

**EFFECTS OF AUTHENTIC READING MATERIALS ON
READING COMPREHENSION ACHIEVEMENT OF
THE SECOND YEAR STUDENTS OF SMUN I ARJASA
IN THE 2002/2003 ACADEMIC YEAR**

THESIS



Presented as One of the Requirements to Obtain the S-I Degree
at the English Education Program of the Language and arts department
of the Faculty of Teacher Training and Education
Jember University



By :

Adriadi Novawan

NIM. 970210401100



LANGUAGE AND ARTS DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
JEMBER UNIVERSITY
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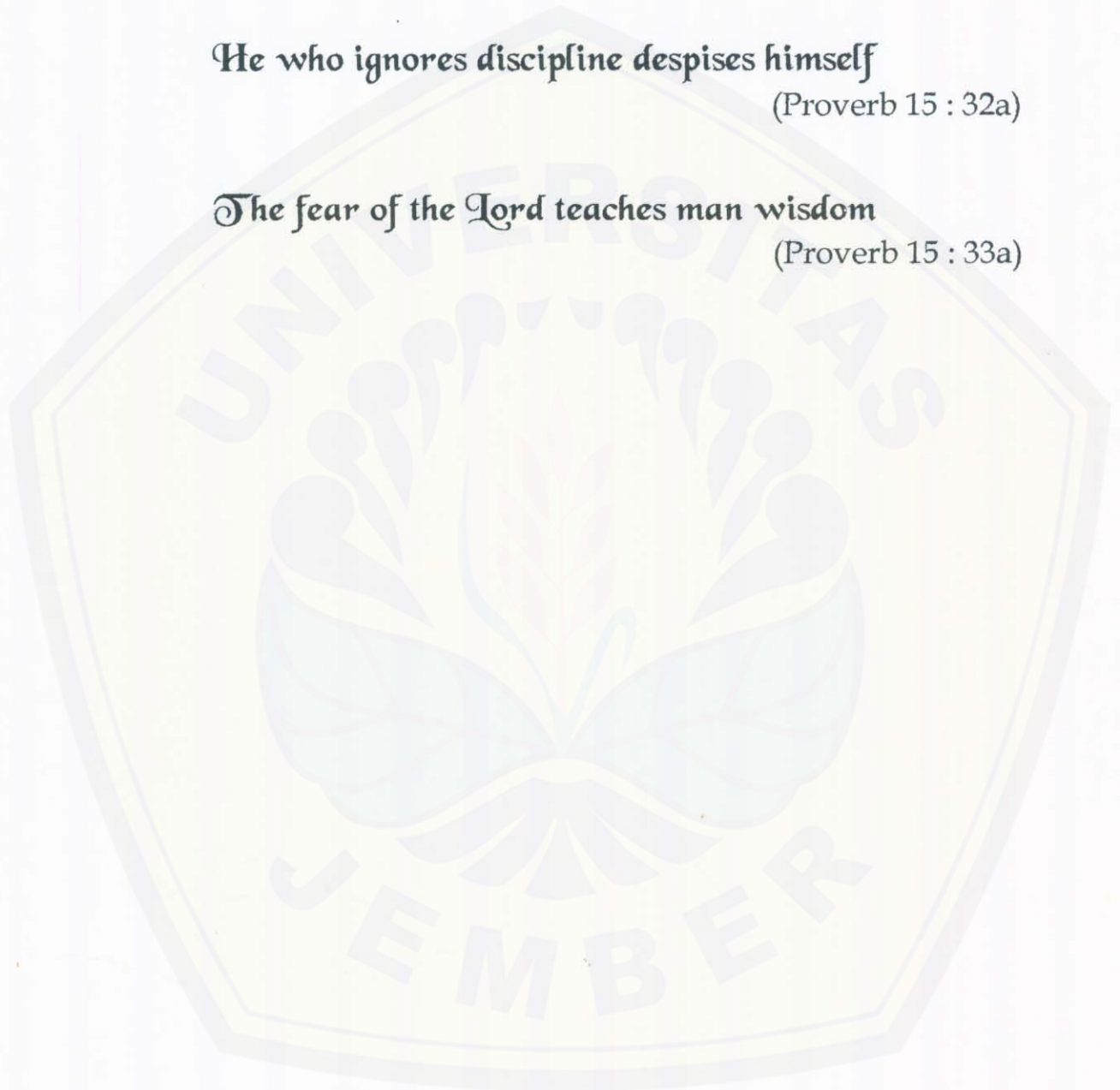
MOTTO

He who ignores discipline despises himself

(Proverb 15 : 32a)

The fear of the Lord teaches man wisdom

(Proverb 15 : 33a)



Dedicated to:

- ☞ *My Mom and Dad (Sih Winarni and Purbanu HS)*
- ☞ *My brother and sisters (Ika-James, Vrita, Tanti and Ire)*
- ☞ *My special friend, Dewi Bayuningsih*
- ☞ *My consultants, Mr. I Putu Sukmaantara and Mr. Bambang Arya WP.*
- ☞ *The teachers of SMUN 1 Arjasa (Mr. Kamil, Mrs. Pratiwi, Mrs. Dina and Mrs. Ismi)*
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Thanks for keeping on praying, support, guidance, motivation and much attention to me. God blesses you all.

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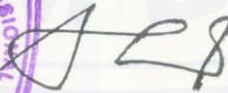
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Finally, I hope this thesis provides advantages to the readers. Any criticisms and inputs that contribute to improve this thesis would be appreciated.

Jember, January 2003

The Writer

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ABSTRACT

Adriadi Novawan, 2003, **Effects of Authentic Reading Materials on Reading Comprehension Achievement of the Second Year Students of SMUN I Arjasa in the 2002/2003 Academic Year.**

Thesis, English Education Program, Language and Arts Department, Faculty of Teacher Training and Education, Jember University.

Consultasts : (1) Drs. I Putu Sukmaantara, MEd.
(2) Drs. Bambang Arya WP.

The Research was intended to investigate the effects of authentic reading materials on reading comprehension achievement of the second year students of SMUN I Arjasa in the 2002/2003 academic year. The research design was quasi-experimental design namely: the Static-Group Comparison. The sample were two of the six classes of the second year students, in which, each consisting of 42 participants. The two classes were determined by using cluster random sampling while considering their similarity of scores and that they were taught by the same English teacher. A comparison was made between the two groups by analyzing the two groups' scores of posttest established after treatment. The posttest used was teacher made test that has been piloted previously. In administering the experiment, one group received authentic reading materials, while the other received reading materials from textbook. Accordingly, by using the second type of t-test formula with t-table of 5% significance level, the result indicates that the t-test value was higher than that of t-table ($3.499 > 2.000$). Therefore, the Null Hypothesis was rejected, while the Alternative Hypothesis was accepted. To sum up, there are significant effects of authentic reading materials on reading comprehension achievement of the second year students of SMUN I Arjasa in the 2002/2003 academic year. The degree of effectiveness was 15,5 % that was more effective than that of materials from textbook.

Keywords: **authentic reading materials, reading comprehension achievement**

I INTRODUCTION

1.1 Background of the Study

The viewpoint behind the teaching learning process in developing the four language skills in integrated way is the natural use of English in real life (Richards et al. in Kistiono and Prihantoro, 1996:2). Classroom activities should not use the four language skills in isolation, but in combination. The purpose of it is to make the students communicatively competent in the target language as it is really used in everyday life (Kistiono and Prihantoro, 1996:3). The view is also explicitly stated in GBPP 1994 that the language skills have to be developed in combination with the emphasis, however, on reading. Consequently, the most important language skill to be developed in the classroom is reading.

Reading is a way of gaining knowledge and information that onset all study activities. According to Otto et al. (1978:147), reading is not just saying the words; it must always be a meaning getting process. Many students can read the words in a passage well, but they are unable to infer any conclusion and answer the text questions for they failed to be efficient readers. Whereas, the aim of teaching reading basically, is to develop the students' reading skills so that they can read English texts effectively and efficiently (McDonough and Saw, 1993:109).

Reflecting it to the teaching reading process, teacher should provide students with a purpose for reading to anticipate different types of text. The purposes are to make them flexible and able to choose appropriate reading strategies depending on the type of text they are reading. Kistiono and Prihantoro (1996:4) support the view by claiming that teachers need to develop the students' appropriate reading skills according to different reading purposes. Apparently, the transferability of appropriate reading strategies to different types of text is one of the most effective ways to develop in the teaching reading to make the students efficient and effective in reading.

Furthermore, Hebb (2000:23) states that students need practice reading for different purposes, by using various 'authentic texts'. It is beneficial to stimulate their interest, to provide links to their own experiences, prior content knowledge, and make connections to many content areas across the curriculum. There are several linguistic discussions about 'authentic reading materials' which remain the important role of 'authentic text'. Rivas (1999:12), when discussing "interactive model" used in teaching reading, has arisen the 'authentic texts' as the effective reading materials applied in classroom. Additionally, Guariento and Morley (2001:347) infer that there is a general consensus in language teaching that the use of authentic materials in the classroom is beneficial to the learning process, especially to develop students' reading skills.

However, English teachers sometimes do not expose their students to authentic texts. Instead of this, they use non-authentic reading materials that the classroom activities are generally teacher-centered, based on teacher-talk and students-listen routines and do not help the students apply what they have learnt in real-life situations. As a result, students find that learning in school is uninteresting and irrelevant to their daily life, and so lack of attention, passivity, 'off-task' attitudes, and having destructive forms of behavior in class (Cheung, 2001:57). These practices do not function like a language for meaningful and purposeful communication. For that reason, the use of authentic reading materials is often proposed to be the effective method to keep up and enlarge students motivation for learning, and to bridge the gap between the classroom and the real world (Guariento and Morley, 2001:347).

The fact implies the importance of promoting authentic reading materials to schools in order that it becomes a stimulus for the English teacher to replicate such materials. One of effective ways is by introducing the schools and the English teachers to some research results that prove the effectiveness of authentic reading materials. However, sometimes a research result still caused hesitation especially if it is related to the research validity and reliability. For this reason, Borg and Gall (in

Hadjar, 1996:95) recommend the use of research replication in order to verify the previous research. The principle case is that whatever the research result is, if it is imply the reality, it will be gained through the replication.

An example of matters that influences the validity and reliability of research is instrumentation. An instrument that functions as a means to gather data, need to be “standardized” if it is a new locally devised one (McMillan, 1997:103,110). The reason is that the credibility of data gathered depends on the quality of the instrument, while the data are used to test the hypothesis. Therefore, the validity of the research results will be affected mostly by the quality of instrument. Another example influenced the research quality is the way in administering treatments while controlling the extraneous variables. In this case, Bieger and Gerlach (1996) recommend the use of particular procedures (will be discussed deeply in Chapter IV, p. 39-40, and in Appendix 12, Table C) in order to maximize the research validity. Then, a researcher also need to report it in order that the readers know and can determine the extent to which the research result is beneficial for themselves (McMillan, 1997).

In this case, previous researches conducted by Novinarsih and Hidayah have been done well. Novinarsih (2001) investigated the effects of authentic reading materials on students’ reading comprehension by using the Single-Group Pretest-posttest Design with a sample of 34 participants of the second year students of SMU level. The result was there are significant effects of the materials on students reading comprehension achievement, including comprehending word, sentence, and paragraph meaning. On the other hand, Hidayah (2001) using Simple Randomized Design with samples of two classes in the same level, reported the same results. In this case the indicators of dependent variable including not only comprehending word, sentence and paragraph, but comprehending the whole composition as well. Eventually, the result researches strengthen each other to say that there are effects of authentic reading materials on students reading comprehension achievement. However, there are still a few of important matters concerning the result validity and

reliability, have been ignored. In view of that, the research represents effects of authentic reading materials on students reading comprehension achievement that prove the important role of them. The researcher hopes, it equips the previous researches. The research is entitled *Effects of Authentic Reading Materials on Reading Comprehension Achievement of the Second Year Students of SMUN 1 Arjasa in the 2002/2003 Academic Year.*

1.2 The Problem of the Study

Identifying the problem is the first important step to be done in a research (Tuckman, 1972:22). Therefore, the problem of this research is: *Are there effects of Authentic Reading Materials on Reading Comprehension Achievement of the Second Year Students of SMUN 1 Arjasa in the 2002/2003 Academic Year?*

1.3 The Operational Definition

1.3.1 Authentic Reading Materials

Authentic Reading Materials are the reading materials taken from authentic materials such as: newspapers and magazines, just the way they are or without any simplification.

1.3.2 Reading Comprehension Achievement

In this research, Reading Comprehension Achievement refers to the scores of students' reading comprehension skill obtained after taking reading comprehension test.

1.4 Objective of the Research

The objective of the research is to investigate the effects of Authentic Reading Materials on Reading Comprehension Achievement of the Second Year Students of SMUN 1 Arjasa in the 2002/2003 Academic Year.

1.5 Significance of the Research

1.5.1 For English Teachers

By providing the study of authentic text in teaching and learning process, the research will give stimulation to the English teacher in order that they can apply it in classes. As claimed by Ahellal (1990:38) that:

“To train the students to achieve the capacity to have access to written materials. ...-no teaching materials would be theoretically more appropriate than authentic ones.”

