THE EFFECTIVENESS OF USING AUTHENTIC MATERIAL IN TEACHING STUDENTS’ READING COMPREHENSION

(A Quasi Experimental Study to the First Grade of SMAN 28 Kabupaten Tangerang)

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The examination committee of the Faculty of Tarbiyah and Teachers Training certifies that the "skripsi" (Scientific paper) entitled "The Effectiveness of Using Authentic Material in Teaching Students’ Reading Comprehension," written by Nurmalã Cahyaní, student's registration number: 1110014000039, was examined by the committee on March 12, 2015. The "skripsi" has been accepted and declared to have fulfilled one of the requirements for the degree of S.Pd (Bachelor of Arts) in English language education in the department of English Education.

Jakarta, March 2015

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Dengan ini menyatakan bahwa skripsi yang saya buat benar-benar hasil karya sendiri dan saya bertanggung jawab secara akademis atas apa yang saya tulis. Pernyataan ini dibuat sebagai salah satu syarat menempuh Ujian Munaqasah.

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ABSTRACT

Nurmala Cahyani, 2015, The Effectiveness of Using Authentic Material in Teaching Students’ Reading Comprehension (A Quasi-Experimental Study to the First Grade of SMAN 28 Kabupaten Tangerang). Skripsi of English Education Department at Faculty of Tarbiyah and Teachers’ Training of Syarif Hidayatullah State Islamic University.

Keywords: Authentic Material, Reading Comprehension, News Item.

The objective of this study is to find the empirical evidence of whether or not using authentic material in teaching students’ reading comprehension to the first grade of SMAN 28 Kab. Tangerang is effective. The population of the study was 210 students which divided into 5 classes. However, the sample of this study was 80 students which were X.1 as an experimental class and X.5 as a controlled class, each class consists of 40 students. The writer used purposive cluster sampling to determine the sample. The method used in this study was quantitative method and the design used in this study was quasi-experimental design. In collecting the data, the writer conducted pre-test and post-test by serving reading comprehension test which consist of 20 multiple choice items for each test. In analyzing the data, the writer used t-test.

The result of the study shows that there is a significant score on students’ reading comprehension test by using authentic material in teaching news item. In the table of significant, it can be seen that on the $df = 78$ and in the degree of significance 5% the value of degree of significant is 1.99. By comparing the value, $t_o$ is bigger than $t_t$. The result shows that $t$-test ($t_o$) > $t$-table ($t_t$) ($2.24 > 1.99$). The alternative hypothesis ($H_o$) is accepted and null hypothesis ($H_o$) is rejected. Therefore, it can be interpreted that teaching reading by using authentic material can enhance students’ reading comprehension of news item text. In other words, it can be said that using authentic material in teaching students’ reading comprehension of news item is effective.
ABSTRAK

Nurmala Cahyani, 2015, The Effectiveness of Using Authentic Material in Teaching Students’ Reading Comprehension (A Quasi - Experimental Study to the First Grade of SMAN 28 Kabupaten Tangerang. Skripsi Jurusan Pendidikan bahasa Inggris di Fakultas Ilmu Tarbiyah dan Keguruan Universitas Islam Negeri Syarif Hidayatullah Jakarta.

Kata Kunci : Authentic Material, Reading Comprehension, News Item.

Penelitian ini bertujuan untuk menemukan bukti empirik apakah penggunaan materi otentik efektif atau tidak dalam pengajaran keterampilan membaca siswa di kelas sepuluh SMAN 28 Kab. Tangerang. Populasi dalam penelitian ini adalah 212 siswa yang dibagi menjadi 5 kelas. Sampel yang digunakan yaitu 80 siswa yang terdiri dari kelas X.1 sebagai kelas eksperimen dan kelas X.5 sebagai kelas control, masing-masing kelas terdiri dari 40 siswa. Metode yang digunakan dalam penelitian ini adalah kuantitatif dan desainnya menggunakan eksperimen semu (quasi-experiment). Dalam mengumpulkan data, penulis menggunakan pre-test dan post-test dengan menyajikan test kemampuan membaca yang terdiri dari 20 soal pilihan ganda. Dalam menganalisis data, penulis menggunakan t-test.

Hasil dari penelitian ini menunjukkan bahwa adanya perbedaan yang signifikan dalam test pemahaman membaca siswa dengan menggunakan materi otentik untuk pengajaran teks news item. Dalam tabel signifikansi menunjukkan bahwa df = 78 dimana derajat signifikansi 5% adalah 1.99. Dengan membandingkan hasil, nilai $t_o$ lebih besar daripada nilai $t_t$ yaitu (2.24 $>$ 1.99). Hipotesis alternatif ($H_o$) diterima dan hipotesis nihil ($H_n$) ditolak. Oleh karena itu dapat disimpulkan bahwa mengajar membaca dengan menggunakan materi otentik dapat meningkatkan pemahaman siswa dalam teks news item. Dengan kata lain, penggunaan materi otentik dalam pengajaran kemampuan membaca siswa pada teks news item adalah efektif.
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In the name of Allah, the Beneficent, the Merciful

All praises be to Allah the Lord of the worlds, who has given mercy and blessing so that the writer can complete her skripsi. Peace and blessing be upon the prophet Muhammad SAW, his family, companions, and his faithful forever.

Alhamdulillah, the writer has finished writing the skripsi with the title “The Effectiveness of Using Authentic Material on Students’ Reading Comprehension”

In writing and finishing this skripsi, the writer has got a lot of contribution, help and supports. So, in this occasion, firstly, the writer would like to express her profound appreciation to her beloved parents, father and mother, Sumartono, BA and Nuryani who never stop guiding the writer about a precious meaning of lives, giving their knowledge, time, and always praying for her every time; her brother, Adityo Rachmanto, ST who always give support and motivation to her.

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Finally, the writer realizes that this *skripsi* is still far from being perfect. Constructive criticism and suggestion would be accepted to make it better.

Jakarta, March 2015

The Writer
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CHAPTER 1
INTRODUCTION

This chapter presents and discusses the background of the study, the limitation of the study, the formulation of the study, the objective of the study, and the significance of the study.

A. The Background of the Study

English is one of the foreign languages in Indonesia. The teaching of English is important because it is one of the International languages. In education, most people all over the world use English as their means of communication. English also often use as the main requirement in recruiting new employees in a company. Furthermore, by mastering English, someone can obtains various information and improves his/her knowledge. In other words, learning English is very useful since it plays an important role in understanding and developing the knowledge.

One of the ways people can develop the knowledge is through reading. Reading is a way that people mostly do to get the important and recent information or knowledge. Everyday, people get different information from different reading material, they read material related to their needs. Nowadays, many newspapers, magazines and articles are written in English. Besides, people can get other information from the text at billboard, brochure, internet, and at other resources.

In English learning, reading is one of the skills that students should master beside listening, speaking and writing. Among the four basic language skills, reading material is the easiest to find, because it always seen in the textbooks, magazines, essays, novels, and others. However, according to De Boer, reading is
perhaps a difficult language skill to learn because it involves higher mental process such as recall, reasoning, imagining, organizing, and problem solving.\textsuperscript{1}

Although reading is easy to find and cheap one, many students still get difficulties in achieving this skill. It is still related to the vocabularies they mastered, students’ motivation to increase their reading skill, and the teacher’s performance in delivers reading materials in the classroom.

In the context of Indonesia especially at SMAN 28 Kabupaten Tangerang, there are some issues related to reading; students are not motivated to do reading, it happened when the teacher delivers the reading material with the same textbook or they don’t used to read English passage. Students also feel bored with the text when they find many unfamiliar words, thus he/she can’t comprehend the text well. These problems happen because either the words are too difficult, lack of vocabulary mastery, or the reading materials which are not appropriate with the students. Without appropriate reading texts that suit them and lack of vocabulary mastery, students will spend more hours in the classroom with poor achievement.

Choosing the material such as reading text becomes the important elements because the materials are the center of instruction for the teachers and students in classroom besides syllabus and methodology. Since the development of technology and information, English material can be developed by teachers who have their own right to select different materials which they consider appropriate for the students. Therefore, teacher is expected to be more creative to make his/her students become enthusiastic in learning English.

In selecting reading text for students, teacher can find different reading text to improve the students’ reading skills, because there is a wide variety of reading text, one of them is using authentic materials that are related to the students’ real life. Some examples of authentic materials are newspapers, advertisements,

\textsuperscript{1} John J De Boer and Martha Dallmann, \textit{The Teaching of Reading, revised edition}, (USA: Rinehart and Winston Inc., 1964), p. 17
magazines, journals, brochures, TV programs, songs, movies, comics, catalogues, internet, menus, etc.

Choosing the variety of reading text is line with Kilickaya. He points out that nowadays English teacher refer to use textbooks that only focus on grammatical area and lack of practicing, whereas there is a lot of choices for reading text that has a variety and excitement for the students.²

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 Dumitrescu, when authentic materials are selected and implemented, it can be used to develop language skills of the students since the language covers the four language skills (listening, speaking, reading and writing).³

Cruickshank, Jenkis and Metcalf also support 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.⁴ 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.”⁵

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According to the explanation above, the writer is interested in discussing about “The Effectiveness of Using Authentic Material in Teaching Students’ Reading Comprehension at the First Grade of SMAN 28 Kabupaten Tangerang”. Through this study, the writer wants to know the effectiveness of using authentic material in teaching students’ reading comprehension.

B. The Limitation of the Study

This study is limited on examining the effectiveness of using authentic material in teaching students’ reading comprehension to the first grade of SMAN 28 Kabupaten Tangerang.

C. The Formulation of the Study

In this section, the writer will analyze the use of authentic material in teaching reading comprehension to the first grade of SMAN 28 Kabupaten Tangerang. The problem of this study can be formulated into specific problem as stated below:

“Is there any effectiveness of using authentic material in teaching students’ reading comprehension?”

D. The Objective of the Study

The study is aimed to get empirical evidence whether there is an effectiveness of using authentic material in teaching students’ reading comprehension.

E. The Significance of the Study

For the teachers, the writer hopes the finding of this study can enrich the information about the use of authentic material in learners’ reading comprehension. This study probably also becomes the reference in choosing the
appropriate materials which are suit with learners’ needs, interest, and ability, so that the learners can reach the objectives of the lesson. Teachers also should know how to choose the best material for instruction, how to make supplementary materials, and how to adapt either authentic or non authentic materials in classroom.

For the writer, hopefully this study will gives good contribution for the teaching reading by giving the alternative material such as authentic material. The writer also expected to inspire teacher to be more creative in delivering the material, because the creativity in teaching can inspire the students to think more creatively and innovatively.

