



**IMPROVING THE STUDENTS' READING COMPREHENSION BY  
USING AUTHENTIC MATERIALS AT 8<sup>TH</sup> GRADE MTS SWASTA  
NURUL ISLAM INDONESIA**

***A SKRIPSI***

Submitted to the Faculty of Tarbiya and Teachers Training State Islamic  
University of North Sumatra Medan as a Partial Fulfillment of Requirements  
for the Degree of Sarjana Pendidikan

**By :**

**DINI LIZARNI PUTRI**  
**3414038**

**DEPARTEMENT OF ENGLISH EDUCATION  
FACULTY OF TARBIYA AND TEACHERS TRAINING  
STATE ISLAMIC UNIVERSITY OF  
NORTH SUMATERA  
MEDAN  
2018**



**IMPROVING THE STUDENTS' READING COMPREHENSION BY  
USING AUTHENTIC MATERIALS AT 8<sup>TH</sup> GRADE MTS SWASTA  
NURUL ISLAM INDONESIA**

***A SKRIPSI***

Submitted to the Faculty of Tarbiya and Teachers Training State Islamic  
University of North Sumatra Medan as a Partial Fulfillment of Requirements  
for Sarjana Pendidikan

**By :**

**DINI LIZARNI PUTRI**  
**34144038**

**Adviser I**

**Adviser II**

**Dr. Didik Santoso , M.Pd**  
**NIP. 19660616 199403 1 006**  
**002**

**Deasy Yunita Siregar , M.Pd**  
**NIP. 19830610 200912 2**

**DEPARTEMENT OF ENGLISH EDUCATION**  
**FACULTY OF TARBIYAH AND TEACHERS TRAINING**  
**STATE ISLAMIC UNIVERSITY OF NORT SUMATRA**  
**MEDAN**

**2018**



**KEMENTERIAN AGAMA  
UNIVERSITAS ISLAM NEGERI SUMATERA  
UTARA**

**FAKULTAS ILMU TARBIYAH DAN**

**KEGURUAN**

Jl. Williem Iskandar Psr. V Medan Estate 20371 Telp. 6622925, Fax. 6615683

---

**SURAT PENGESAHAN**

Skripsi yang berjudul : **“Improving the Students' Reading Comprehension by Using Authentic Materials at 8<sup>th</sup> Grade MTs Swasta Nurul Islam Indonesia”** oleh **Dini Lizarni Putri**, yang telah dimunaqasyahkan dalam sidang munaqasyah Sarjana Strata Satu (S1) Fakultas Ilmu Tarbiyah dan Keguruan Universitas Islam Negeri Sumatera Utara Medan pada tanggal:

**23 Oktober 2018 M**

**14 Safar 1440 H**

dan telah diterima sebagai persyaratan untuk memperoleh gelar Sarjana Pendidikan (S.Pd) pada jurusan Pendidikan Bahasa Inggris Fakultas Ilmu Tarbiyah dan Keguruan Universitas Islam Negeri Sumatera Utara Medan.

**Panitia Sidang Munaqasyah Skripsi  
Fakultas Ilmu Tarbiyah dan Keguruan UIN SU Medan**

Ketua

Sekretaris

**Dr. Sholihatul Hamidah Daulay, M.Hum**  
NIP. 19750622 200312 2 002

**Marvati Salmiah, S.Pd, M.Hum**  
NIP. 19820501 200901 2 012

Anggota Penguji

**1. Dr. Didik Santoso , M.Pd**  
NIP. 19660616 199403 1 006

**2. Deasy Yunita Siregar , M.Pd**  
NIP. 19830610 200912 2 002

**3. Dr. Sholihatul Hamidah Daulay, M. Hum**  
NIP. 19750622 200312 2 002

**4. Dr. Derliana Marbun, M.Pd**  
NIP. 19680805 199703 1 002

Mengetahui  
Dekan Fakultas Ilmu Tarbiyah dan Keguruan

**Dr. Amiruddin Siahaan, M.Pd**  
NIP. 19601006 199403 1 002

## PERNYATAAN KEASLIAN SKRIPSI

Saya yang bertanda tangan di bawah ini:

Nama : Dini Lizarni Putri

NIM : 34.14.4.038

Jurusan/Program Studi : Pendidikan Bahasa Inggris

Judul Skripsi : **“Improving the Students' Reading Comprehension by Using Authentic Materials at 8<sup>th</sup> Grade MTs Swasta Nurul Islam Indonesia”**

Menyatakan dengan sebenarnya bahwa skripsi yang saya serahkan ini benar-benar merupakan hasil karya sendiri, kecuali kutipan-kutipan dari ringkasan-ringkasan yang semuanya telah saya jelaskan sumbernya.

Apabila dikemudian hari terbukti atau dapat dibuktikan skripsi ini hasil jiplakan, maka gelar ijazah yang diberikan oleh universitas batal saya terima.

Medan, Oktober 2018

Yang membuat

pernyataan

**Dini Lizarni Putri**  
**34.14.4.038**

**Name** : Dini Lizarni Putri  
**Nim** : 34.14.4.038  
**Faculty/ Department** : Faculty of Tarbiyah Science  
and Teachers Training  
**Adviser I** : Dr. Didik Santoso , M.Pd  
**Adviser II** : Deasy Yunita Sireger, M.Pd  
**Title** : improving the students'  
reading comprehension by  
using the authentic material at  
8<sup>th</sup> grade MTs swasta nurul  
islam indonesia

For many years, Indonesian government has attempted against literacy by declaring that reading is the solution for broaden knowledge. In the reading skills, the students are expected to be knowledgeable and familiar with the teacher has explained in the context. It means that the students are expected to have more skills to explain the content of the text or passage after they comprehend the reading text. That is why the purpose of reading is to get some information from the text. This research aims at finding out the improvement of the students' reading comprehension by using the authentic material. The subject of this research is eighth graders of MTs Swasta Nurul Islam Indonesia. It consists of 25 students as informants. This research uses a classroom action research. Two kinds of data are collected: quantitative and qualitative data. The quantitative data is gathered by using a speaking skills test. And qualitative data is collected by using observation, interview, and photograph. The quantitative data is analyzed by using some numerical data, while the qualitative data is analyzed by using Miles and Huberman technique: data reduction, data display, conclusion drawing and verification. The trustworthiness of the study is established through triangulation. The results of this research shows that: The Students' reading comprehension can be Improved by using the authentic material.

*Key word: reading comprehension and the authentic material*

**Adviser I**

**Dr. Didik Santoso , M.Pd**  
**NIP. 19660616 199403 1 006**

## ACKNOWLEDGEMENT

Alhamdulillah rabbil ‘alamin, all praise and thanks be to Allah SWT, because through His grace and guidance the writer can finish this proposal entitled “Improving The Student’s Reading Comprehension by Using Authentic Materials at 8<sup>th</sup> Grade MTs Swasta Nurul Islam Indonesia”.

Greeting and blessing the writer says to the prophet Muhammad SAW, his family and his close friends who have brought Moslem from the realm of ignorance to the realm of science.

Completion of this proposal is not easy. It needs so much time, energy and money. Without the help from many people, this proposal might not be complete on time. So that I would like to express my sincere gratitude to:

1. Dr. Didik Santoso, M.Pd, as my first advisor who has given me some advice and be kind to me to work for this proposal.
2. Deasy Yunita Siregar, M.Pd, as the second advisor who has given me advice and suggestion to complete this proposal.
3. Whole lecture who have guided and delivered variety of the knowledge during I studied as a student of Department of English Education.
4. My beloved family who have been patiently given me love, prayer, spiritual and financial support. So I can finish my study. My beloved brothers , I dedicated this proposal to all of you.
5. My Partner in crime and also my Family, Kak Yana, Kak Dira ,Samroh and Sayra , who help me when everything getting blur till everything getting clear.

6. My partner in crime part II, Ayy, Depi and Nussy, Vina Ibab, Dila mbel, Dita ndut, all my classmates of PBI-1 Department of English Education. And everyone who have supported and prayed for me. I hope we can achieve success and realize our dreams.
7. The last but not least , my one and only kuyus or Arif Maulana ( actually he is bigger than you know) who always support and be patient to me, everytime whenever I got tired and mad of everything , I love him so much.

Although this proposal has been structure in such a way, the writer recognizes that there are still many short comings in terms of content and how to write it. Therefore, suggestions and criticism from the readers is so expect to the development in the future.

The writer's hope, this proposal may be useful for the writer and the readers as well as for the development of education in the future to be better. Amiin.

Medan, September 23<sup>th</sup> 2018

DINI LIZARNI PUTRI

## TABLE OF CONTENT

	Page
<b>CHAPTER I INTRODUCTION .....</b>	<b>1</b>
A. The Background of the Problem.....	1
B. The Identification of the Problem .....	4
C. The Research Question .....	5
D. The Objective of the Study .....	5
E. The Significance of the Study .....	5
<b>CHAPTER II REVIEW OF LITERATURE.....</b>	<b>6</b>
A. Theoretical Framework.....	6
1. Reading Comprehension.....	6
2. Authentic Materials .....	9
a. Definition of Authentic Materials.....	9
b. Principle of Authentic Materials.....	10
c. Design of Authentic Materials.....	10
d. Procedure of Authentic Materials.....	13
e. The Advantage and Disadvantage of the Authentic Materials .....	13
B. Related Study.....	15
C. Conceptual Framework .....	21
D. Actional Hypothesis .....	22
<b>CHAPTER III RESEARCH METHODOLOGY.....</b>	<b>23</b>
A. Research Setting .....	23
B. Data and Data Source .....	23
C. Research Method .....	24
D. Techniques of Collecting the Data.....	25
E. Techniques of Analyzing the Data.....	26
F. Techniques of Establishing the Trustworthiness .....	28

<b>CHAPTER IV RESEARCH FINDING AND DISCUSSION.....</b>	<b>31</b>
A. Research Finding .....	31
1. Preliminary Study .....	31
2. Cycle I.....	32
3. Cycle II .....	34
B. Discussion.....	39
<b>CHAPTER V. CONCLUSIONS AND SUGGESTIONS.....</b>	<b>41</b>
A. Conclusions .....	41
B. Suggestions .....	42
REFERENCES .....	43
APPENDICES	

## LIST OF FIGURE

	Page
Figure I .....	25
Figure II .....	3

## **LIST OF APPENDICES**

<b>Appendix</b>	<b>Title</b>
I	Lesson Plan
II	Question Pre-Test, Post Test I and Post Test II
III	The Statistic Analysis of the Students' Score Pre-Test and Post-Test I
IV	The Statistic Analysis of the Students' Score Post Test-I and Post-Test II
V	Interview Script
VI	Observation Sheet
VII	Documentation
VIII	Diary Notes

# **CHAPTER I**

## **INTRODUCTION**

### **A. The Background of the Problems**

Reading as one of the basic language skills has an important role in Wide one's knowledge to access information and make meaning. For many years, Indonesian government has attempted against literacy by declaring that reading is the solution for broaden knowledge. In the reading skills, the students are expected to be knowledgeable and familiar with the teacher has explained in the context. It means that the students are expected to have more skills to explain the content of the text or passage after they comprehend the reading text. That is why the purpose of reading is to get some information from the text.

There are several texts which are ought to be learnt by Junior High School students in Indonesia. According to the Standard Competence and Basic Competence in the current curriculum 2013, some of those texts are procedure, descriptive, recount, argumentative and narrative text.

The students are expected to be able to understand individual words, phrases, clauses, sentences, paragraphs, and larger units of text. In other words, the students should have sufficient vocabulary as an ultimate point to

comprehend a text. They need to comprehend what those words in a text means as a whole.

The process of teaching and learning the reading skill at the students of Junior High School dealt with some problems. It can be proven by my experience as the reasearcher , when I did my PPL and taught reading in Mtsn Tanjung Morawa. There are many students felt unable to comprehend the text. Most of the students seemed to have difficulties in understanding texts. They were not able to give correct answers to the questions provided.

There are several factors that can cost low understanding of the students, Based on the background of the problem that I found in my PPL experience, I am as the researcher identified several problems in teaching and learning of reading comprehension as follows : (1) Most of the students have low ability in reading comprehension. (2) Most of students had difficulties to understand the context and get the information of the story. (3) The teacher still applies a traditional strategy. (4) Most students had the ability to translate the individual words. (5) the most of students were lack of motivation in reading English text.

There are many techniques in learning and teaching to students that can be used to solve the problem above. One of them is by using authentic materials. Authentic materials are those materials which are designed for native speakers; they are real texts, and designed not for pedagogical purposes. Authentic materials are intrinsically more interesting or stimulating than non-authentic materials. They are interesting because they present relevant, current and varied information that are happening and most of them are familiar with the students. According to Cruickshank, Jenkis and

Metcalf the use of authentic material in teaching reading is more meaningful and can retain information in a long-term memory when it related to the students' real life. In addition, Melvin and Stout stated that “students who work with authentic materials have an interest in the language that is based on what they know it can do for them. Students who were previously unwilling to master the forms of the language come to realize the benefits of further language acquisition.”

There are a lot of authentic materials which can be found, e.g. speeches given by politicians and public figures, song lyrics, poetry, cartoons, newspaper articles and editorials as well as material from websites, especially blogs and Wiki, are all considered authentic text materials (Anthony, 2015).<sup>1</sup> There are many kinds of the authentic materials, but in this research the authentic material that I used was videos from British website.

Therefore I am as the researcher decides to investigate the use of authentic materials under the title **“Improving the Students’ Reading Comprehension by Using Authentic Materials at Grade VIII MTs Swasta Nurul Islam Indonesia”**.

## **B. The Identification of the Problem**

Based on the background of the problem above, I identified several problems in teaching and learning of reading comprehension as follows : (1)

Most of the students have low ability in reading comprehension. (2) Most of

---

<sup>1</sup> Anthony, A. (2015). *The Effect of Authentic Materials on Reading Comprehension*. Retrieved from <http://everydaylife.globalpost.com/effect-authentic-materialsreading-comprehension-14711.html>

students had difficulties to understand the context and get the information of the story. (3) The teacher still applies a traditional strategy. (4) Most students had the ability to translate the individual words. (5) the most of students were lack of motivation in reading English text.

### **C. The Research Question**

Based on the background of the problems above the research question of this study, as follows: How can the authentic materials improve the students' reading comprehension?

### **D. The Objective of Study**

Based on the formulation of the Problem which posed above, the main objective of the study is to investigate whether authentic materials can improve students' reading comprehension.

### **E. The Significance of Study**

This research gives benefits for several parties. It is hopefully useful both theoretically and practically and it can increase teachers' knowledge about the Authentic Materials for teaching Reading as well as its implementation to improving students' Reading comprehension in English learning process. Then, it is also to see whether the result of this research is relevant with the theories or not. This study are useful for: (1) the students, (2) the teachers, (3) other researchers.

