THE EFFECTIVENESS OF USING ENGLISH NEWSPAPER TO IMPROVE STUDENTS READING COMPREHENSION

(Pre-experimental Research at the Eleventh Grade of SMA Negeri 06 Gowa)

SKIRIPSI

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ABSTRACT

Hartarti. 2019. "*The Effectiveness of Using English Newspaper to Improve the Students' Reading Comprehension*" at the eleventh grade of SMA Negeri 06 Gowa. (A Pre-Experimental research). Under the supervisor of SyamsiarnaNappu and Muh. Syaiful.The English Education Department, Faculty of Teacher Training and Education, Muhammadiyah University of Makassar.

The objective of this research is to find out whether or not the use of English newspaper is effective to improve the students' reading comprehension

This research use quantitative research method conducting Pre-Experimental Design with pre-test and post-test design. The population of this research was the eleventh-grade students of SMA Negeri 06 Gowa. The researcher used the purposive sampling technique and number of samples are 28 students. And this research consists two variables that are English newspaper as independent variables and reading comprehension as depend variables.

This research findings indicated that using English newspaper in reading comprehension was effective in improving the students' literal and interpretative comprehension. It was proved by the value of t-test 8.69 which was higher than the value of t-table (1.708)

This indicated that H_1 was accepted and H_0 was rejected and there was a significant difference of the students reading comprehension before and after using English newspaper it was concluded that using English newspaper effective improve the students reading comprehension in term of literal and interpretative at the elevens grade students of SMA Negeri 06 Gowa.

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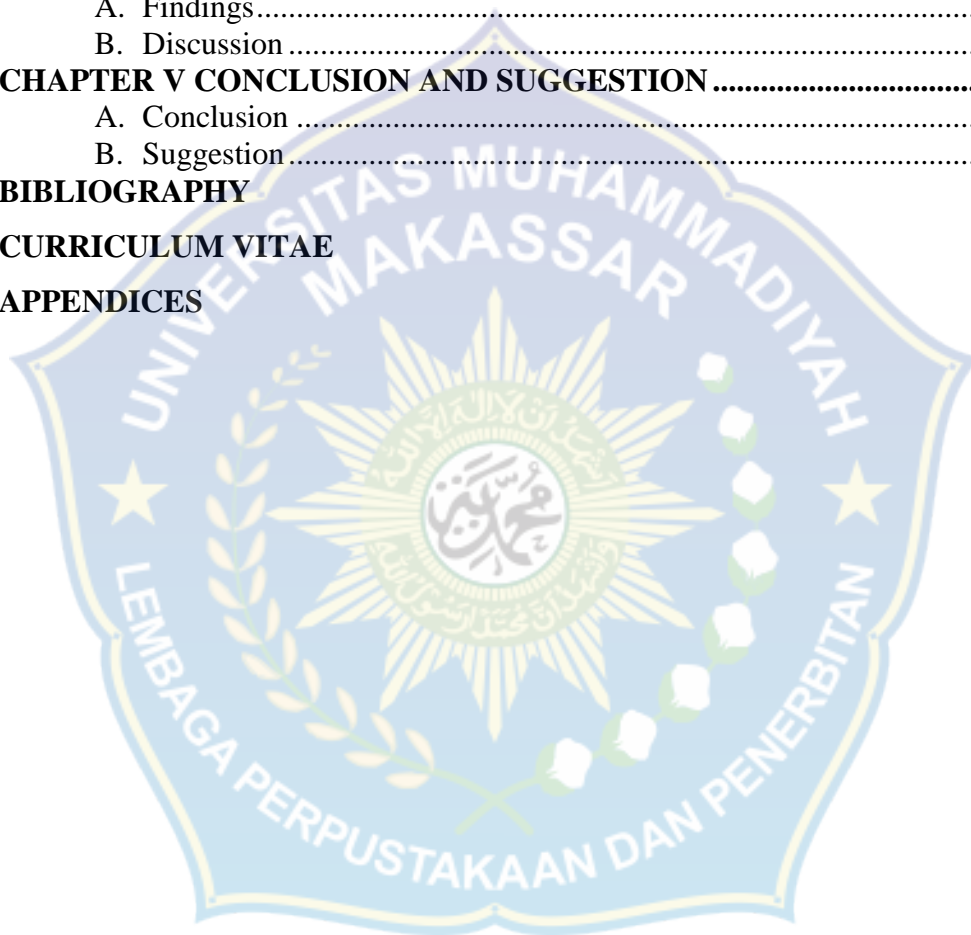
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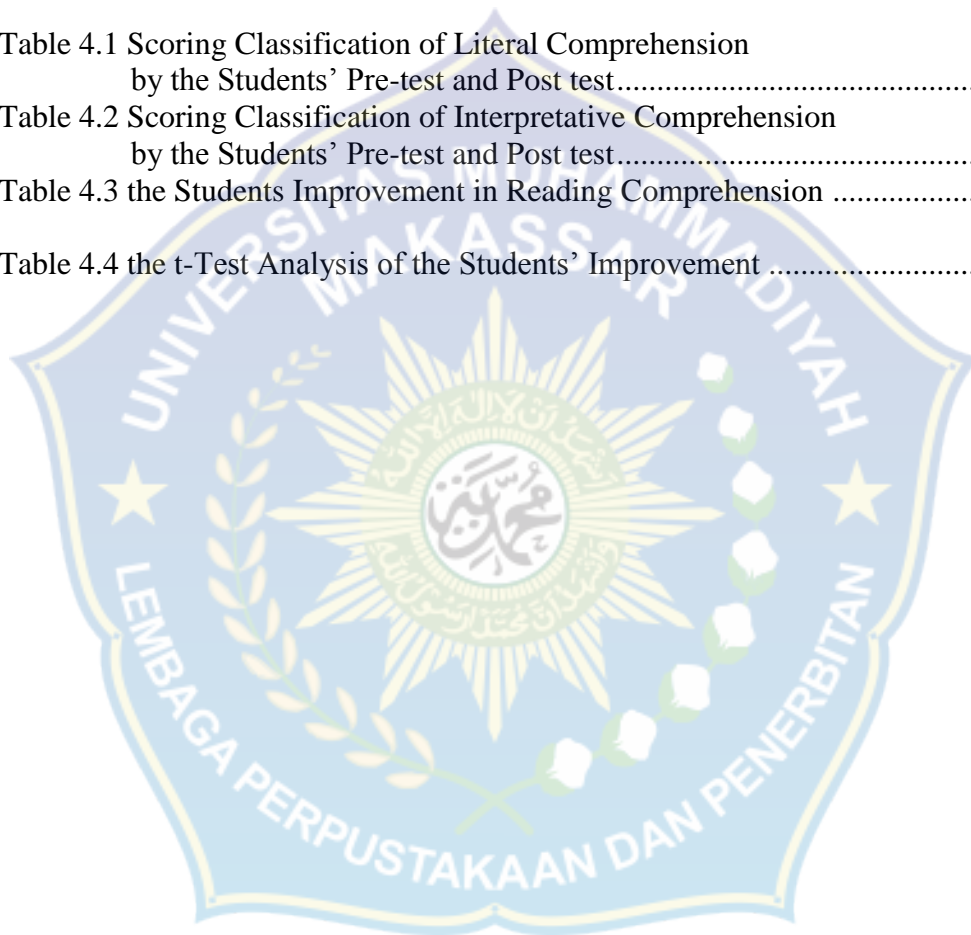
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CHAPTER I

INTRODUCTION

A. Background of the Study

As a global language, English plays an important role in the world. Although English is not a language with the largest number of native speakers, English has become the bridge between two or more parties with different language to communicate one another. It is also stated by Harmer (2007: 1) that English has become a lingua franca that is widely adopted for communication between two speakers whose native language are different from each other's. moreover, one or both speakers are using it as a 'second' language. This condition makes English become important to be mastered.

In Indonesia, English is taught as a compulsory subject for Senior High School, Junior High School, and even in Elementary School. In each level of school, there four skils that should be mastered in learning English, they are; listening, speaking, reading, and writing. Reading is one of language skills which is still difficult to master for the students. It can be seen from the general students' comprehension about topic in the text. They are difficult to comprehend the topic which they readJunior (2013: 13)

Reading is one of the important skills in English because it is a source to get information, knowledge, and pleasure. All of them can be found from book, newspaper, magazine, journal, and other sources. The reader can also increase their vocabulary. Reading is something crucial and indispensable for the students

because the success of their study depends on the greater part of their ability to read. If their reading skills is poor, they are very likely to fail in their study or at least they will have difficulty in making progress. On the other hand, if they have a good ability in reading, they will have a better chance to successes in their studyJunior (2013: 23)

According to Mikulecky (2011: 3)reading skills is the cognitive processes that a reader used in making sense of a text. In this skill the students are expected to comprehend ideational, interpersonal and contextual meaning within the text to identify the main ides and supporting details, factual information, and meaning of the words. The students are expected to be able to understand what passage is about and the information that is given by the teacher can be understood by the students.

In learning reading, there were some factors make the students difficult to understand and master it. The first the students did not have appeal to the students' which led to a lack of interaction in the classroom, unpleasant an ineffective learning environment. Furthermore, the other problem that make the students not interest in learning reading in the classroom was the media. In this case, the students only read a full text. Lastly, the most common factor faced by the students in reading was the lack of the students' interest in learning. In this case the researcher found best strategy to improve English newspaper as a media in teaching readingRisma (2016: 2)

Media is a tool of communication between teachers and students. The media is the interface that is able to connect or communicate both of them. It is

useful in the learning English in order to provide stimulation to the students. We can conclude that the media can be a massage from the teacher to the students. Then, the students can receive well

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

Reading is one of the most important to the students learning and also to language learning, it would be better that the teaching is wisely done.To understand a text, students must have a good command of the vocabulary of the target language, but some from the researcher found that students' ability in reading was still low. The students faced many difficulties in reading texts. They often failed in reading texts because of lack of vocabularies and technique in reading. The problem also comes from the teacher's technique and strategy in teaching. During the writer's observation, she found that the teacher stillapplied a traditional method, the teachers asked the students to write things in their exercise books freely, read thetexts by heart and opened dictionary anytime they stuck on using words that they didn't know. It caused the studentsbored and did not have a concentration in learning so, they could not gain the purpose of reading. However, it is not easy for the students or English teacherSmaldino and Russel (2007: 12)

So to overcome this problem, it is advisable that the teacher changes their strategy in the teaching process and should consider the most effective and creative language teaching strategy in teaching reading skill. A teacher is one the most influencing factor in obtaining the success of learning English. An approach may be the solution to improve the teaching process. Approach is a correlative assumptions dealing with the nature of language teaching and learning. In doing their profession as an educator a teacher always gives the best for their student.

The aim of teaching reading is to develop the students reading skill so that they can read English text effectively and efficiently.To be able to read effectively and efficiently student should have a particular purpose in their mind before they interact with the text. The main purpose of reading a text is to comprehend and obtain much information. To understand a text a student must have a good command of vocabulary of the target language but it does not mean merely learning the words. Many students find some difficulties when they are reading.

Most of the students are passive in the class and they felt that learning reading comprehension is boring. The writer thought that the reason why they got bored in learning the reading was because of the teaching strategy. The teacher must choose the suitable strategy to make the process of teaching reading comprehension running well. The writer learned that to improve the students' reading comprehension is by choosing the appropriate strategy that is by using English Newspaper.

The newspaper articles are been to be highly motivational for students of all ages and students enjoy the variety of reading and visual material included in

the newspaper, teachers hadhelped their students comply with state educational standards and prepare them for both standardized tests and real-lifesituations by using newspaper articles and photos in conjunction with specific strategies and rubric. Therefore, the important function of modern education which is the teach students to use many informational resources available, including the newspaper as a current reference can be achievedElmadwi (2014: 2)

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

Based on many facts in teaching and learning process that the studentshave less reading ability. According to one of the information the researcher have get the real fact of the school in SMA Negeri 06 Gowa. The researcher has gotten the information from the English teacher. Which the in fact the students of XII. IPA 2 class have average value of English only 6.0 and them less in English dominate in reading comprehension. Yet, the fact shows that the majority of the students are not competent in comprehending English materials. Based on this fact, lecturer or teacher must give variation of teaching materials in reading. One material of reading which is suitable for students that the research using newspaper for provide more current information that gives them a board view about lesson. In addition, there are lots of different kinds of text in newspaper such a narrative, stories, letters, advertisement, and reports.