For the students, it is hoped that they can have a high motivation and interest in reading, especially through authentic materials.
CHAPTER II
LITERATURE REVIEW

This chapter presents some related theories about the topic of this study, including the definition of reading, the purposes of reading, kinds of reading, the definition of reading comprehension, the definition of authentic text, the advantages of authentic text, and the disadvantages of authentic text. This chapter also consists of relevant studies, the theoretical thinking, and hypotheses.

A. Reading

1. The Definition of Reading

Reading is one of communicative processes. Reading is often considered as a passive skill because the reader only opens his/her own mind and eyes, and is decoding the work that has been done by the writer, but actually reading is an active skill because the reader needs to decode what the writer has already written. He or she may respond the text from their personal experiences or prior knowledge.

Many experts pointed out that reading is a process of recognition, interpretation, and perception of written or printed material. It does not simply know sounds, words, sentences, and the other part of language, but it consists of processing language and constructing meaning to know author’s ideas, feeling, or opinions.

Reading means different things to different people, for some, it is recognizing written words, while for others it is an opportunity to teach pronunciation and practice speaking. Alderson defines reading as “…An enjoyable, intense, private activity, from which much pleasure can be derived, and in which one can become totally absorbed”.

1 J. C. Alderson, *Assessing Reading*, (Cambridge: Cambridge University Press, 2000), P.
Reading is an active process that includes physical and mental activities. Reading is a physical process since there is physical activity, for example, mechanical eye movement when we read the passage and sometimes in pronouncing or in loud reading. But more than that, reading involves the reader’s thinking. Here, Cortina and Elder say that “Reading is a form of thinking”.\(^2\) It means that in reading process, brain do the reading activities such as associate the knowledge and experience with the written text.

From those explanations, it can be concluded that reading is a process of thinking. It is more than identifying the words on a page, but what must be achieved is an understanding of the sentences in a paragraph. It is not only how to get meaning, but also how the reader can understand the writer’s ideas.

2. **The Objectives of Reading**

People read for many purposes, and those purposes help the reader understand more with anything they read. In other words, how the students get the message from the writer symbols. One of the most important tasks of the reader is to dig out and find out what the writer would like to deliver.

Cortina and Elder mention that there are many purposes of reading, for example, reading a textbook to understand and to learn the material thoroughly and study for a test, reading a name from an index or the starting time of a movie in a newspaper listing to get a specific information, or reading magazine or novel to get pleasure.\(^3\)

Meanwhile, Grabe and Stoller stated that sometimes we read to get main idea (e.g. skimming a newspaper), we read to find specific information (e.g. scanning for the name, date, and term), and we read to learn new information (e.g. reading to learn), furthermore we read because

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\(^3\) *Ibid.*, p. 79.
we are expected to synthesize information from multiple texts in order to take a critical position with respect to that information (e.g. reading to integrate and evaluate information).  

From the statements above, it is clear that the purpose of reading is not only to understand word by word, sentence by sentence, or paragraph by paragraph, but also to understand and to find the ideas of the author.

3. The Different Kinds of Reading

There are two different kinds of reading according to Harmer. First is extensive reading, he stated that extensive reading “refers to reading which students do often (but not exclusively) away from the classroom. They may read novels, web pages, newspapers, magazines or any other reference material for pleasure, this is enhanced if students have a chance to choose what they want to read.”

Moreover, the second kinds of reading is intensive reading, Harmer stated that intensive reading “refers to the detailed focus on the construction of reading texts which take place usually (but not always) in classrooms. The teacher may ask student to extracts from poem, magazine, novel, newspaper, and a wide range of other text genres. The genre and topic may be determined by the specific purposes that students are studying for.”

4. The Definition of Reading Comprehension

Reading comprehension is the way of readers of getting information from the text relatively. Not all readers are capable to comprehend the text quickly, that ability normally taken by fluent reader because they usually have a habit of reading. Reading comprehension does

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not only mean the skill to comprehend the contents, but also the skill to understand the author’s ideas and feelings, so that the goal can be reached. On the other hand, comprehension is a process of negotiating understanding between the reader and the writer.

There are many definitions of reading comprehension given by the experts. According to Wainwright, “Reading comprehension is a complex process which comprises the successful or unsuccessful use of many abilities”. Some processes happen when you are reading, as you read your brain tells your eyes what to look in order to make connections.

Caldwell also stated that, “comprehension encompasses three components: an active process of comprehending; the skill, knowledge base, and motivation of the comprehender; and the difficulty and characteristic of the text that is read, listened to, or watched.”

Pearson and Johnson define comprehension is an active process, not passive. It is not simply recording and reporting word by word has been read, but it involves a great deal of inference making. In fact, the number of inference required to comprehend. Comprehension also a dialogue between the writer and the reader, hence we interpret statements according to our perception from what the writer is trying to do, to inform us, to persuade us, or to direct us.

Pearson and Johnson also said that, “Reading comprehension seems to involve language, motivation, perception, concept development, the whole of experience itself. It seems to be subject to the same constraints as thinking, reasoning, and problem solving”.

Therefore, it is the teachers’ duty in teaching reading to prepare the activities that can develop the students’ ability to improve their reading

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10 Ibid., p. 8.
comprehension. The activities should be purposeful, should relate to the students’ experiences and interest. The teacher can start to improve the students’ comprehension by activating their background knowledge in the pre-reading activity.

Based on the definitions above, the objective of reading is comprehend the ideas when it expressed by words or sentences in the various forms of printed or written language. If we understand the meaning of words or sentences we are looking at, we are really reading. However, when we don’t understand the meaning of words or sentences we are looking at, we are not really reading. Reading and comprehension are two things that cannot be separated, because reading without comprehending is merely a wasting time.

In addition, Alderson mentions Davis’ opinion about eight micro skills that should be in reading: recalling word meaning, drawing inferences about the meaning of a word in context, finding answers to questions answer explicitly, weaving together ideas in the content, drawing inferences from content, recognizing writer’s purpose, identifying a writer’s technique, and following the structure of a passage.\(^\text{11}\) While, reading microskills according to Munby mentioned in Alderson are recognizing the script of a language, deducing the meaning and use of unfamiliar lexical items, understanding explicitly stated information, information when not explicitly stated, conceptual meaning, the communicative value of sentences, relations between parts of the text, cohesion between part of the text, interpreting text, recognizing indicators in discourse, identifying the main point, distinguishing the main idea, extracting salient details to summarize, extracting relevant points, using basic reference skills, skimming, scanning, and transcoding information.\(^\text{12}\)

According to the explanation about microskills that should be in reading, the writer will use several microskills to assess reading

\(^{11}\) J. C. Alderson, *Assessing Reading*, (Cambridge: Cambridge University Press, 2000), P.

\(^{12}\) Ibid., p. 10-11.
comprehension; the students can distinguish the main idea from the text, the students can identify the important information that are explicitly stated or not stated in the text, the students can recognize the synonym or antonym of vocabulary from the text, the students can use basic reference skills, and the students can deducing the meaning and use of unfamiliar lexical items.

B. Authentic Text

1. The Understanding of Authentic Text

There are many discussions of the use of authentic texts or materials in English as a Foreign Language (EFL). 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”.\(^{13}\)

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”.\(^{14}\)

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.”\(^{15}\)

Furthermore, she also mentions the description of authentic text is, “Material that students will need and want to be able to read when travelling, studying abroad, or using the language in other contexts outside


the classroom.”\textsuperscript{16} The aim of authentic text is not on literary form or stylistic but it should be to understand of meaning and to emphasis on what is being said.

From the discussion above, the term of authentic texts or 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”.\textsuperscript{17}

From the discussion of the understanding of authentic text above, the writer conclude that authentic text is the text that is designed for native speakers and not for language teaching purposes, such as newspaper articles, magazines, brochure, advertisement, etc. In this study, the writer want to use authentic materials adopted from English newspaper or magazine, that written by English people and designed for native speakers.

2. The Example of Authentic Text

a. Advertisement

Advertisement is a picture and/or set of words used to persuade people to buy a product or use a service, and to inform readers about a job that is available. The example of advertisement can be seen in the appendix page 38.

b. Announcement

Announcement is an important or official statement that informs people about something. Example of announcement can be seen in the appendix page 39.

\textsuperscript{16} Ibid., p. 62.
c. Magazine

Magazine is a kind of periodical written publication which contains articles, advertising, and a variety of content. The example of magazine can be seen in the appendix page 39.

d. Memo

Memo is an internal document that is generally short; the function is to remind someone about a single topic or necessary information. The example of memo can be seen in the appendix page 40.

e. Invitation letter

An invitation letter is a letter that contains of a written notification or a written request to somebody to do something or to go somewhere. An invitation letter should give more information about the name of the event, when the event will be held, where the event will take place, and additional information (e.g. dress code, RSVP). The example of invitation can be seen in the appendix page 40.

f. Newspaper article

Newspaper article is a piece of writing about recent issues consists of particular topic, for example education, politic, financial, entertainment, cultures, etc. In this study, the writer will use newspaper as a source of news item material. The example of newspaper article can be seen in the appendix page 41.

g. Letter

Letter is a written message from one party to another that contains information. The example of letter can be seen in the appendix page 42.
3. The Advantages of Using Authentic Text

Martinez summarized several benefits of using authentic materials. The first one is that by using authentic material students are exposed to real discourse, as in videos of interview with famous people where intermediate students listen for general idea. Second, authentic materials keep students informed about what is happening in the world, so they have an intrinsic educational value. Third, as language change is reflected in the materials so that students and teachers can keep a line of such changes. Fourth, reading texts are ideal to teach/practice mini-skills such as scanning, e.g. students are given a news article and asked to look for specific information. Also, teachers can have students practice some of the micro-skills of listening, e.g. basically, students listen to news reports and they are asked to identify the names of countries, famous people, etc. Fifth, different authentic materials such as books, articles, newspapers, and so on contain a wide variety of text types, and language styles not easily found in conventional teaching materials. Thus, it can help student extend their vocabulary and help memorize them in a number of meaningful recycling. And the last, authentic materials can encourage reading for pleasure because they are likely to contain topics of interest to learners, especially if students are given the chance to have a say about the topics of kinds of authentic materials to be used in class. As a result, learners will keep high motivation and interesting in language teaching through these meaningful interactions with the materials.\(^\text{18}\)

While, Richards mentions the advantages of authentic reading texts material are:

1. They have positive effect on learner motivation because they are intrinsically more interesting and motivating than created material.
2. They provide authentic cultural information about the target culture. Materials can be selected to illustrate

many aspects of the target culture, including culturally based practices and beliefs and both linguistic behavior.

