

THE USE OF AUTHENTIC MATERIAL TO IMPROVE STUDENTS' READING COMPREHENSION

*(A Classroom Action Research at the Tenth
Grade of MAN 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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2019**

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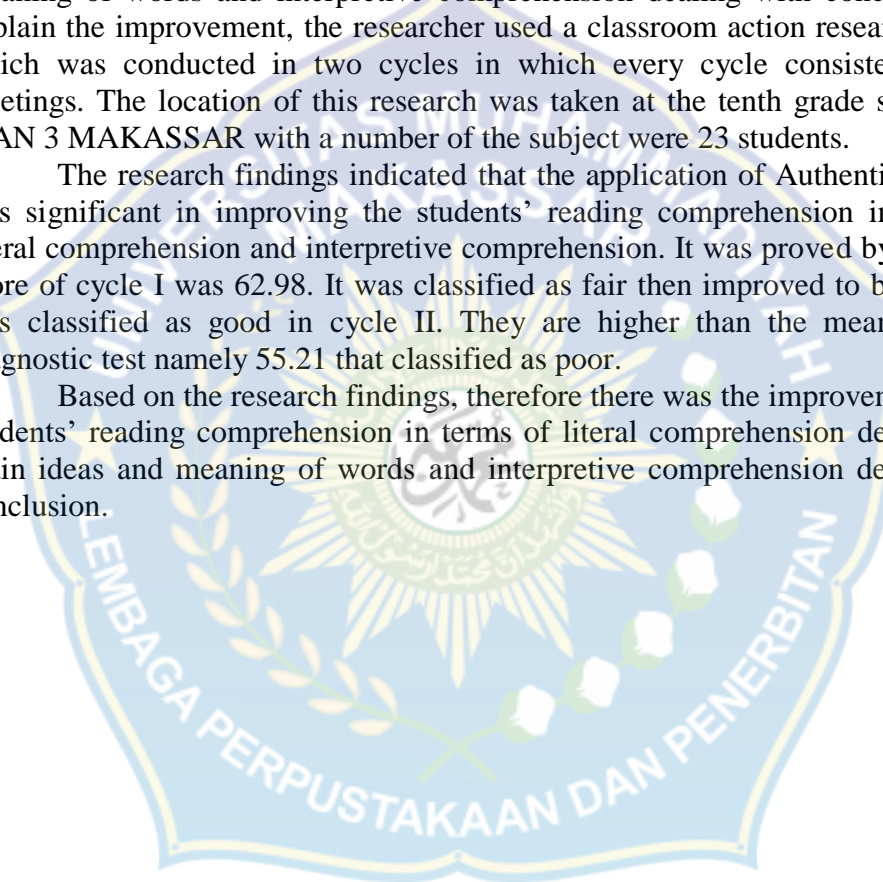
ABSTRACT

MUH. RUSTAM 2018. *The Use of Authentic Material to Improve Reading Comprehension (A classroom action research at the Tenth grade students of MAN 3 MAKASSAR* under the thesis of English Education Department the Faculty of Teachers Training and Education, Makassar Muhammadiyah University (guided by Ummi Khaerati Syam, S.Pd., M.Pd, and Wildhan Burhanuddin, S.Pd., M.Pd).

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 of MAN 3 MAKASSAR 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.



ACKNOWLEDGMENTS



Alhamdulillah Robbil Alamin, the writer expresses her sincere gratitude to the almighty God, Allah S.W. T, who has given guidance, mercy, and good health, so that she could finish writing this thesis with the title "*The Use of Authentic Materials to Improve Students' Reading Comprehension (A Classroom Action Research in Class X of MAN 3 MAKASSAR)*". Salam and Shalawat are addressed to the beloved and chosen messenger, the Prophet Muhammad SAW (peace is upon Him).

In writing this thesis the writer found many difficulties, so the writer realized that the thesis has a lot of mistakes and weakness. In order to become perfect, the writer needs correction and suggestion. The writer would like to say thank you very much for the people who gave spirit, advice, suggestion, and helping to the write as follows:

1. My highest appreciation for the Rector of Makassar Muhammadiyah University, Prof. Dr. H. Abd. Rahim., MM
2. My highest appreciation and deepest thankful are due to Ummi Khaerati Syam, S. Pd., M.Pd as my first consultant and Wildhan Burhanuddin, S.Pd., M.Pd as my second consultant and also as the Head of English Department.
3. My deeply and most great full to Erwin Akip, M.Pd., Ph.D as the Dean of FKIP Unismuh Makassar, and also all lecturers who have taught the Reading during study at Makassar Muhammadiyah University.

4. My special gratitude and extended to my best friends Muh, Rizal, Andi, Marwah, Nur Jannah, and Walid Solihin for their kindness, help, and understanding.

It never been forgotten. I love you all.

The Writer

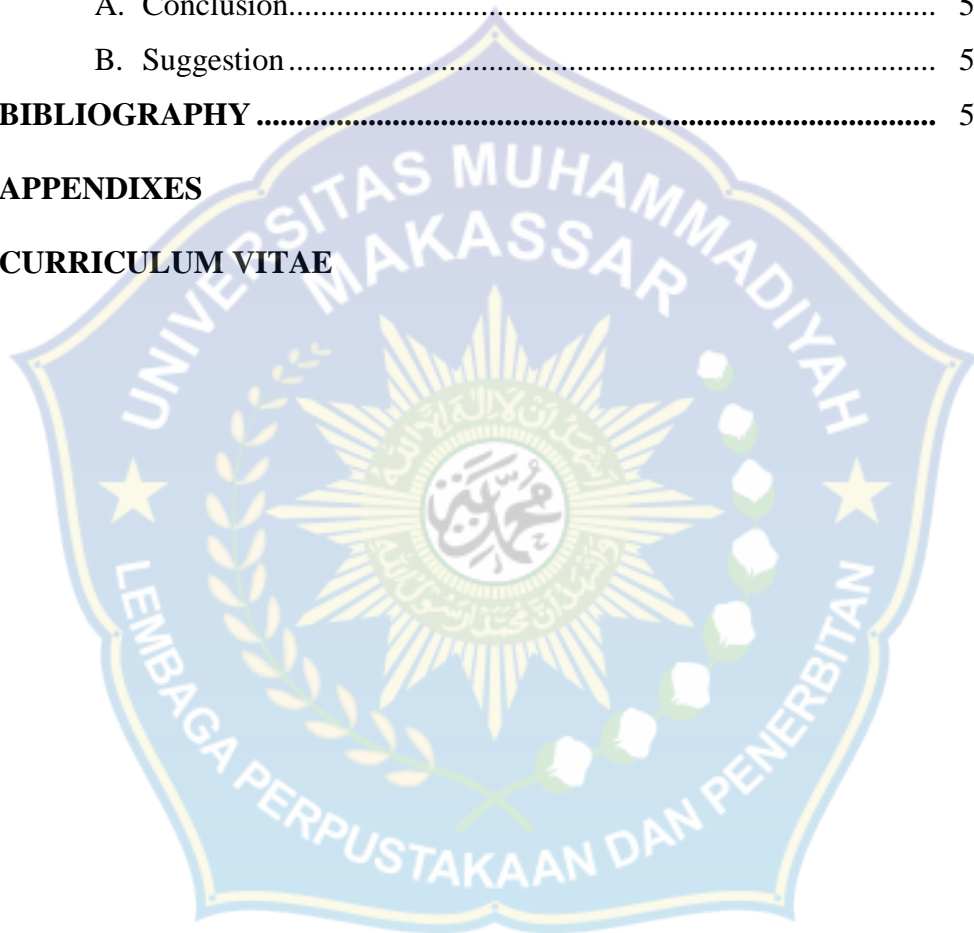
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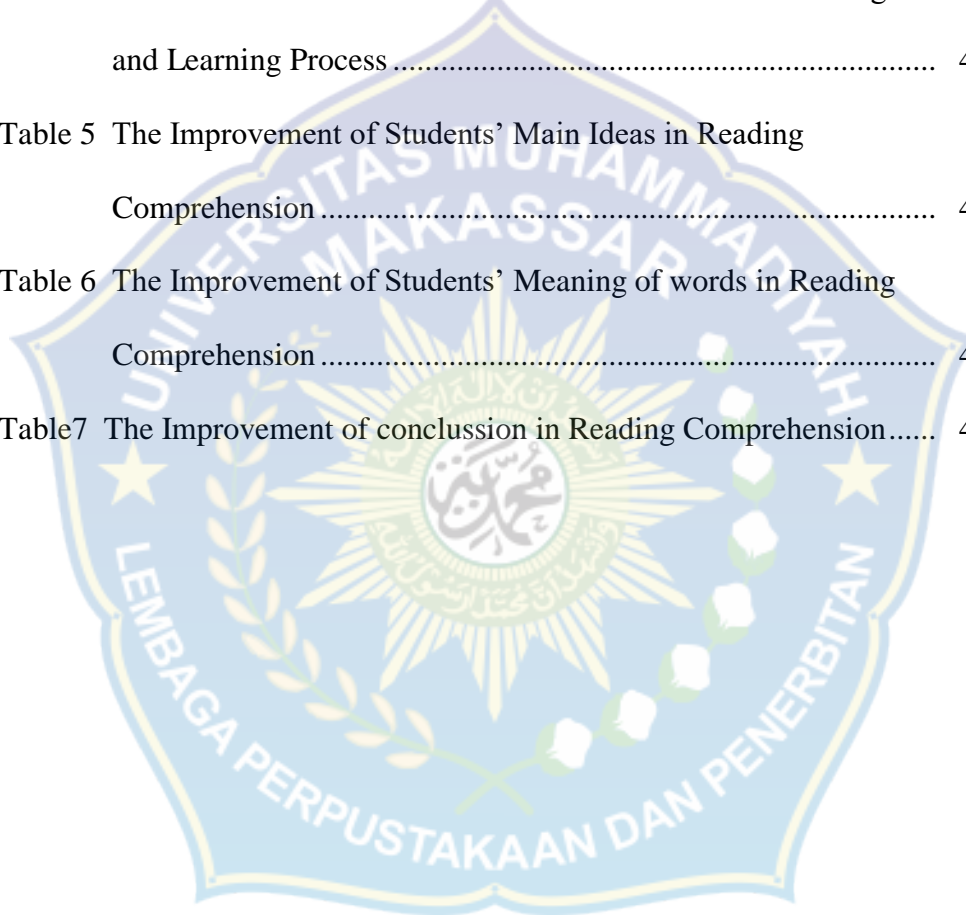
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CHAPTER I

INTRODUCTION

A. Background

Being an international language, English is spoken in the most International events and is used as the medium of information flow on science, technology, and culture as well. Thus, it is not surprising that the teaching of English is carried out in many parts of the world. Indonesia, for example, treats English teaching successful, we have to consider some such as quality of the teacher, school buildings, library, and books. Also we have to think about teaching and learning environment. Few people now doubt that people learn best when they are relaxed, comfortable, unstressed, and involved in what is going on, and motivated to continue (Wajnryb, 1992: 58).

