

**THE USE OF NEWSPAPER ARTICLES AS  
SUPPLEMENTARY MATERIALS IN TEACHING  
READING COMPREHENSION**

**(An Experimental Study at the First Year Students of SMAN I Rengasdengklok)**



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A Skripsi

Presented to The Faculty of Tarbiya and Teachers' Training in  
Partial Fulfillment of Requirements for The Degree of Strata-1 (S1) in  
English Language Education

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## ABSTRACT

**Henri, Aisyah**, 2009. *The Use of Newspaper Articles as Supplementary Materials in Teaching Reading Comprehension (An Experimental Study at the First Year Students of SMAN I Rengasdengklok)*, Skripsi, Department of English Education, The Faculty of Tarbiya and Teachers Training, Syarif Hidayatullah State Islamic University, Jakarta.

Advisor: Prof. Dr. Hadjid Harnawidagda, MA

**Key Word: Use,  
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In general, reading comprehension is the most basic purpose for reading, underlying and supporting most other purpose for reading. It is actually more complex than commonly assumed. That term general does not mean 'simply' or 'easy'. Reading is requires rapid and automatic processing of words, strong skills in forming a general meaning representation of main ideas and efficient coordination of processes under very limited time constraints.

In reading classes, students often feel bored and unenthusiastic when they usually read texts from their textbooks. Students' boredom and unenthusiasm can be handled by using newspapers as supplementary materials besides the available textbooks. Newspapers have wide variety of topics, so it's very appropriate for reading materials.

Newspapers do not only deal with current affairs in the world that are happening around students, but also motivate students, because its facilitate students with graphs, photographs and pictures. Finally, students' skills in reading can improve. The teaching of reading technique is presented in five stages: lead in, teacher direct comprehension task, students read read for the task, teacher directs feedback and text related task.

## ABSTRAK

**Henri, Aisyah, 2009, *Penggunaan Artikel Surat Kabar sebagai Materi Tambahan dalam Pengajaran Pemahaman Membaca (Studi Eksperimen pada Siswa kelas Satu SMAN I Rengasdengklok)*, Skripsi, Pendidikan Bahasa Inggris, Fakultas Tarbiyah dan Ilmu Pendidikan, UIN Syarif Hidayatullah, Jakarta.**  
Dosen Pembimbing: Prof. Dr. Hadjid Harnawidagda, MA

**Kata Kunci: Penggunaan,  
Artikel Surat Kabar**

Pada umumnya, pemahaman membaca adalah tujuan yang paling mendasar untuk membaca, membawahi dan mendukung tujuan lainnya untuk membaca. Hal ini sebetulnya lebih kompleks daripada perkiraan yang biasanya. Istilah tersebut pada umumnya bukan berarti 'sederhana' atau 'mudah'. Membaca menuntut kecepatan dan memproses kata-kata secara otomatis, keterampilan kuat dalam membentuk arti umum yang mewakili ide utama dan kerja sama yang tepat dari berbagai proses dibawah waktu yang sangat terbatas.

Di dalam pengajaran membaca, siswa seringkali merasa bosan dan tidak antusias ketika membaca sebuah bacaan dari buku paket. Kebosanan dan tidak antusiasnya siswa dapat diatasi dengan menggunakan surat kabar sebagai materi tambahan selain buku paket. Surat kabar mempunyai beragam topik, sehingga tepat sekali digunakan dalam pengajaran membaca.

Surat kabar tidak hanya memberikan peristiwa terbaru dari seluruh dunia yang dibutuhkan siswa, tetapi juga dapat menimbulkan motivasi siswa karena surat kabar menyediakan grafik, photo dan gambar. Pada akhirnya keterampilan siswa dalam membaca dapat meningkat. Pengajaran keterampilan membaca ini diberikan melalui beberapa tahap: persiapan, guru memberikan instruksi latihan pemahaman, siswa membaca bacaan, guru memberikan umpan balik dan siswa mengerjakan latihan yang masih berkaitan dengan bahan bacaan.

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In the name of Allah, the Beneficent, the Merciful.

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This skripsi is written to fulfill one of the requirements for the degree of Strata-I (SI) in English Language Education in the Faculty of Tarbiya and Teachers' Training, State Islamic University, Syarif Hidayatullah Jakarta.

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Jakarta, November 2009

Writer

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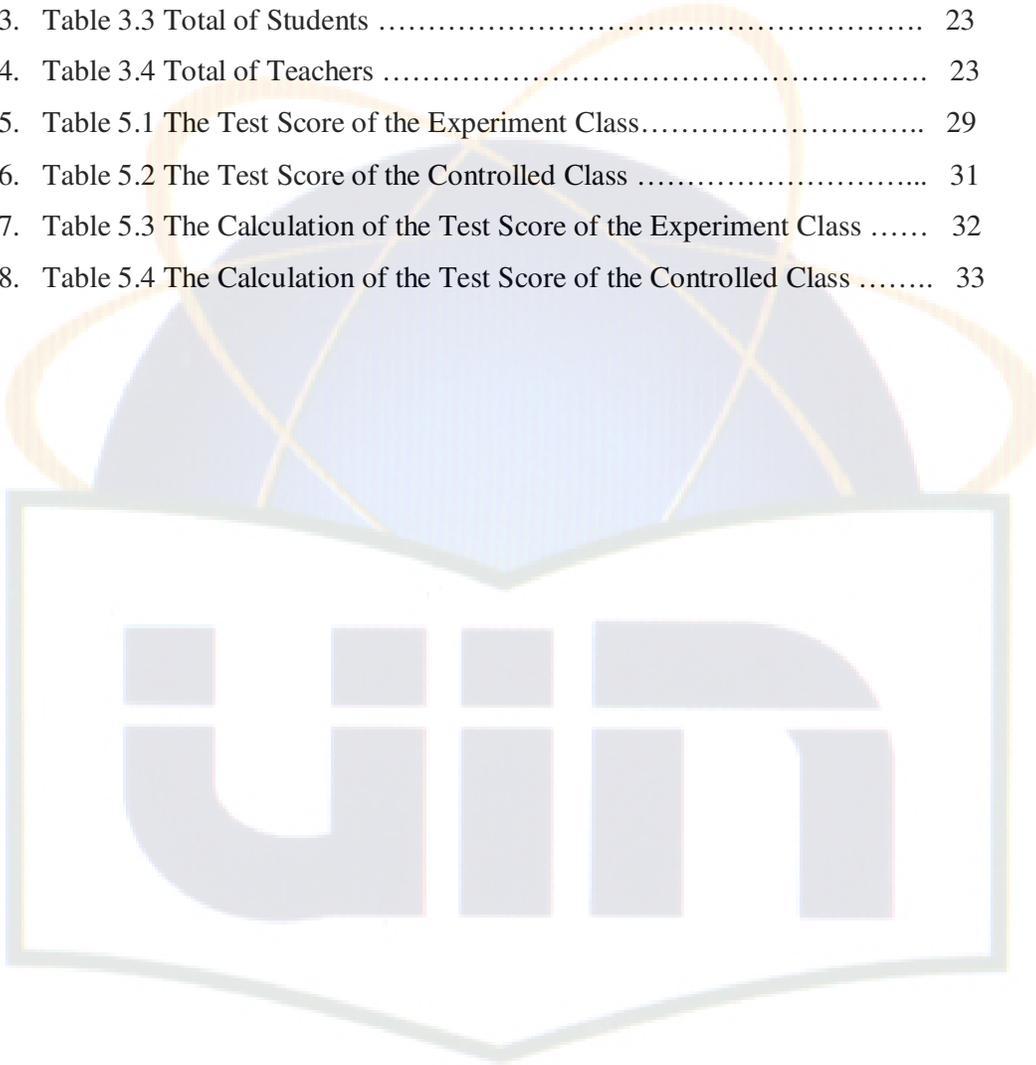
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# CHAPTER I

## INTRODUCTION

### A. Background of the Research

Language has a central part in developing of intellectual, social, and students' emotional. Learning English is expected that language can help students to understand others, concerning with their ideas, feelings and culture.

