



**USING AUTHENTIC READING MATERIALS TO IMPROVE
THE SEVENTH GRADE STUDENTS' ACTIVE PARTICIPATION
AND THEIR READING COMPREHENSION ACHIEVEMENT AT
SMP NEGERI 2 PUGER IN THE 2012/2013 ACADEMIC YEAR**

THESIS

**BY
HASANAH ARISTA DEVI
NIM. 080210401026**

**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
LANGUAGE AND ARTS EDUCATION DEPARTMENT
THE FACULTY OF TEACHER TRAINING AND EDUCATION
JEMBER UNIVERSITY
2013**



**USING AUTHENTIC READING MATERIALS TO IMPROVE THE
SEVENTH GRADE STUDENTS' ACTIVE PARTICIPATION AND THEIR
READING COMPREHENSION ACHIEVEMENT AT SMP NEGERI 2
PUGER IN THE 2012/2013 ACADEMIC YEAR**

THESIS

Presented as One of the Requirements to Obtain S1 Degree of the English Education
Program of the Language and Arts Education Department of Faculty of Teacher
Training and Education
Jember University

By:

HASANAH ARISTA DEVI

080210401026

**ENGLISH EDUCATION PROGRAM
LANGUAGE AND ARTS EDUCATION DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
JEMBER UNIVERSITY**

2013

DEDICATION

This thesis is honorably dedicated to:

1. My honorable father H. Ali Masyhur and mom Hj. Shofiyah Hamidah, thank you very much for your advice and care, endless love and prayer for me. I will work harder to make you happy and proud of me.
2. My beloved brothers H. Abdul Hamid and Abdul Halim, and my sister Mu'allimah, thank you for the spirit.

MOTTO

“Reading will give you lasting pleasure”

(Laura Bush)

STATEMENT OF THESIS AUTHENTICITY

I certify that this thesis is an original and authentic piece of work by the author himself. All materials incorporated from secondary sources have been fully acknowledgement and referenced.

I certify that the content of the thesis is the result of work which has been carried out since the official commencement date of the approved thesis title; this thesis has not been submitted previously, in whole or in part, to qualify for other academic award; ethnics procedures and guidelines of thesis writing from the university and the faculty have been followed.

I am aware of the potential consequences of any breach of the procedures and guidelines, e.g cancellation of my academic award.

I hereby grant to the University of Jember the right to archive and to reproduce and communicate to the public my thesis or project in whole or part in the University/ Faculty libraries in all forms of media, now or hereafter known.

Signature :

Name : HASANAH ARISTA DEVI

Date : May 21st, 2013

CONSULTANTS' APPROVAL

USING AUTHENTIC READING MATERIALS TO IMPROVE THE SEVENTH GRADE STUDENTS' ACTIVE PARTICIPATION AND THEIR READING COMPREHENSION ACHIEVEMENT AT SMP NEGERI 2 PUGER IN THE 2012/2013 ACADEMIC YEAR

THESIS

Composed to fulfill one of the requirements to obtain S1 Degree at the English Education Program of the Language and Arts Education Department of the Faculty of Teacher Training and Education Jember University

Name : Hasanah Arista Devi
Identification Number : 080210401026
Level : 2008
Place and Date of Birth : Jember, May 25th, 1990
Department : Language and Arts
Study Program : English Education

Approved By:

Consultant I

Consultant II

Drs. Bambang Suharjito, M.Ed.
NIP. 196110251989021004

Drs. Sudarsono, M.Pd.
NIP. 131993442

APPROVAL OF THE EXAMINER COMMITTEE

This thesis has been approved and accepted by the Faculty of Teacher Training and Education, Jember University on:

Date : May 21st, 2013

Place : The Faculty of Teacher Training and Education, Jember University

The Committee:

Chairperson

Secretary

Dr. Aan Erlyana Fardhani, M.Pd.
NIP. 196503091989022001

Drs. Sudarsono, M.Pd.
NIP. 131993442

Member 1

Member 2

Dra. Zakiyah Tasnim, M.A.
NIP. 196201101987022001

Drs. Bambang Suharjito, M.Ed.
NIP. 196110251989021004

The Dean

Faculty of Teacher Training and Education

Jember University

Prof. Dr. Sunardi, M.Pd.
NIP. 195405011983031005

ACKNOWLEDGEMENT

First of all, I would like to thank to Allah SWT, the almighty, who always leads and provides blessing and guidance to me, so that I am able to finish this thesis entitled “Using Authentic Reading Materials to Improve the Seventh Grade Students’ Active Participation and Their Reading Comprehension Achievement at SMP Negeri 2 Puger in the 2012/2013 Academic Year”.