3. They provide exposure to real language rather than the artificial text found in created material that has been specially written to illustrate particular rules or discourse type.

4. They are more closely to learners needs and hence provide a link between the classroom and students’ need in the real world.

5. They support a more creative approach to learning.  

4. The Disadvantages of Using Authentic Text

Richards cites in Berardo that “authentic materials often contain difficult language, unneeded vocabulary items and complex language structures, which can often create problems. Sometimes vocabulary may not be relevant to the learners’ need and too many structures can create difficulty”.  

While Harmer said that, “Using authentic material for teaching reading and listening seems like good idea, but what effect will it have on students? Imagine giving a group of elementary students a page from Shakespeare or an editorial from a quality Sunday newspaper. They would not probably understand it and they would become very demoralized”.  

For more detail about using authentic text, Berardo made comparison of the advantages and disadvantages of using authentic text:  

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20 Sacha Antony Berardo, the *Use of Authentic Material in the Teaching of Reading*, *The Reading Matrix* Vol. 6 No.2, 2006, p. 65.


22 Berardo, *loc. cit.*
### Authentic Materials

<table>
<thead>
<tr>
<th>Advantages</th>
<th>Disadvantages</th>
</tr>
</thead>
<tbody>
<tr>
<td>“Real” language exposure with language change/variation being reflected</td>
<td>Often too culturally biased, difficult to understand outside the language community</td>
</tr>
<tr>
<td>Students are informed about what is happening in the world</td>
<td>Vocabulary might not be relevant to the student’s immediate needs</td>
</tr>
<tr>
<td>Textbooks tend not to include incidental/improper English and become outdated very quickly</td>
<td>Too many structures are mixed so lower levels have problems decoding the texts</td>
</tr>
<tr>
<td>The same piece of material can be used for different tasks</td>
<td>Special preparation is necessary, can be time consuming</td>
</tr>
<tr>
<td>Ideal for teaching/practicing mini-skills-skimming/scanning</td>
<td>Can become outdated easily, e.g. news stories, articles</td>
</tr>
<tr>
<td>Contain a wide variety of text types, language styles not easily found in conventional teaching materials</td>
<td></td>
</tr>
<tr>
<td>Encourage reading for pleasure, likely to contain topics of interest</td>
<td></td>
</tr>
</tbody>
</table>

### C. Relevant Studies

The studies about the use of authentic material for language teaching are abounding. The first study is conducted by Sari Anjani. She did a study about the use of authentic material in teaching short functional text, especially for the students at second grade of junior high school. Her participants are 70 students, 35 students for experimental class and 35 students for control class. The result of the study showed that authentic material is effective for the students reading comprehension, especially in short functional text.²³

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The difference of this research with the writer’s study is, this research did a study about the use of authentic materials in teaching short functional texts, while the writer’s research did a study about the use of authentic material especially news items on students’ reading comprehension, and participants of this study are the first grade of senior high school.

The second research is conducted by Khoirul Umam, he conducted the research to find the effectiveness of The Jakarta Post newspaper article to improve students’ vocabularies at the second grade of MTs Al-Khairiyah Jakarta. He used pre-test and post-test technique to collect the data. The result showed that by using The Jakarta Post newspaper articles had a significant influence in teaching English vocabulary than teaching English vocabulary by using textbooks. He also said that The Jakarta Post newspaper articles may become the alternative ways that can be used by the teacher in teaching and improving students’ vocabulary mastery, because it has a various type of texts including formal or informal language. And it will also be particularly helpful for those students who work and live in a target language community.24

The difference of this research with the writer’s study is, this research focused to find out the effectiveness of using The Jakarta Post newspaper articles to improve students’ vocabulary mastery, while in the writer’s study focused on reading comprehension. This research also help the writer to compare the result of using authentic materials between students’ vocabulary mastery and reading comprehension.

The third research was conducted by Miftahul Huda. He conducted the research to find out the effectiveness of using authentic and non authentic texts in students’ reading comprehension at the first grade of junior high school. This is an experimental study with 50 participants, 25 participants for experimental class and 25 participants for control class.

24 Khoirul Umam, “Improving the Students’ Vocabulary with The Jakarta Post Newspaper Articles”, Skripsi, (Jakarta: Faculty of Tarbiyah and Teachers’ Training, 2010), tidak dipublikasikan.
The result showed that there was no significant influence in students’ reading achievement of using authentic or non authentic materials. It because the students found difficulties to understand the text, furthermore in authentic text, the grammar and vocabularies are complicated.  

Contrast with the result of the researches before, the result of this research tells the writer that authentic materials are not always effective on students’ reading comprehension because there are many factors that influence the students’ ability to comprehend the text. So, through this study, the writer wants to know whether the use of authentic reading material, especially news items are effective on students reading comprehension.

**D. Thinking Framework**

In this study, the writer will find empirical evidence of how significant the effectiveness of authentic material on students’ reading comprehension at the first year of SMAN 28 Kabupaten Tangerang. As has been discussed previously, reading is one of four skills that are learnt at school. Reading is also something crucial for the students because the success of their study depend on their great ability to read. If they have a good ability in reading, they will have a better chance to succeed in their study.

A good teaching reading process can involve the reader in active interaction with what is presented in the text. A good teacher must have a strategy and technique to teach reading in order not to make his/her students feel bored with reading class. Among the ways to improve students’ reading comprehension, the writer tries to apply an authentic reading material in teaching reading comprehension to make the students...

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more interesting in reading, so that they can comprehend the text well, especially news item texts.

E. Hypotheses

Null hypothesis (H₀): there is no effectiveness when the students were taught by using authentic reading material to the first grade of SMAN 28 Kabupaten Tangerang.

Alternative hypothesis (Hₐ): there is effectiveness when the students were taught by using authentic reading material to the first grade of SMAN 28 Kabupaten Tangerang.
CHAPTER III
RESEARCH METHODOLOGY

A. Place and Time of the Study

The research was conducted at SMAN 28 Kabupaten Tangerang, which is located on Jalan Raya LAPAN, Cisauk. The writer conducted the study from January 13 until January 25, 2015.

B. Method and Design of the Study

This study adopted a quasi experimental method, “involve manipulation of an independent variable but differ in that subjects are not randomly assigned to treatment groups”\(^1\), which aims to know whether using authentic reading material is effective on learners’ reading comprehension.

In this study, the writer took two classes, experiment class and control class. Before giving treatment, the writer gave pre-test. Then the writer taught in experiment class by using authentic materials from the newspaper. After two meetings, the writer gave post-test to both classes. It was given to know the effectiveness of authentic materials on students’ reading comprehension.

C. Population and Sample

The population of the study is all of the students at the first year of SMAN 28 Kabupaten Tangerang. There are five classes. Each class consists of about 40 students. The sample of the study is only two classes. The writer determined the sample used purposive sampling, “the sample is taken on the basis of the judgment of their typically or possession of the

particular characteristics being sought\textsuperscript{2}, therefore, the writer took the sample based on teacher’s judgment that she judge the two classes that the writer took had the same average achievement. The classes are X.1 as an experiment class and X.5 as a control class. Each class consists of 40 students and the writer made a comparison of the result of pre-test and post-test from those classes.

D. The Instrument and Technique of Data Collection

The instrument of the study is multiple choice tests. Before the writer does the research, first she create grid of test items, grid is arranged based on standard competence and basic competence which has been determine. The grid is to make the items of the test appropriate with the criteria of the research. The table of grid of the test instrument can be seen in the appendix.

After she creates a grid and questions, she did a pilot study. Pilot study is conducted to measure the validity and reliability of the instrument before it is used in the study. Pilot study had conducted in different school of the study.

Next, she analyzes validity and reliability of the instrument with ANATES 4 application. There are twenty questions from forty five questions which are significant. Those twenty multiple choice questions then will be used as a pre and post test. The pre test and post test questions can be seen in the appendix.

Pre-test was given to know the homogeneity/equivalent of the experiment and control class before treatment. While post-test was given to know whether there was a significant result after treatment.

E. Technique of Data Analysis

Analyzing the data is the last step in the procedure of experiment. To know the effectiveness of using authentic material on students’ reading comprehension, the writer calculated the result of the pre-test and post-test using t-test technique, the formula is:

\[ t_0 = \frac{M_1 - M_2}{SE_{M1-M2}} \]

With the explanation:

- **M1**: Mean of the Difference of Experimental Class
- **M2**: Mean of the Difference of Control Class
- **SE_{M1}**: Standard Error of Experiment Class
- **SE_{M2}**: Standard Error of Control Class
- **X**: Teaching reading comprehension using authentic material in experiment class
- **Y**: Teaching reading comprehension without authentic material in control class

The procedures of calculation were as follows:

1. Determining Mean of variable X, the formula is
   \[ M_1 = \frac{\sum X}{N_1} \]
2. Determining Mean of variable Y, the formula is:
   \[ M_2 = \frac{\sum X}{N_2} \]

---

3. Determining Standard of Deviation Score of variable X, the formula is:

\[ SD_1 = \sqrt{\frac{\sum X^2}{N_1}} \]

4. Determining Standard of Deviation Score of variable Y, the formula is:

\[ SD_2 = \sqrt{\frac{\sum Y^2}{N_2}} \]

5. Determining Standard Error of Mean of variable X, the formula is:

\[ SE_{M1} = \frac{SD_1}{\sqrt{N_1 - 1}} \]

6. Determining Standard Error of Mean of variable Y, the formula is:

\[ SE_{M2} = \frac{SD_2}{\sqrt{N_2 - 1}} \]

7. Determining Standard Error of Difference Mean of variable X and variable Y, the formula is:

\[ SE_{M1-M2} = \sqrt{SE_{M1}^2 + SE_{M2}^2} \]

8. Determining \( t_o \) with formula:

\[ t_o = \frac{M_1 - M_2}{SE_{M1-M2}} \]

9. Determining \( t \)-table in significance level 5% and 1% with degree of freedom (df):

\[ df = (N_1 + N_2) - 2 \]
F. Statistical Hypothesis

\[ H_0 = \mu_1 \leq \mu_2 \]
\[ H_a = \mu_1 > \mu_2 \]

Where:
\[ \mu_1 \]: The mean scores of students who used authentic material
\[ \mu_2 \]: The mean scores of students who did not use authentic material

Null hypothesis (\( H_0 \)) stated there is no effectiveness when the students were taught by using authentic reading material at the first grade of SMAN 28 Kabupaten Tangerang.

Alternative hypothesis (\( H_a \)) stated there is effectiveness when the students were taught by using authentic reading material at the first grade of SMAN 28 Kabupaten Tangerang.