“In Indonesia, English is taught as a foreign language. It focused on mastering four skills; listening, speaking, reading and writing. Listening and reading are receptive skills while speaking and writing are productive skills. All of the skills are to be improved in the process of teaching and learning English”<sup>1</sup>.

Reading is perhaps the most difficult language skill to teach, for it involves so many different elements: mechanical eye movement, grammar, vocabulary, phonetics, spelling, and intellectual comprehension.<sup>2</sup>

Being able to read in English is very important, because there are many books written in English. Reading becomes essential for everyone in order to increase his or her knowledge. This idea is supported by the fact that reading has become a part of our daily life. We read many kinds of written materials from newspaper, magazine, to academic books using English.

There are two main reasons for reading:

1. Reading to practice English
2. Reading for information<sup>3</sup>

For SMU in Indonesia, reading is one of the skills that is taught in English teaching learning. As stated in the GBPP of 1994: “The English learning in Senior

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<sup>1</sup> *Standar Kompetensi Mata Pelajaran Bahasa Inggris SMP dan MTS*, (Jakarta:Departemen Pendidikan Nasional 2003), p. 25

<sup>2</sup> James Ward, “*Techniques for Teaching Reading*”, Forum. Vol. XVIII, No.2, (April, 1980), p.2

<sup>3</sup> Françoise Grellet, *Developing Reading Skills*, (Great Britain: Cambridge University Press, 1986), p. 4.

High Schools composed of reading, listening, speaking and writing skills in English which is given integrated. Nevertheless, reading is the major focus”.<sup>4</sup>

In teaching reading, a teacher sometimes finds a problem in selecting or choosing appropriate reading materials for students. According to the writer’s experience in observing the teaching of English especially reading skill, we still are lacking of good English textbooks. Most of them are designed only for teaching English as a foreign language. The materials are intended to train in mastering grammar points. This could be one of the reasons why students feel bored and unenthusiastic when they get reading lesson.

In fact, Senior high school students who are adult learners seem not satisfied with just any reading material. They want it to be more interesting and realistic. Probably they do not enjoy reading about imaginary characters or actions that created in the English textbooks. It will make them surprised when they are provided with economic reports, business news, food recipes or the events occurring recently in Indonesia.

Some formal high schools in Indonesia use textbooks, i.e. the textbooks that are really designed only for teaching English as a foreign language. Through this writing, the writer wants to give alternative reading materials to add to the currently used textbooks. It comes from newspapers that can lead reading materials development because of its advantages. That is why the writers chose *The Use of Newspaper Articles as Supplementary Materials in Teaching Reading Comprehension* as the title of this writing.

## **B. Limitation of the Problem**

This study is focused on the teaching of reading skill at the first year of SMAN I Rengasdengklok. The writer wants to limit this study only to the classroom activities using newspaper articles.

## **C. Statement of the Problem**

Based on the description above, the writer state the problem of this research as follow: Do the students who learn English reading with newspaper articles as

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<sup>4</sup> Departemen Pendidikan dan Kebudayaan, *Garis-Garis Besar Program Pengajaran Mata Pelajaran Bahasa Inggris*, (Jakarta: Departemen Pendidikan dan Kebudayaan, 1994), p. 1.

supplementary reading materials show a better learning outcome than the other group?

#### **D. Significance of the Research**

The significance of this writing might be expected as follows:

##### **1. The Writer**

This study is expected to give the new information to the writer about how to teach reading comprehension using newspaper articles.

##### **2. The English teachers**

This study is expected to give new information about various techniques used in teaching learning process and it is hoped to be applied in teaching learning process.

##### **3. The Further Researcher**

This study is expected to give new knowledge to the further researcher to do the better research of teaching and learning cases.

#### **E. Method of the Research**

This research will be done by using experiment method. The writer will do field research by teaching two different classes using two different texts.

#### **F. Organization of the Research**

This paper is divided into six chapters.

Chapter one discuss the introduction which consist of six parts: background of the research, limitation of the research, statement of the research, significance of the research, method of the research and organization of the research.

Chapter two discuss the theoretical framework which consists of four parts. Part A presents the newspaper which discusses about the definition of newspaper, the advantages of using newspapers and the disadvantages of using newspapers. Part B presents the nature of teaching. Then in part C presents reading comprehension which discusses about the nature of reading and comprehension, kinds of reading, purpose of reading and principles of teaching reading. Part D presents teaching reading by using newspaper articles.

Chapter three is school profile. It consists of school identity, vision, mission, curriculum, facilities, total of students, teacher and organization of school.

Chapter four discuss the research methodology which consists of six parts. Part A presents objective of the research. Part B presents time and location of the research. Part C presents population and sample of the research. Part D presents techniques of data collecting. Part E presents techniques of data analysis. Then in part F presents procedures of teaching reading by newspaper articles.

Chapter five discuss the research findings which consist of four parts. Part A presents description of the data. Part B presents analysis of the data. Part C is test of hypothesis. Then in part D presents interpretation of the data.

Chapter six is conclusion and suggestion.



## CHAPTER II

### THEORETICAL FRAMEWORK

#### A. Newspaper

As a human being, we need to communicate and interact with other people. We need them because they have something that we do not own or they know something that we do not. Sometimes, we are curious about what is happening in the world. To fill our curiosity, we need media. One of the media is a newspaper besides television, radio, magazine and books.

Newspaper present current issues which are occurring at present. It is report president election, international or national news, sport competition, gossips about famous people, weather forecast and so on. Its also are equipped by posters, diagrams, charts and photos which could be seen by the reader.<sup>5</sup>

##### 1. The Definition of Newspaper

Newspapers are one of the printed media beside magazine. According to Webster's Dictionary, newspapers are one of printed mass media that publish in daily or weekly.

They contain local, regional or international news, opinion, job vacancy, small advertisement and other general interest such as music, art, sport, etc.<sup>6</sup>

The news is up to date issues. Based on Kamus Komunikata, newspapers are:

“Surat Kabar: lembaran tercetak yang memuat laporan yang terjadi di masyarakat dengan ciri-ciri: terbit secara periodic, bersifat umum, isinya termasa atau actual mengenai apa saja dan darimana saja di seluruh dunia yang mengandung nilai untuk diketahui khalayak pembaca.”<sup>7</sup>

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<sup>5</sup> Pierre Sorlin, , *Mass Media*,( London: Clays Ltd, 1994), p. 5

<sup>6</sup> Noah Webster, *Webster's New Twentieth Century Dictionary Unabridged*, (Ohio: Gulf&Western Corporation, 1979), p. 1209

<sup>7</sup> Onong Uchajana Effendy, *Kamus Komunikata*, (Bandung: CM Candas Maju: 1989), p.

Newspapers: the printed sheet of paper that contain the report which happened in a society, the sign is: publish as periodic, general, actual about whatever and wherever in the word that valuable one to be known by the readers.

## 2. The Advantages of Using Newspapers

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

A newspaper can be used as the basis for extensive practice in the four language skills.<sup>8</sup>

Newspapers have fulfilled this requirement. First, it can be used as cross cultural medium, because newspapers probably the best single source of information about the host culture and about the most important people in the host society. It can be taught for something about psychology, habits and values of people in the foreign culture. Second, the realistic characters and actions may motivate students for reading. Third, newspapers can be used to teach other language skills: listening, speaking and writing.<sup>9</sup>

Good teaching material can be used to teach many aspects of language. Again, newspapers have this qualification. As stated by Joe Pemagbi:

“Newspaper can be used to teach many aspects of language and communication skills. Editorials and gossip columns can be used to teach formal and informal varieties of English; editorials and feature articles can provide passage for summary and comprehension; letters to editor can demonstrate good features of letter writing. A newspaper may contain material for teaching various types of writing: description, analysis and synthesis, comparison and contrast and process description; and they provide models of good written form: paragraphing, topic sentence, introductions, conclusions, etc.<sup>10</sup>

Finally, newspapers present pedagogic structure. Evidence can be seen the following example of texts about a similar theme, i.e. accident but taken from different sources. One is taken from a textbook and another is taken from newspaper.