Next, for English teacher who has applied authentic text in classroom, he/she will be able to improve her/him self in selecting authentic text that will be given to the students, and to anticipate the constraints that might occurred as the effect of selecting materials.

1.5.2 For Students

By using authentic texts in the classroom, students are encouraged to improve their reading skill and to have reading ‘authentic text’ habit. Thus, they are able to be efficient readers as figuring out by Mc Donough and Shaw (1993:109), where, they are not passive and do not operate in vacuum, have expectations and ideas about the purpose of the text as well as ideas about possible outcomes, and interrogate materials of all types by looking for ‘clues’ in titles, sub-titles and within the passage itself.

1.5.3 For the Other Researchers

After investigating and coming to the expected purpose of this research, the other researchers could conduct further research using authentic texts, for instance, concerning the appropriate teaching reading strategies--how to improve the students’ reading comprehension skill using authentic texts, or, to investigate the effects of another types of authentic materials, whether the effects remain the same.

II REVIEW OF RELATED LITERATURE

This chapter presents the theories related to the authentic reading materials, the features of textually authentic materials, the features of learners authentic materials, the authentic reading materials used in the classroom, reading comprehension achievement, the effects of authentic reading materials on reading comprehension achievement, and the hypothesis formulation.

2.1 Authentic Reading Materials

Traditionally, 'authentic texts' have been defined as ones written for native speakers (Rivas, 1999:13). The notion remained a specific problem—whether simplification can take place in the term of 'authenticity' or not.

Davies (in Rivas, 1999:13) believes that simplification can take place within the authenticity of text. However, such identification has been newly found to weaken the meaning of authenticity for it leads to consider the simplified texts as authentic texts (Rivas, 1999). While, Widdowson (in Guariento and Morley, 2001) who agrees with simplification states that simplification can take place within the conventions of a given language field, while maintaining authenticity in the sense of learner response. It means that teachers engage the learners' interest and impress them as being in some ways relevant to their concerns.

Referring to facts presented by Widdowson (in Guariento and Morley, 2001:349), many objectives of the applications lie in their use at lower levels. These examples indicate that the use of authentic texts at this levels may not only prevent the learners from responding in meaningful ways but can also lead them to feeling frustrated, confused and demotivated. In this case, the effects of authentic texts would seem undermine of the main reasons for using it. As the result, Widdowson does not recommend the use of authentic texts at earlier stages and proposes the 'doctoring' of texts, using simple accounts to achieve appropriate response. It means that the teacher

might simplify an authentic text in order to avoid 'over familiar content' of its authenticity.

However, the present analysis indicates that even in this case, texts do not need to be simplified; it is what learners are expected to do with the texts that have to be controlled. What matters more is that they should be 'well-executed' (Guariento and Morley, 2001:348). It means that the texts are selected carefully by certain considerations in terms of the match to the curriculum, the appropriateness to students' level of comprehension, and that are taught using appropriate teaching strategies. Moreover, to solve the 'over familiar content' of authentic texts that possibly emerged, teachers may create some tasks and control the texts based on the teaching and learning purposes.

Insofar, the term of 'authenticity' has been a matter of discussion among researchers and teachers, especially those who apply communicative approach to language teaching. Wong et al. (1995:318) state that authentic materials are materials, which are used in genuine communication in the real world, and not specifically prepared for the teaching and learning of English. For examples: written and audio-visual materials from the media, materials used in the professional fields, and even textbooks of other subjects. In these examples, the materials are characterized by the genuineness of time, location and people, which are about current events in the real world and happening in the familiar places. Little et al. (in Guariento and Morley, 2001:347) define authentic texts as ones created to fulfill some social purposes in the language community in which they were produced. In this case, the language of real world is exposed to the students in order to help them to acquire an effective receptive competence in the target language.

The two views refer to the same notion of 'authenticity', that is to replicate the language in the real world in teaching and learning of English without simplification of text. By this, the students would be able to relate the events or the contents to their own experiences, prior knowledge and intelligence capacity that they would be able to appreciate the use of language in the real situation.

Furthermore, Widdowson (in Lee, 1995:323-324) proposes, for whom authenticity lies in the interaction between the reader and the discourse, that is to say, authenticity depends on the readers' appropriate response. It means that authenticity can only be achieved when there is an agreement between the writer's intention in writing the materials and the learner's interpretation. Therefore, an authentic text is really authentic when the learners can respond to the text appropriately. Thus, the notion of authenticity does not have "exclusively-authentic appearances" to language teacher but the more important case is that--how is the students' response to the material?

The question drives us to consider that authentic materials can appear 'unauthentic' to learners, just as 'unauthentic' materials can appear 'authentic'. To this extent, there are two perspectives that can be inferred, the first is in terms of the origin of the materials, and the second is 'learners authenticity' that refers to the learners' interaction with them, in terms of students' appropriate responses.

2.1.1 Features of Textually Authentic Reading Materials

According to Lee (1995:324), a text is usually regarded textually authentic if it is not written for teaching purpose, but for a real life communicative purpose, where an author has a message to be conveyed to the reader. This statement is in line with Wong et al. (1995:319) who view authenticity of text in terms of genuine use of English for communication. Grellet (1981:8) also supports the notion by stating that authenticity means nothing of the original text is changed and its presentation layouts are retained.

The example of such material is English that is used in company or laboratory reports. Specifically, students could be exposed to know how English is used to present data, analysis and recommendation. Even, they could also be exposed to English that might be flawed in certain ways and identify errors and weaknesses in its uses (Wong et al., 1995:319). To sum up, the features of textually authentic reading

materials in this research are the genuine use of English in real life communication, without any changes and its presentation layouts are retained.

2.1.2 Features of Learner Authentic Reading Materials

From the learner's viewpoint, authentic reading materials are mainly learner-centered. As what is stated by Lee (1995:324), they are motivating, interesting and useful, with content that does not cause the student to experience culture shock or discomfort, but it should be appropriate to the learner's needs and learning purposes. In other word, the linguistics features of comprehensible input should not be 'over familiar' for student comprehension. As mentioned by Krashen (in Lee, 1995:324), it would be better if it is a little beyond the learner's current linguistic competence. Therefore, when the learners read the text, their prior knowledge, interest and curiosity make them easier to engage with it.

2.1.2.1 Motivating

Ausuble (1968:364) says, "There is no learning activities would be effectively and efficiently occurred without motivation". The statement implies the essence role of a stimulus in the process of teaching learning activities. One of the most stimuli comes from the materials used in class. What kinds of materials can be said motivating?

Authentic reading materials are motivating. Redtop in Hidayah (2001) defines motivation as inner drive, energy, motivation or desire that makes one to act in achieving a certain goal. While, according to Kock (1986:89), motivation is the improvement of desire to do something to attain a special aim. Hence, motivating means giving a motive or incentive to learners in order that they can achieve certain goal in learning process. In specific term, authentic reading materials can give such stimulation.

Related to the view, Wong et al. (1995:319) point out that authentic materials chosen by teacher act as a stimulus to thinking and help to draw out issues in

contemporary events for discussion. The reason is that these materials have potential to motivate students to develop their cognitive competence to the topic and to attain new information and which is familiar to them, and occurred at present time. By these characteristics, students will be encouraged to participate and express their own perspectives confidently, and free from any risk of making errors.

In summary, why does authentic reading material can be said motivating? Guariento and Morley (2001:347) state that the use of authentic texts is considered one way of maintaining or increasing students' motivation for learning. The main reason is that they can give the students the feeling that they are learning the real language and that they are in touch with a living entity, the target language as the community, which speaks and uses it.

2.1.2.2 Interesting

Authentic texts are interesting. It can hold students' attention and arouse students' interest to the teaching learning process. Meanwhile, the reason to say that an authentic text is regarded as an interesting reading material is because it has 'a real thing' and up-to-date content apart of it. This statement is supported by Lifford et al. (2000:45) who say that there are significant numbers of student who prefer "the real things" for their reading. The caution is because they can be more up-to-date than textbooks, and related to everyday issues and activities. Students are engaged with texts that provide opportunities to solve real problem, answer real questions and make real knowledge in classroom. To sum up, by existing the condition in the class, students are led to be able to reason, apply, analyze, synthesize and interpret new learning (Hebb, 2000:24).

2.1.2.3 Useful

The third feature of learners' authenticity is useful. There are many researchers and teachers confess that the use of authentic texts in classroom is useful. An authentic text that is 'well executed' always produces the best result. Guariento

and Morley (2001:347) support the statement by inferring that there is a general consensus in language teaching that the use of authentic materials in classroom is beneficial to the learning process. Wong et al. (1995:318) confirm that most language teachers recognize the value of using authentic materials for teaching and learning purposes, because they are useful.

Some advantages of authentic materials for teaching learning process in classroom are:

- (1) Embracing both written and spoken word (Wilkins in Guariento and Morley, 2001) as an interactive model of teaching reading;
- (2) Helping to bridge the gap between classroom knowledge and a students' capacity to participate in real world events (Ibid);
- (3) Developing learners' language skills and orienting learners to the application of these skills (especially reading skill), in possible sequent activities in the outside world (Lee, 1995);
- (4) Enriching students' experiences in the learning and use of English (Wong et al, 1995:318);
- (5) Sensitizing students to the use of English in the real world (Ibid); and
- (6) Helping students to generate a learning strategy for learning not only English but also other subjects (Ibid).

At last, the important case to be realized is the meaningfulness of authentic texts, which are useful.

2.1.3 The Authentic Reading Materials used in Classroom

There are some examples of authentic reading materials possibly applied in the classroom. Wong et al. (1995:318) mention the examples of such materials include written and audio-visual materials from media, materials used in the professions, and even textbooks of other subjects. Specifically, journals, magazines, brochures are written materials from the media; television programs are audio-visual

materials; a company or laboratory reports such as data presentation, analysis and recommendations are included into materials used in professions; and textbook of other subjects can be in the form of medical, history and economic textbooks.

In this research, the authentic reading materials used are written materials or texts from newspapers and magazines. They can be in the form of brochures, articles, advertisements and news. The reason for choosing these materials is that they are usually appropriate to students' interests and level of comprehension. In other word, the linguistic features of its comprehensible input are not too difficult for them when it is compared to the other types of authentic materials such as medical textbooks, laboratory reports or data presentation.

2.1.3.1 Newspaper

Newspaper is a printed publication, which is issued daily or weekly (Hornby, 1987:567). Based on World Book Encyclopedia (1966:668-675), all newspapers contain a great variety of materials of not only the news themselves, but also items other than news that appeal to their readers. By having this characteristic, newspaper can keep students' attention to the learning process and arouse students' interests to read and comprehend the reading material though possibly they have just encountered some difficulties to respond the text as what it is expected.

There are two kinds of newspaper according to World Book Encyclopedia, the first are Quality and Popular Newspaper, and the second are National and Regional Newspapers. The examples of Quality and Popular Newspapers are newspapers that exist in most countries, especially in economically developed countries with large industrial populations such as, New York Times, Sydney Morning Herald, Daily Mirror and New York Daily News. While, the examples of National and Regional Newspapers are newspapers published in our country such as: Jakarta Post, Kompas and Jawa Pos. Concerning this research, the researcher choose reading materials from the Jakarta Post as it is available in our country and close enough to students' daily life.

2.1.3.2 Magazine

According to Hornby (1987:567), a magazine is a paper-covered periodical, usually weekly or monthly and illustrated, with stories, articles, etc. by various writers. What can magazines provide? World Book Encyclopedia (1966: 27-28) tells us as follows:

“ Some magazines are intended to appeal to every type of reader. Other magazines are directed at particular groups of people, such as farmers, housewives, scientists, students or teachers. These specialists’ magazines concentrate on one particular field of interest. Some provide information about political and business trends. Some discuss the latest developments in arts or science. Some describe the life and geography of various countries. Some aim to entertain their readers with humorous articles and drawings, or with stories of adventure, crime or romance.”

Magazines usually have a different appearance from that of newspapers. Magazines have specially designed front covers carrying a large photograph; using color extensively, printed on better paper, having a smaller page size, and are stapled or stitched together. To these materials, students are usually interested to read for it has some attractive pictures, up-to-date information which are related to people’s daily life such as; hobbies, clothes, sports, etc., and enhanced by some brochures and advertisements. Some of them are: “Hello”, “Asia Week”, “Newsweek” and “Genius”. In this research, “Hello” is applied under consideration that it has the simplest linguistic complexity compare to the others.

In summary, newspapers and magazines are reading materials, which have learner and textually authenticity. Generally, they are motivating, interesting and useful, and, are presented using English used in real world that we call ‘origin’. Exposing students to these reading materials means giving them a chance to learn English efficiently and effectively, as it is the one of ways of establishing the transferability of appropriate reading strategies to different reading types of text as pointed out by McDonough and Shaw (1993:112).

2.2 Reading Comprehension Achievement

Generally, reading comprehension is the interaction between thought and language (Goodman in Otto et al., 1979:151). It involves guessing, predicting, checking and asking oneself questions (Grellet, 1995).

