THE USE OF ENGLISH NEWSPAPER AS A TEACHING MATERIAL TO IMPROVE THE STUDENTS’ READING COMPREHENSION (A CLASSROOM ACTION RESEARCH OF THE ELEVENTH GRADE STUDENTS OF SMA MUHAMMADIYAH SUMOWONO IN THE ACADEMIC YEAR OF 2016)

A GRADUATING PAPER

Submitted to the Board of Examiners as a Partial Fulfillment of the Requirements for the Degree of Sarjana Pendidikan (S.Pd) English Education Department of Teacher Training and Education Faculty State Institute for Islamic Studies (IAIN) Salatiga

By:

Ulin Niam
113-12-025

ENGLISH EDUCATION DEPARTMENT
TEACHER TRAINING AND EDUCATION FACULTY
STATE INSTITUTE FOR ISLAMIC STUDIES (IAIN) SALATIGA
2016
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2016
DECLARATION

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Hereby the writer declares that this graduating paper is made by writer himself. It is not containing materials and written has been published by other people, and from other people’s idea except the information from the reference.

The writer is capable to account for his graduating paper if in the future it can be proved of containing other’s ideas or in fact the writer imitates other’s graduating paper.

In addition, the writer deeply hopes that this declaration can be understood by all sides.

Salatiga, 13 September 2016

The writer

Ulin Niam
NIM. 11312025
Salatiga, 13 September 2016

Dr. H. Sa’adi, M.Ag
The lecturer of English Education Department
State Institute for Islamic Studies (IAIN) Salatiga

ATTENTIVE COUNSELOR’S NOTE
Case: Ulin Niam’s Graduating Paper

Dear,

Dean of Teacher Training and Education Faculty

Assalamu’alaikum Wr. Wb.

After reading and correcting Ulin Niam’s graduating paper entitled “THE USE OF ENGLISH NEWSPAPER AS A TEACHING MATERIAL TO IMPROVE THE STUDENTS’ READING COMPREHENSION (A CLASSROOM ACTION RESEARCH OF THE ELEVENTH GRADE STUDENTS OF SMA MUHAMMADIYAH SUMOWONO IN THE ACADEMIC YEAR OF 2016)”. I have decided and would like to propose that if it could be accepted by the Teacher Training and Education Faculty, I hope it would be examined as soon as possible.

Wassalamu’alaikum Wr. Wb.

Counselor

Dr. H. Sa’adi, M.Ag.
NIP. 19630420 199203-1003
A GRADUATING PAPER

THE USE OF ENGLISH NEWSPAPER AS A TEACHING MATERIAL TO
IMPROVE THE STUDENTS’ READING COMPREHENSION (A
CLASSROOM ACTION RESEARCH OF THE ELEVENTH GRADE
STUDENTS OF SMA MUHAMMADIYAH SUMOWONO IN THE
ACADEMIC YEAR OF 2016)

WRITTEN BY:

ULIN NIAM
NIM: 11312025

Has been brought to the board of examiners of English Education
Department of Teacher Training and Education Faculty of State Institute for
Islamic Studies (IAIN) Salatiga, in September 27th 2016, and hereby considered to
completely fulfill of the requirement for the degree of Sarjana Pendidikan (S.Pd)
in English Education Department.

Boards of examiners,

Head : Rr Dewi Wahyu M, M.Pd
Secretary : Dr. H. Sa’adi, M.Ag
1st examiner : Hanung Triyoko, M.Hum., M.Ed
2nd examiner : Ari Setiawan, S.Pd., MM

Salatiga, 27 September 2016
Dean of Teacher Training and
Education Faculty of IAIN Salatiga

Suwardi, M.Pd.
NIP: 19670121 199903 1 002
... وَلَا تَيَأْسُوا مِنْ رُوحِ اللَّهِ ﷺ إِنّهُ لَا يَيَأَسُ مِنْ رُوحِ اللَّهِ إِلَّا الْقَوْمُ الكَافِرُونَ

“... and despair not of Allah’s mercy; surely none despairs of Allah’s mercy except the unbelieving people”

(Q.S. Yusuf : 87)
DEDICATION

This work is sincerely dedicate for:

- My beloved parents, Mr. Daroji, and Mrs. Siyamah, and my sisters, Lutfiyatun and Miratul Ummah. Great thanks for the support, spiritual or material
ASSALAMU’ALAIKUM WR. Wb.

In the name of Allah SWT, the most gracious and merciful. King of universe and space. Thank you Allah since the writer could complete this paper as of the requirement to finish the study in the Teacher Training and Education Faculty of State Institute for Islamic Studies (IAIN) Salatiga.

This graduating paper would not succeed without support, guidance, and help from individual and institution. Therefore, I would like to express special and deepest thanks to:

1. Dr. Rahmat Hariyadi, M. Pd., as the Rector of State Institute for Islamic Studies (IAIN) Salatiga.
2. Suwardi, M. Pd., as the Dean of Teacher Training and Education Faculty of IAIN Salatiga.
3. Noor Malihah, Ph. D., as the head of English Department of State Institute for Islamic Studies (IAIN) Salatiga.
4. Dr. H. Sa’adi, M.Ag., as counselor who has brought up, espoused, and given the writer advices, seggestions and recomendations for this graduating paper from beginning until the end. Thank you for your patience and care.
5. Prof. Dr. H. Muh. Zuhri, M.A., as my academic counselor.
6. Ari Setiawan, S.Pd., MM., the lecturer of English Department, thanks for the guidance.

7. Dr. H. Muh. Saerozi, M.Ag, the lecturer of English Department, thanks for the support.

8. Badriyah, S.Pd., the English teacher of SMA Muhammadiyah Sumowono

9. Agus Hariyadi, S.Pd., the former headmaster of SMA Muhamadiyah Sumowono, thanks for the support.

10. My beloved parents, Mr. Daroji and my mother, Mrs. Siyamah. My beloved sisters, Lutfiyatun and Miratul Ummah. Thanks for everything (support and praying) no one better than you.

11. My fellow English Department students.

Finally, this graduating paper is expected to be able to provide useful knowledge and information to the readers.

Wassalamu’alaikum Wr, Wb,

Salatiga, 13 September 2016

The Writer

Ulin Niam
NIM. 11312025
ABSTRACT


**Keywords:** Reading Comprehension, English newspaper.

This research is aimed to improve the students’ reading comprehension through English newspaper as the teaching material. This research has two objectives. They are 1) to know the implementation of teaching reading using English newspaper, and 2) to know the improvement of teaching reading using English newspaper. This research was conducted in the eleventh grade of SMA Muhammadiyah Sumowono in the academic year of 2016. The research used Action Research method. There were two cycles: each cycle covered planning, implementing the action, observing, and reflecting. The technique of collecting data was observation, test, and documentation. The result showed that the students’ reading comprehension was improved. The mean of each test score showed an improvement. The mean of score of pre-test I is 37.77, post-test I is 73.33, pre-test II is 44.00, and post-test II is 78.67. The improvement is 47.45%. It can be concluded that there is any improvement in students’ reading comprehension profile between before and after the action by applying English newspaper as a teaching material to the eleventh grade students of SMA Muhammadiyah Sumowono in the academic year of 2016.
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CHAPTER I

INTRODUCTION

A. Background of the Study

As the most important part of human life, language is used to gain information and convey some kinds of messages such as idea, desired, and emotions to the others. Hornby (1987:472) states, “Language is a human and non-innocuous method of communicating ideas, feelings and desires by means of a system sounds and sound symbols”. According to Richards and Schmidt (2010:320), language is the system of human communication which consists of the structured arrangement of sounds.