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<sup>8</sup> Marianonietta Vigo Sanges, *Developing Integrated Skills through Reading Newspapers*, Forum (Januari, 1983), p.39

<sup>9</sup> Peter Grundy, *Newspapers*, (Oxford: Oxford University Press, 1993), p.9

<sup>10</sup> Joe Pemagbi, “Using Newspapers and Radio in English Language Teaching: The Sierra Leona Experience”, Forum Vol.33, no. 3 (July, 1995), p. 53

### 3. The Disadvantages of Using Newspapers

Most learners find newspaper articles are difficult, especially for foreign readers who may be unfamiliar with the culture and politics of the target country. Not only does a lack of awareness of the social context cause difficulties, but the language itself can also cause students despair.

This fact can be found because newspapers have language expressions that cannot be understood by students.

Roy Pearse stated “there are other useful expressions which are often metaphoric and sometimes border on the cliché. They are used very frequently and are essential for students to know, e.g. go/be on strike, and break the deadlock. Work out an agreement, streamline, play a role, rate prospects, lay off workers, boycott, suffer a setback, agree to terms, peace talks, peace settlement, cease-fire”.<sup>11</sup>

For the first time, students will be discouraged when they read headlines and paragraph headings because they will probably mean nothing to students. On the other hand, may be ambiguous. “They are often compounds of nouns, needing a tree diagram to make the meaning clear. For example titles like ‘30 year old murder witness doubt’ or ‘Rail Crash Track Check Report’ may not be anything to students”.<sup>12</sup>

All the problems above come from the language of newspapers. Other disadvantages are unavailability of English newspapers in small cities. Those English newspapers are only produced in big cities like Jakarta; moreover, English newspapers from target countries are still limited in Indonesia.

### B. The Nature of Teaching

Teaching is an exiting job. Today, many references help teachers to get some solutions of problems in teaching learning process. The teachers can use some references to find out some techniques of teaching in their classroom.

On the other hand, teaching is not easy to do. The teacher should do much of his work before entering the classroom. According to Brown, “Teaching is a superior

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<sup>11</sup> Roy Pearse, *Reading Newspapers in English, Second Selection, from Modern English Teacher*, (London: Modern English Publisher Ltd., 1983), p. 42

<sup>12</sup> Roy Pearse, *Reading Newspapers in English...*, p. 43

job, is a demanding job. Among the demanding tasks are modifying the approaches, syllabus, technique and exercises to adopt and maximize the learning of a class as well as of most of its individual members”.<sup>13</sup>

As teachers, they must have many methods and techniques just not strategies and tactics. Although some of these are better than others, not one of them can be regarded as the best, for there is no best technique. In fact, some techniques may be good for one subject or for one group of students may be quite unsatisfactory for another. The teacher should have many techniques or methods to his students, so that he can select techniques and methods suitable for his own personality, to the students in his class and to the subject he is teaching.

According to Bevis G. Yaxley, “Teaching is an intellectual activity. It involves thinking, feeling and valuing.”<sup>14</sup>

That is, interaction between the teacher and students, or indeed between student and student. Roestiyah supports the statement that teaching is interactive correlation between teachers and students. She explained, “...the meaning of interaction is not only the action and reaction, but also the interactive correlation between teacher and students, and between student and students.”<sup>15</sup>

Douglas stated that ‘Teaching can be defined as showing or helping someone to learn how to do something, giving instruction, guiding in the study of something, providing with knowledge, causing to know or understand’.<sup>16</sup>

The success of teaching learning process depends on several factors, the most important factors is the teacher. The teacher is the key figure in the language learning process. She leads students to learn while she provides a supporting condition, so the teaching goal can be achieved.

In this study, the writer focuses on the teaching of reading. Reading is a language skill in which students receive messages. Messages could come from text. The text is divided into two categories, authentic and non-authentic. In the teaching of

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<sup>13</sup> James Dean Brown, *The Elements of Language Curriculum: A Systematic Approach to Program Development*, (Boston: Heinle & Heinle Publisher, 1995)

<sup>14</sup> Bevis G. Yaxley, *Developing Teachers' Theories of Teaching: A Touchstone Approach*, (London: The Falmer Press, 1991), p. 6

<sup>15</sup> Dra. Roestiyah N.K., *Masalah Pengajaran Sebagai Suatu Sistem*, (Jakarta: Rineka Cipta, 1986), p. 43

<sup>16</sup> Brown H. Douglas, *Principles of Language Learning and Teaching*, (New Jersey: Prentice Hall, 1980), p. 7

reading, a teacher's job is to train students in a number of skills. They will need to understand the text. Therefore, the writer chooses Harmer's model to teach reading.

Teachers have to choose materials and activity, which are appropriate with the student's needs and interest. In this term, Harmer introduced the following a basic methodological model for the teaching that is divided into five stages.

### **1. Lead-in**

The students and the teacher prepare themselves for the task and familiarize themselves with the topic of the reading exercise. One of the major reasons for this is to create expectations and draw their attention to their own previous knowledge and experience that help them to attack the text. To conduct the lead-in stages, there are several ways to be used:

a. Use a picture

The teacher present pictures that are related with the topic of the text. If the course book or the material does not provide a picture, the teacher can draw one.

b. Ask pre-reading questions

Asking pre-reading questions make the reading task more purposeful. For example, the text is about the pyramids. In pairs, the students write down two lists, one list is of things we know about the pyramids and another is of things we are not sure. The students then read the text to see if they can fill in the gaps according to their knowledge.

c. Set a problem

Another way to conduct lead-in stage by setting a problem. The problem can be made based on something visual. For example, when the teacher explains about famous people like Lady Di, she present Lady Di's picture and ask students, 'Look at this picture. Who was the woman? What was she? Why was she famous? Read the text and find out'. The teacher can also use an object that can be touched directly by students.

d. Use a semantic map

Fredricka L. Stoller suggests a semantic map for the lead-in phase. She said that before looking at the article, the teacher and the students could create a

semantic map on the blackboard that graphically displays information within categories related to a central concept and stimulates meaningful words associations. The teacher begins the process by introducing the major theme, a major theme, a major concept, or a major issue from the article by writing in the middle of the blackboard.<sup>17</sup>

## 2. Teacher direct comprehension task

Here the teacher makes sure that the students know what they are going to do. Are they going to answer questions, fill in a chart, complete a message pad or try to retell what they saw? This is where the teachers explains and direct the students' purpose for reading.

## 3. Students read for task

The students than read a text to perform the task the teacher has set. Ward has many ways to present a reading selection, they are:

- a. Have the students read the entire selection by themselves.
- b. Read the entire selection (if it is not too long) to the students and then do a paragraph-by-paragraph analysis. Cautions the students to keep their eyes moving, even there is a vocabulary item or grammatical pattern they do not understand. Remind them that the teacher will return to the paragraph later.
- c. Read the selection paragraph by paragraph. If the passage is, for example, six paragraphs long, the teacher may wish to read the first three paragraphs while the class follows along, and then proceed with detailed examination of what the teacher has read; then repeat the procedure for the last three paragraphs.
- d. Try a sandwich approach. Read the introduction and conclusion and then ask the students to guess what they are going to read. (This could also be used as a motivating technique). Alternatively, you might read the body of the selection and have students guesses an introduction and a conclusion.<sup>18</sup>

## 4. Teacher direct feedback

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<sup>17</sup> Fredricka L. Stoller, *Making the Most of a Newsmagazine Passages for Reading Skills Development*, Forum. Vol. 32, no. 1, (January, 1994), p. 3

<sup>18</sup> James Ward, "Techniques for Teaching Reading", Forum. Vol. XVIII, No.2, (April, 1980), p.3

When the students have performed the task the teacher will help students to see if they have completed the task successfully and will find out how well they have done. This may follow a stage in which students check their answers with each other first.