People usually assume that reading is as the same as decoding. When a reader can pronounce the words on the page well, people usually think that the reader understands the meaning of it. In fact, there are many people who can only read a word without understanding it. For instance what is presented in Otto et al. (1978:147) namely there is someone who is able to say the word 'chezh' from *Chezh Newspaper* without understanding the meaning of it. In this example, the person is able to decode the verbal symbols but fails to comprehend what he/she reads. Otto et al. say that reading is not just saying the words. It must always be a process of getting meaning. Even, when someone is reading a passage, the ability to repeat verbatim words from the passage does not necessarily indicate that the passage has been well comprehended. Hornby (1978:698) supports the notion by stating that reading is the way in which something is interpreted or understood, while, 'something' in this research refers to printed or written verbal symbols (Harris and Sipay, 1972:8). In summary, reading is the process of interaction between the reader and the written texts, in which the reader endeavours to comprehend the text by interpreting and understanding the words using her/his language skill and prior knowledge. Therefore, reading cannot be separated from comprehension. Smith (1991:100) says that one cannot even ask a 'straightforward' question because the process of reading necessarily entails comprehension.

Concerning prior knowledge, Cheung (2001:58) states that there are two types of prior knowledge. The first is students' previous knowledge of subject as learned at school. The second is encountered knowledge, what students have learned through their interactions with the world. Thus, reading is an active process that depends not only on comprehension skills, but also on the students' experiences and prior knowledge.

Related to achievement, Winkle (1968:162) states that achievement is the result of successful effort that can be obtained. In the teaching of reading, it can be acquired by giving tests appropriate to the reading skills to be assessed. It is aimed to know the extent of students reading skills after finishing the lessons.

In measuring students reading comprehension achievement, teachers firstly have to define the specific elements of reading comprehension they wish to be assessed. Carver in Otto et al. (1979:154) suggests four levels of comprehension based on the unit of comprehension, they are: comprehending word meaning, comprehending sentence, comprehending paragraph and comprehending the whole composition.

The first step in reading comprehension is to comprehend word meaning. Before one can understand the message in the whole composition, she or he needs to comprehend most of the words in each sentence. Afterwards, she or he is combining the words in the sentence and tries to understand what the whole sentence means. By understanding most of the words and sentences, and the relationship among the words and sentences, she or he will be able to understand the paragraph. Finally, she or he is able to understand the whole text by relating the main idea in each paragraph.

In specific term, students reading comprehension achievement in this research means the result, in the form of scores, achieved by students upon taking reading comprehension test after being taught with authentic reading materials in class as part of the teaching of reading, where the test used is a teacher-made test.

2.2.1 Comprehending Word Meaning

If one's understanding of words is limited, she or he will have many difficulties in grasping the message within a passage. On the contrary, if one knows what words mean, she or he can read it easily. Hence, it will be something inevitable for a reader that she or he has to know the meaning of the most of the words in a text in order to get the author's messages.

According to Anderson in Novinarsih (2002), all words are not equally important as carriers of meaning. In along passage we read, there are some words, which are more important for us in understanding the whole text than the other words, which are only necessary for sentence construction. The less important words include preposition and conjunction, while nouns and verbs usually convey meaning.

The statement above is supported by Wingersky et al. (1999) to say that the ability to identify 'parts of speech' is important for reader. However, not all sentences contain all types of parts of speech such as: nouns, pronouns, adjective, adverb, preposition, conjunction and interjections. The emphasis then is placed on identifying subjects (can be nouns or pronouns) and verbs within sentences since every sentence at least contains of subjects and verbs that reveal the sentence's idea. Therefore, in the level of comprehending words meaning, the most important matter is the ability to identify verbs and nouns.

For example:

1. Many nineteenth-century Native Americans **were** *expert horse trainers*.
2. After a wild horse **catch**, trainers often **could break** a horse in one day.
3. They **wrapped** the lasso rope around the horse's nose and **guided** the horse in to water.

(Adopted from Wingersky et al., 1999)

In the examples above, the underlined words are the subjects, words in bold letter are verbs and italic words indicate nouns other than subject.

2.2.2 Comprehending Sentences

Besides knowing the meaning of words, a reader must know the meaning of sentences in a paragraph. Sometimes, it is difficult for learners to grasp the meaning of sentences although they know what the words mean. To know the meaning of sentences, a reader has to acquire many other skills before she or he can understand it. According to Tinker and McCullough (1975:206), the skills include: (a) grasping the relations between words and groups of words, (b) reading by phrases of thought units,

(c) properly interpretation punctuation, (d) understanding figures of speech and symbolic expressions.

2.2.2.1 Grasping the relation between words and groups of words.

Tinker and McCullough name this ability as *sentence sense*. The example of it is to ask the learners to answer whether some words of phrases tell *what, why, when, how, where, or who*. See the examples below:

Directions: Read each sentence. Then decide whether the underlined part tells when, why, how, what, or where. Draw a line under the one correct word, which follows the sentence.

1. The small house belongs to Mr. Black. when why how what where
2. Since Ann was ill, she remained at home. when why how what where
3. Dick went into the house. when why how what where

(Taken from Tinker & McCullough, 1975:206)

2.2.2.2 Reading by phrases of thought units.

This ability is essential for efficient comprehension of sentences (Tinker & McCullough, 1975:207). It means that a learner has to be able to recognize and to group some words together at sight as a thought unit instead of reads word by word which usually tends to grasp the meaning of sentences inappropriately.

For examples:

Read: He came running with a ball in his hand.

Instead of:

He came running with a ball in his hand.

(Adopted from Tinker & McCullough, 1975)

2.2.2.3 Properly interpretation punctuation.

Concerning this ability, Tinker & McCullough (209) say, “ Improper interpretation of punctuation, or failing to notice it, tends to hinder sentence

comprehension.” Therefore, learners should learn to appreciate the common use of punctuation such as: comma, colon, semicolon, and quotation marks.

Comma

According to Oshima and Hogue (1989:229), there are four functions of comma: as introducer, coordinator, inserter and linker. The examples of these are:

Introducer	1. <u>However</u> , the new law was largely ignored by the public. 2. <u>After a long vacation</u> , he returned to work.
Coordinator	1. Many people opposed the new law, <u>but</u> it finally passed. 2. The exam was quite easy, <u>and</u> most students passed.
Inserter	1. The new law, <u>however</u> , was largely ignored by the public. 2. My grandfather, <u>an old man</u> , can barely walk.
Linker	1. The new law was largely ignored by the public, <u>however</u> . 2. A nurse has to be willing to work <u>at night, on weekends, and on holidays</u> .

Semicolons

Semicolons are used in three places as follows:

1. Between sentences that are closely connected in idea.

<i>Independent clause; dependent clause</i>
1. Alice is going to Harvard; she is not going to M.I.T.
2. Computer use is increasing; computer crime is, too.

2. Before connectors and some transitional phrases.

<i>Independent clause, connectors/transition phrases, independent clause</i>
1. Skiing is dangerous; nevertheless, hundreds of people ski.
2. He had smoked all his life; as the result, he died of lung cancer.

3. Between items in a series.

I cannot decide which car I like best: the Ferrari, with its quick acceleration and ease of handling; the small, conventional Datsun, with its reclining buckets seats; or the uncomfortable Volkswagen, with its economical consumption.

Colons

A colon can be used in three ways:

1. To introduce a list.

For example: *I need the following groceries: eggs, milks and coffee.*

2. To introduce a long quotation, that is, a quotation longer than three lines.

As Albert C. Baugh and Thomas state in their book, The History of the English Language:

There is no such thing as uniformity in language. Not only does the speech of one community differ from that of another, but also the speech of different individuals of a single community, even different members of the same family, is marked by individual peculiarities.

(Taken from Oshima & Hogue, 1989:236)

3. Between title and subtitle.

The name of an article from The New York Times is “ Space Stations: Dream or Reality?”

(Ibid)

Quotation Marks

The use of quotation marks is as suggested by Oshima and Hogue (1989: 237-238)

1. To enclose a direct quotation that is shorter than three lines.

As John F. Kennedy reminded us in his inaugural address, “ We should never forget the words of Martin Luther King Jr., who said, ‘ I have a dream.’ ”

2. To enclose unusual or foreign words.

The “banquet” turned out to be no more than hot dogs and soft drinks.

3. To enclose the titles of (a) articles; (b) chapters of books; (c) short stories; (d) poems and (e) songs.

In the article “The Future of Space,” published in the July 19, 1974 issue of Scientific American, the authors explore the possibility of manned space stations.

2.2.3 Comprehending Paragraph

In reading, readers comprehend not only words and sentences in a paragraph but also develop an understanding of the meaning of the paragraph in itself (Otto et al., 1979:155). According to Wingersky et al. (1999:31), a paragraph has three parts: a topic sentence, support sentences and concluding sentence. Some other authors develop the same opinions such as: Smalley & Ruetten (1986:7-16), Oshima & Hogue (1989:3-15) and Linda Wong (1999). The conclusion could be drawn is that a paragraph is usually organized around a main idea; in other words, a paragraph develops a topic or subject into the topic sentence, explains or supports the topic sentence using supporting details, and ends the overall by drawing a conclusion.

Knowing the parts of a paragraph, then, is an important basic for comprehending the meaning of a paragraph. Therefore, to understand the meaning of a paragraph, a reader must be able to identify the topic of the paragraph and state the main point made by the writer and investigate the supporting details, which explain, or support the main idea.

a. Identifying the Topic Sentence

Main idea of a paragraph is the most important idea that the author develops throughout the paragraph. It tells the readers what the author wants them to know about the topic. The main idea of a paragraph is usually expressed in a sentence. The sentence is called as topic sentence. Topic sentence of a paragraph involves two parts: the topic of paragraph and the controlling idea (Smalley & Ruetten, 1986:7). The topic sentence of a paragraph can be located either in the first sentence, or last sentence. It explains what the rest of the paragraph is about (Tinker & McCullough, 1975:27).

According to Oshima & Hogue (1989:3), topic sentence names the topic of paragraph and states the main idea of it. It is always a complete sentence; that contains a subject, verb and usually a complement. The more specific idea about the

topic is called controlling idea or what is also called as *general direction* (Wingersky et al., 1999:25).

Topic of paragraph

According to Smalley & Ruetten (1986:3), the topic of a paragraph is the subject of the whole paragraph; it is what the paragraph is about. It is usually in the form of two or three words. The repeated use of the words can be serving as a clue to find the topic of paragraph.

Controlling idea

Controlling idea is the specific comments about the topic, which indicates what the rest of the paragraph will say about the topic (Oshima & Hogue, 1989:10). Smalley and Ruetten (1989:7) name it as the *attitude* or *idea* about topic that control what the sentences in the paragraph will discuss. Furthermore, it can be in the form of an opinion, a conclusion and a statement about the topic (Wingersky et al., 1999:25).

b. Identifying the Supporting Details

Supporting Details are facts, examples, explanations, definitions, and any other kind of details that develop or support the main idea of the paragraph (Linda Wong, 1999:366). It serves to back up, clarify, illustrate, explain or prove the point stated in the topic sentence (Smalley & Ruetten).

According to McWhorter (1986:127), not all details are important and support the main idea. Some details are just meant to describe; others are meant to provide add, but not essential information; still others are intended merely to repeat or restate the main idea. Therefore, a reader has not only to identify details but also to differentiate between those that explain the main idea to those, which provide additional information, offer an example or further explain one of the key details.

c. Identifying the Concluding Sentence

Concluding sentence is a sentence that repeats the main idea of the topic sentence in different words to end the paragraph (Smalley & Ruetten, 1986).

According to Oshima and Hogue (1989:12), a concluding sentence is not absolutely necessary, but it is very often helpful to the reader. The functions of concluding sentence are:

- (1) signals the end of the paragraph,
- (2) summarizes the main points of the paragraph, and
- (3) gives a final comment on the topic and leaves the reader with the most important ideas to think about.

The table: position of parts of paragraph.

Title (topic):	Synonyms
Topic Sentence:	Synonyms words that have the same basic meaning.
<ul style="list-style-type: none"> • Topic • Controlling Idea 	<i>do not always have the same emotional meaning.</i> For example, the words “stingy” and “frugal” both mean “careful with money.” However, to call a person stingy is an insult, while the word frugal has a much more positive connotation.
Supporting Details:	Similarly, a person wants to be slender but not skinny, and aggressive, but not pushy. <u>Therefore, you should be careful in</u>
Concluding Sentence:	<u>choosing words because many so-called synonyms are not really synonymous at all.</u>

(Adopted from Oshima & Hogue, 1989:7)

2.2.4 Comprehending the Whole Composition

The purpose of reading is to know the author’s messages stated in the whole composition. To comprehend the whole composition, a reader needs to acquire all skills mentioned, either comprehending words meaning, sentences, paragraph and sensing the relationship between elements of comprehension. Besides, she or he also has to know its structure (Tinker & McCullough, 1975:213).

A composition, as well as a sentence and a paragraph, is made up from the smaller units and is organized in certain way. According to Tinker & McCullough, a composition has three parts of the body: introductory paragraph, explanatory paragraph, what is called as the body of paragraph (Oshima & Hogue, 1989), and

concluding paragraph. Introductory paragraph tells what the author is going to explain, while, explanatory paragraphs give explanation or details in logical sequence. The last, concluding paragraph states the conclusion of what have been discussed previously where it might consist of one or two paragraphs.