If t-test (\( t_o \)) > t-table in significant degree of 0.05, \( H_0 \) (Null hypothesis) is rejected.

If t-test (\( t_o \)) < t-table in significant degree of 0.05, \( H_0 \) (Null hypothesis) is accepted.
A. Description of the Data

The experiment class and the controlled class were taught with different technique in teaching reading. The experimental class was taught news item text using authentic materials, whereas controlled class was taught with the text from textbook. The data shown in this part were collected from students’ score in pre-test and post-test of both experiment class and controlled class. The data were described into two tables. The Table 4.1 showed the students’ score in experimental class and the table 4.2 showed the students’ score in controlled class.

1. The Data of Experiment Class

<table>
<thead>
<tr>
<th>Students (X)</th>
<th>Pre-test</th>
<th>Post-test</th>
<th>Gained Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>55</td>
<td>80</td>
<td>25</td>
</tr>
<tr>
<td>2</td>
<td>65</td>
<td>75</td>
<td>10</td>
</tr>
<tr>
<td>3</td>
<td>60</td>
<td>65</td>
<td>5</td>
</tr>
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<td>4</td>
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<td>75</td>
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<td>60</td>
<td>0</td>
</tr>
<tr>
<td>6</td>
<td>50</td>
<td>80</td>
<td>30</td>
</tr>
<tr>
<td>7</td>
<td>80</td>
<td>80</td>
<td>0</td>
</tr>
<tr>
<td>8</td>
<td>35</td>
<td>65</td>
<td>30</td>
</tr>
<tr>
<td>9</td>
<td>35</td>
<td>35</td>
<td>0</td>
</tr>
<tr>
<td>10</td>
<td>45</td>
<td>65</td>
<td>20</td>
</tr>
<tr>
<td>11</td>
<td>60</td>
<td>70</td>
<td>10</td>
</tr>
<tr>
<td>12</td>
<td>75</td>
<td>80</td>
<td>5</td>
</tr>
<tr>
<td>13</td>
<td>60</td>
<td>70</td>
<td>10</td>
</tr>
<tr>
<td>14</td>
<td>70</td>
<td>85</td>
<td>15</td>
</tr>
<tr>
<td>15</td>
<td>40</td>
<td>35</td>
<td>-5</td>
</tr>
<tr>
<td>16</td>
<td>60</td>
<td>75</td>
<td>15</td>
</tr>
<tr>
<td>17</td>
<td>70</td>
<td>95</td>
<td>25</td>
</tr>
<tr>
<td>18</td>
<td>50</td>
<td>70</td>
<td>20</td>
</tr>
</tbody>
</table>
From the description of score in experimental class above, it could be seen that from 40 students in the class, the mean of pre-test was 60.13 and the mean of post-test was 72.25. So, the writer got the mean of gained score was 13.25. Based on the Table above, the highest score in pre-test was 90, obtained by one student. Meanwhile, the lowest score was 35, obtained by three students. Those score obtained before the students got the treatment. While, in post-test the highest score was 95 obtained by five students and the lowest score was 35 obtained by three students. Those score obtained after the students got the treatment using authentic reading material. From the
differences between the students’ score in pre-test and the students’ score in post-test, it can be conclude that there was a positive effect of using authentic materials on students’ reading comprehension.

2. The Data of Controlled Class

Table 4.2  
Score of Pre-test and Post-test of Controlled Class

<table>
<thead>
<tr>
<th>Students (Y)</th>
<th>Pre-test</th>
<th>Post-test</th>
<th>Gained Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>55</td>
<td>65</td>
<td>10</td>
</tr>
<tr>
<td>2</td>
<td>80</td>
<td>85</td>
<td>5</td>
</tr>
<tr>
<td>3</td>
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<td>85</td>
<td>5</td>
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<tr>
<td>9</td>
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<td>65</td>
<td>5</td>
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<tr>
<td>10</td>
<td>55</td>
<td>65</td>
<td>10</td>
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<td>11</td>
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<tr>
<td>12</td>
<td>75</td>
<td>90</td>
<td>15</td>
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<tr>
<td>13</td>
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<td>75</td>
<td>-5</td>
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<tr>
<td>15</td>
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<td>90</td>
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<td>80</td>
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<tr>
<td>17</td>
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</tr>
<tr>
<td>30</td>
<td>50</td>
<td>65</td>
<td>15</td>
</tr>
</tbody>
</table>
From the description of score in controlled class above, it could be seen that from 40 students in the class, the mean of pre-test was 64.25 and the mean of post-test was 71.5. The writer got the mean of gained score was 7. The lowest score in pre-test was 35 obtained by one student and the highest score was 90 obtained by one students. After the writer giving a treatment without authentic material, then the writer gave the students post-test. The data showed in post-test that the lowest score was 35 obtained by three students and the highest score was 95 obtained by five students. From the differences between Table 4.1 and 4.2 above it can be conclude that there was positive effect in using authentic materials on students’ reading comprehension.

### B. Analysis of the Data

Before calculating the t value of the observation, the writer would like to calculate gain (d).
Table 4.3
The Result of Comparison of the Experimental Class and Controlled Class

<table>
<thead>
<tr>
<th>Students’ Identification</th>
<th>Experiment Class</th>
<th>Controlled Class</th>
<th>X (X-MX)</th>
<th>Y (Y-MY)</th>
<th>x²</th>
<th>y²</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>25</td>
<td>10</td>
<td>11.75</td>
<td>3</td>
<td>138.06</td>
<td>9</td>
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<td>10</td>
<td>5</td>
<td>-3.25</td>
<td>-2</td>
<td>10.56</td>
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</tr>
<tr>
<td>3</td>
<td>5</td>
<td>-5</td>
<td>-8.25</td>
<td>-12</td>
<td>68.06</td>
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</tr>
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<td>4</td>
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<td>-8.25</td>
<td>-12</td>
<td>68.06</td>
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</tr>
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<td>0</td>
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<td>68.06</td>
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<tr>
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<td>1.75</td>
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<td>21</td>
<td>-10</td>
<td>10</td>
<td>-23.25</td>
<td>3</td>
<td>540.56</td>
<td>9</td>
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<td>10</td>
<td>21.75</td>
<td>3</td>
<td>473.06</td>
<td>9</td>
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<td>35</td>
<td>35</td>
<td>-5</td>
<td>21.75</td>
<td>-12</td>
<td>473.06</td>
<td>144</td>
</tr>
</tbody>
</table>
Students’ Identification | Experiment Class | Controlled Class | X (X-MX) | Y (Y-MY) | $x^2$ | $y^2$
---|---|---|---|---|---|---
36 | 5 | 10 | -8.25 | 3 | 68.06 | 9
37 | 5 | 5 | -8.25 | -2 | 68.06 | 4
38 | -5 | -15 | -18.25 | -22 | 333.06 | 484
39 | -15 | -5 | -28.25 | -12 | 798.06 | 144
40 | 25 | 30 | 11.75 | 23 | 138.06 | 529

$\sum X = 530$  $\sum Y = 280$  $\sum x = 0$  $\sum y = 0$  $\sum x^2 = 6377.4$  $\sum y^2 = 5640$

The formula of t-test was expressed as follow:

$$t_0 = \frac{M_1 - M_2}{SE_{M1-M2}}$$

The calculation can be seen as follow:

1. Determining Mean of variable X

$$M_1 = \frac{\sum X}{N_1} = \frac{530}{40} = 13.25$$

2. Determining Mean of variable Y

$$M_2 = \frac{\sum Y}{N_2} = \frac{280}{40} = 7$$

3. Determining Standard of Deviation Score of variable X

$$SD_1 = \frac{\sqrt{\sum x^2}}{N_2} = \frac{\sqrt{6377.4}}{40} = \sqrt{159.435} = 12.62$$

4. Determining Standard of Deviation Score of variable Y

$$SD_2 = \frac{\sqrt{\sum y^2}}{N_2} = \frac{\sqrt{5640}}{40} = \sqrt{141} = 11.87$$

5. Determining Standard Error of Mean of variable X

$$SE_{M1} = \frac{SD_1}{\sqrt{N1 - 1}} = \frac{12.62}{\sqrt{39}} = \frac{12.62}{6.24} = 2.03$$
6. Determining Standard Error of Mean of variable Y
\[ SE_{M2} = \frac{SD_2}{\sqrt{N2 - 1}} = \frac{11.87}{\sqrt{40 - 1}} = \frac{11.87}{\sqrt{39}} = 1.90 \]

7. Determining Standard Error of Difference Mean of variable X and variable Y
\[ SE_{M1-M2} = \sqrt{SE_{M1}^2 + SE_{M2}^2} = \sqrt{(2.04^2 + 1.90^2)} = \sqrt{4.16 + 3.61} = \sqrt{7.77} = 2.79 \]

8. Determining \( t_0 \)
\[ t_0 = \frac{M1 - M2}{SE_{M1-M2}} = \frac{13.25 - 7}{2.79} = \frac{6.25}{2.79} = 2.24 \]

9. Determining \( t \)-table in significance level 5% with degree of freedom \((df)\)
\[ df = (N1 + N2) - 1 = (40 + 40) - 1 = 78 \]
The value of \( df \) 78 at the degree of freedom 5% or \( t_{table} \) is 1.99.

10. The testing of hypothesis
The statistical hypothesis of the research can be seen as:

Null hypothesis \( (H_0) \) stated there is no effectiveness when the students were taught by using authentic reading material at the first grade of \textit{SMAN 28 Kabupaten Tangerang}.

Alternative hypothesis \( (H_a) \) stated there is effectiveness when the students were taught by using authentic reading material at the first grade of \textit{SMAN 28 Kabupaten Tangerang}.
And then the criteria uses ad follows:

1. If t-test ($t_o$) > $t_{table}$ ($t_t$) in significant degree of 0.05, $H_o$ (Null hypothesis) is rejected.
2. If t-test ($t_o$) < $t_{table}$ ($t_t$) in significant degree of 0.05, $H_o$ (Null hypothesis) is accepted.

C. Interpretation of the Data

Based on the formula above, the result of the statistic calculation indicated that the value of $t_o = 2.24$ and the value of $df$ (degree of freedom) 78 with significance 5% is 1.99. The result showed that t-test ($t_o$) > t-table (2.24 > 1.99). It means that t-test was higher in the value 2.24 than t-table. Since $t_o$ score in the table is higher than $t_{table}$ score obtain from the result of calculating, so the alternative hypothesis ($H_a$) is accepted and the Null hypothesis ($H_o$) is rejected.