### **Teacher direct text related task**

In this stage, the teacher organizes some kind of follow up task related to the text. If the students have answer questions about a letter, the text related task might be to answer that letter. The main thing to remember is that a successful follow up to a reading exercise involves integrating the language skills.

## **Reading Comprehension**

### **The Nature of Reading and Comprehension**

We cannot release reading from our daily activities. Starting from morning, we read newspapers while having breakfast, read a letter from a friend, read science books, scan our favorite TV programmed and read stories to children when they go to bed at night. It means that people have things to do with reading in every place where they exist.<sup>19</sup>

Although for many people reading texts means reading a books, people read many different types of texts everyday, such as labels (on cereal boxes, medicine containers, clothes), instructions (street sign, directions for operating a VCR), advertisements (on TV, in magazines, on billboards), and notes (grocery lists, messages), to name only a few.<sup>20</sup>

For Mei-Yun, readers can communicate with the writers by text. Among the readers and the writers communication may be carried on by means of a few words, one sentence, thousand of words until thousand of sentences.<sup>21</sup>

According to Peter Stevens, 'reading is a process of making out the meaning of written language'.<sup>22</sup>

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<sup>19</sup> Fredricka L. Stoller, *Making the Most of a Newsmagazine Passages...*, p. 2

<sup>20</sup> Jo Ann Aebersold&Mary Lee Field, *From Reader to Reading Teacher*, (USA:Cambridge University Press, 1997), p.10

<sup>21</sup> Yue Mei-Yun, *Cohesion and the Teaching of EFL Reading*, Forum No.1 January 1993. p.16

Thorndike as cited by A. Harris Larry said that reading is an active process related to problem solving. Reading is a form of communication, information and ideas, which exchanged between the writer and reader in the act of communicating. The writer expresses his thought or ideas on paper with language skill and style he has developed.<sup>23</sup>

Reading Process is a dynamic activity, requiring active, meaningful communication between the author and the reader. The interaction should result in meaning. Reading is a process to establish a representation of meaning, which involved more than identifying the words on page. But what must be achieved is an understanding of the whole sequences of sentences.<sup>24</sup>

Reading cannot be separated from comprehension, one can read and scan the headline quickly, but he cannot analyze and conclude what he read. It indicates that he has no comprehension skill, because comprehension is not only recognizing the words and decoding the words symbols, but also understand its meaning. However, reading comprehension is complex. Some factors are involved and interrelated to each other. Therefore, reading comprehension needs integrated skills.

For Grellet, understanding a written text means extracting the required information from it as efficiently as possible. A competent reader will quickly reject the irrelevant information and find what he is looking for. It is not enough to understand the gist of the text; more comprehension that is detailed is necessary.<sup>25</sup>

The ability to comprehend is affected by the material being read and by the reader. Four factors affecting the readers' comprehension are:<sup>26</sup>

- a. The knowledge the reader brings to the subjects affects that reader's comprehension. This prior knowledge includes what the reader has experienced, what he has read about the subject and what special vocabulary he knows about a particular subject.

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<sup>22</sup> Peter Streven, *New Orientation in The Teaching of English*, (London: Oxford University Press, 1983), p. 109

<sup>23</sup> A. Harris Larry Smith Carl B, *Reading Instruction*, (New York: Richard C. Owen Publisher, 1976), p. 10

<sup>24</sup> Kustaryo Sukirah, *Reading Technique for College Students*, (Jakarta: P2LPTK Dirjen Dikti Depdikbud, 1988), p.2

<sup>25</sup> Françoise Grellet, *Developing Reading Skills*, (Cambridge: Cambridge University Press, 1986), p. 3

<sup>26</sup> Eldon Ekwall and James L. Shaker, *Teaching Reading in the Elementary School*, (Columbus: Bell and Howell Company, 1985), p.207-208

- b. A reader's ability to comprehend depends on his or her interest in the subject. The more interest a reader has in particular subject, the more likely he or she is to have already read or talked to someone about it.
- c. A purpose for reading contributes to the reader's ability of comprehension. Purpose also ties in with knowledge and interest in the subject.
- d. The ability to decode words rapidly affects comprehension. If a reader must figure out to pronounce a new word in every line or two, then she becomes so involved with a task that she has little mental energy for comprehending what is actually written.

From the theories above the writer can conclude that reading is a kind of activities to understand the passage. It is not only how to get the meaning of each words or sentences, but the important one is how the reader could conclude the writer's ideas. Understanding is central to the process of reading and must be the focus of teaching. Reading texts also provide opportunities to study language: vocabulary, grammar, punctuation and the way to construct the sentences, paragraphs and texts.

## **2. Kinds of Reading**

Linguistics classifies reading into two basic skills; reading aloud and silent reading.<sup>27</sup> Reading aloud is the expression of the readers' interpretation of the text. This taken the reader only to the surface structure and does not necessarily extract the meaning actually intended by the author, therefore, reading aloud is concerned primarily with the vocal reproduction of the surface structure. Reading aloud is useful for radio announcer, public speaker, actor and the result must sound naturally.

Silent reading on the other hand, the reader read the passages silently. The main purpose of this kind of reading is how the reader can obtain the information from the printed page efficiently.<sup>28</sup>

Christine Nuttall describes reading into two approaches: intensive and extensive.<sup>29</sup>

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<sup>27</sup> Larry Harris A. and Carl B Smith, *Reading Instruction: Diagnostic Teaching in the Classroom*, (New York: Richard Owen Publishing Inc, 1980), 3<sup>rd</sup> ed, p. 268

<sup>28</sup> Edward M Stack, *The Language Laboratory and Modern Language Teaching*, (London: Oxford University Press, 1971), p. 170

### **a. Intensive Reading**

Intensive reading involves approaching in text under the close guidance of teacher or under the guidance of a task, which forces the students to pay great attention to the text. The aim of intensive reading is to arrive at a profound and detailed understanding of the text: not only of what it means, but also how the meaning is produced.

Intensive reading is used to gain a deep understanding of a text, which is important for readers. The process of scanning takes a more prominent role here than skimming. For this kind of purpose it is better to teach the students from a shorten text and develop step to a longer one. This called also reading for accuracy.

### **b. Extensive reading**

Extensive reading on the other side is reading program that will actively promote reading out of class. Class is always in short supply and the amount of reading needed to achieve fluency and efficiently is great than most students will undertake if left to themselves.

An extensive reading is suitable for reading to have a general idea of a text. The skimming process takes a prominent role. Usually skimming relates to longer text, where there are words that need special attention. It is appropriate in reading a novel, magazine or another text, which does need full attention to a word or a sentence.

However, some class time ought to be devoted to extensive reading, both to maintain interest in it and to train students how to deal with full-length text. Moreover, as there is no absolute divide between intensive and extensive reading, the same text can usefully be employed for training in both, key passage from it being used for these two reasons. We shall try to bear in mind the requirements of both intensive and extensive reading, because both are important and each complements the others.

Intensive and extensive readings are complementary and both are necessary, as well as other approaches, which perhaps fit into neither category. The labels indicate a difference in classroom procedures as well as a difference purpose.

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<sup>29</sup> Christine Nuttal, *Teaching Reading Skills in Foreign Language*, (London: Heinmann educational Book, Ltd, 1982), p. 23

### 3. Purpose of Reading

The essential purpose of reading generally is to get new information and/or for pleasure. Reading for information is reading that we not stop analyzes the grammatical structures; we understand the structure without thinking about it. Reading for information requires that we understand the meaning of a passage.

Reading for information include the materials which are classified as non-fictions; sciences, social studies, current affairs personal opinion, technical matters, news magazine, newspaper and article. Readers scan to locate specific information in a text and skim to extract general information from it. Therefore, the teachers have to match reading skill to reading purpose.

Reading for pleasure, on the other hand, the reader may read either quickly or slowly based on the way he likes. It is associated largely with novel, short stories, biographies, plays and poems.<sup>30</sup> Reading for pleasure is different from the reading for study, reading for pleasure, we do not have to remember the details of pleasure reading book, because we will not be tested about what we have read. According to many experts, pleasure reading is the key to improve your English.