The following charts shows how the parts of a paragraph correspond to the parts of a composition.

Paragraph	Composition
Main Idea of paragraph Topic Sentence (Topic + Controlling Idea)	I. General Statement Thesis Statement (Main Idea of Composition)
A. Support	II. Explanatory Paragraphs (Body)
B. Support	<div style="border: 1px solid black; padding: 5px;"> Topic Sentence A. Support B. Support C. Support Concluding Sentence </div>
C. Support	<div style="border: 1px solid black; padding: 5px;"> Topic Sentence A. Support B. Support C. Support Concluding Sentence </div>
Concluding Sentence	<div style="border: 1px solid black; padding: 5px;"> Topic Sentence A. Support B. Support C. Support Concluding Sentence </div>
	III. Concluding Paragraph Restatement or Summary of the main points; final comments

(Adopted from Oshima & Hogue, 1989:78)

Finally, all levels of reading comprehension, as what are presented above are essential as a basic to assess students' reading comprehension achievement. These variables are clarified into the specific ones for the sake of constructing the research instrument.

2.3 Effects of Authentic Reading Materials on Reading Comprehension Achievement

A theory about the effects of authentic materials is expounded by Wong et al. (1995:318-322). They conduct a classroom action research to investigate the effectiveness of authentic materials in improving students' achievement in English. The research subjects are students of Hong Kong Polytechnic at tertiary level. While, the approach used in the teaching process is similar to the three phase techniques of teaching reading.

In general, Stage 1 concentrate on individual responses to the topics of discussion. It is a kind of brainstorming to bring the students' mind to the topic. It could be a free interchange of ideas. While, Stage 2 focuses on the sharing and evaluating of experiences. There are further discussions about distinct points of view concerning the topic. At last, Stage 3 focuses on the consolidation of acquired knowledge and language skills through the design and completion of various tasks by the learners themselves (Wong et al., 1995:319).

The conclusion is that, authentic materials are materials that can serve as a bridge between the classroom and the outside world, and that with a collaborative effort between teacher and students the learning experiences can become a constructive and fulfilling one. In particular, authentic materials enrich students' experience in the learning and use of English, sensitize them to the use of English in the real world, and help them to generate a learning strategy for learning not only English but also other subjects (Wong et al., 1995:322).

The other evidence is stated by Cheung (2001:55-61) who ever conducted a research about the use of a kind of authentic materials in teaching, namely popular culture through medias. The media used are television, special-effect movies, highly stimulating music, gossip magazines, comics, fashion, computer games and Internet. These forms are popular with young people as a means of bringing popular culture.

In short, Cheung, who is an Assistant Professor in the Department of Curriculum Studies at the University of Hong Kong, argues that such materials are

key to effective teaching and learning of English. Based on Cheung's experience, these materials can often have a significant impact upon the lives and attitudes of young people around the world, partly by providing them with some form of meaning and insight in a relevant and concrete way. It motivates them to become responsive and active learners, then (Cheung, 2001:51).

Based on the evidence above, the use of authentic materials is a way to effective teaching and learning of English. It proves effective in motivating students to learn English and to achieve the learning goal (Wong, 1995; Cheung, 2001). Students are usually motivated to learn things that are important and meaningful to them. Using authentic materials in class enable teacher to create a learner-centered method that fulfills students' needs and interests. Moreover, Wong says that it provides a help to lead students to develop a genuine interest in learning English. However, students learning depend on what happens in the classroom. Therefore, besides using authentic texts, teachers should aim to motivate students through appropriate choice of teaching strategies.

2.4 Hypothesis

Based on the theories above, the hypothesis of this research is formulated as: "There are effects of authentic reading materials on reading comprehension achievement of the Second Year Students of SMUN I Arjasa in the 2002/2003 Academic Years."

III RESEARCH METHODOLOGY

3.1 The Research Design

The design of this research was quasi-experimental research, namely the Static-Group Comparison Design (Campbell and Stanley, 1989:182). Some researchers call the design as Nonequivalent-Groups Posttest-Only Design or Posttest-Only Nonequivalent Control Group Design (Bieger & Gerlach, 1996:60; McMillan, 1992:176). This design uses two intact groups of participants instead of randomly assigning participants to groups. The first group acts as the experimental group and the second as the control group (Furchan, 1982:352; Hadjar, 1996:339). The experimental group receives the treatment (X), while the control group receives no treatment at all, and then both groups take the same posttest (O1 & O2). Finally, the comparisons are made between the two groups for establishing the effects of X. The schematic design is as follows:



(Campbell & Stanley, 1989:182)

- Where: X : the treatment
O1 : posttest of experimental group
O2 : posttest of the control group

In this research, the experimental group received the treatment which was taught using new reading materials, namely authentic reading materials (X), and then was given the posttest (O1). On the other hand, the control group received no treatment at all; in this case it was taught using reading materials from regular textbooks (Fraenkel & Wallen, 2000:289) and was given the posttest (O2). Finally,

the effects of the treatment (X) could be seen from the comparison between the posttests of the two groups (O1 & O2). See the diagram bellow:

Experimental Group	X (Treatment)	O1
	Taught using new reading materials: Authentic Reading Materials from newspapers and magazines.	Reading Comprehension Test (Teacher-made Test)
Control Group	No treatment	O2
	Taught using reading materials from regular textbook.	Reading Comprehension Test (Teacher-made Test)

The procedures of the research design were as follows:

1. Administer appropriateness test of authentic reading materials done by three English teachers who teach grade two students (See p.34).
2. Administer try out for establishing reliability and validity of the teacher-made test (See p.35-36).
3. Determine two intact groups (two available classes) from the whole population; consider classes, which have similar capability on English and taught by the same teacher (See Appendix 12, Table C).
4. Determine randomly the one class (II-2 students) to be the experimental group, while the other (II-3 students) to be the control group.
5. Give the treatment of teaching reading using authentic reading materials to the experimental group (X) and no treatment—teaching reading using reading materials from regular textbook, to the control group.
6. Establish controls to the experiment to maximize the internal and external validity (See Appendix 12, Table C).
7. Give the posttest to the two groups (O1 & O2) after the process 5.
8. Compare the mean scores of the two groups and analyze them using the t-test formula.

3.2 Area Determination Method

In this research, the writer used purposive sampling method to determine the research area. The researcher chooses SMUN Arjasa I as the research area because: (1) the English teachers confirmed that authentic texts are never used in this school, (2) the location is not too far, and easy to reach, and (3) with permission of the Headmaster.

3.3 Respondent Determination Method

In determining the respondent, the researcher took sample from the whole population of the second year students of SMUN I Arjasa since the number of the population is 256 (Arikunto, 1996:120). There are six classes in Grade Two of SMUN I Arjasa, each consisting of between 42-43 students. Two intact classes were chosen as the respondents using cluster random sampling. They were II-2 and II-3 students. The reason of determining the two classes to be the respondent was because their scores of English examination were almost the same and they were taught by the same teacher. Finally, the researcher determined randomly the one to be the experimental group, and the other to be the control group.

3.4 Data Collecting Method

The important thing must be formulated in conducting a research is the formulating problem (Arikunto, 1993:177). It functions as stimulation to formulate the research purpose and the hypothesis that gives vision to lead the researcher where to bring the research. To reach the research purpose, the hypothesis has to be proved by gathering evidence. This implies the importance of data collecting method and instrumentation since they influence the validity of the inferences.

The data needed were data related to the research variables. They were the students' achievement on English before the experiment, scores of posttest and the textbook used in class.

3.4.1 Interview

According to Surakhmad (1990:174), interview needs direct communication between the researcher and the subject or the sample. It is done orally, face to face, and is a two-way communication. In this case, an investigator is able to encourage subjects and helps them probe deeply into a problem. Therefore, in this research, interview was a method used to obtain the supporting data needed by using two-way communications between the researcher and the subject. The data were the students' capability of reading comprehension and the students' textbook that is used in English subject in which they were gained from the English Teacher. The writer used semi-structured interview, for it leads the researcher to have further questions.

3.4.2 Test

Heaton (1975:1) states that language test is constructed as device to reinforce language learning by accessing the students' performance in the target language. Margono (1996:170) defines a test as a set of stimulation given to an individual that is intended to get feedback for basis to give score. The more specific one is stated by Arikunto (1996:138) who states that a test is a set of questions or exercises or other instruments used to measure skill, knowledge, intelligence and aptitude of an individual or group. McMillan (1992:114) states a further opinion about the device or stimulation or question to say that these are the standard ones, not the other.

In this case, the researcher used *achievement test* for it was meant to assess students' reading comprehension achievement that has been taught in the class. Generally, there are at least two qualifications that have to be fulfilled in constructing a test. They are *reliability* and *validity* (Margono, 1996:170; Anderson in Arikunto, 2001:87). *Reliability* means the extent to which measures are free from error or believable, while, *validity* is the degree to which the test measures what it says it measures (McMillan, 1992:100). Opinions about what is reliability and validity are also presented by experts, for examples: Travers (1959:54-70), Heaton (1975:153-159), Hatch (1991), Suryabrata (1991), Bieger & Gerlach (1996), Saukah et al.

(1997:169-213) and Sudijono (1998:163-175), in which, the essence remains the same.

Furthermore, according to Sudjana and Ibrahim (1989) and Surakhmad (1982:214), when a researcher uses a *standardized test*, he/she does not need to pilot it for it has already been valid and reliable. On the contrary, if he/she uses *non-standardized test* or what is called as *locally developed test* (McMillan, 1992), it must be piloted previously in order to know to what extent the teacher-made test is valid and reliable in drawing a credible inferences for the sake of verifying the research hypothesis.

To investigate that the teacher-made test having these qualifications, the first important step must be done was to try out the test (piloting). In this research, the try out was applied to the II-5 students because they were the subjects that have the most similar English scores to the two experiment groups (II-2 and II-3 students). Afterwards, the results were analyzed using *appropriateness test* to assure that all items were valid and using *consistency test* to assure that they were also reliable. According to Yousda and Arifin (1993:61), the purposes of establishing try out are to know whether or not: (1) the test can be administered easily, (2) each item is clear and understandable, (3) the test has item validity, and (4) the test has sufficient (good) reliability coefficient.

Test Validity

A test can be said having validity if it measures what it says it measures. According to Hatch (1991), validity is usually couched in terms of valid for something else. For example, a test is valid for the purpose of testing reading, a test is valid for some certain group of advanced learners, or it is a valid test for children, but possibly, they are invalid for another domain (McMillan, 1992; Azwar, 1997).

In this research, the researcher used including *Face Validity*, *Logical Validity*, *Construct Validity and Item validity*. *Face Validity* represented how easy it was to convince the respondents concerning the test appearance (Hatch, 1991:540; Azwar,

1997:46). *Logical Validity* demonstrated the extent to which the sample of items in the instruments was representative of some appropriate universe or domain of content (McMillan, 1992:101). In case of they match with curriculum or syllabus, Sudijono (1987:136) names this logical validity as *Curricular Validity*. *Construct Validity* means the test reflects its capability of measuring the specific characteristics in accordance with theory of language behavior and learning (Heaton, 1975), while, *Item validity* means each item of the test measures what it says it measures. These types of validity were obtained by constructing the test according to the proper procedures with careful attention (Bieger & Gerlach, 1996; Azwar, 1997).

Specifically, according to Slameto (1999:218-219), the steps of item validity are as follows:

1. Try out the test (consists of 45 items) and do scoring (See Appendix 4.a).
2. Set the scores from the highest to the lowest.
3. Take 50%N with the higher scores as the Upper Group, and 50%N with the lower scores as the Lower Group (Silverius, 1991:167; Hadjar, 1996:209).
4. Calculate the individual (true) scores of the Upper and the Lower Group.
5. Estimate the Discriminatory Power (D) and the Difficulty Index (P) in the form of tabulation (using the Microsoft Excel Computation).

Test Reliability

According to Azwar (1997:4), a test is believable when during several times of try out, the result remains the same. It means that it has relatively little error since an error can be measured by how consistent a person's score will be from one occasion to the next (McMillan, 1992:104).

In this research, the researcher used internal consistency to estimate the test reliability. This approach is the mostly used method for it has highest efficiency and practical use (Azwar, 1997:63; McMillan, 1992:107). There are three common types of internal consistency estimations: *split-half*, *Kuder-Richardson* and *Cronbach Alpha*. In this research, the researcher used the *split-half odd-even* technique with procedures as follows (Arikunto, 1996:171):

1. Try out the test and give scores for each item
2. Divide the scores into two parts accord to *odd-even*.

3. Give sign (X) for the first and (Y) for the other.
4. Analyze the correlation between X and Y using Pearson Correlation.
5. Estimate the reliability index of the whole test using Spearman and Brown Formula.

3.4.3 Documentation

Arikunto (1996:148) states that documentary method is aimed at finding data or facts supporting the variables being researched by searching them from written sources such as notes, documents, transcripts, regulations, reports agenda, etc. In this research, the writer used documentary method to find the supporting data related to the data about the number and the spread of population, and the scores of English examination.