## CHAPTER II

### REVIEW OF LITERATURE

#### A. Theoretical Framework

To conduct a research, there are some theories need to explain some concept or terms applied in the research concerned. This study also uses some concern terms that need to the theoretical explained. The theoretical elaboration on the concepts and term used will be presented in the following.

Especially in reading as mentioned in the Holly Al-Qur'an Al- 'Alaq Verse 1-5. It says:

أَقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ ① خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ ② أَقْرَأْ وَرَبُّكَ الْأَكْرَمُ ③  
الَّذِي عَلَّمَ بِالْقَلَمِ ④ عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ ⑤

Meaning: (1) *Read, with the name of your Lord Who created,* (2) *He made man from the clot of blood,* (3) *Read, for your Lord is the Most Generous,* (4) *Who taught the man writing by the pen.* (5) *He taught man what he knew not.*

From the verse above, we know that Allah command us to Read for enrich our knowledge about everything through reading. Reading, as one of language skills, has a very important role that students at junior high school need to be mastering for certain purpose, however it needs a practical and suitable method. In the current curriculum- School based curriculum (Kurikulum 2013).

There are also Hadist about reading from al-Darimi ,(al-Darimi berkata:) al-Walid bin Syuja‘ has told us (he said), my father has been delivered to me (he said), Ziyad bin Khaitamah had delivered to me (he says), from Muhammad bin Juhadah, from al-Hasan, dari Abu Hurayrah, he said: The Messenger SAW has said: “Whoever reads (surah) yasin at night, because search for (the pleasure of) Allah, (so his sin) will be forgiven on that night.”

## **1. Reading Comprehension**

According to Daiek, reading is an active process that depends on both an author’s ability to convey meaning using words and your ability to create meaning from them.<sup>2</sup> Based on theory of Daiek, reading is a process that depends on the skill of author to explain or convey the meaning in a text by using the words and how the author delivers the opinion to create new word or meaning of sentence and then explore it to be sentences or paragraph.

In the process of understanding the message which is stated or unstated in the text, the reader also needs to use various strategies such as

---

<sup>2</sup> Anter Nancy. (2014). *Critical Reading for College and Beyond*, (New York: Mc Graw Hill), p. 5.

predicting, clarifying, and confirming. Those are all strategies used by the reader for the negotiation of meaning. According to Burns, reading is a way of sharing another person's insight, joys, sorrow, or creative endeavors<sup>3</sup>. Being able to read can make it possible for a person to find places he or she has never visited before (through maps, directional signs), to take advantage of bargains (through advertisements), or to avert disaster (through warnings signs).

From those opinion above it can be concluded that reading is a process of finding meaning in the text. When someone is reading means that he tries to understand the text and found the main idea. So, reading can be said as the process of comprehending the text and finding the meaning.

Comprehension is the relationship among the elements of reading skills, they are competence, reading techniques, and good comprehension.<sup>4</sup> It means it is dependent on several cognitive processes, including decoding, word recognition, and knowledge.

Comprehension depends not only on characteristics of the reader, such as prior knowledge and working memory, but also on language processes, such as basic reading skills, decoding, vocabulary, sensitivity to text structure, inference, and motivation. Comprehension also requires

---

<sup>3</sup> Burns. (2011). *Teaching Reading in Today's Elementary School* (11th edition), (New York: Longman), p. 3

<sup>4</sup> Sukirah Kustaryo. (2013). *Reading Technique for College Students*. (Jakarta: Publication Ltd), p.67

effective use of strategic processes, such as metacognition and comprehension monitoring.

According to Grabe and Stoller, reading comprehension is an ability to understand or to gain the information from a text.<sup>5</sup> Furthermore, Partnership for reading defined reading comprehension as the understanding of a text that is read, or the process of constructing meaning from a text.<sup>6</sup> It means that a reader must be able to interpret what the meaning of the text well.

From the definition above, reading comprehension can be defined as the process in which the readers construct meaning from a text connected to the background knowledge they have to get the clear understanding of the writer's message.

## **2. Authentic Materials**

### **a. Definition of Authentic Materials**

According to Jacobson, authentic materials are print or learner contextualised materials and activities used in the classroom in ways that they would be used in the lives of learners outside their classes.<sup>7</sup> Another book states that authentic materials are print materials used in ways that they would

---

<sup>5</sup> Grabe William, and Fredricka L Stoller. (2002). *Teaching and Researching Reading*. (New York: Longman), p. 7

<sup>6</sup> *Partnership for Reading*. [Http://www.nifl.gov/partnershipforreading/](http://www.nifl.gov/partnershipforreading/)". Accessed on January 5th 2017.

<sup>7</sup> Geoffrey M. Maroko. (2010). *The Authentic Materials Approach in the Teaching of Functional Writing in The Classroom*, (Reinelt), p. 5

be used in the lives of learners outside of their adult education classes.<sup>8</sup>

Richards said about the definition of authentic text in his book that, “authentic material refers to the use of in teaching of texts, photographs, video selections, and other teaching resources that were not specially prepared for pedagogical purpose”.<sup>9</sup> Berardo wrote in more detail that, “The sources of authentic materials that can be used in the classroom are infinite, but the most common are newspapers, magazines, TV programs, movies, songs, and literatures”.<sup>10</sup>

In conclusion authentic materials are the materials that students contextualized materials and activity that use in daily life. Authentic materials are created specifically to use in the classroom that make excellent learning tools because they are interesting and authentic.

### **b. Principle of Authentic Materials**

The principle of authentic materials are closely to real-life and meaningful communication. This is also in line with the principle of CLT, “Where the language techniques are designed to engaged learners in the pragmatic, authentic, functional use of language for meaningful purposes”.<sup>11</sup>

### **c. Design of Authentic Materials**

Design is the level of method analysis in we consider:

---

<sup>8</sup> Eril Jacobson etc. (2003). *Creating Materials and Activities for the Adult Literacy Classroom*, (Michigan: LPALS,) , p. 1

<sup>9</sup> Jack C Richards. (2011) *Curriculum Development in Language Teaching*, (Cambridge: Cambridge University Press), p. 252.

<sup>10</sup> Sacha A Berardo. (2006) *The Use of Authentic Materials in the Teaching of Reading*, (The Reading Matrix) p. 62.

<sup>11</sup> H. Douglas Brow. (2000), *Principles of Language Learning and Teaching 4th edition*, (New York: Longman,) p. 266.

## 1. Objective

Different theories of language and language learning influences the focus of a method that is, they determine what a method sets out to achieve. The specification of particular learning objectives, however, is a product of design not approach. Richards said about the definition of authentic text in his book that, “authentic material refers to the use of in teaching of texts, photographs, video selections, and other teaching resources that were not specially prepared for pedagogical purpose”.<sup>12</sup> Considering the use of authentic text, Berardo quoting Widdowson, “It has been traditionally supposed that the language presented to learners should be simplified in some way for easy access and acquisition. Nowadays there are recommendations that the language presented should be authentic.”

## 2. Types of Learning and Teaching Activities

The objectives of a method, whether defined primarily in terms of product or process, are attained through the instructional process, through the organized and directed interaction of teachers, learner and directed interaction of teachers, learners and material in the classroom. Differences among methods at the level of approach manifest themselves in the choice of differences kinds of learning and teaching activities in the classroom. Teaching activities that focus on grammatical accuracy are quite different from those that focus on communicative skills. Activities designed to focus on the development of specific psycholinguistic processes in language

---

<sup>12</sup> Jack C Richards. (2001) *Curriculum Development in Language Teaching*, (Cambridge: Cambridge University Press) p. 252.

acquisition will differ from those directed toward mastery of particular features of grammar.

### 3. Learners' Roles

The design of an instructional system will be considerably influenced by how learners are regarded. A method reflects explicit or implicit responses to questions concerning the learners' contribution to the learning process. This is seen in the types of activities learners carry out, the degree of control learners have over the content of learning, the patterns of learner groupings adopted, the degree to which learners influence the learning of others, and the view of the learner as professor, performer, initiator, and problem solver.

### 4. Teachers' Roles

Learner roles in an instructional system are closely linked to the teacher's status and function. Teacher roles are similarly related ultimately both to assumptions about language and language learning at the level of approach. Some methods are totally dependent on the teacher as a source of knowledge and direction: other see that teacher's role as catalyst, consultant, guide, and model for learning: still others try to "teacher proof" the instructional system by limiting teacher initiative and by building instructional content and direction into texts or lesson plans. Teacher and learner roles define the types of interaction characteristic of classrooms in which a particular method is being used.

### 5. The Role of Instructional Materials

The role of instructional materials within a method or instructional system will reflect decisions concerning the primary goal of materials (e.g. to present content, to practice content), the form of materials (e.g., textbook, audiovisuals, computer software), the relation of materials to other sources of input, and abilities of teachers.

#### **d. Procedure**

The last level of conceptualization and organization within a method is procedure. This encompasses the actual moment to moment techniques, practices, and behaviors that operate in teaching a language according to a particular method. It is the level at which describe how a method realizes its approach and design in classroom behavior. At the level of design we saw that a method will advocate the use of certain types of teaching activities as a consequence of its theoretical assumptions about language and learning. At the level of procedure we are concerned with how these tasks and activities are integrated into lessons and used as the basic for teaching and learning. These are three dimensions to a method at the level of procedure: (a) the use of teaching activities (drills, dialogues, information gap activities, to present new language and to clarify and demonstrate formal, communication, or other aspects of the target language, (b) the ways in which particular teaching activities are used for practicing language, (c) the procedures used in giving feedback to learners concerning the form of their utterances or sentences.

Essentially, then, procedure focuses on the way a method handles the presentation, practice, and feedback phases of teaching.

#### **e. Advantages and Disadvantages**

There are some advantages when the teacher uses authentic material in reading comprehension, as follows: (1). Authentic material give positive effects on learners' motivation. It means that the students will get high motivation when reading authentic material because authentic material contains a lot of information in all aspects. But, the teacher should choose interesting material based on the students level and interest. (2). Authentic material provide authentic cultural information. It means that by reading authentic material, the students learn the culture of the target language uncounsiously. Cultural information will help the students to increase their background knowledge. By using authentic material the students will know the behaviour of the native language. (3). Authentic Material contains pleasure of reading if the teacher can choose an interesting material for the students. In this case, the researcher will choose short story with interesting topic so that it will increase students' pleasure of reading. So, it is important to choose authentic text that has an interesting topic in order to get a pleasure of reading. (4). It is supporting more creative approaching in teaching. So it is a good thing for the teacher.

Authentic materials has some disadvantages also: (1) Authentic material contains unfamiliar words. There are many unfamiliar vocabularies that used by the native speaker. It makes the students difficult to comprehend the passage. So, the teacher should choose suitable authentic material to teach

the students' in the classroom, such as consider the level of difficulty of the text with the students' level or ability. (2) The teacher should have more preparation before teach the students using authentic material. It relates to how the teacher determines the level of difficulty in authentic material to the students' ability. It relates to the disadvantages of number one. (3) The teachers need to add their time allocation when they want to teach the students using authentic material. Because the students will get some unfamiliar words that require them to open the dictionary or ask to their friends or teacher.

## **B. RELETED STUDIES**

In doing the research, the writer found some previous research that can be based on consideration for the writer's research. In this point, the writer tries to explain what the previous researches discuss on their research. And the writer will take some points of their researchers that are related to the writer's study.

1. The first study which has relevance with this research was conducted by Rina Destirahmi<sup>13</sup> ; "Using Authentic Materials to Improve Reading Comprehension of Grade Eight Students of SMP 15 Yogyakarta" A thesis, Faculty of Languages and Arts, State University of Yogyakarta. This research was aimed at improving the reading comprehension of the grade eight students of SMP 15 Yogyakarta through the use of authentic materials. This research is action research conducted in SMP 15

---

<sup>13</sup> R. Destiranhmi, Bachelor's Disertation: "*Improve Reading Comprehension of Grade Eight Students of SMP 15 Yogyakarta*" (Yogyakarta: State University of Yogyakarta, 2012) p. 4.

Yogyakarta. The subjects of the study were 34 students of VIII D of SMP 15 Yogyakarta in the 2011/2012 academic year. The data of this research were qualitative in nature and quantitative as the supporting data. The qualitative data were collected by observing the teaching and learning process during the implementation of the action, interviewing the students and the English teacher, holding discussions with the English teacher, and taking pictures of the teaching and learning process. The instruments used in this research were interview guidelines, observation sheet, and camera. The results in this research show that the use of authentic materials is effective to improve the students' reading comprehension. The use of these materials is effective when they were used together with authentic tasks which provide communicative activities. After the actions were implemented, the students showed some improvements. They could focus on the lesson and actively participated in the teaching and learning process. They got familiar with some reading strategies and could apply them. They were able to scan the detail information of the texts, deduce the meaning of unfamiliar words and understand information when not explicitly stated. They had more interest and motivation in reading. All the various activities made the class atmosphere enjoyable.

2. The second study which has relevance with this research was conducted by Nining Yasrida<sup>14</sup>; "Using Authentic Materials in Reading Comprehension of Students' Low and High Proficiency Levels at SMAN

---

<sup>14</sup> N. Yasrida, Bachelor's Disertation: "*Using Authentic Materials in Reading Comprehension of Students' Low and High Proficiency Levels at SMAN 3 Bandar Lampung*" (Lampung: State Lampung University, 2017) p. 4.

3 Bandar Lampung” A thesis, Faculty of Languages and Arts Education Department, State Lampung University. This study aimed to find out the significant difference of students’ reading comprehension between high and low proficiency level students who were taught through authentic material, to find out the aspects of reading skills that mostly influenced by the students in reading comprehension through authentic material and to see students’ perception of teaching and learning through authentic material. This research was conducted at the eleventh grade of SMAN 3 Bandar Lampung. The data were collected by using multiple choice tests and questionnaires. The population of this research was the eleventh grade of SMAN 3 Bandar Lampung. The samples were the students of XI IPA 2 chosen by using purposive sampling. The data of this research were analyzed by using SPSS.