As an international language, English should be learned by every human around the world. English can be acquired or learned by people in the world. Acquire means gain by skill or ability by one’s own efforts or behavior (Hornby (1987:3). Then learning, according to Richards and Schmidt (2010:337) is the process by which change in behavior, knowledge, skills, etc., comes about through practice, instruction or experience and the result of such a process. Learn is to get knowledge or understanding of facts or ideas or of how to do things.

Learning applies to a more conscious process of accumulating knowledge of the features, such as vocabulary and grammar, typically in an institutional setting (Yule (2010:187). Like reading, students need rules
in learning. Usually it rules set by the teacher or the school. Reading according to “Longman Advanced American Dictionary” is the activity of looking at and understanding written words (2008:1312). Then comprehension according to Hornby (1987:174) is the mind’s act or power of understanding.

In order to make students be in good reading comprehension, teacher may use not only textbooks but also authentic materials. Mishan (2005:xii), in the introduction states there is an almost infinite number of discourse types which may vary from culture to culture. In English, samples of discourse types range from conversation to lecture, from newspaper article to novel, from advertising to opera. It means that learning English is not only from books but from an authentic material also. Heitler (2005:1) in his article “Teaching with Authentic Materials” said that authentic materials are any texts written by native English speakers for native English speakers.

In order to improve reading comprehension, using an authentic material may not be wrong. Using authentic material perhaps can improve or increase learners’ ability, comprehension, or skill better than just stick on textbooks. Authentic materials bring learners into direct contact with real life and reality level of what they learn. Authentic materials provide us with a source of up-to-date materials that can be directly relevant towards what they need.
To teach, teachers need media. As mentioned in “New English Dictionary and Thesaurus” (2004:156), media is a means of communicating information such as newspaper, television and radio. Media, as mentioned in “Lon Advanced American Dictionary” (2008:995), is all the organizations, such as television, radio, and newspapers that provide news and information for the public, or the people who report the news stories.

According to Mishan (2005:154), “Newspapers are the most easily available and accessible of the news media – anyone, anywhere can buy a newspaper (foreign language newspapers are today generally available internationally) – and they are less ephemeral than their broadcast counterparts”. Newspapers as one of media, can be used as a teaching media, it has advantages taken by language teachers, it is a basically the default authentic text. Newspapers bring learners into direct contact with reality level materials they learn. Newspapers provide us with a source of up-to-date materials that can be directly relevant towards what they need. Beside newspaper has advantages in learning, newspaper language is also perceived as difficult for lower level language learners and this has often been obstacle to the use of newspaper with lower level learners.

Speaking about learning English as mentioned above, it is different with the facts in the eleventh grade students of SMA Muhammadiyah Sumowono. If Yule (2010:187) says that learning applies to a more conscious process of accumulating knowledge of the features, students
there are not. They seem like have no motivation to learn English. They seem like not really interested in English, it may because of the teacher’s way in teaching, what method he uses, or the teaching material they get in the class. The core is that the students have no passion in English. It can be seen, while they are in English class, the class is so crowded, they talk each other, and they do not pay a close attention to the teacher. Even more, students miss the English class, although they enter the other classes in the same day, seems like they are hiding from English class. The eleventh grade students of SMA Muhammadiyah Sumowono seemed that they do not need English in their life. They do not like English subject, even just to read or listen, they do not want to. This may caused by the material they get from textbooks or they do not like the method used by the teacher in teaching English.

Based on the explanation above, then reflecting to the problems in the eleventh grade students of SMA Muhammadiyah Sumowono, the writer tries to use the other way in teaching reading. The writer tries to teach English using newspaper, especially reading. The writer will conduct a research entitled “The Use of English Newspaper as a Teaching Material to Improve the Students’ Reading Comprehension (A Classroom Action Research of the Eleventh Grade Students of SMA Muhammadiyah Sumowono in the Academic Year of 2016)”.
B. Problems of the Study

Based on the explanation in the background of the study, the writer formulates these problems:

1. How is the implementation of teaching reading using English newspaper in the eleventh grade students of SMA Muhammadiyah Sumowono in the Academic Year of 2016?

2. How is the improvement of teaching reading using English newspaper in the eleventh grade students of SMA Muhammadiyah Sumowono in the Academic Year of 2016?

C. Objectives of the Study

In accordance with the problems that are mentioned above, the objectives of this research are:

1. To find out the implementation of teaching reading using English newspaper in the eleventh grade students of SMA Muhammadiyah Sumowono in the Academic Year of 2016.

2. To find out the improvement of teaching reading using English newspaper in the eleventh grade students of SMA Muhammadiyah Sumowono in the Academic Year of 2016.

D. Limitation of the Study

In order to give a clear description of the discussion in this study, the writer limits his study. This study focuses on analyzing the
improvement of students’ reading comprehension especially in informational texts through newspaper as a teaching media.

E. Benefits of the Study

This students’ reading comprehension improvement analysis in the use of newspaper as a teaching media expects to give benefits for the readers such as students, lecturers, etc. and to give a contribution in the field of academic and practical field, as the writer expect below:

1. Theoretical Benefit

The result of this students’ reading comprehension improvement analysis is expected to give a clear explanation about what specific improvement, and how much it improves.

2. Practical Benefit

This students’ reading comprehension improvement analysis study gives more information to the next writer who will commit the similar research or want to discuss with the related study. This students’ reading comprehension improvement analysis study will give more information to the readers about the improvement in students’ reading comprehension through newspaper as a teaching media.
F. Definition of Key Terms

To avoid misunderstanding in this research, there are some key terms of this study described as follows:

1. Newspaper

   According to Mishan (2005:154), “Newspapers are the most easily available and accessible of the news media – anyone, anywhere can buy a newspaper (foreign language newspapers are today generally available internationally) – and they are less ephemeral than their broadcast counterparts”.

   According to “Longman Advanced American Dictionary”, newspaper is a set of large folded sheets of paper containing news, articles, pictures, advertisements, etc. that is printed and sold daily or weekly (2008:1070).

2. Teaching Material

   Material as mentioned in “The American Heritage Dictionary of the English Language” (2006:1079) is the substance or substances out of which a thing is or can be made. Material is something, such as an idea or information, that is to be refined and made o incorporated into a finished effort. According to Richards and Schmidt (2010:354), material in language teaching is anything which can be used by teachers or learners to facilitate the learning of a language.
3. Reading Comprehension

     Reading according to “Longman Advanced American Dictionary” (2008:1312) is the activity of looking at and understanding written words. Then comprehension according to Hornby (1987:174) is the mind’s act or power of understanding. Based on “Longman Advanced American Dictionary” (2008:320), comprehension means the ability to understand the meaning of something, especially something spoken or written.

G. Paper Outline

     In this section, the writer will discuss some parts of graduating paper’s organization, in order to tell such as chapter I, chapter II, chapter III, chapter IV, and chapter V. Chapter I contains about background of the study, problem statement, objective of the study, benefit of the study, definition of key terms, and paper outlines. Chapter II explains the theoretical framework which discusses the related previous researches, definition of reading, some theories of teaching material, and newspaper. Chapter III contains research methodology. Chapter IV discusses about data analysis. It contains the implementation of the actions and results of the research. Chapter V consists of conclusion and suggestion.
CHAPTER II
THEORETICAL FRAMEWORK

In this chapter, the writer describes some terms. First, newspaper then second reading comprehension includes the definition, components, levels of reading comprehension, and the factors affecting students’ reading comprehension. The third is general concept of reading including the definition of reading, reading strategies, reading purposes, and teaching of reading.