3.5 Data Analysis

The main data obtained was in the form of quantitative data; it was the scores of the post-test. As stated by Hadi (1990:22), these kinds of data should be analyzed using statistical method. The mean scores of both groups were compared each other to know whether there was significant difference between them after the treatment. According to Hadi (1991:443) the formula of the t-test is as follows:

$$t = \frac{Ma - Mb}{\sqrt{\left(\frac{\sum Xa^2 + \sum Xb^2}{Na + Nb - 2}\right) \left(\frac{1}{Na} + \frac{1}{Nb}\right)}}$$

- Ma : mean of the experimental group
 Mb : mean of the control group
 Xa : deviation of individual score of experimental group
 Xb : deviation of individual score of control group
 Na : number of experimental group
 Nb : number of control group

The degree of freedom used was (Na+Nb-2) and the result was tested using t-table of 5% of significance level.

IV RESULTS AND DISCUSSION

The Chapter IV consists of data analysis, the results and the discussion, while the data presentations are enclosed in appendixes. As the main work of the researcher was to investigate whether there are effects of authentic reading materials on students reading comprehension achievement, especially of the grade two students of SMUN I Arjasa, the data needed were the scores of Reading Comprehension Test established after the experimental treatment. The steps of administering the research can be seen in Table 1 below.

Table 1. Schedule of Administering the Research.

No	Activity	October 2002			
		Week I	Week II	Week III	Week IV
1	Appropriateness of Authentic Reading Materials		7 s/d 12		
2	Try Out		8		
3	Analysis of try out score		8 s/d 14		
4	Interview		11, 12		
5	Documentation			14	
6	Treatment to Experimental Group			16, 17	23, 24
7	Activity for Control Group			16, 18	23, 25
8	Posttest				28

4.1 Data Analysis and the Results

In gathering the main data, namely the scores of Reading Comprehension Test (posttest), two important steps must precede it were appropriateness of Authentic Reading Materials for the experimental treatment, and analysis of the research instrument before the researcher used them. The following parts present not only the two analysis, but also the data gathered by using interview and documentary method, the description of experiment, and the analysis of the posttest scores, including the testing of hypothesis.

4.1.1 The Analysis of Authentic Reading Materials' Appropriateness

The appropriateness test of authentic reading materials was intended to make sure that the materials were appropriate to the research sample. The test including: vocabulary difficulty, syntactical complexity, content and match to curriculum, while the evaluator were three English teachers who teach grade two students. The two of them were the English teachers of this institution, while the other was English teacher from another SLTA. The three are chosen based on either the consultants' suggestion and the Headmaster of SMU I Arjasa recommendation. The researcher proposed eight authentic reading materials, consulted all texts to them using questioner, then, analyzed the data. The result of the consultation that four authentic reading materials out of eight are considered as the more appropriate texts to be used as the sample. The data of test of authentic reading materials' appropriateness done by English teachers are presented in Appendix 7, while the recapitulation of analysis can be seen in Table 2 below.

Table 2. Authentic Reading Materials' Appropriateness Test done by three English Teachers who teach grade two students.

No	The Text	Evaluation												Total Score	<i>Note:</i> VD: Vocabulary Difficulty SC: Syntactical Complexity C: Content MTC: The match to Curriculum A, B & C: Evaluator
		VD			SC			C			MTC				
		A	B	C	A	B	C	A	B	C	A	B	C		
1	I	3	2	2	3	2	3	3	4	3	4	3	4	36	<i>Interpretation:</i> The highest score=48 (Appropriate) The Lowest Score=12 (Not Appropriate) * The appropriate ones.
2	II*	3	4	4	3	4	3	4	3	3	3	4	4	42	
3	III*	4	3	3	3	3	2	3	3	3	3	4	4	40	
4	IV*	4	4	3	3	3	3	3	4	3	3	4	3	39	
5	V	3	3	4	3	2	2	4	2	2	4	3	3	35	
6	VI*	4	3	3	4	4	4	3	2	3	2	4	4	41	
7	VII	2	3	2	2	2	3	3	2	2	3	3	3	30	
8	VIII	3	2	2	3	2	3	3	2	2	4	3	3	32	

Based on this analysis, the researcher took text II, III, IV and VI as the reading materials used in the treatment for the experimental group, since they have the bigger scores, means they are more appropriate than the others.

4.1.2 The Analysis of Try Out Scores

Just as the appropriateness test, the analysis of the instrument was also important since it influenced the credibility of the inferences later. This analysis included: face validity, logical (content/curricular/construct) validity, item validity, and the coefficient of reliability.

4.1.2.1 Face Validity

In attaining the face validity, first, the researcher had checked that he took the proper steps in constructing the test (Appendices 2.a and 2.b). Then, he consulted the test to the English teachers in the institution where the research had done. The consultation covered the appearance of test, including the linguistic appearance, the form and the items' appropriateness.

4.1.2.2 Logical Validity

This type of validity is obtained by using two ways: checking the content and checking the test's construction (Sudijono, 1996:164-167). The researcher arranged the test based on the proper procedures and matched it to The General and The Specific Instructional Objectives of Curriculum (Depdikbud, 1994). Concerning the construction, the test covers the cognitive domain including the knowledge and the comprehension domain as the test belongs to objective (reading comprehension) test (Silverius, 1991).

4.1.2.3 Item Validity

For the sake of analyzing the item validity and the coefficient of reliability, the researcher administered try out (piloting) on Tuesday, October 8, 2002, by using the II-5 students as the subjects. The reason of choosing the class was because the class has the similar score of English subject. The scores of try out are enclosed in Appendix 7. Based on the scores; the researcher analyzed the Difficulty Index (P), the

Discriminatory Power (D) and the coefficient of reliability (Rtt) of test.

In analyzing the Discriminatory Power (D) and the Difficulty Index (P) of test, the first step must be done was to set the scores from the highest to the lowest, then to divide the scores into two similar parts; 50%N the higher scores and 50%N the lower scores. The reason of choosing the division of 50%-50% was that the number of respondents of the try out was only 43 students (Siverius, 1991:167; Hadjar, 1996:387).

The tabulation of the two halves can be seen in Appendix 8, while the tabulation of the item analysis using Microsoft Excel Computation is in Appendix 9. The analysis results that were indicated by the scores of D and P, implied the quality of the test' items. The category of D and P is in Table 3 below.

Table 3. Category of The Discriminatory Power and The Difficulty Index

The Discriminatory Power (D)	The Difficulty Index (P)
< 0.00 : Negative Correlation	0.00 - 0.30 : Difficult
0.00 - 0.20 : Poor	0.31 - 0.70 : Sufficient
0.21 - 0.40 : Satisfactory	0.71 - 0.10 : Easy
0.41 - 0.70 : Good	
0.71 - 0.10 : Excellent	

(Daryanto, 1999:182,190)

Based on the category, the fours of Forty-five items have negative value of D (indicated by the blocked rows, Appendix 9). It means that they show the contrary of reality about the students' capability (Hadjar, 1996:388); the clever students are regarded to be the poor, while, the poor ones to be the clever. Hence, these items are bad and the researcher discarded them.

Meanwhile, the values of P of each item indicate that the test is good enough. Almost all items valued about 0,30 to 0,80 of Difficulty Index (See Appendix 9). The values indicate that they are not too easy and not too difficult for the sample (Daryanto, 1999:183).

4.1.2.4 Coefficient of Reliability

In estimating the value of reliability coefficient (R_{tt}), the researcher followed the procedures stated in Chapter III (p.32). The technique used was the split-half odd-even using the computation of Microsoft Excel. The first step (try out and scoring) had been done as the researcher analyzed the item validity. The second and the third steps--divided the scores into two same parts according to odd-even and labeled (X) for the odd number and (Y) for the even, are enclosed in Appendix 10.a and 10.b.

The value of R_{tt} was obtained by estimating the correlation of the two halves (R_{hh}) previously, and took the value of R_{hh} into the Spearman-Brown formula (Hatch, 1999:535). Using the Microsoft Excel Computation, the researcher had done the estimation of R_{hh} , and the result was 0.680822 (See Appendix 10.c). The value indicates the half score of reliability coefficient. In order to obtain the full score (R_{tt}), the value of R_{hh} is taken into the following formula (Hatch, 1999:135-136):

$$R_{tt} = \frac{2R_{hh}}{(1 + R_{hh})} = \frac{2(0.680822)}{(1 + 0.680822)} = \frac{1.361644}{1.680822} = 0.81011$$

- R_{tt} : The full score of reliability coefficient of test
 R_{hh} : The half score of reliability coefficient of test
 1 & 2 : The constant numbers

The result of estimation is the full score of reliability coefficient (0.81011). The value as mentioned by Saukah (1997:210), is high, since the standard score of teacher-made test is 0.50.

4.1.3 The Results of Interview and Documentation

Some of data relevant to the research variable are about the condition of the research population, the second year students of SMUN I Arjasa in the 2002/2003 academic years. The data include data about the respondents, population's capability on English and what kinds of textbook used in the class.

By interviewing the English teachers on Friday, October 11, and Saturday, October 12, 2002, the researcher gained data about the textbook used in the class and the reading texts usually used. The book was the Steps to the Global World by Grafindo Pratama. The English teachers required all classes to use the same book. The case enable them to see the differences of students' capability across the classes, in which, they inferred that all classes almost have the same capability, except the II-1 class, while, concerning the material applied, the teachers never use authentic reading materials.

Concerning the documentary method, data about the entire of grade two students (population) and their scores in daily examination were gained. The total number of grade two students was 256 students. The spread of them can be seen in Table 4 below, while the scores of each class are enclosed in Appendix 5.

Table 4. Data gathered by Interview and Documentary Method

No	Class	Count	The English Teacher	The book used	Mean Score
1	II-1	43	Anastasia S., SPd.	The Steps to the Global World	74,3
2	II-2	42	Anastasia S., SPd.	The Steps to the Global World	69,5
3	II-3	42	Anastasia S., SPd.	The Steps to the Global World	69,3
4	II-4	42	Anastasia S., SPd.	The Steps to the Global World	67,9
5	II-5	43	Dra. Hj. Dina. MM	The Steps to the Global World	69,3
6	II-6	43	Deni Fitri, SPd.	The Steps to the Global World	69,7
Total number		256			

4.1.4 The Description of Experiment

As described in Chapter III (p. 27-28), the experimental group received the treatment (X) that was taught using authentic reading materials while the control group received no treatment; using reading materials from regular textbook. The schedule of administering the treatments is enclosed in Appendix 12, Table A, while the recapitulation is in Table B. The specific description of the experiment has already explained in the Lesson Plan in Appendix 3.a and 3.b.

In administering the experiment, some factors jeopardizing the internal and the external validity need to be controlled as far as possible (Bieger and Gerlach, 1996:80-82). It is aimed to make sure that the treatment (X) is the only one intervening variables that cause the changes. The procedures of how to maximize the internal and external validity are stated in Appendix 2.c.

4.1.5 Analysis of the Posttest Scores

The posttest was conducted on Monday, October 28, 2002. The scoring was done using the computation of Microsoft Excel. First, the researcher put the data; the sum of right (R) and wrong (W) of the True-false Test, and the sum of right (R) and wrong (W) of the Multiple Choice Test for each respondent, into computer. Next, the rest of scoring processes were done by the Microsoft Excel Computation. The tabulation of the posttest scores is enclosed in Appendix 11, while the data analysis are presented in the following part.

4.1.5.1 The Data Analysis

The posttest scores of both the Experimental and the Control Group are used to investigate the effects of treatment (X) using authentic reading materials. By comparing the mean score of the two groups after the experiment, the researcher acknowledged that there was a change, the increasing of the students' scores who received the authentic reading materials. The following part indicates the data analysis.

Based on the posttest scores tabulation using the Microsoft Excel Computation (Appendix 11), these following values are gained:

$$\sum X_a = 2399$$

$$\sum X_b = 2077$$

$$\sum X_a^2 = 144686$$

$$\sum X_b^2 = 111603$$

$$N_a = 42$$

$$N_b = 42$$

These available values are applied in the following estimation:

The Mean of Experimental Group:

$$Ma = \frac{\sum Xa}{Na} = \frac{2399}{42} = 57.119$$

The Mean of Control Group:

$$Mb = \frac{\sum Xb}{Nb} = \frac{2077}{42} = 49.452$$

The Individual Score deviation square of Ma:

$$\begin{aligned}\sum xa^2 &= \sum Xa^2 - \frac{(\sum Xa)^2}{Na} \\ \sum xa^2 &= 144686 - \frac{(2399)^2}{42} \\ \sum xa^2 &= 7657.405\end{aligned}$$

The Individual Score deviation square of Mb:

$$\begin{aligned}\sum xb^2 &= \sum Xb^2 - \frac{(\sum Xb)^2}{Nb} \\ \sum xb^2 &= 111603 - \frac{(2077)^2}{42} \\ \sum xb^2 &= 8890.405\end{aligned}$$

The Application of t-test formula:

$$\begin{aligned}t &= \frac{Ma - Mb}{\sqrt{\left(\frac{\sum Xa^2 + \sum Xb^2}{Na + Nb - 2}\right)\left(\frac{1}{Na} + \frac{1}{Nb}\right)}} \\ t &= \frac{57.119 - 49.452}{\sqrt{\left(\frac{7657.405 + 8890.405}{82}\right)\left(\frac{2}{84}\right)}} \\ t &= \frac{7.667}{2.191} \\ t &= 3.499\end{aligned}$$

V CONCLUSION AND SUGGESTIONS

5.1 The Research Conclusion

At the end of the research's report, the researcher infers that there are effects of authentic reading materials on reading comprehension achievement of the second year students of SMUN I Arjasa in the 2002/2003 academic years. The degree of effectiveness of the authentic reading material is 15.5 % more than materials from textbook.

