

**IMPROVING STUDENTS' READING COMPREHENSION USING
NEWSPAPER**

(An Experimental Study of MA Muhammadiyah Palleko, Takalar Regency)



A THESIS

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MOTTO

Success needs process

Hasnî Hamzah

*Because, To Get a success your courage
must be greater than your*



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

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ABSTRACT

HASNI HAMZAH, 2019. *Improving Students' Reading Comprehension Using Newspaper (An-Experimental Study at The First Grade Students of MA Muhammadiyah palleko, Takalar Regency)*, under the thesis of English Education Department, the Faculty of Teacher Training and Education, Muhammadiyah University of Makassar (Guided by Bahrun and Ilmiah)

The objective of the research was intended to find out the students' reading comprehension improvement through the using of English Newspaper in teaching Reading Comprehension at First Grade years students of MA Muhammadiyah Palleko, Takalar Recency

The researcher used experimental design. That consisted pre-test and post-test to students of MA Muhammadiyah Palleko, Takalar, the subject in this research was of in 2017-2018 Academic year with 20 students in X class consisted of 10 female and 10 male as sample. The researcher was reading test consisted of 20 items of multiple choice tests.

The research findings indicated that the using of English newspaper in teaching reading comprehension at the first Grade Students of MA Muhammadiyah Palleko, Takalar Regency was proved. The means score of students of pre-test 53.0 classified as poor and score of post-test 81.0 that classified as good. The improvement of reading comprehension was 52.83%. The researcher found that the value of t-test (4.43) was greater than t-table (2093). Based on the fact, the researcher concluded that the use of newspaper can improve students' reading comprehension at the first grade students of MA Muhammadiyah Palleko.

Key word: *Reading Comprehension, Newspaper*

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Researcher

Hasni Hamzah

TABLE OF CONTENTS

TITLE PAGE	i
APPROVAL SHEET	ii
COUNSELLING SHEET	iii
MOTTO	iv
SURAT PERJANJIAN	v
SURAT PERNYATAAN	vi
ABSTRACT	vii
ACKNOWLEDGEMENTS	viii
TABLE OF CONTENT	x
LIST OF TABLE	xiv
LIST OF GRAPHICS	xv
CHAPTER I INTRODUCTION	1
A. Background	1
B. Problem Statement	3
C. Objective of the Study.....	3
D. Significance of the Research.....	4
E. Scope of the Study.....	4
CHAPTER II REVIEW OF RELATED LITERATURE	5
A. Previous Research Findings	5

B. Conceptual of Reading.....	6
1. Definition of Reading.....	6
2. Definition of Reading Comprehension	9
3. Level of Reading.....	10
C. Conceptual of Media.....	11
1. The Use of Media in Teaching Reading	11
2. Newspaper.....	14
3. Newspaper as the Visual Media in Teaching Reading	18
D. The Conceptual Framework.....	18
CHAPTER III RESEARCH METHOD	21
A. Research Design.....	21
B. Population and Sample.....	21
C. Research Variable	22
D. Research Instrument.....	22
E. Data Collection Technique.....	23
F. Technique of data analysis	24
CHAPTER IV FINDINGS AND DISCUSSION	27
A. Findings.....	27
B. Hypothesis Testing.....	31
C. Discussion	31

CHAPTER V CONCLUSION AND SUGGESTION	33
A. Conclusion.....	33
B. Suggestion.....	34
BIBLIOGRAPHY	35
APPENDICES	38

LIST OF TABLES

Table 3.1 Scoring classification answer in main idea	21
Table 4.1 Scoring Classification Pre-test and Post-test	28
Table 4.2 The Students' Improvement in Reading Comprehension	29
Table 4.3 The Result of the t-table and t-test Analysis	30

LIST OF GRAPHICS

Figure 2.1 The Concept of Framework	19
Figure 3.1 Design of Research	21
Chart 4.1 Scoring classification students' Pre-test and post-test	29

CHAPTER I

INTRODUCTION

A. Background

Language is a system of spoken and written symbols that enable a person to communicate and interact with each other. Referring to the definition above, we can say that the primary function of language is communication, we can communicate through language if understand the language used, we can communicate each other easily in the world if master English.

English as global language is becoming more popular all over the world. It is not only a powerful learning tool, a medium by which people gain access to knowledge from around the world, but also a medium through which the develop positive value and attitudes, establish and maintain meaningful relationships with people.

Being successful in teaching English is the dominant factor that the English teacher should pay attention to, especially in teaching reading. Reading is one of basic communicative skill, but it has very complex process it can be said reading is process in which reader, finds information given by the writer in the written from. In case, reading can be said as interactive process.

Widdowson in Khadijah (2013:2) state that Reading is the process of getting information via printed materials. Reading also is an active process of identifying important ideas and comparing, evaluating, applying them.

In a reality, some students have difficulties in reading comprehension. It can be seen from their low score, they cannot identify the general idea or the topic in a paragraph, and the main idea of the paragraph. Furthermore the students have low motivation, do not actively participate in any activity undertaken in reading class.

Based on information from the English teacher of MA Palleko that the diagnostic test which has been done in class XI of MA Palleko kab.Takalar, achievement in reading English still low. It's happened because the students' motivation in reading is lack and the teacher is not using especially media to improve students' reading comprehension.

(Ariyanti 2016: 2) 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 simulation to the students.

The teacher can use some media in the classroom such as books, magazines, newspaper, films, and video. In this case, the researcher tried to use newspaper as media to deliver lesson in the classroom and teacher should provide interesting news or information so that students are motivated to read

the news and one of the media fun and easy to find is the newspaper where students will read the contents of the newspaper and summarize the news or information they have read, students must read over and over to really understand and can ask if there is a word that is not understand the way pronunciation.

Caring out the previous explanation, the researcher is interested to conduct researcher, which entitled “**Improving Students’ Reading Comprehension using Newspaper (An experimental research at class X MA Palleko)**”

B. Problem Statement

Based on the background above, the problem investigated in this study can be focused on these following question:

1. How is the student reading comprehension achievement?
2. How is the students’ reading comprehension after using newspaper?

C. Objective of study

1. The objective of this research is to know student’s reading comprehension achievement
2. The objective of this research is to know student’s reading comprehension after using newspaper

D. Significant of the Research

The result of the research is expected to be an alternative contribution to improve students’ reading comprehension and helpful information for

English teacher to increase their quality in teaching English specially to teach reading. Students are hoped to use the result of the research to make their reading comprehension better that before. It is also expected to be fruitful information and references for the further researchers who are interested in teaching reading.

E. Scope of The Research

This research limited only to improve students' reading comprehension using newspaper, this researcher here focuses on providing article of exemplary about the felicitation written in the newspaper. The subject of the research is the first grade students of MA Muhammadiyah Palleko.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Related Research Findings

The researcher includes some previous findings that have relation with this study. They are:

Hajar (2013) in his thesis, "Improving the Students' Reading Comprehension through DISSECT-Word Strategy" Find the improvement of the students' reading in literal comprehension especially main idea and word meaning in reading comprehension use of DISSECT-Word Identification Strategy at Class X of Makassar.

Qalbi (2013) in her thesis, "Improving The Students' Reading Comprehension trough DIBELS Method at the first students' of Madrasah Aliyah Muhammadiyah". Found that teaching reading by using DIBELS Method can increase the students' achievement in reading

Kasmawati (2013) in her thesis, "Improving The Students' Reading Comprehension trough Carousel Brainstorm at the Second Grade Students of MTs Muhammadiyah Tallo". Found that teaching in comprehension through carousel brainstorm of Mts.Muhammadiyah Tallo

Musdalifa (2017) in her thesis "Using LRD (Listen-Read-Discuss) in Improving reading comprehension" Found that strategy can improve students' reading comprehension in term literal and interpretative comprehension

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 finding above. Some with the previous findings 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 newspaper as media in teaching reading.

B. Conceptual of Reading

1. Definition of Reading

Reading is more than seeing words clearly, more than seeing pronouncing word clearly. Kustaryo (1988:4) stated reading is the instantaneous written symbol with knowledge and comprehension of information and ideas communicated.

Reading is verbal process interrelated with thinking and with all other communication ability namely listening, speaking, writing, and specifically reading is process of reconstruction from the printed verbal symbol on the page and the information intended by author.