A. Previous Researches Review

The writer found a previous related study conducted by Budi Kurniawan (2010), entitled “The Use of Student Team Achievement Division to Reading Comprehension of the Sixth Grade Students of MI Ma’arif Tirto Kec. Grabag Kab. Magelang in the Academic Year of 2010/2011”. In his research, Budi press on the method in improving students’ comprehension, the method he used is STAD (Student Team Achievement Division).

The second research that the writer found is “The Use of Oregon Reading Model to Improve the Students’ Reading Comprehension”. It was a classroom action research of the second year students of SMK N I Salatiga in the academic year of 2014/2015, conducted by Athok Ibnu Salam (2015).

The third research is a research conducted by Istikhayatun (2015) entitled “The Use of Team Accelerated Instruction Method to Improve Students’ Reading Comprehension of Eleventh Grade Students of SMA Muhammadiyah Plus Salatiga in the Academic Year of 2014/2015”. It was a
classroom action research which was aimed to improve students’ reading comprehension through Team Accelerated Instruction method.

These researches mentioned above are similar on its purpose. They both expect to improve students’ reading comprehension. Different from the former research which sticks out the method in improving students’ reading comprehension, this research sticks out the media to improve students’ reading comprehension. The writer uses newspaper as a teaching media to improve students’ reading comprehension.

B. Newspaper

According to Mishan (2005:154), Newspapers are the most easily available and accessible of the news media, everyone can buy a newspaper. Newspapers are probably the best single source of information about the contemporary culture of country. As one of media, newspaper can be used as a teaching media. It has advantages taken by language teachers. It is a basically the default authentic text. Newspapers bring learners into direct contact with reality level materials they learn. Newspapers provide us with a source of up-to-date materials that can be directly relevant towards what they need.

To be the source from Grundy (1993:8), “Newspapers are the freshest foods in the language classroom and at the same time those with a shortest shelf-life”. Mishan (2005:160) states, “Admittedly, newspapers are less obviously emotive medium than their broadcasting counterparts, since they
do not have the advantage of moving images, musical accompaniment or the sound of the human voice”. Newspaper texts are perceived as being linguistically complex and culture-specific, as being the ‘last hurdles’ to proficiency in the language, as Mishan (2005:161) says.

Newspapers have long provided a valuable resource for language teachers and learners alike. Grundy (1993:3) says, “so much so that many published courses use real or simulated newspaper articles, and the most schools (and many teachers) maintain files of articles organized thematically or on the basis of their language content”. Language teacher tents to use newspapers in three ways: to develop various language competencies, including reading comprehension and grammar/vocabulary work; to focus on aspects of the target society and its culture; and to stimulate discussion of issues raised by the articles.

C. Reading Comprehension

1. Definition of Reading Comprehension

Reading comprehension is the process of making meaning from texts according to Woolley (2011:15). He says that the goal is to gain an overall understanding of what is described in the text rather than to obtain meaning from isolated words or sentences. Reading comprehension (understanding, gaining meaning and interpreting the text) depends on a variety of reader-related, text-related, and situational factors (De Corte et al. in Woolley, 2011:17).
Reading comprehension is a very complex cognitive activity. Woolley (2011:33) says that comprehenders are not viewed as merely passive recipients of information but as active constructors of meaning. Skilled comprehenders use a wide repertoire of language skills to gain meaning from text by constructing a text-based model while at the same time they draw upon and use their own background knowledge to construct a situation model of the understanding related to the text passage.

Danielle (2007:3) says that reading is an extraordinary achievement when one considers the number of levels and components that must be mastered. The words contain graphemes, phonemes, and morphemes. Sentences have syntactic composition, propositions, and stylistic features. Then deep comprehension of sentences requires the construction of referents of nouns, a discourse focus, presuppositions, and plausible inferences. The reader needs to distinguish given versus new information in the text and implicitly acknowledge what is shared among most readers in a community or common ground.

2. Components of Reading Comprehension

To be the source from Davis, in Heilman et al. (1961:241), Reading is generally regarded as the significant attempt to delineate separate comprehension skills. The skills according to his analysis are:

a. Recalling word meaning (vocabulary knowledge)

b. Drawing inferences from the content
c. Following the structure of a passage

d. Recognizing a writer’s purpose, attitude, tone and mood

e. Finding the answers to questions answered explicitly or in paraphrasing.

3. Levels of Comprehension

According to Heilman et al. (1961:246), there are three levels of comprehension: literal, interpretative, and critical.

a. Literal Comprehension

Literal comprehension is an understanding the ideas and information explicitly stated in the passage. The abilities are:

1. Knowledge of word meaning

2. Recall of details directly stated and paraphrased in own words

3. Understanding of grammar clues—subject, verb, pronouns, conjunctions, and so forth

4. Recall of main idea explicitly stated

5. Knowledge of sequence of information presented in the passage.

b. Interpretative Comprehension

Interpretative comprehension is an understanding of ideas and information implicitly stated in the passage. The abilities are:

1. Reason with presented information to understand the author’s tone, purpose, and attitude

2. Infer factual information, main ideas, comparisons, cause-effect relationship implicitly stated in the passage
3. Summarization of story content.

c. Critical Comprehension

Critical comprehension includes analyzing, evaluating, and personally reacting toward presented information in the passage. The abilities are:

1. Personal reacting to information in a passage indicating its meaning to the reader

2. Analyzing and evaluating the quality of written information in terms of some standards.

4. Factors Affecting Students on Reading Comprehension

According to Dallman et al. (1982:25), the factors affecting students’ reading comprehension are:

a. Difficulty of material

One of the major factor causes of lack of comprehension is that the teachers expect them to read materials beyond their level.

b. Intelligence

A child’s ability to comprehend in reading as sometimes limited by the conceptual “load” that his mental ability enables him to carry. All the mechanical reading skills in the world will not able to read materials involving abstractions beyond the level of his mental development.
c. Environment

Noisy surrounding, inadequate lighting, high or low temperature, stimulating or distracting surrounding may interfere with maximum comprehension. The extent to which the environment affects comprehension varies with individuals. The same person may at one time not to be bothered by factors that other times decidedly decrease his comprehension.

d. Emphasize on word recognition

Method of teaching that concentrates on the recognition of individual words but neglect attention to meanings that can be derived from connected discourse may account for deficiencies in comprehension.

e. Emphasize on reading

Oral reading can have either a desirable or a detrimental effect on comprehension. At time oral reading of a selection that is particular difficult for the reader may increase his understanding of it, since them then not only sees but also hears what he reads.

f. Background for reading selection

A frequent cause of poor comprehension is lack of an experience background essential to the understanding of what is being read. Lack of knowledge of the words used and of understanding of the concepts involved are limitations to comprehension.
g. Adjustment of reading techniques to purpose and type of material

Effective reading requires a flexible approach to the printed page. There should be versatility in adapting the reading method to the reading purpose and to the nature of the material being read.

D. Reading

Mastering English means that students have to master four basic language skills such as listening, speaking, reading, and writing. As an important skill, reading has to be mastered by students. Students need to be a good reader to acquire knowledge and learn new information.

1. Definition of Reading

Lado (1964:132) states “To read is to grasp language patterns from their written representation. In a second language, reading is usually taught to students who are already literate in the source language”. Reading is a complex process that requires the analysis, coordination, and interpretation of a variety of sources of information, according to Scanlon et al. (2010:9).

According to Dallman et al. (1982:23), reading is a verbal process interrelated with thinking and with all other communication abilities – listening, speaking and writing, specifically reading is a process of reconstructing from the printed patterns on the page ideas and information intended by the author. Reading is a receptive language process in that it starts with linguistic surface representation encoded by a
writer and ends with meaning which the reader constructs according to Carrell (1988:12).