Finochiaro (1975: 10) says that, “language learners should be given insight into the place and function of various language items and skills in listening ,speaking, reading, and writing activities; that is, in real communication situations”. Hence, the four major skills in communication thought language are often broadly defined as listening, speaking, reading and writing. The students argue that reading is one of the skills easier than speaking, listening and writing.

Problem mostly occurs to the students when reading book. Sometimes students were facing a book but do not read at all. They just can mention symbol word without getting any idea from the book. The researcher her self experienced 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. They should have an effective

Related to the statements above, the researcher decides to implement The Authentic Materials to enhance the students reading skill. It will be held at the tenth grade students of MAN 3 MAKASSAR . In the school, the researcher has found some problems which related to reading skill that is faced by the students. According to the information, the researcher has gotten the real fact of the situation in learning at MAN 3 MAKASSAR. The researcher has gotten information from the English teacher on Monday 14 November 2018, colleagues, and the result of P2K research around 2 months in MAN 3 MAKASSAR . Which in fact, 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 X of MAN 3 MAKASSAR stated that the mean score of the students' achievement in reading English is very low. It is about 5.7 mean score but the standard of curriculum 6.5 and the target score is 7.5.

From the problems above the researcher will apply one of teaching strategy. This is an interesting strategy and it can improving the student's reading ability, namely authentic material. This strategy is designed to create the students'

Authentic material are interesting material taken from magazine, newspaper, brochure and other teacher resources that are not specially prepared for pedagogical purpose. The material can be challenging and interesting for the students where it is inline nowadays ,authentically 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 independent style and use.
4. 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 the tenth grade Year Students of MAN 3 MAKASSAR "

B. Problem Statements

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

1. How does Authentic material improve the students' literal comprehension ?

2. How does Authentic material improve the students' interpretive comprehension ?

C. Objective of the study

Based on the research problems above, the objective of the research are as follows :

1. To explain how the improvement of the students literal comprehension through authentic material.
2. To explain how the improvement of the students interpretive comprehension through authentic material.

D. Significance of the Study

The result of the research is expected to be meaningful and very useful information for the teachers in teaching reading particularly to improve reading comprehension of the students

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 MAN 3 MAKASSAR.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Authentic Material

Anderson (1999) claims that authentic texts are the texts which have been written for native speaker of the language and not for second language readers. Little, Devit and Singleton (19994:24) define “authentic texts” as a text that was created to fulfill some social purpose in the language community in which it produced.” using authentic materials can provide students with opportunities to expose authentic language of the real world in the classroom..

From a more practical point of view, the internet is a modern day reality, most students use it and for a teachers, there is easier access to endless amounts of many different types of material. from a even more practical/economical point of view, trying to obtain authentic materials abroad can be very expensive, an English paper/magazine can cost up to 3-4 times the price that it usually is and sometimes is not very good. Often by having unlimited accses in the work place, looking for materials cost nothing, only time. Authentic materials should be the kind of material that students will need and want to be able to read when travelling, studying, or using language in other contexts outside the classroom.

B. Concept of Authentic Material

1. The Nature of authentic material

Ellis and Johnson (1994:157) state that authentic material is any kind of material taken from real world and not specially created for the purpose of language teaching. It can be text, visul or audio material, it can be real such as

tickets, menus, map, and timetables, or it can be an object such as product, equipments or models.

Bringing authentic materials into the classroom can be motivating for the students, as it adds a real-life element to the student's learning experience. Authentic materials is significant since it increases students' motivation for learning, makes the learner be exposed to the "real" language. Of course, we should always remember that we should bear in mind the task, not the material. This means that, for example, instead of asking a beginner student to read a full-page article that's over their heads, we should ask them to read the headline and guess what the article will be about. Authentic materials are material which are originally used in real situation and not designed for use in language teaching. Such materials are used in the classroom to expose the learners to language in real use (Cunnings worth in Jemma, 2000:18). In relation to this Nunan (1999:23) noted that:

"Authentic materials as spoken or written language data that has been produced in the course of genuine communication, and not specially writtin for purposes of language teaching. In fact, in his teaching he encourages his students to bring into the classroom their oen samples of authentic language

"Richard and Rodgers (1986:80), state that authentic materials are "from-life" materials may include language based regalia, such as signs, magazines, advertisement, newspaper, or graphic and visual sources aroun and which communicative activities can be built such as maps, picture, symbols, and graphs.

2. The importance of Authentic Material

Ellis and Johnson (1994 : 157-158) states that there are several reasons a trainer might use authentic materials.

- a. Authentic materials text (audio or written) will have a number of features that are often lacking in texts and dialogue created for learning English. Authentic text will include the type of language, which the learners may need to be exposed to develop skill for understanding and possibly even to produce.
- b. The materials provide information about real life situations or events. It may also relevant to the learner special interest and can be used to fill gaps in material published for learners of English.

3. The Advantages of Authentic material

There are some advantages of authentic materials according to Richards (2000:252 -253), they were:

- a) They have a positive effect on learner motivation because they were intrinsically more interesting and motivating.
- b) They provide authentic cultural information about the target cultural.
- c) They provide exposure to real language.
- d) They relate more closely to learners level and hence provide a link between the classroom and students needs in the real world.
- e) They relate to the learners level and also may not represent and kind of real-life reading purpose.

- f) They support a more creative approach to teaching activities, teachers can develop their full potential as teachers, developing activities and tasks that better match their teaching style and the learning style of their students.

4. Students Activity in Authentic Material

According to Richards and Rodgers (1986:79) state that learners have four kinds of responsibilities in natural approach classroom:

1. Provide information about their specific goal so that acquisition most relevant to their needs.
2. Take an active role in ensuring comprehensive input they should learn and use conversational management techniques to regulate input.
3. Decide when to start producing speech and when to upgrade it.
4. Where learning exercises (example: grammar) are to be part of the program, decide with the teacher the relative amount of time to be devoted to them and perhaps even complete and correct them independently.

Student activity in authentic material is participate activity in the discussion make classroom interaction running well, a key variable here is the amount initiative and control which learners are allowed to exercise and the extent to which they are active participants in the learning process.

Nursinah (2004:12) state that learners have some certain characteristic that support learning class:

a. Personality

Learners may be quite, or extrovert

b. Motivation

Learners may have chosen to learn, they are obliged to take a course or an examination, and they should perceive relevant materials

c. Attitude

Learners have attitude to learning, to target language and in the classroom.

d. Intelligence

Learner should have cognitive material and cognitive ability.

5. Technique of presenting materials.

The process of presenting material in the classroom is an aspect that should be paid attention by a teacher. As we know that, the teacher as primary source of transferring knowledge to students cannot be denied his/her existence.

Kempton and Dayton (1985:36) noted that ;

“The effective teacher is forever searching in the audio visual center, in the library in educational catalogs, in the old store room, down hall, for materials that will enhance the instructional process.”

In reality, the teacher and textbook writer will probably juggle topic, text and task elements in creating materials, beginning, perhaps with or without an object such as writing texts relating to the topic, and then creating activities which reflect the communicative needs of the learner in relation to the topic. This procedure is one of the ways by the teacher with access to authentic material

One of the main reasons for using authentic materials in the classroom is once outside the “safe”, controlled language learning environment, the learner will not encounter the artificial language of the classroom but the real world and

language how it is really used. The role of the teacher is not delude the language leraner but to prepare her/him, giving the awerness and necessary skiils so as to understand how the language is actually used.

The use of authentic materials in classroom was many teachers involved in foreign language teaching has discussed in recent years. They has heard persuasive voices insisting that the English presented in the classroom should be authentic, not produced for instructional purposes.

Generally, what this means is materials which involve language naturally occurring as communication in native-speaker contexts of use, or rather those selected contexts where standard English is the norm: real newspaper reports, for example, real magazine articles, real advertisements, cooking recipes, horoscopes, etc.

C. Concept of Reading

1. Definition of Reading

Reading is one of the most important skills in learning language besides listening, speaking, and writing. The goal any reading is to get information or knowledge in a book. Nuttal (1988; 21) defines reading as the meaningful interpretation of printed or written verbal symbol. It means that reading is result of interaction between the perception of graphic symbol that represent language and the reader language skill, cognitive skill, and the knowledge of the world.

According to Mikulecky and Jeffirs (1986:1) that reading helps the students learn to think in the new language, builds a better vocabulary, and makes them more comfortable with writing English. As ability in reading increase,

individual learn to adapt their reading strategies in matching with the purpose for reading and the limiting material. The reading activity reader must understand or comprehends what the reader read.

The concept of reading comprehension could be bottom-up and top-down approaches. Nunan (1989:33) mentions that with the bottom-up approach, the reading is viewed as a process of decoding written symbols, working from smaller units (individual letter) to larger ones (words, clauses and sentences).

According to Olson and Diller (1982:42) what is meant by reading comprehension is a term used to identify those skills needed to understand and apply information contained in a written material. This statement is supported by Harris and Sipay (1980:179) who say that reading comprehension ability is taught to be a set of generalized knowledge acquisition skills that permits people to acquire and exhibit information gained as a consequence of reading printed language

Based on the definition above, the researcher concludes that the definition of reading is interactive process of getting information and ideas from the writer with the writing text.

2. Kinds of reading

Dolores in Aulia (2005:7) classifies reading into three kinds, namely: reading aloud, silent reading, and speed reading.

a. Reading Aloud

Reading aloud is important and the students should be taught to read aloud. Reading aloud is a kind of reading where a reader expressed orally

every word in the text. The purpose of reading aloud is to improve the students' ability in pronouncing the words, stressing the words, and having a good intonation about every sentence in the passage.

A further classification of reading aloud is the division into unison reading and individual reading. Reading in unison is done with whole group reading aloud together. The purpose of reading individually is to check pronunciation. Reading individually stimulates the students' ability to read, moreover, reading individually helps the teacher to find out who among her students has difficulty in reading.

b. Silent Reading

Silent reading tends to reinforce the readers to find out the meaning of words. This kind of reading leads to better comprehension. Silent reading is a skill to criticize what is written to discuss something written means to draw inferences and conclusions as well as to express new ideas on the basis of what is read. To develop the students' understanding in silent reading, we give them short reading passages at the beginning and ask questions after words.

c. Speed Reading

This kind of reading is used to improve speed and comprehension in reading. This skill is very important for students. The speed reading must run alongside comprehension. The role of reading speed, however, depends on the kind of reading material. The rate of speed is a reading scientific material.