In other term, readings for student of English as second language is important because through reading the student learn not only how to pronounce English word correctly but also to increase their vocabulary.

Also through reading activities students learn how to identify, interpret and evaluate ideas as noted by Dorothy J. and Mc. Ginnie E. Smith; Reading involves thinking, it is not merely a word drilling activity. Reading is a purposeful process of identifying, interpreting and evaluating ideas in terms of the mental context of the reader.<sup>31</sup>

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<sup>30</sup> Joseph Bellafiore, *Language Art*, (New York: Amsco School Publication inc, 1998), p. 315-317

<sup>31</sup> Dorothy J Mc. Ginnie E. Smith, *Analyzing and Treating Reading Problem*, (New York: Macmillan Publishing Co. Inc., 1974), p. 3

#### 4. Principles of Teaching Reading

Teaching reading is more challenge and difficult because there was not enough time to bring in other kinds of reading materials and students see reading as an uninteresting and painful process.

Harris supported that 'teaching reading includes many aspects of learning and needs an operational definition than incorporates skill, interests and attitudes. Teacher attempts to acquaint students upon the need to read English book outside in the class. Students can read anything around us. They can read the posters in the way, the labels on the food and so on'.<sup>32</sup>

The important factor is what teachers do with students in the classroom. Teachers must teach the material that is relevant to educational goals and meaningful. These concepts are called principles of reading instruction.

According to Arthur, "There are some principles of teaching reading;

- 1) Learning to read is a complicated process and is sensitive to a variety of pressure. Too much pressure or the wrong kind of pressure may result in non-learning.
- 2) Learning to read is an individual process.
- 3) Pupil differences must be a primary consideration in reading instruction.
- 4) Reading instruction should be taught of as an organized, systematic growth-producing activity.
- 5) Proper reading instruction depends on the diagnosis of each child's weaknesses and needs.
- 6) The best diagnosis is useless it is used as a blueprint for instruction.
- 7) No child should be expected or forced to attempt to read material which at the moment he is incapable of reading.
- 8) Reading is a process of getting meaning from printed word symbols. It is not merely a process of making conventionalized noises associated with these symbols.
- 9) Any given technique, practice, or procedure is likely to work better with some children than with others. Hence, the teacher of reading must have a variety of approaches.
- 10) Learning to read is a long-term developmental process extending over a period of years.

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<sup>32</sup> Larry A. Harris and Carl B. Smith, *Reading Instruction ...*, p. 21

- 11) The concept of readiness should be extended upward to all grades.
- 12) Early in the learning process the child must acquire ways of gaining independence in identifying words whose meaning are known to him but which are unknown to him as sight words.
- 13) Children should not be in the classroom if they have emotional problems sufficiently serious to make them uneducable at the moment or if they interfere with or disrupt the learning process.
- 14) Emphasis should be on prevention rather than cure. Reading problems should be detected early and corrected before they deteriorate into failure-frustration-reaction cases.<sup>33</sup>

#### **D. Teaching Reading by Using Newspaper Articles**

- **Choosing Newspaper Materials**

In choosing suitable newspaper materials to use with students, it is helpful that teacher asks themselves a number of important questions. The way Sanderson puts it:

- *Will my students find the materials interesting?*

When the teacher gave a text about actual sport news (See Appendix: text 1), the students enjoy reading text. They read it seriously. That text presents the realistic characters and action. It makes them interested in reading. Therefore, choosing material is an important step in using newspaper because students' motivation is crucial to the success of the lesson. It will make them frustrated if they are faced with materials, which they do not like.

- *Are the materials appropriate for my students in term of their existing knowledge?*

The teacher selects the materials, which match to students' existing knowledge. For example: the teacher presented an article entitled "Olympic champ Taufik recovers to defend badminton gold" (see appendix: text 1). That material will be real in the mind of the students. If there is too great a mismatch between the conceptual difficulty of the

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<sup>33</sup> Arthur W. Heilman, *Principle and Practices of Teaching Reading*, (Ohio: Charles E. Merrill Publishing Company, 1961), second edition, p. 3-13

materials teachers choose and their ability to understand the materials, they will soon become discouraged.

- *Are the materials appropriate for my students in terms of language level?*

The teacher chooses the easy materials and the language level is suited to the level of the students. The teacher presents an article entitled “Brave boy found alive after two days at sea” (see appendix: text 2). This article is appropriate for the student’s language. Thus, the reading goal could be achieved successfully.

- *Should I use only materials from today’s newspaper?*

The teacher not only uses materials from today’s newspapers but also the teacher uses the old newspapers. Even though today’s newspapers are more preferable but it is not a big problem if teacher uses the old newspapers, considering teachers have busy schedules, news are out quickly and lessons take time to prepare.

- *Can I use newspaper materials that are not from English-language newspapers?*

The teacher presents the materials from English-language newspapers. Even though using the newspapers from our country is not rejected as long as the lesson objectives are achieved.

## CHAPTER III

### SCHOOL PROFILE

#### 1. School Identity

Table 3.1

Name of School	SMA Negeri I Rengasdengklok
Headmaster	Drs. H. Tarya Sukmana
Address	Jl. Raya Kutagandok, Kutawaluya Karawang – Jawa Barat
Phone/ Fax	0267 482546/ 0267 482546
Date of Built	9 October 1982

#### 2. Vision:

All of students are health, right, smart and clever.

- Health  
Physical and spiritual.
- Right  
Do something in line with norm.
- Smart  
High achievement in study.
  
- Smart  
High achievement in study.
- Clever  
Having a good skill.

#### 3. Mission:

- Doing openness and care to support condition of working which harmonies and dynamism.

- Having good attitude and professional in doing task.
- Caring pure morals to be a good example to follow.
- Creating a conducive school and environment to study.

#### 4. Curriculum

Using KTSP.

#### 5. Facilities

Table 3.2  
Facilities of School

	Total
Library	1
Teachers Room	1
Administrative Staff Room	1
Computer Lab	1
Science Lab	2
Language Lab	1
Headmaster Room	1
Mosque/ Mushola	1
Counselling Room	1
Toilet	10
Medical Room	1

#### Extracurricular

- Sport Group
- Art
- Scout
- Library
- Science

- Natural Lovers

## 6. Total of Students

Table 3.3

Class	Male	Female	Total
X	152	214	371
XI IPA	55	104	159
XI IPS	82	79	161
XII IPA	58	98	156
XII IPS	45	84	129