According Mikulecky and Jennifers in Wijaya (2013:11) Reading helps the students learn to think in the new language, builds better vocabularies, and makes them more comfortable with writing English. As

ability in reading increases, individual learn to adapt their reading strategies in matching with the purpose of reading and limiting of material. In Reading activity reader must understand or comprehend what is read. This is called cognitive process on interacting with print and monitoring comprehension to establish meaning.

Reading is one of the communicative skills, but it has very complex process. It can be said that reading is a process in reader finds information given by the writer in the written from. In this case, reading can be said as an interactive process. Because while reading. A reader guesses, checks, and asks question about what the text about.

Based on the above researcher studies, it can be inferred the students' reading styles and the researcher applies way to improve students reading comprehension namely interpretative reading in order to enable the students to give interpretation to the reading materials.

2.The Purpose of Reading

Dalman in Agung (2009:20). States that the degree of desired comprehension will depend in part upon the purpose of the reader, one of the characteristics of the efficient reader is the extent to which he can adjust the degree of this objective. There are some purposes of reading as follows:

- a. Reading to Find the Main Idea

One of the most common reasons for teaching is to get the general idea of a selection. Reading is of evicition usually done for this purpose.

b. Reading to Answer Questions

Reading to find the answer to one more question is one of the common goals for reading in the elementary school. Even in high school and college and in life outside of school it often the purpose for reading, answer are relatively easy to find when the questions are party couched in the exact words of the write.

c. Reading to Summarize and Organize

To make an adequate summary or to organize what has been read. It is not enough for the reader to know what the main idea is and what the significant details are. Reader must also be able to sense the relationship between the main points and the details as well as the interrelationship among the details. Furthermore, he often needs to know either how to make these relationships clear to other or how to record them for later reading.

d. Reading Evaluate Critically

Critical evaluation is not meant the attitude of suspecting every statement read of being false. The difference skills of the reading are related to the ways of reading. Proposed ways of reading as follows:

- 1) Skimming: quickly running one's eyes over a text to get the gist of it.
- Scanning:

- 2) Scanning: quickly going through a text to find a particular piece of information.
- 3) Extensive reading: reading longer texts, usually for one's own pleasure. Intensive reading: reading shorter text, to extract specific information. This is more an accuracy activity involving reading for details.

3. Definition of Reading Comprehension

The following some definition of reading comprehension which have been proposed by some experts:

- a. Tinker (1975:205) states that reading comprehension is understand with a aloud voice but also establish and understand the meaning of words, sentence, and paragraph sense the relationship among the idea, As it is, if a student just read loudly, but cannot understand the content of the passage, it means fails in comprehending the passage.
- b. Smith and Dale (1980:7) stated that reading comprehension means understanding, evaluating, utilizing, of information and gaining through an interaction between reader and author. Reading comprehension is such a kind of dialogue between reader and author in which the two person communicate through the medium of print reading comprehension is reading by comprehension the meaning of passage or what is or has been read.

- c. Hornby (1968:711) explain that reading is act of one who reads; knowledge, ESP, of books; the ways in which something is interpreted, while comprehension is the act of understanding.

4.Level of Comprehension

Akil (1994:87) in Saytriana (2012:4) stated many linguists have done theories about the level of comprehension, there are three levels;

a. Literal of Comprehension (Reading in the line)

This category demand a higher level of thinking ability because the question of interpretation are concern with answer that is not directly stated in the next but they are suggested or implied.

b. Extrapolative (Reading beyond the lines)

Reading beyond in the lines involves deriving implication, speculating about consequences, and drawing generalization that not stated by the author. The process of analysis also leads to a new synthesis by the reader. Whose initiative and originally leads to new insights and reflection on the significance of the ideas. Smith (1985: 233) classifies extrapolative reading into two kinds:

1) Critical reading (reading beyond the lines)

Critical reading is evaluating written material comparing the ideas discovered in the material with known

standards and drawing conclusion about their accuracy, appropriateness and timelines. Critical reading compares previous experiences to elements in the new material such as content, style, expression, information, and idea or values of the author. In this level reader must be an active reader questioning, searching for fact and suspending judgment until he or she has considered all of the materials.

2) Creative reading

Creative reading uses different thinking skills to go beyond the literal comprehension, interpretation and critical reading level. In creative reading, the readers try to come up with new or alternate solutions to this presented by the writer.

C. Conceptual of Media

1. The Use of Media in Teaching Reading

This section describe of definition of media, visual media in teaching Reading, newspaper as the visual media in teaching reading, and reading activities using newspaper as teaching media. All the points were discussed on the following.

a. Definition of Media

The term media comes from the Latin language which is the plural of the "medium" which literally means intermediary or introduction. The general meaning is anything that can channel information from information sources to the recipient information. The term media is very popular in the field of communication. Teaching and learning process is basically also a process of communication, so that media used called learning media.

According (Tamburaka, 2012:9) Media is a tool used to move messages from source to receiver. Communication media exist in the form of interpersonal channels, media groups, and some are in the form of mass media. The term media is widely used with different designations such as channels, tools and means.

According Sujadna in Rostika (2003:13) suggests media is are tools, methods, and techniques used in order to make effective communication and interaction between teachers and students in education and teaching process in school.

In communication studies, the term media is often place on the word mass, mass media, whose manifestation can be seen in newspaper, magazines, radio, video, television, computers, internets and interests along with the advancement of media technology into an interesting study and much in demand in almost all disciplines although with slightly different naming.

b. Visual Media

Every Expert has a perception about the visual media;

According Yaumi (2018) clarified the visual media into two components, namely non-project visual media and visual projection

1) Non-project visual

Including picture, tables, graphics and cardboard, media can translate the abstract into a realistic format of verbal symbols to a concrete symbol.

2) Visual project

For which includes visual media the project consists of camera, slides and pictures.

Visual can be clarified into print media which are visual images that can be done manually including visual prints such as pictures, charts, graphics, posters, photography, and newspaper. Although very simple media like this can increase the attraction for learners such as improving the ability to read using newspapers.

c. Audio

Audio-visual media is media combination of audio and visual self-created like a slide combined with an audio cassette

1) Audio-visual silence, namely media display sounds and images like sound frames.

2) Audio-visual motion, namely media can display sound elements and moving images like movies and video.

Both types of media in general used for entertainment purposes, documentation and education. Film and video can present information, explained the process, explained complicated concepts, teach skills, abbreviate or extend time, influence attitude.

d. Function of Media

In the teaching and learning process the function of learning media is not only as a tool used by the teacher, but also as a means to communicate messages to students. Sujadna(2015:22) Said;

- 1) learning media evokes student motivation,
- 2) using learning media students can repeat what they have learned,
- 3) learning media can stimulate students to learn passionately,
- 4) learning media can further activate the response of students.
- 5) using learning media can be expected to have immediate feedback.
- 6) Learning is more interesting so it can motivate learning.
- 7) Learning materials will be more clearly defined so that students can better understand them, and enable students to master better learning goals.
- 8) The teaching method will be more varied, so students do not get bored.
- 9) Students do more learning activities, students do more activities than listen to the teacher's description, students also observe, simulate, demonstrate, and so on.

2. Newspaper

a. Definition of Newspaper

This part talks about of newspaper. Firstly, discusses definition of newspaper and the next discusses learning newspaper.

According Rahmasari (2017:1) stated newspaper can be used to enhance skills in reading. Critical thinking is the natural outgrowth of using newspaper to learn. Unlike textbooks, which are several years outdated by the time they get into students' hands, the newspaper comes alive with information. The newspaper expands the curriculum with an unlimited amount of information to use as background for learning activities.

According Vandana in Tifani (2009:3) Newspaper are rich source of information can bring lively and contemporary issue as contain a wide range of topic, including politics, diplomacy, economy, education, health, entertainment and technology.

Newspaper is periodical publication containing written information about current events and cover a wide variety of field such us politics, business, sport, and art.

Horby (1995:782) Newspaper are a printed publication daily or weekly and containing news, advertisement and articles on various subjects.

Newspaper is a serial publication which contain on current events of special or general interest, the individual part are listed chronologically or numerically and appear frequently.

b. The Advantage of Using Newspaper

According Grundy (1993:9) Newspaper have fulfilled this requirement First, it can be used as cross cultural medium, because newspaper probably the best single source of information 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, newspaper can be use to teach other language skills: listening, speaking and writing.

According Rochman (2015:10) there are some advantages of the newspaper as a media of learning.

- 1) Teachers can use the newspaper as a medium of learning by providing news that is around their environment. This can touch the emotional side of students such as sympathy, empathy, alert etc.