Kasha divides people who read into two groups:

- 1) For children, reading is about to develop vocabulary and brand new connection on addition section.
- 2) For adult, reading is a mental exercise to know whole new things at the sometime to develop time learning system in learning: emotional, sociol, cognitive, and reflection. Through reading we create the ability of empathy to feel what other people have, get along with the social place and to interact with other wide new world, develop the plant to do the productive action, stimulate the wonder to do exploration and experimental.

3. Steps of Reading

A good method of approaching these problems look at the reading seassion in term 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 to generate the theme into lost of some topics . Teacher, further ask the students to predict to th etittle of the reading text material
- 5) Teaher 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 pf 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 Principles

Jeremy Harmer (2007, 101) divides six reading principles. They are:

1. Encourage students to read as often and as much as possible.

The more students read, the better. Everything we do should encourage them to read extensively as well as if not more than intensively. It is a good idea to discuss this principle with students.

2. Students need to be engaged with what they are reading.

Outside normal lesson time, when students are reading extensively, they should be involved in joyful reading. We should try to help them get as much pleasure from it as possible. But during lesson, too, we will do our best to

ensure that they are engaged with the topic of a reading text and the activities they are asked to do while dealing with it.

3. Encourage students to respond to the content of a text.

It is important for students to study reading texts in class in order to find out such things as the way they use language, the number of paragraphs they contain and how many times they use relative clause. But the meaning, the message of the text, is just as important as this. As a result, we must give students a chance to respond to that message in some way.

4. Prediction is major factor in reading.

When we read texts in our own language, we frequently have a good idea of the content before we actually start reading. Book covers give us a clue what is in the book; photographs and headlines hint at articles are about; we can identify reports as reports from their appearance before we read a single word.

5. Match the task to the topic when using intensive reading text.

Once a decision has been taken about what reading text the students are going to read (based on the topic of the text), we need to choose good reading tasks the right kind of questions, appropriate, activities before during and after reading, and useful study exploitation. The most useful and interesting text can be undermined by boring and inappropriate tasks.

6. Good teachers exploit reading text to the full.

Any reading text is full of sentences, words ideas, description, etc. Good teachers integrate the reading text into interesting lesson sequences, using the

topic for discussion and further tasks, using the language for the study and then activation, and using a range of activities to bring the text to life.

5. Reading Rules

Brothers (1962 : 84) divides three reading rules that can improve the reading skill:

a. Cultivate the habit of reading

Someone never learns to become an efficient reader or to evaluate what you have read unless you have first become a steady reader.

b. Learning to read actively

This means, thinking while you read, you learned that mistake in reasoning are easy to make but often hard to spot. Thus, when you read especially when you read anything of controversial nature, you must be on alert for pitfalls in reasoning. If you try to absorb material without thinking about it, the scope of your reading ability will remain very narrow.

c. Learning to apply a principle of subordination to what you read

It means that you must learn to recognize important ideas and to separate them from less important ideas and details.

When reading to learn, students need to follow four basic steps:

- 1) Figure out the purpose of reading. Active background knowledge of the topic in order to predict or anticipate content and identify appropriate reading strategies
- 2) Attend to the parts of the next text that are relevant to the identified purpose and ignore the rest. This selectivity enables students to focus on specific

items in the input and reduce the amount of information they have to hold in short-term memory

3) Select strategies that are appropriate to the reading task and use them flexibly and interactively. Students' comprehension improves and their confidence increase when they use top down and bottom-up skills simultaneously to construct meaning

4) Check comparison while reading and when the reading task is completed. Monitoring comprehension helps students detect inconsistencies and comprehension failures, helping them learn to use alternative strategies.

6. Reading Process

According to Woryodijoyo ET, al in Andi Nurmasita 2009 :6) put forward some strages 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 conductive 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 he experienced background of the writer thst csn be useful as a part of the readers' experiences.

7. Goals and Techniques for Teaching Reading

Teacher wants to produce students who, even if they do not complete control of the grammar or an extensive lexicon, can fend for themselves in communication situations. In this case reading, this means producing students who can use reading strategies to maximize their comprehension of text, identify relevant information, and tolerate less than word-by-word comprehension.

Byrnes (1998:12) states that to accomplish this goal, instructor focus on the process of reading rather than on it is product.

- a. They develop students' awareness of reading strategies by asking students to think and talk about how they read in native language.
- b. They allow students to practice the full repertoire of reading strategies by using authentic reading tasks. They encourage students to read to learn an have authentic purpose of reading by giving students some choice of reading material.
- c. When working with reading tasks in class, they show students the strategies that will work best for reading assignments. They explain how and why students should use the strategies
- d. They have students practice reading strategy in class and ask them to practise outside of class in their reading assignments; they encourage

students to be conscious of what are they are doing while they complete reading assignments.

- e. They encourage students evaluation their comprehension and self-report their use strategies. They build comprehension checks into in class reading assignments, and periodically review how and when to use particular strategies.
- f. They encourage development of reading skill and the use of reading strategies by using the target language to convey instructions and courserelated information in written form : office hours, homework, assignments, and test content.
- g. They do not assume that the students will transfer strategy use from one task to another. Thhe explicitly mention how a particular strategy can be used in a different type of reading task of with another skill.

8. Reading Comprehension

Harris and Sipay (1980:8) state that reading comprehension as the result interaction between the perception of graphic symbols that present language skills and knowledge of the world.

Kustaryo in Tahir (2001:6) stated that reading comprehension is an active thinking process, which not only depend on comprehension understands what has been read. It is on active thinking process that depend not only comprehension skill but also the students experience and prior knowledge comprehension involves understanding vocabulary, seeing the relationship among words and concepts, meaning judgment and evaluating.

According to Mayor (2005) reading comprehension is understanding a text that is read, or the process of “constructing meaning” from a text. Comprehension is a “construction process” because it involves all of the elements of the reading process working together as a text is read to create representation of the text in the reader’s mind.

Turner Alexander (1998) points out that reading comprehension involves taking meaning to a text in order to obtain meaning from the text. Comprehension is the act or process of comprehending. Beside, Holt (1996:175) states that reading comprehension is the minds act or power of understanding.

According to Reinking and Sceiner in Irawati (2005:6), she stated that reading comprehension understanding what has been read. It is an active thinking process that depend not only comprehension skill but also the students experience and prior knowledge comprehension involves understanding vocabulary, seeing the relationship among words and concepts, making judgment and evaluating.

Based on definition above, we may concluded that reading comprehension is such a kind of language between an author and a reader in which the written language become the medium that cause the dialogue happen when the two persons communicate through the medium print.

9. Levels of Reading Comprehension

The term ‘level’ does no 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. Burn (1984:177) divides reading comprehension skill into four levels, as gives below:

a. Literal Comprehension

Literal comprehension represents the ability of understanding with information that is explicitly stated in the print and illustration. The students can recall, identify, classify, and sequence detail, fact and stated main ideas form a variety of written materials, and can interpret directions this level of comprehension involves surface meaning.

b. Interpretive or Inferential Comprehension

Higher level of comprehension involves reading beyond or between the lines. The reader brings knowledge and experience to the act of reading and draws the differences. She must be able to read critically and analyze carefully what she has read. She also needs to see relationship among ideas, for example, how ideas go together and also implied meaning of the ideas. Interpretive or referential comprehension includes thinking process such as drawing conclusion, making generalization, prediction outcomes. At this level, teacher can asks more challenging question such as asking students to do the following task:

- 1) Rearrange the ideas or topic discussed in the text
- 2) Explain the author's purpose of writing in the text
- 3) Summarize the main idea when this is not explicitly stated in the text.
- 4) Select conclusion which can be deduced from the text they have read

c. Critical or Applied Reading

For literal comprehension, the readers need only to understand exactly what is stated or receive the author literal message. For higher level of comprehension the reader is involved in an interchange of ideas with the author and applies reading to life situations. The author's ideas and information the writer presented. At this level, the students can be tested on the following skill.

- 1) The ability to differentiate between fact and opinion
- 2) The ability to recognize persuasive statement
- 3) The ability to judge the accuracy of the information given in the text.

10. Factors Affecting Reading Comprehension

Anderson in Muhammad Arif (2006: 16) describes the factors affecting reading comprehension. In this opinion means reside in the text itself. Meaning is reached when the reader integrates the personal background knowledge, purpose for reading strategies, and text to get meaning.

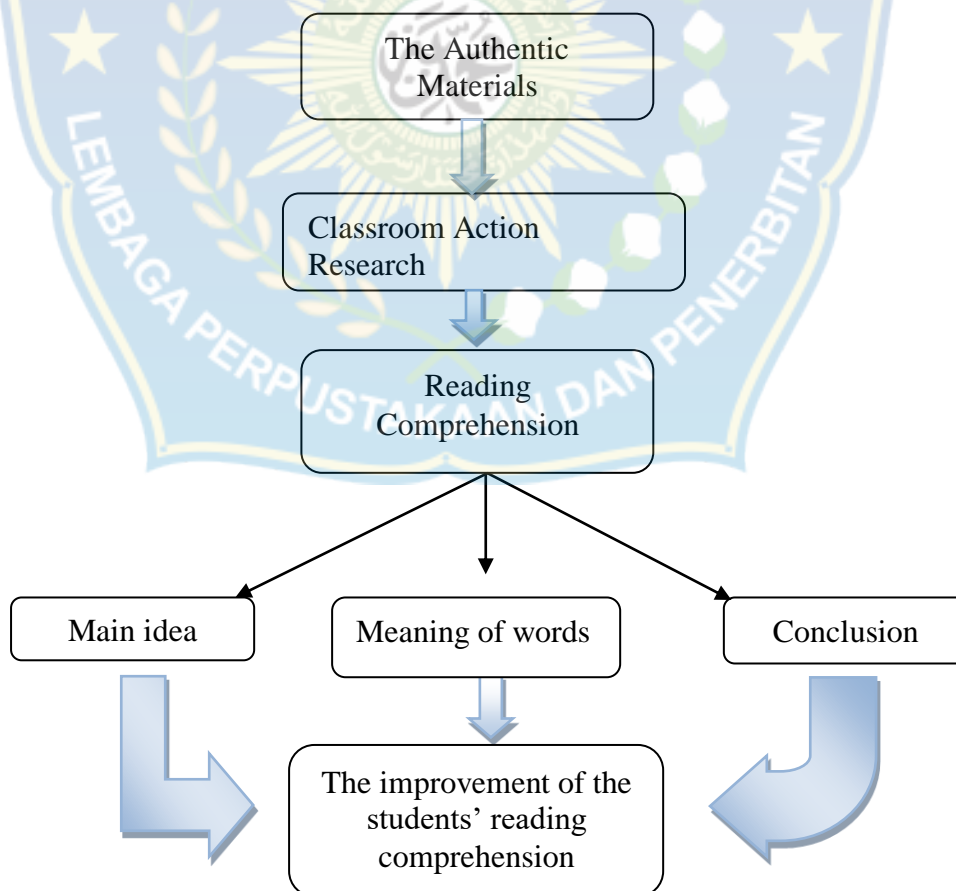
The description above implies that to get a perfect comprehension in the reading process, there are some factors either internal or external that should be monitored.