Denchant (1982:5) says that reading is also a language and communication process, it means that the process of putting the reader in contact and communication with ideas. Reading also an interaction by which meaning encoded in visual stimuli by author becomes meaning in the reader’s mind. Danielle (2007:3) says that reading is an extraordinary achievement when one considers the number of levels and components that must be mastered.

2. Reading Techniques

There are some techniques of reading according to Wright (1989:159). They are:

a. Skimming

Skimming is glancing rapidly through a text to determine its general context. According to Denchant (1982:346), skimming is selective reading. Readers choose what they want to read. They select sentences, clauses, and phrases that best serve their purposes, get a general impression of the selection, and decide on the basis of the examination whether to read the selection more intensively.

b. Scanning

Scanning means reading to locate specific information such as locating a telephone number in a directory, being able to search through material rapidly with given purpose in mind to find a
specific fact or an answer to particular question plays a large role in much of a youngster’s reading.

c. Extensive Reading

Extensive reading is reading longer text, usually for pleasure.

Extensive reading is a fluent activity involving global understanding.

For example, reading newspaper, or novel.

d. Intensive Reading

Intensive reading is reading shorter text to extract specific information. This is an accuracy activity involving reading for detail such as reading dosage instruction of medicine.

3. Reading Purposes

There are at least six main purposes for comprehensive reading according to Grabe (2009:8-10). These purposes are: (a) reading for information, (b) reading for quick understanding, (c) reading to learn, (d) reading to integrated information, (e) reading to evaluate, critique, and use information, and (f) reading for general comprehension.

a. Reading for information

The combination of scanning (identifying a specific graphic form) and skimming (building a simple quick understanding of the text) allows a reader to search information.

b. Reading for quick understanding (skimming)

Reading for quick understanding used for variety of other reasons and so may be seen as a super ordinate purpose. The
readers used skimming when they want to determine what a text is about and whether or not they want to spend more time reading it.

c. Reading to learn

Reading to learn is often carried out in academic and professional settings. Reading to learn places more processing demands on the reader because the reader is expected to remember the main ideas and many supporting ideas and be able to recall this information as needed.

d. Reading to integrated information

This type of reading requires that the reader synthesize and learn information from multiple texts or bring together information from different parts of a long text.

e. Reading to evaluate, critique, and use information.

It often also represents an increased level of demand and a more complex interaction of reading processes.

f. Reading for general comprehension

Reading for general comprehension is the most common purpose for reading among fluent readers, and it is the default assumption for the term reading comprehension.

4. Teaching of Reading

a. The reasons why teach reading

Harmer (2001:68) says why getting students to read English text is an important part of teacher’s job. First, many of students
want to be able to read texts in English either for careers, study purposes or even for pleasure. Reading is useful for other purposes too: any exposure to English (provided students understand it more or less) is a good thing for language students. Some of the language sticks in their minds as part of the process of language acquisition, and, if the reading text is especially interesting and engaging, acquisition is likely to be even more successful. Reading texts also provide good models for English writing. When teacher teaches the skill of writing, teacher needs to show students models of what he encourages students to do. Also, reading texts provide opportunities to study language: vocabulary, grammar, punctuation, and the way to construct sentences, paragraphs and texts.

b. The reading skills students should acquire

   In accordance with the reading skills that students should acquire, Harmer (2001:69) states that skills students needed are scan and skim. Students need to scan the text for particular bits of information they are searching for. Scan means that they do not have to read every word and line. Then skim, as if students were casting their eyes over its surface – to get a general idea of what it is about. Just as with scanning, if they try to gather all the details at this stage, students will get bogged down and may not be able to get the general idea because they are concentrating too hard on
specifics. Whether readers scan or skim depends on what kind of text they are reading and what they want to get out of it.

c. The principles of teaching of reading

As Harmer (2001:70) mentions the principles behind the teaching of reading, there are 6 principles:

1) Reading is nor passive skill

Reading is an incredible active occupation. Readers have to understand what the words mean, see the pictures the words are painting, understand the arguments, and work out if readers agree with the text.

2) Students need to be engaged with what they are reading

As with everything else in lessons, students who are not engaged in reading text, not actively interested in what they are doing are less likely to benefit from it. When students are really fired up by the topic or the task, they get much more from what is in front of them.

3) Students should be encouraged to respond to the content of a reading text, not just to the language

The message of the text is just as important and teachers must give students a chance to respond to that message in some way. Students should be allowed to express their feelings about the topic – thus provoking personal engagement with it and the language.
4) Prediction is a major factor in reading

When read texts in our own language, we frequently have a good idea of the content before we actually read. The cover gives us a hint of what is in the book, photographs and headlines hint at what articles are about and reports look like reports before we read a single word.

5) Match the task to the topic

Once a decision has been taken about what reading text the students are going to read, teachers need to choose good reading tasks – the right kind of questions, engaging and useful puzzles etc.

6) Good teachers exploit reading texts to the full

Good teachers integrate the reading text into interesting class sequences, using the topic for discussion and further tasks, using the language for study and later activation.
CHAPTER III

RESEARCH METHODOLOGY

A. Setting of the Research

1. General Situation of SMA Muhammadiyah Sumowono

SMA Muhammadiyah Sumowono is located at Jl. Kalibanger 73 Sumowono. This school was built in 1,300 m² wide. SMA Muhammadiyah used to be the one and only senior high school in Sumowono, but now it is not. There is SMK Muhammadiyah right beside SMA Muhammadiyah. The total number of students of SMA Muhammadiyah Sumowono in the academic year of 2016/2017 is 74 students. They are 21 for grade X, 25 for grade XI, and 28 for grade XII.

School Name : SMA Muhammadiyah Sumowono
Address : Jl. Kalibanger No. 73 Sumowono
            Kecamatan Sumowono, Kabupaten Semarang
Phone : (0298) 713226
NSS : 304032209018
Acreditation : B
Established : 1987
Email : smamuhummadiyah88@yahoo.co.id
School Status : Private
2. Vision and Mission
   a. Vision
   ”The establishment of a righteous human learners, glorious, progressive and excellent in science and technology as an embodiment of preaching of *amar ma’ruf nahi mungkar*”.
   (Translated from: *Profil SMA Muhammadiyah Sumowono*)
   b. Mission
   1) Educate people who have awareness
   2) Human progressive form who have work ethic, think smart, alternative and broadminded
   3) Developing human potential independent spirit, work ethic, hard work, entrepreneurial, competitive, and honest
   4) Nurture students to become human beings who have life skills and social skills, technology, information and communication
   5) Guiding students to become human being who have a soul, an ability to appreciate art and culture
   (Translated from: *Profil SMA Muhammadiyah Sumowono*)

3. The Situation of SMA Muhammadiyah Sumowono
   a. Students of SMA Muhammadiyah Sumowono
The total number of students of SMA Muhammadiyah Sumowono in the academic year of 2016/2017 is 74 students. They are 21 for grade X, 25 for grade XI, and 28 for grade XII, based on “Profil SMA Muhammadiyah Sumowono”.

b. Teacher and Staff

In this school there are 12 teachers in total, and two administration staffs, according to “Profil SMA Muhammadiyah Sumowono”.

