition and comprehension. As the one of four skills that learned at the school, reading becomes one of the important skills to be comprehended by the students.

Reading also means as dealing with language messages in written or printed form or it can be stated that reading is the ability to draw meaning from the printed page and can be interpreted the information from the texts appropriately. The best way to understand reading is see it as a process of active guessing and understanding the texts in which the readers use some clues to understand the text. Harmer also stated on his book, "How to Teach

English, “reading is useful for other purposes too: any exposure to English (provided students understand it more or less) is a good thing for English students”. From that definition, it can be concluded that reading is the process of people to learn and to get knowledge by understanding of the text or printed words, in written form and have many purposes which related with other skill in English.

2. Kinds of Reading

Harris (1980: 15) classified reading into two kinds as follow:

1. Development reading activities are those in which the teacher main purpose to bring an improvement in reading skill activities in which learning to read is the main goal.
2. Functional reading is includes reading which the primary aim is to obtain information. In other words, reading has enjoyment, entertainment and appreciation as major purpose. Reading is classified into two kinds namely: silent reading and reading aloud.
 - a. Silent reading

Silent reading is the acticity we normaly engage in when we read books, newspaper read signs, etc. It involves looking in the silences and understanding the message they convey. We could developed our understanding in the silent reading by giving short reading passages in the beginning and by asking question about after word.

b. Reading aloud

Reading aloud is a completely different activity. Its purpose is not only to understand a text but also to convey the information to someone reading aloud.

3. Steps of Reading

A good method of approaching these problems look at the reading session in terms of three phases : pre- reading, while-reading, and post-reading. In line with the three phases in teaching reading and focuses on reading as follows:

a. Pre-reading

A teacher who starts the lesson in the way is hardly to motivate the learners. Some examples of learning activities that can be adapted to the pre-reading activities are follows:

- 1) Teacher writes down some key words on the blackboard and explain to the students by using the words into context.
- 2) Teacher shows the picture related to the topic and ask the students some question based on the given picture.
- 3) Teacher writes down key words of context in the black board and ask students.
- 4) Teacher writes such themes (e.g : sports) in the board, then asks the students to generate the theme into lot of some topics . Teacher, further ask the students to predict to the title of the reading text material

- 5) Teacher ask students some questions orally. The question should tend to the topic of the reading material.
- 6) Teacher writes down such topic (e,g: entertainment) in the board, then ask students to predict some vocabulary that will be used in the reading text.
- 7) Teacher writes down some by words of the readig text on the board, then ask the students to predict the topic of the text.

b. While-reading

While reading activities are such learning activities in other to develop reading comprehension. In this phase, students understand or comprehend the content of reading text materials. This comprehensive activity can offer some activities, such as:

- 1) Reading Quickly in order to gain:
 - a) General ideas (skimming)
 - b) Specific ideas (scanning)
- 2) Reading intensively in order to gain:
 - a) Detailed information
 - b) Referred
 - c) Word, phrases, and sentences references
 - d) The meaning of certain word, phrases, and sentences based on the Text.
- 3) Post-reading

Post reading activities are such as activities to use correlate the students' gaining knowledge or information after reading the text and their prior knowledge. Some activities that can use in this phase:

- 1) Find out synonym and antonym or some words in the text.
- 2) Find out the meaning of certain symbol, abbreviation, and technical terms related to the text.
- 3) Identifying advantages or disadvantages of something (e.g. the advantages and disadvantages of travelling by plane, by bus, by car)
- 4) Telling folk story (in culture them) find out exactly, province in the map (in theme of geography of Indonesia)

4. Reading Process

According to Woryodijoyo (1989 : 10-11) put forward some stages on reading process as follow :

a. Perception

The perception here indicators the ability to read word a significant word.

b. Comprehension

The comprehension refers to the ability to make the authors or writers' word conducive to useful through as read in context.

c. Reaction

The reaction is the action that requires consideration in connection with what has been by the reader.

d. Integration

The integration refers to the ability comprehend or understand through concept towards the experienced background of the writer that can be useful as a part of the readers' experiences.

4. Reading Comprehension

According to Webster's Dictionary, comprehension is "the capacity for understanding fully; the act or action of grasping with the intellect." Webster also tells us that reading is "to receive or take in the sense of (as letters or symbols) by scanning; to understand the meaning of written or printed matter; to learn from what one has seen or found in writing or printing.

According to Robinson in Dirham (2011:18) that reading comprehension means the understanding, evaluating and utilize of information and ideas gained through and interaction between the reader and the author. Reading comprehension is such a kind of dialogue between author and a reader in which the written language becomes the medium that cause the dialogue happen when the two person communicate through the medium of print.

Wooley (2011: 15) defines reading comprehension as the process of making the text meaningful. He further explains that the aim of reading comprehension is to get the entire understanding about what it is presented in the text rather than to gain the meaning from the isolated words or sentences.

According to Smith in Dirham (2011:18) that reading comprehension is complex process in which the readers use mental content to obtain the

meaning from written materials. It means that reading is a complex process in which the reader is supposed to recognize meaning of printed words; it can be that reading comprehension is capability to understand paragraphs, the ideas of one passage.

5. Levels of Reading Comprehension

The term 'level' does not mean simply different degrees of difficulty. It refers to the attitude and reaction to what is read. There are several levels of comprehension. Higher level of comprehension would obviously include higher level thinking. Burns (1984: 177) divides reading comprehension into four levels, as given below;

1. Literal comprehension

The basis of literal comprehension is recognizing stated main ideas, details, causes and effects, and sequences. It is important because it is a prerequisite for higher level of understanding.

2. Interpretive comprehension

The skills include,

- a. Inferring the main ideas of passage in which the main ideas are not directly stated.
- b. Inferring the cause and effect relationship when they are not directly stated.
- c. Inferring referent of pronouns.
- d. Inferring referent of adverbs.
- e. Inferring the omitted words, and

f. Drawing conclusion.

3. Critical reading

It is evaluating written material, comparing the ideas discovered with known standard and drawing conclusion about their accuracy, appropriateness and timeliness. The critical reading must be an active reader, questioning, searching for the facts, and suspending the judgment until he or she considered all materials.

4. Creating reading

It involves going beyond the material presented by authors. It requires readers to think as they read. To help the students acquire the skill of reading creatively, lecturers should model the thought process involved.

D. Conceptual Framework

The Authentic Materials

Reading Comprehension

Classroom Action Research

Report text

Main idea

Meaning of words

Conclusion

The improvement of the
students' reading
comprehension

Learning process is the main activity in the school. There is interaction between teacher and students. In this classroom action research there are including two cycles. Teaching and learning process is done and guided to reach the

maximal result. To reach the maximal result, the teacher must be able to design the learning model based on the material subject and to practice the students' thinking.

Many factors can improve the students' ability in reading; one of them is using the Authentic Materials. The one of factor is the suitable process oriented approach. The wrong method in teaching can make the students lazy and raise impression that subject is not important so their motivation less and they consider that learning is the fact of being forced.

Teaching and reading process using authentic materials can to improve the student reading proficiency, improve the student motivation to read, and facilitate overall language development: oral and written.

CHAPTER III

RESEARCH METHOD

A. Research Design

This research followed the principal working of *classroom action research* (CAR) that contained of four stages; they are: Planning, Implementation of Action, Observation, and Reflection.

In this classroom action research conducted through cycle I to observe the students' competent in reading comprehension through Authentic Materials. After finding the result of the cycle I, the researcher would continue cycle II to improve the result in students' competence in reading comprehension through Authentic Materials.

B. Research Variables and Indicators

There were two variables in this research. The first variable was dependent variable and second was independent variable :

1. Research variable

There were two variable in this research. The first variable was dependent variable and the second variable was independent variable. Dependent variable was reading literal and interpretative, while authentic material was independent variable.

2. Indicators

The indicators of literal were main idea and meaning of words and the indicators of interpretative was conclusion.

C. Subject of Study

The subject of the study ²¹ was the firstgrade students at SMK Muhammadiyah 3 Makassar in academic year 2018/2019. The class consisted of 23 students.