Referring to the previous then the researcher is interested in conducting a research entitled:*The Effectiveness of Using English Newspaper to Improve Reading Comprehension of the Eleventh Grade Students of SMA Negeri 06 Gowa.*

B. Problem Statement

Based on the problem statement above, the research question as follows: "Is the use of English Newspapereffective to improve the students' reading comprehension in term of literal and interpretative?"

C. Objective of the Study

In relation to the research question above, the objective of the research is to find out whether or not the use of English newspaper is effective toimprove the students' reading comprehension in term of literal and interpretative.

D. Significance of The Study

The result of this study is expected to be useful not only theoretically significance but also practical significant.

Theoretically for teacher the result of this study for the teachers it can include the information about technique in teaching reading comprehension, and practical for students' the result of this study for students' is to improve students' reading comprehension.

The findings of this study are expected to be useful for the teaching for English as a foreign language especially in teaching reading and giving useful

information to the teacher so that he/she was be more creative in implementation the reading comprehension learning

D. The Scope of The Study

This research focused on the application of newspaper articles to see whether it was effective to improve the students' reading comprehension. The researcher focused on the students' understanding about literal and interpretative reading of articles in the newspaper. Literal comprehension refers to the main idea while interpretative comprehension refers to conclusion.

CHAPTER II

REVIEW OF LITERATURE

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

A. Previous of Related Research Findings

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

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

Mustamin (2010) in her thesis,atittle*"Teaching Reading Comprehension by Using English Magazine Articles at the First Years Students of Madrasah Aliyah Muhammadiyah JauhpandangWajo".* found that teaching in

comprehension by Using English Magazine article at the first year's students of Madrasah Aliyah Muhammadiyah JauhpandangWajo.

Purnama (2010) in her thesisan tittle*"Increasing The Students' Reading Comprehension Through Authentic Materials at the Eight Year Students of SMPN 27 Makassar"*found that teaching and learning reading by using authentic materials can increase the students' achievement in reading.

Rosmiati (2013) in her thesisa tittle *"Improving the Students Reading Comprehension Through SQRQCQ (survey, question read, question, complete, question) Method at the Eight Class of SMP Negeri 1 EremerasaBantaeng"*found that the students also learn simultaneously connect information of what they are reading into what they already know and stay focused. Students must also be able to organize the content it to what they already now.

Sarfiah (2006) had researched with the tittle *"improving reading comprehension through quantum learning at the second year students of SMA Negeri 1 LiukangTengayaPangkep"*confirmed that quantum learning is one of methods which can improve the students' reading comprehension.

Hamriati (2005) told in her thesis that active process is effective and helpful the students' achievement in reading class, based on her research with and tittle *"The Effectiveness of Application of Active Process in Improving the Students' Achievement in Reading Class"*.

Based on the previous findings above the researcher concluded that students reading comprehension can be improved by using some method technique. And from some previous findings above this research also focus to

improve students reading comprehension and uses some method or technique which suitable with reading skills, while the differences are this research focuses on literal comprehension and interpretative comprehension which different with some previous findings above and this research also using English Newspaper as media in teaching reading specially article and report text on Newspaper.

B. Some Partin Ideas

    1. The Concept of Reading

    a. Definition of Reading

Definitions of reading appear in various perspectives. Mikulecky (2007: 12) states that reading is construction of meaning from a printed or written message. The construction of meaning involves the render connecting information from the written message with previous knowledge to arrive at meaning at an understanding. So, the readers construct the meaning by interacting with the text through the combination of prior knowledge and previous experience to get information the text.

In addition, Cahyono (2011:57) states that reading is a means of communicating information between the writer and the reader. The reader tries to understand ideas that the writer has put in print meanwhile, Mikulecky (2011:5) states that reading is a complex conscious and unconscious mental process in which the reader uses a variety of strategies to reconstruct the meaning that the author is assumed to have intended, based on data from the text and from the reader's prior knowledge.

Harmer (2007: 99) states that reading is useful for language acquisition Provided that students more or less understand what they read, the more they read. Reading also has appositive effect on students' vocabulary knowledge, on their spelling or on their writing. Reading consist to related processes word recognition and comprehension. Word recognition refers to the process of perceiving how written symbol correspond to one's spoken language meanwhile, comprehension is the process of making sense words, sentences and connected text.

According to Nunan (2003: 68) reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning. The goal of reading is comprehension. From definition above it can be concluded that reading is the learning process to identify the word and to understand the word on the text. Reading is process interactive and communication between the reader and the writer in the text.

b. Kinds of Reading

According to Brown (2001: 312), there are several types of reading in the classroom:

1. Reading aloud and Silent Reading

a. Reading Aloud

Reading aloud is an important do in reading the students who are knows as a readerrequired to read aloud practice their tongue about how to pronounce every word found in reading text.

b. Silent Reading

Silent reading is frequently done by a reader who wants to comprehension the text in reading comprehension process. Reading need a reader much attention to what is thread. The reader should have a full contraction.

c. Intensive Reading

Intensive reading is reading shorter text (anecdotes, short narrative,descriptions, etc.) to extract specific information. This is more accuracy involving reading for details. In this course, each text is read carefully and thoroughly for maximum comprehension. In intensive reading, teacher provides direction and help before, sometimes during and after reading. Students to exercises that require them towork in dept with various selected aspect of the text. Intensive reading calls student's attention to grammatical forms, discourse markers and other surface structure details for the purpose of understanding literal meaning implications, and rhetorical relationships.

d. Extensive Reading

Extensive reading is reading longer text (book, long articles, essays, technical report, etc.), usually for someone's pleasure in this type, students are usually given more freedom to choose reading material that attract them and they are more responsible in finding materials within their language proficiency range. The text that they read be completely of their own selection or to some extend selected by the teacher.

c. Strategies in Reading

According to Cahyono (2011: 61) reading may be defined as decoding and attaining the meaning as the result of the interplay between perception of graphic symbol that represent a language and the memory traces of readers' experience.

The purposes of reading cannot be separated from comprehension. Each purposewill determine what to achieve reading process. Reading comprehension requires the ability toperceive the exact nature of the passage being read or communicated Cahyono(2011: 61) states that there are three reading strategies that involve bottom-up strategies, top-down strategies; and interactive strategies.

1. Bottom-up Sstrategies

    The bottom-up strategies of reading assume that the process of translating print to meaning begins with print. The process is initiated by decoding graphic symbol into sound. Therefore, the reader first identifies features of letters: links thee feature together torecognize letters, combine letters to recognize words, and then proceeds to sentences, paragraph, and text level processing (Cahyono 2011: 61)

    The process of deriving meaning from print in bottom-up strategies is triggered by graphic information embedded in print. By applying the bottom-up strategies, readers star to process the text from the low linguistic level to the higher one. The readers startfrom identifying letters to recognize words and then proceeds to the phrase, sentence, paragraph, and then text level processing.

The bottom-up strategies are also used by the readers when they feel the text being read is difficult. The difficulty of the text can be about language and contents of the text. When the language text is felt difficult, readers start to identify the words meaning. Then, they combine the word meaning to get the understanding of the phrases sentences, and paragraph until reaching the entire meaning of the text. Furthermore, when the content of the text is felt difficult, the readers try to understand the text by relying on visual information that are on the page.

2. Top - down Strategies

The process of deriving meaning of the text in top-down strategies starts from the reader's prior knowledge and experience to the print. By the top-down strategies, readers start to process the text by applying the higher-level stages. In the case, readers start with hypothesisand predictions and attempt to verify them by working down to the printed stimuli.

3. Interactive Strategies

The interactive strategies of reading assume that the process of translating print to meaning involve making use of both print and print knowledge. The process is initiated by making prediction about meaning and/or by decoding graphic symbols. Interactive strategies in reading require both bottom-up and top-down strategies in combination. Reading in understanding a text use these two strategies interactively and simultaneously.The interactive strategies suggest that the process of

reading in initiated by decoding letters and words by formulating hypotheses about meaning.

d. Techniques in Teaching Reading

Reading is viewed as an interactive process between language and thought. Generally speaking, there are three kinds of activities involved in relation to the reading class activities: pre-reading activities, during/whilst reading activities, and post-reading activities. Cahyono, (2011: 68).

1. Pre-reading Activities

In pre-reading activities, activation is concerned with students' background knowledge, objective for reading class, learning activities, and motivating the student. In the stag, teacher try to activate students' schemata related to the topic of the text byrepresenting key words, asking question related to the topic or explaining briefly to the contents of the text. Pre-reading is to motivate the students. Motivation in reading attracts students' attention to the text. The activities of pre-reading are activities aiming at facilitating the student' understanding about the reading text.

2. During/Whilst Reading Activities

During reading activities are the activities that a reader does while reading take places. To maximize reader interactions to a text, readers should be guided during reading activities. In whilst reading includes (a) identifying the main idea, (b) findingdetails in a text, (c) following a sequence, (d) inferring from the text, and (e) recognizing the discourse patterns.

3. Post Reading Activities

   Post reading activities are the activities conducted by a reader after reading. The activities are used to recheck reader's understanding on the text topic being read. He activity of post reading can also be in the forms of discussion. Students are asked to discuss the writer's ideas. This discussion may depend on the class size. If the class is big, it will be better to have group discussion. if the class is small, it will be better to have whole class discussion.

4. Testing Reading

   Reading skills is a receptive skill. The task of language tester is to set reading tasks which will result in behavior that will demonstrate their successful completing.

   The reading texts can be taken from textbook, novel, newspaper, magazine, academic journal, letter, etc. the text can be in the forms of newspaper report, advertisement, editorial, etc.

   According to Isnawati (2012: 41), the technique that might be used to test reading skills are:

1. Multiple Choice

The test takers provide evidence of successful reading by marking mark against one out of a number of alternatives. Its strengths and weaknesses have been presented earlier.

2. True/False

The test-taker should respond to a statement by choosing one of the two choices, true or false

3. Completion

The students are required to complete a sentence with a guide word.

4. Short Answer

It is in the form of question and requires the students to answer briefly.

5. Guided Short Answer

This is the alternative of short answer in which students are guided to have the intended answer. They have to complete sentences presented to them.

6. Summary Cloze

A reading passage is summarized by the tester, and then gaps are left the five summaries for completion by test-taster. This is really the extension of the guided short answer.

2. The Concept of Reading Comprehension

a. Definition of Reading Comprehension

Comprehension is always directed and controlled by the needs and purpose for reader. Comprehension is the act understanding the meaning of process of spoken language ability to perceive and pronounce word to their meaning. Mikulecky (2011: 2) stressed as the understanding of spoken and writers language.

David in Maming (2007: 6) states that during reading comprehension process, the students must have full concert in order to be able to crush all ideas, written in the passage. He asserts that students reading ability is very important in reading comprehension because we can comprehend the text by being able to understand the meaning and the correlation among them.

From the definition above the research can conclude that reading comprehension is the ability to process of understand thewriters'passage from what has been read.

b. Some Skill of Reading Comprehension

Reading comprehension is a dialogue between the author and a reader the activity needs ability to communicate with an author while reading silently rather that orally Mikulecky(2011: 13) it is a complex process in which the reader uses his mental content to obtain from written material. Researcher can interpret reading comprehension is the capability to acquire the ideas of a passage.