3. The third study which has relevance with this research was conducted By Sri Wahyuni<sup>15</sup>; “The Effect of Using Authentic Materials on Students’ Reading Comprehension”. Thesis, Department of English Education School of Teacher Training and Education, Muhammadiyah University of Surakarta. The objective of this research are: (1) to know the students’ pre-test and post-test scores in reading comprehension in experimental group; (2) to know the students’ pre-test and post-test scores in reading comprehension in control group; (3) to know the significant difference score between students who are taught by using authentic material and

---

<sup>15</sup> S. Wahyuni, Bachelor’s Disertation: “*The Effect of Using Authentic Materials on Students’ Reading Comprehension*” (Surakarta: Muhammadiyah University of Surakarta, 2016) p. 1.

who are taught using non-authentic material; (4) to find whether authentic material effective in teaching reading comprehension at third grade of SMPN 3 Tasikmadu. The research was conducted in the first semester of the third grade students of SMPN 3 Tasikmadu in the academic year of 2015/2016. The sampling used was random sampling. The samples were two classes which consist of 37 students; class IX C as the experiment class and 37 students; class IX D as the control class. The instrument used was test; the researcher used the objective test in the form of multiple choices with 50 number test items.

4. The forth study which has relevance with this research was conducted By Abdul hakim M. Belaid<sup>16</sup> : “Using Authentic Materials in the Foreign Language Classrooms: Teacher Attitudes and Perceptions in Libyan Universities”. A journal, School of Languages Literature Culture and Communication University of Limerick, Ireland. The researcher found a large body of references encouraging the idea of exploiting authentic materials in the process of language teaching. Such strong and positive attitudes toward using such materials could be attributed to the many advantages in improving and developing learners’ language proficiency. Moreover, authentic materials work on intensifying and developing learners’ second language motivation. The current paper is an attempt seeking to recognize deeply and understand the Libyan EFL teachers’

---

<sup>16</sup> A.M.Belaid, Doctoral Scholar: *“Using Authentic Materials in the Foreign Language Classrooms: Teacher Attitudes and Perceptions in Libyan Universities”*(Ireland : University of Limerick, Ireland, 2015)

perceptions, attitudes and reactions toward using authentic materials in teaching English within Libyan state universities. EFL teachers from Azzaytuna; Azzawia; Al-Merghib; and Tripoli Universities participated in the current study. The results revealed that most EFL teachers hold positive attitudes to using authentic materials in language teaching. Some EFL teachers furthermore, emphasised on their regular use of the materials in their language classes, which would positively reflect on learners' language proficiency.

5. The fifth study which has relevance with this research was conducted by Yanuarti Apsari<sup>17</sup>: "The Use of Authentic Materials in Teaching Reading Comprehension". A journal, STKIP Siliwangi. This research, therefore aims to find out whether the use of the authentic material can improve students' reading comprehension. With regard to the purpose of the research, an experimental research is applied where twenty-five pairs of students from two groups are observed. The data are obtained from pre-test and post-test. The data are statistically analyzed and then compared by using mann whitney U test. The result of the study reveals that the use of authentic material in teaching reading does not significantly improve students' reading comprehension. Nevertheless, it is recommended that teachers use authentic reading materials for a change. In addition, when bringing authentic materials into classroom, they should be used in accordance with students' ability, as well as with suitable tasks being given.

---

<sup>17</sup> Y. Apsari : "The Use of Authentic Materials in Teaching Reading Comprehension" (Bandung : STKIP Siliwangi, 2014

6. The sixth study which has relevance with this research was conducted by K. B. Ihtari : “The Effect of Using English Authentic Reading Materials on The Eighth Grade Students’ Reading Comprehension Achievement at SMP Negeri 1 Tempurejo”. A journal, FKIP UNEJ. The research design was quasi experimental. It began from conducting homogeneity test, deciding the experimental class and the control class, giving activities to the control class using the common technique and material usually applied by the English teacher and treatments to the experimental class that was using authentic materials in teaching reading, then giving the same post-test to both classes, and the last analyzing the results of the post test by using t-test.

### **C. CONCEPTUAL FRAMEWORK**

There are several problems in teaching and learning process of reading skill. One of the problems is the low reading comprehension of the students. This problem is related to the teacher, the students, the teaching and learning method and the reading materials. Since the aim of English teaching and learning in junior high school is to enable students to gain the functional literacy which is the ability to communicate both in simple oral and written English to deal with the daily life context, the students need materials that can improve their reading comprehension.

However, from the preliminary observation, the researcher found that the reading materials for the students were only taken from course book. There were no other reading materials outside the course book due to the aim of the teacher that oriented on the need of the students to face the final exam. Some students were found having less interest on English subject because of the reading tasks which were considered monotonous. As a result, they found difficulties in the reading comprehension.

In fact, there are a lot of materials which can be used as reading materials to motivate the students in teaching and learning process. One of the materials is authentic materials which can be good since authentic materials contain genuine communication. They provide students with opportunities to experience language as it is used in real-life situations. The students need to learn to communicate in English to deal with daily life context to prepare them

to be ready to join the real-life situation in which they will be exposed to use of English outside the classroom.

Furthermore, reading authentic texts efficiently is a way to build up the students' confidence and also motivate them. If the teacher carefully chooses the materials, with the students' general competence, the reading activity will be success-oriented and quite motivating. Then if the students know that they have read a difficult text but they have managed to understand it adequately, they will feel confident in their own ability to read in the foreign language and will be more willing to take charge of their own learning. Highly-motivated students will lead them to enjoy reading.

In conclusion, the researcher feels certain to use authentic materials to improve reading comprehension of the eight grade students of junior high school. Since authentic materials propose the same term with the aim of English teaching and learning process for junior high school.

#### **D. Actional Hypothesis**

Based on the conceptual framework above, the action hypothesis that is submitted in this research is the Authentic Materials can improve the students' reading comprehension.

## **BAB III**

### **REASEARCH METHODOLOGY**

#### **A. Research Setting**

The research is conduct in MTs Nurul Islam Indonesia. The school is situate at Jalan Halat, Medan Area. The reason of taking the research for this educational level, because this level should master reading comprehension. It is one of the important skill for final test or national final examination. In the current curriculum- School based curriculum (Kurikulum 2013). There are several texts which are ought to be learnt by Junior High School students in Indonesia. According to the Standard Competence and Basic Competence in the current curriculum 2013, some of those texts are procedure, descriptive, recount, argumentative and narrative text.

The students are expected to be able to understand individual words, phrases, clauses, sentences, paragraphs, and larger units of text. In other words, the students should have sufficient vocabulary as an ultimate point to comprehend a text. They need to comprehend what those words in a text means as a whole.

#### **B. Data and Data Sources**

In this research, the data will be collected by using qualitative and quantitative data. The qualitative data is analyze from the interview sheet and

observation sheet to describe the improvement of the students' reading comprehension. The quantitative data will be collected by means of administering test, pre-test and post-test. Also, some data will get from English teacher of MTs Swasta Nurul Islam Indonesia, Medan which is based on himself document and the data of the students' evaluation will give and calculate by the researcher. In the final, the result of comparison between pre action test and post action test score become a real evidence to measure the students' achievement.

### **C. Reasearch Method**

This study is categorize into action research. The aim of this study is to show the process of improvement of the students' reading comprehension. The central idea of the action is by giving authentic materials to improve reading comprehension among the eight-grade students level of Mts Swasta Nurul Islam Indonesia, Medan.

In this study, the steps will be done by me as the researcher will be identifying the problem occuring in the English teaching and learning, planning and carrying out the actions, observing and reflecting on the actions implement in the study. In this scheme, I as the researcher will find the problem, plan a possible solution, implement and observe the actions, and reflecte on the outcome of the actions. It form the action research Cycles as can be seen in the illustration below.

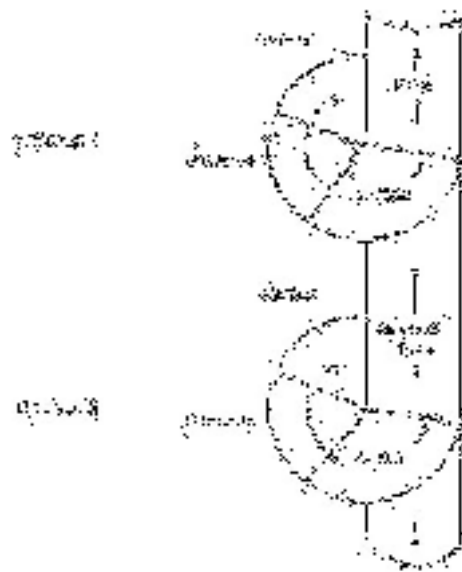


Figure I: The steps of action research (Kemmis & Mc. Taggart in Burns, 2010: 9)

#### **D. Tehnique of Collecting Data**

The data about the improvement of the students' reading comprehension were obtained by doing observation in the English class, conducting interviews after the class meeting, and administering the reading comprehension test. These data collection techniques are described below.

##### **a. Observation**

The observation will be done to get the information that is needed. I am as the researcher will collect the data by observing the class situation and condition in the teaching learning process. The observation will be done by me as the researcher and the teacher is as the collaborator

#### b. Interview

The interview will be done to know the effectiveness of the actions. I as the researcher will interview the students and the English teacher about the activities in the teaching and learning process. In this case hold the interview with the English teacher and the VIII students about the use of Authentic Materials in reading class. I will ask the teacher some questions relate to class activities, class condition, students' behaviour, and the students' proficiency level in reading. For example, I ask the teacher to tell her how she explain the material to the students. I will also interview some students by asking them questions about class activities.

#### c. Reading Comprehension Test

The reading comprehension test will administer before and after I as the researcher conduct the actions. The reading comprehension test will use to measure the students' reading comprehension. The test is in the form of a multiple choice test consisting of 40 items. The data of the reading comprehension test will collect in the form of numerical data.

### **E. Technique of Analyzing the Data**

To analyze the data, I am as the researcher use t-test for the quantitative data and Miles and Huberman for the qualitative data. The observation and interview were conducted before and after Classroom Action Research used to analyze qualitative data. On the other side, to conduct the quantitative data, it was conducted by the test. Here several steps were done to get the data. There was some numerical data to be processed. First I am as the researcher measured the average or mean of

the students' reading score per-action within one cycle. It was used to know how the students' reading skills were improved. It used the formula as below:<sup>18</sup>

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

Which X: Class of Average Score

$\sum X$  : Total Score

n : Total Students

Next, I am as the researcher tried to get the class percentage which passed the minimal mastery level kriterian (KKM) considering English subject gains score 75 (seventy five). The formula is:<sup>19</sup>

$$P = \frac{F}{n} \times 100\%$$

Which P : Pr- test presentage

F : Amount students who get score  $\geq 75$

n : Total students

Then after got the average of the students score test, I am as the researcher identified whether the students their reading comprehension, the formula below to analyze the data:

$$Pi = \frac{y1 - y}{y} \times 100\%$$

---

<sup>18</sup> Sudjana, *Metoda Statistika*, (Bandung: PT Tarsiti, 2002), p. 67.

<sup>19</sup> Anas Sudjono, *Pengantar Statistik Pendidikan*, (Jakarta: PT Raja Grafindo Persada, 2008), p. 43.

Which  $P1$  = Percentage of improvement score from pre-test to post-test 1

$y1$  = Class average score of post-test I

$y$  = Class average score of pre-test

While the qualitative data was analyzed by Miles and Huberman<sup>20</sup>, qualitative analysis defined as consisting of three concurrent flows of activity: data reduction, data display, and conclusion drawing. Those can be explains as follows:

### 1. Data Reduction

Data reduction is the process of selecting, focusing simplifying, abstracting, and transforming the data that appear in written-up field notes or transcriptions. It means that the researcher had been reducing the data before, during, after collecting the data as well as analyzing the data. The data reduce in this study are the data that will be find in the interview transcript.

### 2. Data Display

The next step in analyzing the data is data display. It is an organize, compress assembly of information that permits conclusion drawing and action. By displaying the data, the researcher was easy to understand and to analyze what will happen with the data present. In this study, I am as the researcher

---

<sup>20</sup> Miles B Matthew and A Michael Huberman. (1994). *Qualitative Data Analysis*, (USA: Sage Publications,) p. 10.

will use essay in displaying the data, because it is most common data display is use in qualitative research.

### 3. Conclusion Drawing and Verification

The last step of analysis that will draw conclusion and verification.

Form the start of the data collection, the qualitative analysis is beginning to decide what things mean is nothing regulations, patterns, explanation, possible configuration, causal flows and preposition.

The conclusion in qualitative research is a new discovery that can be an answer of the research problem. The conclusion is in the form description of the object of this study. Finally, in this step I am as the researcher will get the result and conclusion of the research.

### **F. Technique of Establishing the Trustworthiness**

It is important so establish that the findings of the study is validity. There are various ways to establish a sense of trustworthiness and validity. According to Lincoln and Guba, the trustworthiness consist of the following component: credibility, transferability, dependability, and confirm ability. But in this research, I am as the researcher only use credibility that relate to this research. Credibility is qualitative research means the results of a qualitative study are believable and trustworthy from the perspective of a participant or subject in the research itself. Credibility contributes to a belief in the trustworthiness of data through the following attributes: (1) Triangulation, triangulation is accomplish by asking the same research questions of different study participants and by collecting data from different sources and by using

different methods to answer those research questions. (2) Member checks, member checks occur when I am as the researcher will ask participants to review both the data collect by the interviewer and the researchers' interpretation of that interview data. Participants are generally appreciative of the member check process, and knowing that they will be have a chance to verify their statements tends to cause study participants to willingly fill in any gap from earlier interviews. Trust is an important aspect of the member check process. Transferability is a trustworthiness concept that can be seen as external validity, transferability can be enhanced through clear descriptions of the research, the participant's diverse perspectives and experiences, methodology, interpretation of results, and contributions from peer debriefers. Dependability is a trustworthiness concept that closely matches reliability.

In positivist research, reliability was the extent to which a variable or a set of variables is consist with that it is supposed to measure when repeated multiple of times.<sup>21</sup> Dependability refers to the confirmation that the data represents the changing conditions of the phenomenon under study and should be consistent across time, researchers and analysis techniques. Confirm ability refers to the degree to which the results could be confirmed or collaborated by others. The researcher can document the procedures for checking and rechecking the data throughout the study. Confirm ability entails full revelation of the data upon which all interpretations is based or at least the availability of the data for impaction. In other words, the researcher should be able to example

---

<sup>21</sup> Boudreau D Siraub, M-C D nad Gefen, (2004), *Validation Guidelines for Is Positivist Research*, (Communications of AIS), p, 23.

the data to confirm the results. The researcher only limits on the triangulation, namely: source triangulation and methodological triangulation.

## **CHAPTER IV**

### **RESEARCH FINDING AND DISCUSSION**

#### **A. Research Finding**

The data of this study includes preliminary data, the results of the first cycle and the second cycle. The researcher also analyzed the qualitative data were taken from interview, observation sheet, documentation and diary notes.

##### **1. Preliminary Study**

The preliminary study was conducted to find out the fundamental problem related to the research. It was important to the research before carrying out the research in order to know from where and how the research done. In the preliminary study, the researcher used reading test to see the students' reading comprehension before authentic materials was applied. The results showed that the students' still confused when reading English correctly. The Minimum Passing Grade (KKM) in that school was 75. The number of students who followed the test was 25 students. The result of pre-test, the total score of the students was 1.175 and the mean of students' score was 47.

