

**THE EFFECTIVENESS OF USING JAKARTA POST TO IMPROVE
STUDENTS' READING COMPREHENSION AT THE TENTH GRADE OF
THE SECOND SEMESTER OF SMAN 01 ABUNG SEMULI NORTH
LAMPUNG IN THE ACADEMIC YEAR OF 2017/2018**

A Thesis

Submitted as a Partial Fulfillment of

S-1 Degree

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2018**

ABSTRACT

THE EFFECTIVENESS OF USING JAKARTA POST TO IMPROVE STUDENTS READING COMPREHENSION AT THE SECOND SEMESTER OF THE TENTH GRADE OF SMAN 01 ABUNG SEMULI NORTH LAMPUNG IN THE ACADEMIC YEAR OF 2017/2018

By

Dhiny Febri Ramadhony

One of the most important skills in English is reading. It is often considered as the most difficult skill by the students. This problem was also faced by the students of the tenth grade of SMAN 01 Abung Semuli, North Lampung. Some media were needed by the teacher to overcome that problem. One of the media is Jakarta post article or newspaper. The objective of this research is to know whether the Jakarta post had been effective to teach reading comprehension at the second semester of the tenth grade of SMAN01 Abung Semuli North Lampung in the academic year of 2017/2018 or not.

The research methodology was quasi experimental design. In this research, the population was the tenth grade of SMAN 01 Abung Semuli, North Lampung. The sample of this research was two classes consisting of 30 students for experimental class and 30 students for control class. In the experimental class, the researcher used the Jakarta Post or newspaper as a media. The treatments were held in 3 meetings in which 2 x 45 minutes for each class. In collecting the data, the researcher used instrument in the form of multiple choice questions which had been tried out before the pretest. The instrument was given in pre-test and post-test. Before giving the treatment, the researcher gave pre-test for both classes. Then, after conducting the treatments, the instrument was given in post-test. After giving pre-test and post-test, the researcher analyzed the data using SPSS to compute independent sample t-test.

From the data analysis computed by using SPSS, it was obtained that $Sig. = 0.000$ and $\alpha = 0.05$. It means H_a is accepted because $Sig. < \alpha = 0.000 < 0.05$. Therefore, there is an effective using Jakarta Post or newspaper to improve students reading comprehension at the tenth grade of SMAN 01 Abung Semuli, North Lampung.

Keywords: *Jakarta Post Article, reading comprehension*



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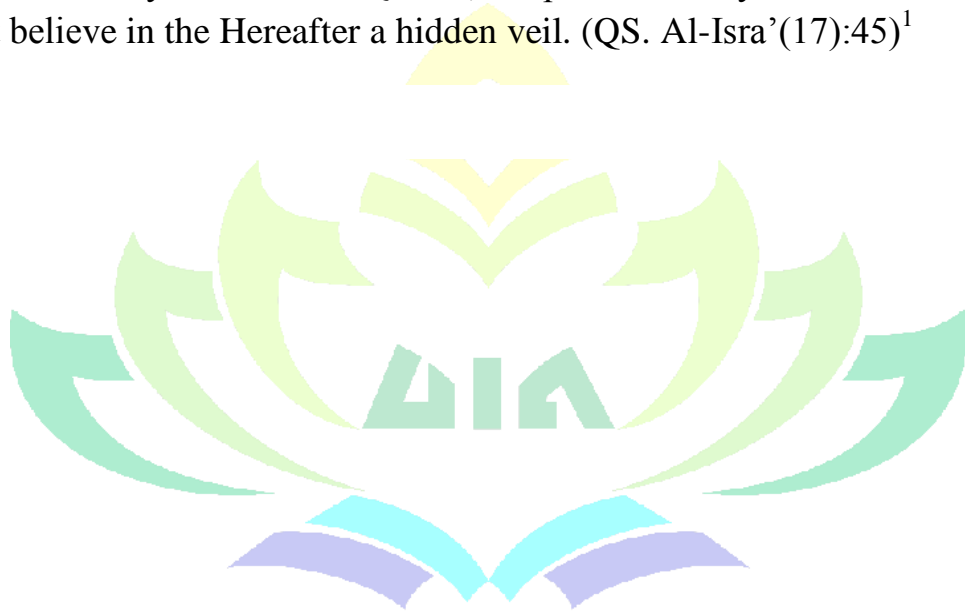


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MOTTO

وَإِذَا قَرَأْتَ الْقُرْآنَ فَجَعَلْنَا بَيْنَكَ وَبَيْنَ الَّذِينَ لَا يُؤْمِنُونَ بِالْآخِرَةِ حِجَابًا مَّسْتُورًا ﴿٤٥﴾

45. And when you recite the Qur'an, we put between you and those who don't believe in the Hereafter a hidden veil. (QS. Al-Isra'(17):45)¹

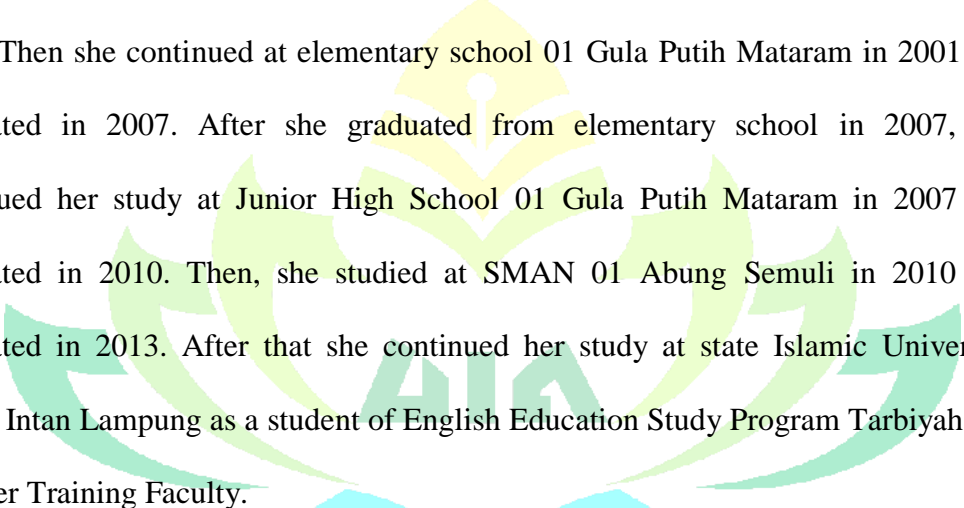


¹ ¹MaulawiSher 'Ali, *The Holy Qur'an, Arabic Text and English Translation*, (UK: Islam International Publications Ltd, 2004).

CURRICULUM VITAE

The researcher name is Dhiny Febri Ramadhony. Her nick name is Dhiny. She was born in Seputih Mataram on Febuary 06' 1995. She is child from Mr. Sutopo and Mrs. Sulastri. She has one brother Lukmantoro Wibowo.

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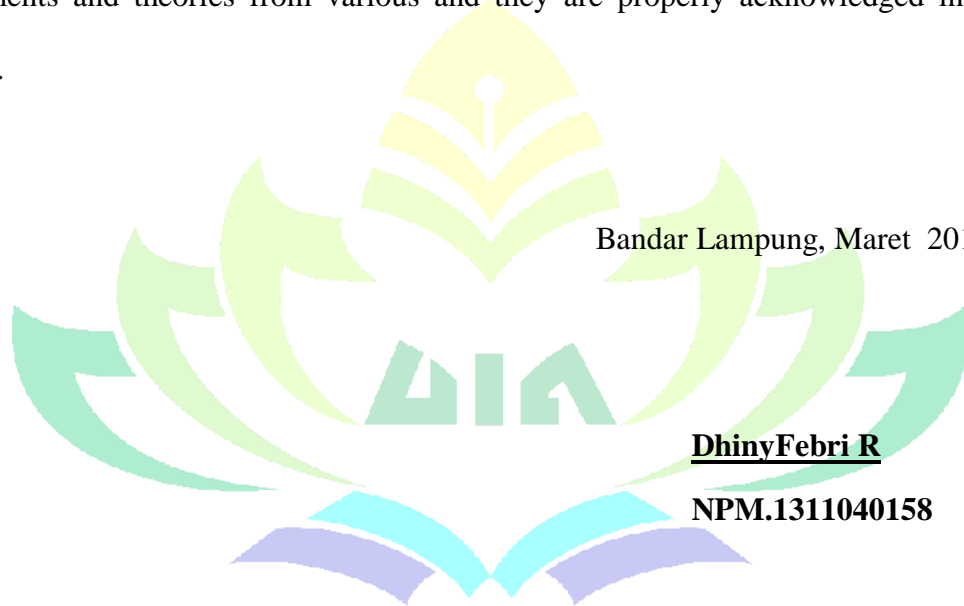
DECLARATION

I hereby state that this thesis entitled “The Effectiveness of using Jakarta Post to Improve Students Reading Comprehension at the Tenth Grade of the Second Semester of SMAN 01 Abung Semuli North Lampung in the academic year of 2017/2018” is completely my own work. I am fully aware that I have quoted some statements and theories from various and they are properly acknowledged in this thesis.

Bandar Lampung, Maret 2018

DhinyFebri R

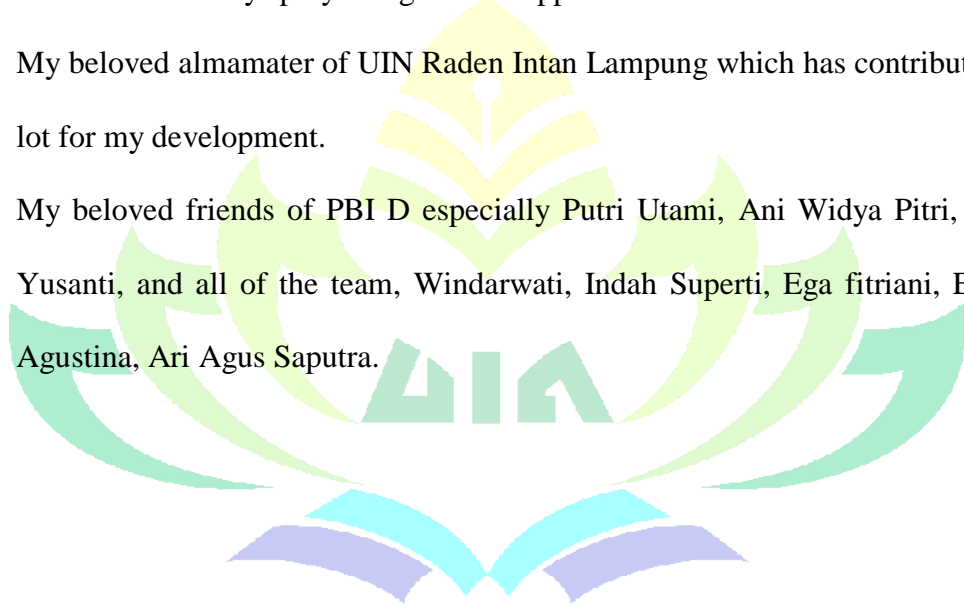
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DEDICATION

This thesis is dedicated to:

1. My beloved parents, Mr. Sutopo and Mrs. Sulastri who always pray me, support me, and guide me to be success in my study and my life.
2. My beloved brother Lukmantoro Wibowo and sister in law Eva Yulianti Hikmat who always pray and give me support.
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Bandar Lampung, May 2018
The Researcher,

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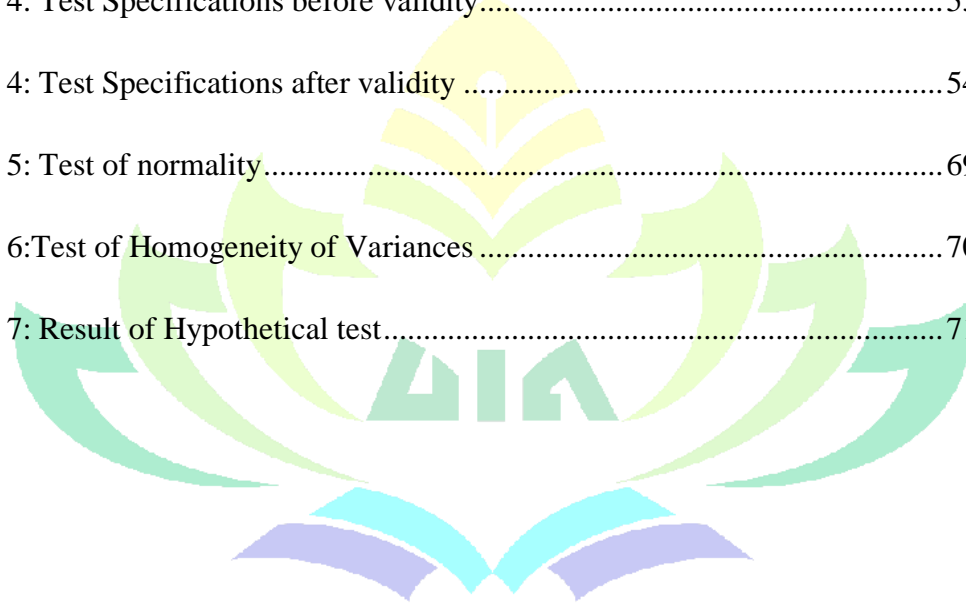
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CHAPTER I INTRODUCTION

A. Background of the Problem

Language is one of the important tools used to communicate to delivery of information and though, both communications local and international. Because of the language we can understand what is written or heard. Sharifian argues that English as an International Language refers to a paradigm for thinking, research and practice.² There are so many languages in the world. Allah states about the variety of language in surah Ar-rum verse 22:

وَمِنْ آيَاتِهِ خَلْقَ السَّمَوَاتِ وَالْأَرْضِ وَأَخْتَلَفُ الْأَلْسِنَاتِ وَاللَّوْنِ كُمْ إِنَّ فِي ذَلِكَ لَآيَاتٍ
لِّلْعَالَمِينَ

“ And one of His signs is the creation of the heavens and the earth and the diversity of your tongues and colors; most surely there are signs in this for the learned.”(Ar-Rum: 22)³

²Farzad Sharifian, *English as an International Language: Perspectives and Pedagogical Issues*, (Bristol: Multilingual Matters, 2009),p. 2

³MaulawiSher 'Ali, *The Holy Qur'an, Arabic Text and English Translation*, (UK: Islam International Publications Ltd, 2004)

In section above, Allah shows us the signs of His authority through differences of tongue. Tongue means language. There are no people who have the same language in the world. It is influenced by the location. People who live in different location have difference language. There are to cooperate with one another complete the necessities in their life.