- 2) Using newspaper-based learning students will be more interested and interested themes, methods and learning media raised by the teacher.
- 3) Using newspapers as a medium of learning students can tell and pour information they find through the newspaper.
- 4) Through their newspapers read, observe, think, elaborate and provide solutions to facts and data that exist in the social environment photographed by newspapers.

c. The Disadvantage of Using Newspaper

According to Kusman (2015:11) disadvantages of newspaper:

- 1) Image sizes are often less precise in large group teaching.
- 2) Requires the availability of resources and skills, and the carefulness of teachers can take advantage of them.
- 3) Slow and less practical
- 4) The absence of audio, newspapers only in the form of writing certainly cannot be heard, so less detailed material submitted.
- 5) Visually limited, this media can only provide a visual image that represents the contents of the news.
- 6) Visual material is seen as a "tool" only for teachers in conducting teaching activities so that the integration of learning materials and tools are ignored.

d. 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.

3. Newspaper as the Visual Media in Teaching Reading

Newspapers are the publications that are printed with ink on paper and generally published on regular schedule and containing a variety of contents like gossip, economy, politics etc. Newspaper have many articles and picture that can stimulate the students' interest in reading. Teaching reading used articles newspaper about felicitation from syllabus class X

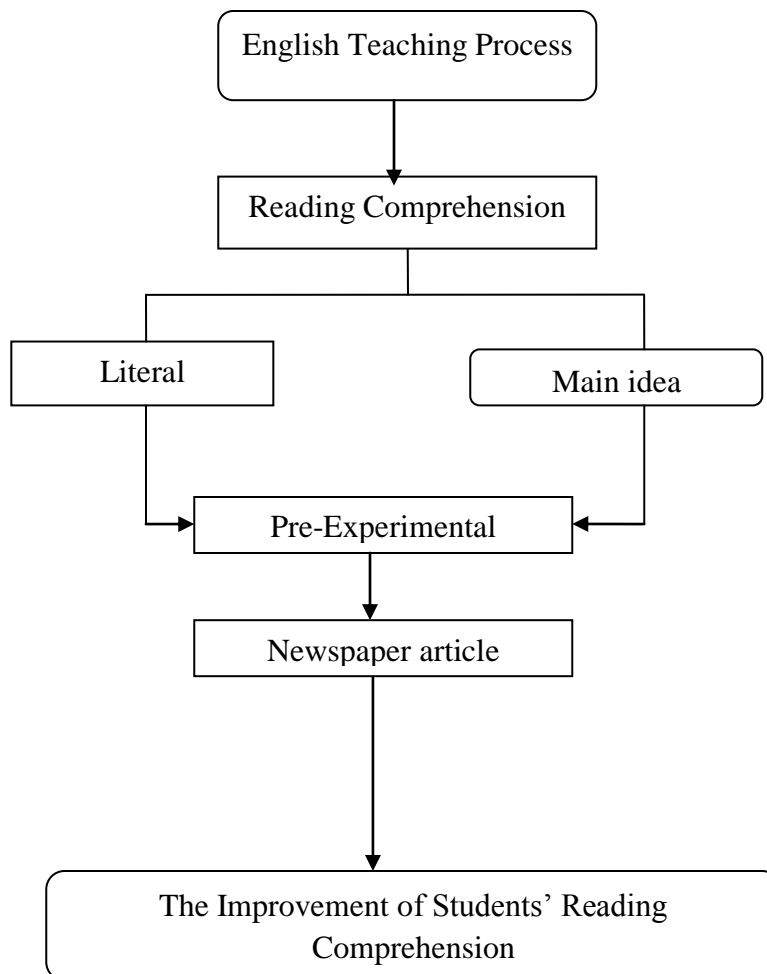
Harmer in Ariyanti (2016) Labeled a picture as illustration of image that can be used a two dimensional visual representation of person, place or thing. Picture can be in the form of flashcards, cue cards, large wall pictures, photograph, illustrations, or projected slides on computer screen.

D. Conceptual Framework

The conceptual framework above shows process of the research to increase the students' reading comprehension. The research will use Experimental research in applying strategy.

First, the teacher explain about newspaper as 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 newspaper. Answer

question based on the text read. Before the research doing a treatment, the pre-test will used to know the students ability in reading comprehension. After knowing the pre-test result of the students, the researcher star to doing a treatment by using Newspaper articles as a media in teaching process. The last procedure is conducting a post-test the researcher done an evaluation whether the use of newspapers articles improve the students' literal comprehension success or not. The aim of this research is the improve of students' reading comprehension.



A. 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

A. Research Design

The design in this research was pre-experimental, the design of this research have three steps are pre-test, treatment, and post-test design. It aims to get more information about the purpose of the research. Research design is:

Figure 3.1. The design was described as follows:

Pre-test	Treatment	Post-test
O₁	X	O₂

Where :

O₁ : Pre-test

X : Treatment

O₂ : Post-test

(Gay, 1981:22)

B. Population and Sample

a. Population

The population of this research was senior high school of MA PALLEKO, It consisted of five classes namely: X,XI IPA,XI IPS and XII.IPA, each class consisted of 20 students. There, the total 100 students of senior High school.

b. Sample

The researcher took one class as sample by using purposive sampling technique in which chose class X as experimental class and consist of 20 students. The researcher applied total sampling technique because in this school only have one class X.

This class chose by the research because the researcher found there were many students get difficult in understanding the text in English. So, the researcher wanted to improve their ability in reading comprehension using newspaper.

C. Research Variable

There are two variables in this research, the use articles Newspaper about felicitation as independent variable and the students' reading comprehension based on literal comprehension as dependent variable

D. Research Instrument

The reading test was given to the students to know their achievement in reading text. The test was divided in two types, namely pre-test and post-test. Pre-test was intended to find out the prior levels of students reading comprehension, while post-test was intended to find out the achievement and the improvement of the treatment. The test for pre-test was same as post test that consist of 20 items multiple choice. Teaching learning process and get data about the implementation articles newspaper about felicitation in improvement

students reading comprehension, reading test use to measure the students' reading comprehension.

E. Data Collection Technique

In this research, there are three procedures of collecting data, as follows:

1. Pre-Test

The first, before give treatment, the researcher give pre-test to find out the students' prior knowledge on the articles in newspaper about felicitation.

2. Treatment

The treatment is five meetings conducted 2 x 45 minutes. Then, the researcher teaches reading comprehension by using Newspaper and the procedures of doing the treatment cover several steps:

- a. The researcher divide the students into some groups in pair consisted of three or four members.
- b. The researcher provided the material from newspaper for each group.
- c. The researcher Introduced the articles Newspaper as a media
- d. The researcher asked the students to read and discuss the material on newspaper.
- e. The researcher asked the students to find information from the newspaper.

f. After that, each group doing presentation

The procedure of the treatment in the first, the second, the third, fourth, and five meeting, were the same but the text of newspaper is different.

1. Congratulations on Fasting from Putri Marino and Other Celebrities.(first and second meeting)
2. Khayang ayu gave birth, willona give congratulation (third meeting)
3. Kamil's Birthday, Wife Puts Greeting advertisement in a Newspaper (four meeting)
4. governor of west papua was congratulated to Irene manibuy (five meeting)

3. Post-test

The researcher used 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.

F. Techniques of Data Analysis

The data collected through the pre-test and post-test analyzed in inferential statistics as follows :

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

$$Score = \frac{\text{Student's correct answer}}{\text{Total number of items}} \times 100\%$$

(Puskur in Nurwahdiniah, 2014:25)

2. Calculating the mean score of the students

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

Where : X = mean score

N = The number of Students

$\sum x$ = Total score

(Gay L.R. Mellis in Amirullah , 2012:32)

3. Classifying the students score based on the following class classification.

Table 3.1 Score classification

No	Score	Classification
1.	91-100	Very Good
2.	76-90	Good
3.	61-75	Fair
4.	51-60	Poor
5.	Less than 50	Very Poor

(Puskur in Nurwahidiniyah,2014:26)

4. To know the significant difference between the score of the pre-test and post-test, the researcher calculated the value of the test by using the following formula

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

Where:

t = Test of significant differences

D = Test differences between two scores compared

\bar{D} = The mean of different scores

N = Total number of Students

(Gay, 1981:331)

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter presents the finding and discussion of the research. The finding consist of the data obtained through reading the test to see the students' achievement after being taught the materials of reading through newspaper as media. Data collected through observation and reading test to see the students' improvement in learning reading after given treatment.