There are five categories of factors affecting reading comprehension, namely:

- a. Background experience. It refers to the previous experience that the readers have already known before and relates to the reading materials that they read.

- b. Language ability. In this case, the readers have to know about some elements of language, for example: vocabulary, grammar, etc.
- c. Thinking ability. It means that the readers ability to analyze the reading materials.
- d. Affection. It means that the readers have to know about some psychological factor that can affect the readers' comprehension. The factors are interests, motivation, attitudes, etc.
- e. Reading purpose. It refers to the readers' purpose why they read the reading materials. It usually done by making some question or predicting as a stepping stone to get comprehension.

D. Conceptual Framework



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' competean in reading comprehension through Authentic Materials. After finding the result of the cycle I, the researcher continued 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 variables 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. Research Subject

The subject of the study was the second year students at MAN 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 done in five 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 conducted of the lack to improve in cycle I. each cycle consist of four stages, namely : planning, action, evaluation, and reflection.

a. CYCLE I

1. Planning
 - a. Understanding the curriculum of the school that was used for a school.
 - b. The teacher prepares the materials about reading comprehension gave the students.
 - c. 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.
 - d. The researcher making observation paper to observe the students' activities
 - e. The researcher reflection for the students' learning process.

2. Action

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

3. Observation

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

- a. Students present.
- b. Students' learning process.
- c. The students' respond of the material
- d. The students' active in doing the task.

4. 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 used to do the next cycle.

b. CYCLE II

1. Planning

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

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

2. Action

- a. The researcher explained about authentic materials
- b. The researcher asked to students' read of the materials
- c. The researcher asked to the students' the difficult words
- d. The researcher gave the test to the students'

3. 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.

4. Reflection

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

E. Research Instrument

In this section, the research 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 got from cycle I and cycle II is analyzed through the following steps :

1. Scoring the students answer :

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

2. 96 – 100 is classified as excellent
3. 86 – 95 is classified as very good

4. 76 – 85 is classified as good
5. 66 – 75 is classified as fairly good
6. 56 – 65 is classified as fair
7. 36 – 55 is classified as poor
8. 0 - 35 is classified as very poor
9. 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

(Arikunto, 2005)

10. From the table classification, he 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 consists 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 class of MAN 3 MAKASSAR 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 was 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 was 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 was 77.09

There was also a significant improvement of the students' literal comprehension from cycle I to cycle II where the students' literal comprehension in cycle I was 62.93 and in cycle II was 77.09. Thus, the improvement of students' literal comprehension achievement from cycle I to cycle II was 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 was 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 was 77.61.

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

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

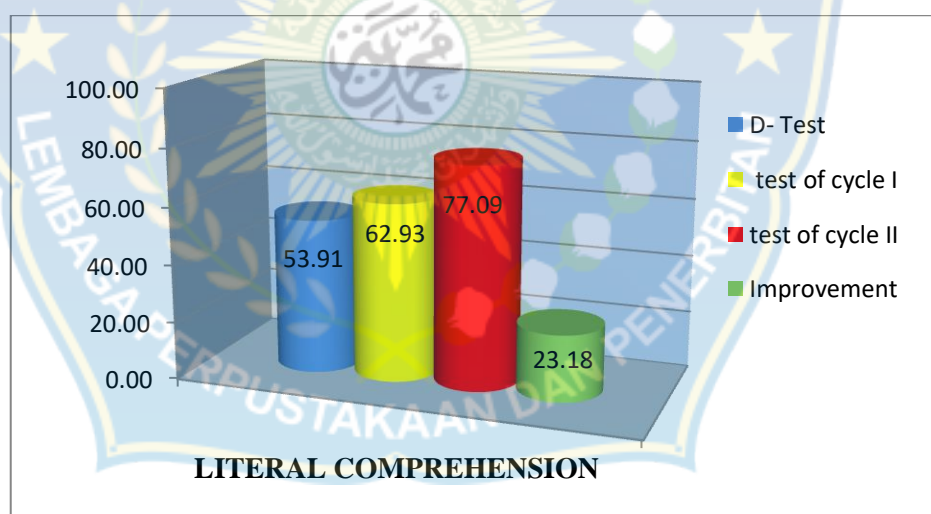


Figure 1: The Improvement of the Students' Literal Comprehension

The chart above shows the improvement of the students' literal comprehension in which cycle II was 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 was the lowest mean score achievement. The students'

achievement in D- test was categorized as poor. After evaluation in cycle I and cycle II, there was significant improvement of the students' literal comprehension where the result of cycle I was categorized as fair and cycle II categorized as good. The improvement was shown clearly in the chart above that was 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 class of MAN 3 MAKASSAR 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%

The table above indicates that there was 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 was 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 was 6.52%.

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

The table above shows that there was 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 was 23.91%.

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

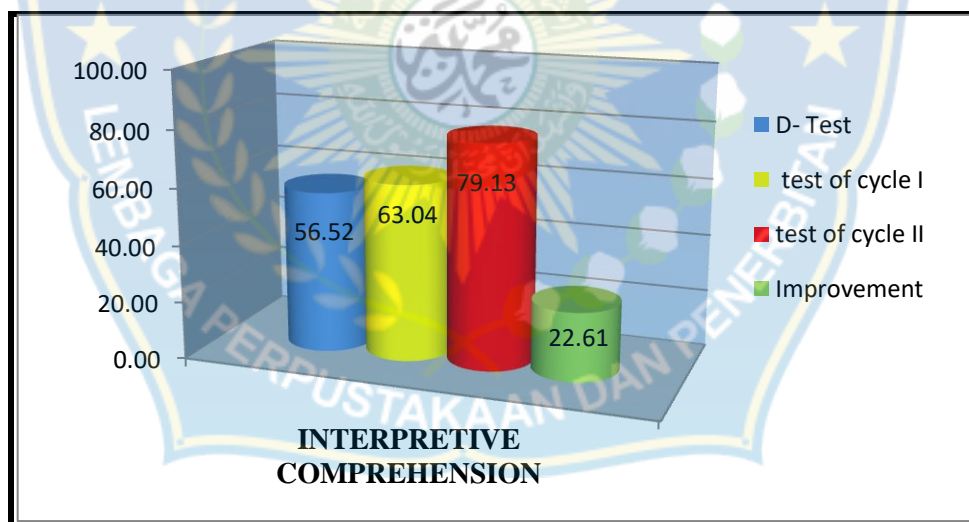


Figure 2: The Improvement of the Students' Interpretive Comprehension

The chart above shows the improvement of the students' interpretive reading comprehension in cycle II was higher (78.04) than that in cycle I (61.74) and D-Test (54.13). It was also shows that the result of D-Test was the lowest

achievement. ($56.52 < 63.04 < 79.13$). After evaluation in cycle I and cycle II, there was significant improvement of the students' interpretive reading comprehension that shown clearly in the chart after taking an action in cycle through Authentic Material that was 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 class of MAN 3 MAKASSAR 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 was 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 was 55.21, it was

categorized as poor achievement. After evaluation in cycle I the students' reading comprehension becomes 62.98, it was categorized as fair. Thus, the improvement of students' reading comprehension achievement from D-Test to cycle I was 7.77%.

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

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

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

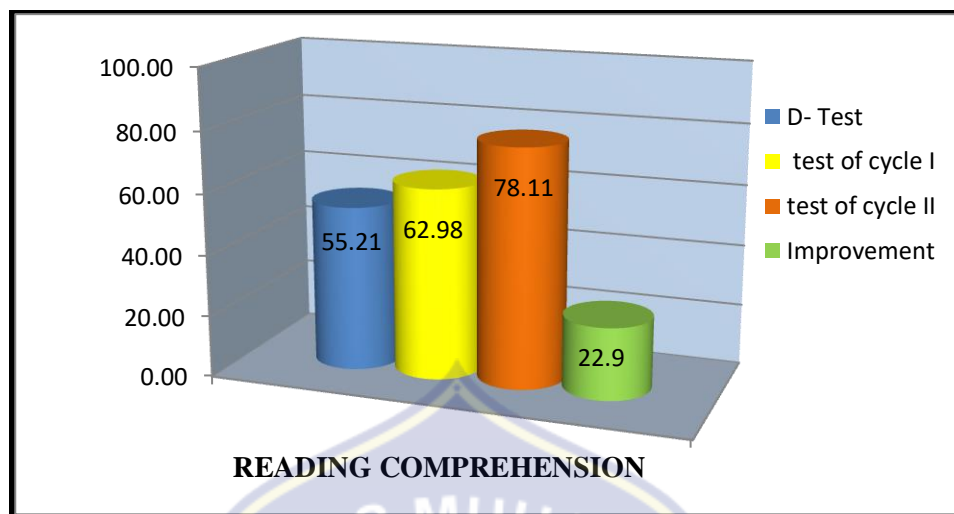


Figure 3: The Improvement of the Students' Reading Comprehension

The chart above shows the improvement of the students' reading comprehension in cycle II was 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 was the lowest achievement. The students' achievement in Diagnostic test was categorized as poor. After evaluation in cycle I and cycle II, there was significant improvement of the students' reading comprehension where the result of cycle I was categorized as fair and cycle II categorized as good. The improvement was shown clearly in the chart above that was 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 Result of the Students' Activeness in Teaching and Learning

Process

The result of observation of the students' activeness in teaching and learning process toward the application Authentic Material in improving the students' reading comprehension at the second year students of MAN 3 MAKASSAR in class X which was conducted in 2 cycles during 8 meetings was taken by the observer through observation sheet. It can be seen clearly through the following table:

Table:4 The observation result of the students' activeness in learning process.