Meanwhile, National Education Standard Corporation determined that English as a tool to communicate in oral and written. Communication itself can interpreted to understand and to reveal the information, thought, feeling and to develop science, technology and culture.⁴

In English there are four skills that have to mastered by the learners, they are listening, speaking, reading, and writing. All of the skill is very important and in this research used reading skill to develop their reading ability. According to Nunan reading is a fluent process of readers combining information from a text and their own background to build meaning.⁵It is clearly stated that reading is a process to mix information of the text with the reader's intelligent background to build the meaning of the text.

In other hand, reading is an activity to emphasize both what the author has written and reader's ability to use their background knowledge and thinking

⁴ _____, *Standar Kompetensi dan Kompetensi Dasar SMA/ MA*, (Jakarta: Badan Standar Nasional), 2006, p 125.

⁵David Nunan, *Practical English Language Teaching*, (New York: McGraw-Hill, 2003), p. 68

ability to make sense of what they read. There are two important functions of reading. First, reading for communicative purposes, and second, reading for educational purposes.⁶It clearly stated that both functions of reading itself identify the reader needs and purposes.

Nunan Stated that with strengthened reading skill, learners can make greater progress and development in all other areas of learning.⁷It means that reading is the most useful skill because by upgrading reading skill the learner also can raises other skills. Meanwhile, by doing reading the reader also can get the information that written at a passage or text. It already knows that, text become the media of human to deliver information.

The problems faced by Indonesian is English as foreign language which is not using as the main language in daily activity but it only becomes a side language or a language of learning at school. Broughton, et al. argues that learn English as a foreign language means students learn English at school which is English taught at school formally but English does not play an essential role in national or social life.⁸ It means that students just learn English in classroom setting, which is rarely to find English in social life outside the classroom. That

⁶David Nunan, *Teaching English to Speakers of Other Languages*, (New York: Routledge, 2015) , p.64

⁷David Nunan, *Op. Cit.*, p. 69

⁸Geoffrey Broughton, et.al., *Teaching English as a Foreign Language*, (2th Ed), (New York: Routledge, 2003), p.6

condition can impact to the students' ability, especially reading ability to comprehend the meaning of the text. Most students difficult to understand the message inside the text while they are read a text even passage, it is happened because Indonesian's learner find the difficulties to comprehend the message. That statement related to the result of preliminary research that the researcher conducted at SMAN 01 Abung Semuli North Lampung.

Based on the interviews on preliminary research with the teacher and the students, there is some problems faced by the student in learning English especially in reading. First problem found in preliminary research most of students can understand reading text separately but difficult to understand the entire texts include the deeper meaning of it. It has just happened because of the limited vocabularies.

Second, the teacher has limited information source text to use in learning activities. Third, the teacher rarely ask the student in active reading with interesting text source, teacher just used textbook or workbook monotonously as text source to read. Students just listen to the teacher explanation without any innovation then impact to student's boredom. Fourth, the teacher use "Bahasa" as native language rather English to perform classroom tasks and student difficult to ask and receive individual attention.

On the other hand, some students were lazy and less enthusiasm although the text seemed simple, they needed much time to read and to translate it. Many of students become frustrated when they have difficulties in reading comprehension of English language. By seeing the result of interview in preliminary research that the most common problem frequently found is the language background which English as foreign language for students. The basic problem to understand and comprehend the text or passage that faced by the student is the differences pattern in English if it is compare to Bahasa . According to Mikulecky to the extent that the patterns in the text of a second language are different from those of the first language, the reader is likely to have difficulty comprehending.⁹Therefore, comprehending what you read is more than just recognizing and understanding words because comprehension is the ability to understand, reflect on, and learn from text.

On the other hand, the difficulties that faced by students causes limited vocabularies and difficulties to comprehend the deeper meaning of the text. The problems then impact to the scores of the pupil's task in English because most of the tasks in written form where the student must read the text can able to comprehend the text to answer the question.

⁹Beatrice S. Mikulecky and Linda Jeffries, *Advance Reading Power*, (New York: 2007 by Pearson Education Inc, 2007), p. 31

It means low ability in reading directly impact to the student's score. On preliminary research, the researcher found some students have low score in reading. The students' score can be seen in Table 1.

Table 1
Student's English Score of Reading at the Tenth Grade Students of SMAN 01
AbungSemuli North Lampung in the Academic Year 2017/2018

No	Class	Students' score		Number of Students
		≥ 70	< 70	
1	X MIPA 1	10	27	37
2	X MIPA 2	12	25	37
3	X MIPA 3	14	22	36
4	X MIPA 4	17	19	36
5	X IPS 1	12	25	37
6	X IPS 2	15	20	35
7	X IPS 3	17	17	34
8	X IPS 4	19	17	36
Total		116	172	228
Percentage		40%	60%	100%

Source: A. AbmudraAbadi, an English teacher of SMAN 01 AbungSemuli.

Based on the table 1, it can be seen that students score proportion lower than 70 (KKM) reached 60%. It is a quite high which is the percentage of students score was higher than quarter of the total of students, it was 116 students. It is almost reaching half of total of students. It clearly shown that the difficulties that faced by students in reading impact to their score.

Problems found on preliminary research students' score, driven the writer to find a compatible media to solve the student's problems in improving their reading comprehension by using new media that is newspaper in learning activity. Because of those problems, the researcher used a new media to improve their reading comprehension using newspaper.

Djamarah and Zain state that Newspaper as learning media which is function to ensure the development of student's comprehension skills, effective reading instruction builds on their prior knowledge and experience. Word of media itself comes from Latin, it form of plural word of word "Medium", literary means expediter.¹⁰ Media as dealer device of information, it has defined those media resources widely. It includes all resources that deliberately try to convey a message, the forms of communication that people use to exchange information.

Hakeem M. Elmadwi stated that the newspaper has highly motivation for students of all ages and students enjoy the variety of reading and visual material

¹⁰Syaiful Bahri Djamarah and Aswan Zain, *Strategi Belajar Mengajar*, (Jakarta: Rieneka Cipta, 2010), p. 120

included in the newspaper. In other hand, Chun-Ru Lin stated that The English newspaper is viewed as a valuable instructional tool in teaching reading.

According to Rohmatillah the Jakarta post can enhance vocabulary, so, the students will not get stuck when they read, write, listen, and speak. In other hand, Nurmalla Cahyani stated that Jakarta post is a material that can be developed by the teacher as a media to improve the students reading skill.

Based on the explanation above the researcher think that Jakarta post can be used for teaching reading as a media to improve the students reading comprehension. Here, the researcher did the research about the effectiveness of using the Jakarta post and textbook to improve students reading comprehension at the tenth grade of the second semester of SMAN 01Abung Semuli North Lampung in the academic year of 2017/2018.

B. Identification of the Problem

Related to the background of the study before, the researcher identifies the problem as follows:

1. Student ability in reading was low.
2. Teacher has limited information source text
3. Teacher rarely invite the student in active reading

C. Limitation of the Problem

The researcher focused and limited the research on the use Jakarta Post's as another text source and the type of article is news item and the topics are education, event, sport .

D. Formulation of the Problem

Based on the limitation of the problem The researcher formulates the problem of the research as follows:

is there an influence of using Jakarta Post to improve student's reading comprehension at the tenth grade of the second semester of SMAN 01 Abung Semuli North Lampung in the academic year of 2017-2018.

E. Objective of the Research

The objective of the researcher is to know and describe whether there was significant improvement or changing of using Jakarta Post's to student's reading comprehension of tenth grade SMAN 01 Abung Semuli North Lampung in second semester on 2017/2018 academic year.

F. Uses of the Research

There are some uses that can be acquired from this research:

1. For students of Grade tenth of SMAN 01 Abung Semuli in the academic year of 2017/2018 they will get an opportunity to improve their reading comprehension especially using Newspaper.

2. For English teachers, they can apply the ways suggested in result of this study to reach the purpose of teaching and learning reading by using Jakarta Post. Besides, the result of this study can be used by teacher to improve and increase the quality of teaching and learning reading English.
3. For the readers, this study will give some knowledge and understanding on how to improve students' reading comprehension.
4. For the other researchers who conduct research studies on the relevant topic, this research study can be a source.

G. The scope of The Research

1. Subject of the Research

The subject of the research is the student at the tenth grade of SMAN 01 Abung Semuli North Lampung.

2. Object of the Research

The object of the research is the use of Jakarta Post to improve student's reading comprehension.

3. Place of the Research

The research will be conducted at SMAN 01 Abung Semuli North Lampung.

4. Time of the Research

The research will be conducted in the second semester of 2017/2018 academic year.



CHAPTER II FRAME OF THEORY

A. Concept of Reading

When we read, we consciously or unconsciously recognize written symbols as words with meaning. The act of reading includes deciphering, or decoding, written words and letters, transforming them into recognizable language, and understanding their meaning.¹¹ Based on that statement it can be defined that reading is an activity to analyze every code or pattern of language of text then transform it to recognizable language or reader native language to understand the meaning of text completely. Meanwhile, Nunan stated that the reader's background knowledge integrated with the text to create the meaning.¹² It means that reading is an important skill in English that can be developed other skills because if their reading skill is good, it will be easier to them to master other skills. Allah also states in surah Thaaha verse 114:

فَتَعَلَى اللَّهِ الْمَلِكُ الْحَقُّ وَلَا تَعْجَلْ بِالْقُرْآنِ مِنْ قَبْلِ أَنْ يُقْضَىٰ إِلَيْكَ

وَحَيْهٖ وَقُلْ رَبِّ زِدْنِي عِلْمًا ﴿١١٤﴾

¹¹Marian Sainsbury, Colin Harrison and Andrew Watts, *Assessing Reading: from Theories to Classroom*, (Berkshire: NFER, a Cambridge Assessment, 2006), p. 2

¹²David Nunan, *Practical English Language Teaching*, (New York: McGraw-Hill Companies, Inc., 2003), p. 68

“supremely exalted is therefore Allah , the King, the Truth, and do not make haste with the Qur’an before its revelation is made complete to you and say : O my Lord! Increase me in Knowledge.”(Thaaha:114)¹³

In section above, Allah command us to read Qur’an slowly not hurried. So, we can get an information and knowledge from it (Qur’an). Students not to be hurry in reading a text so they will get an information or knowledge from it. If we read the text well, it will be easier to write, listen and speak.

On the other hand, it is a fact that reading texts are stationary is clearly a huge advantage because reading is one of the essential language skills comprising every language lesson and the whole process of learning itself. Meanwhile, reading is an exercise dominated by the eyes and the brain. The eyes receive the messages and the brain then has to work out the significance of these messages. Based on statement above, it can be conclude that the reader background, such as education, economy, and social status, can influence the process of reader in build the meaning of text when they read the text.