Based on the explanation about the result on the table above, we can conclude that teaching reading comprehension using authentic material is quite success. From the data of students’ score was increase after they used authentic materials. Moreover, it can be said that using authentic materials affect students’ reading comprehension. According to Martinez, authentic materials can keep students informed about what is happening in the world, it can also encourage reading for pleasure because they are likely to contain topics of interest to learners.¹

CHAPTER V
CONCLUSIONS AND SUGGESTIONS

A. Conclusion

Based on the research that carried out at the first grade of SMAN 28 Kab. Tangerang academic year 2014/2015, it can be concluded that using authentic material is effective in teaching students’ reading comprehension of news item text. The calculation of the data showed that $t_o (2.24) > t_{table} (1.99)$ with $df 78$ in significance 5%. Since $t_o$ score in the Table is higher than $t_{table}$, it can be said that alternative hypothesis ($H_a$) is accepted and Null hypothesis ($H_o$) is rejected.

In other words, it can be concluded that teaching reading comprehension to the first grade of SMAN 28 Kab. Tangerang using authentic material is effective.

B. Suggestions

The writer wants to give some suggestions for the teacher and students that might be useful. These suggestions hopefully can help the teachers when they teach reading, and students when they learn about reading in class, as follow:

1. The teachers should be realized that there are many kinds of reading material besides textbook. One example is the use of newspaper as an authentic material.

2. The use of authentic materials can attract students’ interest in reading, because they will not just read but also know the authenticity of the text.

3. The teachers should be more creative when selecting the reading material since there are many kinds of resources that can be use as reading materials in class.
4. Authentic reading material can encourage the students’ reading habit not only inside the class but also outside the class.

As stated above, the writer believes that authentic materials can give a positive effect to enhance students’ reading comprehension. Using authentic materials can be an alternative for the teachers to make the students more interesting in learning reading in class.
BIBLIOGRAPHY


Umam, Khoirul. *Improving the students’ vocabulary with the Jakarta Post newspaper articles*. Skripsi. English Department, Faculty of Tarbiyah and Teachers Training, Syarif Hidayatullah State Islamic University. Jakarta: 2010. Not published.


APPENDICES
Example of advertisement

- Job vacancy advertisement

**JOB VACANCY**
A SENIOR SECRETARY
Female, graduation from a reputable university, min. 5 years of work experience, Good command of English (oral & written) computer literate (min. Word, Excel, Internet).
Please submit your complete application, resume & recent photograph not more than 10 days after this ads to: HRD PT CITRA ENERGY DEVELOPMENT.
Wisma Emha Jln. Wijaya I No 11 A, Kebayoran Baru, Jakarta Selatan 12170 Fax no. 021-7207978
E-mail address: mitraenergy@cbn.net.id only shortlisted candidates will be notified.

- Service advertisement
Example of Announcement

- School announcement

**ANNOUNCEMENT**

To: all students  
In the framework of National Education Day, the Students Organization will hold some interesting programs. They are: English Speech Contest and Class Wall Magazine Competition.

The programs will be held on May, 2\textsuperscript{nd} 2013. Started from 8 a.m until 1 p.m. For detailed information please contact Mr. Sulaiman.

- Birth announcement

**It’s a Boy**
Announcing the on-time arrival of
GRAYSON ROLLAND GAINES

Touched down on the runway  
August 5, 2005 5:52 am  
8 pounds 1 ounce, 22 inches  
Co-pilots: Rust and Jacqueline  
Ground crew: Summer, Sydney

Example of Magazine
Example of Memo

- School memo

To : All Math teachers  
From : Headmaster of SMA Bhakti Jakarta  
Date : July 16, 2010  
Subject : Meeting  

There are many things to discuss about the decreasing math standard of students. The school board asked me to discuss about this. Please call me on my mobile phone if you have any question.

- Personal memo

To : Rani  

I am sorry Rani, today I will hold a meeting at office until 9 p.m, please feed my cat in the afternoon. Thanks before.  

Ana

Example of Invitation Letter

- Wedding invitation

To : Dr. Hosam Al Hamidi  

Thanks to Allah. It is because of His blessing that we are happily announcing about our son’s wedding party. The party will be conducted on September 2nd, 2011 at 01.00 pm. It will be held at Islamic Center, Jl. Bhayangkara 22, Bandung. We and the couple,  

Haidar Ali & Rania Ahmadi  

Gladly invite you to come to the party. It will be a great honor for us if you could attend the party.  

Sincerely,  
Mr. Firhad’s Family  

P.S. it is better for you to wear a formal cloth.
Birthday invitation

Please come to the party to celebrate the sixth birthday of
ELIZA KEITH BROWN
Daughter of Mr and Mrs. Andrea Keith Brown
Sunday, October 17th 2011
1:00 p.m - 3:00 p.m
West Landering Avenue apt 25
452 Cupcake Lane
RSVP to Jeannie or Jose (976-680-5632)

Example of Newspaper Article

German students studying in Bali give back to the community
Example of Letter
- Formal letter
Dear Maya

Thank you very much for your last letter. It was great to hear from you after so many months. You seem to be having a nice time in France.

Thanks also for the photographs. I absolutely loved that snap of yours standing in front of the Eiffel Tower. France looks stunning. Someday, I would definitely like to go there.

There’s not much happening here. I am busy with my work and kids.

By the way, are you coming home anytime soon? If you are, let me know the dates and we can arrange to meet up.

Hope to see you soon!

Aditi
## Kisi-kisi of Pre-test

<table>
<thead>
<tr>
<th>Standard Competency</th>
<th>Basic Competency</th>
<th>Indicator</th>
<th>Kind of Question</th>
<th>Number of Question</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understanding the meaning of short functional text and write text monologue/essay of a narrative, descriptive, and news items in the context of everyday life and access to popular science</td>
<td>Responding to the meaning and the steps of rhetoric monologue, written text/essay accurately and fluently in text format: narrative, descriptive, and news items.</td>
<td>• distinguish the main idea of the text</td>
<td>Multiple Choice</td>
<td>1, 5, 10, 16</td>
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<td></td>
<td></td>
<td>• identify the important information that are explicitly stated</td>
<td>Multiple Choice</td>
<td>2, 3, 6, 8, 11, 12, 14</td>
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<td></td>
<td>• identify the important information that are explicitly not stated</td>
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<td>7, 15, 18</td>
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<td></td>
<td>• recognize the synonym or</td>
<td>Multiple Choice</td>
<td>4, 9, 13, 20</td>
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<td>Antonym of vocabulary from the text</td>
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<td>Using basic reference skills</td>
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<tr>
<th>Multiple Choice</th>
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</table>
Mount Krakatau, a volcano located in the Sunda Strait spewed steam clouds with a temperature of 100 degrees Celsius on Monday.

The volcano also spewed tiny particles of hard volcanic materials such as gravel or pebbles heated to a temperature of 800 degrees Celsius. The gravel consisted of ball-shaped material each with a diameter of six millimeters that could not be seen by the naked eyes as they move very rapidly.

Anton S Prambudi, the head of a Mount Anak Krakatau surveillance post at Pasauran Village, Cinangka Sub-district, Serang District, Banten Province, urged anyone not to come closer than two kilometers from the mountain as the materials falling around it are extremely hot. (text taken from Antara, Nov 15th, 2010)

1. What is the news about?
   a. A mountains in Banten Province
   b. Mt. Anak Krakatau spewed hot steam cloud.
   c. The damage at around Mt. Anak Krakatau.
   d. The particles that spewed from Mt. Anak Krakatau.
   e. The report from the head of Mt. Anak Krakatau surveillance.

2. Where did the event happen?
   a. Banten Province
   b. Pasauran Village
   c. Sunda Strait
   d. Mt. Anak Krakatau
   e. Serang

3. Who became the source of the news?
   a. Anton S Prambudi
   b. Antara
   c. Jakarta Post
   d. The Government
   e. Head of District

4. The word “tiny” at second paragraph has a closest meaning to…
   a. Big
   b. Small
   c. Wide
   d. Hard
   e. Soft
Seven people were killed in a collision between a bus, a car, and a truck on Jalan Sultan at 10:35 p.m. last night. The victims were all passenger of the car. The police believed the car had been trying to overtake the bus when it was struck by a truck coming from the opposite direction. The driver of the car might not be using his lights, as the truck driver said, he did not see the car approaching.

The police said, the car should not have tried to pass the bus, since overtaking is not allowed on Jalan Sultan. In addition, the police reported that the car, a small Japanese car, should not have been carrying more than five people, if the passenger had brought their identity cards, the police would have identified the names of the victims easily.

5. The text meanly reports that there was/were...
   a. A car accident.
   b. Careless driver.
   c. A small Japanese car.
   d. Victims of an accident.
   e. The function of an identity card.

6. What was the cause of the collision?
   a. The truck came from the opposite directions.
   b. The car carried more than five people.
   c. The truck driver didn’t use his light.
   d. The truck driver didn’t see the car.
   e. The car tried to overtake the bus.

7. “if the passenger had brought their identity cards, the police would have been easy to identify the names of victims.” (the last sentence ) the sentence above means...
   a. The victims’ names were not known.
   b. The victims were easy to be identified.
   c. The passenger brought their identity cards.
   d. The police had no difficulty in identifying the victims.
   e. It was easy for the police to identify the victims of the accident.

8. Who said that accident was caused by the car?
   a. The police.
   b. The victims.
   c. The reporter.
   d. The truck driver.
   e. The bus passengers.

9. “…driver said he did not see the car approaching.”
   The opposite meaning of the underlined word is...
   a. Near
   b. Close
   c. Far
The Indonesian government and World Wild Fund (WWF) have announced a bold commitment to protect the remaining forest and critical ecosystem of Sumatra.

WWF said the historic agreement represented the first-ever island-wide commitment to protect Sumatra’s stunning biodiversity.

The commitment was announced Thursday at the International Union for Conservation of Nature (IUCN), World Conversation Congress in Barcelona and was endorsed by the governors of Sumatra’s 10 provinces, the world’s sixth-largest island, and also by four ministers.

Sumatra is the only place in the world where tigers, elephants, orangutans and rhinos co-exist.

The agreement commits all the governors in Sumatra, along with the Indonesia ministries of forestry, environment, home affairs, and public works to restore critical ecosystems in Sumatra and protect areas with high conservation values.

WWF, Conservation International, Fauna and Flora International, Wildlife Conservation Society, and other conservation groups working in Sumatra have agreed to help implement the political commitment to protect what remains of the island is species-rich forests and critical areas. The island has lost 48 percent of its natural forest cover since 1985.

More than 13 percent of Sumatra’s remaining forests are peat forests, which sit atop the deepest peat soil in the world; clearing peat forests is a major source of carbon emissions that cause climate change.