Mikulecky (2011: 15) divides reading comprehension skill into four they as follow:

1. Literal Reading

Literal reading refers to the acquisition of meaning of ideas or information that is explicitly stated in the text. Some specific reading skill at the literal level of comprehension are: identifying specific information or nothing details. Sequencing ideas when explicitly signal are given, and following instruction. These skills, specially the first and two are scanning skill.

a) Identifying Specific Information

This reading requires one to focus his attention only on one or some particular information or details which he need form a text; the rest of the text may not be read anymore. Hat information may be a name, a date, a scientific term, or a place or just anything, the search for which motivates the person to read. In looking for a detail, the reader must look for signals in the environment of the needed information or in the information itself.

b) Sequencing Events or Ideas

Meaning full reading result from the reader's ability to follow through of the writer .this is because any discourse is made up of words and sentences which are not only grammatically linked to another, but are also logically related and sequence of ideas as presented by the writer enables him to summarize, outline and infer correctly.

c)   Following Instructions

Students can take the lesson and knowledge from the reading

2. Interpretative Reading

Interpretative reading involves reading between the lines or making inferences. It is the process of deriving ideas that are implied rather than directly stated. this level demands higher level of thinking ability because the question in the category of interpretation are concerned with answer that are not directly stated in the text but are suggest or implied. Mukulecky(2011: 218) state that in interpretation the readers read between the lines, make connections among individuals' states ideas, make inferences, draw conclusion, read between the lines to get inferences, or implied meaning from the text.

a) Implication

Implication is inference expectancy that maybe logically implied or understood, but not directly stated, from the author's arguments in a text or utterance.

b). Conclusion

Conclusion draws together factual evidence into a statement about the nature of phenomenon.

c). Generalization

Generalization is statement about the behavior of a large population based on the observable behavior of a similar but smaller sample group.

d). Prediction

Prediction is a statement about future behavior or action.

3. Critical Reading

   This category of reading comprehension has a higher level than the two before. It involves evaluation. The making of personal judgment of a accuracy values, the truth of what is read in making judgment the reader must be able to collect, interpret, apply analysis the information.

4.Creative Reading

   Creative reading is use different thinking skill beyond the literal comprehension interpretation and the reader tries to come up with a new alternative solution to the message presented the writer.

3. The Use of Media in Teaching Reading

   The section describe of definition of media, visual media in teaching reading, newspaper as the visual media in teaching reading , ways if using picture and real news of newspaper in teaching reading, and reading activities using newspaper as teaching media. All the point was discussed on the following.

  a. Definition of Media

   Medium (plural: media) derives from Latin word that means "between", and the term is used to refer to anything which carries information from source to receiver. Meanwhile, Smaldino and Russel(2007: 256)labeled media as means of communication and source of information. Moreover, they state that the purpose of media is to facilities communication and learning.Examples of media can be books, pictures, internet, television, and so on.

The use of media can be very useful in order to minimize the difficulties face by learners in English foreign language learning. According to Smaldino and Russel (2007: 256) teaching media can encourage students to actively participate in learning activities. In other words, media can be used to engage students in learning. It should be noted since effective learning happens when students are engaged in meaningful tasks, interacting with the content Smaldino and Russel (2007: 258)

Following Smaldino and Russel (2007: 258) there are six basic types of teaching media; (1) text, alphanumerical characters that may be displayed in many formats such as books, poster, etc., (2) audio which is anything that can be heard, e.g. music, noises, etc., (3) visual which is commonly used to promote learning including drawing, cartoons, graphic, chart, etc., (4) motion, such as video, animation, and so on, (5) manipulative media that can be touched and handled by students, and the last is (6) people, it can be teachers or subject matter experts.

b. Visual Media

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

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

c. Newspaper as the Visual Media in Teaching Reading

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

A picture is an account or description of something that enables one to form a mental picture or impression of it (Oxford Advance Learner's Dictionary). Harmer (2007) labeled a pictures as an illustration of image than can be used a two dimensional visual representation of person, place, or thing. Picture can be in the form of flashcards, cue cards, large wall pictures, photograph, illustrations, or projected slides on computer screen. In addition, teachers can also directly draw a picture on a board to help with explanation.

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

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

Picture in a text is not just a picture without any meaning. It contains organizes and structured message which is connected with verbal text.Arizpe and Styles (2003: 39). Some students may find it difficult to comprehend a text verbally, and picture then plays role to provide a source of non-verbal

information. Furthermore, pictures in a text give a change to readers to understand more and get better comprehension of a text.

The next benefits that the picture in text can be motivating and engaging. It is because picture in an appealing media that have the power to engage students. Picture can catch students' attention so that they can focus on text and the reading activities. Moreover, picture also useful in creating fun, attractive, and active reading activities.

The other advantage of a picture it that it can create a context of language and connect the language to the real word. For example, it may be difficult to make students understand the meaning of the word "elephant" only by explaining the definition or telling the characteristics of an elephant, but it is also likely to be difficult to bring a real elephant into a classroom. A picture of an elephant then can bring a real world in a simple way which students can easily understand the meaning of the word "elephant".

4. Newspaper

   a. Definition of Newspaper

A newspaper is a lightweight and disposable publication, usually printed on low-cost paper called newsprint, containing a journal of current news in a variety of topics. These topics can include political events, crime, sports, and opinion. Newspaper is a part of mass media often circulated to the public daily and weekly. It applied a lot of information to fulfill the need to society and it one of visual communication for public as well. Brock (2013:182) states that

newspaper is printed publication appearing daily or weekly and containing news, advertisement and article on various subjects.

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

1. Advertisement in Newspaper

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

2. Article in Newspaper

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

b. The Advantage of Using Newspaper

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

According to Devi (2013: 29) newspaper have fulfilled this requirement. First, it can be used as cross culture medium, because newspaper probably the best single source of information about the most important people in the host society. It can be taught for something about physiology. Habits and values of people in the foreign culture. Second, the realistic character and actions may motivate students for reading. Third, newspaper can be used to teach other language skill: listening, speaking and writing.

Good teaching material can be used toteach many aspects of language. Again, newspaper have this qualification. as stated by Joe Pemagbi (1995: 53)

"Newspaper can be used to teach many aspect of language and communication skill. Editorial and gossip columns can be used to teach formal and informal varieties in English: editorial and feature article can provide passage for summary and comprehension; letters to editor can demonstrate good features of letter writing. A newspaper may contain material for teaching various types of writing; description, analysis and synthesis, comparison and contrast and process description; and they provide models of good written form; paragraphing, topic sentence, introduction, conclusion, etc.

c. The Disadvantages of Using Newspaper

1. The Grading of the Various Parts of the Text Might the Different

This can particularly be a problem with novels and poetically written newspaper articles, where the descriptive introduction is often several levels higher than the story will be once the plot and/ or dialogue starts. The same is true of punning newspaper headlines. Approaches include giving the difficult parts in

summary form and just using an extract from the original text, or doing activities just with the easy bits like the captions or dialogue.

2.The Information Can Quickly Become Out of Date

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

3. The grammar is not graded

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

d. The role of Newspaper Articles

As a human being, we need to communicate and interact with other people. We need to them because they have something that we do not own or they know something that we do not. Sometimes, we are curious about what is

happening in the world. To fill our curiously, we need media. One of the mediums is a newspaper besides television, radio, magazine and books.

Devi (2013: 31) Newspaper present current issues which are occurring at present. It is report president election, international or national news, sport competition, gossip about famous people, weather forecast and soon. It's also are equipped by posters, diagrams, charts and photos which could be seen by the reader.

e. Use English Newspaper in the Classroom

Newspaper have been used in American classroom for many years and have proven for their worth as an educational tool. Using newspaper in teaching English is effective because their context motivate learning and develop language skill olivers(1994: 9) nowadays, suggesting have been made to use newspaper as an instructional tool to teach English as a second language, but few author have emphasized the use of both the first and the second language newspaper, Olivers (1994: 11)

He used of English language newspaper as well as mother tongue newspaper is an efficient and effective way to educated bilingual people. the mother tongue newspaper helped them to reinforce and develop further their mother tongue skill and the English language newspaper facilities the acquisition of the new language in a print context that is different from other school resource.

By using the English language newspaper, teacher can provide their student with features that other printed material cannot match, Olivers(1994: 45) the English newspaper deal with the present reality of the outside world. It is

instructional materials that represent that reality here and now. Since it present students' with a second language that comes alive through headlines, articles, advertisement, and picture in inevitable will contain something of interest for every students. Olivers (1994:11) working in these subject areas, language minority students'will deal not only with the content of those subjects but also with a second language that is real and relevant. It is the day today language of mainstream population.
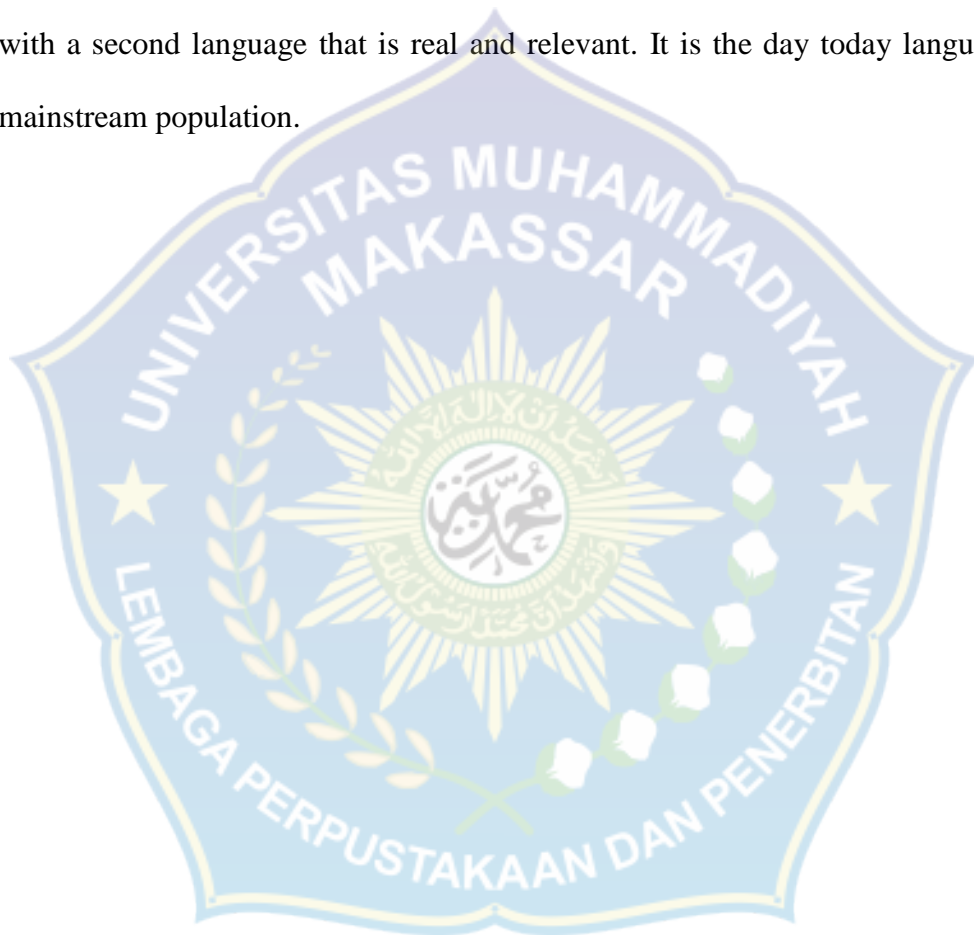
C. Conceptual Framework