Cycle	Meetings				Average Score	Improvement
	I	II	III	IV		
I	59.78%	64.13%	68.47%	75%	66.85%	12.22%
II	69.56%	79.35%	81.52.%	85.86%	79.07%	

The result above was formulated based on the technique of data analysis and the students' scores that are collected through observation sheet. From the table above shows that in cycle I the students' activeness in each meeting

improves significantly. It can be seen clearly in table that the students' activeness in the fourth meeting was higher than the first, the second and the third meeting, where the first meeting in cycle I the students' activeness was 59.78% and it improves to 64.13% in the second meeting, and then students' activeness in the third meeting was 68.47% improves to 75.% in the forth meeting, So the average of the students' activeness in cycle I was 66.85%.

In cycle II the improvement of he students' activeness was up and down. Where in the first meeting in cycle II the students' activeness was 69.56% decrease to 79.35% in the second meeting and it was lower than the first meeting. It was caused by the dwascussed topic which was not interesting for the students. In the third meeting in cycle II the students' activeness improves normally to 81.52%, and then in the forth meeting the students' activeness improves to 85.86%. Thwas was caused by the teaching material was really interesting for the students and the teacher gives them game when opens the class. So the average of the students' activeness in cycle II was 79.07%. Later, the result was presented in the chart below that shows the average of student' activeness in the first cycle and the second cycle.

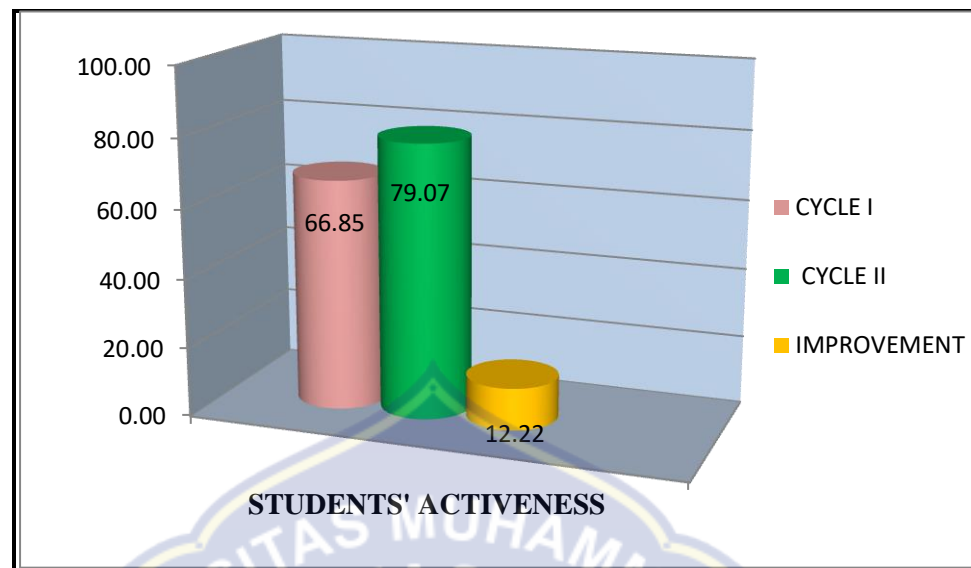


Figure 4: The Improvement of the Students' Activeness

The chart above shows that there was improvement of students' activeness in teaching and learning process where in cycle I was (66.85%) lower than cycle II, but after conducting cycle II the students' activeness in learning process becomes 79.07%. ($66.85 < 79.07$). The improvement of students' activeness was 12.22%.

2. 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.

Table 5: The Percentage of the Students' Main Ideas in Literal Comprehension.

No	Classification	Range	D-Test		Cycle I		Cycle II	
			Freq	%	Freq	%	Freq	%
1	Excellent	96-100	0	0	0	0	0	0
2	Very good	86 – 95	0	0	0	0	0	0
3	Good	76 – 85	0	0	0	0	10	43.47%
4	Fairly good	66 – 75	0	0	4	17.39%	11	47.84%
5	Fair	56 – 65	5	21.74%	15	65.22%	2	8.69%
6	Poor	36 – 55	18	78.26%	4	17,39%	0	0
7	Very poor	0 – 35	0	0	0	0	0	0
Total			23	100	23	100	23	100

The table above shows the percentage of the students' main ideas in literal comprehension Diagnostic Test indicates that 5 students (27.74%) get fair, 18 students (78.26%) get poor, and none of students for the other classification.

After taking an action in cycle I by using authentic materials, the percentage of the students' main ideas was 4 students (17.39%) get fairly good, 15 students (65.22%) get fair, 4 students (17.39%) get poor and none of the students for the other classification

In cycle II, the percentage of the students' main ideas in literal comprehension was 10 students (43.47%) get good, 11 students (47.84%) get

fairly good, 2 students (8.69%) get fair and none of the students for the other classification. The result above also proves that the use of authentic materials was able to improve the students' literal comprehension in the main ideas where result of Cycle II was higher than cycle I and Diagnostic test ($43.47\% \geq 17.39\% \geq 21.74\%$).

To know the percentage of the students' achievement in main ideas clearly, following chart was presented:

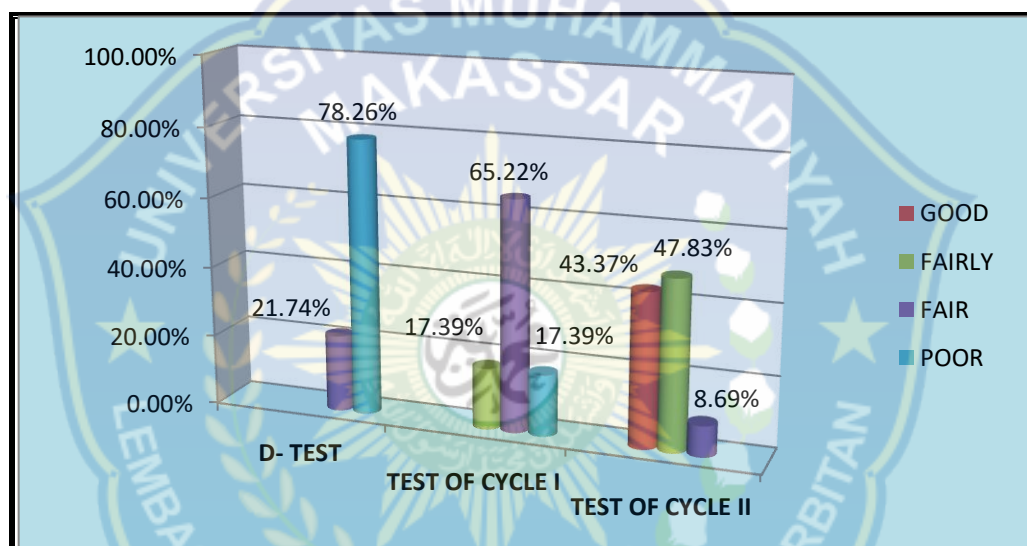


Figure 5: The Improvement of the Students' Reading Main Ideas

The chart above shows the result of the students' literal reading comprehension in terms of main ideas. After applying in Authentic Material in cycle I and cycle II, the result of students' main ideas achievement improves significantly where Cycle II was higher than D-Test and cycle I. The students' main ideas achievement in cycle II was 43.47% categorized as poor, 47.84% categorized as fairly good, and 8.69% categorized as fair while in cycle I was lower than cycle II where the students' main ideas achievement in cycle I was

17.39% categorized as fairly good, 65.22% categorized as fair and 17.39% as poor. The D-Test was the lowest where the students' main ideas achievement was (21.74%) categorized fair, (78.26%) poor, and none of students for the other classification.

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.

Table 6: The Percentage of the Students' Meaning of words in Reading.

No	Classification	Range	D - Test		Cycle I		Cycle II	
			Freq	%	Freq	%	Freq	%
1	Excellent	96 – 10	0	0	0	0	0	0
2	Very good	86 – 95	0	0	0	0	3	13.04%
3	Good	76 – 85	0	0	0	0	6	26.09%
4	Fairly good	66 – 75	0	0	10	43.48%	13	56.52%
5	Fair	56 – 65	8	34.78%	10	43.48%	1	4,35%
6	Poor	36 – 55	15	65.22%	3	13.04%	0	0
7	Very poor	0 – 35	0	0	0	0	0	0
Total			23	100	23	100	23	100

The table above shows the percentage of the students' meaning of words achievement in Diagnostic Test indicates that 8 students (34.78%) get fair, and 15 students (65.22 %) get poor and none of students for the other classification. After taking action in cycle I by using authentic materials, the percentage of the students' meaning of words achievement improves where 10 students (43.48%) get fairly good, 10 students (43.48%) get fair, 3 students (13.04%) get poor and none of the students for the other classification. In cycle II, the percentage of the students' achievement in meaning of words was higher than cycle I where 3 students (13.04%) get very good, 6 students (26.09%) get good, 13 students (56.52%) get fairly good, 1 student (4.35%) get fair and none of the students for the other classification.

To see the percentage of the improvement of the students' meaning of words in literal comprehension clearly, the following chart was presented:

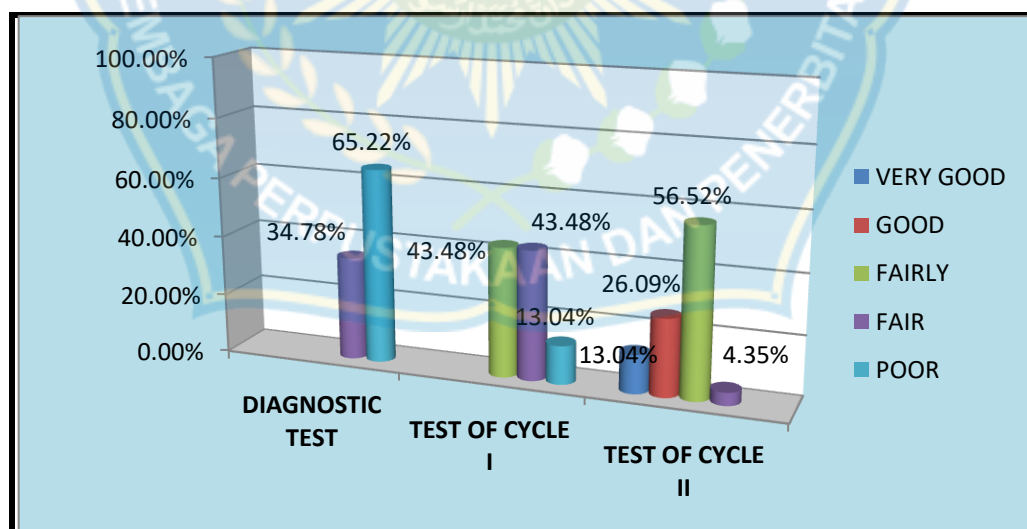


Figure 6: The Improvement of the Students' Reading Meaning of Words

The chart above shows the result of the students' literal comprehension in terms of sequence of details. 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 was higher than Diagnostic-Test and cycle I (13.04% > 43.48% > 34.78%) where the students' meaning of in cycle II was 13.04% categorized as very good, 26.09% categorized as good, 56.52% categorized as fairly good and 4.35% as fair, while in cycle I was lower than cycle II where the students' meaning of words achievement in cycle I was 43.48% categorized as fairly good, 43.48% categorized as fair, 13.04% categorized as poor and none of for the other classification. The result of diagnostic test was the lowest than the other where the students' meaning of words achievement was 34.78% as fair, 65.22% as poor, and none of students for the other classification.