## 7. Teacher

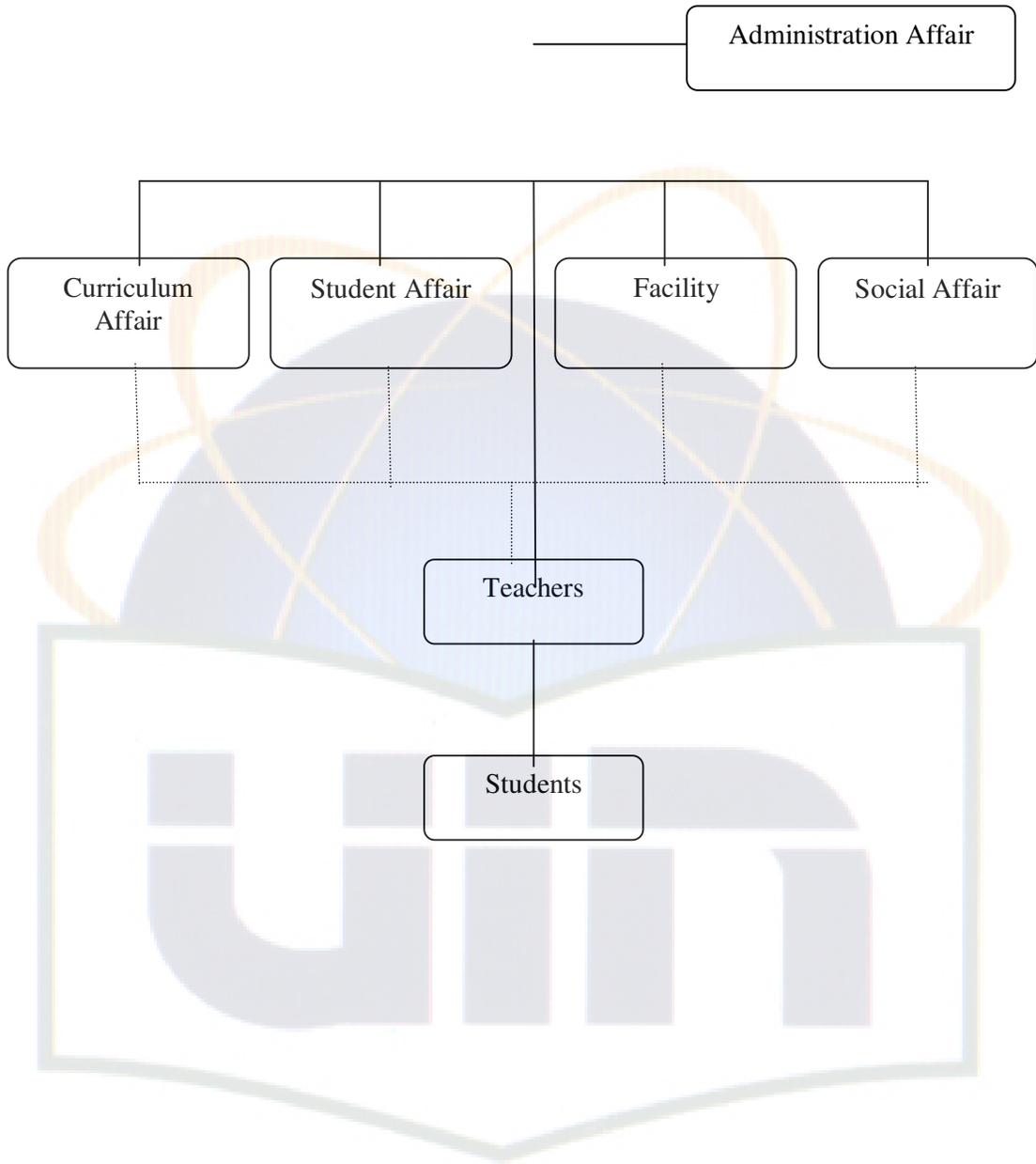
Table 3.4

Number of SMA Negeri I Rengasdengklok Teachers

PNS	27
GTT	11
Total	38

## 8. Organization of SMA Negeri I Rengasdengklok





## CHAPTER IV

### RESEARCH METHODOLOGY AND RESEARCH FINDING

#### A. Methodology of the Research

##### 1. Objective of the Research

The objective of the research is to know whether the students who learn English reading newspaper articles as supplementary reading materials show a better learning outcome than the other group.

##### 2. Time and Location of the Research

###### a. Time of the Research

The writer started the research on 27<sup>th</sup> of April, 2009 to 20<sup>th</sup> of May, 2009. It began by an observation and an experiment by using newspaper articles in teaching reading.

###### b. Location of the Research

The research was held at the first year students of SMAN I Rengasdengklok, which is located on Jl. Raya Kutagandok, Rengasdengklok – Karawang.

##### 3. Population and Sample of the Research

The population of the research is the first year students SMAN I Rengasdengklok. There are eight classes consist of X.1 until X.8.

The sample of research is two classes that are X.5 which consists of 45 students as control class and X.1, which consists of 47 students as experiment class. It will be taken only 20 students from each class as sample by purposive random sample technique.

##### 4. Techniques of Data Collecting

The writer used the following steps to collect the data:

**a. Pre-test**

The pre-test was done before the teaching learning process to get their scores. The pre-test was done in order to know the homogeneity of the two classes and student's reading skill.

**b. Post-test**

The post-test was done in order to know the influence of using newspaper articles in teaching reading comprehension.

The result of pre-test and post-test are collected and compared.

**5. Techniques of Data Analysis**

Data analysis is the last step in the procedure of experiment, in this case, processing the data. Data processing is the step to know the result of both experiment class and controlled class, and also their difference.

To find out the difference of students score in using newspaper articles and reading materials from English textbooks in teaching reading comprehension, the writer uses T-test.

After getting the data from the observation, pre-test and post-test, those are analyzed and processed by using statistic calculation of the t-test formula with the significance degree 5% and 1%. The formula as follows:<sup>34</sup>

$$t_0 = \frac{M_{D1} - M_{D2}}{SE_{M_{D1}} - SE_{M_{D2}}}$$

$M_{D1}$  : Mean of Difference of Experiment Class

$M_{D2}$  : Mean of Difference Controlled Class

$SE_{M_{D1}}$  : Standard Error of Experiment Class

$SE_{M_{D2}}$  : Standard Error of Controlled Class

**6. Procedures of Teaching Reading by Using Newspaper Articles**

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<sup>34</sup> Anas Sudijono, *Pengantar Statistik Pendidikan*, (Jakarta : PT. Raja Grafindo Persada, 2006), p. 314

- a. Greeting
  - Teacher enters the class and greets the students.
  - Teacher checks the attendance list by calling the students names one by one.
- b. Lead in
  - Teacher elicits students' predictions, arouses students' interests and familiarizes students with the topic of the passage by asking students to fill in a map with words that have relationship with sport and environment news.
  - Teacher tells the students the objective the lesson.
- c. Teacher direct comprehension task
  - Teacher tells students that they will do the exercise. In this exercise, students will skim the sport and environment news article by matching the headlines to short passages and answer the questions.
  - Teacher explains how to do the exercise. Teacher tells students to do the exercise as quickly as possible to see how quickly they can understand the gist of each article.
  - Teacher check students' understanding of the instruction. Teacher makes sure that students know what they are going to do in this exercise.
  - Teacher may discuss the vocabularies that students do not understand.
- d. Students read the text and do the task.
  - Students read those news articles and match them with their headlines, also answer the questions.
- e. Teacher direct feedback.
  - Teacher asks students to stop working. Teacher can say: "I think time is up. Stop working, please. Let's we check your job."

- Teacher check students' works by asking some of them to read out their answer. Now, Anita what is your answer for number one? Are you sure? Class, do you agree with Anita's answer? Etc.
- f. Closure
- Teacher concludes the lesson. Teacher may say, "So, what do you get from our lesson today? Do you enjoy your reading today? Etc.
  - Teacher closes the lesson. Teacher may say, " I think time is up, see you next Tuesday, bye".

## **B. Findings of the Research**

### **1. Description of the Data**

To know the results of the tests (pre-test and post-test) the writer makes the table of students score from both classes (experiment class and control class).

There are 20 items in the test, if students answered a question correctly, they would be given score 5, and the score for the whole items are 100. (The form of the test and key answer can be seen in appendix). The writer obtained after doing the research, as follow:

The following table is the result of the students in control class using reading materials from English textbook in teaching reading comprehension.