I do realize that this thesis would not be finished without the guidance of the people whom I owe a great deal of support, motivation, and suggestion. I would like to express my sincere thanks to:

1. The Dean of the faculty of Teacher Training and Education
2. The Chairperson of the Language and Arts Education Department
3. The Chairperson of the English Education Study Programs
4. The first and second consultant, Drs. Bambang Suharjito, M.Ed. and Drs. Sudarsono, M.Pd., who have guided and helped me to finish this thesis
5. The Principal, the English teacher and the seventh grade students’ (especially VII-G class) of SMP Negeri 2 Puger in the 2012/2013 academic year who helped me to obtain the research data
6. My Almamater

Finally, I do expect that it will be useful not only for me but also for the readers. Any criticisms and suggestions from the readers for the improvement of this thesis will be fully appreciated.

Jember, May 2013

Writer

TABLE OF CONTENTS

TITLE PAGE	i
DEDICATION	ii
MOTTO	iii
STATEMENT OF THESIS AUTHENTICITY	iv
CONSULTANTS' APPROVAL	v
APPROVAL OF THE EXAMINER COMMITTEE	vi
ACKNOWLEDMENT	vii
TABLE OF CONTENTS	viii
THE LIST OF TABLES	xii
THE LIST OF APPENDICES	xiii
SUMMARY	xiv

CHAPTER I INTRODUCTION

1.1 Background of the Research	1
1.2 Problems of the Research.....	4
1.3 Objectives of the Research.....	4
1.4 Significances of the Research	5
1.4.1 For the English Teacher	5
1.4.2 For the Students	5
1.4.3 For the Future Researchers	5

CHAPTER II REVIEW OF LITERATURE

2.1 Reading Comprehension Achievement.....	6
2.1.1 Word Comprehension	8
2.1.2 Sentence Comprehension	8
2.1.3 Paragraph Comprehension	10

2.1.4 Text Comprehension	12
2.1.5 The Comparison between the Previous Classroom Action Research and this Classroom Action Research.....	12
2.2 Descriptive Text	13
2.3 The Students' Active Participation in Teaching Reading	15
2.4 Authentic Reading Materials	15
2.5 The Advantages and Disadvantages of Using Authentic Reading Materials in Teaching Reading.....	18
2.5.1 The Advantages of Using Authentic Reading Materials in Teaching Reading.....	18
2.5.2 The Disadvantages of Using Authentic Reading Materials in Teaching Reading.....	21
2.6 The Authentic Reading Materials from Internet Used in the Classroom..	22
2.7 The Procedure of Teaching Reading by Using Authentic Reading Materials.....	23
2.5 Action Hypothesis.....	24

CHAPTER III RESEARCH METHODS

3.1 Research Design	26
3.2 Area Determination Method	29
3.3 Subjects Determination Method.....	29
3.4 Operational Definition of the Terms	29
3.4.1 Authentic Reading Materials	30
3.4.2 Students' Active Participation.....	30
3.4.3 Reading Comprehension Achievement	30
3.5 Data Collection Methods	30
3.5.1 Observation	31
3.5.2 Reading Test	31

3.5.3 Interview	35
3.4.4 Documentation	35
3.4.5 Questionnaire	35
3.6 Research Procedures	36
3.6.1 General Description of the Research.....	36
3.6.2 Details of the Research Procedures.....	36
3.7 Data Analysis Method.....	39

CHAPTER IV RESEARCH RESULTS AND DISCUSSION

4.1 The Results of the Action in Cycle 1	41
4.1.1 The Results of the Observation in Cycle 1	42
4.1.2 The Results of Reading Comprehension Achievement Test in Cycle 1	48
4.1.3 The Results of the Reflection in Cycle 1	51
4.2 The Results of the Actions in Cycle 2	52
4.2.1 The Results of the Observation in Cycle 2.....	53
4.2.2 The Results of Reading Comprehension Achievement Test in Cycle 2	59
4.2.3 The Results of the Reflection in Cycle 2	62
4.3 The Result of Supporting Data	63
4.3.1 The Result of Interview	63
4.3.2 The Result of Documentation.....	64
4.3.3 The Result of Questionnaire.....	64
4.3 Discussion.....	65