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 samples, The result of the data findings found that teaching reading by using English newspaper can improve the students' reading comprehension and the students' in teaching and learning process at the class of MA Muhammadiyah Palleko 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 pre-test. 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 Newspaper in every meeting.

The researcher gave each group a topic then did some activities based on procedure of using Newspaper in classroom. In the treatment of some activities, the researcher exemplified and gave an explanation about how to identify main idea and classifying content of articles newspaper

After conducting teaching and learning process for five meeting, the researcher gave the post-test. The result of the 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 4.1 Scoring Classification of the Students' Pre-test and Post-test

No	Ranges of Score	Categories	Class			
			Pre-test		Post-test	
			F	P (%)	F	P (%)
1	91-100	Very Good	0	0	0	
2	76-90	Good	0	0	15	75%
3	61-75	Fair	5	25%	5	25%
4	51-60	Poor	4	20%	0	0
5	Less than 50	Very Poor	11	55%	0	0
Total			20	100 %	20	100 %

Table 4.1 above show that the rate percentage and frequency of the students' pre- test and post-test. The frequency and the rate percentages of the students' pre-test scores can be seen from the table above that there are 5 (25 %) out of 20 classified into 'fair' score, 4 (20 %) students classified into 'poor' score, 11 (55%) students classified into 'very poor' and none of them were classified into 'very good' and good score.

In other hand, the frequency and rate percentage of the students' post-test can be seen from the table are 15 (75 %) out of 20 students got 'good' score 5 (25 %) students classified into 'fair' score and none of them were classified into 'poor' and 'very poor' score.

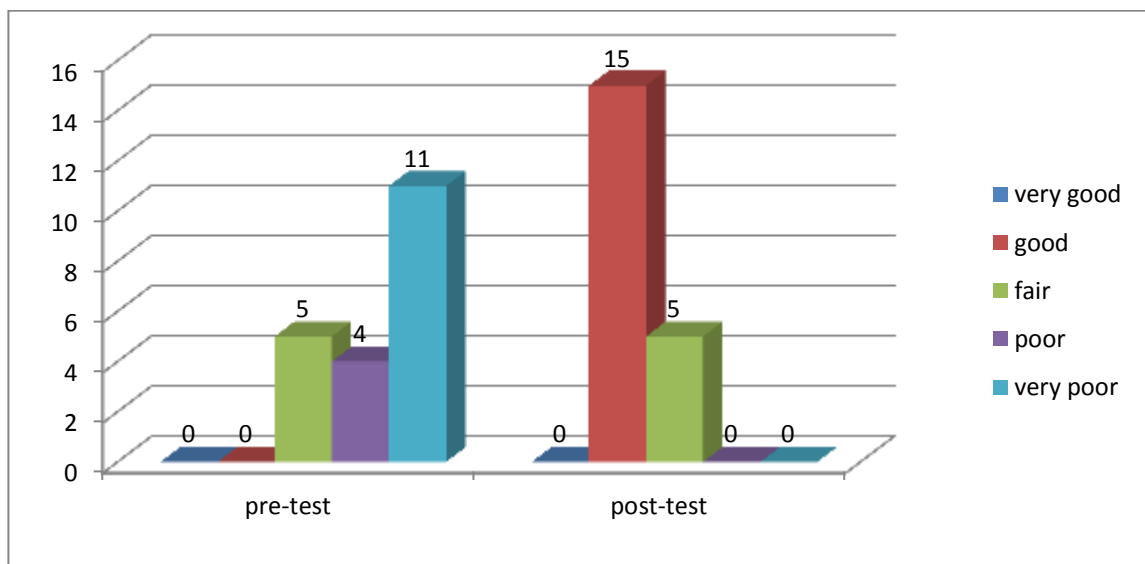


Chart 4.1 Scoring classification of the students' Pre-test and post-test

1. 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 pre-test and post-test in reading comprehension.

Table 4.2 The Students' Improvement in Reading Comprehension

Indicator	Pre-test	Post-test	Improvement
Main idea on English Newspaper	53.0	81.0	52.83 %

The table 4.2 above show that the mean score of students' pre-test was 53.0, categorized as poor and pre-test was 81.0, categorized as good the students' improvement after giving newspaper was 52.83 % . It means that the mean score of the students' post-test was greater than the means score of the students pre-test.

2. T-test value

In order to know whether or not the mean score was significantly different between the two variables (pre-test and post-test), at the level of significance 0.05 with degrees of freedom (df)= n-1, where n: number of students' (20), t-test for non independent sample was applied. The following table shows the result of the calculation.

Table 4.3 The Result of the t-table and t-test Analysis

Variables	t-table	t-test value
X1-X2	2.093	4.43

For the level of significance (α) = 0.05 and $df=20$ the value of t-test (4.43) is higher than t-table (2.093). Thus, the result of t-test was greater than the value of t-table ($4.43 > 2.093$). It means that there was a significant difference between the result of the pre-test and post-test in Using English Newspaper to improve students' reading comprehension.

B. Hypothesis Testing

The result of the statistical analysis of t-test and the level of significance 0.05 with degree of freedom ($df = n - 1$ where $n= 20$) indicated that there was a significant difference between the mean score of pre-test and post-test. The mean score of pre-test was 53.0 and the mean score of post-test was 81.0. The t-test value was greater than the t-table value that is ($4.43 > 2.093$) therefore the alternative it means that null hypothesis (H_0) is rejected while alternative hypothesis (H_1) is accepted in order words, there was a significant difference between the result of the pre-test and post-test in Using Newspaper to improve students reading comprehension.

C. 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 than consisted of 20 item of multiple choice tests with articles and English newspaper at pre-test and post-test.

The description of the data collected through pre-test and post-test as explained in the previous section shows that 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 material by using headline news of English newspaper in teaching comprehension was better that before the treatment was given to 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 conduction the pre-test, in the researcher conducted treatment. The treatment were given five times in the first treatment, The researcher presented

the material which news taken from the Jakarta Post newspaper for each group. The students were assigned to choose five different headlines in newspaper. In this treatment, the researcher found many students still had the same problem like the pre-test. They did not know how to find information, etc as quickly. The researcher helped the students to solve their problem by giving some ways. The researcher gave the articles newspaper in learning process;

1. At the first meeting in treatment. The researcher checked students name and explain what the question answer relationship and how to do it. The researcher divide some group which consist of 3 or 4 students. Researcher gave material from newspaper the tittles material was *Congratulations on Fasting from Putri Marino and Other Celebrities*. The students asked the researcher about the information that they not understand.
2. At the second meeting in treatment. The researcher checked students' name and continue the material at the first meeting after that students presentation the material one by one.

At the Third meeting in treatment. The researcher checked students name and gave students material discussion from newspaper the tittles material was *Khayang ayu gave birth, willona give congratulation* after that the researcher asked the students to read silent before

1. presentation and students can asked the researcher about their information that they not undersand.
2. At the fourth meeting in treatment. The researcher checked students name and gave students material discussion from newspaper the tittles material was *an Kamil's Birthday, Wife Puts Greeting advertisement in a Newspaper* After that students discussion and presentation what they have from the material, students can asked the researcher about their information that they not understand.
3. At the five meeting in treatment. The researcher checked students name and gave students the material discussion from newspaper the tittles *the governor of west papua was congratulated to Irene manibuy*. The researcher asked students to read silent and the students asked the researcher about the information that they not understand. After all of group finish discuss the researcher asked back for the students how far they understand about the material.

The students reading comprehension improves significantly because in using English newspaper, the students were to know the contents of the news. While the treatment, some ways that the researcher gave to the students. The researcher taught some techniques in reading to the students. They were taught how to answer the question quickly, find new vocabularies 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 techniques that have been taught. They always tried to understand the information such as main idea and the meaning of new vocabularies. Usually the students guess the topic of the text by seen the picture before.

The findings above are supported by previous related research which also found that using newspaper improve the students' reading comprehension. Nurwahdinah (2014) reported that English newspaper advertisement can develop students reading comprehension. He found that English Newspaper achievement helps the students to find out pre-test 59.25 and post-test 79.15 is good with the mean score of gain (D) was 27.75. It shows that the mean score of the students' post-test was greater than the mean score of pre-test with improvement is 33.99 %. The difference between the mean score of pre-test and post-test were caused by the treatment. It indicates that the use of newspaper give positive effect to the students' reading comprehension.