The result above proves that the use of authentic materials was able to improve the students' meaning of words in reading.

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

a. 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.

Table 7: The percentage of the students' conclusion in reading

No	Classification	Range	D-Test		Cycle I		Cycle II	
			Freq	%	Freq	%	Freq	%
1	Excellent	96 – 100	0	0	0	0	0	0
2	Very good	86 – 95	0	0	0	0	3	13.04%
3	Good	76 – 85	0	0	0	0	10	43.48%
4	Fairly good	66 – 75	0	0	3	13.04%	10	43.48%
5	Fair	56 – 65	11	47.83 %	14	60.89%	0	0
6	Poor	36 – 55	12	52.17%	6	26.09%	0	0
7	Very poor	0 – 35	0	0	0	0	0	0
Total			23	100	23	100	23	100

The table above shows the percentage of the students' conclusion in Diagnostic-Test indicates that 11 students (47.83%) get fair, 12 students (52.17%) get poor and none of students for the other classification.

After taking action in cycle I by using authentic materials, the percentage of the students reading test in conclusion was 6 students (13.04%) get fairly good, 14 students (60.89%) get fair, 3 students (26.09%) get poor and none of the students for the other classification.

In cycle II, the percentage of the students' reading test in conclusion was 3 students (13.04) get very good, 10 students (43.48%) get good, 10 students (43.48%) get fairly good and none of the students for the other classification.

To know the percentage of the students' achievement in conclusion clearly, following chart was presented:

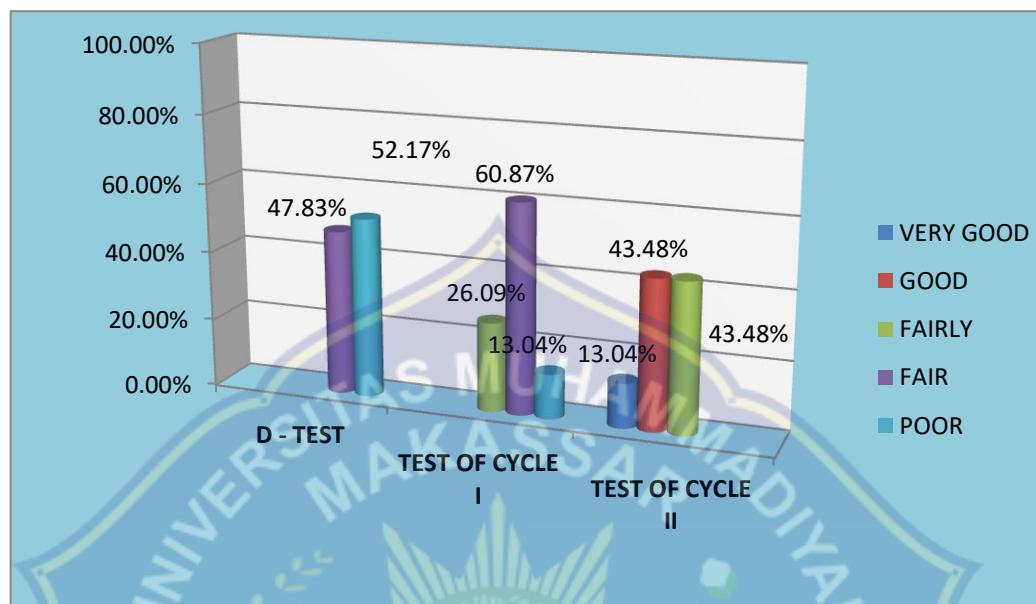


Figure 8: The Improvement of the Students' Reading Conclusion

The chart above shows the result of the students' interpretive reading comprehension in terms of conclusion. After applying Authentic Material in cycle II, the result of students' conclusion was higher than Diagnostic -Test and cycle I which the students' conclusion achievement in cycle II was 13.04% categorized as very good, 43.48% categorized as good and 43.48% categorized as fairly good, while in cycle I was lower than cycle II where the students' conclusion achievement in cycle I was 26.09% categorized as fairly good, 60.87% categorized as fair, 13.04% categorized as poor and none of the other classification. But the result of Diagnostic-Test was the lowest where the students' conclusion achievement was 47.83% categorized as fair, 52.17% categorized as poor, and none for the other classification.

4. 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 was through the reading test shows the students' reading comprehension in terms of literal and interpretive improves significantly. It was indicated by the mean score of result of the students' D-Test was 55.21 it was classified as poor achievement. It was also lower than the mean score of the students' reading test in cycle I that was 62.98 that was classified as fair and cycle II was 78.11 it was classified as good. Those scores are got from the result test of the students' literal reading comprehension and interpretive reading comprehension.

- a. The students' literal reading comprehension at the eleventh year students' of MAN 3 MAKASSAR, class X in 2018/2019 academic year 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 was 8.91% and the students' main ideas mean score was 52.17. It was classified as poor. In cycle II, the students' main ideas also improves from Cycle I to cycle II where the improvement was 15.49% and the students' mean score was 76.57 that was classified as good classification. The improvement was lower than the improvement from Diagnostic test to cycle I because the teaching material was not fit for improving the students' main ideas. Although the improvement in cycle

II was lower than cycle I, the research was 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 was 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 in fairly good score was 43.48 % and the mean score achievement was 64.78. It was indicated that there was an improvement from diagnostic test to cycle I about 9.13% because the students' mean score in diagnostic test was only 55.65. After testing and observing in the second cycle, the student' meaning of words really has a good improvement where the improvement was about 12.83%. The significant improvement was got in cycle II because the teaching reading material was really suitable for the improvement of the students' meaning of words. Because of the target score has been achieved, the research was not continued to the third cycle.

- b. The students' interpretive reading comprehension at the eleventh year students' of MAN 3 MAKASSAR, class X in 2018/2019 academic year through authentic materials.

In the first cycle, the students' conclusion in reading was not bad. The result of the students' improvement of conclusion can be seen after testing and observing (reading test of first cycle), whereas the mean score achievement was 63.04. It was indicated that there was an improvement from diagnostic test to cycle I about 6.52% because the students' mean score in diagnostic test was only 56.52. 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 where the improvement was about 16.09%. Because of the target score has been achieved, the research was not continued to the third cycle.



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 class students of MAN 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 at the students of X class of MAN 3 MAKASSAR.
3. The use of Authentic Material is able to improve the students' interpretive comprehension at the students of X class of MAN 3 MAKASSAR.

B. Suggestions

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

1. It was suggested to the teachers, to teach English of the junior high school by using Authentic Material as one of teaching alternatives.

2. It was 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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APPENDIX A

**THE RESULT OF THE STUDENTS' READING DIAGNOSTIC-TEST OF
MAN 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	40	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
MAN 3 MAKASSAR**

Sample	Literal Reading Comprehension		Interpretive Reading Comprehension	
	Main Ideas	Meaning of words	Conclusion	Mean Score
A-1	70	75	700	707.5
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	1431.25
Mean score	61.08	64.78	63.04	62.23

APPENDIX C

**THE RESULT OF THE STUDENTS' READING TEST IN CYCLE II OF
MAN 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	79.130	77.55

APPENDIX D

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

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

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	

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?*



THE MEAN SCORE FOR STUDENTS' D-TEST

1. Literal Reading Comprehension

➤ Main Idea

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

➤ Meaning of Words

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

2. Interpretive Reading Comprehension

➤ Conclusion

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

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 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

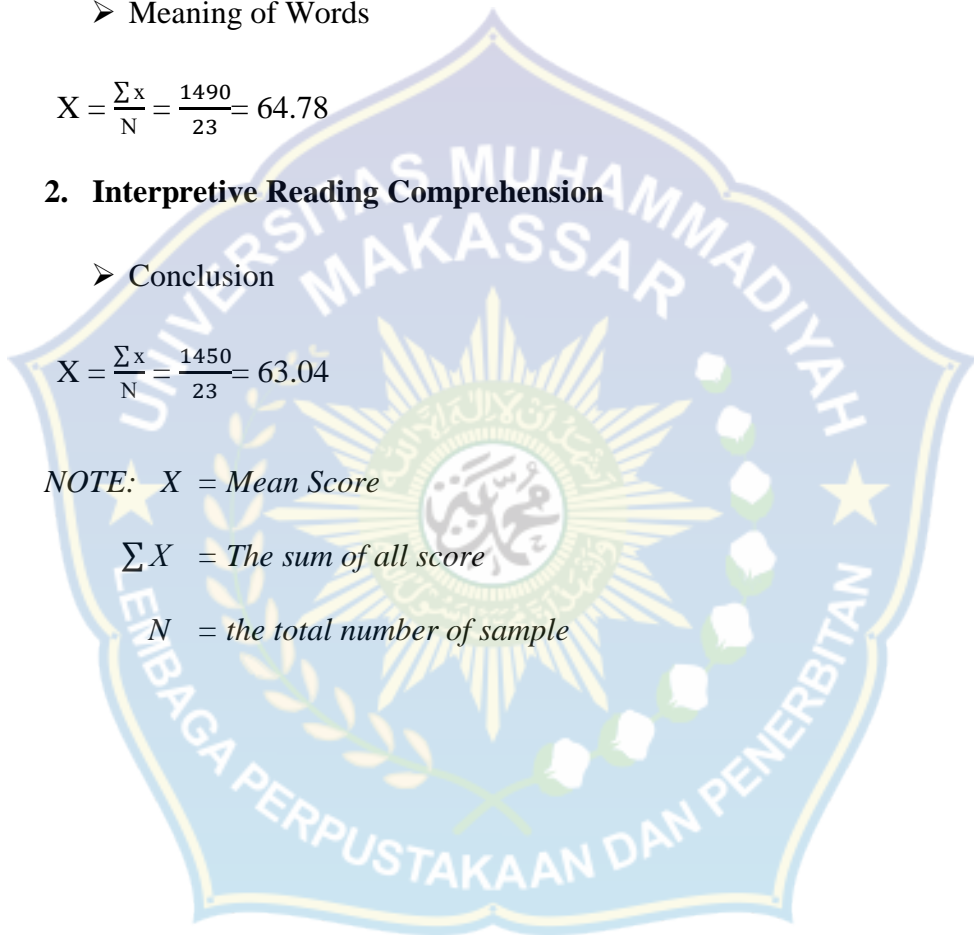
➤ Conclusion

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

NOTE: X = Mean Score

$\sum X$ = *The sum of all score*

N = *the total number of sample*



THE MAEN 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

$$X = \frac{\sum x}{N} = \frac{1433,75}{23} = 62.34$$

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

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

A. Test Cycle I

Read the text and answer the questions!