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

```
┌──────────────────────────────────────────────┐
│                  Students                      │
└──────────────────────────────────────────────┘
                        ▼
┌──────────────────────────────────────────────┐
│               English Newspaper                │
└──────────────────────────────────────────────┘
                        ▼
┌──────────────────────────────────────────────┐
│            Reading Comprehension               │
│        Focus on Literal and Interpretative     │
└──────────────────────────────────────────────┘
                        ▼
┌──────────────────────────────────────────────┐
│              Pre-Experimental                  │
│   Pre-test  ►   Treatment   ►  post-test       │
└──────────────────────────────────────────────┘
                        ▼
┌──────────────────────────────────────────────┐
│                  OUTPUT                        │
│  The students' achievment in reading comprehension │
└──────────────────────────────────────────────┘
```
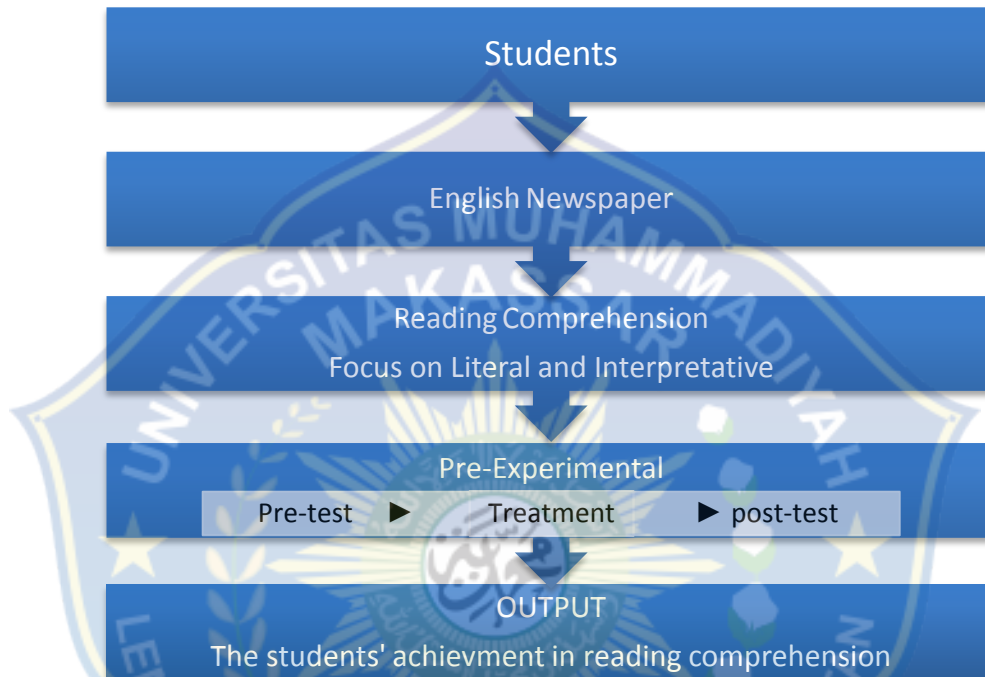
Figure 2.1 Conceptual framework

        The conceptual framework shows the process of the research to increase the students' reading comprehension. Before researcher did a treatment, the researcher used pre-testto know the students' ability in reading comprehension.After the pre-test result of the students, the researcher starts to did a treatment by using newspaper material as a media in teaching process. The last procedure of this research is conducting a post-test in order to found out the students' achievement in teaching reading comprehension as the output of this research.The comprehension which going to increase in this research is literal that cover to found out

main idea and interpretative that cover to found out the conclusion in reading using English newspaper. The teacher used Experimental research in applying this strategy. First, the teacher explained about newspaper as a media in teaching reading and its advantages to the students, after that the students divided into some groups and teacher instruct the students to read text. Answer question based on the text they read, and finally output deals with the students' achievement in reading comprehension after taught the using English newspaper.

D. Hypothesis

This section consisted of Null hypothesis (H_o) and Alternative Hypothesis (H_1). That present in the following.

Null Hypothesis (H_o)   :The use of English Newspaper does not improve students reading comprehension.

Alternative hypothesis (H_1)   : The use of English Newspaper

improvesthe   students   reading

comprehension.

CHAPTER III

THE RESEARCH METHOD

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

A. Research Design

This research conducted the pre-experimental method with pretest and posttest design. The design as follow

Pre-test	Treatment	Post-test
O_1	X	O_2

Where:

O_1 : the result of the students' pre-test

X   : the treatment by the effectiveness of using English newspaper

O_2 :the result of the students' post-test

(Gay, 2006: 22)

B. Research Variables and Indicator

This research consisted of two variables, they are dependent and independent variables:

1. The dependent variables were the students reading comprehension.Theindicator of independent variables is main idea and conclusion

2. the independent variable is the media refers to newspaper.

C. Operational Definition

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

1. Reading comprehension means that giving the information from the material to convey the information which is gotten

2. Media refer to English newspaper which is containing articles andadvertisement in ordertouse in the classroom.

D. Population and Sample

1. Population

The population of this research was the eleventh grade of SMA Negeri 6 Gowa.

2. Sample

The researcher used to purposive sampling technique, where the researcher used one class as the sample. It is the XI IPA 2 class which consisted 28 students with 17 female and 11 males. The researcher preliminary observation, this class still had poor achievement in reading comprehension.

E. Research Instrument

In this research the researcher used reading test instrument. The researcher used reading test which consisted of some passage. Then, there are 10 multiple choice. The researcher used this instrument to see the students' knowledge before and after giving treatment.

F. Procedure of Collecting Data

The procedure of collecting data in this research as follows:

1. Pre-Test

In this research, before was giving treatment, the researcher give pre-test to find out the students' prior knowledge before using English newspaper.

2. Treatment

For the treatment the procedure:

    a. The teacher checked students' attendance.

    b. Before teaching the teacher gave motivation to students.

    c. The researcher divided the students into some groups

    d. Introduction the English newspaper as a media

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

    f. The researcher asked the students to read and discuss the material on the newspaper by the same techniques that they usually do. There are six articles as follow:

        1. Sura and Baya

        2. Rainbow hawkers

        3. Morgan Oey has fun on movie set

        4. Stories actor (Morgan went too deep for new role)

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

        6. Lives of the living statues of "Kota Tua"

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

3. Post-Test

The post, after the treatment the researcher collect the student's final databy

giving posttest. The test consisted of 10 questions in the form of multiple choice.

G. Technique of Data Analysis

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

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

$$x = \frac{(students score answer)}{total number of items} \times 100$$

Where: X= the students' final score

(Debdikbud, 2004:6)

Table 3.1Rubric for main idea (Literal Comprehension)

No	Criteria	Score
1.	Clearly identified the main idea by providing strong evidence, details relating to the main idea.	4
2.	Identified the main idea and provided adequate evidence, details relating to the main idea.	3
3.	Limited main idea identification and limited evidence, details relating to the main idea.	2
4.	Did not identify the main idea of the story of provide any evidence, details relating to the main idea.	1

(Harmer, 2006:214)

Table 3.2 Rubric for Conclusion (interpretative Comprehension)

No	Criteria	Score
1.	Conclusion reflects recourse reading in development of idea. It is excellent.	4
2.	Conclusion reflects reading in development of idea. It is good	3
3.	Conclusion reflects only reading in development of idea. It is poor	2
4.	Conclusion there is answer but do not reflect any reading of resource in development idea	1

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

Table 3.3 Classification of the Score

No	Rate of Score	Categories
1.	8.0-10	Excellent
2.	6.0-8.0	Good
3.	4.0-6.0	Fair
4.	2.0-4.0	Less
5.	0.0-2.0	Bad

(Depdikbud, 2004:5)

3. Calculating the mean score of the students' test by using the formula:

$$X = \frac{\sum x}{n}$$

Where: X   : mean score

$\sum x$: the same of the score

N   : the number of subject

(Gay, 2006:289)

4. Computing the frequency and the rate of percentage of the student' scores

$$\% = \frac{x2 - x1}{x1} \times 100\%$$

Where**: %**   **:** the percentage of improvement

X2   : the total of post-test

X1   : the total of pre-test

(Harmer, 2006:286)

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

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

Where: T   : Test of improvement

         D   : mean different between matched pair

         D   : difference between matched pair.

         N   : number of sample

(Gay, 2006:355)

CHAPTER IV

FINDINGS AND DISCUSSION

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

A. Findings

The findings of this research deal with students' score of pre-test and post-test, the frequency and rate the percentage of the students' scores and hypothesis testing of paired samples. The result of the data findings found that teaching reading by using newspaper can improve the students' reading comprehension and the students' activeness in teaching and learning process at the XI IPA 2 class of SMA Negeri 06 Gowa, in further interpretation of data analysis were given below.

1. Students' Reading Comprehension

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

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

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

**Table 4.1 Scoring Classification of Literal Comprehension by the Students'
Pre-test and Post test**

No	Ranges	Categories	Class			
			Pre-test		Post-test	
			F	P (%)	F	P (%)
1	8.0-10	Excellent	0	0	4	14.28%
2	6.0-8.0	Good	0	0	24	85.72%
3	4.0-6.0	Fairly good	13	46.41%	0	0
4	2.0-4.0	Poor	15	53.59%	0	0
5	0.0-2.0	Bad	0	0	0	0
Total			28	100%	28	100%

Table 4.1 showedthat the rate percentage and frequency of the students' pre-test and post-test score. It can be seen from the table above that there are 13(46.41%) out of 28 students classified into 'Fairly good' score, 15 (53.59%) students classified into 'poor' score. And none of them were classified into 'excellent', 'Good' and 'Bad' score.

In other hand, the frequency and rate percentage of the students' post-test can be seen from the table are 4(14.28%) out of the 28 students' classified into 'Excellent' score, 24(85.72%) students' classified into 'Good' score, and none of them were classified into 'poor' and 'Bad' score.

**Table 4.2 Scoring Classification of Interpretative Comprehension by the
Students' Pre-test and Post test**

No	Ranges	Categories	Class	
			Pre-test	Post-test

			F	P (%)	F	P (%)
1	8.0-10	Excellent	0	0	4	14.28%
2	6.0-8.0	Good	0	0	24	85.72%
3	4.0-6.0	Fairly good	12	42.84%	0	0
4	2.0-4.0	Poor	16	57.16%	0	0
5	0.0-2.0	Bad	0	0	0	0
Total			**28**	**100%**	**28**	**100%**

Table 4.2 showed that the rate percentage and frequency of the students'
pre-test and post-test score. It can be seen from the table above that there are
12(42.84%) out of 28 students classified into 'Fairly good' score, 16 (57.16%)
students classified into 'poor' score. And none of them were classified into
'excellent', 'Good' and 'Bad' score.

In other hand, the frequency and rate percentage of the students' post-test
can be seen from the table are 4(14.28%) out of the 28 students' classified into
'Excellent' score, 24 (85.72%) students' classified into 'Good' score, and none of
them were classified into 'poor' and 'Bad' score.

2. The Improvement of Students' in Reading Comprehension

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

Table 4.3 the Students Improvement in Reading Comprehension

Indicator	Pre-test	Post-test	Improvement
Literal	21.21	37.64	77.65 %
Interpretative	21.21	35.14	65.65%

Table 4.4 showed that the mean score of literal by students' pre-test was 21.21 categorized as less, and post-test was 37.64%, categorized as good. And the mean score of interpretative by students' pre-test was 21.21 categorized as less and post-test was 35.14 categorized as good and then the students' improvement after giving English Newspaper by literal comprehension was 77.44.% and improvement by interpretative comprehension was 65.65%. It means that the mean score of the students post-test was greater than the mean score of the students' pre-test.
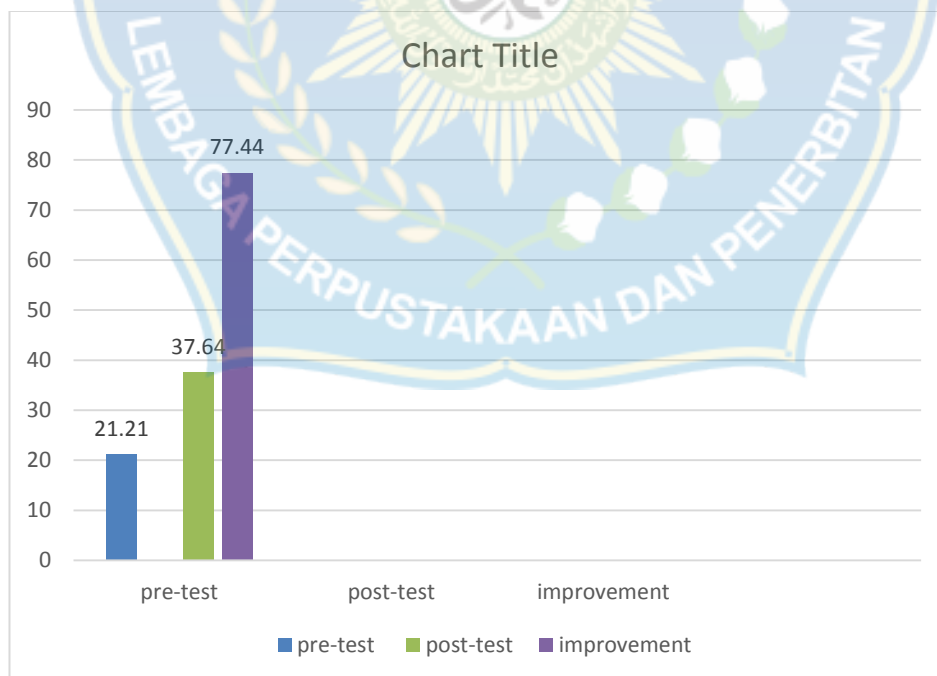
Figure 4.1 chart of the students' improvement in reading Comprehension

The researcher had used t-test analysis on the level of the significant (p) 0.05 with the degree of freedom (df) =N-1, where N = number of students (28 students) and then the value of t-table was 1.708. The t-test statistical analysis for independent sample was applied. The following table showed the result of t-test calculation.