10. The agreement is…
   a. To implement the decisions of the World Conservation Congress
   b. To support the governors of Sumatra to chase animals hunters
   c. To stop the emissions of carbon that caused climate change
   d. To protect the forests and ecosystems in Sumatra
   e. To work together for the development of Sumatra

12. What is the major cause of climate change?
   a. The existing of biodiversity in Sumatera
   b. The existing of tiger, elephant, orang utan, and rhino.
   c. Critical ecosystem
   d. Clearing peat forests
   e. Disaster

13. “…The commitment was announced Thursday at the International Union for Conservation of Nature (IUCN).” (third paragraph)
   The underlined word has a similar meaning to…
   a. Agreement
   b. Announcement
   c. Result
   d. Meeting
   e. Speaking
14. How much peat forest in Sumatera?
   a. 48 percent
   b. More than 13 percent
   c. 13 percent
   d. Less than 13 percent
   e. More than 48 percent

15. Who issued the news?
   a. Government
   b. WWF
   c. Ministers
   d. IUCN
   e. Jakarta Post

Learning the simple preventive measures for avian influenza has been part of students’ daily lesson at the school during the past year. The student said the information useful for them.

“The virus can make us ill. It can kill us, you know. But I’m not afraid because I always wash my hands before eating and stay away from chicken. I won’t touch any chicken if they look sick or if they’re dead”, said Rania, one of student SDN Cipocok Jaya 1, a state elementary school in Serang, Banten.

Serang is considered as high-risk, because it neighbors with Tangerang, which the government declared a “red zone” for bird flu following the death of Iwan Siswara, an official at the Supreme Audit Agency (BPK) and his two young daughters in July 2005.

Bird flu or avian influenza is a poultry disease, but expert fear that the virus H5N1 – mutates and become able to be transmitted from human to human. The avian influenza death toll in Indonesia has reached 112, the highest in the world.

16. What should the best title for the text?
   a. SDN Cipocok Jaya 1, Serang Banten
   b. How to tackle avian influenza
   c. The danger of virus H5N1
   d. The Unicef contribution on bird flu
   e. The victim of bird flu

17. What city is considered as ‘red zone’ according to the government?
   a. Serang d. Jakarta
   b. Banten e. Bandung
   c. Tangerang

18. The following statements are true, except…
   a. Iwan Siswara is one of the victims of bird flu.
   b. Tackling avian influenza has been part of students’ lesson
   c. Avian influenza cannot be transmitted from chicken to human.
   d. Iwan Siswara is an official at Supreme Audit Agency
   e. Washing hands is one of effective way to tackle the virus

19. “… I won’t touch any chicken if they look sick or if they’re dead”, said Rania, one of students SDN Cipocok Jaya 1”. (3rd paragraph) The underlined word refers to…
   a. The students
   b. Rania’s friend
   c. Rania’s teacher
   d. Any chicken
   e. The viruses
20. “...but expert fear that the virus H5N1 – mutate and become able to be transmitted from human to human.” (last paragraph)

The synonym of the underlined word is...

a. Transfer  

b. Make  

c. Wash  

d. touch  

e. change
The Answer Key of Pre-test

1. b
2. c
3. a
4. b
5. a
6. e
7. a
8. a
9. c
10. d
11. c
12. e
13. a
14. b
15. e
16. b
17. c
18. c
19. d
20. a
Kelas Experiment pertemuan ke-1

RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

Satuan Pendidikan : SMAN28 Kab. Tangerang
Kelas / Semester : X/2
Mata Pelajaran : Bahasa Inggris
Pertemuan Ke- : 
Alokasi Waktu : 2 x 45 Menit

Standar Kompetensi

Membaca

Memahami makna dalam teks fungsional pendek dan teks tulis monolog/esei sederhana berbentuk narrative, descriptive, dan news item dalam konteks kehidupan sehari-hari dan mengakses ilmu pengetahuan populer.

Kompetensi Dasar

Merespon makna dan langkah-langkah retorika teks tulis monolog/esei sederhana secara akurat, lancar, dan berterima dalam teks berbentuk: narrative, descriptive dan news item.

Indikator Pencapaian

1. Mengidentifikasi makna dalam teks tulis fungsional dan teks berbentuk news item.
2. Mengidentifikasi langkah-langkah retorika dalam teks berbentuk news item.

Tujuan Pembelajaran

Siswa mampu:
1. Mengidentifikasi makna dalam teks tulis fungsional dan teks berbentuk news item.
2. Mengidentifikasi langkah-langkah retorika dalam teks berbentuk news item.
Materi Ajar

News Item:

News item is a text which informs readers about events of the day. The events are considered newsworthy or important.

Generic structure of news item

Ada 3 susunan umum dalam menulis news item, berikut adalah generic structure dari news item:

1. Title = judul sebuah berita
2. Main events/newsworthy events = menuliskan inti berita/peristiwa yang dianggap penting. (recounts the event in summary form)
3. Elaboration/background events = menuliskan latar belakang/sebab terjadinya suatu peristiwa. (elaborate what happened, to whom, in what circumstances.)
4. Sources = menuliskan sumber berita, biasanya berisi tentang kutipan dari narasumber/saksi mata/petugas terkait dengan peristiwa tersebut. (comments by participants in, witnesses to and authority’s expert on the event.)

Ciri-ciri news item:

Banyak sekali ciri umum news item text; ciri paling menonjol ialah bahasanya yang singkat padat dan tidak bertele-tele. Beberapa lagi diantara nya:

1. Sering menggunakan action verbs
2. Dominan menggunakan saying verbs (said, reported)
3. Banyak menggunakan adverb of time, adverb of place, adverb of manner.

Contoh Teks Otentik dari Koran

_read this text then label the generic structure of the text._

<table>
<thead>
<tr>
<th>News Item:</th>
<th>Floods force thousands of people to evacuate in Gorontalo</th>
</tr>
</thead>
<tbody>
<tr>
<td>GORONTALO (Antara): Floods triggered by days of torrential</td>
<td></td>
</tr>
</tbody>
</table>
Rain swamped thousands of houses in ten sub-districts of the city of Gorontalo on Tuesday, forcing thousands of people to evacuate.

An official at the flood mitigation post said that as of Tuesday morning, around 2,015 people had been evacuated to safer locations.

The official said that starting at 2 a.m. on Tuesday, flood waters had swept through ten sub-districts, namely Heledulaa Selatan, Moodu, Heledulaa Utara, Bugis, Ipiilo, Tenda, Padebuolo, Biawu, Dembe II, and Tenilo. He added that the local government had distributed 100 boxes of instant noodles and three tons of rice to displaced people at refugee shelters.

Rescue workers, assisted by police, military personnel and volunteers, joined together to evacuate the flood victims from their homes to at least 10 temporary shelters across Gorontalo city.

Mimi, one of the refugees, said she was reluctant to evacuate but the water in her house kept rising. On Tuesday morning it reached 50 centimeters and forced her to flee.

As black clouds remained drifting lazily overhead on Tuesday, local Meteorology and Geophysics Agency reported that heavy rain would continue to occur throughout Gorontalo over the next two days.

http://www.thejakartapost.com

**Answer the following questions.**

1. What does the writer want to tell us?

2. When were the people evacuated?

3. What happened on Tuesday at 2 a.m.?

4. Who distributed the noodles?
5. "He added that the local government had ……...". (par. 3)
He refers to ………………………………

Metode dan Media Pembelajaran

1. Metode Pembelajaran : Diskusi (small group), tanya jawab, latihan.

Kegiatan Pembelajaran

Tatap muka:

Pendahuluan (10 menit)

Orientasi : mempersiapkan belajar siswa melalui memberi salam, berdoa dan mengabsen siswa.
Apersepsi : guru menanyakan beberapa hal yang siswa ketahui tentang berita yang terdapat di koran, televisi atau internet.
Motivasi : Have you ever read or watch a news in a newspaper or television?

Mention the parts of a news items’ writing in a newspaper?

Kegiatan inti pertemuan: (70 menit)

Eksplorasi:
1. Guru menanyakan beberapa hal kepada siswa tentang berita yang ditulis di koran.
2. Guru meminta siswa memberi contoh topik berita yang sedang sering ditayangkan atau di muat di koran akhir-akhir ini.

Elaborasi:
1. Guru memperkenalkan terlebih dahulu tentang materi otentik yang akan siswa gunakan
2. Guru menampilkan contoh teks otentik tentang news item berikut generic structure nya.
4. Tanya jawab menggali informasi dalam memahami karakteristik news item.
5. Guru memfasilitasi terjadinya interaksi antar peserta didik serta antara peserta didik dengan guru, lingkungan, dan sumber belajar lainnya.

**Konfirmasi:**
1. Siswa dibagi menjadi kelompok
2. Masing-masing kelompok diberikan materi otentik tentang *news item*.
3. Siswa diminta untuk membaca dan memahami contoh *news item* yang ada dalam materi otentik tersebut.
4. Guru meminta siswa untuk mengidentifikasi karakteristik iklan tersebut secara berkelompok.
5. Siswa menjawab berbagai pertanyaan tentang informasi dalam teks yang telah mereka baca.

**Penutup (10 menit)**
1. Guru membimbing siswa untuk merangkum materi pelajaran hari ini dengan mengemukakan materi yang telah dipelajari.
2. Memberikan kepada siswa untuk mengajukan pertanyaan sebelum KBM berakhir.

**Sumber/Bahan/Alat**

Sumber:

Teks otentik *news item* dari koran atau internet.

**Penilaian**

**A. Indikator, Teknik, Bentuk, dan Contoh**

<table>
<thead>
<tr>
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<th>Bentuk</th>
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<td>Tes Tulis</td>
<td>Essay</td>
<td>Answer the following questions</td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>
B. Pedoman Penilaian

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<th>Skor</th>
</tr>
</thead>
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<td>2.</td>
<td>Isi, langkah retorika dan tata bahasa kurang tepat</td>
<td>21 - 40</td>
</tr>
<tr>
<td>3.</td>
<td>Isi, langkah retorika dan tata bahasa tidak tepat</td>
<td>0 - 20</td>
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</table>

Jumlah skor maksimal 1. 10 x 5 = 50
2. Jika skor maksimal diraih = 50

= 100

Tangerang, Januari 2015

Mengetahui,

Guru Mata Pelajaran Mahasiswa Peneliti

Miranti, A.Md

Nurmala Cahyani
Kelas Experiment pertemuan ke-2

RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

Satuan Pendidikan : SMAN28 Kab. Tangerang
Kelas / Semester : X/2
Mata Pelajaran : Bahasa Inggris
Pertemuan Ke- : 
Alokasi Waktu : 2 x 45 Menit

Standar Kompetensi

Membaca
Memahami makna dalam teks fungsional pendek dan teks tulis monolog/esei sederhana berbentuk narrative, descriptive, dan news item dalam konteks kehidupan sehari-hari dan mengakses ilmu pengetahuan populer.