Based on the calculation of the students' pre-test and post-test before it was obtained that t-test value was greater that t-table ($4.43 > 2.093$) for the level of significance (0.05) and degree of freedom (df)= $N - 1$, in case $20 - 1 = 19$ from that result, the researcher found that there was significance difference between the result of pre-test and post-test. This means that the null hypothesis (H_0) is projected and the alternative hypothesis (H_1) is accepted. It

was proved by the improvement of students' reading comprehension after giving treatment using articles newspaper.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

The chapter presents' some conclusion and suggestions based on the result and discussion from the data analysis

A. Conclusions

Based on the findings and discussion chapter, the researcher now can draw some conclusion as follow:

1. The achievement of students reading comprehension before use articles newspaper at the first grade students of MA Muhammadiyah Palleko kab.Takallar was classified as poor.
2. Using newspaper was effective in improvement the students' reading comprehension at MA Muhammadiyah Palleko kab.Takalar it is proved by students achievement in post-test is higher than pre-test. So, the improvement was 52.83 %. Then the t-test value was greater than t-table value it is shows that there was significant difference between the students' achievements in Learning English reading comprehension trough Newspaper.

B. Suggestions

The suggestion consisted of meaning could applied practically and accepted usefully. Suggestion consisted also researchers' recommendation and expectation related to the researcher that has done. Suggestion of this research could be seen in the below:

1. To the English Teacher

The suggestions for the teachers' to the usage of Newspaper for teaching reading text are: teachers are suggested use newspaper for teaching reading because it has been proved that it is effective. The procedures newspaper is used are teacher explains about material or lesson.

2. To the Students

The suggestion for the students related to the usage of newspaper for teaching reading are: The students are suggested to use newspaper when they want to read the news because articles newspaper can help students cooperate and make reading easy and fun.

3. To the School Headmaster

After knowing the result of the research, researcher has suggestion to the school. They are: Newspaper recommended to be used in teaching learning process, this media can be used for the other lesson, not only for English lesson.

4. To Other Researcher

The suggestion for another researcher related to the of newspaper usage for teaching reading is that the other researcher is hoped to do researcher of the usage another media so it will enrich the media researcher in improving students' reading comprehension and other skill.

5. To the Researcher

Based on the researcher, that using newspaper is effective teaching reading in teaching learning process. The researcher must find another technique if next time becomes a teacher, so he can very well so the students enjoy and happy in classroom.

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APPENDIX A

PRE-TEST

Subject : English

Sub Matter : Reading

Class/Semester : X/Ganjil

Time Allocation: 60 Minutes

Instruction:

1. Write your name and your class clearly on the paper.
2. Use your time adequately
3. Work individually

Choose the correct answer based on the text that you have read!

1. Who was Grendel?

- | | |
|----------------------|-----------------|
| a. A king's castle | c. King Beowulf |
| b. A horrible moster | d. A knight |

2. How did Grendel seem?

- | | |
|-------------|-----------------------------|
| a. A Moster | c. A king |
| b. A man | d. Half-man and half-moster |

3. How did try to kill the monster but their works were useless?

- a. Denmark
 - b. Beowulf
 - c. The king and his men
 - d. A lake
4. Who did try to kill the monster but their works were useless?
- a. The King
 - b. Beowulf
 - c. The King and his men
 - d. Beowulf and his men
5. Who did hear the king's problem and went to Denmark?
- a. Grendel
 - b. Beowulf
 - c. The knight
 - d. A dragon
6. What did Grendel do in the castle when Beowulf and his men were sleeping?
- a. Killed a knight
 - b. Killed the king
 - c. Killed Boewulf
 - d. Killed the Knights
7. What did Beowulf do when woke up?
- a. Pulled off an arm
 - b. Pulled off a leg
 - c. Pulled off the monster's arm
 - d. Pulled off the Monster's leg
8. What did Happen with Grendel when he back to his home?
- a. He died
 - b. He slept
 - c. He was angry
 - d. He cried
9. How was the feel with Grendel's mother to saw her son's situation?
- a. Sad
 - b. Pity
 - c. Hate
 - d. Angry
10. Who did come to the castle after Grendel was killed?
- a. Grendel's mother
 - c. Grendel's parents

- b. Grendel's father
- d. Grendel's son

11. What did Grendel's mother do?

- a. Went to the castle and killed king
- b. Went to the castle and killed a knight
- c. Went to the castle and killed Beowulf
- d. Went to the castle and killed king's son

12. Where did Boewulf go after coming Grendel's mother?

- a. The castle
- c. The lake
- b. His country
- d. Denmark

13. What did Beowulf do in the Grendel's home?

- c. Killed Grendel's mother
- c. Killed Grendel's parents
- d. Killed Grendel
- d. Killed Grendel's son

14. How was the king's feel when Boewulf get from the king?

- a. Very Happy
- c. Very sad
- b. Very angry
- d. Very a king

15. What did Beowulf get from the king?

- a. Money
- c. Money and presents
- b. Presents
- d. Become a king

16. Where did Beowulf go after his work finished?

- a. His castle
- c. Killed Boewulf
- b. Denmark
- d. Killed the Knights

17. How long Beowulf became a king?

- a. Five Years
- b. Fifteen years
- c. Fifty years
- d. Fifth Years

18. Who did to the Beowulf country?

- a. A Dragon Killed a knight
- b. The king
- c. Grendel
- d. Grendel's mother

19. Where did the animal live?

- a. In the castle
- b. In the cave
- c. In the lake
- d. In the Beowulf's home

20. Why are the knights afraid and did not want to fight the animal?

- a. Because the animal was very big and breathed long
- b. Because the animal was very long and breathed fire
- c. Because the animal was very long and breathed long
- d. Because the animal was very big and breathed fire

POST-TEST

Subject : English

Sub Matter : Reading

Class/Semester : X/Ganjil

Time Allocation: 60 Minutes

Instruction:

1. Write your name and your class clearly on the paper.
2. Use your time adequately
3. Work individually

Direction:

1. Who is the name of the singapore prime minister?
 - a. Daniel
 - b. Lee Hsien Loong
 - c. Najib Razak
 - d. Jonh Kerry
2. What is the core of congratulations delivered by the prime minister of Singapore?
 - a. Looking forward to working with him to strengthen relationship
 - b. Indonesia will be better
 - c. Hope to work with Jokowi

- d. Hope he will come to Indonesia
3. What is the core of congratulations delivered by the prime minister of Malaysian?
- a. Affirms cooperation with Jokowi
 - b. Reaffirming biltateral relations and hoping to meet
 - c. Hope he will come to Indonesia
 - d. hope Jokowi can be a good leader
4. Who is the name of the prime minister of Malaysia
- a. Yusuf
 - b. Najib Razak
 - c. Muh.Razak
 - d. Lee Hsien Loong
5. Who is the name foreign ministe?
- a. John Kerry
 - b. Donald Trump
 - c.Puti
 - d. Samuel
6. What is the hope of the foreign minister for Jokowi's victory?
- a. Indonesia will be better after jokowi victory
 - b. Indonesian people were reuniting to show a commitment to democracy
 - c. Indonesia can compete with other countries
 - d. Indonesia continues to succeed
7. What is the hope of the United States for the selection of Joko Widodo?
- a. Looking forward to working with President-elect Widodo
 - b. Hope Joko Widodo comes to the United States
 - c. Hope establish peace

d. Hope good cooperation

8. Where did Jokowi deliver the victory pidato?
 - a. Jakarta
 - b. National Palace
 - c. KPU Office
 - d. Traditional Pinisi ships
9. Where the Location Traditional Pinisi ship?
 - a. South Jakarta
 - b. East Jakarta
 - c. Jakarta
 - d. North Jakarta
10. Which port did Jokowi deliver his speech?
 - a. Port of Sunda
 - b. Port of Sunda kelapa
 - c. Port of Nusantara
 - d. Port of kelapa Gading
11. When did Jokowi deliver his speech?
 - a. Tuesday, July 22 evening
 - b. Tuesday, July 23 evening
 - c. Friday, July 22 evening
 - d. Friday, Juny 22 evening
12. What is the contents of Jokowi's speech?
 - a. Jokowi called for Indonesian citizens to reunite
 - b. Jokowi say thank you for all Indonesia citizens
 - c. Jokowi hopes Indonesia will be better for his victory
 - d. Jokowi is proud of Indonesia
13. Who is the name of vice president joko widodo?
 - a. Prabowo
 - c. Yusuf Kalla