The quantitative data above indicates that the students' reading comprehension was low. It can be seen from the mean score of the students was 47 and there was

no 25 students who unsuccessful or didn't get score up to 75. This data can be seen in appendix III. To support the quantitative data, it can be seen from the qualitative data that is taken by using interview. The researcher was interviewed the English teacher. It can be seen from the following data:

“Kemampuan reading siswa ya macam-macam juga, ada yang udah mudah memahami, ada yang agak lama bisa memahami dan mengikuti pembelajaran ada juga yang masih males kalo belajar.”

## **2. Cycle I**

I did some steps in the first cycle. They were planning, action, observing and reflection. Here the activities have done in every steps:

### **a. Planning**

This step was explained about the implementation of lesson plan. In this section the researcher have taught for learning process in the class as the teacher. The researcher ordered the students to students to learn the material that suitable with the lesson plan that had prepared earlier. I am as the researcher applied authentic materials in the learning process.

In this section, there is actions that done together by the teacher and the students, as follows:

#### **1. Introduction**

Activities as follow: a). Teacher introduced herself to the students, b). Teacher asked about students' condition.

#### **2. Main Activity**

Activities as follow: a). Teacher given the students the text and the video of, b). Teacher given a test about Dick Whittington text to the students, d). Students answered the test as an individually, e). Teacher and students discussed about the correct answer together, f). Teacher gives the score for the students' achievement.

### 3. Closing

Activities as follow, a). The teacher and students made the resume about the material, b). Teacher delivered the next material for next meeting.

## **b. Observation**

The observation was done to observe what the students had done during the teaching learning process. The result of observation were collected by the qualitative, based on the data observation, there was an improvement in teaching learning process. The teacher could improve the students' reading comprehension in reading English language.

I as the researcher gave the post test in the first cycle. The result of the post-test in the first cycle show that the students' reading comprehension was improved when used authentic materials in learning process. There is Only 7 students that achieved the score 75 or more, and 18 students still got under 75.

Quantitatively, the result of the post-test of the first cycle, it showed that, the total score of the students was 1.568 and the number of students who successes the test still 7 from 25 students, the mean of the students' score of the test was 62.75. It can be seen that the students' score in the post-test 1 was increased but still low.

The percentage of the students' score was 28 % consists of 7 students who successes and got the score 75 or more. So, the post test in the first cycle was categorized unsuccessful. This data can be seen in appendix III.

Qualitatively the data were taken from interview with English teacher and student, and observation. The result of the first interview with English In interaction between the researcher and students, the students was enthusiastic and active in learning process. I am as the researcher in control the class was good. The researcher need to continue to the next cycle to be better.

From the students' response and the students' score above, I am as the researcher stated to continue in cycle two hopefully be better than before. The second cycle was held to achieve the improvement score of the students in speaking skill.

### **c. Reflection**

Reflection was an evaluation from the action which has been done before. It is used to help the researcher made decision by analyze the situation and the students' difficulties or in understanding the lesson. Through the reflection, the researcher knew the result of the students after did the test.

From the students' response and the students' score above, the researcher stated to continue in cycle two hopefully the student's score be better than before. The second cycle was held to achieve the improvement score of the students' reading comprehension.

### **3. Cycle II**

Based on the result of the first cycle, the researcher continued to do the second cycle. The first cycle indicated that students' reading comprehension was still low. It happened because of the students got difficulties to mastering reading comprehension and much of their reading test score still not achieved the minimum passing grade.

#### **a. Planning**

In this step, the researcher prepared the new material that was enclosed in lesson plan. The lesson plan with the new material could be seen in appendix I.

#### **b. Action**

In this step, there were some activities which were done by the researcher, including: introduction, main activity, and closing. In introduction, there were some activities had done by the researcher, they were: (1) The researcher was started the lesson by said a prayer. (2) The researcher checked the students' attendance and asked the students' condition. (3) The researcher warmed up the students by giving some question about the topic that will be discussed in the class. (4) The researcher motivated the students for learning seriously. (5) The researcher introduced the topic of what they are going to learn.

In the main activity, Activities as follow: a). Teacher explained narrative text to the students, b). Teacher given the text of narrative text to the students, c). Teacher given a test about the lion and the mouse text to the students, d). Students answered

the test as an individually, e). I am as the researcher and students discussed about the correct answer together, f). The researcher gave the score for the students' achievement.

And the last activity of action was closing. In closing there were some activities had done by researcher, they were: (1) The researcher gave the conclusion about the lesson. (2) The researcher ended the lesson and saying a prayer.

### **c. Observation**

The observation was done in the second cycle. All the activities during the teaching learning process had been observed. They were as follows: 1). Most of the students were active and interested while learning, 2) Many students thought the round club strategy more effective in improving the students' speaking skill, and 3). The mean score of the students was categorized success is 84.4.

Quantitatively, the result of post-test in the second cycle, it showed that the total score of the students was 2.110 and the number of students who success the test was 19 students, and the mean of the students' score of the test was 84.4. It could be concluded that the students' score in the post test II was improved. The percentage of the students' score was 76% consist of 19 students successes and achieved score 75 and up 75. So, the post-test II was categorized successful. The data can be seen in appendix IV.

Based the data, the result showed the improvement of the students' score from the pre-test to the post-test of the first cycle and to the post-test of the second cycle. In the pre-test, the students who got the score 75 or more were none from 25

students 0%. In the post-test of the first cycle, the students who got the score 75 or more were 7 from 25 students 28%. In the post-test of second cycle, the students who got the score 75 or more were 19 from 25 students 76%. In the first test there was 0%(0 students) who got the score 75 or more. In the second test there was 28% (7 students) who got the score 75 or more. It means that there was improvement about 28%. In the third test there was 76% (19 students) who got the score 75 or more. There was improvement about 34.5% from post-test I to post-test II. Most of students' score improved from the first test to the third test.

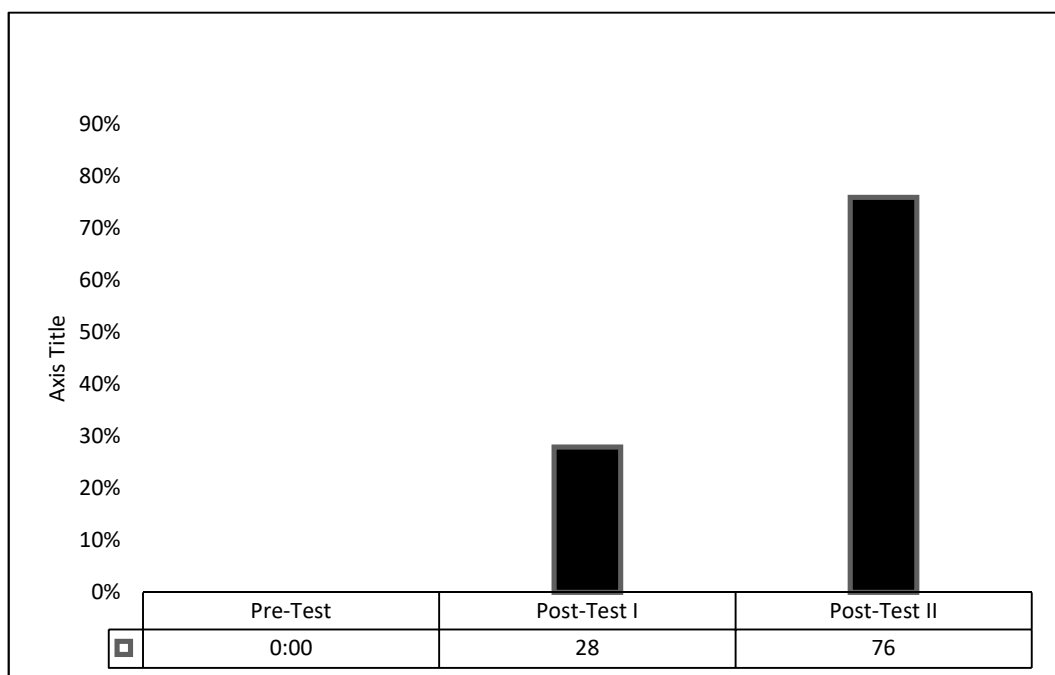


Figure 2: The Improving of Pre-test to Post-test I to Post-test II from the first test to the third test

The quantitative data above was also supported by the qualitative data taken through interview with English teacher and student, and observation. Interview was

done when the researcher applying the authentic materials to the students who got the low and high score during learning process. The result of the second interview with English teacher showed that there has been an improvement on the students' reading comprehension. The students was interested in learning process used authentic material. The students' activity has improved than before. In giving attention to the students, the researcher was good, because the researcher was able to control the class. And the interview with student showed that in expressing the opinion, the students reading comprehension better than before. In answering the question from the teacher, the students can answer it. In using the authentic materials the students was happy. In giving the opportunity to ask, the researcher gave them the time to ask. The students' reading comprehension was increased than before. The interview transcript can be seen in appendix V, and observation sheet in appendix VI.

Based on the data above, it showed the good improvement to the students. And in the documentation, it was found that the students were active, interested and enthusiastic while teaching learning process after the researcher applied the authentic materials. It could be seen with the contrast of the students' score in pre-test, post-test I, and post-test 2.

#### **d. Reflection**

After the researcher given a post-test II for evaluation, the researcher concluded that the researcher found the students' score improved after checking the students' test, and the researcher's ability in teaching speaking showed the improvement too.

The researcher motivated the students, it made the students' score improved. It can be seen from the mean of the students' score. In the pre-test, the students who got the score Based the data, the result showed the improvement of the students' score from the pre-test to the post-test of the first cycle and to the post-test of the second cycle. In the pre-test, the students who got the score 75 or more were none from 25 students 0%. In the post-test of the first cycle, the students who got the score 75 or more were 7 from 25 students 28%. In the post-test of second cycle, the students who got the score 75 or more were 19 from 25 students 76%. In the first test there was 0% (0 students) who got the score 75 or more. In the second test there was 28% (7 students) who got the score 75 or more. It means that there was improvement about 28%. In the third test there was 76% (19 students) who got the score 75 or more. There was improvement about 34.5% from post-test I to post-test II. Most of students' score improved from the first test to the third test. It made the researcher felt to stop until this cycle (cycle II) because the students' score in reading test was improved by using the authentic materials.

## **B. Discussion**

The research was conducted to find out the improving of students' speaking skill used round club strategy. The round club strategy could be used by the teacher in teaching English especially to help the students to improve the students' speaking skill. This also had been proved by the result of observation and interview. Both of them showed that students' speaking skill got improved since round club strategy applied either in cycle I or in cycle II though the result in cycle I was still not enough.

Based on the quantitative data, students' score increased significantly. The data, the result showed the improvement of the students' score from the pre-test to the post-test of the first cycle and to the post-test of the second cycle. In the pre-test, the students who got the score 75 or more were none from 25 students 0%. In the post-test of the first cycle, the students who got the score 75 or more were 7 from 25 students 28%. In the post-test of second cycle, the students who got the score 75 or more were 19 from 25 students 76%. In the first test there was 0% (0 students) who got the score 75 or more. In the second test there was 28% (7 students) who got the score 75 or more. It means that there was improvement about 28%. In the third test there was 76% (19 students) who got the score 75 or more. There was improvement about 34.5% from post-test I to post-test II. Most of students' score improved from the first test to the third test. Most of students' score improved from the first test to the third test.

The improvement was not only showed by the increasing score in quantitative data but also from the qualitative data; interview, and observation. The students become more enthusiastic, more active in discussion, and easily controlled. At least, when the students were given the test in the cycle II, they looked more confident.

From the explanation above, the research can be concluded that the use of round club strategy can improve the students' reading comprehension. The students' score improved and the students were more serious to learn. The students' attitude changed after the researcher used the authentic material. The authentic materials shown a simple concept of making students improve their reading comprehension step by step. The students were more interested in using authentic

material. As the result above, the authentic materials can improve the students' reading comprehension with enjoyment and well.

## CHAPTER V

### CONCLUSIONS AND SUGGESTIONS

#### A. Conclusions

This research conducted to the authentic material which was classroom action research used as the research method. After the research accomplished, the researcher could take several conclusions as the following:

1. In the preliminary study, students' speaking skill was found still low. It was proven by the result of quantitative and qualitative data. When the test in preliminary study was given, quantitatively, the students score in the average was only 47. There is no of 25 students that passed the test in preliminary study. Qualitatively, based on the result of the interview and observation showed that the students' speaking skill is still low, they found difficulties in speaking test.
2. Next, the result of the cycle I showed that quantitatively, there were only or 7 of 25 students passed the test in cycle I, in which, the average of the students' score was 62.75. It meant, there was a little bit improvement if compared with result in preliminary study, however, it was still not enough. On the other hand, qualitatively, it is also showed a better changed. It could be seen from the result of the learning process but, the cycle I considered still unsuccessful.
3. In the cycle II, there is a significant improvement of students' reading comprehension. It was proven by the result of the test in the cycle II which 19 of 25 students passed the test, or as many as 76% of 19 students passed the test. All students who passed the test success with the mean score 84.4. On the other side, the result of the observation and interview in the cycle II showed that there was a significant improvement too. From the interview result, generally, students claimed

that the authentic material was fun and made their English improved so that they could answer the questions of the test.

At least, according to the result from the preliminary study until the cycle II, step by step, students' reading comprehension got improved. Therefore, it is concluded that the students' reading comprehension can improved by using the authentic material.

## **B. Suggestions**

The finding of the research is expected to be useful for the teacher, the students, the institution and another researchers.

1. For the teacher, it is expected to improve their professionalism in teaching English especially teaching using mystery theatre game. Besides, as a suggestion for the teacher to attract students' interest in learning English by using suitable media.
2. For the students, it is expected to improve the students' reading comprehension and interest in learning English.
3. For the institution, it is expected to provide input and to give contribution in improving learning process in order to improve quality of the students and the school.
4. For other researchers, as information about the contribution of using the authentic material to improve students' reading comprehension for senior high school students and as reference for studying in the same topic.