Reading texts essentially provide information for a reader in which a writer wants to convey. Texts can be difficult or easy, depending on factors inherent in them, on the relation between the text and the knowledge and abilities of the reader and on the activities in which the reader is engaged. Difficulties in

¹³ MaulawiSher ‘Ali, *The Holy Qur’an, Arabic Text and English Translation*, (UK: Islam International Publications Ltd, 2004)

comprehending texts may vary among readers. It may come from vocabularies, words, phrases, or sentence structures. Those linguistic factors hamper readers extract the information reasonably. In this case, teachers should carefully select reading texts if they want to provide students with them as supplementary materials. Thus, the teachers must regard on materials based on three points of view, one of which is readability. Finding out readability level of the texts helps teachers recognize whether the texts provide match students' level or not. Every student should be given material appropriate specifically to his own needs. Text characteristics must match reader knowledge and abilities for optimal comprehension to occur. In this case, a reading text given should be on the same level as the students' reading competence. Recognizing the appropriateness between the readability level of the texts and the students' level, then, becomes very crucial.

B. Reading Comprehension

Wainwright stated that reading comprehension is a complex process which comprises the successful or unsuccessful use of many abilities.¹⁴ It means that reading comprehension is a process of constructing the meaning of the text which is connected to other factors. The factors can affect both the quantity and the quality of reader comprehension. The factors are speed of reading, the reader purposes in reading, the nature of the material, the layout of the material and the

¹⁴Gordon Wainwright, *How to read faster and recall more*, (Oxford: How To Books Ltd, 2007), p.35

environment in which we are reading.¹⁵Speed, readers' purposes, text and the layout of material influences the reader comprehension.

Reading comprehension is the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. Extracting meaning is to understand what an author has stated, explicitly or implicitly because students was demanded to extract what the writer said in the text to have comprehensive understanding. Reading comprehension does not only mean the skill to comprehend the contents, but also the skill to understand the author's ideas and feelings, so that the reader can understand what exactly the writer ideas. In addition, three main strategies and techniques that might be used during a reading process to comprehend the passage even paragraph of text are inference, scanning and skimming. Inference is an activity to make a conclusion of the text while based on Fry skimming is very fast reading.¹⁶So skimming is an activity of reader to look the main ideas and a few details of text by read the text in fast way.

In other hand, Fry also stated that scanning is a reading skill you use when you want to locate a single fact a specific bit of information without reading every part of a story, article, list or document.¹⁷It means that scanning is an activity in reading to find specific information without read entire text. Based on

¹⁵*Ibid.*,p.36

¹⁶Edward B. Fry, *Skimming & Scanning: Jamestown's Reading Improvement*, (Chicago: NTC/Contemporary Publishing Group, Inc., 2000), p. 1

¹⁷*Ibid*, p. 40

theories above it can be conclude that reading comprehension is a process of reader in extracting and constructing the meaning of text.

Nunan stated in order to teach for comprehension, the readers must monitoring their comprehension process and be able to discuss with the teacher and or fellow readers what strategies they use to comprehend.¹⁸It can be stated that true comprehension means making sense of what the reader read and connect the idea of the text to what the reader already know. Therefore, to get a real comprehension in reading the reader should discuss it to the teacher or another reader to comprehend the text.

Related to teach reading comprehension, there are some points or aspects should be measure to know the ability of student in comprehend the meaning of the text by using test. Brown defines test as a method of measuring a person's ability, knowledge, or performance in a given domain. It is an instrument-a set of techniques, procedures, or items that requires performance on the part of the test-taker.¹⁹It means test can be technique that used by teacher to measure the student ability in certain contain.

Brown also stated that a test of reading comprehension, for example, may consist of several short reading passages each followed by a limited

¹⁸David Nunan, *Op. Cit.*, p. 75

¹⁹H. Douglas Brow, *Language Assessment Principles and Classroom Practices*, (New York: Pearson education, Inc., 2004), p.3

number of comprehension questions-a small sample of a second language learners total reading behavior. But from the results of that test, the examiner may infer a certain level of get real reading ability.²⁰Items target of comprehension of the main idea, stated detail, unstated detail, implied detail, and vocabulary in content.It means that to assess student's reading comprehension can use short passage which the purpose of reading comprehension related to comprehend the main idea of passage even stated the detail information inside passage.

Brown argues that reading passage can cover the comprehension of these features:

1. Main idea (topic) ,a main idea is important information that tells more about the overall idea of a paragraph or section of a text.

Ex: **It is often said that lightning never strikes twice in the same place, but this isn't true.**Go ask the forest rangers. Rangers who spend their summers as fire-fighters will tell you that every thundershower brings several bolts oflightning to their lookout stations.

(Notice that the first sentence tells what the paragraph is about; the sentences that follow support the idea stated in the first sentence.)

2. Expressions/idioms/phrases in context, idiom is an expression that cannot be understood literally. Even when a person knows the

²⁰*Ibid.*,pp.3,76,206

meaning of all the words and understands the grammar, the overall meaning of the idiom may be unclear.

Ex: Actions speak louder than words.

(People's intentions can be judged better by what they do than what they say.)

3. Inference (implied detail), inference is a conclusion reach by applying logic to the evidence you are given.

Ex: The floor is covered in shreds of newspaper and Susan's dog has newsprint on his paws.

It can be inferred that Susan's dog ate the newspaper.

4. Grammatical features, *grammatical* is a class of units (such as noun and verb) or features (such as number and case) that share a common set of grammatical properties. Also called *grammatical feature*.

Ex: she...studying (is/am/are). Choose the correct one!

Answer: she is studying

5. Detail (scanning for a specifically stated detail) ,extended treatment of or attention to particular items. Ex:

According to the passage.....

It is stated in the passage

The passage indicates that

Which of the following is true

6. Excluding facts not written (unstated details) ,not directly stated or set forth.

Example:

Which of the following is not stated...?

Which of the following is not mentioned...?

Which of the following is not discussed...?

All of the following are true except.

7. supporting idea(s) , is a sentence that contains the idea of supporting or being the main sentence explanation.

Example of supporting idea :

Topic : Tonight Atmosphere

The framework of the paragraph:

1. Beautiful night
2. Star-studded
3. Cold air
4. Owl sound-replication
5. Moon light emitting
6. No pass

development:

The **night** was **beautiful**. The **stars** in the sky **studded** with emitting flickering light. **Cold air** over me. **Owl sound** made the fur on my neck-**replication** goosebumps. **Moon** emits **light** to the entire universe. **No** one was **passing** around me.

8. vocabulary in context, the meaning of an unknown word by considering the word in context.

Example: The word *young generation* in the text means....

Based on theorists above it can be concluded that comprehension is a process of readers in constructing the meaning by interacting with text. Therefore to know the student's ability in comprehend the meaning of text completely, a test is needful. A short passage can be used for reading comprehension test. The reason uses a passage because a passage can be used to cover items that need to measure the students' ability in comprehension. The aspects that can be measure are students' skill are reveal the main idea and implicit meaning of the text, grammatical features, vocabulary and others.

C. Concept Genre of Text

According to Knapp, text is completed act of communication such as a greeting between friends in the street, a television advertisement, a novel, or a film and so on. As far as speech and writing are concerned, a text stands alone as an act of communication.²¹ It means that text is arranging of words to be a sentence. According to Intan, genre is some kind of a category.²² It means that genre is the type of text about concept and a form in text that is. In the school, many form a texts are taught in senior high school. They are procedure, descriptive, recount, narrative, report, news item, analytical exposition, hortatory exposition,

²¹Peter Knapp and Megan Watkins, *Genre-Text-Grammar*, 2005, Australia, p. 29

²²Intan Karolina, *Teaching Narrative Text In Improving Writing*, SMA Negeri 1 Pemalang In 2006, p. 23

discussion, review, and public speaking. These variations are known as genre.

However, Gerot and Wignell classify the genre into thirteen types. They are:²³

1. Spoof

Spoof is a text to retell an event with a humorous twist.

2. Recount

Recount is a text to retell events for the purpose of informing and entertaining.

The order in which they occurred. Its purpose is to provide the audience a description of what occurred and when it occurred. Other definition, recount is to retell a series of events, usually in the order they occurred.²⁴

3. Report

Report is a text to describe the way things are with reference to a range of natural, made and social phenomena in our environment. Other definition, report is piece of text that present information about a subject.²⁵

4. Analytical Exposition

Analytical exposition is a text to persuade the reader or listener that something in the case.

5. News Item

News item is a text to inform readers, listeners or viewers about events of the day which are considered newsworthy or important.

²³Linda Gerot and Peter Wignell, *Making Sense of Functional Grammar*. (New south wales: Gerd Stabler, 1994), p.192-217

²⁴Mark Anderson and Kathy Anderson, *Text Types in English 2*, (South Yarra: Macmillan, 1997), p. 5.

²⁵*Ibid*, p. 86.

6. Anecdote

Anecdote is a text to share with others an account of an unusual or amusing incident.

7. Narrative

Narrative is a text to amuse, entertain and to deal with actual or vicarious experience in different ways. Other definition, narrative is a piece of text which tells a story and, in doing so, entertains or informs the readers or listener.²⁶

8. Procedure

Procedure is a text to describe how something is accomplished through a sequence of actions or steps. Other definition, procedure is a piece of a text that gives us instruction for doing something.²⁷

9. Description

Description text is a text to describe a particular person, place or thing.

10. Hortatory Exposition

Hortatory exposition text is a text to persuade the reader or listener that something should or should not be the case.

11. Explanation

²⁶*Ibid*, p. 8.

²⁷Mark Anderson and Kathy Anderson, *Text Types in English 2*, (South Yarra: Macmillan, 1997), p. 50.

Explanation text is a text to explain the processes involved in the formation or workings of natural or socio cultural phenomena. Other Definition, explanation is to explain how or why something occurs.²⁸

12. Discussion

Discussion text is a text to present (at least) two points of view about an issue. Other definition, discussion is a text to presents differing opinions on a subject to the readers and listeners

13. Reviews

Reviews is a text to critique an art work or event for a public audience.

Based on those explanations, the writer concluded, there are many kinds of texts, each of characteristics have different characteristics and purpose. And then the writer focus on one text genre that is about News item .

D. Media

Bretz in Suwarna divided media in 7 division, they are (1) moving audio visual media, (2) silence audio visual media, (3) moving visual media, (4) silence visual media, (5) semi moving media, (6) audio media, and (7) printing media.²⁹ Meanwhile Preeti stated print media are newspaper, magazines, bulletins, leaflets.³⁰ Preeti added media in the classroom engage students in learning and

²⁸*Ibid*, p. 4.

²⁹Suwarna, *Pengajaran Mikro*, (Yogyakarta: Tiara Wacana, 2005), p. 130

³⁰Preeti, "Education and Role of Media in Education System", *International Journal of Scientific Engineering and Research (IJSER)*, Volume 2 Issue 3, March 2014, p.175

provide a richer experience. Media are useful tools for illustrating a lesson, allowing students to see examples of what they are learning.³¹It means that Newspaper was included on printing media, a media that can be used in teaching as source of information. It can be used in learning at classroom to gaining the students' reading comprehension in process to deliver and exchange information.

Zain and Djamarah defined learning source media as helping tool that used in teaching learning activity.³²Media as tool to help the teacher in delivering the material that is can represent something that cannot deliver by teacher in words even sentence. Roestiyah in Zain and Djamarah's also stated that there are some learning source, they are:

1. People (in the family, school and society)
2. Book or library
3. Mass media (magazine, newspaper, radio, television, etc)
4. Environment
5. Teaching tools (text book, map, picture, cassette, tape, blackboard, marker, etc.)
6. Museum (place for ancient things).³³

So, media is a tool to communicate and to connect from the text to a human till become an information in teaching and learning activity.

³¹*Ibid.*, p. 176-177

³²Syaiful Bahri Djamarah and Aswan Zain, *Strategi Belajar Mengajar* (Jakarta: Rieneka Cipta, 2010)*Op. Cit.*, p. 2

³³*Ibid.*,p. 48-49

E. Newspaper and Its Usefulness

Newspaper has become part of modern life, it is daily needs. Every morning we can accept many kinds of information from newspaper. Information that can be found in newspapers not only politics, economy, sport but also entertainment issues. It means newspaper is one of the media that deliver all kinds of information. In the education field, newspaper was used as media to deliver the information those students need. Meanwhile, Djamarah and Zain define media as a dealer vehicle of learning information or message dealer.³⁴ Newspapers as information suppliers therefore newspapers are one of the most powerful sources of sharing information and upgradation of knowledge bank.

In a second language situation, English is the language of the mass media: newspapers, radio and television are largely English media.³⁵ Meanwhile, newspaper as one of the media that is used in learning English which is the benefits and innovative uses of Newspaper reading which will help in learning English language. It emphasizes that educators and learners need to be media literate if they are to operate effectively. Besides newspaper is easier and it could be read at any time during the day.