- b. Anis Baswedan
- d. Wiranto

14. What year did Jokowi win the presidential election in Indonesia?

- a. 2013
- c. 2014
- b. 2012
- d. 2015

15. What are the characteristics of the Jokowi campaign?

- a. Greetings 2 fingers
- c. Greetings 3 fingers
- b. Greetings 1 fingers
- d. Greetings 4 fingers

16. Who is the name of the presidential candidate number 1?

- a. Wiranto
- c. Darmawansyah
- b. Susilo
- d. Prabowo

17. Who is Prabowo's vice president?

- a. Yusuf Kalla
- c. Hatta Rajasa
- b. Saiful Abdulla
- d. Wiranto

18. How many votes did the Jokowi-Yusuf Kalla pair vote?

- a. 37 %
- c. 67 %
- b. 53.15%
- d. 43.45 %

19. How many votes did the Prabowo- Hatta Rajasa pair vote?

- a. 46.85%
- c. 34 %
- b. 44 %
- d. 34.23 %

20. How Many provinces choose in Indonesia?

- a. 22 provinces
- c. 33 provinces

b. 34 provinces

d. 37 provinces

APPENDIX B

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

NAMA SEKOLAH : MA Palleko

MATA PELAJARAN: Bahasa Inggris

KELAS/SEMESTER : X/1

ALOKASI WAKTU : 2 X 45 menit

PERTEMUAN : 1-2

A. KOMPETENSI INTI

KI 1 : Menghayati dan mengamalkan ajaran agama yang dianutnya

KI 2 : Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia

KI 3 : Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

B. KOMPETENSI DASAR

- 1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar
- 2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan Komunikasi fungsional

C. INDIKATOR

- Siswa memperhatikan beberapa pesan yang berisi ucapan selamat dari berbagai sumber (a.l. film, tape, surat kabar, majalah).
- Siswa membacakan contoh-contoh teks pesan berisi ucapan selamat tersebut dengan ucapan, intonasi, tekanan kata, dengan benar dan lancar.

D. TUJUAN PEMBELAJARAN

Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat:

- Membaca teks dengan menggunakan teknik silent Reading
- Memahami makna setiap kata dari seluruh teks bacaan
- Menemukan bagian-bagian atau komponen terpenting dari sebuah berita
- Menemukan bagian-bagian atau komponen terpenting dari sebuah bacaan

E. MATERI PEMBELAJARAN

- Congratulations on Fasting from Putri Marino and Other Celebrities.
- Khayang ayu gave birth, willona give congratulation

- Kamil's Birthday, Wife Puts Greeting advertisement in a Newspaper
- governor of west papua was congratulated to Irene manibuy

F. METODE PEMBELAJARAN

- 1) Model Pembelajaran : three-phase technique
- 2) Metode : Tanya jawab dan diskusi

G. SUMBER, ALAT, DAN MEDIA PEMBELAJARAN

- a. Spidol
- b. Whiteboard
- c. Photocopy materi
- d. Koran Jakarta post

H. LANGKAH-LANGKAH PEMBELAJARAN

1. Kegiatan Awal (10 Menit)

- a. Salam dan mengabsen siswa
- b. Mempersiapkan kelas oleh ketua kelas
- c. Membaca doa sebelum belajar
- d. Memberikan Motivasi

2. Kegiatan Inti (70 Menit)

Eksplorasi

Dalam kegiatan eksplorasi, guru:

- Menjelaskan pengertian newspaper
- Menjelaskan bagian-bagian atau komponen yang ada dalam *Jakarta Post Newspaper*

Elaborasi

Dalam kegiatan elaborasi guru:

- Membagi peserta didik menjadi dalam beberapa kelompok, dimana setiap siswa kelompok beranggotakan 2 orang
- Menyediakan materi berupa berita utama yang diambil dari Jakarta post untuk setiap kelompok
- Memberikan waktu kepada peserta didik untuk memahami isi berita yang ada di dalam Koran

Konfirmasi

Dalam kegiatan konfirmasi, guru:

- Guru bertanya tentang hal-hal yang belum diketahui peserta didik
- Bersama peserta didik bertanya jawab meluruskan kesalahan pemahaman. Memberikan penguatan dan penyimpulan

3. Kegiatan Penutup (10 menit)

Dalam kegiatan penutup, guru:

- Bersama-sama peserta didik membuat kesimpulan pelajaran
- Melakukan penilaian/refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram
- Menyampaikan materi pertemuan selanjutnya

I. INSTRUMENT PENILAIAN

Indikator Pencapaian Kompetensi	Teknik pembelajaran	Bentuk Instrument	Instrument soal
Mengidentifikasi berbagai informasi yang terdapat pada berita utama	Lisan	Berdiskusi	Read the newspaper that you have chose and understanding it

Makassar, July 2018

Peneliti

Guru Mata Pelejaran

Hasni Hamzah

Hasriani S.Pd

Nim.10535591214

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

NAMA SEKOLAH : MA Palleko

MATA PELAJARAN: Bahasa Inggris

KELAS/SEMESTER : X/1

ALOKASI WAKTU : 2 X 45 menit

PERTEMUAN : 3

A. KOMPETENSI INTI

KI 1 : Menghayati dan mengamalkan ajaran agama yang dianutnya

KI 2 : Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia

KI 3 : Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

B. KOMPETENSI DASAR

1.2 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar

2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan Komunikasi fungsional

C. INDIKATOR

- Siswa memperhatikan beberapa pesan yang berisi ucapan selamat dari berbagai sumber (a.l. film, tape, surat kabar, majalah).
- Siswa membacakan contoh-contoh teks pesan berisi ucapan selamat tersebut dengan ucapan, intonasi, tekanan kata, dengan benar dan lancar.

D. TUJUAN PEMBELAJARAN

Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat:

- Membaca teks dengan menggunakan teknik silent Reading
- Memahami makna setiap kata dari seluruh teks bacaan
- Menemukan bagian-bagian atau komponen terpenting dari sebuah berita
- Menemukan bagian-bagian atau komponen terpenting dari sebuah bacaan

E. MATERI PEMBELAJARAN

- Congratulations on Fasting from Princess Marino and Other Celebrities
- Kahiyang Ayu Gave Birth, Natasha Wilona Greetings
- Kamil's Birthday, Wife Puts Greeting advertisement in a Newspaper
- Engaged Hailey Baldwin, Shawn Mendes Greetings

F. METODE PEMBELAJARAN

- 1) Model Pembelajaran : three-phase technique
- 2) Metode : Tanya jawab dan diskusi

G. SUMBER, ALAT, DAN MEDIA PEMBELAJARAN

- a. Spidol
- b. Whiteboard
- c. Photocopy materi
- d. Koran Jakarta post

H. LANGKAH-LANGKAH PEMBELAJARAN

4. Kegiatan Awal (10 Menit)

- e. Salam dan mengabsen siswa
- f. Mempersiapkan kelas oleh ketua kelas
- g. Membaca doa sebelum belajar
- h. Memberikan Motivasi

5. Kegiatan Inti (70 Menit)

Eksplorasi

Dalam kegiatan eksplorasi, guru:

- Menjelaskan pengertian newspaper
- Menjelaskan bagian-bagian atau komponen yang ada dalam *Jakarta*

Post Newspaper

Elaborasi

Dalam kegiatan elaborasi guru:

- Membagi peserta didik menjadi dalam beberapa kelompok, dimana setiap siswa kelompok beranggotakan 2 orang
- Menyediakan materi berupa berita utama yang diambil dari Jakarta post untuk setiap kelompok
- Memberikan waktu kepada peserta didik untuk memahami isi berita yang ada di dalam Koran

Konfirmasi

Dalam kegiatan konfirmasi, guru:

- Guru bertanya tentang hal-hal yang belum diketahui peserta didik
- Bersama peserta didik bertanya jawab meluruskan kesalahan pemahaman. Memberikan penguatan dan penyimpulan

6. Kegiatan Penutup (10 menit)

Dalam kegiatan penutup, guru:

- Bersama-sama peserta didik membuat kesimpulan pelajaran
- Melakukan penilaian/refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram
- Menyampaikan materi pertemuan selanjutnya