## REFERENCES

- Anthony, A. (2015). *The Effect of Authentic Materials on Reading Comprehension*. Retrieved from <http://everydaylife.globalpost.com/effect-authentic-materialsreading-comprehension-14711.html>
- Anter Nancy, (2014). *Critical Reading for College and Beyond*, New York: Mc Graw Hill.
- Burns, (2011). *Teaching Reading in Today's Elementary School* 11th edition, New York: Longman.
- Sukirah Kustaryo, (2013). *Reading Technique for College Students*, Jakarta: Publication Ltd.
- Grabe William, and Fredricka L Stoller. (2002). *Teaching and Researching Reading*, New York: Longman.
- Partnership for Reading*. [Http://www.nifl.gov/partnershipforreading/](http://www.nifl.gov/partnershipforreading/), Accessed on January 5th 2017.
- Geoffrey M. Maroko. (2010). *The Authentic Materials Approach in the Teaching of Functional Writing in The Classroom*, Reinelt.
- Eril Jacobson etc. (2003). *Creating Materials and Activities for the Adult Literacy Classroom*, Michigan: LPALS.
- Jack C Richards. (2011) *Curriculum Development in Language Teaching*, Cambridge: Cambridge University Press.
- Sacha A Berardo. (2006) *The Use of Authentic Materials in the Teaching of Reading*, The Reading Matrix.
- H. Douglas Brow. (2000), *Principles of Language Learning and Teaching* 4th edition, New York: Longman.
- Jack C Richards. (2001) *Curriculum Development in Language Teaching*, Cambridge: Cambridge University Press.
- Rani Destiranhmi, Bachelor's Disertation: "*Improve Reading Comprehension of Grade Eight Students of SMP 15 Yogyakarta*", Yogyakarta: State University of Yogyakarta, 2012.
- Nining Yasrida, Bachelor's Disertation: "*Using Authentic Materials in Reading Comprehension of Students' Low and High Proficiency Levels at SMAN 3 Bandar Lampung*", Lampung: State Lampung University, 2017.
- Sri Wahyuni, Bachelor's Disertation: "*The Effect of Using Authentic Materials on Students' Reading Comprehension*", Surakarta: Muhammadiyah University of Surakarta, 2016.

Abdul Hakim M Belaid, Doctoral Scholar: *“Using Authentic Materials in the Foreign Language Classrooms: Teacher Attitudes and Perceptions in Libyan Universities”*  
Ireland: University of Limerick, Ireland, 2015.

Y. Apsari : “The Use of Authentic Materials in Teaching Reading Comprehension”  
(Bandung : STKIP Siliwangi, 2014

Yunarti Apsari : “The Use of Authentic Materials in Teaching Reading Comprehension”  
Bandung : STKIP Siliwangi, 2014.

Miles B Matthew and A Michael Huberman. (1994). *Qualitative Data Analysis*, USA: Sage Publications.

Boudreau D Siraub, M-C D nad Gefen, (2004), *Validation Guidelines for Is Positivist Research*, (Communications of AIS)

Sudjana. (2002). *Metoda Statistika*, Bandung: PT Tarsiti.

Anas Sudjono. (2008). *Pengantar Statistik Pendidikan*, Jakarta: PT Raja Grafindo Persada.

## **APPENDIX I**

### **LESSON PLAN**

(Meeting II)

Name of School : MTs Nurul Islam Indonesia  
Subject : English  
Class : VIII  
Kind of Text : NarrativeText  
Theme : Dick Whittington  
Aspect/Skill : Reading  
Time : 2 x 40 minutes  
Meeting : 1

#### **1. Standard Competence :**

##### **1. Reading**

The Understanding of functional meaning in the written text and simple short essays in narrative text form to interact with the surrounding

#### **2. Basic Competence :**

1.1 The understanding in the form of simple short narrative written texts by using a variety of written language accurately, fluently and acceptable to interact with the surrounding environment.

#### **3. The Indicators**

- a. Answer the question based on the text
- b. Identifying main idea of the text
- c. Identifying specific information of the text
- d. Finding out words meaning of the text

#### **4. The Objectives of Learning**

In the end of learning process:

- a. The students are be able to answer the question based on the text
- b. Students are able to identifying main idea of the text
- c. Students are able to identifying specific information of the text
- d. Students are able to find out words meaning of the text.

\* The students' characteristic are expected:

- Trustworthiness
- Respect
- Diligence

## **5. Materials**

- Definition of narrative text

Narrative text is a kind of text to retell the story that past tense. The purpose and social function of the narrative text is to entertain or to amuse the readers or listeners about the story.

- The text and the video of narrative text
- Narrative text and the video use Grammar past

## **6. Time Allotment**

2 x 40 minute

## **7. Procedures of Teaching**

<b>NO</b>	<b>Learning Activities</b>	<b>Time Allotment</b>
<b>1.</b>	Introduction  Apperception :  - Greeting the students.	10 Minutes

	<ul style="list-style-type: none"> <li>- Checking the students' attendance list.</li> <li>- Asking the students' knowledge about narrative texts.</li> </ul>	
2.	<p>Main Activities</p> <p>Exploration:</p> <ul style="list-style-type: none"> <li>- Giving the students the text and the video of Dick Whittington</li> <li>- Involves the students actively in each learning activity.</li> </ul> <p>Elaboration</p> <p>In the elaboration activity, I as the researcher :</p> <ul style="list-style-type: none"> <li>- Explains about narrative text.</li> <li>- Gives the example of the narrative text.</li> <li>- Explains about authentic materials</li> <li>- Gives a test which contains questions and its form is answer the questions.</li> <li>- Asks the students to answer test based on their understanding of the tests that have been learned.</li> <li>- Provides an opportunity for the students to think, solve problem and act without a fear.</li> <li>- Facilities the student to compete in a sportive way to improve the learning objectives.</li> </ul> <p>Confirmation:</p> <p>In the confirmation activity, the teacher;</p> <ul style="list-style-type: none"> <li>- Asks the students to read and do the test.</li> </ul>	60 Minutes

	- Collect student answer sheets.	
<b>3.</b>	<p>Closing Activities</p> <p>In the closing activity, I as the researcher :</p> <ul style="list-style-type: none"> <li>- Discusses the text with the students.</li> <li>- Concludes the material with the students.</li> <li>- Reflects the activities that have done in the learning process and motivates the students.</li> <li>- Conveys the lesson plan for the next meeting.</li> </ul>	10 Minutes

## 8. Evaluation

Evaluation Technic	Evaluation Instrument	Sample of Instrument
Written Test	Multiple Choice	<p>1. It can be inferred from the description in the last paragraph that <i>Australopithecus robustus</i> was so named because of the species'</p> <p>(A) ancestors (B) thumb (C) build (D) diet</p>

## 9. The Instructional Scoring

$$\text{The students' score} = \frac{\text{the correct answers}}{\text{the total questions}} \times 100$$

$$\begin{aligned}
 \text{Score} &= \frac{15}{30} \times 100 \% \\
 &= 50\%
 \end{aligned}$$

Note : Score < 50 % = fair

Score 51% - 70% = good

Score 71 % -100 % = very good

## 10. Learning Sources

Anwar Sofyanda and friends. 2005. Competenced- Based English for grade VIII Junior High School (SMP/MTs). Bandung: Grafindo Media Pratama.

Medan, September 2018

Mengetahui,

Kepala Sekolah

Guru Mata Pelajaran

Peneliti

---

---

---

## APPENDIX II

### Pre – Test Reading Comprehension

Name :

Date :

Class :

**Instruction: Read the text and choose the right answer based on the text**

**Text 1** for Question number 1 – 3

#### The Clever Crow

The crow is very thirsty. It wants some water. It finds a jug with some water in it. But the crow cannot get the water in the jug because there is too little water in it. The crow then picks up some stones and puts them into the jug. The water in the jug comes up and the crow drinks the water.

1. Who does want some water?

(A) The crow

(B) The rabbit

(C) The bird

(D) The snake

2. What is in the jug?

(A) Some water

(B) Some stones

(C) Some carrots

(D) Some coins

3. Why can't the crow get the water in the jug?

(A) There is too little water in it

(B) There is too much sands in it

(C) There is some stones in it

(D) There is some coins in it

**Text 2** for Question number 4 - 8

Meiyan is in the kitchen. She is making a cup of coffee for herself. She boils some water in a kettle. Then she puts two spoonful of sugar and a spoonful of instant coffee powder into a cup. When the water is boiling, Meiyan pours the hot water into the cup. She stirs the water and the mixture of coffee powder and sugar. Finally, she adds two teaspoonfuls of milk. The coffee is now ready for drinking.

4. Where is Meiyan?

(A) Bathroom

(B) Bedroom

(C) Kitchen

(D) Garden

5. What is Meiyan doing?

(A) Cooking pancake

(B) Cooking fried rice

(C) Doing homework

(D) Making a cup of coffee

6. What does Meiyan do first?

- (A) Pours the hot water
  - (B) Stirs the water
  - (C) Boils some water
  - (D) Puts two spoonfuls of sugar
7. How much sugar does Meiyang put into the cup?
- (A) Three spoonfuls
  - (B) A spoonful
  - (C) Seven spoonfuls
  - (D) Two spoonfuls
8. What other things does Meiyang put into the cup?
- (A) The coffee powder
  - (B) The chocolate
  - (C) Two spoonfuls of milk
  - (D) The hot water

**Text 3** Fill in the blank based on the text for Question number 9 – 13

### The Poor Kitten

This is a little kitten. She is calling, “MEOW! MEOW! MEOW!” Her mother is not with her. Where can the mother be? The little kitten is looking for her mother. She is standing near the wall. The little kitten is wet. The little kitten is cold. She is hungry too. She wants some food. Kittens like fish. The little kitten also like milk.

9. The little kitten is looking for her...
- (A) Friend

- (B) Father
  - (C) Mother
  - (D) Uncle
10. The kitten is standing near the ...
- (A) Table
  - (B) Chair
  - (C) Wall
  - (D) Door
11. She is...
- (A) Full
  - (B) Sad
  - (C) Happy
  - (D) Afraid
12. The kitten wants some ...
- (A) Water
  - (B) Clothing
  - (C) Noodle
  - (D) Food
13. The little kitten is ...
- (A) Thirsty
  - (B) Angry
  - (C) Crazy
  - (D) Hungry

**Text 4** Fill in the blank based on the text for Question number 14 – 18

### **Lifen and Her Brother**

In the morning Lifen and her brother wake up early. They get ready quickly. They have their breakfast quickly. Then they walk hurriedly to the bus stop. In the school, they line up quietly. They talk softly in the class. They do not shout loudly to recess, they play happily in the field.

14. Lifen and her brother wake up...

- (A) Before six o'clock
- (B) After half-past seven
- (C) After eight o'clock
- (D) Before seven o'clock

15. They have their breakfast...

- (A) Slowly
- (B) Quickly
- (C) Happily
- (D) Early

16. They go to school ...

- (A) By bus
- (B) In a car
- (C) On bicycles
- (D) By train

17. They are...

- (A) Slow
- (B) Fast
- (C) Tall

(D) Short

18. Lifen and her brother are...

- (A) Happy in the school
- (B) Not happy in the school
- (C) Sad in the school
- (D) Naughty in the school

**Text 5** for Question number 19 - 23

A distinctively American architecture began with Frank Lloyd Wright, who had taken to heart the admonition that form should follow function and who thought of buildings not as separate architectural entities but as parts of an organic whole that included the land, the community, and the society. In a very real way the houses of colonial New England and some of the southern plantations had been functional, but Wright was the first architect to make functionalism the authoritative principle for public as well as for domestic buildings. As early as 1906 he built the Unity Temple in Oak Park, Illinois, the first of those churches that did so much to revolutionize ecclesiastical architecture in the United States. Thereafter he turned his genius to such miscellaneous structures as houses, schools, office buildings, and factories, among them the famous Larkin Building in Buffalo, New York, and the Johnson Wax Company building in Racine, Wisconsin.

19. The phrase "taken to heart" in line 1 is closest in meaning to which of the following?

- (A) Taken seriously
- (B) Criticized
- (C) Memorized
- (D) Taken offence

20. In what way did Wright's public buildings differ from most of those

built by earlier architects?

- (A) They were built on a larger scale.
- (B) Their materials came from the southern United States.
- (C) They looked more like private homes.
- (D) Their designs were based on how they would be used.

21. The author mentions the Unity Temple because, it

- (A) was Wright's first building
- (B) influenced the architecture of subsequent churches
- (C) demonstrated traditional ecclesiastical architecture
- (D) was the largest church Wright ever designed

22. The passage mentions that all of the following structures were built by Wright EXCEPT

- (A) factories
- (B) public buildings
- (C) offices
- (D) southern plantations

23. Which of the following statements best reflects one of Frank Lloyd Wright's architectural principles?

- (A) Beautiful design is more important than utility.
- (B) Ecclesiastical architecture should be derived from traditional designs.
- (C) A building should fit into its surroundings.
- (D) The architecture of public buildings does not need to be revolutionary

**Text 6** for Question number 24 - 34

There are two basic types of glaciers, those that flow outward in all directions with little regard for any underlying terrain and those that are

confined by terrain to a particular path. The first category of glaciers includes those massive blankets that cover whole continents, appropriately called ice sheets. There must be over 50,000 square kilometers of land covered with ice for the glacier to qualify as an ice sheet. When portions of an ice sheet spread out over the ocean, they form ice shelves.

About 20,000 years ago the Cordilleran Ice Sheet covered nearly all the mountains in southern Alaska, western Canada, and the western United States. It was about 3 kilometers deep at its thickest point in northern Alberta. Now there are only two sheets left on Earth, those covering Greenland and Antarctica.

Any domelike body of ice that also flows out in all directions but covers less than 50,000 square kilometers is called an ice cap. Although ice caps are rare nowadays, there are a number in northeastern Canada, on Baffin Island, and on the Queen Elizabeth Islands.

The second category of glaciers includes those of a variety of shapes and sizes generally called mountain or alpine glaciers. Mountain glaciers are typically identified by the landform that controls their flow. One form of mountain glacier that resembles an ice cap in that it flows outward in several directions is called an ice field. The difference between an ice field and an ice cap is subtle. Essentially, the flow of an ice field is somewhat controlled by surrounding terrain and thus does not have the domelike shape of a cap. There are several ice fields in the Wrangell, St. Elias, and Chugach mountains of Alaska and northern British Columbia.

Less spectacular than large ice fields are the most common types of mountain glaciers: the cirque and valley glaciers. Cirque glaciers are found in depressions in the surface of the land and have a characteristic circular shape. The ice of valley glaciers, bound by terrain, flows down valleys, curves around their corners, and falls over cliffs.