Table 4.4 the t-Test Analysis of the Students' Improvement

No	Components	t-Test Value	t-Table Value	Description
1	Literal	3.67	1.708	Significant
2	Interpretative	4.97	1.708	Significant
3	Improvement	8.64	1.708	Significant

The table 4.3 above showed that t-Test value of reading comprehension was greater than t-Table value (3.67> 1.708) and t-Test value of interpretative was greater than t-Table (4.67> 1.708). It means that there was significant difference between the students' reading comprehension before and after researcher used English Newspaper materials in reading comprehension to eleventh grade of students in SMA Negeri 06 Gowa. It was show that the null hypothesis (Ho) was rejected and the alternative hypothesis (H$_1$) was accepted.

B. Discussion

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

The description of the data collected through pre-test and post-test as explained in the previous section shows that the students' reading comprehension was improve. It was supported by the tablestudents reading comprehension pre-test and post-test. Students' score after presenting materials by using news articles of English newspaper in teaching reading comprehension was better than before the treatment was given to the students before giving treatment, the researcher conducted pre-test. The description of the data collected in pre-test shown that the students' reading comprehension was fair. Most of students were difficult to comprehend the content of the text and answer the reading text. The students had problem with the level of difficulties and the organization of the text. That influence to the students to select the important point, interpret information and ideas then, students were also difficult to make deduction and judgment of the passage.

After conducting the pre-test, the researcher conducting treatment. The treatment was given five time. In the first treatment, the researcher began to explain what reading comprehension was and what English newspaper was. The students were divided into some group which consist of 3 or 4 students. The researcher presented the materials; assesses the students' comprehension by giving them the material which was news article taken from the Jakarta post newspaper for each group. In this treatment, the researcher found out many students still had same problem like the pre-test. They did not know how to find main idea, interpret information, etc. as quickly. The second treatment, the researcher helped the students to solve their problem by giving some ways. The

third until the sixth treatment. The researcher gave the same news articles like the first and the second treatment. The researcher gave some questions which were related with what they have learned in previous was. While, the researcher still helped them if they found other problems.

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

In addition, the mean score of literal by the students' pre-test was 21.21 categorized as fair and pos-test mean score was 37.64 categorized as good and with the mean score of gain (D) was 20.28, and the mean score of interpretative by the students' pre-test was 21.21 categorized as fair and post-test was 35.14 categorized as good and with the mean score of gain (D) was 13.92, it shows that the mean score of the students' post-test was greater than the mean score of pre-test with the improvement by literalwas77.44%, and interpretative was 65.65. The differences between the mean score of pre-test and post-test were caused by the

treatment. It indicates that the use of English newspaper give positive effect to the students' reading comprehension.

Based on the calculating of the students' pre-test and post-test before, it was obtained that t-test value was greater that t-table by literal was (3.67> 1.708) and t-Table by interpretative was (4.97>1.708) for the level of significance (0.05) and degree of freedom (df)= N -1, in this case 28-1 =27 from the result, the researcher found that there was significant difference between the result of pre-test and post-test. This means that the null hypothesis (Ho) is rejected and the alternative hypothesis (Hi) is accepted. It was proven by the improvement of students' reading comprehension after giving treatment using English newspaper.
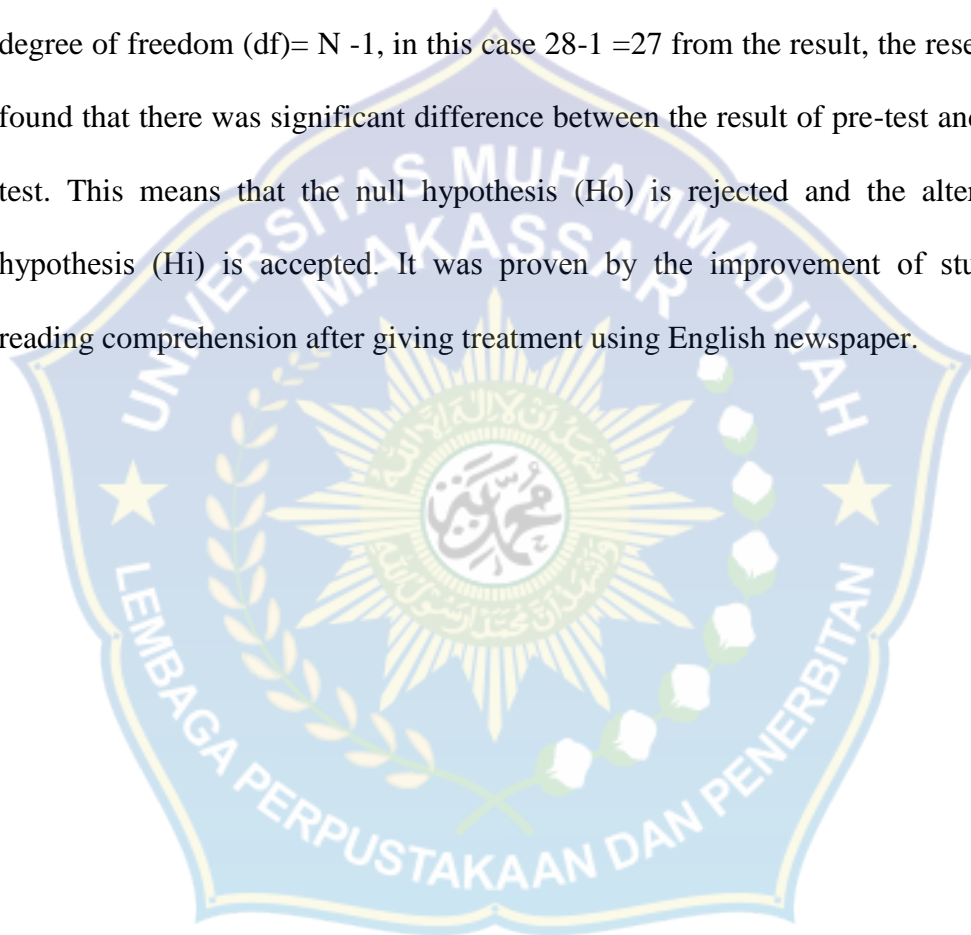
CHAPTER V

CONCLUSION AND SUGGESTION

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

A. Conclusion

Based on the findings and discussion chapter it can be conclude that the use of English Newspaper was significantly in improving students' reading comprehension. It was proved by mean score of the Literal by the students' post-test (37.64) which was greater than mean score of the students pre-test (21.21), and mean score of the interpretative by the students' post-test (35.14) which was greater than mean score of the students' pre-teat (21.21) so the improvement was 77.44%. then the t-test value by literal (3.67) and the t-test value by interpretative (4.97) was greater than t-table value (1.708). It shows that there significant difference between the students' achievement in learning English reading comprehension through English Newspaper can be facilitated the teacher and the students reading comprehension and can encourage the students' motivation interesting in learning English.

B. Suggestion

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

1. In teaching reading comprehension, the teacher can use English Newspaper as one the alternative material among after teaching material.

2. The teacher could give guidance and motivation to their students to read English Newspaper materials a lot.

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

The students should read a lot of English reading material to increase their reading comprehension.

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APPENDICES

RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

Satuan Pendidikan   : SMA Negeri 06 Gowa

Mata Pelajaran   : Bahasa Inggris (Wajib)

Kelas /Semester   : XI/Ganjil

Tahun Pelajaran   : 2018

Alokasi Waktu   :

A. Kompetensi Inti (KI)

1. Aspek Spiritual

   Menghayati dan mengamalkan ajaran agama yang dianutnya

2. Aspek Sosial

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

3. Kognitif

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

4. Keterampilan

Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan

B. Kompetensi Dasar dan IndikatorPencapaianKompetensi (IPK)

Kompetensi Dasar (KD)	IndikatorPencapaianKompetensi (IPK)
3.1 menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait saran dan tawaran, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan should, can)	3.1.1. Siswadapatmengidentifikasiungkapan-ungkapantindakanmemberi dan memintainformasiterkait saran dan tawaransecaralisan dan tulis. 3.1.2. Siswamenyebutkanungkapan-ungkapanmemberi dan memintainformasiterkait saran dan tawaransesuaikontekspenggunaannya. 3.1.3. Membedakanungkapan-ungkapanmemberi dan memintainformasiterkait saran dan tawaransesuaidengankonteks penggunaanya.
4.1 menyusun teks interaksi transaksional, lisan dan tulis, pendek dan sederhana, yang melibatkan tindakan memberi dan meminta informasi terkait saran dan tawaran, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks	4.1.1. Membuatpercakapantertulisuntukmemaparkan, menanyakan, dan meresponungkapan-ungkapantindakanmemberi dan memintainformasiterkait saran dan tawaransesuaidengankontekspenggunaannya. 4.1.2. Mendemonstrasikanpercakapanmengenai saran dan tawaran.

C.Tujuanpembelajaran

Peserta didikterampilmenganalisis dan menangkap makna yang terkandungdalamabacaan English newspaper dan dapatmemahamiataumembedakantentang main idea dan conclusion sehinggadapamenjawabpertanyaandenganbaik, benar dan tepatdandenganmenggunakanstrukturteks yang runtut, unsurkebahasaan yang benar dan sesuaikonteks, secarajujur, disiplin, percayadiri, bertanggungjawab.

D. MateriPembelajaran

- Sura and baya
-

<div style="border:1px solid;">

Sura and Baya

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

Once Sura and Baya were looking for some food. Suddenly, baya saw a goad.
"Yummi, this is my lunch," said Baya

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

Feeling tired of fighting, they lived in the different places. Sura lived in the waterandBaya in the land. The border was the beach. So they would never fight again.

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

They fought again. They boat hit each other. Sura bit Baya's till. Baya did the same thinkg to Sura. He bit very har until Sura finally gave up and a went back to the sea. Baya was happy.

</div>

E. MetodePembelajaran

Pendekatan : Scientific Learning

Model Pembelajaran : Discovery Learning

F. Media Alat dan BahanPembelajaran

- ❖ **Media** :
  - ⬥ *newspaper*
  - ⬥ Lembar penilaian
- ❖ **Alat/Bahan**:
  - ⬥ Penggaris, spidol, papantulis
  - ⬥ Newspaper

G. SumberBelajar:

❖ Jakarta post

H. Langkah-langkahPembelajaran

1. Pertemuan Ke-1 (2 x 45 menit)	Waktu
Kegiatan Pendahuluan ❖ Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran ❖ Memeriksa kehadiran peserta didik sebagai sikap disiplin ❖ Menyiapkan fisik dan psikis peserta didik dalam mengawali kegiatan pembelajaran. ❖ Mengaitkan *materi/tema/kegiatan* pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/*tema/kegiatan* sebelumnya, ❖ Menyampaikan tujuan pembelajaran pada pertemuan yang berlangsung	**10 menit**
Kegiatan Inti **Mengamati** ❖ Siswamengamati dan membacateks yang tertera di newspaper **Menanya** ❖ Denganbimbingan dan arahan guru, siswa diminta menganalisi teks ❖ Siswamenanya tentang makna yang terdapat dalam teks **Mengumpulkaninformasi** ❖ Guru meminta siswa untuk menganalisa main idea dari taks ❖ Siswa mencari main idea yang diminta oleh guru ❖ Guru memberi beberapa contoh ciri-ciri main idea kepada siswa ❖ Guru memberiwaktusekitar 30 menituntukmenyelesaikanlatihantersebut	**70 menit**
Penutup ❖ Guru mengumpulkanpekerjaansiswa. ❖ Guru mengevaluasihal-halyang harusdiperbaikioleh siswaselama proses pembelajaran, termasuksikap-sikap yang perludiperhatikan. ❖ Guru memintasiswauntukmelakukan*selfassesment*terhadapapa yang sudahmerekalakukanhariini. Kemudian guru menutuppertemuandengando'adan salam.	