This is in line with theories stated by some experts such as: Wong et al. (1995:318-322), Lee (1995:324), Wilkins (1976:79) and Cheung (2001:51), in which they view the authentic reading materials have great potentials to help students improving their reading skill. So as the previous researches conducted by Novinarsih (2001) and Hidayah (2001) which indicates the same phenomenon. Eventually, the evidence prove the effects of authentic reading materials on students reading comprehension achievement.

5.2 Suggestions

Considering the significance of authentic text, it seems to loss a great chance if it is not applied in the teaching learning process. Therefore, after the research has done and the fact was clearly elaborated, the researcher proposes suggestions to the following persons or institution:

5.2.1 To the English Teachers

Instead of using only the reading materials from textbooks, the English teachers are suggested to also use authentic reading materials and to establish the well-executed ones, in teaching reading comprehension. Besides, it needs the creativity of teachers to combine these materials without losing the authenticity out of authentic materials.



5.2.2 To the Students

Having reading Authentic Materials habit is important for the students in increasing their English skills. Thereby, for the sake of their own needs and interests in English mastery, they need to read and learn authentic reading materials both inside and outside the class. In the class, the collaborative work between students and teacher is required to produce great results. Students need to give appropriate responses to the materials given while the teacher might create appropriate teaching strategies the best. In the outside of class, students can do the best by creating the appropriate circumstances to have reading authentic materials-habit. It can be done by scheduling their daily activity and supplying themselves with authentic reading materials.

5.2.3 To the School Party

Supporting the teaching learning process, the school could also do the best by supplying the library with English magazines and newspapers such as: "Hello", "Reader Digest", or "Jakarta Post". Besides, the school can also conduct any creative activity such as competition across the classes using authentic materials, and so on. All of this, certainly need to be promoted and established together by all teachers and staff of school since everything in learning is that when the students is motivated to learn. If they are not motivated to learn, they will not have the spirit to learn.

5.2.4 To Other Researchers

Finally, for other researchers, the further studies about authentic reading materials are opened to be investigated. For examples, to investigate the most appropriate teaching strategies in improving students' reading ability, and, the effects of the other types of authentic materials, instead of reading materials from magazines and newspapers.

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RESEARCH MATRIX

Title	Problem	Variable	Indicator	Data Resources	Research Method	Hypothesis
The Effects of Authentic Reading Materials on Reading Comprehension Achievement of the Second Year Students of SMUN 1 Arjasa in the 2002/2003 Academic Year	Are there Effects of Authentic Reading Materials on Reading Comprehension Achievement of the Second Year Students of SMUN 1 Arjasa in the 2002/2003 Academic Year ?	Independent: Authentic Reading Materials Dependent: The Students' Reading Comprehension Achievement	1.1 Textually Authentic: Original 1.2 Learners Authentic: 1.2.1 Interesting 1.2.2 Motivating 1.2.3 Useful 2.1 Comprehending Word Meaning 2.2 Comprehending Sentences 2.3 Comprehending Paragraph 2.4 Comprehending Whole Composition	1. Respondents: The Second Year Students of SMUN 1 Arjasa in the 2002/2003 Academic Year. 2. Informants: 2.1 The English Teacher 2.2 The Administration Staff 3. Documents	1. Research Design: Static Group Comparison Design. 2. Area Determination: Purposive Sampling 3. Respondent Determination: Cluster Random Sampling 4. Data Collecting Method: 4.1 Test 4.2 Interview 4.3 Documentation 5. Data Analysis: t-test $t = \frac{Ma - Mb}{\sqrt{\left(\frac{\sum Xa^2 + \sum Xb^2}{Na + Nb - 2} \left(\frac{1}{Na} + \frac{1}{Nb} \right) \right)^{1/2}}}$ Ma : mean of the experimental group Mb : mean of the control group Xa : deviation of individual score of experimental group Xb : deviation of individual score of control group Na : number of experimental group Nb : number of control group	There are effects of Authentic Reading Materials on Reading Comprehension Achievement of the Second Year Students of SMUN 1 Arjasa In the 2002/2003 Academic Year.

The Guideline of Instruments

A. Interview Guide

No	Data taken	Data Resources
1	How are the capability of II-1, II-2, II-3, II-4, II-5, and II-6 students of SMUN 1 Arjasa?	English Teacher
2	What books do you use in teaching English?	English Teacher
3	Do you ever use authentic reading materials in class?	English Teacher

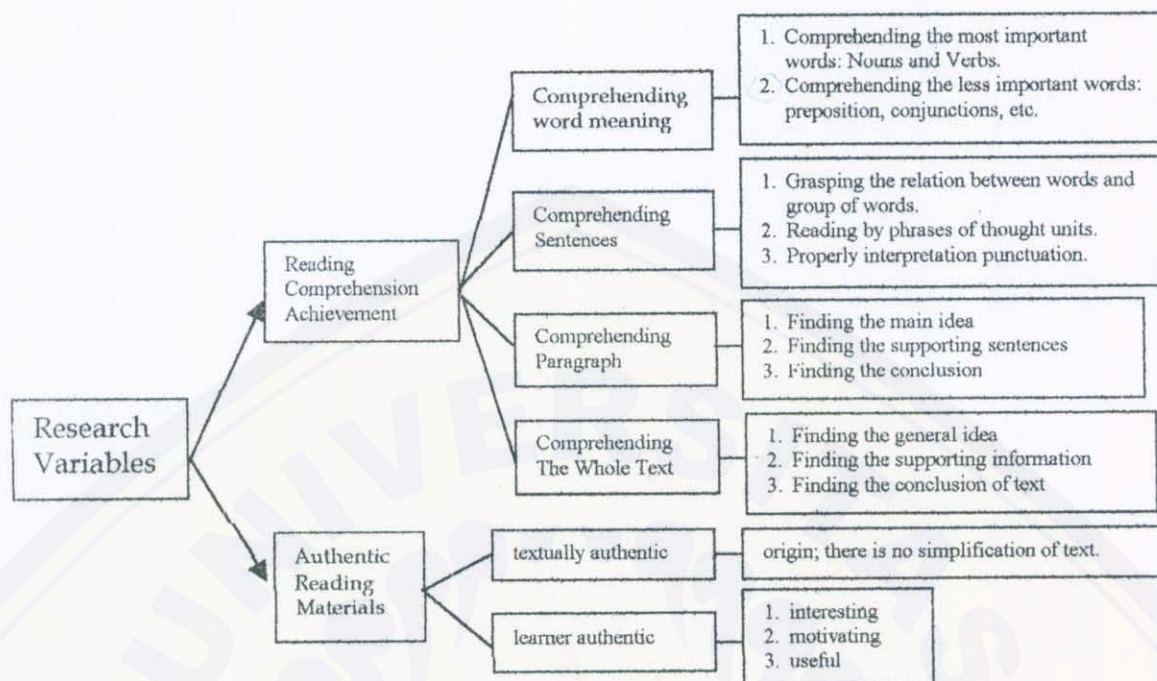
B. Documentation Guide

No	Data taken	Data Resources
1	The number of population	Administrator
2	The scores of daily examination on English Subject	Administrator

C. The Specific Procedures of Constructing The Teacher Made Test

No	Procedures
1	Identify the research variables
2	Specify the research variables into sub-variables
3	Clarify sub-variables into descriptors
4	Formulate the specific purposes based on GBPP 1994
5	Select the materials and arrange the test blueprint
6	Consult the test blueprint to the consultants
7	Write down the items of test
8	Consult the test to English teachers
9	Try out the test
10	Estimate the validity and reliability of test based on the scores obtained
11	Revise the test

A. Specification of The Research Variables



B. The Match of Testing to Curriculum

No	Indicators	Descriptors	Specific instructional objectives for Reading (2 SMU)
1	Comprehending Word Meaning	a. Comp. the most of the words: nouns and verbs b. Comp. the less important words: preposition, etc.	Interpreting word meaning
2	Comprehending Sentences	a. Grasping the relation between words and group of words. b. Reading by phrases of thought units. c. Properly interpretation punctuation.	Interpreting phrases and sentences meaning.
3	Comprehending Paragraph	a. Finding main idea b. Finding supporting sentences c. Finding the Conclusion	Finding explicit & implicit main idea. Finding explicit & implicit supporting details.
4	Comprehending The Whole Text	a. Finding the general idea b. Finding supporting information c. Finding the conclusion	Finding main idea. Finding the supporting information.

Lesson Plan I

Subject	: English
Level/SMT	: II/I
Theme/Sub-theme	: Geography (Flora and Fauna)
Skill	: Reading Comprehension
Time	: 2 X 45"

I. General Instructional Objective

Students are able to read text in the form of narration, description, dialogue, argumentation and the specific form of schedule, content of books, tickets, announcements, directions, brochures, letters etc. that contain about 300 words.

II. Specific Instructional Objective

1. Students are able to answer the inferential comprehension questions about Flora and Fauna.
2. Students are able to find certain information from text.
3. Students are able to answer the comprehending questions of the text.

III. Teaching Learning Process

Approach : The Meaningfulness Approach

Procedure :

Experimental Group	Time	Control Group
<i>Introduction</i> 1. Greeting 2. Telling the topic 3. Pre-reading: giving leading questions	2" 5" 10"	<i>Introduction</i> 1. Greeting 2. Telling the topic 3. Pre-reading: Giving leading questions
<i>Main Activity</i> <i>Whilst Reading</i> ○ Give an authentic text about Vegetables and Fruits ○ Ask the students to read and do the tasks ○ Discuss the tasks <i>Post Reading</i> ○ Ask them to answer the comprehension tasks.	30" 30"	<i>Main Activity</i> <i>Whilst Reading</i> ○ Ask the students to open their book and read the text ○ Ask them to do the tasks ○ Discuss the tasks <i>Post Reading</i> ○ Ask them to answer the comprehension tasks in their book.
<i>Closing Activity</i> ○ Ask the students to conclude the text content ○ Parting	10" 3"	<i>Closing Activity</i> ○ Ask the students to conclude the text content ○ Parting

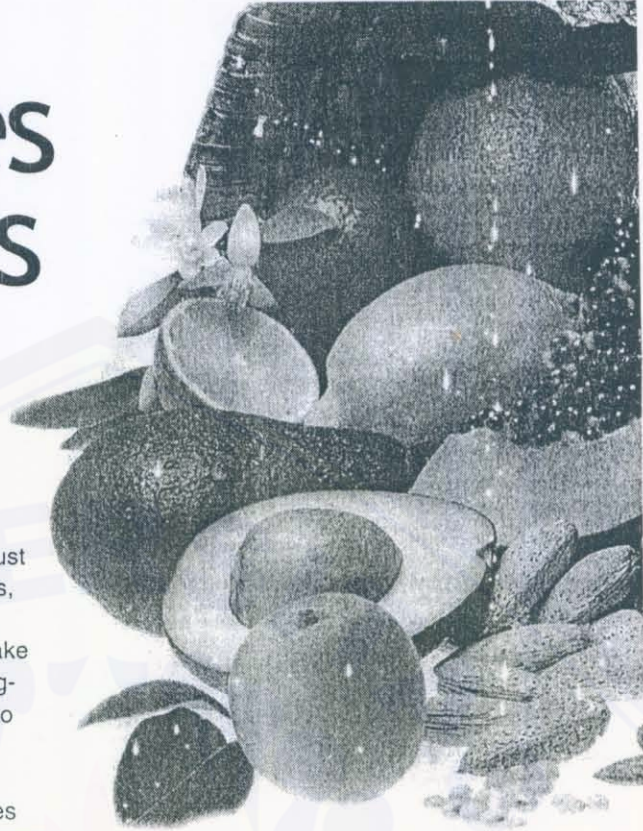
IV. Source

A. Media : Hello 199, June 2002

B. Method : Three Phase Techniques

Vegetables and Fruits

(To make soft the face)



The face is part of our body so we must take care and keep for cleanness, finess and healthy the face, and appear we need not go to the drawing room to take care of the face with expensive cost, just use vegetables and fruits and it is very cheap and easy to find in our surrounding. We can take care of the face.

To take care of the face with many vegetables and fruits is one of the ways without risk, beside that the cost is very cheap and easy to find.

So there are some ways to take care of the face with vegetables and fruits to make the face fresh and soft.

1. Tomato

Tomato can make the face skin to be soft especially old red coloured ones because they have many vitamins. Directions: Tomato's water is pressed and then applied on the face everyclay or the tomato can be sliced and rubbed to the face.