c. Rooms

Table 3.1 Condition of SMA Muhammadiyah Sumowono

<table>
<thead>
<tr>
<th>Rooms</th>
<th>Total</th>
<th>Good</th>
<th>Broken</th>
<th>Broken Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classroom</td>
<td>7</td>
<td>7</td>
<td>-</td>
<td>Light</td>
</tr>
<tr>
<td>Library</td>
<td>1</td>
<td>1</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Science Lab</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Art Lab</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Language Lab</td>
<td>1</td>
<td>-</td>
<td>1</td>
<td>Average</td>
</tr>
<tr>
<td>Computer Lab</td>
<td>1</td>
<td>-</td>
<td>1</td>
<td>Light</td>
</tr>
<tr>
<td>School Health Unit</td>
<td>1</td>
<td>-</td>
<td>1</td>
<td>Average</td>
</tr>
<tr>
<td>OSIS</td>
<td>1</td>
<td>-</td>
<td>1</td>
<td>Serious</td>
</tr>
<tr>
<td>Students Washroom</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>Light</td>
</tr>
<tr>
<td>Mosque</td>
<td>1</td>
<td>1</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Principal Office</td>
<td>1</td>
<td>1</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Teacher Office</td>
<td>1</td>
<td>1</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>
4. Extra Curricular
   
   a. *Hizbul Wathon*
   
   b. *Tapak Suci*
   
   c. Recite and Write *Al – Qur’an*
   
   d. Drum Band

B. Method of the Research

1. Type of Research

   In this research, the writer focuses on improving students’ reading comprehension in informational text. Based on the result of this research in how much improvement in students’ reading comprehension through newspaper is served in terms of quantity, then the method used in this study is quantitative research. Kothari (2004:3) said that quantitative research is based on the measurement of quantity or amount and applicable to phenomena that can be expressed in terms of quantity.

   The writer uses a classroom action research in this study. To be the source from Arikunto as cited by Suyadi (2012:18), classroom action research is an observation in form of action toward learning activity that featured deliberately and occurs in a class at the same time. As Carr and Kemmis (McNiff:991), "action research is a form of
self-reflective enquiry undertaken by participants (teachers, students or principals, for example) in social (including educational) situation in order to improve the rationality and justice of their own social or education practices, their understanding of these practices, and the situation (and institution) in which the practices are carries out". This is aimed to make better the fundamental thought and the propriety from the teaching-learning practices, to make better the understanding of teaching-learning practices, and to make better the situation or institution where the practices carried out (Suyadi (2010:22).

2. Research Approach

Here, the writer uses classroom action approach. This study is aimed to make better the students’ reading comprehension. Suyadi (2010:21) says that action research is aimed to make better in every aspects of learning, action research also headed to a teacher makes better his / her profession as a teacher, so that students’ learning result improves time by time.

3. Research Design

In order to make the data in this research complete and clear, the writer describes the design used in this research. The researcher uses Single-Group Interrupted Time-Series Design. Creswell (2009:161) says that in this Single-Group Interrupted Time-Series Design, the researcher records measures for a single group both before and after treatment. It means that the writer does only his research in a
single group of experiment. The writer records the result for one group both before and after the treatment.

The steps that the researcher might need in his research are Pre-reading Activity, Reading-Writing Activity, Reading Aloud, and Learning Outcomes.

4. Data Collection Method

Kothari (2004:17) said, if the researcher conducts an experiment, researcher observes some quantitative measurements, or the data, with the help of which he examines the truth contained in his hypothesis. As a teacher, the researcher prepares the media and materials, explains the materials and leads the class in a condition to make a discussion. The steps to get a data, teacher divides the discussion into some activities, such as pre-reading activity, reading-writing activity, reading aloud, and the last is learning outcomes.

Pre-reading activity is aimed to know how far students’ comprehension in reading before the treatment carried out. By this pre reading activity, the researcher knows the difference conditions before and after the treatment. In Reading-Writing activity, teacher distributes the newspaper along with some paper and gives some instructions. And also writes some of them on the board. The third activity is Reading Aloud. Here, each group read aloud its news page. The last activity is Learning Outcomes, here the member of one group develop
news items focused on one topic such as “studies”. The other, most organized among the entire class included news on different topics.

By these activities the researcher will get the data then analyze them.

5. Data Analysis Method

Data analysis for this research is descriptive quantitative. This analysis is aimed to know the improvement in students’ reading comprehension through newspaper as a teaching material in the eleventh grade of SMA Muhammadiyah Sumowono.

The data are the documentation from the pre-reading activity, and the learning outcomes. In analyzing the score, the researcher uses statistical technique to find out the mean score of the students. After the score is found, the writer concludes how much the improvement from the pre-reading activity to the learning outcomes.

The research more or less will do the research as follow:

a. Pre-reading Activity

Teacher asks students in groups to mention and write down some topics relate to their study that usually mentioned and discussed in a newspapers. By this activity, teacher knows are students read newspapers or other media such as articles, or magazines, etc. to improve their ability or not. Then the teacher explains that not only from textbooks, language can be learned but also from authentic
materials such as newspapers, broadcast media, advertising, song and music, etc. after that, teacher leads the students into the next activity.

b. Reading-Writing Activity

In this activity, teacher distributes the newspaper along with some paper and gives some instructions. Teacher may also write some of them on the board. For example,

1) Write down the headline and the similar topic or relate topics on your news page!
2) Scan names, places, and numbers on your news page!
3) Scan unusual words on your news page!

Together teacher and students discuss the task.

c. Reading Aloud Activity

This activity lets each group read aloud its news page.

d. Learning Outcomes

In this activity, members of one group develop news item focused on one topic, such as studies, sports, or others. The other, most organized among the entire class included news on different topics. They develop the topic sentences, supporting ideas or supporting sentences, then the concluding sentences, if any.
The statistical technique that the researcher uses is measures of central tendency. Kothari (2004:132) said that measures of central tendency (or statistical averages) show us the point about which items have a tendency to cluster. Then mean, median, and mode are the most popular averages. According to Kothari in “Research Methodology - Methods and Techniques” (2004:132), mean also known as arithmetic average, is the most common measure of central tendency and may be defined as the value which we get by dividing the total of the values of various given items by the total number of items. The formula is:

$$\text{Mean (or } \bar{X} \text{)} = \frac{\sum X_i}{n} = \frac{X_1 + X_2 + \ldots + X_n}{n}$$

where $\bar{X} = \text{the symbol we use for mean (pronounced as X bar)}$

$\sum = \text{symbol for summation}$

$X_i = \text{value of the item}$

$n = \text{total number of items}$

In order to find the result and answer the research question of this research, the researcher uses this formula:

$$n = \bar{Y}_2 - \bar{X}_1.$$  

where $n = \text{the result of the improvement, } \bar{Y}_2 = \text{mean of the score after treatment, and } \bar{X}_1 = \text{the mean of the score before the treatment.}$
C. Subject of the Research

In this research, the researcher chooses SMA Muhammadiyah Sumowono as the subject of the study especially the eleventh grade, the IPS (Social Sciences) group students. The participants are the eleventh grade students of SMA Muhammadiyah Sumowono.

D. Procedure of the Research

In his study, the researcher will apply action research which consists of two cycles, that consists of 4 steps each cycle, they are as presented below:

1. Planning
   
   The researcher will do some activities in this stage, as below:
   
   a. Making the schedule of the research
   
   b. Preparing material and making lesson plan
   
   c. Designing the steps doing the action
   
   d. Preparing students’ name and scoring list
   
   e. Making an observation sheet
   
   f. Making pre-test and post-test each cycle.

2. Action
   
   a. Giving pre-test
   
   b. Teaching reading using English newspaper as material
   
   c. Giving some occasions to the students to ask any problems
   
   d. Giving post test.
3. Observation

Observation is one of the instruments in data collection. As a teacher, the researcher cooperates with his partner, he observes the learners’ activity in teaching and learning activity. Here, researcher knows students’ activities and things occur during teaching learning process. Also, the researcher takes pictures as documentation image during teaching learning process.