³⁴*Ibid.*, p. 120

³⁵Geoffrey Broughton, Christopher Brumfit, Roger Flavell, Peter Hill and Anita Pincas, *Teaching English as a Foreign Language*, (Canada: Routledge, 2003), p. 6

Teacher can use media to hone critical-thinking skills. It means that there are some advantages of using newspapers, it can help students to think along various dimensions which can bring diversity into language classrooms and richer the student experience. It is function as tool in illustrating the lesson besides gaining students' critical thinking. Newspapers also can be an alternative information resource to develop the student's ability in English reading out of student's textbook and workbook that available at school. Newspapers can be a valuable learning media for promoting critical thinking skills, enhancing students' writing and reading skills, and developing their vocabulary knowledge.

Knowlton and Barefoot stated a newspaper is cheap for less than the price of a textbook ,students receive a huge amount of information.³⁶It can state that newspapers are regarded one of the most reliable, easily available, less expensive and effective sources of sharing information and knowledge.

In theother hand, the use of newspaper in classroom setting will inculcate good ideas and habit of grasping vocabulary spontaneously by read the text even passage inside the newspaper. Mittal stated that there are some major uses of newspaper in her journal. The uses are:

- a. Learning a lot of Vocabulary.
- b. Increase in reading speed

³⁶Steven R. Knowlton, Betsy O. Barefoot, "Using National Newspaper in College Classroom: Resources to Improve Teaching and Learning". *University of South California Education Journal*, Monograph Series number 28, March 1999, p. 7

- c. Process of learning becomes innovative and interesting
- d. Offers a wide variety of information in every walk of life
- e. Cost savvy
- f. Develop writing and listening skill
- g. Learning grammatical structure
- h. Learning crafty words and construction
- i. Use of idioms. Phrases and many new innovative construction³⁷

Newspaper has many uses for reader in gaining their abilities in reading. By read newspaper the reader can raise their vocabulary, reading ability, grammar even writing and listening skill. On the other hand by using newspaper also the process of learning more innovative and interesting which this is offer variety information to the reader and the reader can learn grammatical structure in the text. The newspaper can be a valuable learning tool in the classroom because it has great variety in terms of topics and interests, is expendable, is available in all communities, incurrent, and is inexpensive.

F. Newspaper

Newspaper article is a paper that is printed and distributed usually daily or weekly and that contains news, articles of opinion, features and advertising.³⁸

³⁷ReenaMittal, "Role of Newspaper in English Language Learning", *International Journal of Research (IJR)*, Vol-1, Issue-6, July 2014, p. 690

³⁸ Merriam Webster, the meaning of newspaper, <https://www.Merriam-Webster.com/newspaper/1828>.

Newspaper is publication consisting of a number of large sheets of folded paper, on which news, advertisements, and other information is printed.³⁹ Newspaper consist of pieces of old newspaper, especially when they are being used for another purpose such as wrapping things up. The contents of newspaper are rich and vivid beside the fact that the newspaper language at the same time has become trendier, it means up to date. It deniable that English contain wide range of information which is it can be learning source for the student to rise their reading comprehension. Mehta stated that as a matter of fact, the English newspaper contain a wide range of information like feature stories, business news, sport news, special columns, reviews, notices, advertisements, editorial, entertainment schedules etc.⁴⁰ These are items in newspapers:

1. News stories

The front page is considered as the mirror of any newspaper. It contains all the breaking or important news in it.

2. Features stories

³⁹ <https://www.collinsdictionary.com>

⁴⁰ Naveen K Mehta, "English Newspapers: Exploring Innovative Methodological Paradigm. A Study into Classroom Dynamics", *Romanian Journal of Education*, Vol 1 No. 1, p.58

The stories may base upon a trend, event, situation etc. which is it can help the student in sharing information on certain the topic.

3. Special features

Special feature are meant to have healthy discussion on a specific issue or a special case/ event/ story.

4. Editorial and letter to the editor

Editorial columns reflect the view of the editor/ editorial team/ guest writer toward one specific topic.

5. Advertisement/ classified

The advertisements/ classified items are very useful for the readers to know more about an existing or a newly launched product(s)

6. Miscellaneous items

In a newspaper, the reader can easily find time table of trains/ flight. Schedules of event, television, theatre, movie, etc. The reader also gets useful information on weather, fashion, share-market, trade and business etc.

So, the writer concluded that the newspaper has a many information not only for adults but also for young learners. It contains many topics such as education, business, sport, etc.

G. Profile The Jakarta Post

The Jakarta Post is an English-language daily in Indonesia. The daily is owned by PT Bina Media Tenggara, headquartered in Jakarta. The Jakarta Post was founded by a mix of four Indonesian media at the urging of Information Minister Ali Moertopo and politician Jusuf Wanandi. After its first publication on April 25, 1983, The Jakarta Post for several years survives only with some advertising and its circulation is increasing. After the turn of the 1991 editor-in-chief, the daily began to take a pro-democracy position. The Jakarta Post is one of the English-speaking Indonesian newspapers that survived the 1997 Asian financial crisis and currently has a circulation of 40,000 copies. The Jakarta Post also has a Sunday edition (Sunday) and Online (Online), whose contents are not published in daily print editions. The daily audiences of these readers are the foreign community and educated Indonesians, although the number of Indonesian readers from the middle class also continues to increase. Known as a training ground for local and international journalists, The Jakarta Post has won numerous awards and is dubbed

the "most prominent English daily newspaper in Indonesia. "The Jakarta Post is a member of the Asia News Network.⁴¹

Jakarta Post is a piece of writing about recent issues consists of particular topic, for example education, politic, financial,entertainment, cultures, etc. In this study, the researcher will use newspaper as a source of news item material.⁴²Using a Jakarta post text in teaching English can bring lively and contemporary subject into the classroom and at the same time motivate the students. They also provide English learners most kinds of genres of writing written in authentic language, such as narratives, stories, letters, reports, and advertisements, etc., often rich in collocations, latest vocabulary and idioms. Jakarta post can serve as examples of writing and use to help train students' writing, reading and oral communication. Moreover, Jakarta post provide various materials for students to broaden their knowledge, as they contain a wide range of topics, including politics, sport, economy, education, health, entertainment, science and technology.⁴³

Rohmatillah said Jakarta post is the most famous daily English newspaper that is published in Indonesia. There are so many things that students can get from the newspaper article, such as up to date news and advertising. From the articles, the students can enhance their vocabulary buy reading it. Thus, newspaper can help

⁴¹https://id.wikipedia.org/wiki/The_Jakarta_Post

⁴²Nurmala Cahyani, *The Effectiveness of Using Authentic Material in Teaching Students' Reading Comprehension*, Tangerang, 2011, p.14

⁴³Andri Patrianto, *The use of Jakarta Post News to improve students reading comprehension skill*, Garut, 2011, p.5

instill the reading habit among students with its interesting news as well as help them in language learning. It can also be understood that the use of newspaper in the classroom with secondary students is a worthwhile strategy that is worthy of attention to improve vocabulary.

So, Jakarta Post article is a print media to be used share information about recent issues consists of particular topic, for example education, politic, financial, entertainment, cultures, etc.

H. Advantage of Using Newspaper.

Teaching learning is process to deliver knowledge to the student from some source information which is delivering by using media. The information student was taken from some sources. Winatputra in Djamarah and Zain divided learning source in five categories. They are human, book/library, mass media, natural resources, and education media.⁴⁴Based on that statement, newspaper was included as mass media.

There some advantages and disadvantages using newspaper, the advantage of using newspaper are:

- a. Newspaper-based activities engage students in interesting and enjoyable activities and they also encourage them to further reading.

⁴⁴Syaiful Bahri Djamarah and Aswan Zain,*Strategi Belajar Mengajar* (Jakarta: Rieneka Cipta, 2010)p. 122

- b. Newspaper usually reflects the culture of a certain community through the language they contain.
- c. Newspapers also reflect the changes in the language as well, and in doing so, help students and teachers keep up pace with such changes.
- d. Most newspapers are linguistically up-to-date and provide valuable linguistic data.
- e. Newspapers provide a wide range of various text types and language styles, which are not always found in textbooks.⁴⁵

I. Disadvantage of Using Newspaper.

Although using newspaper as authentic materials in teaching learning a foreign language is recommended by many experts, newspaper is not always suitable for all students at all levels. There are some disadvantages of using newspaper in the classroom in gaining reading comprehension.

Azri and Rashdi stated that, one important point is that when using authentic materials, we must bear in mind the learners' level. This is vital to obtain the highest level of benefit from using authentic materials in the classroom. In other words, the materials are beyond the learners' ability or level, it might lead to de-

⁴⁵LauretaValva, "Benefits of Using Newspapers, Magazines and Books in Classroom", *Journal Education: LCPJ Publishing*, Volume 2/2, 2009, p. 13, Search: www.lcpj.pro/skedaret/1354544987-Article%2011.pdf

motivation and discourage learners from learning the target language.⁴⁶ It means that teacher must think twice to give material from newspaper to the student, is the article of newspaper appropriate or not for the students' level. In fact that level of student determines their ability. To solve this problem the teacher have to choose a material from newspaper that suitable with the level of the learner.

On the other hand, some researcher in Matinez in Nagaiah and Rao journal argue that authentic materials often contain difficult language, unnecessary vocabulary, grammar, and too many structures, so the lower level students might have a hard time decoding the texts. Students might be less motivated.⁴⁷ It can be happen when the teacher give material that not suitable for the student's level. To solve this problem the teacher have to consider the material, vocabulary and etc that appropriate with the level of the students.

J. Teaching Reading Comprehension by Using Newspaper.

Since comprehension is the goal of reading, the primary focus in the classroom should be on getting meaning from print.⁴⁸ Meanwhile reading comprehension as a process of constructing the meaning of the text which is connected to the vocabularies of the reader. Vocabulary is as a crucial aspect of the reader to

⁴⁶Rashid Hamed Al Azri and MajidHilal Al-Rashdi, "The Effect of Using Authentic Materials in Teaching", *International Journal Of Scientific & Technology Research*, Volume 3, Issue 10, October 2014, p. 252

⁴⁷Siva Nagaiah and T. NageswaraRao, "Authentic Texts as Pedagogic Tools in English Language Classroom", *Scholar Critic: An International Journal of Language, Literature and Culture Studies*, Vol-01, Issue-01, p. 54, April 2014.

⁴⁸David Nunan, *Op. Cit.*, p. 69

understand the meaning of the text completely. Brandvik and McKnight argue that comprehension has more to do with background than it does with vocabulary.⁴⁹The reason that is if readers understand every word in a passage, they will understand the passage. Related to build the student vocabularies connected to comprehension, newspaper becomes a fresh media outside the student's textbook that is function as learning source. The student can learn new vocabularies while learn to build comprehension.

Newspaper is using to enrich the students' vocabulary to achieve reading comprehension. On the other hand newspaper also function as learning media which is it can be source of information for student in learning about their environment. Ali and Devi stated that newspapers is considered as a great source of learning language and it also provides industry materials for variety of people especially for students.⁵⁰It means newspaper in education function as media source of information. They also added that newspapers can be designed in such a way to develop reading comprehension, grammatical skills and vocabulary skills, writing skills and critical analysis.⁵¹It means newspaper can be designed to raise the student reading comprehension.

⁴⁹Mary Lou Brandvik and Katherine S. McKnight, *op. cit*, p. 60

⁵⁰Shaikliyas Ali and V.Anitha Devi, "Role of Newspaper in English Language Teaching", *International Journal of English and Education*, Volume:2, Issue:2, APRIL 201, p. 256

⁵¹*Ibid*, p.257

In teaching reading comprehension the teachers do certain pre activity task that can foster the learning of the student. The teacher give the material for student in hands as a means of homework to pick up the skill next day especially vocabulary task. Then the next day when the class begins, the student already know the meaning of each word in passage. The student can expect the meaning of the newspaper article based on vocabulary task that already given the last day. It means when question are asked by the teacher, the student can quickly have a glance to arrive at the meaning of the articles. Students can learn the new vocabulary from the photo stories, movie pictures, famous faces, literary columns, classifying acts, jobs interviews, T.V. guidelines, even horoscopes on newspaper.

Based on theorist above it can be conclude that newspaper can be used in teaching reading comprehension in the class which is newspaper function as media that are give information. Comprehension build by enriched the student vocabularies by ask them finding new vocabularies to raise reading comprehension.

K. Procedures of Teaching Reading Comprehension by Using Newspaper.

(P) Preview steps:

1. Reading the title of the newspaper, try to do your own understanding of the contents of it from the title;

(Q) Steps to make questions:

1. Read the chapters in detail;
2. Make predictions using questions on the heading;
3. Use the question word: who; What; When; Why; and how. Create questions that can lead to higher-order thinking skills;

(R) During reading do some of the following activities:

1. Answer the questions made;
2. Check as an emphasis on important parts such as being colored or underscored on a word or phrase;
3. Re-read the section that is considered difficult;
4. Broken in some parts if needed.