24. What does the passage mainly discuss?  
(A) Where major glaciers are located  
(B) How glaciers shape the land  
(C) How glaciers are formed  
(D) The different kinds of glaciers
25. The word “massive” in line 3 is closest in meaning to  
(A) huge  
(B) strange  
(C) cold  
(D) recent
26. It can be inferred that ice sheets are so named for which of the following reasons?  
(A) They are confined to mountain valleys.  
(B) They cover large areas of land.  
(C) They are thicker in some areas than in others.  
(D) They have a characteristic circular shape.
27. According to the passage, ice shelves can be found  
(A) covering an entire continent  
(B) buried within the mountains  
(C) spreading into the ocean  
(D) filling deep valleys
28. According to the passage, where was the Cordilleran Ice Sheet thickest?  
(A) Alaska  
(B) Greenland  
(C) Alberta  
(D) Antarctica
29. The word “rare” in line 12 is closest in meaning to  
(A) small  
(B) unusual  
(C) valuable  
(D) widespread
30. According to the passage (paragraph 5), ice fields resemble ice caps in which of the following ways?  
(A) Their shape  
(B) Their flow  
(C) Their texture  
(D) Their location
31. The word “it” in line 16 refers to  
(A) glacier  
(B) cap  
(C) difference  
(D) terrain
32. The word “subtle” in line 17 is closest in meaning to  
(A) slight  
(B) common  
(C) important  
(D) measurable
33. All of the following are alpine glaciers EXCEPT  
(A) cirque glaciers  
(B) ice caps  
(C) valley glaciers  
(D) ice fields
34. Which of the following types of glaciers does the author use to illustrate the two basic types of glaciers mentioned in line 1?  
(A) Ice fields and cirques  
(B) Cirques and alpine glaciers  
(C) Ice sheets and ice shelves  
(D) Ice sheets and mountain glaciers

Tools and hand bones excavated from the Swartkrans cave complex in South Africa suggest that a close relative of early humans known as *Australopithecus robustus* may have made and used primitive tools long before the species became extinct 1 million years ago. It may even have made and used primitive tools long before humanity's direct ancestor, *Homo habilis*, or "handy man," began doing so. *Homo habilis* and its successor, *Homo erectus*, coexisted with *Australopithecus robustus* on the plains of South Africa for more than a million years.

The Swartkrans cave in South Africa has been under excavation since the 1940's. The earliest fossil-containing layers of sedimentary rock in the cave date from about 1.9 million years ago and contain extensive remains of animals, primitive tools, and two or more species of apelike hominids. The key recent discovery involved bones from the hand of *Australopithecus robustus*, the first time such bones have been found.

The most important feature of the *Australopithecus robustus* hand was the pollical distal thumb tip, the last bone in the thumb. The bone had an attachment point for a "uniquely human" muscle, the flexor pollicis longus, that had previously been found only in more recent ancestors. That muscle gave *Australopithecus robustus* an opposable thumb, a feature that would allow them to grip objects, including tools. The researchers also found primitive bone and stone implements, especially digging tools, in the same layers of sediments.

*Australopithecus robustus* were more heavily built—more "robust" in anthropological terms—than their successors. They had broad faces, heavy jaws, and massive crushing and grinding teeth that were used for eating hard fruits, seeds, and fibrous underground plant parts. They walked upright, which would have allowed them to carry and use tools. Most experts had previously believed that *Homo habilis* were able to supplant *Australopithecus robustus* because the former's ability to use tools gave them an innate superiority. The discovery that *Australopithecus robustus* also used tools means that researchers will have to seek other explanations for their extinction. Perhaps their reliance on naturally occurring plants led to their downfall as the climate became drier and cooler, or perhaps *Homo habilis*, with their bigger brains, were simply able to make more sophisticated tools.

35. It can be inferred from the first paragraph that all of the following may have made and used tools EXCEPT.

- (A) *Australopithecus robustus*
- (B) *Homo erectus*
- (C) *Homo habilis*
- (D) *Australopithecus robustus*' ancestors

36. The word "extensive" in line 9 is closest in meaning to

- (A) numerous
- (B) exposed
- (C) ancient
- (D) valuable

37. Which of the following does the author mention as the most important recent discovery made in the Swartkrans cave?

- (A) Tools
- (B) Teeth
- (C) Plant fossils
- (D) Hand bones

38. What does the third paragraph 'mainly discuss?
- (A) Features of Australopithecus robustus' hand
  - (B) Purposes for which hominids used tools
  - (C) Methods used to determine the age of fossils
  - (D) Significant plant fossils found in layers of sediment
39. It can be inferred from the description in the last paragraph that Australopithecus robustus was so named because of the species'
- (A) ancestors
  - (B) thumb
  - (C) build
  - (D) diet
40. The word "supplant" in line 22 is closest in meaning to
- (A) exploit
  - (B) displace
  - (C) understand
  - (D) imitate

Tools and hand bones excavated from the Swartkrans cave complex in South Africa suggest that a close relative of early humans known as Australopithecus robustus may have made and used primitive tools long before the species became extinct 1 million years ago. It may even have made and used primitive tools long before humanity's direct ancestor, Homo habilis, or "handy man," began doing so. Homo habilis and its successor, Homo erectus, coexisted with Australopithecus robustus on the plains of South Africa for more than a million years.

The Swartkrans cave in South Africa has been under excavation since the 1940's. The earliest fossil-containing layers of sedimentary rock in the cave date from about 1.9 million years ago and contain extensive remains of animals, primitive tools, and two or more species of apelike hominids. The key recent discovery involved bones from the hand of Australopithecus robustus, the first time such bones have been found.

The most important feature of the Australopithecus robustus hand was the pollical distal thumb tip, the last bone in the thumb. The bone had an attachment point for a "uniquely human" muscle, the flexor pollicis longus, that had previously been found only in more recent ancestors. That muscle gave Australopithecus robustus an opposable thumb, a feature that would allow them to grip objects, including tools. The researchers also found primitive bone and stone implements, especially digging tools, in the same layers of sediments.

## Test Instrument in Cycle I

### Post – Test Reading Comprehension

Name :

Date :

Class :

**Instruction: Read the text and choose the right answer based on the text**  
**Text 1** for Question number 1-6

Australopithecus robustus were more heavily built- more “robust” in anthropological terms-than their successors. They had broad faces, heavy jaws, and massive crushing and grinding teeth that were used for eating hard fruits, seeds, and fibrous underground plant parts. They walked upright, which would have allowed them to carry and use tools. Most experts had previously believed that Homo habilis were able to supplant Australopithecus robustus because the former’s ability to use tools gave them an innate superiority. The discovery that Australopithecus robustus also used tools means that researchers will have to seek other explanations for their extinction. Perhaps their reliance on naturally occurring plants led to their downfall as the climate became drier and cooler, or perhaps Homo habilis, with their bigger brains, were simply able to make more sophisticated tools.

1. The word “supplant” in line 22 is closest in meaning to
  - (A) exploit
  - (B) displace
  - (C) understand
  - (D) imitate
2. It can be inferred from the description in the last paragraph that Australopithecus robustus was so named because of the species’
  - (A) ancestors
  - (B) thumb
  - (C) build
  - (D) diet
3. What does the third paragraph ‘mainly discuss?
  - (A) Features of Australopithecus robustus’ hand
  - (B) Purposes for which hominids

used tools

(C) Methods used to determine the age of fossils

(D) Significant plant fossils found in layers of sediment

4. Which of the following does the author mention as the most important recent discovery made in the Swartkrans cave?
  - (A) Tools
  - (B) Teeth
  - (C) Plant fossils
  - (D) Hand bones
5. The word “extensive” in line 9 is closest in meaning to
  - (A) numerous
  - (B) exposed
  - (C) ancient
  - (D) valuable
6. It can be inferred from the first paragraph that all of the following may have made and used tools EXCEPT.
  - (A) Australopithecus robustus
  - (B) Homo erectus
  - (C) Homo habilis
  - (D) Australopithecus robustus’ ancestors

## Text 2 for Question number 7 - 17

There are two basic types of glaciers, those that flow outward in all directions with little regard for any underlying terrain and those that are confined by terrain to a particular path. The first category of glaciers includes those massive blankets that cover whole continents, appropriately called ice sheets. There must be over 50,000 square kilometers of land covered with ice for the glacier to qualify as an ice sheet. When portions of an ice sheet spread out over the ocean, they form ice shelves.

About 20,000 years ago the Cordilleran Ice Sheet covered nearly

all the mountains in southern Alaska, western Canada, and the western United States. It was about 3 kilometers deep at its thickest point in northern Alberta. Now there are only two sheets left on Earth, those covering Greenland and Antarctica.

Any domelike body of ice that also flows out in all directions but covers less than 50,000 square kilometers is called an ice cap. Although ice caps are rare nowadays, there are a number in northeastern Canada, on Baffin Island, and on the Queen Elizabeth Islands.

The second category of glaciers includes those of a variety of shapes and sizes generally called mountain or alpine glaciers. Mountain glaciers are typically identified by the landform that controls their flow. One form of mountain glacier that resembles an ice cap in that it flows outward in several directions is called an ice field. The difference between an ice field and an ice cap is subtle. Essentially, the flow of an ice field is somewhat controlled by surrounding terrain and thus does not have the domelike shape of a cap. There are several ice fields in the Wrangell, St. Elias, and Chugach mountains of Alaska and northern British Columbia.

Less spectacular than large ice fields are the most common types of mountain glaciers: the cirque and valley glaciers. Cirque glaciers are found in depressions in the surface of the land and have a characteristic circular shape. The ice of valley glaciers, bound by terrain, flows down valleys, curves around their corners, and falls over cliffs.

7. Which of the following types of glaciers does the author use to illustrate the two basic types of glaciers mentioned in line 1?  
(A) Ice fields and cirques  
(B) Cirques and alpine glaciers  
(C) Ice sheets and ice shelves  
(D) Ice sheets and mountain glaciers
8. All of the following are alpine glaciers EXCEPT  
(A) cirque glaciers  
(B) ice caps  
(C) valley glaciers  
(D) ice fields
9. The word “subtle” in line 17 is closest in meaning to  
(A) slight  
(B) common  
(C) important  
(D) measurable
10. The word “it” in line 16 refers to  
(A) glacier  
(B) cap  
(C) difference  
(D) terrain
11. According to the passage (paragraph 5), ice fields resemble ice caps in which of the following ways?  
(A) Their shape  
(B) Their flow  
(C) Their texture  
(D) Their location
12. The word “rare” in line 12 is closest in meaning to  
(A) small  
(B) unusual  
(C) valuable  
(D) widespread
13. According to the passage, where was the Cordilleran Ice Sheet thickest?  
(A) Alaska

- (B) Greenland
  - (C) Alberta
  - (D) Antarctica
14. According to the passage, ice shelves can be found
- (A) covering an entire continent
  - (B) buried within the mountains
  - (C) spreading into the ocean
  - (D) filling deep valleys
15. It can be inferred that ice sheets are so named for which of the following reasons?
- (A) They are confined to mountain valleys.
  - (B) They cover large areas of land.
  - (C) They are thicker in some areas than in others.
  - (D) They have a characteristic circular shape.
16. The word “massive” in line 3 is closest in meaning to
- (A) huge
  - (B) strange
  - (C) cold
  - (D) recent
17. What does the passage mainly discuss?
- (A) Where major glaciers are located
  - (B) How glaciers shape the land
  - (C) How glaciers are formed
  - (D) The different kinds of glaciers

**Text 3** for Question number 18 - 22

A distinctively American architecture began with Frank Lloyd Wright, who had taken to heart the admonition that form should follow function and who thought of buildings not as separate architectural entities but as parts of an organic whole that included the land, the community, and the society. In a very real way the houses of colonial New England and some of the southern plantations had

been functional, but Wright was the first architect to make functionalism the authoritative principle for public as well as for domestic buildings. As early as 1906 he built the Unity Temple in Oak Park, Illinois, the first of those churches that did so much to revolutionize ecclesiastical architecture in the United States. Thereafter he turned his genius to such miscellaneous structures as houses, schools, office buildings, and factories, among them the famous Larkin Building in Buffalo, New York, and the Johnson Wax Company building in Racine, Wisconsin.

18. Which of the following statements best reflects one of Frank Lloyd Wright’s architectural principles?
- (A) Beautiful design is more important than utility.
  - (B) Ecclesiastical architecture should be derived from traditional designs.
  - (C) A building should fit into its surroundings.
  - (D) The architecture of public buildings does not need to be revolutionary
19. The passage mentions that all of the following structures were built by Wright EXCEPT
- (A) factories
  - (B) public buildings
  - (C) offices
  - (D) southern plantations
20. The author mentions the Unity Temple because, it
- (A) was Wright’s first building
  - (B) influenced the architecture of subsequent churches
  - (C) demonstrated traditional ecclesiastical architecture
  - (D) was the largest church Wright ever designed

21. In what way did Wright's public buildings differ from most of those built by earlier architects?

(A) They were built on a larger scale.

(B) Their materials came from the southern United States.

(C) They looked more like private homes.

(D) Their designs were based on how they would be used.

22. The phrase "taken to heart" in line 1 is closest in meaning to which of the following?

(A) Taken seriously

(B) Criticized

(C) Memorized

(D) Taken offence

**Text 4** for Question number Fill the blank based on the text for Question number 23– 27

#### **Lifen and Her Brother**

In the morning Lifen and her brother wake up early. They get ready quickly. They have their breakfast quickly. Then they walk hurriedly to the bus stop. In the school, they line up quietly. They talk softly in the class. They do not shout loudly to recess, they play happily in the field.

23. Lifen and her brother are...

(A) Happy in the school

(B) Not happy in the school

(C) Sad in the school

(D) Naughty in the school

24. They are...

(A) Slow

(B) Fast

(C) Tall

(D) Short

25. They go to school ...

(A) By bus

(B) In a car

(C) On bicycles

(D) By train

26. They have their breakfast...

(A) Slowly

(B) Quickly

(C) Happily

(D) Early

27. Lifen and her brother wake up...

(A) Before six o'clock

(B) After half-past seven

(C) After eight o'clock

(D) Before seven o'clock

**Text 5** : Fill the blank based on the text for Question number 28 – 32

#### **The Poor Kitten**

This is a little kitten. She is calling, "MEOW! MEOW! MEOW!" Her mother is not with her. Where can the mother be? The little kitten is looking for her mother. She is standing near the wall. The little kitten is wet. The little kitten is cold. She is hungry

too. She wants some food. Kittens like fish. The little kitten also like milk.

28. The little kitten is ...

- (A) Thirsty
- (B) Angry
- (C) Crazy
- (D) Hungry

29. The kitten wants some ...

- (A) Water
- (B) Clothing
- (C) Noodle
- (D) Food

30. She is...

- (A) Full
- (B) Sad
- (C) Happy
- (D) Afraid

31. The kitten is standing near the ...

- (A) Table
- (B) Chair
- (C) Wall
- (D) Door

32. The little kitten is looking for her...

- (A) Friend
- (B) Father
- (C) Mother
- (D) Uncle

**Text 6** for Question number 33 - 37

Meiyan is in the kitchen. She is making a cup of coffee for herself. She boils some water in a kettle. Then she puts two spoonful of sugar and a spoonful of instant coffee powder into a cup. When the water is boiling, Meiyan pours the hot water into the cup. She stirs the water and the mixture of coffee powder and sugar. Finally, she adds two teaspoonfuls of milk. The coffee is now ready for drinking.