**Table 4.1**

**The Test Score of the Experiment Class**

<b>Students</b>	<b>Pre-test (x)</b>	<b>Post-test (y)</b>
1	70	80
2	60	75
3	70	60

4	65	75
5	75	80
6	55	70
7	65	85
8	60	65
9	70	70
10	60	75
11	60	75
12	65	75
13	70	80
14	65	85
15	55	75
16	60	75
17	65	70
18	65	75
19	60	80
20	75	70

1. Determining Mean of Pre-test Score of Experiment Class:

$$\begin{aligned}
 M_{x_1} &= \frac{\sum x}{N} \\
 &= \frac{1.290}{20} \\
 &= 64.5
 \end{aligned}$$

2. Determining Mean of Post-test Score of Experiment Class:

$$\begin{aligned}
 M_{y_1} &= \frac{\sum y}{N} \\
 &= \frac{1.495}{10}
 \end{aligned}$$

$$\frac{20}{= 74.75}$$

**Table 4.2**  
**The Test Score of the Controlled Class**

<b>Students</b>	<b>Pre-test (x)</b>	<b>Post-test (y)</b>
1	50	60
2	60	70
3	50	60
4	65	75
5	75	85
6	65	60
7	70	80
8	65	70
9	65	75
10	70	60
11	70	65
12	65	75
13	55	65
14	60	70
15	60	70
16	70	75
17	55	70
18	50	60
19	55	70
20	55	65

1. Determining Mean of Pre-test Score of Controlled Class:

$$\begin{aligned}
 M_{x2} &= \frac{\sum x}{N} \\
 &= \frac{1.230}{20} \\
 &= 63.25
 \end{aligned}$$

2. Determining Mean of Post-test Score of Controlled Class:

$$\begin{aligned}
 M_{y2} &= \frac{\sum y}{N} \\
 &= \frac{1.380}{20} \\
 &= 69
 \end{aligned}$$

**Table 4.3**  
**The Calculation of the Test Score of the Experiment Class**

Students	Pre-test (x)	Post-test (y)	D = x-y	D2 = (x-y) <sup>2</sup>
1	70	80	-10	100
2	60	75	-15	225
3	70	60	-10	100
4	65	75	-10	100
5	75	80	-5	25
6	55	70	-15	225
7	65	85	-20	400
8	60	65	-5	25
9	70	70	0	0
10	60	75	-15	225
11	60	75	-15	225
12	65	75	-10	100
13	70	80	-10	100
14	65	85	-20	400
15	55	75	-20	400

16	60	75	-15	225
17	65	70	-5	25
18	65	75	-10	100
19	60	80	-10	100
20	75	70	-5	25
			$\Sigma = -215$	$\Sigma D^2 = 3.125$

**Table 4.4**  
**The Calculation Of the Test Score of the Controlled Class**

Students	Pre-test (x)	Post-test (y)	D = x-y	D2 = (x-y) <sup>2</sup>
1	50	60	-10	100
2	60	70	-10	100
3	50	60	-10	100
4	65	75	-10	100
5	75	85	-10	100
6	65	60	5	25
7	70	80	-10	100
8	65	70	-5	25
9	65	75	-10	100
10	70	60	10	100
11	70	65	5	25
12	65	75	-10	100
13	55	65	-10	100
14	60	70	-10	100
15	60	70	-10	100
16	70	75	-5	25
17	55	70	-15	225
18	50	60	-10	100
19	55	70	-15	225

20	55	65	-10	100
			$\Sigma = -150$	$\Sigma D^2 = 1.950$

## 2. Analysis of the Data

From the data description above, the writer analyzed the score from the experiment and controlled class by integrating the results into the formula as follows:

- a. Determining Mean of Difference of Experiment Class:

$$\begin{aligned}
 M_{D1} &= \frac{\sum D}{N} \\
 &= \frac{-215}{20} \\
 &= -10.75
 \end{aligned}$$

- b. Determining Mean of Difference of Controlled Class:

$$\begin{aligned}
 M_{D2} &= \frac{\sum D}{N} \\
 &= \frac{-150}{20} \\
 &= -7.5
 \end{aligned}$$

- c. Determining Deviation Standard of Difference of Experiment Class:

$$\begin{aligned}
 SD_{D1} &= \sqrt{\frac{\sum D^2}{N} - \frac{(\sum D)^2}{N}} \\
 &= \sqrt{\frac{3.125}{20} - \frac{(-215)^2}{20}} \\
 &= \sqrt{156.25 - (-2.31)} \\
 &= \sqrt{156.25 + 2.31} \\
 &= \sqrt{158.56} \\
 &= 12.6
 \end{aligned}$$

- d. Determining Deviation Standard of Difference of Controlled Class:

$$SD_{D2} = \sqrt{\frac{\sum D^2}{N} - \frac{(\sum D)^2}{N}}$$

$$\begin{aligned}
 &= \sqrt{\frac{1.950 - (-150)^2}{20}} \\
 &= \sqrt{97.5 - (-1.125)} \\
 &= \sqrt{98.625} \\
 &= 9.93
 \end{aligned}$$

e. Determining Standard Error from Mean of Difference of Experiment Class:

$$\begin{aligned}
 SE_{M_{D1}} &= \frac{SD_{D1}}{\sqrt{N - 1}} \\
 &= \frac{12.6}{\sqrt{20 - 1}} \\
 &= \frac{12.6}{\sqrt{19}} \\
 &= \frac{12.6}{4.3} \\
 &= 2.9
 \end{aligned}$$

f. Determining Standard Error from Mean of Difference of Controlled Class:

$$\begin{aligned}
 SE_{M_{D2}} &= \frac{SD_{D2}}{\sqrt{N - 1}} \\
 &= \frac{9.93}{\sqrt{20 - 1}} \\
 &= \frac{9.93}{\sqrt{19}} \\
 &= \frac{9.93}{4.3} \\
 &= 2.31
 \end{aligned}$$

g. Determining t-observation ( $t_0$ ):

$$t_0 = \frac{M_{D1} - M_{D2}}{\quad}$$

$$\begin{aligned}
& SE_{MD1} - SE_{MD2} \\
&= \frac{-10.75 - (-7.5)}{2.9 - 2.31} \\
&= \frac{-10.75 + 7.5}{2.9 - 2.31} \\
&= \frac{-3.25}{0.59} \\
&= -5.5
\end{aligned}$$

Note: Tanda – ("minus") di sini bukanlah tanda aljabar; karena itu dengan  $t_o$  sebesar  $-5.5$  itu dapat kita baca: ada selisih derajat perbedaan sebesar  $5.5$ .<sup>35</sup>

- h. Determining t-table ( $t_t$ ) in significance level 5% and 1% with degree of freedom (df)

$$\begin{aligned}
df &= (N1 + N2) - 2 \\
&= (20 + 20) - 2 \\
&= 40 - 2 \\
&= 38
\end{aligned}$$

(See the table of "t" values of degree of freedom (df) = 38 at significance level 5% and 1%)

$t_{table}$  ( $t_t$ ) at significance level 5% = 2.02

$t_{table}$  ( $t_t$ ) at significance level 1% = 2.71

$$5\% = t_o > t_t = -5.5 > 2.02$$

$$1\% = t_o > t_t = -5.5 > 2.71$$

### 3. Test of Hypothesis

The statistic hypothesis states:

- If  $t_o > t_t$  it means that the Null Hypothesis ( $H_o$ ) is rejected and the Alternative Hypothesis ( $H_a$ ) is accepted. Thus, there is positive significant difference between the teaching of Reading Comprehension using Newspaper Articles and English Textbook.
- If  $t_o < t_t$  it means that the Null Hypothesis ( $H_o$ ) is accepted and the Alternative Hypothesis ( $H_a$ ) is rejected. Thus, there is no positive significant difference

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<sup>35</sup> Anas Sudijono, *Pengantar Statistik Pendidikan ...*, p.312

between the teaching of Reading Comprehension using Newspaper Articles and English Textbook.

In the simply resume, the result may be formulated as follows:

$t_o > t_t = -5.5 > 2.02$  in significance level 5 %

$t_o < t_t = -5.5 > 2.71$  in significance level 1 %

Thus,  $t_o > t_t = 2.71 < -5.5 > 2.02$

The result of statistic calculation indicates that  $t_o > t_t$  in 5% and 1 % significant level. It means there is obvious difference between the average score from the results of teaching reading comprehension in experiment class and in controlled class.

#### **4. Interpretation of the Data**

Based on the analysis on the results in the table above, it can be inferred that teaching Reading Comprehension using newspaper articles shows a better learning outcome than using English textbook. It simply illustrates that teaching reading using newspaper articles gives more advantages than teaching reading using English textbook.