(S) summarize steps:

1. Find and label key ideas;
2. Summarize and note the important points in each section;
3. Write the key points found;
4. If necessary for mindmap to make it easier to see the relationship between concepts;

(T)Test steps:

1. Re-read the questions that have been made and answer the questions to ensure the level of understanding achieved;
2. Mapping the information obtained using mind maps, so that new concepts of

text are found;

3. If a formal test is done by the teacher, make a test that accommodates high-level thinking;

4. Students do tests from teachers;

5. Provide feedback from test results so that the expected competencies can be achieved.

L. Concept of Textbook

According to Yulianti (2011), a textbook is an instructional material which consists of content and material of the subject that is well organized in written form and has a great contribution in the teaching and learning process.⁵² Textbook is defined as a comprehensive learning resource that is in print or electronic form, or that consist of any combination of print, electronic, and non print materials collectively designed to support a substantial portion of the Ontario curriculum expectation for a specific grade and subject in elementary school or for a course in secondary school, or substantial portion of the expectation for a learning area in the Ontario kindergarten program.⁵³ Textbooks are at the heart of educational enterprise, as they offer students “a rich array of new and potentially interesting

⁵²ReinildisAtjnaCynthiaRynanta, SuharmantoRuslan *Content Analysis On The English Textbook Entitled 'English In Mind Starter (Student's Book(2006))'*, an article p.1

⁵³Ministry of Education Ontario, *Guidelines for approval of textbook*, (ministry of education: Ontario,2006), p.6

facts, and open the door to a world of fantastic experience”⁵⁴ so, according to the expert the researcher conclude that text book is an instructional material which consists of content and material that is in print or electronic form, or that consist of any combination of print, electronic, and non print materials and can open the door to a world of fantastic experience”.

In this research, the textbook was “ENGLISH ALIVE” for senior high school from Yudhistira for grade X and the author were M.J. Ari Widayanti and Rini Susanti Wulandari and made at 2011 by PT Ghalia Indonesia Printing.

M. The Advantages of Textbooks

1. Firstly, if a teacher uses the same textbook in all of his or her classes the students will work with the same material and content. As a consequence, teachers can test their students in a similar way.
2. Secondly, teachers who are not so experienced and need some kind of teacher training can benefit from textbooks due to the fact that they can function as initial training for them to develop their teaching.

⁵⁴Razia Fakir Mohammad, *Effective Use of Textbooks: A Neglected Aspect of Education in Pakistan*, Journal of Education for International Development 3:1 (September, 2007), p.2

3. Thirdly, Richards points out that all teachers do not have English as their first language and textbooks can help them to use the language properly in class.

N. The Disadvantages of Textbooks

1. These teachers claim that both they and their students are bored by using textbooks due to the fact that they many times contain material that is not interesting enough.
2. Teachers who do not approve of textbooks like to use their own imagination, alternative material such as pieces from books and magazines and ideas that students give them
3. The risk of using textbooks is that teachers and students can become too attached to the textbook they are using and ignore all other sources of material.⁵⁵

O. The Roles of Textbooks

From the instructional standpoint, the textbook has three main roles:

- 1. An information role, implying:**

- presentation of a selection of items of knowledge about a specific subject and on a specific theme, taking into account that the acquisition of knowledge should

⁵⁵Michael Nilsson, *Textbooks and Alternative material - positive and negative aspects,* (southern Sweden: spring, 2006) pp.3-4

be progressive and sequenced according to succeeding years of scholarship and bearing in mind that curricula must not be overloaded.

- filtering of items of information in order to synthesize them, sometimes simplify them and render them accessible and clear for pupils at the level concerned.

2. **A role of structuring and organizing learning**

The textbook suggests a progression in the learning process organized in successive blocks of teaching units. It offers several possibilities for the organization of learning:

- from practical experience to theory;
- from theory to practical exercises with assessment of what has been learned;
- from practical exercises to theoretical elaboration;
- from statements to examples and illustration;
- from examples and illustrations to observation and analysis.

3. **A role of guiding learning**

To guide the pupil in his perception and comprehension of the outside world, in putting together knowledge acquired from sources other than the curriculum, in mastering what he has learned. There are two alternatives, either of which can be used to guide the learning process:

- repetition, memorization, copying models;
- more open and creative activities where the pupil can make use of his own experiences and observations.⁵⁶

P. Procedure of using Textbook

The best way to use this handout is to apply it step by step to a reading assignment you need to do. So, get out a course textbook and get ready to use it. Your first time through this process may take a little longer than it normally would, so don't give up on that score. Once you get used to it, it will definitely save you time.

Here are the steps for reading a chapter or section of a textbook:

(P) Preview steps:

1. Reading the title of the book, try to do your own understanding of the contents of it from the title;

(Q) Steps to make questions:

⁵⁶Roger Seguin, *The Elaboration of School Textbooks*,(UNESCO, December 1989), p.18

1. Read the chapters in detail;
2. Make predictions using questions on the heading;
3. Use the question word: who; What; When; Why; and how. Create questions that can lead to higher-order thinking skills;

(R) During reading do some of the following activities:

1. Answer the questions made;
2. Check as an emphasis on important parts such as being colored or underscored on a word or phrase;
3. Re-read the section that is considered difficult;
4. Broken in some parts if needed.

(S) summarize steps:

1. Find and label key ideas;
2. Summarize and note the important points in each section;
3. Write the key points found;
4. If necessary for mindmap to make it easier to see the relationship between concepts;

(T)Test steps:

1. Re-read the questions that have been made and answer the questions to ensure the level of understanding achieved;
2. Mapping the information obtained using mind maps, so that new concepts of

text are found;

3. If a formal test is done by the teacher, make a test that accommodates high-level thinking;

4. Students do tests from teachers;

5. Provide feedback from test results so that the expected competencies can be achieved.

Q. Frame of Thinking

In this research, the writer will research the effectiveness of Jakarta Post's articles in developing the student's ability especially the ability to comprehend the meaning of the text by seeing the students score improvises. To find the effectiveness of newspaper articles in developing students reading comprehension the writer will see it by the score of students before and after treatment, the scores in pretest and posttest. The writer will compare the mean score of students both of tests; pretest and posttest by seeing the differences of proportion both tests. So, the writer will find empirical evidence of how significant the effectiveness of authentic material on students' reading comprehension by using Jakarta Post's articles as material to the student at the tenth grade of SMAN 01 AbungSemuli North Lampung.

This study adopts experimental research. Creswell stated that experimental seeks to determine is a specific treatment influences an outcome. This impact is assessed by providing a specific treatment to one group and withholding it from another and then determining how both groups scored on an outcome.⁵⁷ It is add by Keppel in Cresswell stated that experiments include true experiments, with the random assignment of subjects to treatment conditions, and quasi-experiments that use nonrandomized design.⁵⁸ This research use quasi experiment.

As has been discussed previously, the problems that faced by student in reading impact to the scores of the pupil's task because most of the tasks in written form where the student must read the text then able to comprehend the text to answer the question. Therefore, the writer will use articles of newspaper to help the students in developing their abilities in reading. After the treatment, the writer will see the effectiveness of those articles in raising the capabilities of student in reading by seeing the mean score of class in pretest and posttest. The experiment class use newspaper articles, Jakarta Post, to improve student reading achievement by raising the student's ability in comprehending the meaning of the text while control class use available book and workbook at school as usual.

R. Hypotheses

⁵⁷Jhon W. Creswell, *Research Design*, (California: SAGE Publication, Inc., 2009), p. 12

⁵⁸*Ibid.*, p. 12

In research hypotheses is typically the researcher's prediction or expectation of what the result will show. Meanwhile, McMillan defines hypotheses as a prediction that is made prior to data collection.⁵⁹In this research there are two kind of hypotheses, null hypothesis (H_0) and Alternative hypothesis (H_a).

Null hypothesis (H_0) :The use of Jakarta Post is not effective for teaching reading comprehension at the second semester of the tenth grade of SMAN 01 AbungSemuli North Lampung in the academic year of 2017-2018.

Alternative hypothesis (H_a) :The use of Jakarta Post is effective for teaching reading comprehension at the second semester of the tenth grade of SMAN 01 AbungSemuli North Lampung in the academic year of 2017-2018.

⁵⁹James H. McMillan, *Educational Research: Sixth Ed*, (Boston: Pearson Education, Inc, 2012), p. 47

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

In conducting the research, quantitative research approach had been employed. Ary said that an experimental design is the general plan for carrying out a study with an active independent variable. The design is important because it determines the study's internal validity, which is the ability to reach valid conclusions about the effect of the experimental treatment on the dependent variable.⁶⁰ It means that experimental design was a research design that is used to find the influence of one variable to the other variable.

The quasi experimental design was used in experimental design. Ary stated that quasi experimental design is similar to randomized experimental designs in that they involve manipulation of an independent variable but differ in that subjects are not randomly assigned to treatment groups.⁶¹ Quasi experimental was used because the subjects were not randomly assigned to the treatments groups.

⁶⁰Donald Ary, Lucy Cheser Jacobs, and Chris Sorensen, *Introduction to Research in Education*, (8th Edition), (Canada: Wadsworth, Cengage Learning, 2002), p.301

⁶¹*Ibid*, p.316

According to Creswell, “if the students into the special groups randomly assigned, it will disrupt the classroom learning.”⁶²

Two classes were selected in this research. The first was experimental class and the other was a control class. The experimental class had been treated with Jakarta Post and the control class with Textbook. Pre-test and post-test design was used. It can be presented as follow:

Table 2
Pre-test and post-test design

Select Control Group	Pre-test	No Treatment	Post-test
Select Experimental Group	Pre-test	Experimental Treatment	Post-test

This research, the students were given pre-test to know their reading comprehension in news item before treatment and post-test after the treatment by using Jakarta Post in experimental class and by using Textbook in control class. The pre-test and post-test were conducted for control and experimental class.

B. Variables of the Research

Arikunto stated that variable is the object of research or a central in the research.⁶³ Moreover Kountur said that variable is showing a meaning which

⁶²John W. Creswell, *Educational Research: Planning, Conducting and Evaluating Qualitative Research*, (New York: Pearson Education, 2012), p.309

⁶³Suharsimi Arikunto, *Prosedure Penilaian Suatu Pendekatan Praktik*, (Jakarta: Rineka Cipta, 2010), p.96

differentiates among something from other.⁶⁴ There were two variables investigated in this research. There were independent variable and dependent variable.

The variables are:

1. The independent variable is the Jakarta Post as media symbolized with (X). The independent variable is variable that selected to determine their effect on the relationship with the dependent variable.
2. The dependent variable is the student's reading comprehension symbolized with (Y). the dependent variable is observed to determine what effect, if any the other types of variables may have on it.

C. **Operational Definition of Variable**

The operational of variables are as follows:

1. The Jakarta Post

The Jakarta Post, use as media of learning for student. Especially, for teaching reading comprehension of news item.

2. Students' Reading Comprehension

Students' ability in reading comprehension on news item is the ability to comprehend the reading material and inform the event in the past. The aspect reading comprehension that taught to the students are main

⁶⁴RonyKountur,
(Jakarta: PPM, 2003). P.47

idea, expressions/idiom, inference, grammatical features, detail, excluding facts not written, supporting idea, vocabulary in context.

D. Population, Sample and Sampling Technique

1. Population of the Research

McMillan stated that a large group of elements, whether individuals, objects, or events, is called the population.⁶⁵ The population of this research was the student at the tenth grade of SMAN 01 Abung Semuli North Lampung. The population of the tenth grade of SMAN 01 Abung Semuli North Lampung is 288 students that distributed in tenth classes, four classes for social major and others for science major. The specific information can be seen on this following table:

Table 3
Students' Population of Grade Tenth at SMAN 01 Abung Semuli North Lampung in 2017/ 2018.

No	Class	Genders		Total Number of Students
		Males	Females	
1	X MIPA 1	22	15	37
2	X MIPA 2	10	27	37
3	X MIPA 3	12	24	36
4	X MIPA 4	13	23	36
5	X IPS 1	16	21	37
6	X IPS 2	12	23	35
7	X IPS 3	12	22	34
8	X IPS 4	12	24	36
Total		109	179	288

Source: Data of SMAN 01 Abung Semuli North Lampung

⁶⁵*Ibid.*, p. 96

2. Sample of the Research

This research took two classes as the sample of the research. They were one class as the experimental class and one class as the control class.

3. Sampling Technique

To take the sample used cluster random sampling. Fraenkel and wallen said that the selection of groups, or cluster, of subjects rather than individuals is known as cluster random sampling.⁶⁶ The tenth grade consists of eight classes was conducted in the research.