1. Pertemuan Ke-1 (2 x 45 menit)	Waktu
Catatan : Selama pembelajaran berlangsung, guru mengamati sikap siswa dalam pembelajaran yang meliputi sikap: disiplin, rasa percaya diri, berperilaku jujur, tangguh menghadapi masalah tanggungjawab, rasa ingin tahu, peduli lingkungan)	

Sura and Baya

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

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

"Yummi, this is my lunch," said Baya

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

Feeling tired of fighting, they lived in the different places. Sura lived in the waterandBaya in the land. The border was the beach. So they would never fight again.

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

They fought again. They boat hit each other. Sura bit Baya's till. Baya did the same thinkg to Sura. He bit very har until Sura finally gave up and a went back to the sea. Baya was happy.

1. What is the title of narrative text above
   a. Sura
   b. Baya
   c. Sura and Baya
   d. Animals
2. How many characters in the story
   a. One
   b. Three
   c. Six
   d. Two
3. What is seen Baya
   a. Lion
   b. Sea

c. Rabbit

d. Goat

4. Why are they fighting
   a. They fight because of goat
   b. They try to kill each other
   c. They defends their area
   d. They fight to safe their live
5. Anyone who violatesthe agreement between Sura and Baya
   a. Sura
   b. Goat
   c. Writer
   d. Baya
6. What lessons can we learn in the story
   a. Don't be afraid to make a mistake
   b. Don't be arrogant to each other
   c. Do not break a promise that has been agreed upon
   d. Don't be a liar
7. Where did Sura and Baya live before the fight
   a. In the sea
   b. In the
   c. In the
   d. In the
8. What was the shark's name?
   a. The Shark's name was Sura
   b. The Shark's name was Baya
   c. The Shark's name was Crocodile
   d. The Shark's name was Sea
9. What was the Crocodile name?
   a. The Crocodile name was Baya
   b. The Crocodile name was Sura
   c. The Crocodile name was Sea
   d. The Crocodile name was Shark's
10. What was the border?
    a. The border was the beach
    b. The border was the sea
    c. The border was the water
    d. The border was the air

ESSAY

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

3.

Helpful Hawk: Sewell

Rainbow Hawkers

HAWK **Brad Sewell** and several teammates will wear rainbow bootlaces against Collingwood tomorrow to support the Zaidee Rainbow Foundation's organ and tissue donation campaign.

"This is a very special community awareness program that has already helped save the lives of many people waiting for a transplant," said Sewell, who is an ambassador for the foundation.

"Saturday's game will be the third time that Hawks players have worn the rainbow laces and we're very proud to be involved with the special cause."

Kim and **Allan Turner** created the foundation in memory of their daughter, **Zaidee**, who died in 2004, aged seven, after a blood vessel burst in her brain.

In Australia, organ and tissue donations are extremely low, with only 247 solid-organ donors last year. In 2004, Zaidee was the only Victorian child to donate her organs and tissues.

(3 / 18)

COSMAS D. GOZALI
KEEPS IT CONVENIENT

Agus Dwi Hastutik
THE JAKARTA POST/JAKARTA

Aesthetics and art have always fascinated renowned Indonesian architect Cosmas D. Gozali.

Cosmas' passion for art has inspired several of his building designs.

He has worked on projects in numerous cities and exhibited his works both in Indonesia and abroad, including in Berlin, where he exhibited "Jakarta Smart City 2050." He also published a book called *Soul of Spaces* in 2012.

"There are so many interesting things about architecture. We learn not only about design, but also about humans, technology, nature and everything. We create something for all people, and we can change the next generation through architecture. Architecture never ends," he told *The Jakarta Post*.

With more than 20 years of experience, Cosmas was the curator and exhibition director for CASA Indonesia in the last three years.

As someone with a huge passion for art and design, Cosmas notes that being an architect is not a profession, but something that becomes part of one's life.

"For me, there are no working hours when it comes to architecture. Architecture is my life, and doing my job is about life," he said.

Cosmas' works depend a lot on technology, and he admits that he always demands that his team keep up with the latest tech.

"With the vast technology that exists today, we can create something new and more powerful," he said.

Courtesy of ateliercosmas.com

y follow him everywhere he went. The rld lost track of one of its best sons be- decided to walk away entirely from the l game.

eling gives me all the possibilities and e reason why I can find so many things these days. Speaking of retired soc- yers, do you know what they do now? hey are most likely still stuck in soccer. e so many opportunities to do stuff be-

"People do not understand about them or the high value of their work. For me, personally, what they create is more important," Nakata said.

A return to the soccer world, however, is out of the question.

"I played soccer for 20 years. Soccer was like a brother to me. When you lose your brother, of course you will miss him but you have to carry on," he said.

GUESS WHAT?

Morgan Oey has fun on movie set

JAKARTA: Morgan Oey, a former member of boy band SMASH, is among the few actors to appear in more than two films this year. His latest project *Melbourne Rewind* is slated for release on Nov. 17.

Most of the film's scenes were shot in Australia where the cast and crew spent 10 days during the past winter.

"It was our first time visiting the country, so we were all excited to be there," the 26-year-old said as quoted by *tribunnews.com* on Friday.

"We did our best to warm up on set by bearing the freezing weather and adapting to the new environment. It was hard, but we enjoyed it."

Besides Morgan, the romantic drama's cast consists of Pamela Bowie, Aurelie Moeremans and YouTube artist Jovial da Lopez.

It will be the second time for Morgan to appear with Pamela after *Winter in Tokyo*, which was released in August, where he played a Japanese person.

He is also the main cast member of *Jilbab Traveler: Love Sparks in Korea* — also shot during winter — where he played a Korean photographer. "In the previous films the characters I played were foreigners. I will be an Indonesian living abroad in this film." — *JP*

Kapanlagi.com

62 people own as much as half the world

Alex Whiting

REUTERS/LONDON

The wealthiest 62 people now own as much wealth as half the world's population, some 3.5 billion people, as the super-rich have grown richer and the poor poorer, an international charity said on Monday.

The wealth of the richest 62 people has risen by 44 percent since 2010, while the wealth of the poorest 3.5 billion fell 41 percent, Oxfam said in a report released ahead of the World Economic Forum's annual meeting in Davos, Switzerland.

Almost half the super-rich individuals are from the US, 17 from Europe, and the rest from countries including China, Brazil, Mexico, Japan and Saudi Arabia.

"World leaders' concern about the escalating inequality crisis has so far not translated into concrete action – the world has become a much more unequal place and the trend is accelerating," Oxfam International's executive director, Winnie Byanima, said in a statement accompanying the report.

"We cannot continue to allow hundreds of millions of people to go hungry while resources that could be used to help them are sucked up by those at the top," Byanima added.

About US$7.6 trillion of individuals' wealth sits in offshore tax havens, and if tax were paid on the income that this wealth generates, an extra $190 billion would be available to governments every year, Gabriel Zucman, assistant professor at University of California, Berkeley, has estimated.

As much as 30 percent of all African financial wealth is held offshore, costing about $14 billion in lost tax revenues every year, Oxfam said, referring to Zucman's work.

This is enough money to pay for healthcare that could save 4 million children's lives a year, and employ enough teachers to get every African child into school, Oxfam said in its report.

"Multinational companies and wealthy elites are playing by different rules to everyone else, refusing to pay the taxes that society needs to function. The fact that 188 of 201 leading companies have a presence in at least one tax haven shows it is time to act," Byanima said.

Ensuring governments collect the taxes they are owed by companies and rich individuals will be vital if world leaders are to meet their goal to eliminate extreme poverty by 2030, one of 17 Sustainable Development Goals set in September, Oxfam said.

The number of people living in extreme poverty has fallen by 650 million since 1981, even though the global population grew by 2 billion in that time, according to the Organization for Economic Cooperation and Development (OECD).

Much of this change has been because of the rise of China, which alone accounted for half a billion people moving out of extreme poverty.

Most of the world's poorest no longer live in the poorest countries, but in middle-income countries like India, the OECD said in a recent report.

The inequalities are partly to do with differences in income, especially between urban and rural areas, but also differences in access to health care, education and jobs, the OECD said.

"The figures suggest that the biggest causes of poverty are [...] political, economic and social marginalization of particular groups in countries that are otherwise doing quite well," development economist Owen Barder is quoted as saying in the OECD report.

Women: The backbone to peace

Hannah Al Rashid
JAKARTA

The year 2017 has kicked off a new era for women. Women's marches are tak-ing place across the world from the United States, to Indonesia with men, and women marching for equality. This International Women's Day feels more impor-tant than ever.

It began with the protest that coincided with US President Don-ald Trump's first day in office, and has turned into a global movement engaging both men and women. Women are at the forefront of the revolution; unsurprisingly, con-sidering women are dispropor-tionately affected by so many in-equalities in this world.

About 15,000 kilometers away from Washington, women in the tiny village of Gampong Cot Malem in Aceh are fighting for peace. Their village has endured decades of conflict, the 2004 tsunami and the rocky recovery period following the Helsinki Memorandum of Understanding in 2005.

The people of Aceh have lived in peace for nearly 12 years. But that does not mean peacekeeping efforts have ended. Last month, I set out for Banda Aceh to make a short film with United Nations Development Program (UNDP) Indonesia, documenting the ef-forts of female customary justice, or adat leaders who are keeping the peace in their villages. UNDP, with the support of Norway, has trained women to better resolve conflict and promote tolerance between communities.

After interviewing these amaz-ing women and the people that they have helped, one thing stuck with me: women bear the brunt of conflict, be it armed or within their own household. They also have incredible resilience be-cause they are women.

Activist Suraiya Kamaruzza-man, founder of Aceh's first wom-en's organization, Bunga Aceh, says women are natural peace-keepers and negotiators. She points out that when Indonesian women go to the traditional mar-ket and find something they like, they negotiate. They come away from the market with a price that makes both parties happy. Wheth-er it's at the traditional market, or within their household, women are negotiating every day.

Women leaders in the adat (customary) justice system are us-ing their negotiation skills to im-prove lives. While meeting them, I learned what women's leader-ship can do for communities. Ac-cording to the adat leaders, it has not been easy to convince men or other women that they should be in leadership roles, but they have proved their methods are work-ing. Women prefer using the adat system to resolve disputes. It's economically efficient, and trust between them plays a large part, particularly for cases on domestic violence. Conflict can be resolved quickly and discreetly.

The husband of one woman I met, Asnawiyah's, poured gasoline over her after she refused to give him money. He ran to adat leader Yusra to handle the situation, while Asnawiyah ran to the police, de-manding he be put in jail. The po-lice gave Yusra complete freedom to handle the situation, and the conflict was resolved in a peaceful way. Asnawiyah's husband has nev-er repeated the offense.

"Women here are tired of ...ing left behind," Yusra said. ...make up 50 percent of the po...lation, but we are under-re...sented."

We also spoke to H. Bad...zaman Ismail, head of Aceh ...councils, who reminded me t...: "Aceh has a strong history of w...en heroes, particularly as pea... keepers. Today, we need to cont...ue that tradition."

Ensuring more women are ...leadership positions within ...Aceh judiciary system is one ...of honoring women, like Indo...sian national hero Cut Nyak D... who fought against oppress... for over 25 years.