D. Procedure of Action Research

This research action procedure consisted of two cycles namely the first cycle of meetings will be done in four times, consisting of three times the learning process and once the test cycle I and cycle II at meetings,consisting of three times the learning process and first time test cycle II. In accordance with the nature of tick-class research, the research on the second cycle conducts of the lack to improve in cycle I. Each cycle consist of four stages, namely : planning, action, evaluation, and reflection.

1. CYCLE I

a) Planning

- 1) Understanding the curriculum of the school that was used for a school.
- 2) The teacher prepares the materials about reading comprehension gave the students.

- 3) The teacher making lesson planning for the first meeting, the second meeting, the third meeting, the fourth meeting, and the fifth meeting about reading comprehension materials.
- 4) The researcher making observation paper to observe the students' activities.
- 5) The researcher reflection for the students' learning process.

b) Action

- 1) The researcher introduces and explains the objectives and techniques of authentic materials to the students.
- 2) The researcher gave instruction to the students to read a text. After that, the teacher divided the students into three students for each group.
- 3) The researcher collected some materials from newspaper, magazine, and advertisement and then present the materials in the classroom
- 4) The researcher gave the materials to know the students' capability to ask difficult words that they do not understand.
- 5) The researcher gave tasks to the students' and discuss the materials in order to make them clear from them.

c. Observation

Basically, the step of observation had been since research by using observation paper that has made. Things observe are as follows :

- 1) Students present.

- 2) Students' learning process.
- 3) The students' respond of the material
- 4) The students' active in doing the task.

d. Reflection

The value of the observation steps were gathered from data analysis and evaluation by the observer, and then done reflect herself about the success of action research. These data had been use to do the next cycle.

2. CYCLE II

a) Planning

In the section gave the next action base the value of cycle I reflection, namely

- 1) In the planning section, the teacher prepare material gave to the students about reading comprehension material.
- 2) The researcher made lesson planning for the first meeting, the second meeting, the third meeting, and the fourth meeting
- 3) The researcher made the observation paper again, to observe the students' activity

b) Action

- 1) The researcher explained about authentic materials
- 2) The researcher asked to students' read of the materials
- 3) The researcher asked to the students' the difficult words
- 4) The researcher gave the test to the students'

c) Observation

In generally, in this section of observation of the second cycle was the continue of in the first section. The researcher gave evaluation to the students' to know the students' achievement on the use Authentic Materials.

d) Reflection

The value of the observation steps had been gathered for data analysis and evaluation by the observer, then done reflected herself about the successful of action research. Then data use to do the next cycle.

E. Research Instrument

In this section, the researcher used two instruments for collecting data:

1. Observation Sheet

It aims to collect data about the students' participation in teaching learning process through Authentic Material.

2. Reading Test

The test used to get about the students' reading comprehension through Authentic Material. It was done to know the improvement of reading comprehension of students. The test was given at the end of cycle one. Then, at the end of cycle two a test was given again as the last evaluation test.

F. Procedure of Data Collection

The technique of data collection did in this research is as follows :

- a. Observation ; it aimed at finding out the students participation during the teaching and learning process.
- b. Test; it aimed at finding out the students' competence in learning English reading comprehension.

G. Data Analysis

The data get from cycle I and cycle II is analyze through the following steps :

1. Scoring the students answer :

$$\text{Score} = \frac{\text{the correct answer}}{\text{total number of item}} \times 100$$

1. 96 – 100 is classified as excellent
 2. 86 – 95 is classified as very good
 3. 76 – 85 is classified as good
 4. 66 – 75 is classifiedas fairly good
 5. 56 – 65 is classified as fair
 6. 36 – 55 is classified as poor
 7. 0 - 35 is classified as very poor
2. The classification of the students' score calculating the mean score of students' reading comprehension test by using the following formula

$$X = \frac{\sum d}{N}$$

Notes :

X : mean score

$\sum d$: total number of students score

N : the number of students

3. From the table classification, the researcher calculates the value of percentage gets test through the following formula:

$$P = \frac{F}{N} \times 100$$

P = Percentage

F = Number of correct

N = Number of sample

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter presents the finding and discussion of the research. The finding consist of the data obtained through achievement test to see the students' achievement after being taught the materials of reading comprehension through Authentic Material, data collected through observation and evaluation to see the students' improvement in learning reading comprehension after given treatment in the first and second cycles of the research.

A. Findings

The results of the data findings found that teaching reading comprehension through Authentic Material can improve the students' achievement in literal comprehension and also can improve the students' achievement in interpretive comprehension. In the further interpretation of the data analysis were given below:

1. The Improvement of the Students' Literal Comprehension

The improvement of the students' literal comprehension, which focused on main ideas and meaning of words as indicators in X AP class of SMK Muhammadiyah 3 as result of the students' assessment of Diagnostic-Test, cycle I and cycle II can be seen clearly in the following table:

Table 1: The Improvement of the Students' Literal Comprehension

No	Indicators	The Student' Score			Improvement		
		D-Test	Cycle I	Cycle II	DT CI (%)	CI CII (%)	DT CII (%)
1.	Main Ideas	52.17	61.08	76.57	8.91%	15.49%	24.40%
2	Meaning of words	55.65	64.78	77.61	9.13%	12.83%	21.96%
	$\sum X$	107.82	125.86	154.18	18.04%	28.32%	46.56%
	\bar{X}	53.91	62.93	77.09	9.02%	14.16%	23.18%

The table above indicates that there is the improvement of the students' literal comprehension from Diagnostic-Test to cycle I and cycle II ($53.91 < 62.93 < 77.09$) in which Diagnostic-Test of the students' mean score achievement in literal comprehension is 53.91, after evaluation in cycle I, the students' literal comprehension becomes 62.93, so the improvement of the students' literal comprehension achievement from Diagnostic-Test to cycle I is 77.09

There is also a significant improvement of the students' literal comprehension from cycle I to cycle II where the students' literal comprehension in cycle I is 62.93 and in cycle II is 77.09. Thus, the improvement of students' literal comprehension achievement from cycle I to cycle II is 14.16%.

In the table above also indicates that the indicators of students' literal comprehension improve significantly in which Diagnostic-Test, the students' in the main ideas achievement is 52.17. After evaluation in cycle I, the students' achievement in the main ideas becomes 61.08 and in cycle II becomes 76.57. The students' in meaning of words achievement also improves from Diagnostic-test to cycle I namely 55.65 to 64.78 and in cycle II is 77.61.

The table above proves that the use of authentic materials in teaching and learning process is able to improvement of students' literal comprehension after taking action in cycle I and cycle II in which the students' achievement in cycle II is the highest (77.09 > 62.9 > 53,91) and the improvement of students' literal comprehension from diagnostic – test to cycle II is 23.18%.

To see clearly the improvement of the students' literal comprehension, the following chart is presented:

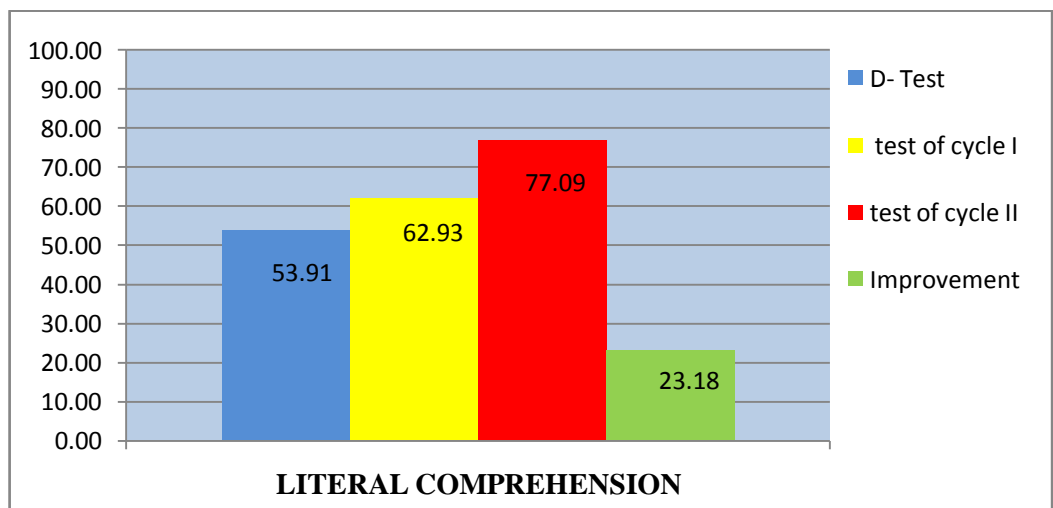


Figure 1: The Improvement of the Students' Literal Comprehension

The chart above shows the improvement of the students' literal comprehension in which cycle II is higher (77.09) than that in cycle I (62.93) and Diagnostic -Test (53.91). ($77.09 > 62.93 > 53.91$). It also shows that the result of Diagnostic-Test is the lowest mean score achievement. The students' achievement in D- test is categorized as poor. After evaluation in cycle I and cycle II, there is significant improvement of the students' literal comprehension where the result of cycle I is categorized as fair and cycle II categorized as good. The improvement is shown clearly in the chart above that is 23.18%.