I. PENILAIAN

Indikator Pencapaian Kompetensi	Teknik pembelajaran	Bentuk Instrument	Instrument soal
Mengedintifikasi berbagai informasi yang terdapat pada berita utama	Lisan	Berdiskusi	<i>Read the newspaper that you have one topic and you discussed after that you answer question</i>

a. Instrument

Read the newspaper that you have one topic and you discussed after that you answer question

b. Pedoman penilaian

1. Tiap jawaban yang benar skor 10
2. Skor maksimal $10 \times 10 = 100$
3. Nilai maksimal = 100
4. Nilai siswa = $\frac{\text{Skor perolehan}}{\text{Skor maksimal}} \times 100$

c. Rubrik penilaian

Uraian	Skor
Jawaban yang benar dan kalimat yang sempurna	10

Jawaban yang benar dengan kalimat kurang sempurna	5
Jawaban salah	0

Makassar, July 2018

Peneliti

Guru Mata Pelejaran

Hasni Hamzah

Hasriani S.Pd

Nim.10535591214

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

NAMA SEKOLAH : MA Palleko

MATA PELAJARAN: Bahasa Inggris

KELAS/SEMESTER : X/1

ALOKASI WAKTU : 2 X 45 menit

PERTEMUAN : 4

A. KOMPETENSI INTI

KI 1 : Menghayati dan mengamalkan ajaran agama yang dianutnya

KI 2 : Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia

KI 3 : Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

B. KOMPETENSI DASAR

1.3 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar

2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan Komunikasi fungsional

C. INDIKATOR

- Siswa memperhatikan beberapa pesan yang berisi ucapan selamat dari berbagai sumber (a.l. film, tape, surat kabar, majalah).
- Siswa membacakan contoh-contoh teks pesan berisi ucapan selamat tersebut dengan ucapan, intonasi, tekanan kata, dengan benar dan lancar.

D. TUJUAN PEMBELAJARAN

Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat:

- Membaca teks dengan menggunakan teknik silent Reading
- Memahami makna setiap kata dari seluruh teks bacaan
- Menemukan bagian-bagian atau komponen terpenting dari sebuah berita
- Menemukan bagian-bagian atau komponen terpenting dari sebuah bacaan

E. MATERI PEMBELAJARAN

- Congratulations on Fasting from Princess Marino and Other Celebrities
- Kahiyang Ayu Gave Birth, Natasha Wilona Greetings
- Kamil's Birthday, Wife Puts Greeting advertisement in a Newspaper
- Engaged Hailey Baldwin, Shawn Mendes Greetings

F. METODE PEMBELAJARAN

- 1) Model Pembelajaran : three-phase technique
- 2) Metode : Tanya jawab dan diskusi

G. SUMBER, ALAT, DAN MEDIA PEMBELAJARAN

- a. Spidol
- b. Whiteboard
- c. Photocopy materi
- d. Koran Jakarta post

H. LANGKAH-LANGKAH PEMBELAJARAN

7. Kegiatan Awal (10 Menit)

- i. Salam dan mengabsen siswa
- j. Mempersiapkan kelas oleh ketua kelas
- k. Membaca doa sebelum belajar
- l. Memberikan Motivasi

8. Kegiatan Inti (70 Menit)

Eksplorasi

Dalam kegiatan eksplorasi, guru:

- Menjelaskan pengertian newspaper

- Menjelaskan bagian-bagian atau komponen yang ada dalam *Jakarta Post Newspaper*

Elaborasi

Dalam kegiatan elaborasi guru:

- Membagi peserta didik menjadi dalam beberapa kelompok, dimana setiap siswa kelompok beranggotakan 2 orang
- Menyediakan materi berupa berita utama yang diambil dari Jakarta post untuk setiap kelompok
- Memberikan waktu kepada peserta didik untuk memahami isi berita yang ada di dalam Koran

Konfirmasi

Dalam kegiatan konfirmasi, guru:

- Guru bertanya tentang hal-hal yang belum diketahui peserta didik
- Bersama peserta didik bertanya jawab meluruskan kesalahan pemahaman. Memberikan penguatan dan penyimpulan

9. Kegiatan Penutup (10 menit)

Dalam kegiatan penutup, guru:

- Bersama-sama peserta didik membuat kesimpulan pelajaran
- Melakukan penilaian/refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram
- Menyampaikan materi pertemuan selanjutnya

I. PENILAIAN

Indikator Pencapaian Kompetensi	Teknik pembelajaran	Bentuk Instrument	Instrument soal
Mengidentifikasi berbagai informasi yang terdapat pada berita utama	Lisan	Berdiskusi	<i>Read the newspaper answer five question after discussed</i>

a. Instrument

Read the newspaper answer five question after discussed

b. Pedoman penilaian

1. Tiap jawaban yang benar skor 20
2. Skor maksimal $5 \times 20 = 100$
3. Nilai maksimal =100
4. Nilai siswa = $\frac{\text{Skor perolehan}}{\text{Skor maksimal}} \times 100$

c. Rubrik penilaian

Uraian	Skor
Jawaban yang benar dan kalimat yang sempurna	20
Jawaban yang benar dengan kalimat kurang sempurna	10
Jawaban salah	0

Makassar, July 2018

Peneliti

Guru Mata Pelejaran

Hasni Hamzah

Hasriani S.Pd

Nim.10535591214

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

NAMA SEKOLAH : MA Palleko

MATA PELAJARAN: Bahasa Inggris

KELAS/SEMESTER : X/1

ALOKASI WAKTU : 2 X 45 menit

PERTEMUAN : 4

A. KOMPETENSI INTI

KI 1 : Menghayati dan mengamalkan ajaran agama yang dianutnya

KI 2 : Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia

KI 3 : Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

B. KOMPETENSI DASAR

1.4 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar

2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan Komunikasi fungsional

C. INDIKATOR

- Siswa memperhatikan beberapa pesan yang berisi ucapan selamat dari berbagai sumber (a.l. film, tape, surat kabar, majalah).
- Siswa membacakan contoh-contoh teks pesan berisi ucapan selamat tersebut dengan ucapan, intonasi, tekanan kata, dengan benar dan lancar.

D. TUJUAN PEMBELAJARAN

Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat:

- Membaca teks dengan menggunakan teknik silent Reading
- Memahami makna setiap kata dari seluruh teks bacaan
- Menemukan bagian-bagian atau komponen terpenting dari sebuah berita
- Menemukan bagian-bagian atau komponen terpenting dari sebuah bacaan

E. MATERI PEMBELAJARAN

- Congratulations on Fasting from Princess Marino and Other Celebrities
- Kahiyang Ayu Gave Birth, Natasha Wilona Greetings
- Kamil's Birthday, Wife Puts Greeting advertisement in a Newspaper
- Engaged Hailey Baldwin, Shawn Mendes Greetings

F. METODE PEMBELAJARAN

- 1) Model Pembelajaran : three-phase technique
- 2) Metode : Tanya jawab dan diskusi

G. SUMBER, ALAT, DAN MEDIA PEMBELAJARAN

- a. Spidol
- b. Whiteboard
- c. Photocopy materi
- d. Koran Jakarta post

H. LANGKAH-LANGKAH PEMBELAJARAN

10. Kegiatan Awal (10 Menit)

- m. Salam dan mengabsen siswa
- n. Mempersiapkan kelas oleh ketua kelas
- o. Membaca doa sebelum belajar
- p. Memberikan Motivasi

11. Kegiatan Inti (70 Menit)

Eksplorasi

Dalam kegiatan eksplorasi, guru:

- Menjelaskan pengertian newspaper
- Menjelaskan bagian-bagian atau komponen yang ada dalam *Jakarta*

Post Newspaper

Elaborasi

Dalam kegiatan elaborasi guru:

- Membagi peserta didik menjadi dalam beberapa kelompok, dimana setiap siswa kelompok beranggotakan 2 orang
- Menyediakan materi berupa berita utama yang diambil dari Jakarta post untuk setiap kelompok
- Memberikan waktu kepada peserta didik untuk memahami isi berita yang ada di dalam Koran

Konfirmasi

Dalam kegiatan konfirmasi, guru:

- Guru bertanya tentang hal-hal yang belum diketahui peserta didik
- Bersama peserta didik bertanya jawab meluruskan kesalahan pemahaman. Memberikan penguatan dan penyimpulan

12. Kegiatan Penutup (10 menit)

Dalam kegiatan penutup, guru:

- Bersama-sama peserta didik membuat kesimpulan pelajaran
- Melakukan penilaian/refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram
- Menyampaikan materi pertemuan selanjutnya

I. PENILAIAN

Indikator Pencapaian	Teknik	Bentuk	
Kompetensi	pembelajaran	Instrument	Instrument soal