The steps in determining the experimental class and control class that is;

- a. The name of the class was written in a small piece of paper
- b. The paper was rolled and put into a glass
- c. After that shakes until one of the rolled-paper out of the glass. The first paper which out from the glass as the experimental class.
- d. The glass was shaken again until one of the rolled paper out of the glass.
The second paper which out from the glass as the control class
- e. Then the first paper was Mipa 3 as the experimental class and the second paper was Ips 4 as the control class.

⁶⁶Jack R. Fraenkel and Norman E. Wallen, *OpCit*, p.95

E. Data Collecting Technique

This research, test was used to collect data to get the students' achievement and effectiveness after treatment. The test was done twice, pre-test and post-test. Pre-test was a test that given before the treatment. Pre-test was given to measure students' reading comprehension with news item text. Post-test was a test that given after treatment by using The Jakarta Post to improve students reading comprehension.

F. Research Procedure

There are three steps will be done in conducting this research. They are:

1. Planning

The step before the research procedure that is; made some planning to run the application well. There were some steps that should be planned;

The procedure of making planning of this research can be seen as follow:

a. Determined the subject of the research

The tenth grade student of SMAN 01 Abung Semuli North Lampung was chosen as the subject of the research, one class as the experimental class and the other one as the control class.

b. Prepared try-out

Prepared a kind of test (called try-out test) that test was given to the students at tenth grade out of sample class. The total number of test 50 items. The tryout administered in 60 minutes. Evaluate the test items to get the good items for pretest and posttest.

c. Prepared pre-test

Prepared a kind of test (called pre-test) that was given to the students before the students get treatment used instrument which have already been tried out before.

d. Determined the material to be taught

After gave pretest to students, determined the material to be taught to the students was reading comprehension of news item text. The writer determines the material will be taught to the students, that is reading comprehension of news item text.

e. Prepared post-test

After prepared the posttest, gave posttest to the students at the control class and experimental class after treatment.

2.Application

After making the planning, tried to apply the procedure that was already planned. There were some steps in doing this research:

a. In the first meeting, gave try-out

this test was multiple choices that consist of 50 items with 4 options a,b,c,d. this test was given to the students which did not become the sample of the research.

- b. In the second meeting, gave pre-test

Pre-test to the control and experimental class was given .the test was multiple choices, it was taken from the result of try-out test. It means that only the valid and reliable test item used in the pre-test.

- c. After giving the pre-test to the students, a treatment in experimental class with The Jakarta Post was conducted.

- d. In the last meeting, gave post-test

This test was multiple choice test with 4 options a,b,c,d. it means that only the valid and reliable tests items that used.

3. Reporting

The last step that should be done in the research procedure is reporting. There are as follow:

- a. Analyzed the data received from try-out
- b. Analyzed the data received from pre-test and pos-test
- c. Made a report based on the findings

G. Instrument of the Research

This research used multiple choice question as a tool for testing in order to know students' reading comprehension in The Jakarta Post with four alternative options. The test was aim to measure students' reading comprehension, the test

used language assessment theory. Some specifications commonly used in measuring reading comprehension are: main idea (topic), expression/ idioms/ phrases in context, inference (implied detail), grammatical feature, detail, (scanning for a specifically stated detail), excluding fact not written, supporting idea, vocabulary in content.⁶⁷ The specification of test can be seen in Table 4:

Table 4
The Test Specifications for Pretest and Posttest before validity

No	Aspects	Items Number		Number Of Items	
		Pretest	Posttest	Pretest	Posttest
1	Main idea (Topic)	1, 7, 15, 22, 26, 34, 41	1, 7, 15, 22, 26, 34, 41	7	7
2	Expression/Idiom/Phrase In context	4, 9, 21, 38, 43	4, 9, 21, 38, 43	5	5
3	Inference (Implied detail)	5, 17, 25, 32, 39	5, 17, 25, 32, 39	5	5
4	Grammatical features(reference)	6, 8, 12, 20, 29, 33, 37, 40,	6, 8, 12, 20, 29, 33, 37, 40,	8	8
5	Detail (scanning for a specifically stated detail)	10, 27, 44, 46	10, 27, 44, 46	4	4
6	Excluding facts not written	2, 11, 16, 23, 28, 42, 49	2, 11, 16, 23, 28, 42, 49	6	6
7	Supporting idea(s)	18, 30, 35, 48	18, 30, 35, 48	4	4
8	Vocabulary in context.	3, 13, 14, 19, 24, 31, 34, 45, 47, 50	3, 13, 14, 19, 24, 31, 34, 45, 47, 50	10	10
Total				50	50

Based on the table 4, the main idea consist of 7 number. They were number 1, 7, 15, 22, 26, 34, and 41. Expression/ idiom/ phrases consist of 5 number. They were number 4, 9, 21, 38, and 43. The inference consists of 5 number that is 5, 17,

⁶⁷H. Douglas Brown, *Language Assesment Principles and Classroom Practice on Education* (San Fransisco: San Fransisco University Press,2004), p.26

25, 32, and 39. The grammatical feature consist of 8 number, that is 6, 8, 12, 20, 29, 33, 37, and 40. The detail consist of 4 number, that is 10, 27, 44, and 46. The excluding facts not written consist of 6 number, that is 2, 11, 16, 23, 28, 42, and 49. Supporting idea consist of 4 number, that is 18, 30, 35, and 48. The vocabulary in context consist of 10 number, that is 3, 13, 14, 19, 24, 31, 34, 45, 47, and 50.

Table 5
The Test Specifications for Pretest and Posttest after Validity Test

No	Aspects	Items Number		Number Of Items	
		Pretest	Posttest	Pretest	Posttest
1	Main idea (Topic)	10,17,21	1,6,13,17,22	3	5
2	Expression/Idiom/ Phrase In context	3,5,19,23,	11,23,	4	2
3	Inference (Implied detail)	7,12,	4,15,20	2	3
4	Grammatical features(reference)	4,9,16,20	5,16,21	4	3
5	Detail (scanning for a specifically stated detail)	13	7,24,	1	2
6	Excluding facts not written	1,22,25,	2,8	3	2
7	Supporting idea(s)	8,14	18	2	1
8	Vocabulary in context.	2,6,11,15,18,24	3,9,10,12,14,19, 25	6	7
Total				25	25

Based on the table 5, the main idea consist of 3 number for pre-test that is 10, 17, 21 and 5 number for post-test that is 1, 6, 13, 17, 22. Expression/ idiom/ phrases consist of 4 number for pre-test that is 3, 5, 19, 23, and 2 number for post-test that is 11, 23. The inference consist of 2 number for pre-test that is 7, 12 and 3

number for post-test that is 4, 15, 20. The grammatical feature consist of 4 number for pre-test that is 4, 9, 16, 20, and 3 number for post-test that is 5, 16, 21. The detail consist of 1 number for pre-test that is 13 and 2 number for post-test that is 7, 24. The excluding facts not written consist of 3 number for pre-test that is 1, 22, 25, and 2 number for post-test that is 2, 8. Supporting idea consist of 2 number for pre-test that is 8, 14 and 1 number for post-test that is 18. The vocabulary in consist of 6 number for pre-test that is 2, 6, 11, 15, 18, 24 and 7 number for post-test that is 3, 9, 10, 12, 14, 19, 25.

So the total number is 25 for pretest and 25 for posttest.

H. Treatment for Experimental Class and Control Class

1. Treatment for Experimental Class

In this research, taught reading comprehension in news item by using Jakarta Post as a treatment in experimental class. The treatment was done in three meetings. In the first meeting, students was asked to read the title and try to understand the contents of reading, students create questions that can lead to higher-order thinking skills, students mark as marking on important parts such as color or underscore on a word or phrase, students make summaries and notes of importance on each part, students are doing tests from teacher.

In second meeting, the students were taught though another text of news item using Jakarta post ,students was asked to read the title and try to understand the contents of reading, students create questions that can lead to higher-order thinking skills, students mark as marking on important parts such as color or underscore on

a word or phrase, students make summaries and notes of importance on each part, students are doing tests from teacher.

In the third meeting, the students were taught through another text of news item using Jakarta post, students were asked to read the title and try to understand the contents of reading, students create questions that can lead to higher-order thinking skills, students mark as marking on important parts such as color or underscore on a word or phrase, students make summaries and notes of importance on each part, students are doing tests from teacher and calculated the result.

2. Treatment for Control Class

In control class, textbook was used as a treatment in control class. This media is often used by the teacher when teaching reading. In this media, explained about textbook and asked the students about it. In the first meeting, the students were taught through another text of textbook, students were asked to read the title and try to understand the contents of reading, students create questions that can lead to higher-order thinking skills, students mark as marking on important parts such as color or underscore on a word or phrase, students make summaries and notes of importance on each part, students are doing tests from teacher.

It was done in order to know how far the students understand about textbook.

In the second meeting, the students were taught through another text of textbook, students were asked to read the title and try to understand the contents of reading,

J. Validity of the Test

A good test is the test that has validity. The validity test is conducted to check whether the test measures what is intended to be measured. It means that a good test must have validity so the test has good validity or not, the content and construct validity had been used.

1. Content Validity

Best and Kahn said that content validity refers to the degree to which the test actually measures or is specifically related to the traits for which it was design.

1. Content Validity

Best and Khan said the content validity is based upon the careful examination of course textbooks, syllabus, objectives, and the judgments of subject matter specialists.⁶⁹

It means that content validity is based on the material, and the material is agreement with the objective of learning in the syllabus. To get content validity, the test adapted based on the syllabus for the tenth grade of senior high school.

2. Construct Validity

Best and Khan said the construct validity is the degree to which scores on attest can be accounted for by explanatory construct of sound theory.⁷⁰ It means that

⁶⁹John W. Best and James V. Kahn, *Research in Education* (7th ed), (New Delhi,PrenticeHall, 1995),p.219

construct validity is showing the measurement used contained correct operation definite, which is based on the theoretical concept.

In this research, the test whose the scoring covered seventh aspect of reading they are: main idea, inference, supporting idea, grammar, vocabulary, detail, excluding fact not written. To make sure, English teacher of SMAN 01 Abung Semuli A. Abmudra Abadi,S.Pd as a validator for determining whether the test has obtained construct validity or not.

3. Item Validity

The test was given to the students are 50 multiple choice questions to know valid or not the questions that gave to the student at tenth grade of SMAN 01 Abung Semuli North Lampung. The item validity used to measure the validity of the test items. The researcher was given the tryout of the test to the students from the different sample. The researcher used ANATES because it is better than iteman, it can be used for multiple choice and essay to calculate the data obtained from the tryout for pretest there were 25 items considered invalid. The invalid items number were 1, 7, 15, 26, 21, 5, 32, 39, 8, 12, 29, 37, 10, 44, 46, 11, 16, 23, 28, 35, 48, 13, 19, 45, 50. While the valid items were 25 items. They were the items number 22, 34, 41, 4, 9, 38, 43, 17, 25, 6, 20, 33, 40, 27, 2, 42,49,18,30,3,14,24,31,47,36. The result of the items try out for posttest, there

were 25 items considered invalid. The invalid items number were 15,22,4,9,38,17,25,8,12,20,29,37,27,46,16,23,28,42,49,18,30,48,19,45,50. The valid items number were 1, 7, 26, 34, 41, 21, 43, 5, 32, 39, 6, 33, 40, 10, 44, 2, 11, 35, 3, 13, 14, 24, 31, 36, 47.

K. Reliability of the Test

Fraenkel and Wallen said that reliability refers to the consistency of the scores obtained how consistent they are for each individual from one administration of an instrument to another and from one set of items to another.⁷¹ Besides having high validity, a good test must have high reliability too. The researcher used ANATES to reliability of test.

The criteria of reliability test are :

0.91 – 1.00	=Very high reliability
0.71 – 0.90	=High reliability
0.41 – 0.70	=Medium reliability
0.21 – 0.40	=Low reliability
0.222– ≤ 0.20	=Very Low reliability.

From the appendix the reliability of the pretest was 0.74 and posttest was 0.76, so it can be concluded that this test has high reliability (Appendix 6&7).

⁷¹Jack R. Fraenkel and Norman E. Wallen, *How to Design and Evaluate Research in Education Seventh edition*, (New York: MvGraw-Hill, 2009), p. 154

L. Data analysis

After collecting the data, the researcher analyzed the data by using independent sample t-test. There were two tests that must be done before analyzing the data by using independent sample t-test. They were normality test and homogeneity test.

2. Fulfillment of the assumptions

a. Normality Test

The normality test is used to measure whether the data in the experimental class and control classes are normally distributed or not. In this study the researcher used statistical computation by using SPSS (*Statistical Package for Social Science*) for normality test. The test of normality employed is Shapiro Wilk. H_0 is accepted if $P_{\text{value}} (\text{sig}) > \alpha$.