2. The Improvement of the Students' Interpretive Comprehension

The improvement of the students' interpretive comprehension, which focused on prediction of outcomes and conclusion as indicators in X AP class of SMK Muhammadiyah 3 Makassar as result of the students' assessment of Diagnostic-Test, cycle I and cycle II can be seen clearly in the following table:

Table 2: The improvement of the students' interpretive comprehension

Indicators	The Student' Score			Improvement					
	D-Test	Cycle I	Cycle II	DT	CI	CI	CII	DT	CII
				%		%		%	
Conclusion	56.52	63.04	79.13	6.52%		16.09%		22.61%	

The table above indicates that there is the improvement of the students' interpretive comprehension from D-Test to cycle I and cycle II ($56.52 < 63.04 < 79.13$), in which D-Test the students' score achievement in

interpretive comprehension is 56.52. After evaluation in cycle I the students' interpretive comprehension becomes 63.04, so the improvement of students' interpretive comprehension achievement from D-Test to cycle I is 6.52%.

There is also a significant improvement of students' interpretive comprehension from cycle I to cycle II where the students' interpretive comprehension in cycle I is 63.04 and in cycle II is 79.13. Thus, the improvement of students' interpretive comprehension achievement from cycle I to cycle II is 16.09%.

The table above shows that there is significant improvement of students' interpretive comprehension after taking action in cycle I and cycle II through the application of authentic materials. The improvement of students' interpretive comprehension from diagnostic – test to cycle II is 23.91%.

To see clearly the percentage score improvement of the students' interpretive comprehension following chart is presented:

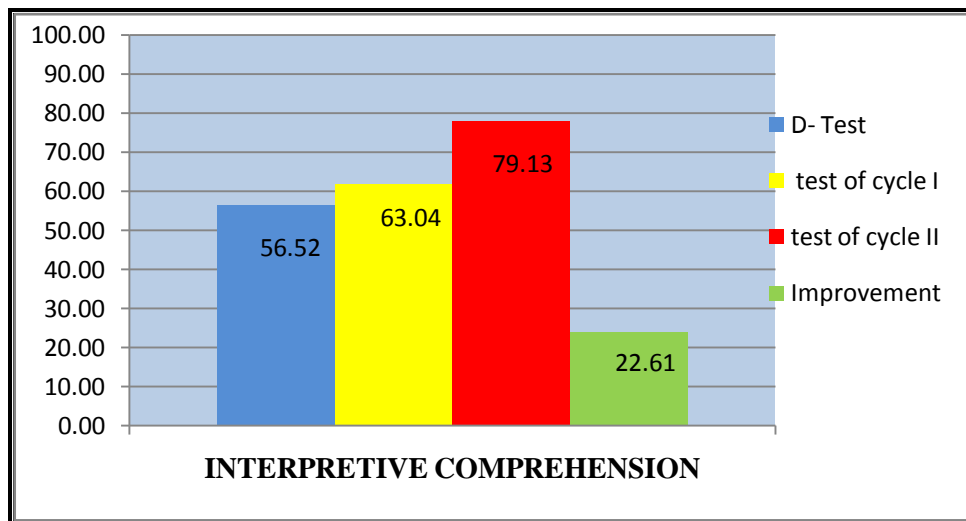


Figure 2: The Improvement of the Students' Interpretive Comprehension

The chart above shows the improvement of the students' interpretive reading comprehension in cycle II is higher (78.04) than that in cycle I (61.74) and D-Test (54.13). It also shows that the result of D-Test is the lowest achievement. ($56.52 < 63.04 < 79.13$). After evaluation in cycle I and cycle II, there is significant improvement of the students' interpretive reading comprehension that shown clearly in the chart after taking an action in cycle through Authentic Material that is 22.61%.

3. The Improvement of the Students' Reading Comprehension

The improvement of the students' reading comprehension, which focused on literal comprehension and interpretive comprehension as variables in X AP class of SMK 3 Muhammadiyah as result of the students' assessment of Diagnostic-Test, cycle I and cycle II can be seen clearly in the following table:

Table 3: The improvement of the students' reading comprehension

NO	Indicators	The Student' Score			Improvement		
		D-Test	Cycle I	Cycle II	DT CI %	CI CII %	DT CII %
1	Literal	53.91	62.93	77.09	9.02%	14.16%	23.18%
2	Interpre tive	56.52	63.04	79.13	6.52%	16.09%	22.61%
	$\sum x$	110.43	125.97	156.22	15.54%	30.25%	45.79%
	\bar{X}	55.21	62.98	78.11	7.77%	15.13%	22.9%

The table above indicates that there is improvement of the students' reading comprehension from D-Test to cycle I and cycle II, which in D-Test the students' mean score achievement in reading comprehension is 55.21, it is categorized as poor achievement. After evaluation in cycle I the students' reading comprehension becomes 62.98, it is categorized as fair. Thus, the improvement of students' reading comprehension achievement from D-Test to cycle I is 7.77%.

There is also a significant improvement of students reading comprehension from cycle I to cycle II where the students' reading comprehension in cycle I is 62.98, and in cycle II is 78.11. The students' achievement in cycle II is categorized as good, so the improvement of students' reading comprehension achievement from cycle I to cycle II is 22.9%.

The table above proves that the use of Authentic Materials reading in teaching and learning process is able to improvement of students' reading comprehension after taking action in cycle I and cycle II where the students' achievement in cycle II is the highest ($78.11 > 62.98 > 55.21$) and the improvement of students' reading ability from diagnostic – test to cycle II is 22.9%.

To see clearly the improvement of the students' reading comprehension, following chart is presented:

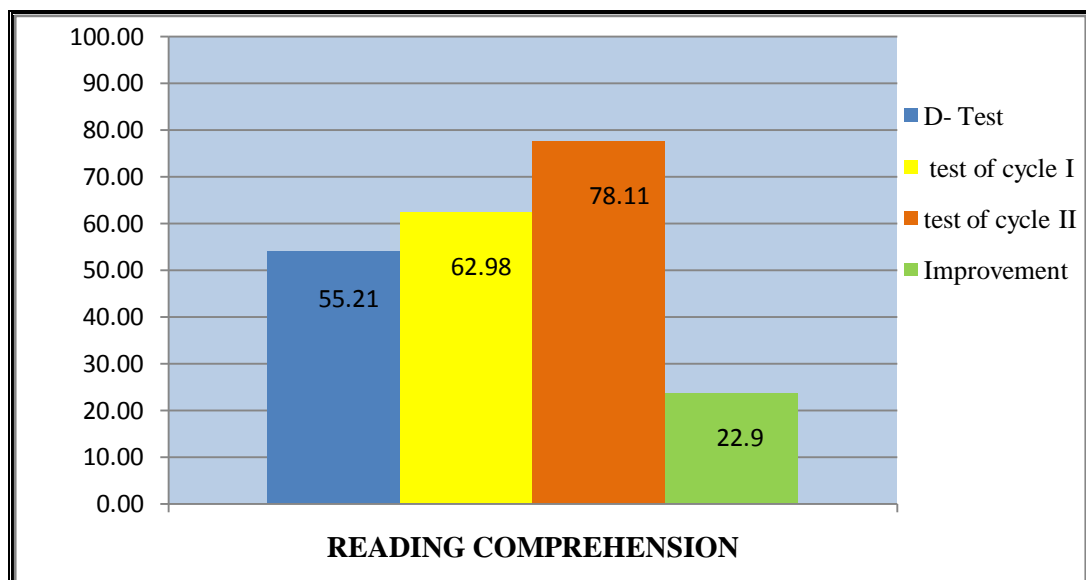


Figure 3: The Improvement of the Students' Reading Comprehension

The chart above shows the improvement of the students' reading comprehension in cycle II is higher (78.11) than that in cycle I (62.98) and D-Test 55.21. ($78.11 > 62.98 > 55.21$). It also shows that the result of Diagnostic -Test is the lowest achievement. The students' achievement in Diagnostic test is categorized as poor. After evaluation in cycle I and cycle II, there is significant

improvement of the students' reading comprehension where the result of cycle I is categorized as fair and cycle II categorized as good. The improvement is shown clearly in the chart above that is 22.9%.