4. Reflection

In the reflection stage, researcher analyzes the result of the test. It will be used to revise the steps in Cycle I to make better. The researcher does also self evaluation, since this evaluation is expected to reform the next cycle.

Source: Kemmis in Hopkins (1993:48)

Figure 3.1 Procedure of the Research
CHAPTER IV
DATA ANALYSIS

This chapter contains the data presentation and the analysis. In accordance to the research questions in chapter I, then the writer explains every single point. Starts from the implementation of teaching reading using English newspaper and the improvement of teaching reading using English newspaper are described as follows:

A. Implementation of teaching reading using English newspaper in the eleventh grade students of SMA Muhammadiyah Sumowono

In his research, researcher acts as teacher then learning process is observed by his collaborator, Tri Tugiyarti. The writer arranges two cycles, and each cycle consists of planning, action, observation and reflection. The steps of this research are described as follows:

1. Cycle I
   a. Planning

      Before conducting the research, the researcher prepared the instrument of research, in the following:

      1) Preparing the schedule of the research
      2) Preparing material and making lesson plan
      3) Designing the steps doing the action
      4) Preparing list of the students’ name and scoring
5) Preparing an observation sheet (to know the situation of teaching learning process while implementing the action)

6) Preparing a test (to know whether students’ reading comprehension improved or not when the action is implemented).

Pre-test was given to the students before teaching reading using English newspaper then Post-test was given after teaching reading using English newspaper)

b. Implementation of the action

On Saturday, August 6th 2016, the teacher (writer) and the observer entered the English class. The situation was so crowded; some student still talked to their friends and the other students still stay outside the class. The teacher greeted the students, then opened the lesson by introducing himself and checked the students’ attendance. The teacher invited students to remind about the previous lesson then explained what is going to be learnt that day. Teacher invited to have a pray before started the lesson.

Before the lesson, teacher gave 20 minutes for students do the pre-test. He distributed sheets and walked around the class in order to check the students along do the test. After finished the test, teacher started to explain the material and topic that was going to be learnt. Teacher informed first about newspaper, what newspaper is, what is being described in a newspaper, and what is being discussed
in a newspaper. Teacher asked the students about what they know about newspaper.

This following conversation was a part of teacher and students’ conversation during the teaching and learning process:

Teacher : “Assalamualaikum wr.wb” (peace be with you)
Students : “Waalaikumussalam wr.wb” (peace be with you too)
Teacher : ”Good morning everyone?”
Students : “Good morning”
Teacher : “How are you today?”

Here, students did not answer, one of them said “yes”. Then all students laughed.

Teacher : “Okay class, first of all, I would like to introduce myself, my name is Ulin Niam. And the girl sit in the last row is Miss Tri Tugi, I assume that you all have know her.”

Students : “Yes”

Some of students said “ngomong apa, mas? Ngga mudeng. Pakai Bahasa Jawa saja, mas. Hahaha.” (what are you talking about, Mas? Use Javanese language, please. Hahaha)

Teacher : “okay. Sebelumnya, saya akan perkenalkan diri saya, nama saya Ulin Niam. Dan mbak yang duduk di baris paling belakang, mbak Tri Tugi, kalian
pasti sudah kenal” (Okay class, first of all, I would like to introduce myself, my name is Ulin Niam. And the girl sit in the last row is Miss Tri Tugi, I assume that you all have know her)

Students : “yes”
Teacher : “Baik, saya panggil nama kalian, lalu berdiri, agar saya tau kalian satu per satu” (Fine, let me call your name, then stand up so I know you one by one)

Students : “yes”

After finished checking the attendant list, the teacher started to distribute the sheet. He distributed the pre- test to the students then walked around the class to check the students along they do the pre-test. Finished doing the pre- test, students collected the sheet to the teacher. Teacher started to explain the material.

First he asked what students know about newspaper. Then, he explained what newspaper is, what is being discussed there. After explaining the material, teacher asked the students to read the given texts. Teacher picked text from newspaper and gave them to the students. He divided the class into 5 (five) groups, each group consists of 3 students. Teacher explained methods in reading texts, he explained Skimming and Scanning. Teacher asked students to start read the text.
Teacher: “baik, sebelum kita mulai membaca, akan saya jelaskan cara kita akan membaca teks yang sudah kita dapat. Kita akan membaca dengan metode skimming dan scanning.” (okay, before we read, I will explain how we will read this text. We will read use Skimming and Scanning method)

Students: “ya” (yes)

Teacher: “Kalian tahu Skimming dan Scanning?” (do you know skimming and scanning?)

Students: “tidak” (no)

Teacher started to explain about skimming and scanning. After explained those method, teacher asked to start read. In this activity, teacher gave students some instructions, 1) to write down unfamiliar words, 2) to find the main idea, and 3) to find the author’s purpose, then determined does the text good news or bad news. Teacher gave opportunity to the students to ask what they did not understand yet.

After the section was end. Teacher started to distribute the post-test. He gave 20 minutes for students to do the test. After students finished doing the post-test, teacher concluded and resumed the lesson. Then, he suggested the students to bring a dictionary if there is English subject. Teacher explained that learning English from other media such as magazines, newspapers, songs, and movies
can broaden students’ mind. Teacher asked to have a pray before close the meeting.

Teacher : “nah, sebenarnya belajar bahas Inggris itu tidak harus selalu dengan buku pelajaran. Majalah, koran, film, dan lagu yang berbahasa Inggris juga menambah wawasan kalian.” (Actually, learning English is not always about course book. Magazines, newspapers, movies, and songs (in English) are broaden your mind)

Students : “ya” (yes)

Teacher : “jangan lupa selalu bawa kamus kalau pelajaran bahasa Inggris ya.” (do not forget to bring your dictionary if there is English subject, please)

Students : “ya.” (yes)

Teacher : “Okay, let’s close this meeting by reciting Hamdalah. (Alhamdulillahi robbi’alamin)

Assalamu’alaikum wr, wb”

c. Observation

In the first cycle, the researcher obtains suggestion from his partner. By monitoring the student’s activity in this action, researcher could see that the students were not ready yet when researcher came to the class then taught there. It can be seen by their attitude. The class was crowded, but seemed like they were like that
way in teaching. They got better result in the post-test. However, some students did the pre-test by asking their friends, it might cause their score same with their friends’.

d. Reflection

After analyzing the result of the action in cycle I, the students' comprehension of reading was improves. It can be seen from the average score of post-test was higher than the pre-test.

However, the weakness happened during the teaching learning. Some students still ask to their friend while doing the pre-test. Then, the teacher gave motivation, and asked them to do the task themselves. He also asked the students to bring their dictionary in every English class, since dictionary helps them in vocabulary difficulties. The researcher decided to do the same way for the next cycle to get better result.