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 the main idea of the paragraph 1?
2. Find out unfamiliar words in first paragraph then find out the meaning the words?
3. What is magma?
4. What is techniques the vulcanologist to measure the changes ?
5. Make a conclusion based on text above !

B. Test Cycle II

Read the text and answer the questions!



beam co
is now b

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. What is soybeans?
4. Find out the unfamiliar words, then find out the meaning of words !
5. Make conclusion based on the text above !

C. DIAGNOSTIC TEST

Read the Story and answer the questions!



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 disadvantages and advantages of plastic bags?
5. Make the conclusion based on text above !

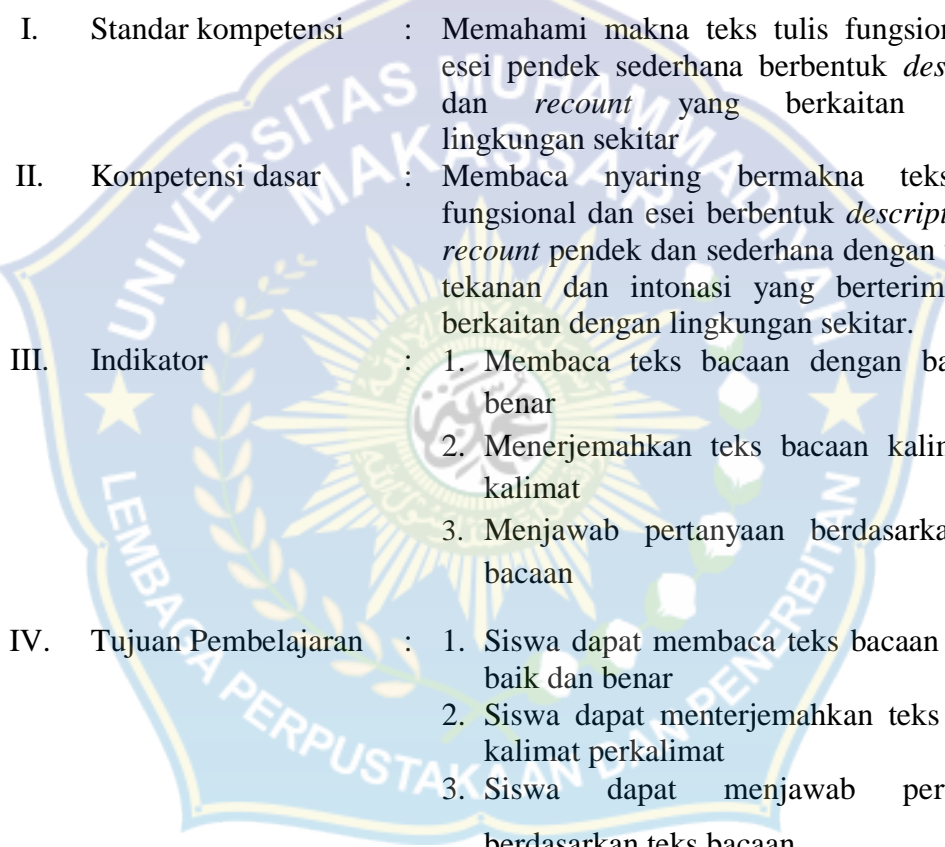
RENCANA PELAKSANAAN PEMBELAJARAN

Sekolah : MAN 3 MAKASSAR

Mata pelajaran : Bahasa Inggris

Kelas/Semester : X / GANJIL

Alokasi waktu : 2 x 40 menit

- 
- I. Standar kompetensi : Memahami makna teks tulis fungsional dan esei pendek sederhana berbentuk *descriptive* dan *recount* yang berkaitan dengan lingkungan sekitar
- II. Kompetensi dasar : Membaca nyaring bermakna teks tulis fungsional dan esei berbentuk *descriptive* dan *recount* 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 : Collaborative teaching

- VII. Langkah-langkah kegiatan : a. Kegiatan awal:
- Absensi
 - Tanya jawab berbagai hal yang terkait dalam kondisi siswa
 - Brainstoming (Tanya jawab tentang berbagai hal yang berkaitan dengan topik yang di bicarakan
- b. Kegiatan inti :
- Membaca teks monolog
 - Membahas kosa kata yang digunakan
 - Menjawab pertanyaan tentang isi 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	3
s/d	true	2
5	Some grammatical errors but the idea is true	1
	Many grammatical errors and the idea is nearly true	0
	Many grammatical errors and the idea is false	

Score: $\frac{\text{The correct answer} \times 100}{\text{Total number of item}}$

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 advantages and disadvantages of plastic bags?
5. Make the conclusion based on the text above!




RENCANA PELAKSANAAN PEMBELAJARAN

Sekolah : MAN 3 MAKASSAR

Mata pelajaran : Bahasa Inggris

Kelas/Semester : X / GANJIL

Alokasi waktu : 2 x 40 menit

- 
- I. Standar kompetensi : Memahami makna teks tulis fungsional dan esei pendek sederhana berbentuk *descriptive* dan *recount* yang berkaitan dengan lingkungan sekitar
 - II. Kompetensi dasar : Membaca nyaring bermakna teks tulis fungsional dan esei berbentuk *descriptive* dan *recount* pendek dan sederhana dengan ucapan, tekanan dan intonasi yang berterima yang berkaitan dengan lingkungan sekitar.
 - III. Indikator :
 4. Membaca teks bacaan dengan baik dan benar
 5. Menerjemahkan teks bacaan kalimat per kalimat
 6. Menjawab pertanyaan berdasarkan teks bacaan
 - IV. Tujuan Pembelajaran :
 4. Siswa dapat membaca teks bacaan dengan baik dan benar
 5. Siswa dapat menterjemahkan teks bacaan kalimat perkalamat
 6. Siswa dapat menjawab pertanyaan berdasarkan teks bacaan.
 - V. Materi Pembelajaran : Teks bacaan yang berjudul “Plastig bags ”
 - VI. Metode Pembelajaran : Collaborative teaching


- VII. Langkah-langkah kegiatan : d. Kegiatan awal:
- Absensi
 - Tanya jawab berbagai hal yang terkait dalam kondisi siswa
 - Brainstoming (Tanya jawab tentang berbagai hal yang berkaitan dengan topik yang di bicarakan
- e. Kegiatan inti :
- Membaca teks monolog
 - Membahas kosa kata yang digunakan
 - Menjawab pertanyaan tentang isi teks
- f. 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
- 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
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	Many grammatical errors and the idea is false	0

Score: $\frac{\text{The correct answer} \times 100}{\text{Total number of item}}$



LAMPIRAN MATERI

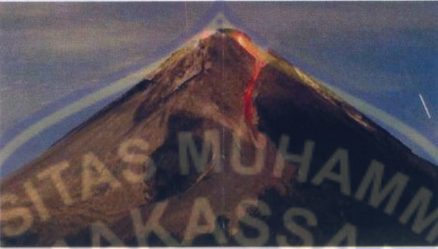


Technology & Inventions

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 !

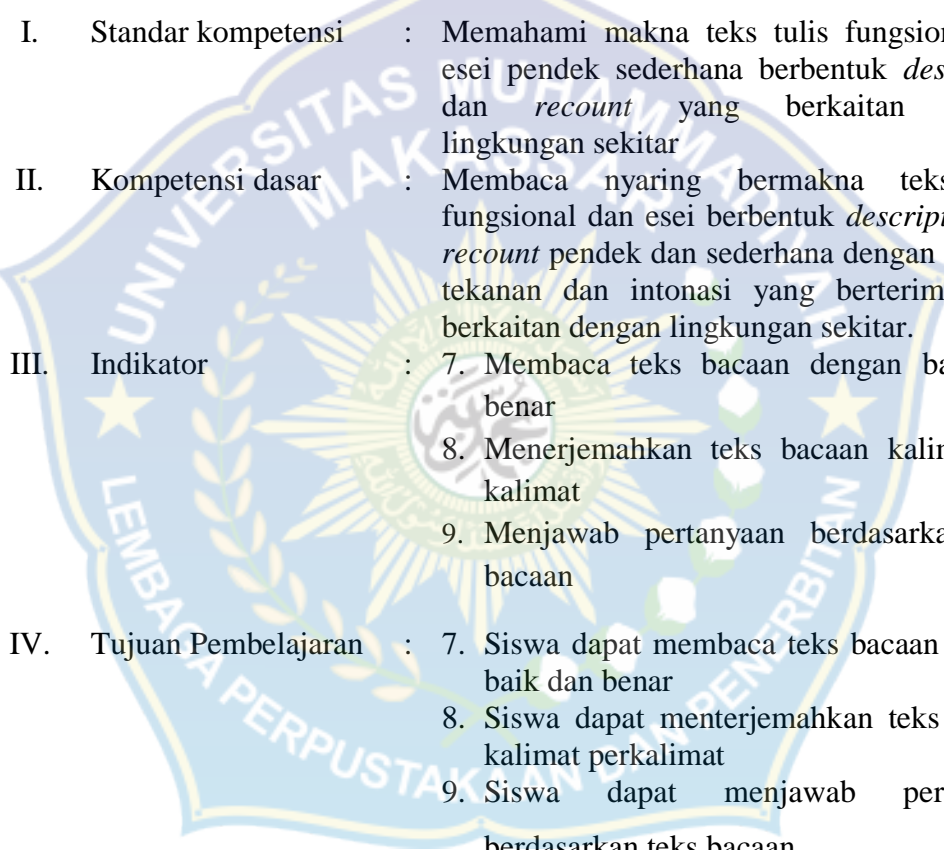
RENCANA PELAKSANAAN PEMBELAJARAN

Sekolah : MAN 3 MAKASSAR

Mata pelajaran : Bahasa Inggris

Kelas/Semester : X / GANJIL

Alokai waktu : 2 x 40 menit

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- I. Standar kompetensi : Memahami makna teks tulis fungsional dan esei pendek sederhana berbentuk *descriptive* dan *recount* yang berkaitan dengan lingkungan sekitar
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- III. Indikator : 7. Membaca teks bacaan dengan baik dan benar
8. Menerjemahkan teks bacaan kalimat per kalimat
9. Menjawab pertanyaan berdasarkan teks bacaan
- IV. Tujuan Pembelajaran : 7. Siswa dapat membaca teks bacaan dengan baik dan benar
8. Siswa dapat menterjemahkan teks bacaan kalimat perkalimat
9. Siswa dapat menjawab pertanyaan berdasarkan teks bacaan.
- V. Materi Pembelajaran : Teks bacaan yang berjudul “TEMPE ”
- VI. Metode Pembelajaran : Three Phase Technique