B. Discussion

In this part, the discussion dealing with the interpretation of findings derived from the result of findings about the observation result of the students' reading comprehension in terms of the result of the students activeness in teaching and learning process, literal comprehension dealing with the main ideas and meaning of words and interpretive reading comprehension dealing with conclusion.

1. The Improvement of the Students' Literal comprehension dealing with the main ideas and meaning of words.

a. Main Ideas

The application of Authentic Material in improving the students' literal comprehension in terms of main ideas can be seen the difference by considering the result of the students' Diagnostic Test and the students' achievement after taking action in cycle I and II through the application of Authentic Materials in teaching and learning process.

After applying Authentic Material in cycle I and cycle II, the result of students' main ideas achievement improves significantly where Cycle II is higher than D-Test and cycle I.

b. Meaning of words

The application of Authentic Material in improving the students' literal comprehension in terms of meaning of words can be seen the difference by considering the result of the students' Diagnostic- Test and the students' achievement after taking action in cycles through the application of Authentic Materials in teaching and learning process.

After applying Authentic Material in cycle I and cycle II, the result of students' meaning of words achievement improves significantly. The result of students' meaning of words in cycle II is higher than Diagnostic-Test and cycle I.

2. The Improvement of the students' Interpretive Comprehension dealing with Conclusion

The application of Authentic Material in improving the students' interpretive comprehension in terms of conclusion can be seen the difference clearly by considering the result of the students' diagnostic test and result of the students' test in cycle I and II after using Authentic Materials. After applying Authentic Material in cycle II, the result of students' conclusion is higher than Diagnostic -Test and cycle I which the students' conclusion achievement in cycle II.

3. The Improvement of the Students' Reading Comprehension dealing with the Students' Literal Reading Comprehension and Students' Interpretive Reading Comprehension.

The result of the data analysis through the reading test shows the students' reading comprehension in terms of literal and interpretive improves significantly. It is indicated by the mean score of result of the students' D-Test is classified as poor achievement. It is also lower than the mean score of the students' reading test in cycle I that is classified as fair and cycle II is classified as good. Those classified are got from the result test of the students' literal reading comprehension and interpretive reading comprehension.

- a. The students' literal reading comprehension at the first year students' of SMK Muhammadiyah 3 Makassar class X AP through Authentic Materials.

The indicator of the main ideas of the students' literal reading comprehension in the first cycle has improved from Diagnostic test. The improvement can be seen after testing and observing the students where the improvement of the students' main ideas is classified as poor. In cycle II, the students' main ideas also improves from Cycle I to cycle II where the improvement is classified as good classification. The improvement is lower than the improvement from Diagnostic test to cycle I because the teaching material is not fit for improving the students' main ideas. Although the improvement in cycle II is lower than cycle I,

the research is not continued to the third cycle because the target score has been achieved in cycle II.

In the first cycle, the students' meaning of words in reading is not bad than the other indicators, like main ideas. The result of the students' meaning of words can be seen after testing and observing (reading test of first cycle), whereas the number of students is fairly good. It is indicated that there is an improvement from diagnostic test to cycle I. After testing and observing in the second cycle, the student' meaning of words really has a good improvement. The significant improvement is got in cycle II because the teaching reading material is really suitable for the improvement of the students' meaning of words.

- b. The students' interpretive reading comprehension at the first year students' of SMK Muhamadiyah 3 Makassar class X AP through authentic materials.

In the first cycle, the students' conclusion in reading is not bad. The result of the students' improvement of conclusion can be seen after testing and observing (reading test of first cycle). It is indicated that there is an improvement from diagnostic test to cycle I. Because of the target was not achieved in the first cycle, researcher worked hard in the second cycle to reach the target and try to evaluate the weakness in the first cycle. After testing and observing in the second cycle, the student' conclusion really has a good improvement. Because of the target score has been achieved.

In sum, the result of this question matches with Nurmala Cahyani (2015) who conducted a research which investigated the effectiveness of using authentic material in teaching students' reading comprehension. The objective of this study is to find the empirical evidence of whether or not using authentic material in teaching students' reading comprehension is effective especially for the students. The result of the her study showed that that there is a significant score on students' reading comprehension test by using authentic material in teaching news item. It means authentic material is effective for the students reading comprehension. In view of that, it is suggested that in teaching reading should used authentic reading material on teaching and learning process. As Marwan (2014) proposed that authentic materials have a positive effect on learner motivation, they provide authentic cultural information, they provide exposure to real language, they relate more closely to learners' needs, and they support a more creative approach to teaching. In teaching reading comprehension, language teachers should select material of appropriate interest level. Students better with authentic materials. Teachers should select materials which are comprehensible. If students are exposed to reading materials that are so difficult as to be incomprehensible, they will be disheartening.

Based on the discussion above, it could argued that the Authentic Material at class X first year students of SMK Muhammadiyah 3 Makassar can improve the students' reading comprehension. Further, the researcher concluded that used Authentic Material in learning can make students more

active, enjoy and motivated in teaching learning. It means that the Authentic Material can be used as one of the alternative to English teacher in teaching.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusions

Based on the research findings and discussions in the previous chapter, the following conclusions are presented:

1. The use of Authentic Material in presenting the reading comprehension material at the X AP class students of SMK Muhammadiyah 3 Makassar improves the students' achievement significantly. The findings indicate that the mean score of the students' reading comprehension in terms of literal comprehension dealing with the main ideas and sequence of details and interpretive reading comprehension dealing with prediction of outcomes and conclusion in cycle II is greater than the mean score of test in cycle I ($78.11 > 62.98$) and the improvement of reading comprehension is 22.9%.
2. The use of Authentic Material is able to improve the students' literal comprehension and students' interpretive comprehension at the students of X AP class of SMK Muhammadiyah 3 Makassar.

B. Suggestions

Based on the conclusion above, the researcher addresses the following suggestion and recommendation.

1. It is suggested to the teachers, to teach English of the senior high school by using Authentic Material as one of teaching alternatives.
2. It is suggested to the English teachers to use Authentic Material in presenting the reading comprehension materials, because it is effective to improve the students' achievement.

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RENCANA PELAKSANAAN PEMBELAJARAN

- Sekolah : SMK Muhammadiyah 3 Makassar
- Mata pelajaran : Bahasa Inggris
- Kelas/Semester : X / GANJIL
- Alokasi waktu : 4 x 40 menit
- I. Standar kompetensi : Memahami makna teks tulis fungsional dan esai pendek sederhana berbentuk *Report teks* yang berkaitan dengan lingkungan sekitar
- II. Kompetensi dasar : Membaca nyaring bermakna teks tulis fungsional dan esai berbentuk *Report teks* pendek dan sederhana dengan ucapan, tekanan dan intonasi yang berterima yang berkaitan dengan lingkungan sekitar
- III. Indikator : 1. Membaca teks bacaan dengan baik dan benar
2. Menerjemahkan teks bacaan kalimat per kalimat
3. Menjawab pertanyaan berdasarkan teks bacaan
- IV *Tujuan Pembelajaran* :
1. *Siswa dapat membaca teks bacaan dengan baik dan benar*
2. *Siswa dapat menterjemahkan teks bacaan kalimat perkalimat*
3. *Siswa dapat menjawab pertanyaan berdasarkan teks bacaan.*
- V. Materi Pembelajaran : Teks bacaan yang berjudul
"Plastig bags "
- VI. Metode Pembelajaran : Cooperative learning
- VII. *Langkah-langkah kegiatan* :
- Pertemuan 1***
a. Kegiatan awal:

- Absensi
- Tanya jawab berbagai hal yang terkait dalam kondisi siswa
- Brainstoming (Tanya jawab tentang berbagai hal yang berkaitan dengan topik yang akan di bicarakan)
- b. Kegiatan inti :
 - Membagi siswa dalam beberapa kelompok
 - Membagikan teks monolog
 - Membahas kegiatan yang akan dilakukan
 - Membaca teks monolog yang dibagikan
 - Membahas kosa kata yang digunakan
- c. Kegiatan akhir:
 - Menanyakan kesulitan siswa dalam proses belajar mengajar
 - Memberikan pekerjaan rumah pada siswa

Pertemuan 2

- a. Kegiatan awal:
 - Absensi
 - Tanya jawab berbagai hal yang terkait dalam kondisi siswa
 - Membahas tentang pembelajaran sebelumnya
- b. Kegiatan inti :
 - Membaca teks monolog yang sebelumnya telah dibagikan
 - Setiap kelompok diminta untuk menjawab pertanyaan yang berkaitan dengan teks.
- c. Kegiatan akhir:
 - Menanyakan kesulitan siswa dalam proses belajar mengajar
 - Menyimpulkan materi pembelajaran
 - Memberikan pekerjaan rumah pada siswa

VIII. Sumber belajar :

- a. Buku teks bacaan yang relevant
- b. Teks bacaan

IX. Penilaian

Teknik : Teks tertulis

X. Rubrik Penelitian

No. Soal	Indicator	Score
1	The answer is grammatically correct and the idea is true	3
s/d	Some grammatical errors but the idea is true	2
5	Many grammatical errors and the idea is nearly true	1
	Many grammatical errors and the idea is false	0

Score: The correct answer X 100

Total number of item

LAMPIRAN MATERI



Technology & Inventions

Plastic Bags



Been shopping lately? Haven't got anything to carry your shopping home in? All you need to do is ask the shop assistant to get some ethene gas, heat it up with a little bit of oxygen and roll the product out into a thin flexible sheet. Well, that's what the scientists at ICI did in 1933 when they invented polythene - the plastic that plastic bags are made from. Plastic bags are great - they're light, cheap, strong, waterproof and they never rot or go mouldy. They're perfect for carrying home shopping, or for stopping your nasi bungkus from getting mixed up with your pisang goreng. But plastic bags have a negative side too - they never disappear! Polythene isn't degradable - this means that it never rots. It stays forever!

Scientists and environmentalists say that thousands of birds, animals and turtles are killed every year because they have eaten plastic rubbish and we all know that plastic rubbish makes our beaches and rivers look dirty and ugly. Scientists are now busy inventing a whole new range of degradable plastics. These plastics will be light and strong and waterproof but they will rot after a few months - just like paper. Until these new plastics are ready, perhaps we ought to copy our grandparents and take our own re-usable bag with us when we go shopping!

(kangaroo Magazine)

Answer the question based on the text

1. What is the main idea of the last paragraph?
2. Why are plastic important for modern life ?
3. Find out the unfamiliar words than find out the meaning of words !
4. What are the advanteges and disadvanteges of plastic bags?
5. Make the conclusion based on the text above!

RENCANA PELAKSANAAN PEMBELAJARAN

- Sekolah : SMK Muhammadiyah 3 Makassar
- Mata pelajaran : Bahasa Inggris
- Kelas/Semester : X / GANJIL
- Alokasi waktu : 4 x 40 menit
-
- I. Standar kompetensi : Memahami makna teks tulis fungsional dan esei pendek sederhana berbentuk *report teks* berkaitan dengan lingkungan sekitar
- II. Kompetensi dasar : Merespon makna dalam teks tulis fungsional pendek sederhana secara akurat lancar dan berterima yang berkaitan dengan lingkungan sekitar
- III. Indikator :
1. Mengidentifikasi ide pokok atau informasi dalam teks bacaan
 2. Menemukan informasi yang tepat untuk menjawab pertanyaan
 3. Menjawab pertanyaan berdasarkan isi teks bacaan
 4. kesimpulan berdasarkan bacaan
- IV Tujuan Pembelajaran :
1. Siswa dapat mengidentifikasi ide pokok atau informasi dalam teks bacaan
 2. Siswa dapat menemukan informasi yang tepat untuk menjawab pertanyaan
 3. Siswa dapat menjawab pertanyaan berdasarkan teks bacaan.
 4. Siswa dapat membuat kesimpulan berdasarkan bacaan.
- V. Materi Pembelajaran : teks bacaan yang berjudul

“What’s Merapi going to do and when’s it going to do”?

VI. Metode Pembelajaran : collaborative teaching

VII. Langkah-langkah kegiatan :

Pertemuan 3

a. Kegiatan awal:

- Absensi
- Tanya jawab berbagai hal yang terkait dalam kondisi siswa
- Brainstoming (Tanya jawab tentang berbagai hal yang berkaitan dengan topik yang akan di bicarakan)

b. Kegiatan inti :

- Membagi siswa dalam beberapa kelompok
- Membagikan teks monolog
- Membahas kegiatan yang akan dilakukan
- Membaca teks monolog yang dibagikan
- Membahas kosa kata yang digunakan

c. Kegiatan akhir:

- Menanyakan kesulitan siswa dalam proses belajar mengajar
- Memberikan pekerjaan rumah pada siswa

Pertemuan 4

a. Kegiatan awal:

- Absensi
- Tanya jawab berbagai hal yang terkait dalam kondisi siswa
- Membahasa tentang pembelajaran sebelumnya

b. Kegiatan inti :

- Membaca teks monolog yang sebelumnya telah dibagikan
- Setiap kelompok diminta untuk menjawab pertanyaan yang berkaitan dengan teks.

c. Kegiatan akhir:

- Menanyakan kesulitan siswa dalam proses belajar mengajar
- Menyimpulkan materi pembelajaran

- Memberikan pekerjaan rumah pada siswa

VIII. Sumber belajar :

- a. Buku teks bacaan yang relevant
- b. Teks bacaan

IX . Penilaian

- a. Teknik : Teks tertulis
- b. Bentuk : Pertanyaan singkat

X. Rubrik Penelitian

No. soal	Indicator	Score
1	The answer is grammatically correct and the idea is true	3
s/d	Some grammatical errors but the idea is true	2
5	Many grammatical errors and the idea is nearly true	1
	Many grammatical errors and the idea is false	0

Score: The correct answer X 100

Total number of item

LAMPIRAN MATERI



Technology & Inventions

Science and Technology is a very large and very important topic. It always has been but even more so now as we enter the 22nd century. The subject is far too big to be covered by a magazine such as this one, but KGRE hopes that you enjoy the Science and Technology related stories and information spread throughout this magazine. Many thanks to all of those wonderful KGRE-ites who have helped us, especially our wonderful Fiona - KGRE's science expert. Fiona has researched technology and how it is such a daily part of life for almost everybody in Indonesia.

What's Merapi going to do and when's it going to do it?

Mount Merapi, an active volcano in Central Java, gets almost as much attention as the President of Indonesia. Merapi is watched night and day by a team of vulcanologists - scientists who study volcanoes. Since the middle of April 2006, Merapi has been showing signs that it might erupt. The vulcanologists are trying to predict when the eruption will happen.



Every year Merapi is measured using a network of theodolites and reflectors. If there is a big change in the shape of the volcano it is a sign that it is becoming more active. The magma underneath the volcano bubbles and boils just like water in a kettle. This bubbling makes the surface of Merapi expand and contract. Tiltmeters are used to measure these tiny movements. The more magma there is below Mount Merapi, the larger the movements.

The surface of the Earth (the crust) floats on a layer of hot liquid rock, called magma. Sometimes the magma moves up and pushes against the Earth's crust. If the magma pushes too hard, the crust breaks and the magma escapes as lava in a volcanic eruption. At the moment there is a huge amount of magma building up underneath Merapi.

The vulcanologists are using lots of different techniques to measure the changes that Merapi is experiencing. They use seismographs to measure the earth tremors (*gempa*) and rockfalls (*guguran*) caused by the pressure of the magma building up underneath Merapi. Earth tremors and rockfalls usually happen more frequently and increase in strength just before an eruption.