Kompetensi Dasar
Merespon makna dan langkah-langkah retorika teks tulis monolog/esei sederhana secara akurat, lancar, dan berterima dalam teks berbentuk: narrative, descriptive dan news item.

Indikator Pencapaian

1. Mengidentifikasi makna dalam teks tulis fungsional dan teks berbentuk news item.
2. Mengidentifikasi langkah-langkah retorika dalam teks berbentuk news item.

Tujuan Pembelajaran
Siswa mampu:
1. Mengidentifikasi makna dalam teks tulis fungsional dan teks berbentuk news item.
2. Mengidentifikasi langkah-langkah retorika dalam teks berbentuk news item.
Materi Ajar

Teksnews item otentik yang di cari sendiri oleh siswa di koran atau internet.

Metode dan Media Pembelajaran

1. Metode Pembelajaran : Diskusi (small group), tanya jawab, latihan.

Kegiatan Pembelajaran

Tatap muka:

Pendahuluan (10 menit)

Orientasi : mempersiapkan belajar siswa melalui memberi salam, berdoa dan mengabsen siswa.

Apersepsi : guru menanyakan beberapa hal yang siswa ketahui tentang berita yang terdapat di koran, televisi atau internet.

Motivasi : **had you watch a news program at television in this morning?**

*What is the topic of the news?*

Kegiatan inti pertemuan: (70 menit)

Eksplorasi:

1. Guru menanyakan beberapa topik berita yang sedang sering ditayangkan di koran atau televisi.
2. Guru menanyakan tentang materi yang lalu dan tugas siswa untuk mencari teks news item dari koran atau internet.

Elaborasi:

1. Siswa diminta untuk mempelajari dan memahami teks news item yang mereka dapatkan.
2. Guru meminta siswa untuk mencari kata-kata yang sulit lalu mencari artinya di dalam kamus.
3. Siswa diminta untuk mencari informasi dari teks news item tersebut (berita utama, waktu, tempat kejadian, dan narasumber)

**Konfirmasi:**

1. Siswa bekerja dengan teman sebangkunya.
2. Siswa diminta untuk mencari informasi dari teks *news item* tersebut (berita utama, waktu, tempat kejadian, dan narasumber)
3. Siswa menjawab berbagai pertanyaan tentang informasi dalam teks yang telah mereka baca.

**Penutup (10 menit)**

1. Guru membimbing siswa untuk merangkum materi pelejaran hari ini dengan mengemukakan materi yang telah dipelajari.
2. Memberikan kesempatan kepada siswa untuk mengajukan pertanyaan sebelum KBM berakhir.

**Sumber/Bahan/Alat**

Sumber:
Teks otentik *news item* dari koran atau internet.

**Penilaian**

**C. Indikator, Teknik, Bentuk, dan Contoh**

<table>
<thead>
<tr>
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<td>Tes</td>
<td>Essay</td>
<td><em>Answer the following questions</em></td>
</tr>
<tr>
<td>2.</td>
<td><em>Read this</em></td>
<td>Tes</td>
<td>Essay pendek</td>
<td></td>
</tr>
</tbody>
</table>

---

*Note:* The text is in Indonesian and contains instructions for a lesson plan with a focus on reading comprehension and discussion activities.
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Jumlah skor maksimal 1. 10 X 5 = 50  
2. Jika skor maksimal diraih = 50  
Jumlah = 100  
Tangerang, Januari 2015

Mengetahui,
Guru Mata Pelajaran  
Mahasiswa Peneliti

Miranti, A.MdNurmala Cahyani
Kelas Kontrol Pertemuan ke-1

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Satuan Pendidikan : SMAN28 Kab. Tangerang
Kelas / Semester : X/2
Mata Pelajaran : Bahasa Inggris
Pertemuan Ke- : 
Alokasi Waktu : 2 x 45 Menit

Standar Kompetensi

Membaca
Memahami makna dalam teks fungsional pendek dan teks tulis monolog/esei sederhana berbentuk narrative, descriptive, dan news item dalam konteks kehidupan sehari-hari dan mengakses ilmu pengetahuan populer.

Kompetensi Dasar
Merespon makna dan langkah-langkah retorika teks tulis monolog/esei sederhana secara akurat, lancar, dan berterima dalam teks berbentuk: narrative, descriptive dan news item.

Indikator Pencapaian
1. Mengidentifikasi makna dalam teks tulis fungsional dan teks berbentuk narrative.
2. Mengidentifikasi langkah-langkah retorika dalam teks berbentuk narrative.

Tujuan Pembelajaran
Siswa mampu:
1. Mengidentifikasi makna dalam teks tulis fungsional dan teks berbentuk narrative.
2. Mengidentifikasi langkah-langkah retorika dalam teks berbentuk narrative.
Materi Ajar:

Narrative

a. **Definition:**
   A kind of text that has the function to amuse, entertain and to deal with actual or vicarious experience in different ways; Narratives deal with problematic events which lead to a crisis or turning point of some kind, which in turn finds a resolution.

b. **Generic Structure:**
   - Orientation: Sets the scene and introduces the participants
   - Complication: A crisis arises
   - Resolution: The crisis is resolved, for the better or for worse
   - Code: The moral value of the story

c. Language feature of narrative text are:
   1. Use Past Tense
   2. Use action verb
   3. Use conjunction
   4. Use adverb and adverbial phrase
   5. Use adjective

Metode dan Media Pembelajaran

1. Metode Pembelajaran: Diskusi (small group), tanya jawab, latihan.
2. Media pembelajaran: Teks *narrative* dari buku yang dipakai oleh siswa.

Kegiatan Pembelajaran

Tatap muka:

**Pendahuluan (10 menit)**

*Orientasi*: mempersiapkan belajar siswa melalui memberi salam, berdoa dan mengabsen siswa.

*Apersepsi*: guru menanyakan beberapa hal yang siswa ketahui tentang berita yang terdapat di koran, televisi atau internet.

*Motivasi*: Have you ever read the story of timun mas? How is the plot of the story?
Kegiatan inti pertemuan: (70 menit)

Eksplorasi:
1. Guru menanyakan beberapa hal kepada siswa tentang macam macam cerita rakyat.
2. Guru meminta siswa memberi contoh cerita rakyat atau dongeng yang siswa ketahui.

Elaborasi:
1. Siswa diminta untuk mempelajari teks *narrative* yang ada di buku
2. Guru menjelaskan definisi teks *narrative*.
3. Guru menjelaskan karakteristik dan bagian-bagian dari *narrative text*.
4. Tanya jawab menggali informasi dalam memahami definisi dan karakteristik teks *narrative*.
5. Guru memfasilitasi terjadinya interaksi antar peserta didik serta antara peserta didik dengan guru, lingkungan, dan sumber belajar lainnya.

Konfirmasi:
1. Siswa dibagi menjadi kelompok
2. Siswa diminta untuk membaca dan memahami contoh teks *narrative* yang ada dalam buku.
3. Guru meminta siswa untuk mengidentifikasi karakteristik teks *narrative* tersebut secara berkelompok.
4. Siswa menjawab berbagai pertanyaan tentang informasi dalam teks yang telah mereka baca.

Penutup (10 menit)
1. Guru membimbing siswa untuk merangkum materi pelejaran hari ini dengan mengemukakan materi yang telah dipelajari.
2. Memberikan kepada siswa untuk mengajukan pertanyaan sebelum KBM berakhir.

**Sumber/Bahan/Alat**

Sumber:
Buku pelajaran yang relevan.

**Penilaian**

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**F. Pedoman Penilaian**

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Tangerang, Januari 2015

Mengetahui,

Guru Mata Pelajaran  Mahasiswa Peneliti

Miranti, A.Md  Nurmala Cahyani
Kelas Kontrol pertemuan ke-2

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Satuan Pendidikan : SMAN28 Kab. Tangerang
Kelas / Semester : X/2
Mata Pelajaran : Bahasa Inggris
Pertemuan Ke- :
Alokasi Waktu : 2 x 45 Menit

Standar Kompetensi
Membaca
Memahami makna dalam teks fungsional pendek dan teks tulis monolog/esei sederhana berbentuk narrative, descriptive, dan news item dalam konteks kehidupan sehari-hari dan mengakses ilmu pengetahuan populer.

Kompetensi Dasar
Merespon makna dan langkah-langkah retorika teks tulis monolog/esei sederhana secara akurat, lancar, dan berterima dalam teks berbentuk: narrative, descriptive dan news item.

Indikator Pencapaian
1. Mengidentifikasi makna dalam teks tulis fungsional dan teks berbentuk narrative.
2. Mengidentifikasi langkah-langkah retorika dalam teks berbentuk narrative.

Tujuan Pembelajaran
Siswa mampu:
1. Mengidentifikasi makna dalam teks tulis fungsional dan teks berbentuk narrative.
2. Mengidentifikasi langkah-langkah retorika dalam teks berbentuk narrative.
Materi Ajar
Teks *narrative* dari buku pelajaran yang relevan.

Metode dan Media Pembelajaran
1. Metode Pembelajaran: diskusi (small group), tanya jawab, latihan.
2. Media pembelajaran: Teks *narrative* dari buku yang dipakai oleh siswa.

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*Orientasi*: mempersiapkan belajar siswa melalui memberi salam, berdoa dan mengabsen siswa.
*Apersepsi*: guru menanyakan beberapa hal yang siswa ketahui tentang berita yang terdapat di koran, televisi atau internet.

Kegiatan inti pertemuan: (70 menit)

Eksplorasi:
1. Guru menanyakan tentang materi yang lalu.

Elaborasi:
1. Siswa diminta untuk mempelajari dan memahami teks *narrative* yang ada di buku.
2. Guru meminta siswa untuk mencari kata-kata yang sulit lalu mencari artinya di dalam kamus.
3. Siswa diminta untuk mencari informasi dari teks *narrative* tersebut (tokoh, tempat, orientasi, masalah, pemecahan masalah)
Konfirmasi:

1. Siswa diminta untuk membaca dan memahami contoh news item yang ada dalam buku.
2. Siswa diminta untuk mencari informasi dari teks narrative tersebut (tokoh, tempat, orientasi, masalah, pemecahan masalah)
3. Siswa menjawab berbagai pertanyaan tentang informasi dalam teks yang telah mereka baca.