Today, Aceh is at peace, how...er, peacebuilders are still need... As Suraiya said: "You need d...logue to stop conflict. Adat le...ers make dialogue happen."

Aceh's women leaders are ...much a part of the global m...ment fighting for peace, equ... and justice.

Yellen's shrinking room for maneuver

Morgan went too deep for new role

JAKARTA: Actor Morgan Oey feels he may have gone too deep in his bid to portray the character in his latest role in *Moon Cake Story*, a film directed by Garin Nugroho.

In the film, Morgan plays a character named David, who suffers from Alzheimer's disease, and to do this, the actor said he spent a lot of time with patients who suffered from the condition.

"I learned how Alzheimer's patients interact and their other traits during a workshop in Sentul [in Bogor, West Java]," Morgan said as quoted by *kompas.com*.

He added that he got into the character so deeply that he had difficulties separating from his David persona after the shooting process was over.

"I want to be the original Morgan again. So, I have been interacting more with my family to return to my old self," Morgan said. — *JP*

APPENDICES D

POST-TEST

LIVES OF THE LIVING STATUES OF "KOTA TUA"

The scorching sun beating down on Jakarta was unable to budge Idris from his stock-still pose.

Costumed as a statue of Sutomo aka *Bung* Tomo, a national hero, 40-year-old Idris sat stationery on a bicycle in the historical Kota Tua area of West Jakarta on Monday, while people took turns taking pictures with him.

Idris is one of a host of living statues, also known as "stone men", in Kota Tua, playing a part in drawing visitors to the area.

Being a street artist in the area has been his main job for more than four years, since an alternative-medicine clinic he worked for went out of business in 2012.

"I can earn money here if I am able to serve as an attractive photo

Strike a pose: Visitors pose with a human statue of Indonesia's independence hero General Soedirman in the Kota Tua historical area, West Jakarta, on Monday. The many street artists posing as statues of well-known Indonesian figures have become one of the attractions of the area.

object, as I often see so many people take photos," he said.

He said that he really enjoyed his profession as a street artist.

"I do love this job because I can entertain visitors here. When I can stand up still under the glaring sun, they give a thumbs-up and say that I'm great," he said.

He revealed that he could pocket Rp 200,000 (US$15.26) per day on weekdays, while on holidays he could earn about Rp 500,000.

"It depends on visitors numbers. I don't charge a specific fee [to take a photo with me]," he said.

During the Idul Fitri holiday, Kota Tua management recorded that up to 13,000 people visited the area a day, a three-fold increase from last year's holiday.

"At first, I tried a lot of different characters, but on August 17, 2012, I found the right character for me:

Bung Tomo. I have never changed my character since that point," he said.

He claimed that he could keep standing for four hours non-stop when he was in prime condition.

"I consume honey everyday and think positively to keep me healthy," he said, adding that he worked from 1 p.m. to 6 p.m. in the afternoon on weekdays and 8 a.m. to 6 p.m. on weekends and holidays.

Fellow street artist Doyok, meanwhile, was imitating a statue of independence hero General Sudirman.

A native of Rangkasbitung, Banten, Doyok said that performing as a statue of a national hero could earn him between Rp 200,000 and Rp 400,000 a day.

He said that the income was enough to meet his family's needs.

To maintain his health, he takes

a break every half an hour, he explained.
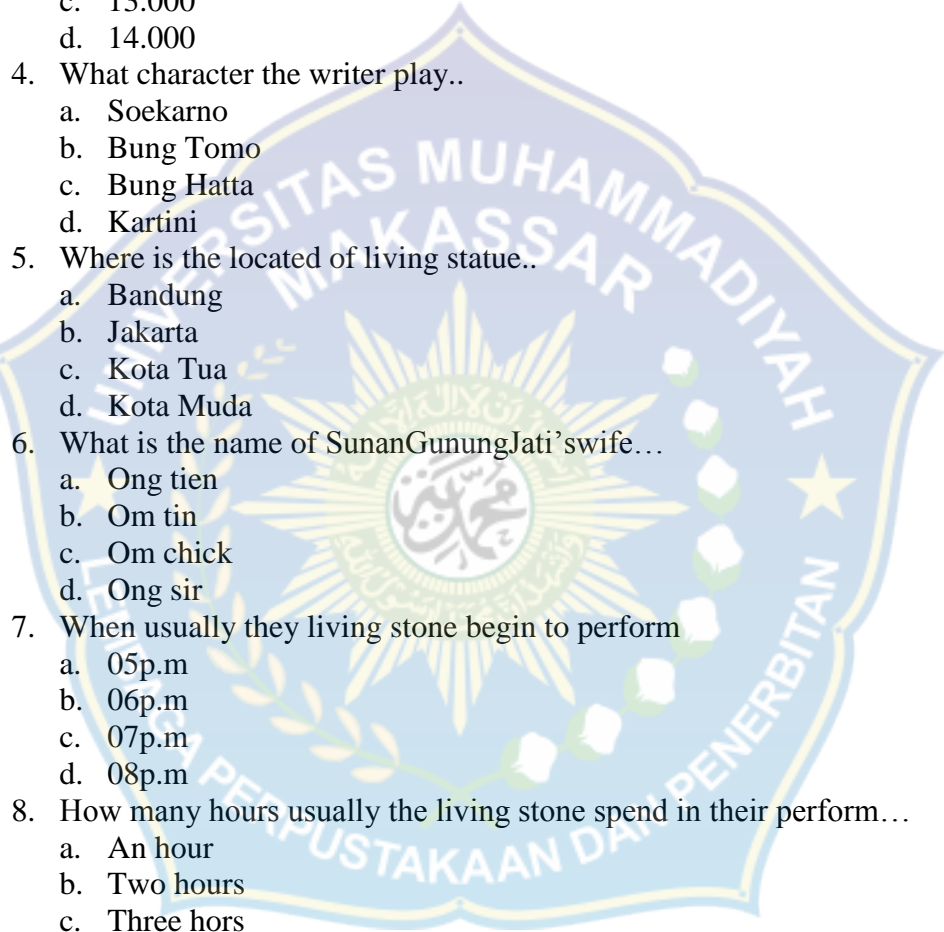
One of the visitors, Zida Malinda, 16, who rushed to have her picture taken with Doyok, said that she had come to Kota Tua specifically to see and take photos with the "stone men".

"This is my first time coming here out of curiosity to see [the living statues] after seeing them on TV," she said.

Besides Idris and Doyok, other street artists costume themselves as other heroes, including legendary figure Fatahillah, who gives his name to Kota Tua's main square and Jakarta history museum that stands on it, and Princess Ong Tien, the wife of Sunan Gunung Jati, one of the nine Wali Songo (Islamic saints) who spread Islam throughout Java in the 15th century. **(Sha)**

Read the text above and answer the question

1. What is a host of living statues called…
   a. Stone man
   b. Fire men
   c. Wind men

    d. Air men
2. How much money a stone men could pocket per day..
    a. Rp. 100.000
    b. Rp. 200.000
    c. Rp. 120.000
    d. Rp. 300.000
3. During the IdulFitri holiday, Kota tua management recorded up to..
    a. 11.000
    b. 12.000
    c. 13.000
    d. 14.000
4. What character the writer play..
    a. Soekarno
    b. Bung Tomo
    c. Bung Hatta
    d. Kartini
5. Where is the located of living statue..
    a. Bandung
    b. Jakarta
    c. Kota Tua
    d. Kota Muda
6. What is the name of SunanGunungJati'swife…
    a. Ong tien
    b. Om tin
    c. Om chick
    d. Ong sir
7. When usually they living stone begin to perform
    a. 05p.m
    b. 06p.m
    c. 07p.m
    d. 08p.m
8. How many hours usually the living stone spend in their perform…
    a. An hour
    b. Two hours
    c. Three hors
    d. Four hours
9. What living stone do
    a. Serve people as an attractive photo object
    b. Serve people as a living stone
    c. Serve people as a player
    d. Serve people as a games
10. What time the living stones begin to work on weekend and holidays..
    a. 7a.m to 9a.m
    b. 6a.m to 10a.m
    c. 8a.m to 6p.m
    d. 9a.m to 10p.m

ESSAY

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

APPENDICES E

The list name of the students of class XI. IPA2 SMA Negeri 06 Gowa

No	Sample	Code
1	Andhi	S-1
2	Ardianto	S-2
3	Arman Maulana Agir	S-3
4	EstiDwi Amalia	S-4
5	Fajar	S-5
6	Fajar Maulana Arsyid	S-6
7	Firdayanti	S-7
8	Hamsir	S-8
9	Hera Maharani	S-9
10	IkmalAndri	S-10
11	IrmawatiAgus	S-11
12	IrnaAyu Lestari	S-12
13	Junaedi	S-13
14	Miftahul Jannah	S-14
15	MuftiahAmeliah Saleh	S-15
16	Muh. RezkySaputra	S-16
17	Nur Afifah	S-17
18	Nur Al Amini	S-18

19	Nur Anisa	S-19
20	Nur Rahmi Abbas	S-20
21	Nurdin	S-21
22	Nurhadijah	S-22
23	Nurleni	S-23
24	NursuciOktaviani	S-24
25	Nurul Fadilah	S-25
26	Nurul KhaeratiMuhiddin	S-26
27	Rahman	S-27
28	Rosmini	S-28
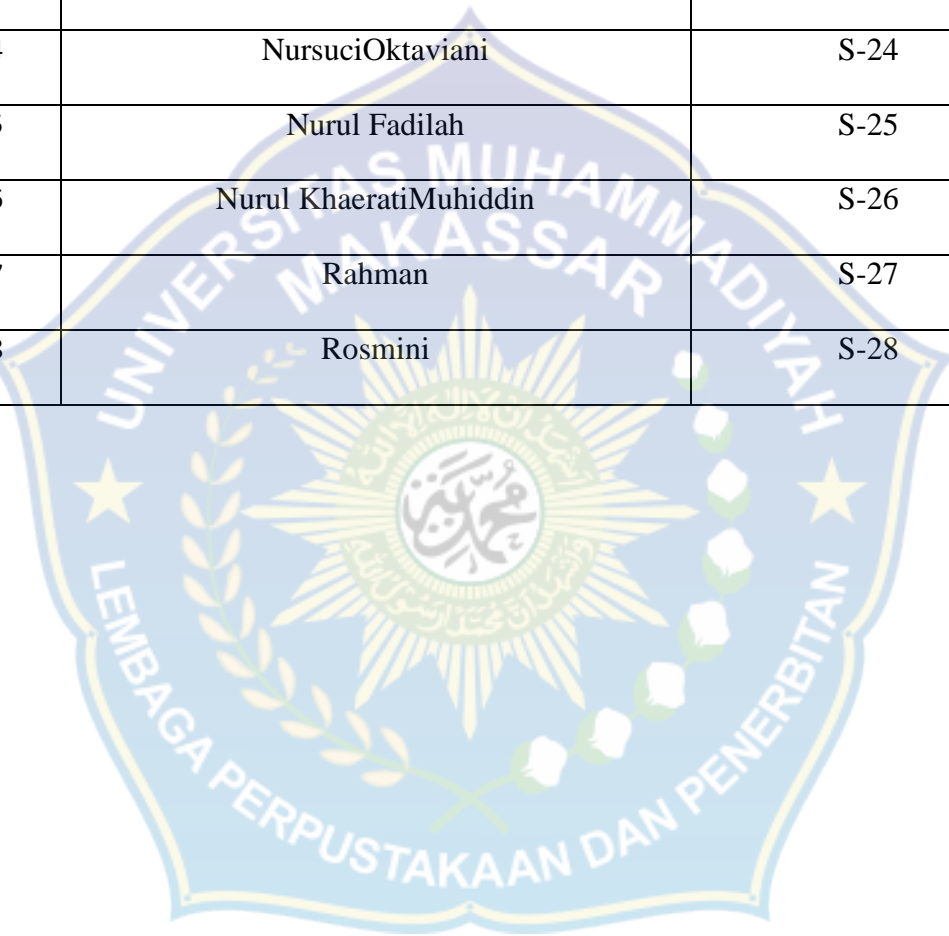
APPENDICES F