Mengidentifikasi berbagai informasi yang terdapat pada berita utama	Lisan	Berdiskusi	<i>Read the newspaper answer five question after discussed</i>
---	-------	------------	--

d. Instrument

Read the newspaper answer five question after discussed

e. Pedoman penilaian

5. Tiap jawaban yang benar skor 20
6. Skor maksimal 5 X 20 = 100
7. Nilai maksimal =100
8. Nilai siswa = $\frac{\text{Skor perolehan}}{\text{Skor maksimal}} \times 100$

f. Rubrik penilaian

Uraian	Skor
Jawaban yang benar dan kalimat yang sempurna	20
Jawaban yang benar dengan kalimat kurang sempurna	10
Jawaban salah	0

Makassar, July 2018

Peneliti

Guru Mata Pelejaran

Hasni Hamzah

Hasriani S.Pd

Nim.10535591214

APPENDIX C: Scoring Students' in the Pre-test and Post-test

No	Sample	Pre-test (X_1)		Post-test (X_2)	
		Correct Answer	Score	Correct Answer	Score
1	ISMAIL	7	35	14	70
2	MALGAVIRA	8	40	15	75
3	PIA N	9	45	16	80
4	AHLUL	8	30	14	70
5	NUR ALAM	10	50	17	85
6	DARMAWATI	11	55	16	80
7	MISBAHUL SYAM	10	50	17	85
8	ZAENAL ALI	12	60	16	80
9	KASMAWATI	13	65	18	90
10	ANDINI KADIR	15	75	18	90
11	KARTIKA	12	60	16	80
12	MUHAIMIN S	12	60	16	80
13	ADRIANI	14	70	18	90
14	RIFQI SULAIMANSYAH	10	50	17	85
15	MUH.YUSUF	10	50	16	80
16	ISMAIL B	9	45	14	70
17	MUHAIMIN	10	50	16	80
18	NUR AMITA	14	70	18	90
19	NUR UL AMALIA	13	65	18	90
20	MUH NURHIDAYAT	7	35	14	70

APPENDIX D: The result of the Students' in the Pre-test and Post-test

The List Name of the Students of class X MA Muhammadiyah Palleko.

No	Sample	Code	Pre-test (X_1)		Post-test (X_2)	
			Score	Classification	Score	Classification
1	ISMAIL	S-1	35	Very poor	70	Fair
2	MALGAVIRA	S-2	40	Very poor	75	Fair
3	PIA N	S-3	45	Very poor	80	Good
4	AHLUL	S-4	30	Very Poor	70	Fair
5	NUR ALAM	S-5	50	Very poor	85	Good
6	DARMAWATI	S-6	55	Poor	80	Good
7	MISBAHUL SYAM	S-7	50	Very poor	85	Good
8	ZAENAL ALI	S-8	60	poor	80	Good
9	KASMAWATI	S-9	65	Fair	90	Good
10	ANDINI KADIR	S-10	75	Fair	90	Good
11	KARTIKA	S-11	60	poor	80	Good
12	MUHAIMIN S	S-12	60	poor	80	Good
13	ADRIANI	S-13	70	Fair	90	Good
14	RIFQI SULAIMANSYAH	S-14	50	Very poor	85	Good
15	MUH.YUSUF	S-15	50	Very poor	80	Good
16	ISMAIL B	S-16	45	Very poor	70	Fair
17	MUHAIMIN	S-17	50	Very poor	80	Good
18	NUR AMITA	S-18	70	Fair	90	Good
19	NUR UL AMALIA	S-19	65	Fair	90	Good
20	MUH NURHIDAYAT	S-20	35	Very Poor	70	Fair

APPENDIX E

NAME	X ₁	X ₁ ²	X ₂	X ₂ ²	D	D ²
S-1	35	1225	70	4900	35	1225
S-2	40	1600	75	5625	35	1225
S-3	45	2025	80	6400	35	1225
S-4	30	900	70	4900	40	1600
S-5	50	2500	85	7225	35	1225
S-6	55	3025	80	6400	25	625
S-7	50	2500	85	7225	35	1225
S-8	60	3600	80	6400	20	400
S-9	65	4225	90	8100	25	625
S-10	75	5625	90	8100	15	225
S-11	60	3600	80	6400	20	400
S-12	60	3600	80	6400	20	400
S-13	70	4900	90	8100	20	400
S-14	50	2500	85	7225	30	900
S-15	50	2500	80	6400	30	900
S-16	45	2025	70	4900	25	625
S-17	50	2500	80	6400	30	900
S-18	70	4900	90	8100	20	400
S-19	65	4225	90	8100	25	625
S-20	35	1225	70	4900	35	1225
TOTAL	∑X₁ = 1060	∑X₁²=59200	∑X₂=1620	∑X₂²=132200	∑ D=555	∑D² =16375
Rara-rata	X₁ =53,0	X₁² =2.960	X² = 81,0	X₂²= 6.610	D= 27,75	D² = 818.75

Total Row Score of the Students' Pre-Test(X) and Post-Test (X)

APPENDIX F

CALCULATING MEAN SCORE

1. The Mean Score of Students' Pre-Test and Post- Test In Terms of Reading Test

The mean score of pre-test:

$$\begin{aligned}\bar{X}_1 &= \frac{\sum X}{N} \\ &= \frac{1060}{20} \\ &= 53,0\end{aligned}$$

$$\begin{aligned}\bar{X}_1^2 &= \frac{\sum X^2}{N} \\ &= \frac{59200}{20} \\ &= 2.960\end{aligned}$$

The mean score of post-test :

$$\begin{aligned}\bar{X}_2 &= \frac{\sum X}{N} \\ &= \frac{1620}{20} \\ &= 81\end{aligned}$$

$$\begin{aligned}\bar{X}_2^2 &= \frac{\sum X^2}{N} \\ &= \frac{132200}{20} \\ &= 6.610\end{aligned}$$

APPENDIX G

Calculating of Data Analysis

1. The Percentage of the Students' Improvement

$$\begin{aligned} P &= \frac{X_2 - X_1}{X_1} \times 100\% \\ &= \frac{81 - 53}{53} \times 100\% \\ &= \frac{28}{53} \times 100\% \\ &= 0,5283 \times 100\% \\ &= 52,83 \% \end{aligned}$$

1. Difference between the score of the pre-test and post-test reading comprehension ability

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

$$t = \frac{27,75}{\sqrt{\frac{16375 - \frac{(555)^2}{20}}{20(20-1)}}$$

$$= \frac{27,75}{\sqrt{\frac{16375 - \frac{308025}{20}}{20(19)}}$$

$$= \frac{27,75}{\sqrt{\frac{16375 - 15401,25}{380}}}$$

$$= \frac{27,75}{\sqrt{\frac{14873,75}{380}}}$$

$$= \frac{27,75}{\sqrt{39,1414}}$$

$$= \frac{27,75}{6,256}$$

$$= 4,43$$

APPENDIX H

The Distribution of T-Table

<i>df</i>	<i>P</i>			
	.10	.05	.01	.001
1	6,314	12,706	63,657	636,619
2	2,920	4,303	9,925	31,599
3	2,353	3,182	5,841	12,924
4	2,132	2,776	4,604	8,610
5	2,015	2,571	4,032	6,869
6	1,943	2,447	3,707	5,959
7	1,895	2,365	3,499	5,408
8	1,860	2,306	3,355	5,041
9	1,833	2,262	3,250	4,781
10	1,812	2,228	3,169	4,587
11	1,796	2,201	3,106	4,437
12	1,782	2,179	3,055	4,318
13	1,771	2,160	3,012	4,221
14	1,761	2,145	2,977	4,140
15	1,753	2,131	2,947	4,073
16	1,746	2,120	2,921	4,015
17	1,740	2,110	2,898	3,965
18	1,734	2,101	2,878	3,922
19	1,729	2,093	2,861	3,883
20	1,725	2,086	2,845	3,850
21	1,721	2,080	2,831	3,819
22	1,717	2,074	2,819	3,792
23	1,714	2,069	2,807	3,768
24	1,711	2,064	2,797	3,745
25	1,708	2,060	2,787	3,725
26	1,706	2,056	2,779	3,707
27	1,703	2,052	2,771	3,690
28	1,701	2,048	2,763	3,674
29	1,699	2,045	2,756	3,659
30	1,697	2,042	2,750	3,646
40	1,684	2,021	2,704	3,551
60	1,671	2,000	2,660	3,460
120	1,658	1,980	2,617	3,373
∞	1,645	1,960	2,576	3,291

APPENDIX I

Documentation

Pre-test



TREATMENT



POST-TEST