2. Potato

The function of potato is to eliminate spots and improves skin caused by acne. Directions: We peel and grate potato and then potato's grate is pasted on the face until it is dark brown color, then clean with cooling water (cold water).

3. Carrot

Carrot makes the face skin to be soft, stiff and bright. Directions: We peel and grate carrot and then the carrot's water is pressed and applied on the face to mask. Wait for ten minutes for it to dry before washing off with cold water.

4. Small Aromatic Lemon (Jeruk Pecel)

Small aromatic lemon is suitable for oily skin which has acne. Directions: take the small aromatic

lemon

and then apply it on the face, however don't do it too hard because the small aromatic lemon is very sensitive with the face skin.

5. Apple

The function of apple is to make the face cool so that the face will be soft and fresh. Directions: We peel apple and make thin pieces, then the pieces of apple can be pasted on the face. Wait for ten minutes for it to dry then take from the face.

6. Cucumber

If you have oily face skin, you can use cucumber because it can decreases the grease on the face and it can erase acne too. Directions: We grate and press cucumber then we apply the water on the face especially on areas with acne.

7. Avocado

Different from cucumber, avocado is used to take care of dry skin because it can make skin soft. Directions: we take avocado and make the flesh until soft, and it is applied on the face. Wait for ten minutes for it to dry before washing off with cold water.

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Worksheet of the Experimental Group

(A) Pre-reading

Task 1. Answer these questions orally.

1. Could you mention the name of vegetables and fruits in these pictures?
2. Generally, what are the advantages of them?
3. Do you believe that some of vegetables and fruits can make our face beauty? Give reason!

(B) Whilst Reading

Task 2. Complete the table with the meaning.

No	Words	Meanings
1	Fines	
2	Sliced	
3	Acne	
4	Grate	
5	Pasted	
6	Stiff	
7	Peel	
8	Grease	
9	Surrounding	
10	Cheap	

Task 3. Answer the following questions based on the text.

1. What we can do to our face with vegetables and fruits?
2. What are the advantages of carrot and tomato?
3. Which of vegetables and fruits is sensitive to our face skin?
4. Which of those are categorized into vegetables?
5. Which of those are categorized into fruits?
6. What are the different between vegetables and fruits?
7. What is the different between cucumber and avocado?
8. Who is the writer of the text?
9. Where and when is it published?

(C) Post Reading

Task 4. State your opinion.

1. How do you think of the purpose of the writer in writing the topic?
2. Explain with your own words, how to apply tomato, potato, carrot, small aromatic lemon and apple!
3. Can people obtain a beauty face by eating vegetables and fruits? Give reason!
4. Find the other vegetables and fruits which have the similar advantages!

Practice 2
Answer the following questions orally.

1. Where can you find the animal shown in picture 2 in Indonesia?
2. Where can you find the flower shown in picture 4 in Indonesia?
3. Why is the flower in picture 4 named so? Explain briefly.
4. Mention some other rare animals and flowers living in Indonesia.

Practice 3
Study the following unfinished statements and then complete them by reading through the text.

1. The National Flora and Fauna Day is commemorated on
2. There are ... kinds of flower declared as Indonesia's national flowers.
3. *Rafflesia arnoldii* is said to be the ... in the world.
4. The three kinds of animal that have been declared as Indonesia's typical animals are ... , ... , and ...

Practice 4

Now read the text carefully then answer the following questions.

Flora and Fauna Day



Fauna

To signify our care for animals and plants in the country, the fifth of November has been designated as the National Flora and Fauna Day. To foster the society's love for its fauna and flora, the government has designated the Komodo reptile as the Indonesia's National Animal and the flying Elang Jawa as the Rare Species. These decisions complement the previous designation of Indonesia's national flower.

Flora

The rich flora of Indonesia includes many unique varieties of tropical plant life in various forms. *Rafflesia arnoldii*, which is found only in certain parts of Sumatra, is the largest flower in the world. This parasitic plant grows on certain plants but does not produce leaves. From the same area in Sumatra comes another giant *Amorphophallus titanum*, the largest inflorescence of its kind.



The insect-trapping pitcher plant is represented by different species in many areas of western Indonesia.

5.

2

NOG: 10105 GLOBAL WORLD 2A



The myriad of orchids is rich in species, varying in size from the largest of all orchids, the tiger orchid or *Grammatophyllum speciosum*, to the tiny and leafless species of *Taeniophyllum* which is edible and taken by the local people as a medicine and is also used in handicrafts. The forest soil is rich in humus which enables the luxuriant growth of a multitude of fungi, including the horse hair blight, the luminescent species, the sooty mold and the black mildew.

On June 5, 1990, in a ceremony to mark the World Environment Day, the government declared three flowers as Indonesia's national flowers: the melati, a small white sweet-smelling flower which plays an important part in many cultural and traditional ceremonies in Indonesia, as the National Flower; the anggrek buluh or moon orchid, a species with pure white flower, as the Enchanting Flower; and the *Rafflesia arnoldii*, a plant without stems and leaves that grows on the stems and roots of other plants and spreading an odour like that of carrion, as the Rare (or Endangered) Flower.

Adapted from *INDONESIA 1996*
An Official Handbook
Department of Information, Republic of Indonesia



Practice 5

What do the following words or phrases refer to?

1. the country (paragraph 1)
2. its (paragraph 1)
3. these decisions (paragraph 1)
4. this parasitic plant (paragraph 2)
5. the same area (paragraph 2)

Practice 6

Match the words in Column A with their meaning or definitions in Column B.

- Put your answers here!
1. 7.
 2. 8.
 3. 9.
 4. 10.
 5. 11.
 6. 12.

Column A

Column B

- | | |
|------------------|--|
| 1. designated | h. cold-blooded, egg-living animal |
| 2. foster | i. very small |
| 3. reptile | j. can be eaten |
| 4. lana | k. help the growth or development |
| 5. inflorescence | l. main central part of a plant |
| 6. myriad | m. tropical climbing plant |
| 7. species | n. extremely large number |
| 8. tiny | o. dark organic material formed by the decay of dead leaves |
| 9. edible | p. declared |
| 10. humus | q. plants without leaves or flowers, growing on other plants or on decaying matter |
| 11. stems | r. group of animals or plants |
| 12. fungi | s. collective flowers on the stem of a plant |

Lesson Plan II

Subject	: English
Level/SMT	: II/I
Theme/Sub-theme	: Culture and Arts (Artist)
Skill	: Reading Comprehension
Time	: 2 X 45"

I. General Instructional Objective

Students are able to read text in the form of narration, description, dialogue, argumentation and the specific form of schedule, content of books, tickets, announcements, directions, brochures, letters etc. that contain about 300 words.

II. Specific Instructional Objective

1. Students are able to answer the inferential comprehension questions about Art and Artist.
2. Students are able to find certain information from text.
3. Students are able to answer the comprehending questions of the text.

III. Teaching Learning Process

Approach : The Meaningfulness Approach

Procedure :

Experimental Group	Time	Control Group
<i>Introduction</i> 1. Greeting 2. Telling the topic 3. Pre-reading: Giving leading questions (Task 1)	2" 5" 10"	<i>Introduction</i> 1. Greeting 2. Telling the topic 3. Pre-reading: Giving leading questions (Task 1)
<i>Main Activity</i> <i>Whilst Reading</i> ○ Give an authentic text about Kitaro's Peace and Tranquility ○ Ask them to read and do the task 2 and 3 ○ Discuss the tasks <i>Post Reading</i> ○ Ask them to do the task 4 and 5 by groups' discussions.	30" 30"	<i>Main Activity</i> <i>Whilst Reading</i> ○ Ask the students to open their book, read the text, and do task 2 and 3 ○ Discuss the tasks <i>Post Reading</i> ○ Ask them to do the task 4 in their book, by groups' discussion.
<i>Closing Activity</i> ○ Ask the students to conclude the text content ○ Parting	10" 3"	<i>Closing Activity</i> ○ Ask the students to conclude the text content ○ Parting

IV. Source

- A. Media : Hello 201, August 2002
- B. Method : Three Phase Techniques

Kitaro's Peace and Tranquility

Have you heard Kitaro's latest album which is called "Asian Café"? Kitaro, whose instruments are mainly acoustic guitar and keyboard synthesizers, is not a strange name for those who love great instrumental music. Kitaro's music comes from the deepest part of his whole self, reflecting the harmonious nature that takes our hands into tranquility and peace of mind. Listening to his music, you'll enjoy a special experience that is relaxing and soothing. You may not understand it, but who needs the calculation of brain if you can just feel it deep in your heart? That's why Kitaro's music doesn't need any lyric to be enjoyed.

Kitaro himself gives credit for his creations to a power beyond himself. "This music is not from my mind," he told Rolling Stone once. "It is from heaven, going through my body and out my fingers through composing. Sometimes I



wonder. I never practice. I don't read or write music, but my fingers move. I wonder 'Whose song is this?' I write my songs, but they are not my songs."

KITARO's real name is Masanori Takahashi. His stage name: Kitaro means "man of joy and love." Born

on Feb 4, 1953 to a Japanese Shinto farming family in Toyohashi, Japan, he continues to hold traditional values, even though he became westernized as he grew up. He formed the "Far East Family Band" which released two albums of progressive rock music during the early '70s. In 1972, on a trip to Europe, Kitaro met an innovative synthesist, Klaus Schulze. He was intrigued by the sounds that he bought his first synthesizer and played with all sorts of unusual sounds.

Today Kitaro's music is increasingly progressive, full of innovative touches and free of lyrics. It is a haunting study in contrasts that takes its cue from nature and spirit. Kitaro continues to be enthusiastic about bringing authentic native music into the mainstream. "But my ultimate goal," says Kitaro, "is to keep expressing my feeling in music, and for the people to enjoy it."

(dwl)

Asal:

RUCS

Terima Tgl :

No. Induk :

KLASIR / PENYALIN

Worksheet for Experimental Group

(A) Pre-reading

Task 1. Answer the questions orally.

1. Do you like to listen to music?
2. What kinds of music do you like?
3. Do you ever hear about instrumental music? What does it like?

(B) Whilst Reading

Task 2. Match the words in the left to the meanings in the right.

No	Words	Meaning
1	Tranquility	a. bertumbuh
2	Relaxing	b. keluarga petani
3	Soothing	c. menyejukkan
4	Gives credit for	d. menghargai, mengakui
5	Westernized	e. kebarat-baratan
6	Grew up	f. mengeluarkan
7	Release	g. petunjuk
8	Intrigued	h. menenangkan
9	Cue	i. kesentosaan
10	Farming family	j. menggugah

Task 3 Answer the questions based on the text.

1. What do you know about Asian Cafe?
2. What are characteristics of Kitaro's music?
3. What does he say concerning the power beyond himself?
4. What is Kitaro's real name?
5. Which paragraph tells about his goal?
6. Paragraph three tells about ...
7. The word "it", in paragraph 2, line 7 refers to ...

(C) Post Reading

Task 4. State true (T) or False (F).

1. Kitaro's music comes from the deepest part of his whole self. ()
2. Kitaro's music needs lyric. ()
3. The characteristics of Kitaro's music become westernized. ()
4. Kitaro founded Far East Family Band. ()

Task 5. State your opinion.

1. How do you think of Kitaro's music?
2. What are reasons that his music does not need any lyric?
3. What does his mean by saying, "This music is not from my mind"?

Pottery

4



Reading

- Reading and comprehension skills (scanning, skimming, confirming content).
- Vocabulary (confirming word meaning from context).

Practice 1

Name the following things by finding their names in the text.



Practice 2

Find in the text below the words having similar meaning to the following:

1. type of soil clay
2. decorative objects ornament
3. covered with grit gritty
4. slightly wet or damp moist
5. protective covering on material glaze
6. quality of being bright shiny
7. make products in large volumes mass produced
8. turn around axis on its axis
9. having empty space inside hollow
10. container for making a shape mould

Practice 3

Study the unfinished statements then complete them by reading through the text.

1. The raw material for making pottery is clay.
2. The two main things that belong to pottery are ceramic & porcelain.
3. The thing that is used for heating a pot is called kiln.
4. To make a pot shiny, a potter coats it with glaze.
5. To shape a pot, the platform must be able to rotate.

Pottery

All kinds of objects made of baked clay are called pottery. Many cups, saucers, plates, bowls, pots, vases and other tools and ornaments are made of this very useful substance.

People have been making pottery for thousands of years. Early pots were thick and gritty. They leaked and they cracked if heated. In time people learned to make pottery that was more useful and more beautiful. Today the two main kinds of pottery are porcelain and stoneware. Porcelain is fine pottery made of white China clay. This porcelain lets the light show through. Stoneware is usually thicker than porcelain and it does not let the light show through.

To make a pot, a potter puts a lump of moist clay on a spinning disc called a wheel. He uses thumbs and fingers to shape the clay into a pot. He leaves this pot to dry. Next he may coat it with a wet mixture called glaze. Then he fires (heats) the

pot with others in an oven called a kiln. Firing makes the pot rocks hard and turns the glaze into a smooth, hard, shiny coat. Different glazes produce different colours. Some glazes can even produce a metallic lustre on a pot. Most pottery today is mass-produced in factories. It can be shaped, fired and decorated quickly and cheaply on an assembly line.