33. What other things does Meiyan put into the cup?

- (A) The coffee powder
- (B) The chocolate
- (C) Two spoonfuls of milk
- (D) The hot water

34. How much sugar does Meiyan put into the cup?

- (A) Three spoonfuls
- (B) A spoonful
- (C) Seven spoonfuls
- (D) Two spoonfuls

35. What does Meiyan do first?

- (A) Pours the hot water
- (B) Stirs the water
- (C) Boils some water
- (D) Puts two spoonfuls of sugar

36. What is Meiyan doing?

- (A) Cooking pancake
- (B) Cooking fried rice

- (C) Doing homework
- (D) Making a cup of coffee

37. Where is Meiyang?

- (A) Bathroom
- (B) Bedroom
- (C) Kitchen
- (D) Garden

40. Who does want some water?

- (A) The crow
- (B) The rabbit
- (C) The bird
- (D) The snake

**Text 7** for Question number 38 – 39

### **The Clever Crow**

The crow is very thirsty. It wants some water. It finds a jug with some water in it. But the crow cannot get the water in the jug because there is too little water in it. The crow then picks up some stones and puts them into the jug. The water in the jug comes up and the crow drinks the water.

38. Why can't the crow get the water in the jug?

- (A) There is too little water in it
- (B) There is too much sands in it
- (C) There is some stones in it
- (D) There is some coins in it

39. What is in the jug?

- (A) Some water
- (B) Some stones
- (C) Some carrots
- (D) Some coins

## Test Instrument in Cycle II

### Post – Test 2 Reading Comprehension

Name :

Date :

Class :

**Instruction: Read the text and choose  
the right answer based on the text**

**Text 1** for Question number 1-6

Tools and hand bones excavated from the Swartkrans cave complex in South Africa suggest that a close relative of early humans known as *Australopithecus robustus* may have made and used primitive tools long before the species became extinct 1 million years ago. It may even have made and used primitive tools long before humanity's direct ancestor, *Homo habilis*, or "handy man," began doing so. *Homo habilis* and its successor, *Homo erectus*, coexisted with *Australopithecus robustus* on the plains of South Africa for more than a million years.

The Swartkrans cave in South Africa has been under excavation since the 1940's. The earliest fossil-containing layers of sedimentary rock in the cave date from about 1.9 million years ago and contain extensive remains of animals, primitive tools, and two or more species of apes

hominids. The key recent discovery involved bones from the hand of *Australopithecus robustus*, the first time such bones have been found.

The most important feature of the *Australopithecus robustus* hand was the pollical distal thumb tip, the last bone in the thumb. The bone had an attachment point for a "uniquely human" muscle, the flexor pollicis longus, that had previously been found only in more recent ancestors. That muscle gave *Australopithecus robustus* an opposable thumb, a feature that would allow them to grip objects, including tools. The researchers also found primitive bone and stone implements, especially digging tools, in the same layers of sediments.

*Australopithecus robustus* were more heavily built- more "robust" in anthropological terms- than their successors. They had broad faces, heavy jaws, and massive crushing and grinding teeth that were used for eating hard fruits, seeds, and fibrous underground plant parts. They walked upright, which would have allowed them to carry and use tools. Most experts had previously believed that *Homo habilis* were able to supplant *Australopithecus robustus* because the former's ability to use tools gave them an innate superiority. The discovery that *Australopithecus robustus* also used tools means that researchers will have to seek other explanations for their extinction. Perhaps their reliance on naturally occurring plants led to their downfall as the climate became drier and cooler, or perhaps *Homo habilis*, with their bigger brains, were simply able to make more sophisticated tools.

1. It can be inferred from the description in the last paragraph that *Australopithecus robustus* was so named because of the species'
  - (A) ancestors
  - (B) thumb
  - (C) build
  - (D) diet
2. What does the third paragraph 'mainly discuss?
  - (A) Features of *Australopithecus robustus*' hand
  - (B) Purposes for which hominids used tools
  - (C) Methods used to determine the age of fossils
  - (D) Significant plant fossils found in layers of sediment
3. The word "supplant" in line 22 is closest in meaning to
  - (A) exploit
  - (B) displace
  - (C) understand
  - (D) imitate
4. Which of the following does the author mention as the most important recent discovery made in the Swartkrans cave?
  - (A) Tools
  - (B) Teeth
  - (C) Plant fossils
  - (D) Hand bones
5. The word "extensive" in line 9 is closest in meaning to
  - (A) numerous
  - (B) exposed
  - (C) ancient
  - (D) valuable
6. It can be inferred from the first paragraph that all of the following may have made and used tools EXCEPT.
  - (A) *Australopithecus robustus*
  - (B) *Homo erectus*
  - (C) *Homo habilis*

(D) *Australopithecus robustus*' ancestors

## Text 2 for Question number 7 - 17

There are two basic types of glaciers, those that flow outward in all directions with little regard for any underlying terrain and those that are confined by terrain to a particular path. The first category of glaciers includes those massive blankets that cover whole continents, appropriately called ice sheets. There must be over 50,000 square kilometers of land covered with ice for the glacier to qualify as an ice sheet. When portions of an ice sheet spread out over the ocean, they form ice shelves.

About 20,000 years ago the Cordilleran Ice Sheet covered nearly all the mountains in southern Alaska, western Canada, and the western United States. It was about 3 kilometers deep at its thickest point in northern Alberta. Now there are only two sheets left on Earth, those covering Greenland and Antarctica.

Any domelike body of ice that also flows out in all directions but covers less than 50,000 square kilometers is called an ice cap. Although ice caps are rare nowadays, there are a number in northeastern Canada, on Baffin Island, and on the Queen Elizabeth Islands.

The second category of glaciers includes those of a variety of shapes and sizes generally called mountain or alpine glaciers. Mountain glaciers are typically identified by the landform that controls their flow. One form of mountain glacier that resembles an ice cap in that it flows outward in several directions is called an ice field. The difference between an ice field and an

ice cap is subtle. Essentially, the flow of an ice field is somewhat controlled by surrounding terrain and thus does not have the domelike shape of a cap. There are several ice fields in the Wrangell, St. Elias, and Chugach mountains of Alaska and northern British Columbia.

Less spectacular than large ice fields are the most common types of mountain glaciers: the cirque and valley glaciers. Cirque glaciers are found in depressions in the surface of the land and have a characteristic circular shape. The ice of valley glaciers, bound by terrain, flows down valleys, curves around their corners, and falls over cliffs.

7. Which of the following types of glaciers does the author use to illustrate the two basic types of glaciers mentioned in line 1?  
(A) Ice fields and cirques  
(B) Cirques and alpine glaciers  
(C) Ice sheets and ice shelves  
(D) Ice sheets and mountain glaciers
8. All of the following are alpine glaciers EXCEPT  
(A) cirque glaciers  
(B) ice caps  
(C) valley glaciers  
(D) ice fields
9. The word “subtle” in line 17 is closest in meaning to  
(A) slight  
(B) common  
(C) important  
(D) measurable
10. The word “it” in line 16 refers to  
(A) glacier  
(B) cap  
(C) difference  
(D) terrain
11. According to the passage (paragraph 5), ice fields resemble ice caps in which of the following ways?  
(A) Their shape  
(B) Their flow  
(C) Their texture  
(D) Their location
12. The word “rare” in line 12 is closest in meaning to  
(A) small  
(B) unusual  
(C) valuable  
(D) widespread
13. According to the passage, where was the Cordilleran Ice Sheet thickest?  
(A) Alaska  
(B) Greenland  
(C) Alberta  
(D) Antarctica
14. According to the passage, ice shelves can be found  
(A) covering an entire continent  
(B) buried within the mountains  
(C) spreading into the ocean  
(D) filling deep valleys
15. It can be inferred that ice sheets are so named for which of the following reasons?  
(A) They are confined to mountain valleys.  
(B) They cover large areas of land.  
(C) They are thicker in some areas than in others.  
(D) They have a characteristic circular shape.
16. The word “massive” in line 3 is closest in meaning to  
(A) huge  
(B) strange

- (C) cold
  - (D) recent
17. What does the passage mainly discuss?
- (A) Where major glaciers are located
  - (B) How glaciers shape the land
  - (C) How glaciers are formed
  - (D) The different kinds of glaciers

**Text 3** for Question number 18 - 22

A distinctively American architecture began with Frank Lloyd Wright, who had taken to heart the admonition that form should follow function and who thought of buildings not as separate architectural entities but as parts of an organic whole that included the land, the community, and the society. In a very real way the houses of colonial New England and some of the southern plantations had been functional, but Wright was the first architect to make functionalism the authoritative principle for public as well as for domestic buildings. As early as 1906 he built the Unity Temple in Oak Park, Illinois, the first of those churches that did so much to revolutionize ecclesiastical architecture in the United States. Thereafter he turned his genius to such miscellaneous structures as houses, schools, office buildings, and factories, among them the famous Larkin Building in Buffalo, New York, and the Johnson Wax Company building in Racine, Wisconsin.

18. Which of the following statements best reflects one of Frank Lloyd Wright's architectural principles?
- (A) Beautiful design is more important than utility.
  - (B) Ecclesiastical architecture should be derived from traditional designs.

- (C) A building should fit into its surroundings.
- (D) The architecture of public buildings does not need to be revolutionary

19. The passage mentions that all of the following structures were built by Wright EXCEPT
- (A) factories
  - (B) public buildings
  - (C) offices
  - (D) southern plantations

20. The author mentions the Unity Temple because, it
- (A) was Wright's first building
  - (B) influenced the architecture of subsequent churches
  - (C) demonstrated traditional ecclesiastical architecture
  - (D) was the largest church Wright ever designed

21. In what way did Wright's public buildings differ from most of those built by earlier architects?
- (A) They were built on a larger scale.
  - (B) Their materials came from the southern United States.
  - (C) They looked more like private homes.
  - (D) Their designs were based on how they would be used.

22. The phrase "taken to heart" in line 1 is closest in meaning to which of the following?
- (A) Taken seriously
  - (B) Criticized
  - (C) Memorized
  - (D) Taken offence

**Text 4** for Question number Fill the blank based on the text for Question number 23– 27

**Lifen and Her Brother**

In the morning Lifen and her brother wake up early. They get ready quickly. They have their breakfast quickly. Then they walk hurriedly to the bus stop. In the school, they line up quietly. They talk softly in the class. They do not shout loudly to recess, they play happily in the field.

23. Lifen and her brother are...

- (A) Happy in the school
- (B) Not happy in the school
- (C) Sad in the school
- (D) Naughty in the school

24. They are...

- (A) Slow
- (B) Fast
- (C) Tall
- (D) Short

25. They go to school ...

- (A) By bus
- (B) In a car
- (C) On bicycles
- (D) By train

26. They have their breakfast...

- (A) Slowly
- (B) Quickly
- (C) Happily
- (D) Early

27. Lifen and her brother wake up...

- (A) Before six o'clock
- (B) After half-past seven
- (C) After eight o'clock
- (D) Before seven o'clock

**Text 5 :** Fill in the blank based on the text for Question number 28 – 32

### **The Poor Kitten**

This is a little kitten. She is calling, "MEOW! MEOW! MEOW!" Her mother is not with her. Where can the mother be? The little kitten is looking for her mother. She is standing near the wall. The little kitten is wet. The little kitten is cold. She is hungry too. She wants some food. Kittens like fish. The little kitten also like milk.

28. The little kitten is ...

- (A) Thirsty
- (B) Angry
- (C) Crazy
- (D) Hungry

29. The kitten wants some ...

- (A) Water
- (B) Clothing
- (C) Noodle
- (D) Food

30. She is...

- (A) Full
- (B) Sad
- (C) Happy

- (D) Afraid
31. The kitten is standing near the ...
- (A) Table
- (B) Chair
- (C) Wall
- (D) Door
32. The little kitten is looking for her...
- (A) Friend
- (B) Father
- (C) Mother
- (D) Uncle

**Text 6** for Question number 33 - 37

Meiyan is in the kitchen. She is making a cup of coffee for herself. She boils some water in a kettle. Then she puts two spoonful of sugar and a spoonful of instant coffee powder into a cup. When the water is boiling, Meiyan pours the hot water into the cup. She stirs the water and the mixture of coffee powder and sugar. Finally, she adds two teaspoonfuls of milk. The coffee is now ready for drinking.

33. What other things does Meiyan put into the cup?
- (A) The coffee powder
- (B) The chocolate
- (C) Two spoonfuls of milk
- (D) The hot water
34. How much sugar does Meiyan put into the cup?
- (A) Three spoonfuls

- (B) A spoonful
- (C) Seven spoonfuls
- (D) Two spoonfuls
35. What does Meiyan do first?
- (A) Pours the hot water
- (B) Stirs the water
- (C) Boils some water
- (D) Puts two spoonfuls of sugar
36. What is Meiyan doing?
- (A) Cooking pancake
- (B) Cooking fried rice
- (C) Doing homework
- (D) Making a cup of coffee
37. Where is Meiyan?
- (A) Bathroom
- (B) Bedroom
- (C) Kitchen
- (D) Garden

**Text 7** for Question number 38 – 39

### **The Clever Crow**

The crow is very thirsty. It wants some water. It finds a jug with some water in it. But the crow cannot get the water in the jug because there is too little water in it. The crow then picks up some stones and puts them into the jug. The water in the jug comes up and the crow drinks the water.