Score of Literal Comprehension

No	Name	Pre-test				Post-test			
		Score of Multiple Choice (10)	Score of Essay (8)	Total (18)	Score	Score of Multiple Choice (10)	Score of Essay (8)	Total (18)	Score
1	S-1	2	1	3	16	3	3	6	33
2	S-2	2	1	3	16	4	3	7	38
3	S-3	2	2	4	22	4	3	7	38
4	S-4	2	2	4	22	4	3	7	38
5	S-5	2	2	4	22	3	3	6	33
6	S-6	3	2	5	27	4	4	8	44
7	S-7	2	2	4	22	4	3	7	38
8	S-8	2	1	3	16	4	3	7	38
9	S-9	2	2	4	22	4	4	8	44
10	S-10	3	2	3	16	5	3	8	44
11	S-11	2	2	4	22	4	3	7	38
12	S-12	3	2	5	27	4	3	7	38
13	S-13	2	2	4	22	4	4	8	44
14	S-14	2	2	4	22	4	3	7	38
15	S-15	2	2	4	22	4	3	7	38
16	S-16	2	1	4	22	3	3	6	33
17	S-17	2	2	4	22	4	3	7	38
18	S-18	2	1	4	22	3	3	6	33
19	S-19	2	1	3	16	3	3	6	33
20	S-20	2	2	4	22	4	3	7	38
21	S-21	2	2	4	22	4	2	6	33
22	S-22	2	2	4	22	4	2	6	33
23	S-23	2	1	3	16	4	2	6	33
24	S-24	2	1	3	16	4	3	7	38
25	S-25	3	1	4	22	4	3	7	38
26	S-26	3	2	5	27	5	3	8	44
27	S-27	2	2	4	22	4	3	7	38
28	S-28	3	2	5	27	4	3	7	38

Score of Interpretative Comprehension

No	Name	Pre-test				Post-test			
		Score of Multiple Choice (10)	Score of Essay (8)	Total (18)	Score	Score of Multiple Choice (10)	Score of Essay (8)	Total (18)	Score
1	S-1	2	1	3	16	3	3	6	33
2	S-2	2	1	3	16	3	3	6	33
3	S-3	2	2	4	22	4	3	7	38
4	S-4	2	2	4	22	3	3	6	33
5	S-5	2	2	4	22	3	3	6	33
6	S-6	3	2	5	27	4	4	8	44
7	S-7	2	1	4	22	3	3	6	33
8	S-8	2	1	3	16	3	3	6	33
9	S-9	2	2	4	22	4	4	8	44
10	S-10	2	2	3	16	4	4	8	44
11	S-11	2	2	4	22	4	3	7	38
12	S-12	2	1	5	27	4	3	7	38
13	S-13	2	2	4	22	3	3	6	33
14	S-14	2	2	4	22	3	3	6	33
15	S-15	2	2	4	22	3	3	6	33
16	S-16	2	1	4	22	3	2	5	27
17	S-17	2	2	4	22	4	2	6	33
18	S-18	2	1	4	22	4	3	7	38
19	S-19	2	1	3	16	4	2	6	33
20	S-20	2	2	4	22	4	3	7	38
21	S-21	2	2	4	22	4	2	6	33
22	S-22	2	2	4	22	4	2	6	33
23	S-23	2	1	3	16	4	2	6	33
24	S-24	2	1	3	16	4	3	7	38
25	S-25	2	1	4	22	4	3	7	38
26	S-26	2	2	5	27	4	4	8	44
27	S-27	2	2	4	22	3	3	6	38
28	S-28	2	2	5	27	4	3	7	38

APPENDIX G

The Score of Students Reading Comprehension (Literal)

	Name	Score			
		Pre-test	Classify	Post-test	Classify
1	S-1	16	Less	33	Good
2	S-2	16	Less	38	Good
3	S-3	22	Fair	38	Good
4	S-4	22	Less	38	Good
5	S-5	22	Less	33	Good
6	S-6	27	Fair	44	Excellent
7	S-7	22	Less	38	Good
8	S-8	16	Less	38	Good
9	S-9	22	Fair	44	Excellent
10	S-10	16	Fair	44	Excellent
11	S-11	22	Fair	38	Good
12	S-12	27	Fair	38	Good
13	S-13	22	Fair	44	Good
14	S-14	22	Less	38	Good
15	S-15	22	Less	38	Good
16	S-16	22	Less	33	Good
17	S-17	22	Fair	38	Good
18	S-18	22	Less	33	Good
19	S-19	16	Less	33	Good
20	S-20	22	Fair	38	Good
21	S-21	22	Less	33	Good
22	S-22	22	Fair	33	Good
23	S-23	16	Less	33	Good
24	S-24	16	Less	38	Good
25	S-25	22	Less	38	Good
26	S-26	27	Fair	44	Excellent
27	S-27	22	Fair	38	Good
28	S-28	27	Fair	38	Good
Mean Score		21.21		37.64	

The Score of the Students Reading Comprehension (Interpretative)

	Name	Score			
		Pre-test	Classify	Post-test	Classify
1	S-1	16	Less	33	Good
2	S-2	16	Less	33	Good
3	S-3	22	Fair	38	Good
4	S-4	22	Less	33	Good
5	S-5	22	Less	33	Good
6	S-6	27	Fair	44	Excellent
7	S-7	22	Less	33	Good
8	S-8	16	Less	33	Good
9	S-9	22	Fair	44	Excellent
10	S-10	16	Fair	44	Excellent
11	S-11	22	Fair	38	Good
12	S-12	27	Fair	38	Good
13	S-13	22	Fair	33	Good
14	S-14	22	Less	33	Good
15	S-15	22	Less	33	Good
16	S-16	22	Less	27	Good
17	S-17	22	Fair	33	Good
18	S-18	22	Less	38	Good
19	S-19	16	Less	33	Good
20	S-20	22	Fair	38	Good
21	S-21	22	Less	33	Good
22	S-22	22	Fair	33	Good
23	S-23	16	Less	33	Good
24	S-24	16	Less	38	Good
25	S-25	22	Less	38	Good
26	S-26	27	Fair	44	Excellent
27	S-27	22	Fair	38	Good
28	S-28	27	Fair	38	Good
Mean Score		21.21		35.14	

APPENDICES H

Students' Reading Comprehension Result of Pre-test and Post-test (Literal)

Sample	Pre-test		Post-test		D	D²
	X_1	$X_1{}^2$	X_2	$X_2{}^2$	X_1X_2	
S-1	16	256	33	1089	17	289
S-2	16	256	38	1444	22	484
S-3	22	484	38	1444	22	484
S-4	22	484	38	1444	22	484
S-5	22	484	33	1444	22	484
S-6	27	729	44	1936	17	289
S-7	22	484	38	1444	22	484
S-8	16	256	38	1444	22	484
S-9	22	484	44	1936	22	484
S-10	16	256	44	1936	28	784
S-11	22	484	38	1444	22	484
S-12	27	729	38	1444	22	484
S-13	22	484	44	1936	22	484
S-14	22	484	38	1444	22	484
S-15	22	484	38	1444	22	484
S-16	22	484	33	1089	17	289
S-17	22	484	38	1444	22	484
S-18	22	484	33	1089	11	121
S-19	16	256	33	1089	17	289
S-20	22	484	38	1444	22	484
S-21	22	484	33	1089	17	289
S-22	22	484	33	1089	11	121
S-23	16	256	33	1089	17	289
S-24	16	256	38	1444	22	484
S-25	22	484	38	1444	22	484
S-26	27	729	44	1936	17	289
S-27	22	484	38	1444	22	484
S-28	27	729	38	1444	22	484
$\sum$	594	12396	1054	40327	568	11761
X	21.21		37.64		20.28	

Interpretative

Sample	Pre-test		Post-test		D	D²
	X_1	$X_1{}^2$	X_2	$X_2{}^2$	X_1X_2	
S-1	16	256	33	1089	17	289
S-2	16	256	33	1089	17	484
S-3	22	484	38	1444	16	484
S-4	22	484	33	1089	11	484
S-5	22	484	33	1089	11	484
S-6	27	729	38	1444	11	289
S-7	22	484	33	1089	11	484
S-8	16	256	33	1089	17	484
S-9	22	484	33	1089	11	484
S-10	16	256	38	1444	22	784
S-11	22	484	38	1444	16	484
S-12	27	729	38	1444	11	484
S-13	22	484	33	1089	11	484
S-14	22	484	33	1089	11	484
S-15	22	484	33	1089	11	484
S-16	22	484	27	729	5	289
S-17	22	484	33	1089	11	484
S-18	22	484	38	1444	16	121
S-19	16	256	33	1089	17	289
S-20	22	484	38	1444	16	484
S-21	22	484	33	1089	11	289
S-22	22	484	33	1089	11	121
S-23	16	256	33	1089	17	289
S-24	16	256	38	1444	22	484
S-25	22	484	38	1444	16	484
S-26	27	729	38	1444	11	289
S-27	22	484	38	1444	16	484
S-28	27	729	44	1936	17	484
$\sum$	594	12396	984	34878	390	11761
X	21.21		35.14		13.92	

APPENDICES I

CALCULATING MEAN SCORE

1. The Mean Score of Students' Pre-test and Post-test in Terms of Reading

   Comprehension (Literal)

   a. Mean score of the students' pre-test

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

   $$X = \frac{594}{28}$$

   X= 21.21

   b. Mean Score of Students' Post-test

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

   $$X = \frac{1054}{28}$$

   X= 37.64

2. The Mean Score of Students' Pre-test and Post-test in Terms of Reading
   Comprehension (Interpretative)
   a. Mean score of the students' pre-test
   $$X = \frac{\sum X}{N}$$

   $$X = \frac{594}{28}$$

   X= 21.21

   b. Mean Score of Students' Post-test

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

   $$X = \frac{984}{28}$$

X= 35.14

APPENDICES J

1. The Improvement of the Students' Score in Reading Comprehension

   (Literal)

$$P = \frac{x2 - x1}{x1} \times 100\%$$

$$P = \frac{1054 - 594}{594} \times 100\%$$

$$P = 77.44 \%$$

2. The Improvement of the Students' Score in reading Comprehension

   (Interpretative)

$$P = \frac{x2-x1}{x1} \times 100\%$$

$$P = \frac{984 - 594}{594} \times 100\%$$

$$P = 65.65\%$$

APPENDIX K

1. Calculating the t-Test Analysis

    a. Calculating the t-Test Analysis of literal

$$t = \dfrac{\overline{D}}{\sqrt{\dfrac{\Sigma D^2 - \dfrac{(\Sigma D)^2}{N}}{N\,(N-1)}}}$$

$$t = \dfrac{20.28}{\sqrt{\dfrac{11761 - (568^2/28)}{28 \times (28-1)}}}$$

$$t = \dfrac{20.28}{\sqrt{\dfrac{288.72 - (11522/28)}{28(27)}}}$$

$$t = \dfrac{20.28}{\sqrt{\dfrac{288.72}{756}}}$$

$$t = \dfrac{20.28}{\sqrt{0.31}}$$

$$t. = \dfrac{20.28}{0.55}$$

$$t = 36.87$$

b. Calculating the t-Test Analysis of literal

$$t = \dfrac{\overline{D}}{\sqrt{\dfrac{\Sigma D^2 - \dfrac{(\Sigma D)^2}{N}}{N(N-1)}}}$$

$$t = \dfrac{13.92}{\sqrt{\dfrac{1761 - (390^2/28)}{(28-1)}}}$$

$$t = \dfrac{20.28}{\sqrt{\dfrac{1761 - (5.432/28)}{28(27)}}}$$

$$t = \dfrac{13.92}{\sqrt{\dfrac{6329}{756}}}$$

$$t = \dfrac{13.92}{\sqrt{0.08}}$$

$$t. = \dfrac{13.92}{0.28}$$

$$t = 49.71$$

Where:

t   : Test of significance

$\overline{D}$: The mean score ofpre-test and post-test

ΣD : Standard deviation (sum of $\overline{D}$ score)

N   : Number of students

$(\Sigma D)^2$: The square of ΣD