The vulcanologists don't just use scientific instruments to monitor Mount Merapi. Every day a team of vulcanologists climb to the summit of Merapi to take photographs of the crater and to measure the gases escaping from the volcano. They know that if the amount of sulphur dioxide (a gas that smells like rotten eggs) increases, then an eruption is more likely. The vulcanologist's measurements all show that an enormous amount of lava is building up underneath Mount Merapi. The vulcanologists all agree that the volcano will erupt soon but cannot predict when it will happen, it could be in a year's time, or in a month's time, or in a week's time, or maybe it's already happened?

(kangaroo magazine)

Answer the question based on the text

1. What is main idea of the first paragraph ?
2. What is the opinion team vulcanologist with Moun Merapi?
3. What is magma?
4. Find out the unfamiliar words than find out the meaning of words!
5. Make the conclusion based on the text above !

RENCANA PELAKSANAAN PEMBELAJARAN

Sekolah : SMK Muhammadiyah 3 Makassar

Mata pelajaran : Bahasa Inggris

Kelas/Semester : X / GANJIL

Alokai waktu : 4 x 40 menit

I. Standar kompetensi : Memahami makna teks tulis fungsional dan esei pendek sederhana berbentuk *report teks* yang berkaitan dengan lingkungan sekitar

II. Kompetensi dasar : Merespon makna dalam teks tulis fungsional pendek sederhana secara akurat lancar dan berterima yang berkaitan dengan lingkungan sekitar

III. Indikator : 1. Membaca teks bacaan dengan baik dan benar
2. Mengetahui setiap kata dalam teks bacaan
3. Menjawab pertanyaan berdasarkan isi teks bacaan

IV Tujuan Pembelajaran : 1. Siswa dapat membaca teks bacaan dengan baik dan benar
2. *Siswa dapat mengetahui makna setiap kata dalam teks bacaan*
3. *Siswa dapat menjawab pertanyaan berdasarkan teks bacaan.*

V. Materi Pembelajaran : teks bacaan yang berjudul "TEMPE"

VI. Metode Pembelajaran : Cooperative Learning

VII. *Langkah-langkah kegiatan :*

Pertemuan 5

a. Kegiatan awal:

- Absensi
- Tanya jawab berbagai hal yang terkait dalam kondisi siswa
- Brainstoming (Tanya jawab tentang berbagai hal yang berkaitan dengan topik yang akan di bicarakan)
- b. Kegiatan inti :
 - Membagi siswa dalam beberapa kelompok
 - Membagikan teks monolog
 - Membahas kegiatan yang akan dilakukan
 - Membaca teks monolog yang dibagikan
 - Membahas kosa kata yang digunakan
- c. Kegiatan akhir:
 - Menanyakan kesulitan siswa dalam proses belajar mengajar
 - Memberikan pekerjaan rumah pada siswa

Pertemuan 6

- a. Kegiatan awal:
 - Absensi
 - Tanya jawab berbagai hal yang terkait dalam kondisi siswa
 - Membahas tentang pembelajaran sebelumnya
- b. Kegiatan inti :
 - Membaca teks monolog yang sebelumnya telah dibagikan
 - Setiap kelompok diminta untuk menjawab pertanyaan yang berkaitan dengan teks.
- c. Kegiatan akhir:
 - Menanyakan kesulitan siswa dalam proses belajar mengajar
 - Menyimpulkan materi pembelajaran
 - Memberikan pekerjaan rumah pada siswa

VIII. Sumber belajar :

- a. Buku teks bacaan yang relevant
- b. Teks bacaan

IX . Penilaian:

- a. Teknik : Teks tertulis

b. Bentuk : Pertanyaan singkat

X. Rubrik Penelitian

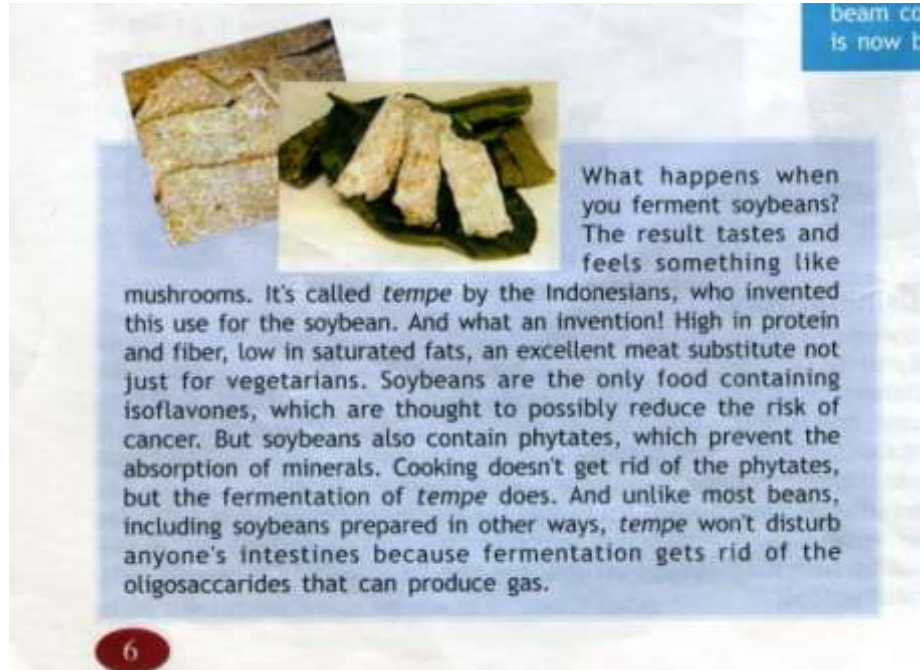
Penilaian menjawab soal

No. soal	Indicator	Score
1	The answer is grammatically correct and the idea is true	3
s/d	Some grammatical errors but the idea is true	2
5	Many grammatical errors and the idea is nearly true	1
	Many grammatical errors and the idea is false	0

Score: The correct answer X 100

Total number of item

LAMPIRAN MATERI



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What happens when you ferment soybeans? The result tastes and feels something like mushrooms. It's called *tempe* by the Indonesians, who invented this use for the soybean. And what an invention! High in protein and fiber, low in saturated fats, an excellent meat substitute not just for vegetarians. Soybeans are the only food containing isoflavones, which are thought to possibly reduce the risk of cancer. But soybeans also contain phytates, which prevent the absorption of minerals. Cooking doesn't get rid of the phytates, but the fermentation of *tempe* does. And unlike most beans, including soybeans prepared in other ways, *tempe* won't disturb anyone's intestines because fermentation gets rid of the oligosaccharides that can produce gas.

6

Answer the question !

1. What is the main idea of the text above ?
2. Why tempe good for vegetarian?
3. Find out the unfamiliar words than find out the meaning of words !
4. What is the function of phytates?
5. Make the conclusion based on the text !

RENCANA PELAKSANAAN PEMBELAJARAN

- Sekolah : SMK Muhammadiyah 3 Makassar
- Mata pelajaran : Bahasa Inggris
- Kelas/Semester : X/ GANJIL
- Alokasi waktu : 4 x 40 menit
- I. Standar kompetensi : Memahami makna teks tulis fungsional dan esei pendek sederhana berbentuk *report teks* yang berkaitan dengan lingkungan sekitar.
- II. Kompetensi dasar : Merespon makna dalam teks tulis fungsional pendek sederhana secara akurat lancar dan berterima yang berkaitan dengan lingkungan sekitar.
- III. Indikator : 1. Membaca teks bacaan dengan baik dan benar
2. Mengetahui setiap kata dalam teks bacaan
3. Menjawab pertanyaan berdasarkan isi teks bacaan
- IV Tujuan Pembelajaran :
1. Siswa dapat membaca teks bacaan dengan baik dan benar
 2. Siswa dapat mengetahui makna setiap kata dalam teks bacaan
 3. Siswa dapat menjawab pertanyaan berdasarkan teks bacaan.
- V. Materi Pembelajaran : teks bacaan yang berjudul “Making Cheese in Java”
- VI. Metode Pembelajaran : Cooperative learning
- VII. Langkah-langkah kegiatan :