Table 4.1 Result of Pre-test and Post-test of Cycle I

<table>
<thead>
<tr>
<th>No.</th>
<th>Name</th>
<th>Pre-test</th>
<th>Post-test</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Ayuk Anggraeni</td>
<td>30</td>
<td>70</td>
</tr>
<tr>
<td>2</td>
<td>Diki Setiawan</td>
<td>30</td>
<td>70</td>
</tr>
<tr>
<td>3</td>
<td>Khadzirul Nujmul Ulum</td>
<td>30</td>
<td>80</td>
</tr>
<tr>
<td>4</td>
<td>Khoirun Najib</td>
<td>30</td>
<td>70</td>
</tr>
<tr>
<td>5</td>
<td>Muhammad Andriyanto</td>
<td>50</td>
<td>90</td>
</tr>
<tr>
<td>6</td>
<td>Nur Chabib</td>
<td>40</td>
<td>90</td>
</tr>
<tr>
<td>7</td>
<td>Prasetyo Mulya Abadi</td>
<td>40</td>
<td>80</td>
</tr>
<tr>
<td>8</td>
<td>Riska Indriyani</td>
<td>40</td>
<td>70</td>
</tr>
<tr>
<td></td>
<td>Name</td>
<td>Age</td>
<td>Score</td>
</tr>
<tr>
<td>---</td>
<td>--------------------</td>
<td>-----</td>
<td>-------</td>
</tr>
<tr>
<td>9</td>
<td>Rizan Rinjani</td>
<td>40</td>
<td>60</td>
</tr>
<tr>
<td>10</td>
<td>Vivi Kurnia Agung</td>
<td>30</td>
<td>60</td>
</tr>
<tr>
<td>11</td>
<td>Wakhid</td>
<td>30</td>
<td>60</td>
</tr>
<tr>
<td>12</td>
<td>Wandha Hamidah</td>
<td>30</td>
<td>70</td>
</tr>
<tr>
<td>13</td>
<td>Yusuf Ahmad Ridhoi</td>
<td>40</td>
<td>70</td>
</tr>
<tr>
<td>14</td>
<td>Zaenal Abidin</td>
<td>60</td>
<td>90</td>
</tr>
<tr>
<td>15</td>
<td>Zaeni Saputra</td>
<td>40</td>
<td>70</td>
</tr>
<tr>
<td></td>
<td><strong>( \sum = )</strong></td>
<td>560</td>
<td>1100</td>
</tr>
</tbody>
</table>

Calculating Mean

1) Mean of Pre- Test I

\[
M = \frac{\sum X}{N}
\]

\[
M = \frac{506}{15}
\]

\[
M = 37.33
\]

2) Mean of Post- Test I

\[
M = \frac{\sum Y}{N}
\]

\[
M = \frac{1100}{15}
\]

\[
M = 73.33
\]

1) Mean of pre- test = 37.33

2) Mean of post- test = 73.33

3) Mean of pre- test < than mean of post- test
4) There is an improvement of reading comprehension through newspaper between the pre (before the action) and the post (after the action) test.

2. Cycle II

   Based on the result of cycle I, it is better for the teacher continues to the next cycle:

   a. Planning

      Before conducting the research, the researcher prepared the instrument of research, in the following:

      1) Preparing the schedule of the research
      2) Preparing material and making lesson plan
      3) Designing the steps doing the action
      4) Preparing list of the students’ name and scoring
      5) Preparing an observation sheet (to know the situation of teaching learning process while implementing the action)
      6) Preparing a test (to know whether students’ reading comprehension improved or not when the action is implemented).

   b. Implementation of the action

      On Thursday, August 18th 2016, teacher and his collaborator entered the English class for the second action. In the second action, teacher revised the teaching learning process in cycle I to get better result in cycle II. Teacher waited for the students entered the class.
Then teacher opened the meeting, then checking the student attendance. That day, there were 6 students missed the class, just like the first meeting.

Teacher : “Assalamualaikum wr.wb” (peace be with you)
Students : “Waalaikumussalamwr.wb” (peace be with you too)
Teacher : ” Good morning everyone?”
Students : “Good morning”
Teacher : “How are you today?”
Students : “fine”
Teacher : “who is absent today?”
students : “Banyak” (many)

Teacher started to check the student attendance. After finished checking the attendance, he asked what have learnt in the previous meeting.

Teacher : “Okay. If you fine, then I will ask you what we have learnt in our last meeting?”
Students : “yes”
Teacher : “What is that?”

Students started to talk each other, since they did not know what teacher’s mean. Then, teacher asked in Bahasa.

Teacher : “masih ingat apa yang kita bahasa sebelumya?” (do you still remember what we had learnt yesterday?)

43
Students: “Informational text, Report text, Newspaper”

Again, teacher distributed the pre-test to the students, and gave 20 minutes for the students did the test. Students started to collect their work right after they finished it. Then again teacher asked what informational text is. Seemed like they were forgot, then teacher explained it. Overall, action 2 was similar to the first action. Students did the pre-test, paid close attention to the teacher’s explanation, reading-writing activity, question-answer section, then did the post-test.

In reading-writing activity, teacher asked the students to find out the topic, main idea, and the strange vocabularies. After finished doing those instructions, teacher asked students to read the text aloud. After reading aloud, teacher gave post-test to the students to know the result after implementing the second action. Teacher gave 20 minutes for the students to do the test. When the students finished doing the test, teacher asked them to collect their work.

Teacher: “have you done your work?”

Students: “yes”

Teacher: ”collect them, then”

Students started to collect their work. Then teacher gave review to the lesson.

Again, teacher informed that everyone can learn English from other sources such movies, magazine, receipt, procedural text, songs,
and newspaper (in English). Learning English is not about course book or textbook only, but also other authentic material. Finally, teacher gave summary of the lesson. Before he closed the meeting he thanked to the students.

Teacher : “Finally, these all done. Then I am going to thank to your cooperation.”

Students did not respond to the teacher said. Then the teacher repeat his said in Bahasa

Teacher : “Akhirnya, semuanya sudah selesai. Dan saya sangat berterimakaih atas bantuan kalian” (finally, all is done. Then big thanks for your help)

Students : “sama-sama. Karena kita tidak jadi ulangan” (you are welcome. Then we do not have out weekly assessment)

Teacher : ” Okay. Sorry for every single mistake I did. Then, let’s close our meeting by reciting hamdalah, Alhamdulillahihirobbil ‘alamin.
Assalamu’alaikum wr, wb”

c. Observation

In cycle II, again the researcher got notes from his collaborator. By monitoring the students’ activity in this action, the teacher could measure the students’ understanding about Skimming and Scanning reading method. The students gave closer attention to
the teacher’s explanation, and they were actively asking questions about what they did not understand related with the discussed topic.

d. Reflection

After analyzing the result of cycle I and cycle II, the researcher concluded that teaching reading using English newspaper can improve students’ comprehension in reading. It can be seen from the result of cycle I and cycle II.

The following table is the result of pre-test and post-test in cycle II.

Table 4.2 Result of Pre-test and Post-test Cycle II

<table>
<thead>
<tr>
<th>No.</th>
<th>Name</th>
<th>Pre-test (X)</th>
<th>Post-test (Y)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Ayuk Anggraeni</td>
<td>40</td>
<td>90</td>
</tr>
<tr>
<td>2</td>
<td>Diki Setiawan</td>
<td>60</td>
<td>70</td>
</tr>
<tr>
<td>3</td>
<td>Khadzirul Nujmulp Uum</td>
<td>50</td>
<td>80</td>
</tr>
<tr>
<td>4</td>
<td>Meli Febrianawati</td>
<td>40</td>
<td>80</td>
</tr>
<tr>
<td>5</td>
<td>Nur Chabib</td>
<td>40</td>
<td>70</td>
</tr>
<tr>
<td>6</td>
<td>Rina Widyawati</td>
<td>40</td>
<td>70</td>
</tr>
<tr>
<td>7</td>
<td>Riska Indriyani</td>
<td>40</td>
<td>90</td>
</tr>
<tr>
<td>8</td>
<td>Rizan Rinjani</td>
<td>50</td>
<td>70</td>
</tr>
<tr>
<td>9</td>
<td>Suryo Adji Saputro</td>
<td>50</td>
<td>80</td>
</tr>
<tr>
<td>10</td>
<td>Vivi Kurnia Agung</td>
<td>40</td>
<td>90</td>
</tr>
<tr>
<td>11</td>
<td>Wakhid</td>
<td>40</td>
<td>70</td>
</tr>
<tr>
<td>12</td>
<td>Wandha Hamidah</td>
<td>40</td>
<td>80</td>
</tr>
<tr>
<td>13</td>
<td>Widayanti</td>
<td>40</td>
<td>80</td>
</tr>
<tr>
<td>14</td>
<td>Yusri Irawan</td>
<td>40</td>
<td>70</td>
</tr>
<tr>
<td>15</td>
<td>Zaeni Saputra</td>
<td>50</td>
<td>90</td>
</tr>
<tr>
<td></td>
<td>∑=</td>
<td>660</td>
<td>1180</td>
</tr>
</tbody>
</table>
Calculating Mean