The hypotheses formula are :

H_0 = The data have normal distribution

H_a = The data do not have normal distribution.

While the criteria of acceptance or rejection of hypotheses for normality test are as follows:

H_0 is accepted if $\text{Sig.} > \alpha = 0.05$

H_a is accepted if $\text{Sig.} < \alpha = 0.05$

b. Homogeneity Test

Homogeneity test is a test that used by writer in this research to find whether the data of the research are homogeneous or not. If both of data from the sample that comes from normal distribution sample. Homogeneity test is used to determine whether the data obtained from the sample homogeneous or not. In this study the researcher use statistical computation by using SPSS (*Statistical Package for Social Science*) for homogeneity of test. The test of homogeneity employing Levenes's test.

The hypotheses are :

H_0 = The variance of the data is homogeneity

H_a = The variance of the data is not homogeneity

While the criteria of acceptance or rejection of homogeneity test are as follow:

H_0 is accepted if $\text{Sig.} > \alpha = 0.05$

H_a is accepted if $\text{Sig.} < \alpha = 0.05$

3. Hypothetical Test

To investigate whether there is influence of newspaper's articles, Jakarta Post, on students reading ability, the researcher used t-test to analyze the data. In this case, the researcher used statistical computation by using SPSS (*Statistical*

Package for Social Science) for hypothetical of test. The purpose of using SPSS in this case is to practicality and efficiency in the study. Hypotheses the researches are:

H_0 : There is no differences average score students' reading comprehension who are taught using newspaper, Jakarta Post, as learning media and those who are taught using available book and workbook at school.

H_1 : There is any differences average score of students' reading comprehension who are taught using newspaper, Jakarta Post, as learning media and those who are taught using available book and workbook at school.

While the criteria of acceptance or rejection of hypothesis are as follow:

H_0 is accepted if $\text{Sig.} > \alpha = 0.05$

H_a is accepted if $\text{Sig.} < \alpha = 0.05$

CHAPTER IV

RESULT AND DISCUSSION

A. Result of The Research

This research was aimed to know whether there is significant and effectiveness of using Jakarta Post Articles to improve students' reading comprehension at the tenth grade of the second semester of SMAN 01 Abung Semuli North Lampung in the academic year 2017/2018. The total number of the sample was 30 students, two classes were chosen as a control class and experimental class.

The instrument of this research was test. Pre-test consisted 25 multiple choice items and post-test of 25 multiple choice items with four options. Pre-test was conducted previously on January 4th, 2018 for class X IPS 4 as a control class and the pre-test in experimental class was X MIPA 3 as a experimental class. The pre-test was administrated in order to see the students' score in using Jakarta Post Articles before getting treatment.

After doing the research, the researcher got the result of the pre-test and post-test. The test was conducted in two classes, the first was experimental class and the second was control class. The pre-test was held on January 4th, 2018 and post-test on February 02nd, 2018.

1. Result of pre-test in Experimental Class

The researcher conducted pretest in order to know students ability before the treatment. The pre-test was administrated on January 4th, 2018. The scores of students' tested in the experimental class seen Figure 1.

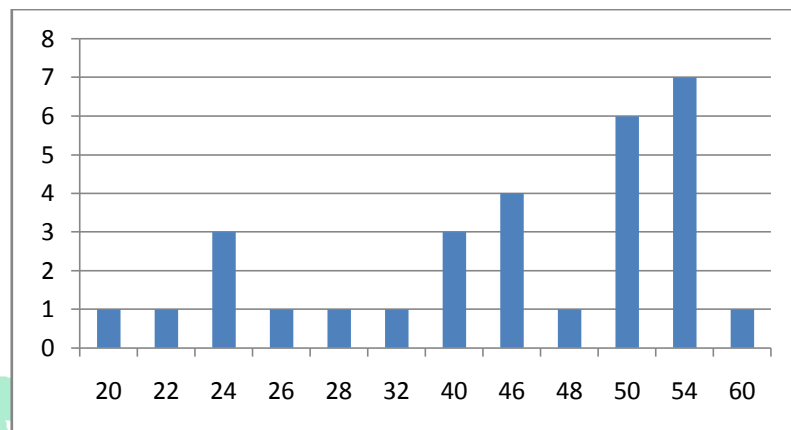


Figure 1

Graph of the result pre-test experimental

Based on figure 1, it can be seen 1 student got score 20 (3.3%), 1 students got score 22 (3.3%), 3 students got score 24 (10%), 1 students got score 26 (3.3%), 1 students got score 32(3.3%),1 students got score 28 (3.3%), 3 students got score 40 (10%), and 4 students got score 46 (13.3%), 1 students got score 48 (3.3%), 6 students got score 50 (20%), 7 students got score 54 (23.3%), and 1 students got score 60 (3.3%), The mean of pretest in experimental class was 43, standard deviation was 12.043, N was 30, median was 47, mode was 54, variance was

145.034, minimum was 20 and maximum was 60. It showed students' reading ability before they got treatments.

2. Result of Pre-test in a control class

The researcher conducted pretest in order to know students ability before the treatment. The pre-test was administrated on January 4th, 2018. The scores of students' tested in the experimental class seen Figure 2.

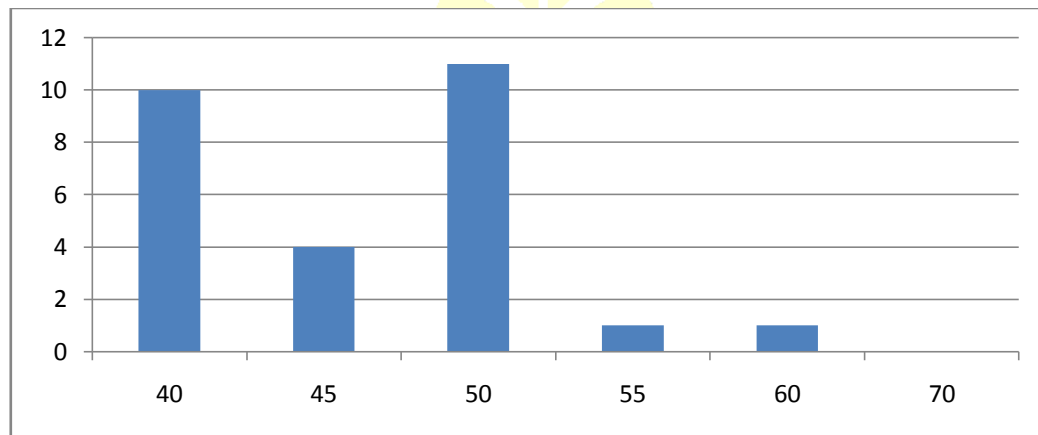


Figure 2

Graph of the result pre-test in a control class

Based on figure 2, it can be seen 10 student got score 40 (33%), 4 students got score 45 (13%), 11 students got score 50 (36%), 1 students got score 55 (4%), 1 students got score 60 (4%) and 3 students got score 70 (10%). The mean of pretest in experimental class was 41.33, standard deviation was 8.523, N was 30, median was 64, mode was 50, variance was 28.340, minimum was 54 and maximum was 74. It showed students' reading ability before they got treatments.

3. Result of posttest in experimental class

The researcher conducted posttest in order to know students ability after the treatment. The post-test was administrated on February 2nd, 2018. The scores of students' tested in the experimental class seen Figure 3.

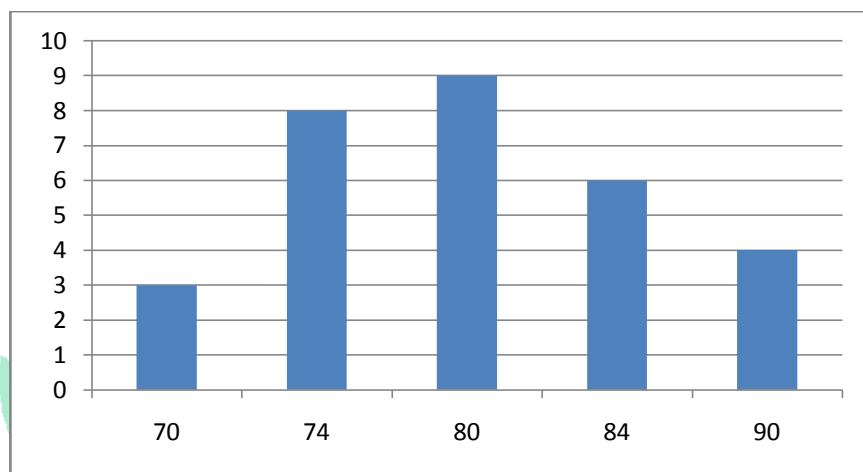


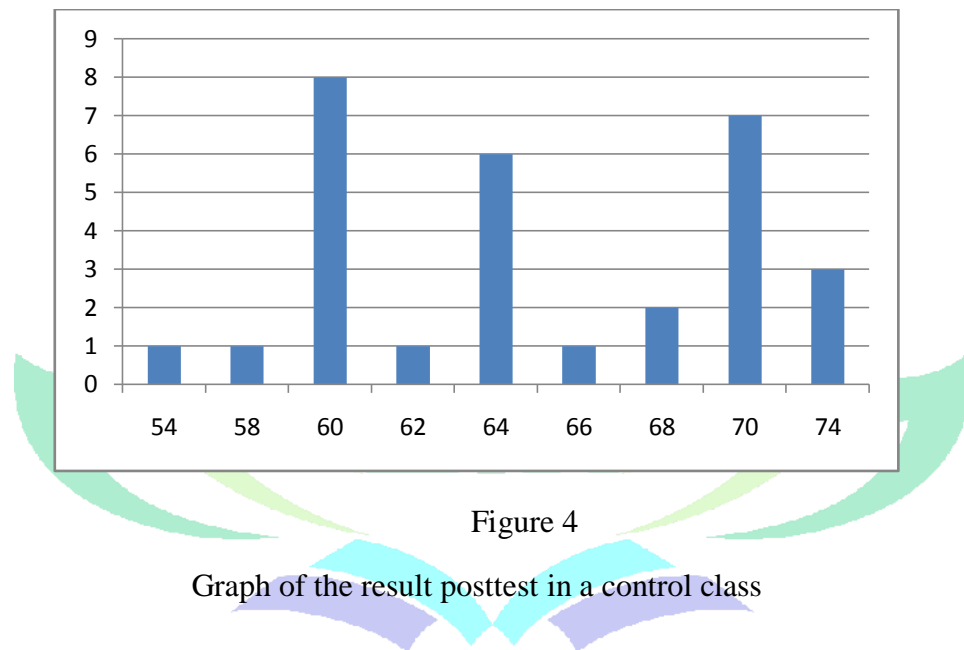
Figure 3

Graph of the result pre-test in a control class

Based on figure 3, it can be seen 3 student got score 70 (10%), 8 students got score 74 (26.67%), 9 students got score 80 (30%), 6 students got score 84 (20%), 4 students got score 90 (13.33%). The mean of pretest in experimental class was 79.53, standard deviation was 6.095, N was 30, median was 80.00, mode was 80, variance was 37.154, minimum was 70 and maximum was 90. It showed students' reading ability after they got treatments.

4. The result of posttest in control class

The researcher conducted posttest in order to know students ability after the treatment. The post-test was administrated on February 2nd, 2018. The scores of students' tested in the experimental class seen Figure 4.



Based on figure 4, it can be seen 1 student got score 54 (3.33%), 1 students got score 58 (3.33%), 8 students got score 60 (26.67%), 1 students got score 62 (3.33%), 6 students got score 64 (20%) 1 students got score 66 (3.33%), 2 student got score 68 (6.67%), 7 students got score 70 (23.33%), 3 students got score 74 (10%). The mean of posttest in control class was 65.07, standard deviation was 5.324, N was 30, median was 64.00, mode was 60, variance was 28.340, minimum

was 54 and maximum was 74. It showed students' reading ability after they got treatments.

At the end of the research, post-test was given to measure the improvement of the students' reading ability in both classes after treatments done. The mean score of post-test in experimental class was 79.53 and mean of post test in the control class was 65.07. It means teaching reading using Jakarta post article more effective and by using text book can increase their reading score.

B. Data Analysis

After collecting the data, the researcher analyzed the data by using independent sample t-test. There were two assumptions that was done, before the researcher analyzed the data by using t-test.

1. Fulfillment of the assumptions

Before knowing the result of data analysis by using independent sample t-test, firstly there were two assumptions that must be done and known. They were the normality test and the homogeneity test.

a. The Result of Normality Test

The normality test was used to measure weather the data in the experimental class and control class were normally distributed or not.

The hypothesis formulas are:

H_0 = the data have normal distribution.

H_a = the data do not have normal distribution.