Pertemuan 7

- a. Kegiatan awal:
 - Absensi

- Tanya jawab berbagai hal yang terkait dalam kondisi siswa
- Brainstoming (Tanya jawab tentang berbagai hal yang berkaitan dengan topik yang akan di bicarakan
- b. Kegiatan inti :
 - Membagi siswa dalam beberapa kelompok
 - Membagikan teks monolog
 - Membahas kegiatan yang akan dilakukan
 - Membaca teks monolog yang dibagikan
 - Membahas kosa kata yang digunakan
- c. Kegiatan akhir:
 - Menanyakan kesulitan siswa dalam proses belajar mengajar
 - Memberikan pekerjaan rumah pada siswa

Pertemuan 8

- a. Kegiatan awal:
 - Absensi
 - Tanya jawab berbagai hal yang terkait dalam kondisi siswa
 - Membahasa tentang pembelajaran sebelumnya
- b. Kegiatan inti :
 - Membaca teks monolog yang sebelumnya telah dibagikan
 - Setiap kelompok diminta untuk menjawab pertanyaan yang berkaitan dengan teks.
- c. Kegiatan akhir:
 - Menanyakan kesulitan siswa dalam proses belajar mengajar
 - Menyimpulkan materi pembelajaran
 - Memberikan pekerjaan rumah pada siswa

VIII. Sumber belajar :

- c. Buku teks bacaan yang relevant
- d. Teks bacaan

IX . Penilaian:

- a. Teknik : Teks tertulis
- b. Bentuk: Pertanyaan singkat

c. Rubrik Penelitian

Penilaian menjawab soal

No. soal	Indicator	Score
1	The answer is grammatically correct and the idea is true	3
s/d	Some grammatical errors but the idea is true	2
5	Many grammatical errors and the idea is nearly true	1
	Many grammatical errors and the idea is false	0

Score: The correct answer X 100

Total number of item

LAMPIRAN MATERI

Making Cheese in Java

While dairy products are not a traditional part of the Indonesian diet, tourist demand has motivated a small business entrepreneur, Mr Adi Kharisma from East Java, to ask for help. The Australian Business Volunteer (ABV) organisation brought in an experienced cheese maker from Australia to help him. Volunteer cheese maker, Delvae Edwards from Queensland, says she spent the first week of her ABV assignment investigating the local conditions and demand for different kinds of cheeses. After confirming that a market did exist, Delvae set up operations in a small cheese factory in East Java that had been built by a Dutch company, but had been abandoned two years ago.

Local farmers supplied the milk. The first production attempt resulted in twenty kilograms of fresh mozzarella and four kilograms of ricotta cheese. These first products were quickly sold to clients in Bali. The word quickly spread about the cheese enterprise. A nearby small dairy owner, who owns seventy five cows, approached Delvae for advice on cheese making. *"This set-up had a lot of potential,"* she says, *"and by the time I left Indonesia they were making three batches of cheese from 360 litres of milk a day."* Distribution and delivery methods have been established, with the cheese being kept on dry ice and delivered by trucks to a cold room in Bali, where the cheese can mature for two to three weeks before being delivered to customers.



Check the ABV website for more information about their wonderful activities in Indonesia - <http://www.abv.org.au>

Answer the question !

1. What is the main idea of the last paragraph?
2. What is ABV ?
3. Find out the unfamiliar word than find out the meaning of words !
4. What he doing after confirming that a Market?
5. Make the conclusion based on the text above !

APPENDIX A

**THE RESULT OF THE STUDENTS' READING DIAGNOSTIC-TEST OF
SMK MUHAMMADIYAH 3 MAKASSAR**

Sample	Literal Reading Comprehension		Interpretive Reading Comprehension	
	Main Ideas	Meaning of words	Conclusion	Mean Score
A-1	60	65	65	62.5
A-2	50	45	55	52.5
A-3	55	60	60	56.25
A-4	55	60	65	58.75
A-5	50	55	50	51.25
A-6	50	50	55	51.25
A-7	60	65	65	62.5
A-8	50	55	50	51.25
A-9	55	50	60	53.75
A-10	50	55	55	52.5
A-11	60	65	65	62.5
A-12	40	45	45	42.5
A-13	40	45	45	42.5
A-14	50	55	55	52.5
A-15	50	55	50	51.25
A-16	50	55	55	52.5
A-17	50	55	55	52.5
A-18	50	50	60	52.5
A-19	55	55	60	56.25
A-20	60	65	60	61.25
A-21	60	65	60	61.25
A-22	45	50	50	45
A-23	55	60	60	75.5
Total	1200	1280	1300	1242.5
Mean score	52.17	55.65	56.52	54.02

APPENDIX B

**THE RESULT OF THE STUDENTS' READING TEST IN CYCLE I OF
SMK MUHAMMADIYAH 3 MAKASSAR**

Sample	Literal Reading Comprehension		Interpretive Reading Comprehension	
	Main Ideas	Meaning of words	Conclusion	Mean Score
A-1	70	75	70	70.5
A-2	60	65	60	62.5
A-3	65	70	70	68.75
A-4	65	70	65	67.5
A-5	60	60	60	58.75
A-6	60	65	65	63.75
A-7	70	75	75	70
A-8	60	60	60	60
A-9	65	70	65	67.5
A-10	60	60	60	60
A-11	70	70	75	70
A-12	50	55	55	51.25
A-13	50	55	50	51.25
A-14	60	60	60	61.25
A-15	60	65	60	60
A-16	50	50	50	61.25
A-17	60	60	60	60
A-18	60	65	60	60
A-19	65	70	60	63.75
A-20	65	70	65	65
A-21	70	70	75	70
A-22	50	60	60	55
A-23	60	70	70	65
Total	1405	1490	1450	1433
Mean score	61.08	64.78	63.04	62.73

APPENDIX C

**THE RESULT OF THE STUDENTS' READING TEST IN CYCLE II OF
SMK MUHAMMADIYAH 3 MAKASSAR**

Sample	Literal Reading Comprehension		Interpretive Reading Comprehension	
	Main Ideas	Meaning of words	Conclusion	Mean Score
A-1	85	90	90	86.25
A-2	75	75	80	76.25
A-3	80	85	85	82.5
A-4	75	80	80	78.75
A-5	70	70	75	71.25
A-6	80	75	80	78.75
A-7	85	90	85	85
A-8	75	75	80	76.25
A-9	85	85	90	85
A-10	70	75	80	75
A-11	85	90	90	86.25
A-12	65	70	70	70
A-13	60	65	70	67.5
A-14	75	75	75	75
A-15	75	75	75	73.75
A-16	75	70	70	72.5
A-17	70	75	75	73.75
A-18	75	70	75	73.75
A-19	80	75	70	76.25
A-20	85	80	85	82.5
A-21	85	85	85	83.75
A-22	70	75	75	73.75
A-23	80	80	80	80
Total	1760	1785	1820	1783.75
Mean score	76.57	77.61	79.13	77.55

APPENDIX D

**THE RESULT OF THE STUDENTS' ACTIVENESS IN CYCLE I AND CYCLE II
OF SMK MUHAMMADIYAH 3 MAKASSAR**

No	Students' Code	Cycle I				Cycle II				Ket
		I	II	III	IV	I	II	III	IV	
1	A-1	3	3	4	4	3	4	4	4	
2	A-2	2	3	3	3	3	3	3	3	
3	A-3	3	3	4	4	3	3	4	4	
4	A-4	3	3	2	3	3	3	3	4	
5	A-5	2	3	2	3	3	3	3	3	
6	A-6	2	2	3	3	3	3	3	3	
7	A-7	3	3	4	4	3	4	4	4	
8	A-8	2	2	3	3	3	3	3	3	
9	A-9	3	3	4	3	3	4	3	4	
10	A-10	2	2	3	3	3	3	3	3	
11	A-11	3	3	4	4	3	4	4	4	
12	A-12	2	2	2	2	2	3	3	3	
13	A-13	2	2	2	2	2	2	3	3	
14	A-14	2	3	3	3	3	3	3	3	
15	A-15	2	3	2	3	3	3	3	3	
16	A-16	2	2	2	3	2	3	3	3	
17	A-17	2	2	3	3	2	3	3	3	
18	A-18	2	2	2	3	3	3	3	3	
19	A-19	3	3	3	3	3	3	3	4	
20	A-20	2	3	2	3	3	4	3	4	
21	A-21	3	3	2	3	3	4	4	4	
22	A-22	2	2	2	2	2	2	3	3	
23	A-23	3	3	2	3	3	3	4	4	
Total		55	59	63	69	64	73	75	79	
Percentage (%)		59.78	64.13	68.47	75	69.56	79.35	81.52	85.86	

Note : 4 = Sangat Aktif (SA) 2 = Kurang Aktif (KA)

3 = Aktif (A)

1 = Tidak Aktif(TA)

Appendix E

Teaching Material Cycle I

Banda Neira rich in Amazing Marine Species



Hundreds of scripts, thousands of sentences and millions of words have been put together to describe Banda Neira, but its splendid underwater garden will always be a magnet for everyone's heart and eyes.