Penutup (10 menit)

1. Guru membimbing siswa untuk merangkum materi pelejaran hari ini dengan mengemukakan materi yang telah dipelajari.
2. Memberikan kesempatan kepada siswa untuk mengajukan pertanyaan sebelum KBM berakhir.

Sumber/Bahan/Alat

Sumber:
Buku pelajaran yang relevan.

Penilaian

G. Indikator, Teknik, Bentuk, dan Contoh

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<td>Tes</td>
<td>Essay</td>
<td>Answer the following questions</td>
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<td>Mengidentifikasi langkah-langkah retorika dalam teks narrative.</td>
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<td>Read this text then label the generic structure of</td>
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## H. Pedoman Penilaian

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Tangerang, Januari 2015

Mengetahui,

Guru Mata Pelajaran

Mahasiswa Peneliti

**Miranti, A.Md**

**Nurmala Cahyani**
<table>
<thead>
<tr>
<th>Standard Competency</th>
<th>Basic Competency</th>
<th>Indicator</th>
<th>Kind of Question</th>
<th>Number of Question</th>
</tr>
</thead>
</table>
| Understanding the meaning of short functional text and write a monologue/essay in simplest form of a narrative, descriptive, and news items in the context of everyday life and access to popular science | Responding to the meaning and the steps of rhetoric monologue or written text/simple essays accurately and fluently in text form: narrative, descriptive, and news items. | • distinguish the main idea of the text  
• identify the important information that are explicitly stated  
• identify the important information that are explicitly not stated  
• recognize the synonym or antonym of vocabulary from the text  
• using basic reference skills | Multiple Choice | 6, 10  
1, 2, 7, 8, 11, 13, 16, 17, 19  
5, 12, 15, 20  
4, 9, 14, 18  
3 |
Kendari SAR Team Finds 3 more Victims

KENDARI, Southeast Sulawesi: On Thursday, a search-and-rescue team found three more victims from a ship that sunk in the Banda Sea, who had been missing since the big storm occurred on Friday night last week. They were Aris Triono, the captain of the cargo ship, Yakub, a crew, and Suharto, a passenger.

They were found on Thursday floating in waters close to Menui Island, Central Sulawesi Province. The province is adjacent to Southeast Sulawesi province, within those territory lies the Banda Sea. Two other victims were first saved by the SAR team in the Banda Sea on Saturday last week, only a day after the ship sunk.

The SAR team is still looking for 10 crew members and 1 passenger still missing from the incident, said Rocky Asikin, the head of Kendari SAR team. – JP.
1. When did the ship sink in the Banda Sea?  
   a. On Thursday  
   b. On Friday night  
   c. On Saturday  
   d. In Kendari  
   e. Sunday

2. How many victims are there in the incident?  
   a. Two  
   b. Three  
   c. Ten  
   d. Fifteen  
   e. Sixteen

3. Who are found on Thursday?  
   a. Rocky Asikin  
   b. Aris Triono, Yakub, and Suharto  
   c. Ten passengers  
   d. Two victims  
   e. All passengers

4. Which word has the closest meaning with the underlined word in paragraph 2?  
   a. Going  
   b. Sinking  
   c. Holding  
   d. Flowing  
   e. Hovering

5. The statements below are true, EXCEPT ……….  
   a. The SAR team has found 10 passengers.  
   b. There are two victims found on Saturday.  
   c. Rocky Asikin is the leader of SAR team.  
   d. The ship sunk because of the big storm.  
   e. The incident happened in Banda Sea.

6. What is the news about?  
   f. A mountains in Banten Province  
   g. Mt. Anak Krakatau spewed hot steam cloud.  
   h. The damage at around Mt. Anak Krakatau.  
   i. The particles that spewed from Mt. Anak Krakatau.  
   j. The report from the head of Mt. Anak Krakatau surveillance.

7. Where did the event happen?  
   f. Banten Province  
   g. Pasauran Village  
   h. Sunda Strait

8. Who became the source of the news?  
   f. Anton S Prambudi  
   g. Antara  
   h. Jakarta Post  
   i. The Government  
   j. Head of District

9. The word “tiny” at second paragraph has a closest meaning to…  
   f. Big  
   g. Small  
   h. Wide  
   i. Hard  
   j. Soft

Mount Krakatau, a volcano located in the Sunda Strait spewed steam clouds with a temperature of 100 degrees Celsius on Monday. The volcano also spewed tiny particles of hard volcanic materials such as gravel or pebbles heated to a temperature of 800 degrees Celsius. The gravel consisted of ball-shaped material each with a diameter of six millimeters that could not be seen by the naked eyes as they move very rapidly.

Anton S Prambudi, the head of a Mount Anak Krakatau surveillance post at Pasauran Village, Cinangka Sub-district, Serang District, Banten Province, urged anyone not to come closer than two kilometers from the mountain as the materials falling around it are extremely hot. (text taken from Antara, Nov 15th, 2010)

Seven people were killed in a collision between a bus, a car, and a truck on Jalan Sultan at 10:35 p.m. last night. The victims were all passenger of the car. The police believed the car had been trying to overtake the bus when it was struck by a truck coming from the opposite direction. The driver of the car might not be using his lights, as the truck driver said he did not see the car approaching.
The police said, the car should not have tried to pass the bus, since overtaking is not allowed on Jalan sultan. In addition, the police reported that the car, a small Japanese car, should not have been carrying more than five people, if the passenger had brought their identity cards, the police would have identified the names of the victims easily.

10. The text meanly reports that there was/were...
   a. A car accident.
   b. Careless driver.
   c. A small Japanese car.
   d. Victims of an accident.
   e. The function of an identity card.

11. What was the cause of the collision?
   a. The truck came from the opposite directions.
   b. The car carried more than five people.
   c. The truck driver didn’t use his light.
   d. The truck driver didn’t see the car.
   e. The car tried to overtake the bus.

12. “if the passenger had brought their identity cards, the police would have been easy to identify the names of victims.” (the last sentence) the sentence above means...

13. Who said that accident was caused by the car?
   a. The police.
   b. The victims.
   c. The reporter.
   d. The truck driver.
   e. The bus passengers.

14. “…driver said he did not see the car approaching.”
   The opposite meaning of the underlined word is...
   d. Near
e. Close
f. Far

(Jakarta Post, Jakarta) - The Indonesian government and World Wild Fund (WWF) have announced a bold commitment to protect the remaining forest and critical ecosystem of Sumatra.

WWF said, the historic agreement represented the first-ever island-wide commitment to protect Sumatra’s stunning biodiversity.

The commitment was announced Thursday at the International Union for Conservation of Nature (IUCN), World Conversation Congress in Barcelona and was endorsed by the governors of Sumatra’s 10 provinces, the world’s sixth-largest island, and also by four ministers.

Sumatra is the only place in the world where tigers, elephants, orangutans and rhinos co-exist.

The agreement commits all the governors in Sumatra, along with the Indonesia ministries of forestry, environment, home affairs and public works, to restore critical ecosystems in Sumatra and protect areas with high conservation values.

WWF, Conservation International, Fauna and Flora International, Wildlife Conservation Society, and other conservation groups working in Sumatra have agreed to help implement the political commitment to protect what remains of the island is species-rich forests and critical areas. The island has lost 48 percent of its natural forest cover since 1985.

More than 13 percent of Sumatra’s remaining forests are peat forests, which sit atop the deepest peat soil in the world; clearing peat forests is a major source of carbon emissions that cause climate change.

15. The agreement is…
a. To implement the decisions of the World Conservation Congress
b. To support the governors of Sumatra to chase animals hunters
c. To stop the emissions of carbon that caused climate change
d. To protect the forests and ecosystems in Sumatra
e. To work together for the development of Sumatra

16. Where is the agreement announced?
   a. Jakarta
   b. WWF office
   c. IUCN Barcelona
   d. Sumatera
   e. Government office

17. What is the major cause of climate change?
   a. The existing of biodiversity in Sumatera
   b. The existing of tiger, elephant, orang utan, and rhino.
   c. Critical ecosystem
   d. Clearing peat forests
   e. Disaster

18. “…The commitment was announced Thursday at the International Union for Conservation of Nature (IUCN).” (third paragraph) The underlined word has a similar meaning to…
   f. Agreement
   g. Announcement
   h. Result
   i. Meeting
   j. Speaking

19. How much peat forest in Sumatera?
   a. 48 percent
   b. More than 13 percent
   c. 13 percent
   d. Less than 13 percent
   e. More than 48 percent

20. Who issued the news?
   a. Government
   b. WWF
   c. Ministers
   d. IUCN

Good Luck
The Key Answer of Post-test

1. b
2. d
3. b
4. d
5. a
6. b
7. c
8. a
9. b
10. a
11. e
12. a
13. a
14. c
15. d
16. c
17. d
18. a
19. b
20. e
Kepada Yth.

Kepala SMAN 28 Keb. Tangerang
di
Tempat:

Assalamu’alaikum wr.wb.
Dengan hormat kami sampaikan bahwa,

Nama : Nurmala Cahyani
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Semester : IX (Sembilan)
Tahun Akademik : 2010/2011
Judul Skripsi : The Effectiveness of Using Authentic Material on Students’ Reading Comprehension.

... adalah benar mahasiswa/i Fakultas Ilmu Tarbiyah dan Keguruan UIN Jakarta yang sedang menyusun skripsi, dan akan mengadakan penelitian (iset) di instansi/sekolah/madrasah yang Saudara pimpin.

Untuk itu kami mohon Saudara dapat mengizinkan mahasiswa tersebut melakukan penelitian cimaksud.

Atas perhatian dan kerja sama Saudara, kami ucapkan terima kasih.

Wassalamu’alaikum wr.wb.

s.n. Dekan
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Tembusan:
1. Dekan FITK
2. Pembantu Dekan Bidang Akademik
3. Mahasiswa yang bersangkutan
SURAT KETERANGAN
Nomor : 421.4/019/SMA.28 Kab/Tangerang 2015

Yang bertanda tangan di bawah ini Kepala Sekolah Menengah SMA Negeri 28 Kabupaten
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Benar bahwa yang bersangkutan telah melakukan penelitian Uji Test di SMA Negeri 28
Kabupaten Tangerang, mulai tanggal 13 s.d 25 Januari 2015 dalam menyusun skripsi di
Universitas Islam Negeri (UIN) dengan judul "The Effectiveness of Using Authentic Material
on Students’ Reading Comprehension"

Demikian surat keterangan ini dibuat untuk diketahui dan dipergunakan sebagaimana mestinya.

Tangerang, 27 Januari 2015
Kepala Sekolah

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