1) Mean of Pre- Test II

\[ M = \frac{\sum X}{N} \]

\[ M = \frac{660}{15} \]

\[ M = 44 \]

2) Mean of Post- Test II

\[ M = \frac{\sum Y}{N} \]

\[ M = \frac{1180}{15} \]

\[ M = 78.67 \]

3) Mean of pre- test = 44.00

4) Mean of post- test = 78.67

5) Mean of pre- test < than mean of post- test

6) There is an improvement of reading comprehension through newspaper between the pre (before the action) and the post (after the action) test
B. Improvement of teaching reading using English newspaper in the eleventh grade students of SMA Muhammadiyah Sumowono

By analyzing the result of cycle I and cycle II, the students’ comprehension in reading improvement can be explain as follows:

1. Pre-test I analysis

<table>
<thead>
<tr>
<th>No.</th>
<th>Correct Answer</th>
<th>Frequency</th>
<th>Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>0 – 4</td>
<td>13</td>
<td>Low</td>
</tr>
<tr>
<td>2.</td>
<td>5 – 7</td>
<td>2</td>
<td>Middle</td>
</tr>
<tr>
<td>3.</td>
<td>8 – 10</td>
<td>-</td>
<td>High</td>
</tr>
</tbody>
</table>

Table 4.3 Pre-test I Analysis

The category calculation of the students’ reading comprehension is:

1) \[ \text{Low} = \frac{13}{15} \times 100\% = 86.7\% \]

2) \[ \text{Middle} = \frac{2}{15} \times 100\% = 13.3\% \]

3) \[ \text{High} = 0\% \]

The profile of students’ reading comprehension is Low: 86.7\%, Middle: 13.3\%, and High: 0\%.
2. Post-test I analysis

Table 4.4 Post-test I Analysis

<table>
<thead>
<tr>
<th>No.</th>
<th>Correct Answer</th>
<th>Frequency</th>
<th>Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>0 – 4</td>
<td>-</td>
<td>Low</td>
</tr>
<tr>
<td>2.</td>
<td>5 – 7</td>
<td>10</td>
<td>Middle</td>
</tr>
<tr>
<td>3.</td>
<td>8 – 10</td>
<td>5</td>
<td>High</td>
</tr>
</tbody>
</table>

The category calculation of the students’ reading comprehension is:

1) Low = \( \frac{0}{15} \times 100\% = 0\% \)

2) Middle = \( \frac{10}{15} \times 100\% = 67\% \)

3) High = \( \frac{5}{15} \times 100\% = 33\% \)

The profile of students’ reading comprehension is Low: 0%, Middle: 67%, and High: 33%.

3. Pre-test II analysis

Table 4.5 Pre-test II Analysis

<table>
<thead>
<tr>
<th>No.</th>
<th>Correct Answer</th>
<th>Frequency</th>
<th>Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>0 – 4</td>
<td>10</td>
<td>Low</td>
</tr>
<tr>
<td>2.</td>
<td>5 – 7</td>
<td>5</td>
<td>Middle</td>
</tr>
<tr>
<td>3.</td>
<td>8 – 10</td>
<td>-</td>
<td>High</td>
</tr>
</tbody>
</table>
The category calculation of the students’ reading comprehension is:

1) Low \(= \frac{10}{15} \times 100\% = 67\%\)

2) Middle \(= \frac{5}{15} \times 100\% = 33\%\)

3) High \(= 0\%\)

The profile of students’ reading comprehension is Low: 67%, Middle: 33%, and High: 0%.

4. Post-test II analysis

Table 4.6 Post-test II Analysis

<table>
<thead>
<tr>
<th>No.</th>
<th>Correct Answer</th>
<th>Frequency</th>
<th>Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>0 – 4</td>
<td>-</td>
<td>Low</td>
</tr>
<tr>
<td>2.</td>
<td>5 – 7</td>
<td>6</td>
<td>Middle</td>
</tr>
<tr>
<td>3.</td>
<td>8 – 10</td>
<td>9</td>
<td>High</td>
</tr>
</tbody>
</table>

The category calculation of the students’ reading comprehension before the treatment is:

1) Low \(= 0\%\)

2) Middle \(= \frac{6}{15} \times 100\% = 40\%\)

3) High \(= \frac{9}{15} \times 100\% = 60\%\)

The profile of students’ reading comprehension is Low: 0%, Middle: 40%, and High 60%.
In order to answer the second research question or the problem of the study, then the writer explains the improvement. It can be seen from the difference between the pre-test I and post-test II, the result is 41.34, from 78.67 – 37.33. Then the improvement is $\frac{37.33}{78.67} \times 100\% = 47.45\%$. 
A. Conclusions

Based on the analysis of the data in the cycle I test and cycle II test, it can be concluded as follows:

1. The implementation of teaching reading using English newspaper to improve students’ reading comprehension in the eleventh grade students of SMA Muhammadiyah Sumowono in the academic year of 2016 runs successfully. The students can improve their vocabulary knowledge, drawing inferences, finding the topic, main idea, and recognizing writer’s purposes, and finding the answers of important information.

2. The improvement of students’ comprehension in reading by teaching using English newspaper. In order to answer the second research question or the problem of the study, then the writer explains the improvement. It can be seen from the difference between the pre-test I and post-test II, the result is 41.34, from 78.67 – 37.33. Then the improvement is $\frac{37.33}{78.67} \times 100\% = 47.45\%$. 
B. Suggestions

In the end of this chapter, the writer would like to propose some suggestion, which hopefully would be useful for all subjects.

1. English Teachers

For the teachers, this using of newspaper as a teaching material is good enough to increase students’ comprehension. This using of newspaper can be implemented when the students get bored with the usual source such as books. Newspaper as one of authentic materials provides new vocabularies for students and its contents are up to date, it helps students to link their experience or knowledge with the discussed topic.

2. Students

For the students, the thing that students have to know is, learning English is not only by teaching learning process at the school, not only by books. There are other sources you have such as movies, songs, magazines, newspapers, in English absolutely. By these authentic materials you will find new information such as new vocabularies, new pronunciation, new accent, and absolutely it improves your ability or skill, whether it is reading, or listening or even speaking.

3. Other Researchers

For other researchers, as far as I concern to this research, using English newspapers looks like easy to be implemented, but in fact, it is not that easy. It helps students out from the provided topics in the
course book, but makes students too excited to the news. They start to talk to their friend about natural and social world they know. It is good for students to link their experience to their study, but they are “gossiping” instead. Then, for you who want to conduct a research related with authentic material, make sure that your students know that they are studying and positioning themselves as a student in the classroom, not in the real life.

4. English Department of Teacher Training and Education Faculty – IAIN Salatiga

Especially for Reading subject, it is better if the lecturers improve their method in language teaching by adding authentic materials in their method, it can be a material, or media. Then if the students know better about what they have to do and what they need if they want to teach using authentic materials.
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