The criteria of acceptance or rejection of the hypotheses for normality test were:

H_0 was accepted if $Sig.(P_{value}) > \alpha = 0.05$

H_a was accepted if $Sig.(P_{value}) < \alpha = 0.05$

Table 5

Tests of Normality

Class	Shapiro-Wilk		
	Statistic	df	Sig.
Gain experiment	.950	30	.167
control	.954	30	.211

a. Lilliefors Significance Correction

Based on Table 4, it can be seen that $P_{value}(Sig.)$ for experimental class was 0.167 and $P_{value}(Sig.)$ for control class was 0.211. Because $Sig.(P_{value})$ of experimental class $> \alpha 0.05$. So, H_0 is accepted and $Sig.(P_{value})$ for the control class $> \alpha 0.05$. So, H_a is rejected. The conclusion is that the data in the experimental class and control class had normal distribution.

b. The Result of Homogeneity Test

After knowing the normality the data, the researcher calculated the homogeneity test to know whether the data were homogenous or not.

Table 6
Test of Homogeneity of Variances

Gain

Levene Statistic	df1	df2	Sig.
3.710	1	58	.059

on table 5, it can be seen the result of the homogeneity test is 0.059. It was told that H_0 is accepted because $\text{Sig. (P}_{\text{value}}) > \alpha = 0.05$. Thus, it can be concluded that variance of data was homogenous.

2. The Result of Hypothetical Test

Based on the previous explanation that the normality and homogeneity test were satisfied. Therefore, the researcher used the hypothetical test using SPSS (*Statistical Program for Social Science*), independent sample t-test.

The hypothesis were:

Ha : There is a significant effectiveness using Jakarta post article to improve students reading comprehension at the second semester of the tenth grade of SMAN 01 Abung Semuli in the academic year 2017/2018.

Ho : There is no significant effectiveness using Jakarta post article to improve students reading comprehension at the second semester of the tenth grade of SMAN 01 Abung Semuli in the academic year 2017/2018.

While the criteria of acceptance or rejection of hypothesis are:

H_a was accepted if Sig. (P_{value}) < α = 0.05

H₀ was accepted if Sig. (P_{value}) > α = 0.05

Table 7

The result of hypothetical test

T	Df	Sig.(2-tailed)
4.304	58	.000

Based on the results obtained in the independent sample t-test in Table 7, that the value of significant generated $Sig.(P_{value}) = 0.000 < \alpha = 0.05$. So, H_a is accepted and H₀ is rejected. Based on the computation, it can be concluded that there was a significant effectiveness using Jakarta post article to improve students reading

comprehension at the second semester of the tenth grade of SMAN 01 Abung Semuli in the academic year 2017/2018.

3. Discussion

At the beginning of the research, the pre-test was administered to know students' achievement in reading news item before they were given treatments by the researcher. The result showed that the mean score of pre test between experimental class and control class were different. The mean score of pre-test in experimental class was 43 and the mean score of pre-test in control class was 41.33.

Afterward, the students were taught by using Jakarta post article in the experimental class and text book in control class. The material was three topics of news item for three treatments. Before studying, the researcher greeted to the students asked the students' condition. After that, the researcher asked to the students to pray together. After taking pray together, the researcher checked the students attendant list. For the first meeting, the researcher introduced herself to the students. In the beginning of the treatment the researcher asked the students about news item and explained it to the students.

At the end of the research, post-test was given to measure the improvement of students' news item reading comprehension in both classes after the treatments done. The mean score of post-test in experimental class was 79.53 and the mean of post-test in control class was 65.07.

From the result, we can see that the result of students' post-test is higher in pre-test. Besides that, Jakarta post article can improve each aspect of students reading comprehension including main idea (topic), expression/idiom/phrases in content, inference (implied detail), grammatical feature, detail (scanning for a specifically stated detail), excluding fact not written, supporting idea, and vocabulary in content. The result of pre-test and post-test also showed that the students who taught by using Jakarta post article got better result than the students who taught by using text book.

Based on the analysis of the data and the testing of hypothesis, the result of T-test null hypothesis (H_0) is refused and alternative hypothesis (H_a) is accepted. It means that the treatments had influence of using Jakarta post article towards students' reading comprehension of news item at the second semester of the tenth grade of SMAN 01 Abung Semuli Lampung Utara, so alternative hypothesis is accepted. It had been supported by the previous research conducted that was done by knowlton and barefoot who say that newspaper can be used in education as a media with reasonable price where the student not only gets access to information but also an effective way of learning to improve their reading abilities.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

At the end of the research, the post-test was given to measure the effectiveness of using Jakarta post article to improve students reading comprehension on news item in both classes after treatments done. The mean score of post-test in experimental class was 79.53 and the mean score of post-test in control class was 65.07 It showed that the students' post-test score in experimental class was higher than students' post-test score in control class.

The result can be seen from Sig. (2-tailed) of the equal variance assumed in the independent sample test table where the Sig. (2-tailed) is 0.000. It is lower than $\alpha = 0.05$ and it means that H_0 is rejected and H_a is accepted.

Based on the result of data analysis, the researcher concluded that there was an effectiveness using Jakarta post article to improve students reading comprehension at tenth grade in the second semester of SMAN 01 Abung Semuli Lampung Utara in the academic year of 2017/2018.

B. Suggestion

Based on the result of the research and the advantages of using Jakarta post in teaching reading to the tenth grade of SMAN 01 Abung Semuli Lampung Utara in the Academic year 2017/2018, the researcher would like to give some suggestions.

1. Suggestion to the teacher

- a. In this research, the researcher found out that The Jakarta Post can be used to develop and motivate the students' reading comprehension. Due the finding, English teacher can help students increase their reading comprehension by using The Jakarta Post.
- b. Teachers should prepare media and select the material to produce the effective teaching learning process. Also, the teachers should determine the target of teaching which must be achieved. It was important for teachers should pay more attention to students' activity during the teaching learning process enjoyable.
- c. The teacher should know the media which may be used in learning to improve their reading comprehension.
- d. The Jakarta Post is a good media to help students in increasing reading comprehension. It will help the teacher to make the students understand fast. However, this media has weakness, when using authentic materials, we must bear in mind the learners level. This is vital to obtain the highest level of benefit from using authentic materials in the classroom. It means that teacher

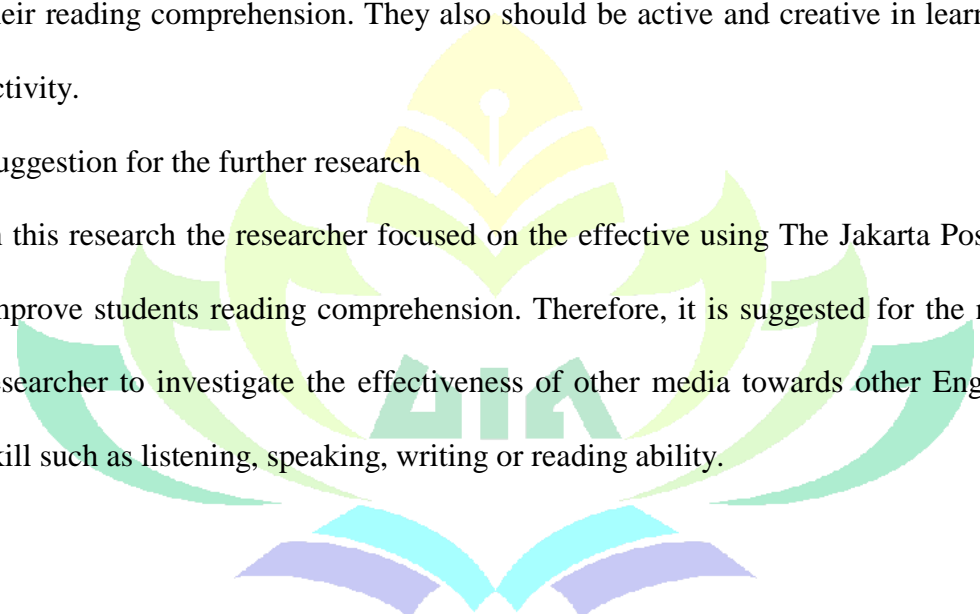
must think twice to give material from newspaper to the students and teacher must guide the students, motivate the students and support them to increase their attention.

2. Suggestion for students

The students should study hard and more practice in reading English to improve their reading comprehension. They also should be active and creative in learning activity.

3. Suggestion for the further research

In this research the researcher focused on the effective using The Jakarta Post to improve students reading comprehension. Therefore, it is suggested for the next researcher to investigate the effectiveness of other media towards other English skill such as listening, speaking, writing or reading ability.



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Appendix 1

Interview question for the teacher in the preliminary research.

1. How long have you been teaching in SMAN 01 AbungSemuli?
2. Do you use English in delivering learning material to student?
3. How is student ability in reading a text and answer the questions that related to the text?
4. What technique or method that you used to solve the student difficulties in reading?
5. What kind of difficulties that usually faced by students in reading?
6. Based on your opinion, what is the student background of the problem according to their difficulties in reading?
7. What kind of media that usually use in your teaching activity in gaining student ability in reading?
8. How about students score?
9. How many is the KKM of English lesson?

Appendix 2

Interview result of English Teacher of SMAN 01 AbungSemuli North Lampung.

No	Question	Answer
1.	<p>Sudah berapa lama bapak mengajar di SMAN 01 Abung Semuli?</p> <p>(how long have you been teaching in SMAN 01 AbungSemuli?)</p>	<p>Saya sudah mengajar sekitar 12 tahun dek.</p> <p>(I have been teaching for twelve years)</p>
2.	<p>Apakah bapak menggunakan bahasa inggris dalam penyampaian materi pelajaran kepada siswa?</p> <p>(do you use English in delivering learning material to student?)</p>	<p>Tidak, kebanyakan saya pake bahasa Indonesia. Siswa tidak akan mengerti materi jika memakai bahasa Inggris.</p> <p>(No, I don't. Mostly I use bahasa. Student will not understand the learning material if I use English.)</p>
3.	<p>Bagaimana kemampuan siswa</p>	<p>Masih rendah sekali. Kebanyakan siswa</p>

	<p>dalam membaca sebuah text dan menjawab pertanyaan yang berhubungan dengan text?</p> <p>(how is student ability in reading a text and answer the questions that related to the text?)</p>	<p>kesulitan mengerti makna dari text yang mereka baca.</p> <p>(it still low. Most of students face difficulties to understand and comprehend the meaning of text that they had read)</p>
4.	<p>Tekhnik/ metode apa yang bapak gunakan untuk mengatasi kesulitan siswa dalam membaca?</p> <p>(what technique or method that you used to solve the student difficulties in reading?)</p>	<p>Saya menggunakan tekhnik/metode Pqrst dalam mengajarkan reading. Biasanya mereka saya suruh baca textnya lalu kata – kata yang tidak mereka mengerti saya suruh cari artinya di kamus.</p> <p>(I used Pqrst technique to teach reading. usually I ask them to read the text first then ask them to find the meaning of words that difficult to understand in dictionary.)</p>
5.	<p>Kesulitan apa yang sering di alami siswa dalam membaca?</p> <p>(what kind of difficulties that usually faced by students in</p>	<p>Kebanyakan siswa mengerti sebagian kata tetapi mereka belum mampu mengartikan text secara keseluruhan.</p> <p>(most of students understand the text</p>

	reading?)	separately but they not yet able to understand the entire meaning of the text.)
6.	<p>Menurut bapak apa yang melatar belakangi masalah siswa kesulitan dalam membaca text?</p> <p>Based on your opinion, what is the student background of the problem according to their difficulties in reading?)</p>	<p>Ada beberapa yang melatar belakangi masalah tersebut. Beberapa diantaranya adalah vocab yang terbatas, pola grammar Bahasa Inggris yang berbeda dengan bahasa Indonesia dan buku juga. Karena buku disini terbatas. Jadi sumber belajar siswa juga terbatas.</p> <p>(there are some background of the problem. Some of them are limited vocabularies, English grammar pattern that is difference with Bahasa and book. There is limited book here so the learning source of student is limited.)</p>
7.	<p>Media apa yang bapak gunakan dalam aktivitas mengajar untuk meningkatkan kemampuan siswa dalam membaca?</p> <p>(What kind of media that usually</p>	<p>Buku yang ada di sekolah.</p> <p>(book that is available in the school.)</p>

	use in your teaching activity in gaining student ability in reading?)	
8.	<p>Bagaimana dengan nilai siswa? (How about students score?)</p>	<p>Cukup rendah. Masih banyak siswa yang belum mencapai KKM. Masalahnya pelajaran Bahasa Inggris termasuk pelajaran yang sulit. (it is still low. There are many students that was not reached the minimum standard of students' score/KKM)</p>
9.	<p>Berapa nilai KKM dari pelajaran Bahasa Inggris? (How many is the KKM of English lesson?)</p>	<p>70 (it is 70.)</p>