- VII. Langkah-langkah kegiatan : g. Kegiatan awal:
- Absensi
 - Tanya jawab berbagai hal yang terkait dalam kondisi siswa
 - Brainstoming (Tanya jawab tentang berbagai hal yang berkaitan dengan topik yang di bicarakan
- h. Kegiatan inti :
- Membaca teks monolog
 - Membahas kosa kata yang digunakan
 - Menjawab pertanyaan tentang isi teks
- i. Kegiatan akhir:
- Menanyakan kesulitan siswa dalam proses belajar mengajar
 - Menyimpulkan materi pembelajaran
 - Memberikan pekerjaan rumah pada siswa.
- VIII. Sumber belajar : e. Buku teks bacaan yang relevant
f. 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: $\frac{\text{The correct answer} \times 100}{\text{Total number of item}}$

beam co
is now b

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 !

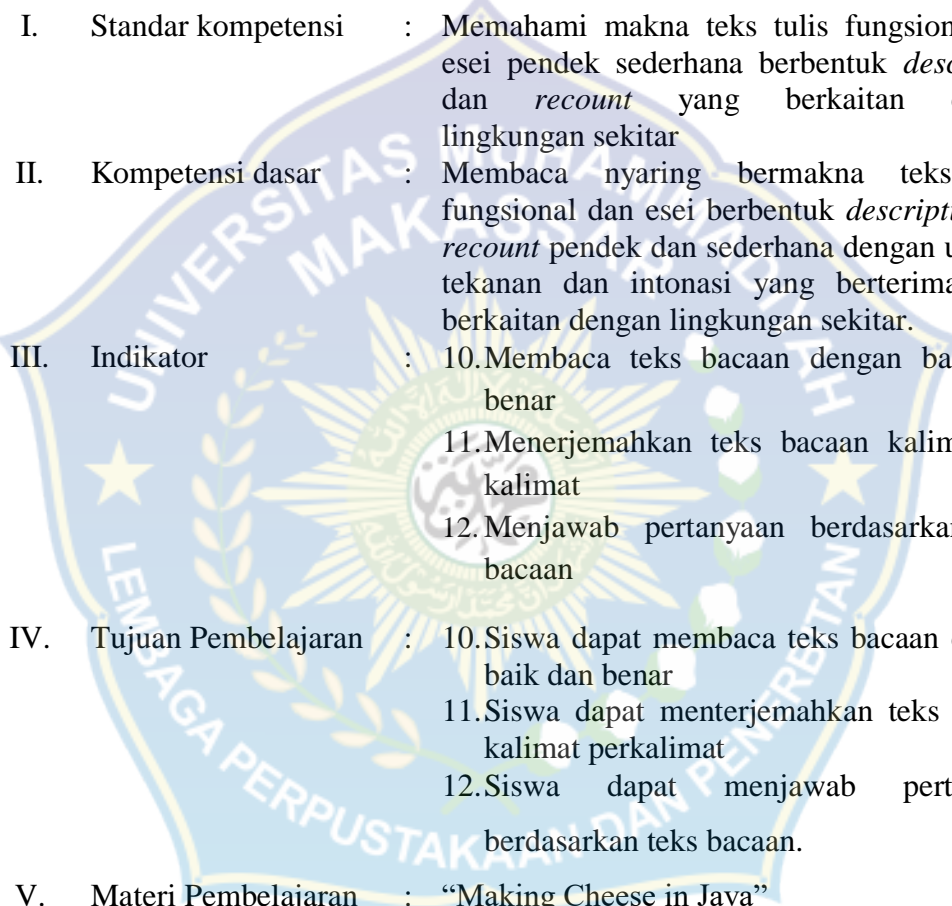
RENCANA PELAKSANAAN PEMBELAJARAN

Sekolah : MAN 3 MAKASSAR

Mata pelajaran : Bahasa Inggris

Kelas/Semester : X / GANJIL

Alokasi waktu : 2 x 40 menit

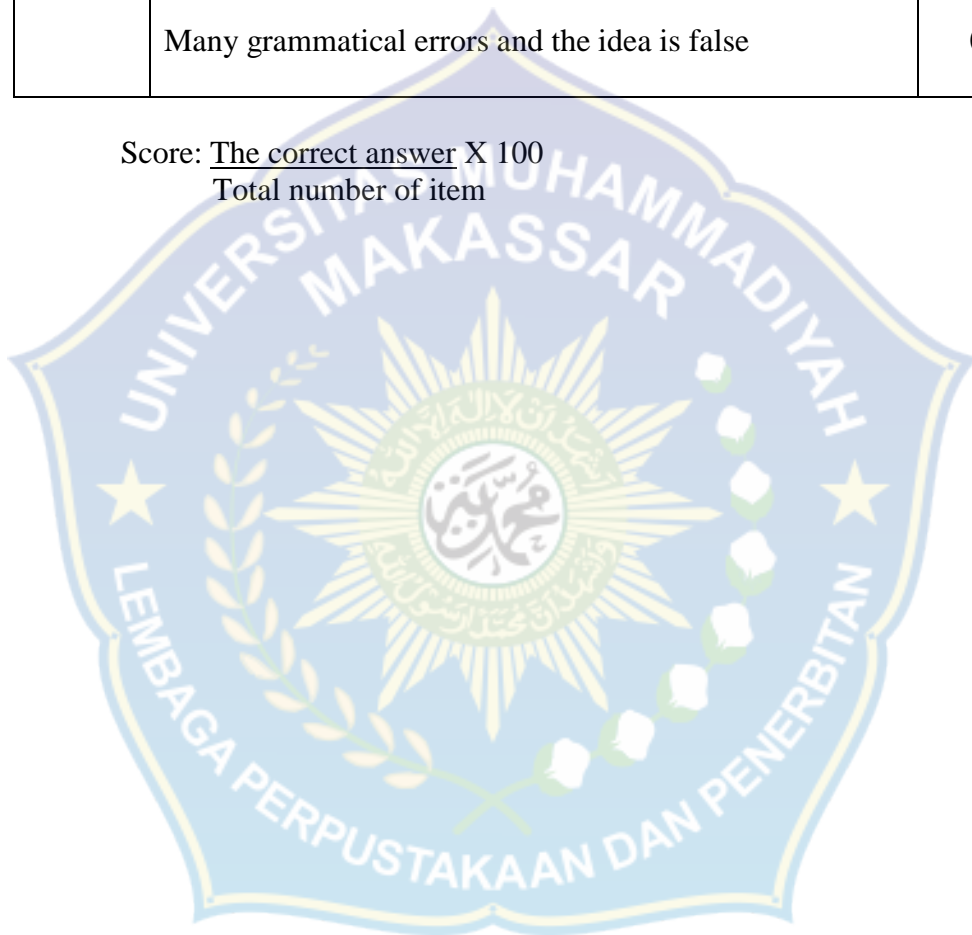
- 
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 - IV. Tujuan Pembelajaran :
 10. Siswa dapat membaca teks bacaan dengan baik dan benar
 11. Siswa dapat menterjemahkan teks bacaan kalimat perkaliat
 12. Siswa dapat menjawab pertanyaan berdasarkan teks bacaan.
 - V. Materi Pembelajaran : “Making Cheese in Java”
 - VI. Metode Pembelajaran : Collaborative teaching

- VII. Langkah-langkah kegiatan : j. Kegiatan awal:
- Absensi
 - Tanya jawab berbagai hal yang terkait dalam kondisi siswa
 - Brainstoming (Tanya jawab tentang berbagai hal yang berkaitan dengan topik yang di bicarakan
- k. Kegiatan inti :
- Membaca teks monolog
 - Membahas kosa kata yang digunakan
 - Menjawab pertanyaan tentang isi teks
- l. Kegiatan akhir:
- Menanyakan kesulitan siswa dalam proses belajar mengajar
 - Menyimpulkan materi pembelajaran
 - Memberikan pekerjaan rumah pada siswa.
- VIII. Sumber belajar : g. Buku teks bacaan yang relevant
h. Teks bacaan
- IX. Penilaian : a. Teknik : Teks tertulis
b. Bentuk : Pertanyaan singkat
c. Rubrik Penelitian
- 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
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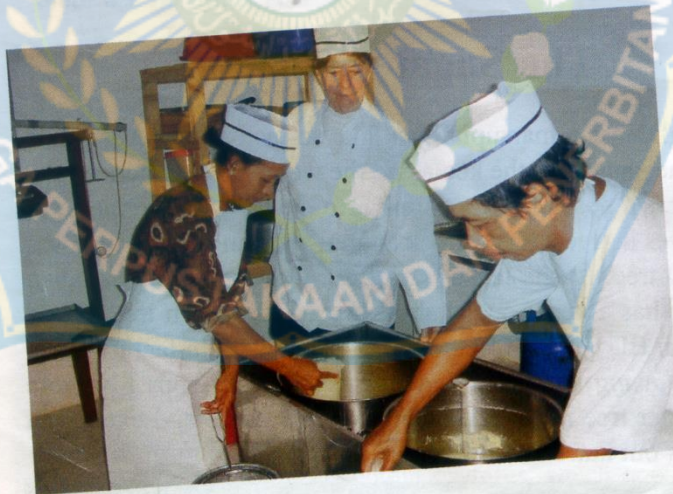
Score: $\frac{\text{The correct answer} \times 100}{\text{Total number of item}}$



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 !