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

1. Teaching Reading Comprehension by using Newspaper Articles has given a positive influence, shown from the mean from the post test. The mean of experiment class which using newspaper articles is 74.75, while the mean of controlled class which use English textbook materials only 69.
2. The result of the analysis in the research, showed that the value of  $t_o$  is 5.5 which bigger than  $t_{table} (t_t)$  at significance level 5 % = 2.02 and  $t_{table} (t_t)$  at significance level 1 % = 2.71. It means that the Null Hypothesis ( $H_o$ ) is rejected and the Alternative Hypothesis ( $H_a$ ) is accepted. Thus, teaching Reading Comprehension using newspaper articles show a better learning outcome than without using newspaper articles. In other words, the students who learn reading comprehension using newspaper articles show a significance better learning outcome than without using newspaper articles.

#### B. Suggestion

1. Based on the research that the writer employed, it would be better if teacher uses texts from newspapers when she/he will give skimming and scanning task.
2. The teacher permits students to bring their dictionary. It will help them when they get trouble in understanding an article.
3. If students face some difficulties in reading newspapers (The difficulties mostly fall into several areas: vocabularies, phrase, and grammar), the teacher may use the Sanderson's way to solve this difficulties.

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Appendix

**USING NEWSPAPER ARTICLES FOR EXPERIMENT CLASS**

Read the following articles as quickly as you can and decide which headlines which are appropriate.

1.

Hingis, upset by Seles in the semifinals of the Acura Classis on Saturday, became the youngest player to claim the number one spot in March 1997, just six months after her 16<sup>th</sup> birthday.

Hingis has won three tournaments this year but has not captured a grand slam title since the 1999 Australian Open, her fifth major title.

RELINQUISHES WBO

*(The Jakarta Post)*

2.

But he told reporters after a workout in Detroit that the 10 round fights might be his last.

"I might just say: 'that's it' and go home and take care of my family," he was quoted as saying on the BBC's website.

OLDER and WISER

*(The Jakarta Post)*

3.

In his most recent fight, Hamed retained the WBO title by stopping Augie Sanchez in the fourth round in Mashantucket, Connecticut, on Aug.19. Hamed is 35-0, with 31 Kos.

Boxing fans have been clamoring for Hamed to fight either Barrera or Erik Morales, both super bantamweights.

QUITTING AFTER FRIDAY'S

4.

The wizards' Jordan, who led the Chicago Bulls to six NBA titles, opted for low profiles as the Wizards opened camp at North Carolina-Wilmington's recreation center in Wilmington, North Carolina.

"You guys don't want to talk to me the guys you need to talk to are out there," he said, steering the media toward the practice floor.

GET SPOTS  
IN THE NBA

Choose the best answer and put (X) on your answer sheet!

**Text 1**

Text for no 1-5

### Olympic champ Taufik recovers to defend badminton gold

Olympic badminton champion Taufik Hidayat will defend his singles gold metal at next month's Beijing Games despite a recent stay in the hospital with high fever, his trainer said Monday.

"He's already back to training," Christian Hadinata aid of the former world champion. "He will definitely go to the Olympics."

Taufik, who was admitted to Pondok Indah Hospital in South Jakarta last week with a high temperature, was discharged Saturday, hospital officials said on condition anonymity.

"I'm still sick, please ask the doctor," Taufik told Reuters by telephone on Monday when asked whether he would be able to play.

His manager said the 26-year-old Taufik should still make it to Beijing.

"His condition now is weak but he's getting better," Mulyo Handoyo said.

Taufik, known for his fiery outbursts on court, skipped the Indonesian National Games this month in a bid to avoid injuries before the Olympics, which start Aug. 8.

Along with the 2004 Olympic gold, Taufik won the 2005 world championship, but has struggled to regain his form this year.

Indonesia will send 11 badminton players to compete at the Beijing Olympics.

Adapted from *The Jakarta Post*, Tuesday, July 29, 2008

5. The topic of the above text is.....

- a. World badminton championship.
  - b. Olympic badminton champion who will defend gold medal at Beijing games.
  - c. Olympic badminton champion who won at Beijing games.
  - d. Olympic badminton champion who was sick.
6. The following statements are true, except:
- a. Taufik Hidayat was fever before going to Beijing Olympics.
  - b. Taufik Hidayat won the Olympics badminton at Beijing games.
  - c. Taufik Hidayat is a badminton player.
  - d. Taufik Hidayat was accepted by Pondok Indah Hospital.
7. His condition now is *weak* but he's getting better. The antonym word *weak* in paragraph 6 is...
- a. Struggled
  - b. Strong
  - c. Defense
  - d. Refuge
8. His manager said the 26-year-old Taufik should still make it to Beijing. The word his in paragraph five refers to...
- a. Mulyo Handoyo
  - b. Christian Hadinata
  - c. Taufik Hidayat
  - d. The doctor

Questions 5-10 are based on Text 2.

Text 2

### Brave Boy Found Alive After Two Days at Sea

Feeling no fear, a five-year-old boy spent two days floating at sea on a mattress in a bid to survive from the effects of the tsunami that killed thousands of people from his town and was reunited with his family on Thursday.

He cried as he rushed to his parents, older brother and younger sister at a

refuge camp in Meulaboh, his hometown of 40,000 people in Aceh that was one of the hardest hit in Sunday's disaster.

Wira later calmly recounted to reporters the amazing events that brought him back to his family, a rare tale of happiness in the devastated province on the island of Sumatra that has seen nearly 80,000 people killed by the flooding.

Nursing only a gash to his left leg, Wira said he was playing with his brother and sister near his home when the waters rushed through.

According to Antara news agency, Wira said he held on to various floating pieces of wood while being swept away.

“I was not afraid because I am used to the sea.” Wira said while massaging his wounded leg.

“As mattress came by so I decided to climb on it. I was not afraid, but I was cold.”

Wira said he spent two days out at sea until he was found by fisherman on the look out for bodies off the coast of Meulaboh. - AFP

Adapted from The Jakarta Post, 31 December 2004

9. What is the name of the boy?
10. Where was the boy from?
11. Why was the boy floating at sea?
12. How long was the boy floating at sea?
13. Who found the boy at sea?
14. When did the boy meet his family again?
15. How many people were killed by tsunami in Aceh?

Choose a similar meaning for the words in italics.

16. Feeling no *fear*, a five-year old boy spent two days floating at sea.
  - a. Scare
  - b. Angry
  - c. Hungry
17. His older brother, his younger sister, and his parents are in the *refugee camp*.
  - a. Shelter
  - b. House
  - c. Hospital
18. The *amazing* events brought the boy back to his family.
  - a. Surprise
  - b. Best
  - c. Great
20. The boy's experience was a rare tale in the *devastated* province in Sumatra.
  - d. Broken
  - e. Destroy

- f. Large
20. His experience was really a rare *tale*.
- a. Story
  - b. Talk
  - c. History



Appendix

**Nukilan Tabel nilai "t" untuk Berbagai Nilai df**

df atau db	Harga Kritis "t" pada Taraf Signifikansi:	
	5%	1%
1	12,71	63,66
2	4,30	9,92
3	3,18	5,84
4	2,78	4,60
5	2,57	4,03
6	2,45	3,71
7	2,36	3,50
8	2,31	3,36
9	2,26	3,25
10	2,23	3,17
11	2,20	3,11
12	2,18	3,06
13	2,16	3,01
14	2,14	2,98
15	2,13	2,95
16	2,12	2,92
17	2,11	2,90
18	2,10	2,88
19	2,09	2,86
20	2,09	2,84
21	2,08	2,83
22	2,07	2,82
23	2,07	2,81
24	2,06	2,80
25	2,06	2,79
26	2,06	2,78
27	2,05	2,77
28	2,05	2,76
29	2,04	2,76
30	2,04	2,75
35	2,03	2,72
40	2,02	2,71
45	2,02	2,69
50	2,01	2,68
60	2,00	2,65
70	2,00	2,65
80	1,99	2,64
90	1,99	2,63

100	1,98	2,63
200	1,97	2,60
500	1,96	2,59
1000	1,96	2,58