38. Why can't the crow get the water in the jug?

- (A) There is too little water in it
- (B) There is too much sands in it
- (C) There is some stones in it
- (D) There is some coins in it

39. What is in the jug?

- (A) Some water
- (B) Some stones
- (C) Some carrots
- (D) Some coins

40. Who does want some water?

- (A) The crow
- (B) The rabbit
- (C) The bird
- (D) The snake

No	Initials	Pre Test	KKM	Mastery
1	AH	45	75	
2	AF	55		
3	ASF	48		
4	ACA	58		
5	APR	48		
6	DAS	30		
7	DZH	45		
8	FR	40		
9	INS	48		
10	IA	60		
11	LT	50		
12	MDA	50		
13	MA	50		
14	MFH	45		
15	NS	58		
16	NLN	58		
17	ND	40		
18	R	55		
19	RP	43		
20	RH	45		

21	SP	55		
22	SM	40		
23	WS	48		
24	YH	58		
25	ZNV	48		
<b>Total</b>		<b>1175</b>		
<b>Mean</b>		<b>47</b>		

### **APPENDIX III**

#### **The Statistic Analysis of the Students' score pre-test**

From the last computation have been found that:

a. Class Average Score (Mean)

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

Which            X: Class of Average Score

$\sum X$  : Total Score

n : Total Students

By using that formula, it got the following class average score of pre test

$$\begin{aligned} X &= \frac{\sum X}{n} \\ &= \frac{1175}{25} \\ &= 47 \end{aligned}$$

### The Statistic Analysis of the Students' score Post-Test I

No	Initials	Post Test I	KKM	Mastery
1	AH	75	75	√
2	AF	63		
3	ASF	50		
4	ACA	68		
5	APR	75		√
6	DAS	48		
7	DZH	58		
8	FR	75		√
9	INS	58		
10	IA	75		√
11	LT	75		√

12	MDA	63		
13	MA	63		
14	MFH	50		
15	NS	63		
16	NLN	68		
17	ND	63		
18	R	75		√
19	RP	48		
20	RH	50		
21	SP	63		
22	SM	63		
23	WS	58		
24	YH	63		
25	ZNV	58		
<b>Total</b>		<b>1568</b>		<b>7</b>
<b>Mean</b>		<b>62,75</b>		

From the last computation have been found that:

a. Class Average Score (Mean)

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

Which X: Class of Average Score

$\sum X$  : Total Score

n : Total Students

By using that formula, it got the following class average score of pre test

$$\begin{aligned} X &= \frac{\sum X}{n} \\ &= \frac{1568}{25} \\ &= 62.75 \end{aligned}$$

b. Percentage of Post Test I KKM

$$P = \frac{F}{n} \times 100\%$$

Which P: Percentage of post-test KKM I

F: Amount students who get score  $\geq 75$

n: Total students

$$\begin{aligned} P &= \frac{7}{25} \times 100\% \\ &= 28\% \end{aligned}$$

c. Improvement of class average score from pre-test to post-test I

$$\begin{aligned} X_{\text{post test I}} - X_{\text{pre test}} &= 62.75 - 47 \\ &= 15.75 \end{aligned}$$

Percentage of class average score from pre-action test to post-action test 1:

$$P1 = \frac{y1 - y}{y} \times 100\%$$

Which P1 = Percentage of improvement score from pre-test to post-test 1

y1 = Class average score of post-test 1

y = Class average score of pre-test

It means:

$$P1 = \frac{y1-y}{y} \times 100\%$$

$$P1 = \frac{62.75-47}{47} \times 100\%$$

$$P1 = 33.51 \%$$

From the calculation above, it shown that percentage of class average score improvement from pre-action test to post-action test 1 was 33.51%

No	Initials	Post Test II	KKM	Mastery
1	AH	78	75	√
2	AF	70		
3	ASF	68		
4	ACA	70		
5	APR	80		√
6	DAS	70		
7	DZH	75		√
8	FR	80		√
9	INS	75		√
10	IA	78		√
11	LT	78		√
12	MDA	78		√
13	MA	75		√
14	MFH	73		
15	NS	75		√
16	NLN	83		√
17	ND	75		√
18	R	83		√
19	RP	75		√

20	RH	78		√
21	SP	70		
22	SM	78		√
23	WS	75		√
24	YH	75		√
25	ZNV	78		√
<b>Total</b>		<b>2110</b>		<b>19</b>
<b>Mean</b>		<b>84,4</b>		

#### APPENDIX IV

#### The Statistic Analysis of the Students' score Post-test I and Post-Test II

From the last computation have been found that:

a. Class Average Score (Mean)

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

Which            X: Class of Average Score

$\sum X$  : Total Score

n : Total Students

By using that formula, it got the following class average score of pre test

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

$$= \frac{2110}{25}$$

$$= 84,4$$

b. Percentage of Post Test II KKM

$$P = \frac{f}{n} \times 100\%$$

Which P: Percentage of post-test KKM II

F: Amount students who get score  $\geq 75$

n: Total students

$$P = \frac{19}{25} \times 100\% \\ = 76 \%$$

c. Improvement of class average score from pre-test to post-test I

$$X_{\text{post test II}} - X_{\text{post test I}} = 84.4 - 62.75$$

$$= 21.65 \%$$

Percentage of class average score from pre-action test to post-action test 1:

$$P1 = \frac{y1 - y}{y} \times 100\%$$

Which P1 = Percentage of improvement score from pre-test to post-test 1

y1 = Class average score of post-test 1

y = Class average score of pre-test

It means:

$$P1 = \frac{y1 - y}{y} \times 100\%$$

$$P1 = \frac{84.4 - 62.75}{62.75} \times 100\%$$

$$P1 = 34.50 \%$$

From the calculation above, it shown that percentage of class average score improvement from Post-test I to post-test II was 34.50%

### **APPENDIX III**

#### **The Students Reading Pre-Test Score**

<b>No</b>	<b>Initials</b>	<b>Pre Test</b>	
		<b>Score</b>	<b>Note</b>
1	AH	45	Unsuccessful
2	AF	55	Unsuccessful
3	ASF	48	Unsuccessful
4	ACA	58	Unsuccessful
5	APR	48	Unsuccessful
6	DAS	30	Unsuccessful
7	DZH	45	Unsuccessful
8	FR	40	Unsuccessful

9	INS	48	Unsuccessful
10	IA	60	Unsuccessful
11	LT	50	Unsuccessful
12	MDA	50	Unsuccessful
13	MA	50	Unsuccessful
14	MSH	45	Unsuccessful
15	NS	58	Unsuccessful
16	NLN	58	Unsuccessful
17	ND	40	Unsuccessful
18	R	55	Unsuccessful
19	RP	43	Unsuccessful
20	RH	45	Unsuccessful
21	SP	55	Unsuccessful
22	SM	40	Unsuccessful
23	WS	48	Unsuccessful
24	YH	58	Unsuccessful
25	ZNV	48	Unsuccessful
Total		1.175	
Mean		47	

## **The Students Reading Post-Test 1 Score**

No	Initials	Post Test 1	
		Score	Note
1	AH	75	Success
2	AF	63	Unsuccessful
3	ASF	50	Unsuccessful
4	ACA	68	Unsuccessful
5	APR	75	Success
6	DAS	48	Unsuccessful
7	DZH	58	Unsuccessful
8	FR	75	Success
9	INS	58	Unsuccessful
10	IA	75	Success
11	LT	75	Success
12	MDA	63	Unsuccessful
13	MA	63	Unsuccessful
14	MSH	50	Unsuccessful
15	NS	63	Unsuccessful
16	NLN	68	Success
17	ND	63	Unsuccessful
18	R	75	Success
19	RP	48	Unsuccessful
20	RH	50	Unsuccessful
21	SP	63	Unsuccessful
22	SM	63	Unsuccessful

23	WS	58	Unsuccessful
24	YH	63	Unsuccessful
25	ZNV	58	Unsuccessful
<b>Total</b>		<b>1568</b>	
<b>Mean</b>		<b>62.75</b>	

### The Students Reading Post-Test 2 Score

No	Initials	Post Test 2	
		Score	Note
1	AH	78	Success
2	AF	70	Unsuccessful
3	ASF	68	Success
4	ACA	70	Unsuccessful
5	APR	80	Success
6	DAS	70	Unsuccessful
7	DZH	75	Success
8	FR	80	Success
9	INS	75	Success
10	IA	78	Success
11	LT	78	Success
12	MDA	78	Success
13	MA	75	Success
14	MSH	73	Unsuccessful
15	NS	75	Success
16	NLN	83	Success
17	ND	75	Success
18	R	83	Success
19	RP	75	Success
20	RH	78	Success
21	SP	70	Unsuccessful
22	SM	78	Success

23	WS	75	Success
24	YH	75	Success
25	ZNV	78	Success
<b>Total</b>		<b>2110</b>	
<b>Mean</b>		<b>84.4</b>	

## **APPENDIX V**

### **INTERVIEW SCRIPT**

#### **The Interview Result With The English Teacher Before Conducting The Reasearch**

**Researcher** : Sir , bagaimana pembelajaran reading dikelas berjalan sehari-hari?

**Teacher** : Pembelajaran reading di kelas belajar seperti biasanya dengan membahas suatu topik atau teks bahasa Inggris yang kemudian dibaca oleh siswa dan selanjutnya siswa mengerjakan soal yang bersangkutan dengan teks yang lalu di koreksi bersama.

**Researcher** : Lalu Sir, bagaimana pula respon siswa saat pembelajaran reading berlangsung?

**Teacher** : Respon siswa ya bermacam-macam, ada yang pintar ya dia mengikuti dengan baik, ada juga yang cerita-cerita ketika belajar, ada juga yang agak lambat mengerti , ya macam-macam kalo itu

**Researcher** : Dengan berbagai macam respon siswa yang ada, bagaimana sir, kemampuan belajar reading siswa saat ini?

**Teacher** : Kemampuan reading siswa ya macam-macam juga, ada yang udah mudah memahami, ada yang agak lama bisa

memahami dan mengikuti pembelajaran ada juga yang masih males kalo belajar.

**Researcher** : Media apa saja yang digunakan dalam pembelajaran reading di kelas, sir?

**Teacher** : Kalau disini kami pakai buku paket Bahasa Inggris dan juga LKS nya karena disitu udah ada teks-teks yang mau dibaca dan di bahas.

### **The Interview Result With The Students Before Conducting The Research**

**The Researcher** : Apakah kamu pernah membaca text berbentuk narrative text dalam bahasa inggris?

**Student I** : Pernah Miss

**Student II** : Iya pernah Miss

**Student III** : Pernah Miss, waktu kelas tujuh , pernah belajar itu miss .

**The Researcher** : Menurut kamu susah atau mudah membaca teks bahasa inggris berbentuk narrative text?

**Student I** : Susah miss, soalnya aku nggak ngerti artinya miss

**Student II** : Susah miss mesti nengok kamus lagi ,karena bukan orang Inggris miss.

**Student III** : Agak susah juga miss,karena artinya banyak yang nggak tau miss.

### **The Interview Result With The English Teacher After Conducting The Reasearch**

**Researcher** : Sir , bagaimana menurut sir pembelajaran reading yang saya sampaikan dengan authentic materials?

**Teacher** : Menurut saya itu adalah cara yang menyenangkan dilihat dari antusiasnya siswa dalam pembelajaran reading , dan sebelumnya saya tidak tahu kalau reading bisa juga di sampaikan dengan video.

**Researcher** : Menurut sir bagaimana kemampuan siswa dalam belajar reading dengan authentic materials?

**Teacher** : Kalau dilihat dari hasil testnya ya, siswa mengalami peningkatan kemampuan dengan adanya pembelajaran menggunakan video yang kemarin , mereka juga mulai baik cara membacanya .

**Researcher** : Bagaimana menurut sir pembelajaran reading dengan menggunakan authentic materials yang telah saya laksanakan?

**Teacher** : Menurut saya authentic materials dalam hal ini video yang digunakan berdampak baik dan bisa menarik dan meningkatkan minat dan belajar siswa dalam Bahasa Inggris.

### **The Interview Result with the Students after Conducting the Research**

**The Researcher** : Bagaimana menurut kamu belajar reading dengan authentic materials yang miss sampaikan?

**Student I** : Enak miss, belajar pakai video gitu jadi nggak bosan gitu miss, bagus kali itu miss.

**Student II** : Menurutku ya miss itu sangat menyenangkan sangat seru.

**Student III** : Kalo belajar pakai video kayak kemarin miss, enak miss, jadi kita pun tahu kek mana bacanya yang betul sama mudah dipahami juga miss karna ada video nya itu miss.

**The Researcher** : Apakah kamu masih berfikir bahwa belajar reading itu susah?

**Student I** : Kalau belajarnya kayak semalam ya nggak pala susah miss

**Student II** : Setelah tahu aku kan miss kalau bisa juga rupanya belajar pake video itu ,lebiih mudah rasaku miss.

**Student III** : Udah agak mudah jadinya miss kalau belajarnya kayak semalam itu.

## APPENDIX VI

### OBSERVATION SHEET

(A Classroom Action Research in the Eight Grade on MTs Swasta Nurul Islam indonesia)

Class : VIII-3

Date :

Give the checklist (√) if “Yes” or “No”

N	Aspects		Researcher		Students	
			Yes	No	Yes	No
Pre-Teaching						
1	Starting the lesson by greeting and saying a prayer.	Answering the greeting from the researcher and saying a prayer.	√		√	
2	Checking the students attendance and asks the	Answering the students' attendance from the researcher	√		√	

	students' condition.	and saying their conditions to the researcher .				
3	Warming up the students by giving some question about the topic that will be discussed in the class.	Answering the questions given by the researcher .	√		√	
4	Motivating the students for learning seriously .	Feeling motivated and excited to learn seriously.	√		√	
5	Introducing the topic	Listening to the	√		√	

	of what they are going to learn today.	introduction of the subject that provided by the researcher .				
<b>Whilst-Teaching</b>						
6	Writing the question on the board.	Answering the question that written on the board.	√		√	
7	Choosing which question and answer the class like best.	Giving their best answer.	√		√	
8	Dividing each student to a small group.	Sitting in their group.	√		√	

9	Drawing the students attention to the genres that listed in the corner of board, describin g each one and assignin g a different genre to each group.	Listening on the teacher's descriptio n.	√		√	
1	Giving the students 10-15 minutes to work in their group.	Working in their group.	√		√	
<b>Post-Teaching</b>						
1	Giving feedback .	Listen the feedback from the	√		√	

		researcher				
1	Taking a conclusion of what they are learning today.	Taking a conclusion of what they are learning today.	√			√
		Understaning about the topic that they have learned.		√	√	

## **APPENDIX VII**

### **DOCUMENTATION**







## **APPENDIX VIII**

### **Diary Notes**

#### **Meeting I**

In the first meeting. The researcher introduced her self and explained of hers coming and gave pre- test. The researcher gave explanation about authentic materials and gave the pre test. When the students did the pre test in the class. Most of them got confuse to translate and understanding the reading test. Many problems have been found during teaching and learning process. They have problem to transalate and low vocabulary. So, it could be concluded that the students still had difficulties at reading comprehension.

#### **Meeting II**

The second meeting was better than first meeting, the students enjoy and gave a good response in teaching and learning process. The researcher explained the material, give a video and the text of the story as the authentic material to give an example. The researcher asked the all of students to read the text after they saw and listen the video. Than the researcher help the students to read well and to translate the text of the story. For the last the researcher gave the post test I to the students. The result was some students had a high score and some was still low.

### **Meeting III**

The third meeting was the final meeting ,the students ready to do the post test II after what we learned at the second meeting. The students increase the score and all of the students have increase their score and their reading comprehension by the authentic materials and the short explanation that we did after the post test I and before the post test II.