CHAPTER V CONCLUSION AND SUGGESTION

5.1 Conclusion	68
5.2 Suggestion	69

5.2.1 The English Teacher	69
5.2.2 The Students	69
5.2.3 The Future Researcher	69

REFERENCES

APPENDICES

THE LIST OF TABLES

Table	Names of Tables	Page
3.1	The 2006 Curriculum (KTSP) of Junior High School	32
3.2	The Distribution of Reading Comprehension Test	33
3.3	The Distribution of the Score	34
3.4	The Observation Checklist	38
4.1	The Result of Observation in the First Meeting in Cycle 1	42
4.2	The Result of Observation in the Second Meeting in Cycle 1	44
4.3	The Results of the Students' Reading Comprehension Achievement Test in Cycle I	48
4.4	The Result of Observation in the First Meeting in Cycle 2	54
4.5	The Result of Observation in the Second Meeting in Cycle 2	56
4.6	The Results of the Students' Reading Comprehension Achievement Test in Cycle 2	59
4.7	The Improvement of the Students' Reading Comprehension Achievement Score and the Students' Active Participation in Cycle 1 and Cycle 2.	66
4.8	The Revision of the Implementation of the Action in Cycle 1	66

THE LIST OF APPENDICES

1. Research Matrix
2. Guide of Instruments
3. Lesson Plan 1
4. Lesson Plan 2
5. Reading Comprehension Test 1 and Answer Key
6. Examples of students' worksheets of Cycle 1
7. Lesson Plan 3
8. Lesson Plan 4
9. Reading Comprehension Test 2 and Answer Key
10. Examples of students' worksheets of Cycle 2
11. Questionnaire
12. The names of the research subjects
13. The Students' Scores before the Actions Given
14. Permission Letter of Conducting Research from the Faculty of Teacher Training and Education Jember University.
15. Statement letter for accomplishing the research from SMP Negeri 2 Puger.

SUMMARY

Using Authentic Reading Materials to Improve the Seventh Grade Students' Active Participation and Their Reading Comprehension Achievement at SMP Negeri 2 Puger in the 2012/2013 Academic Year; Hasanah Arista Devi, 080210401026; 2013; 69 pages; English Education Program of Language and Arts Education Department of the Faculty of Teacher Training and Education of Jember University.

This Classroom Action Research was intended to improve the seventh grade students' active participation and their reading comprehension achievement by using authentic reading materials at SMP Negeri 2 Puger in the 2012/2013 academic year. This research subjects were the students of class VII-G that was determined purposively, because their reading comprehension achievement score was low (their mean score was 57.2) which was below the standard mastery of English of the school (65). It was known from the result of interview with the English teacher in the preliminary study. Besides, they also still faced difficulties in comprehending English texts, especially in descriptive text. They had problems in comprehending words, sentences, paragraphs, and the whole text. Finally, both the researcher and the English teacher agreed to apply authentic reading materials from internet as the reading materials in teaching reading because they were expected to be beneficial for the students to overcome their problems in reading comprehension.

This research was carried out in two Cycles. Each cycle covered the stages that include planning the action, implementing the action, observing and evaluating, and reflecting the action. These activities were conducted in each Cycle. The first cycle was conducted in three meetings including the reading test. The data about the students' reading comprehension achievement were collected through the reading comprehension test. Meanwhile, observation was used to monitor the teaching and learning process of reading by using observation guide in the form of checklist.

The results of the students' reading comprehension achievement in the first cycle showed that the percentage of the students who got score 65 or more was 67.4%. In addition, the results of observation in cycle I revealed that only 63.95% of 43 students actively participated in the teaching and learning process of reading by using authentic reading materials from internet. The rest of the subjects (36.05% of 43 students) were passive in joining the lesson. They were reluctant to ask questions and answer the researcher's oral questions. Besides, some students did not make some note about the lesson. Based on those results, it could be concluded that the action given in the first cycle was not successful yet. Therefore, the actions were continued to the second cycle by revising the lesson plans in the first cycle by considering the students' weaknesses in the first cycle. In Cycle 2, the researcher used English and Indonesian language in the teaching and learning process. Besides, she gave clear instruction to the students to find the difficult words in the texts by writing them on the whiteboard and finding the meaning of the difficult words together with the whole class. The results of the students' active participation in the teaching and learning process of reading by using authentic reading materials from internet improved from 63.9% in Cycle 1 to 80.2% in Cycle 2. Moreover, there was also an improvement on the percentage of the students' reading comprehension achievement test. It improved from 67.4%, in Cycle 1 to 82.5% in Cycle 2. It means that both the students' active participation and their reading comprehension test improved in the second cycle and achieved the successful criteria of this research. Thus, the action research was stopped.

Based on the results above, it could be concluded that the use of authentic reading materials in the teaching and learning process of reading could improve the students' active participation and their reading comprehension achievement in two cycles. Then, it is suggested to the English teacher and the students to use authentic reading materials from internet as an alternative source of reading materials in teaching reading. It is due to the fact that authentic reading materials from internet

could improve the students' active participation and their reading comprehension achievement. At last, for the future researcher, this research could be used as references to conduct further research dealing with different research design or research method to improve the quality of reading achievement.