You will feel like you missed something if you go to Ambon but not to Banda Neira, a neighboring group of islands. Banda Neira is historically part of the Spice Islands of Maluku. Being part of a string of islands southeast of Ambon, it is another beautiful place, historically known as the initial spot that attracted the Portuguese, Dutch, Spanish and French at various times. This is proven by the logs of their voyages kept in several museums in those countries. Banda Neira is a diver's haven. Even though it's remote, the cost of diving in the area is a little less than the cost of similar water activities offered in Raja Ampat in Papua.

From Ambon, visitors can take a less-than-one-hour flight to Banda Neira by light plane. For those fond of sea voyages, a Pelni vessel is available for a trip of seven to eight hours. Such a trip is worthy for those who are fond of sea transportation as they can enjoy the ocean view and the sight of scattered small islands. Although diving here is all-year-round, the best time for diving in

Banda Neira is around March-April or September-October, when the waves are not too high.

International divers estimate that the underwater garden in Banda Neira has some 400 flora and fauna species of wide diversity. The reef system and various decorative fish in this area make for an unbelievable dive adventure. In addition to the marine life, there is also the string of isles scattered in the southeastern part of Ambon, described as the chain of black pearls by ancient poets.

Divers can spend hours or days exploring the underwater garden. Those who like snorkeling, swimming or rowing can also enjoy the beauty of the sea from the surface. The Ambon Authority in collaboration with the Foreign Ministry, Maritime Affairs and Fisheries Ministry and the Social Services Ministry will hold the Sail Banda from July 12 to August 17 this year.

The program aims to promote the tourist industry as well as to attract potential investors in developing Maluku and the surrounding areas.

Banda Neira is and will always be amazing. But be forewarned: Once you go, you'll want to return again and again!

—LESTARI NURHAYATI

Answer the question based on the text !

- 1. What is the main idea of paragraph 1?*
- 2. How many paragraph are there in the text ?*
- 3. Find out the unfamiliar words and find out the meaning of words !*
- 4. Where is Banda Neira Located ?*
- 5. Make the conclusion of the test above based on your own words?*

Teaching material Cycle II

How Rainbow is Formed

Rainbow is one of optic phenomena that happens in the atmosphere of the earth naturally. We can see it at mountain range, or when it is cloudy, or when it is raining and rising of sun. We have to be the other side for looking. We just can see it a half of circle form, but actually the rainbow is a circle form. We can see it perfectly, if it is seen by standing in the high place. It is real that rainbow is a circle form not like parabola form.

On the ground, we can not see perfectly, except if we are in the high place like in the air plane or standing on top of mountain. When we are looking at rainbow's colors, we will see them that ordered of red is on the highest order, and purple is on the lowest order.

Red is more dominant than another color caused by having biggest wave between others. Therefore the red one is in the highest order and purple one is in lowest order. How rainbow is formed? Try to watch it when light of sun concerns a 90-degree angle mirror or a glass prism side, or surface of soap foam. We can see colors on the light. The light is rayed to be some wave length of light that it is seen by our eyes as red, bright red, yellow, green, blue and purple. These colors are components of light that they are called visible light. The other component is invisible light such as infrared (red is in the right side), and ultraviolet (bright red is in the left side).

So, we can see the beautiful rainbow because there are some processes to be beautiful rainbow that it appears in the sky.

Answer the question based on the text !

- 1. What is the main idea of paragraph 1?*
- 2. How many paragraph are there in the text ?*
- 3. Find out the unfamiliar words and find out the meaning of the words !*
- 4. Whencan we see a rainbow?*
- 5. Make the conclusion of the test above based on your own words?*

THE MEAN SCORE FOR STUDENTS' D-TEST

1. Literal Reading Comprehension

➤ Main Idea

$$\bar{X} = \frac{\sum x}{N} = \frac{1200}{23} = 52.17$$

➤ Meaning of Words

$$\bar{X} = \frac{\sum x}{N} = \frac{1280}{23} = 55.65$$

2. Interpretive Reading Comprehension

➤ Conclusion

$$\bar{X} = \frac{\sum x}{N} = \frac{1300}{23} = 56.52$$

NOTE: \bar{X} = Mean Score

$\sum X$ = The sum of all score

N = the total number of sample

**THE MEAN SCORE FOR STUDENTS' TEST
IN CYCLE I**

1. Literal Reading Comprehension

➤ Main Idea

$$X = \frac{\sum x}{N} = \frac{1405}{23} = 61.08$$

➤ Meaning of Words

$$X = \frac{\sum x}{N} = \frac{1490}{23} = 64.78$$

2. Interpretive Reading Comprehension

➤ Conclusion

$$X = \frac{\sum x}{N} = \frac{1450}{23} = 63.04$$

NOTE: X = Mean Score

$\sum X$ = The sum of all score

N = the total number of sample

THE MEAN SCORE FOR STUDENTS' TEST

IN CYCLE II

1. Literal Reading Comprehension

➤ Main Idea

$$X = \frac{\sum x}{N} = \frac{1760}{23} = 76.57$$

➤ Meaning of Words

$$X = \frac{\sum x}{N} = \frac{1785}{23} = 77.61$$

2. Interpretive Reading Comprehension

➤ Conclusion

$$X = \frac{\sum x}{N} = \frac{1820}{23} = 79.13$$

NOTE: X = Mean Score

$\sum X$ = The sum of all score

N = the total number of sample

THE SCORE FOR THE STUDENTS

READING ACHIEVEMENT

1. The Mean Score for Students' Diagnostic-Test

- Literal Reading Comprehension, Main idea and Meaning of Words.

$$X = \frac{\sum x}{N} = \frac{1240}{23} = 53.91$$

- Interpretive Reading Comprehension, Conclusion.

$$X = \frac{\sum x}{N} = \frac{1245}{23} = 54.13$$

- Reading Comprehension

$$X = \frac{\sum x}{N} = \frac{1242.5}{23} = 54,02$$

2. The Mean Score for Students' Test in Cycle I

- Literal Reading Comprehension, Main idea and Meaning of Words.

$$X = \frac{\sum x}{N} = \frac{1447.5}{23} = 62.93$$

- Interpretive Reading Comprehension, Conclusion.

$$X = \frac{\sum x}{N} = \frac{1420}{23} = 63.04$$

- Reading Comprehension

$$X = \frac{\sum x}{N} = \frac{1433}{23} = 62.73$$

3. The Mean Score for Students' Test in Cycle II

- Literal Reading Comprehension, Main idea and Meaning of Words.

$$X = \frac{\sum x}{N} = \frac{1772.5}{23} = 77.09$$

- Interpretive Reading Comprehension, Conclusion.

$$X = \frac{\sum x}{N} = \frac{1795}{23} = 78.04$$

- Reading Comprehension

$$X = \frac{\sum x}{N} = \frac{1783,75}{23} = 77.55$$







CURRICULUM VITAE



The Researcher, Fitra Febrianti was born on January 28st, 1997 in Enrekang Regency, and South Sulawesi. She is the first child of two siblings from a lovely couple of her parents Abd. Azis and Warhamni.

She began her study at SDN 117 Enrekang and graduated in 2008. Then she joined at SMP Negeri 1 Enrekang and graduated in 2011. Afterwards, she continued her study at SMA Negeri 1 Enrekang and graduated in 2014. After finishing her study from senior high school, she was registered as a student of English Education Department of Teacher Training and Education Faculty of Makassar Muhammadiyah University.