Making a pot on a potter's wheel is much more difficult than it looks. The lump of clay must be positioned centrally on the platform. It is made to rotate either by the action of the potter's foot or by electricity. By pressing both thumbs on top of the clay, the inside can be hollowed out as the platform spins.

A hollow pot can be made by pouring "slip" or liquid clay into a mould. Water seeps out of the slip into the mould and the clay next to the mould begins to thicken. When the required thickness of the clay has hardened, the remaining slip can be poured away to leave the hollow shape.

Lesson Plan III

Subject	: English
Level/SMT	: II/I
Theme/Sub-theme	: Culture and Arts (Artist)
Skill	: Reading Comprehension
Time	: 2 X 45''

I. General Instructional Objective

Students are able to read text in the form of narration, description, dialogue, argumentation and the specific form of schedule, content of books, tickets, announcements, directions, brochures, letters etc. that contain about 300 words.

II. Specific Instructional Objective

1. Students are able to answer the inferential comprehension questions about Art and Artist.
2. Students are able to find certain information from text.
3. Students are able to answer the comprehending questions of the text.

III. Teaching Learning Process

Approach : The Meaningfulness Approach

Procedure :

Experimental Group	Time	Control Group
<i>Introduction</i> 1. Greeting 2. Telling the topic 3. Pre-reading: Giving leading questions	2'' 5'' 10''	<i>Introduction</i> 1. Greeting 2. Telling the topic 3. Pre-reading: Giving leading questions
Main Activity <i>Whilst Reading</i> ○ Give an authentic text about Michelangelo ○ Ask them to read and do the tasks ○ Discuss the tasks <i>Post Reading</i> ○ Ask them to answer the comprehension tasks.	30'' 30''	Main Activity <i>Whilst Reading</i> ○ Ask the students to open their book and read the text ○ Ask them to do the tasks ○ Discuss the tasks <i>Post Reading</i> ○ Ask them to answer the comprehension tasks in their book.
<i>Closing Activity</i> ○ Ask the students to conclude the text content ○ Parting	10'' 3''	<i>Closing Activity</i> ○ Ask the students to conclude the text content ○ Parting

IV. Source

- A. Media : Hello 202, September 2002.
- B. Method : Three Phase Techniques



The Greatest Artist



Michaelangelo

His name bounced up when part of west world was faced to renaissance era. As an art'st his work was almost incomparable at the time. As sculptor he had been enchanting everyone for four centuries. In the fact even, right now, it still influences the developing of Europe artist deeply. He is Michelangelo, who is known as a man of letter who liked making beautiful poems.

He was born in Caprese, Italia, 1475 (for about 40 miles from Florence City). Michelangelo has shown his art talent when he was child. Starting from drawing till knowing about sculpture in the end, he was interested in occupying literature. When he was a child, Michelangelo always made doodles or rough sketches on his wall house. After growing up he tried to make drawing on the canvas. He realized that his work was not of high quality yet. When he was 13 years old, he tried to learn drawing from Shirlando. He was a well-known painter possessed by Florence at the time.

Michelangelo was successful in making a very wonderful drawing for a year only. Not only Shirlando admired it, his intensity was also heard by authority

of Florence castle. Even as an authority Florence, Lorenzo asked Michelangelo to stay in his castle.

Although his luck came from his intensity in drawing, but Michelangelo preferred being called sculptor to being called a painter.

Most of critics said that Michelangelo was the biggest sculptor who had lived in this world. The big works are David Sculpture, Mozes Sculpture and Pieta. No one equals his work. In Florence he planned Medici Church also, and for several years he was the architect of St. Peter Church, Rome.

Michelangelo was really a genius artist. He had ever presented his work also to the Pope, namely Big Fresco. Many

people said that his genius is like Leonardo Da Vinci. They could wrestle two kinds of arts, and both of them are excellent.

Michelangelo wrote many poems. About 300 poems that were successful were found and it was capable of making reader to be in awe. No wonder if his sonata and poems have been published many times, although the writer has passed away five centuries ago.

Michelangelo stayed in many places, but he spent part of more of his life in Rome and Florence. In the end, he passed away in Rome in 1564, when he was 89 years old.

The writer: I. Luchlisin
c/o handsome House
Jl. Brawijaya Singgahan
Pele. n Rt 01/Rw XII No. 19
Para Kediri Jawa Timur 64211

Worksheet of the Experimental Group

(A) Pre-reading

Task 1. Answer these questions orally.

1. Do you ever hear the name of Michelangelo?
2. What is implicitly stated in your mind concerning the name?
3. What is he?

(B) Whilst Reading

Task 2. Find the meaning of each word in the table.

No	Words	Meanings
1	Bounced up	
2	Incomparable	
3	Enchanting	
4	Intensity	
5	Wrestle	
6	Awe	
7	Passed away	
8	Sculptor	
9	Sketches	
10	Possessed	

Task 3. Answer the following questions based on the text.

1. When did the name of Michelangelo bounce up?
2. What were Michelangelo's talents?
3. Who was Michelangelo according to people?
4. What was his first profession?
5. How much time did he spend to learn drawing?
6. To whom people had compared Michelangelo?
7. What was his prominent talent?

(C) Post Reading

Task 4. State true (T) of false (F).

1. Michelangelo was an ordinary artist. ()
2. His works were not comparable. ()
3. When he was a child, he always draws in canvas. ()
4. He did not like to be a writer. ()
5. He was successful to be a greatest artist. ()

Task 5. Answer these questions according to your opinion.

1. Do you think that he was a great artist?
2. How do you call him, was he a sculptor, a painter or a writer?
3. Can you mention the other artist that similar to Michelangelo?
4. How do you think of yourself, do you have such talents? Tell to your friends!

Practice 2B
Study the following questions and then answer them by reading through the text.

Practice 3

Read the text.

1. What are Denpasar, Yogyakarta, Bandung and Jakarta famous for?
2. When did Indonesian painters begin to gain recognition? Why?
3. How many concepts or styles of painting are mentioned in the text?
4. Do the painters mentioned in the text have the same concept or style of painting?

Denpasar, Yogyakarta, Bandung and Jakarta famous for art.
They began to gain recognition for their art in the 19th century.
Five styles (naturalistic, expressionist, modern, traditional, contemporary).
No, they don't.

Indonesian Famous Painters



The appreciation for painting keeps on encouragingly improving due to the more-frequently held painting exhibitions and the growing number of galleries and painting lovers.

Denpasar (Bali), Yogyakarta, Bandung (West Java), and Jakarta are famous for their fine arts institutes.

Indonesian painters have gained recognition since the end of the 19th century, after Raden Saleh got the international reputation of being a naturalist painter with his oil paintings of animals, landscapes and portraits. His brilliant works can be found in many notable museums and galleries scattered in some major cities in Europe. The naturalistic painting technique of Raden Saleh is adopted by the other Indonesian painters such as Abdullah Sanjo Sutbroto, and his son Basuki Abdullah (the famous portrait painter), Pringadi, Hendra, Trubus, Omar Basalamah, Sukarji and Wahdi.

Unlike Raden Saleh, Affandi—also an Indonesian master painter—is an expressionist. His painting characteristics are rough, complicated with sporty curves, and clear lines, covered with paint pressed directly from the tube and wiped with bare hand on the canvas.

Hendra and Sudjojono are known as painters of the revolution era because of their involvement in the struggle for independence. While Gusti Nyoman Lempad from Pita Maha, Bali, is a brilliant exponent painter, famous for his cremation towers and ink drawings.

Ahmad Sadali, Mochtar Apin, But Mochtar, Popo Iskandar, Agus Albassah are also locally noted painters who are known as calligraphy painters. While Amir Septo Hudoyo, Kuwoji Bambang Oetoro and Anri Yahya are well known as contemporary batik painters.

Adapted from *INDONESIA 1994: An Official Handbook*, Department of Information Republic of Indonesia

Practice 4B
Read the text intensively to answer the questions.

Practice 5B

Complete the table based on the information from the text above.



1. Why is the end of the 19th century said to be the glorious century for Indonesian painters?
2. What makes it so? Explain briefly.
3. What made Raden Saleh famous internationally?
4. What do you know about his works?
5. What is meant by a *naturalist painter*?
6. Who adopted Raden Saleh's painting technique?
7. What is Bagji Adullah well known as?
8. What makes Affandi well known?
9. What is unique about Affandi's way of painting?
10. What is meant by *calligraphy*?

It is the art of fine writing of script.

No.	The Name of Painter	Style	Objects, the Ways and Popularity
1.	Raden Saleh	Naturalistic	Animal landscape portraits
2.	Affandi	Expressionist	His brilliant work is the found in many notable museums and galleries in Europe.
3.	Hendra and Sudjojono	Revolutionary	
4.	Gusti Nyoman Lempad	Exponent painter	
5.	Popo Iskandar	Calligraphy painter	
6.	Amir Septo Hudoyo	Calligraphy painter	
7.	Bambang Oetoro	Calligraphy painter	

Lesson Plan IV

Subject	: English
Level/SMT	: II/1
Theme/Sub-theme	: Agriculture (Irrigation)
Skill	: Reading Comprehension
Time	: 2 X 45"

I. General Instructional Objective

Students are able to read text in the form of narration, description, dialogue, argumentation and the specific form of schedule, content of books, tickets, announcements, directions, brochures, letters etc. that contain about 300 words.

II. Specific Instructional Objective

1. Students are able to answer the inferential comprehension questions about Agriculture.
2. Students are able to find certain information from text.
3. Students are able to answer the comprehending questions of the text.

III. Teaching Learning Process

Approach : The Meaningfulness Approach

Procedure :

Experimental Group	Time	Control Group
<i>Introduction</i> 1. Greeting 2. Telling the topic 3. Pre-reading: Giving leading questions (Task 1)	2" 5" 10"	<i>Introduction</i> 1. Greeting 2. Telling the topic 3. Pre-reading: Giving leading questions (Task 1)
<i>Main Activity</i> <i>Whilst Reading</i> ○ Give an authentic text about Dry Season. ○ Ask them to do the task 2 and 3 ○ Discuss the tasks <i>Post Reading</i> ○ Ask them to answer the task 4 and 5 by group's discussion.	30" 30"	<i>Main Activity</i> <i>Whilst Reading</i> ○ Ask the students to open their book and read the text ○ Ask them to do the tasks ○ Discuss the tasks <i>Post Reading</i> ○ Ask them to answer the task 4 by group's discussion.
<i>Closing Activity</i> ○ Ask the students to conclude the text content ○ Parting	10" 3"	<i>Closing Activity</i> ○ Ask the students to conclude the text content ○ Parting

VI. Source

- A. Media : Jakarta Post, Sunday, July 21, 2002
- B. Method : Three Phase Techniques

When dry season hits

As the dry season began around April this year, many parts of the country, including the nation's main rice producing area of East Java, have suffered billions of rupiah in losses due to severe drought and the resulting failed crops.

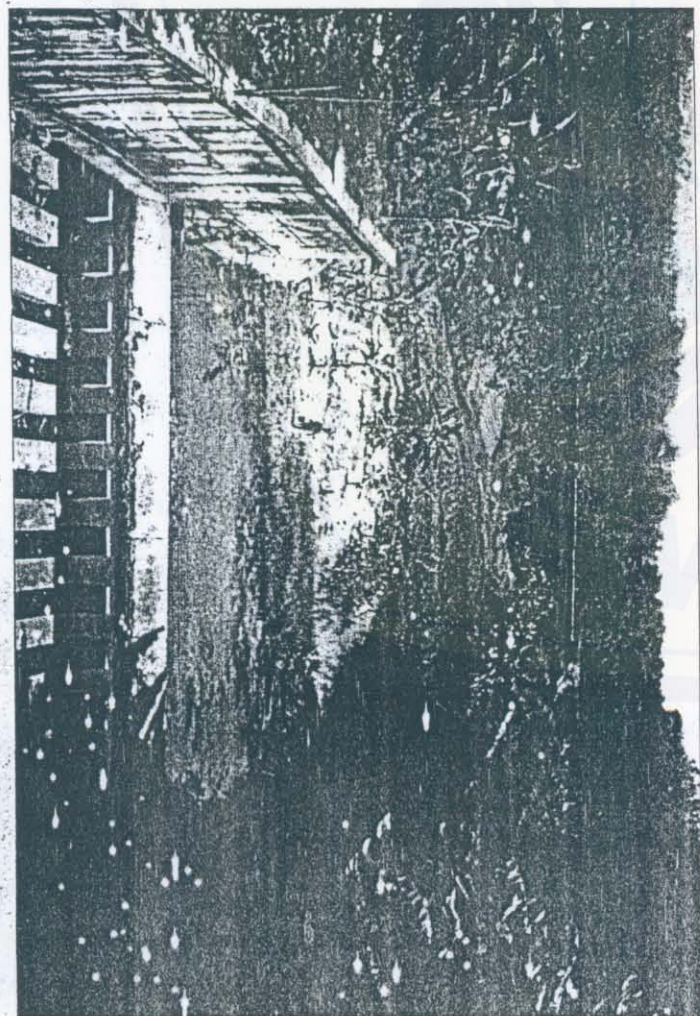
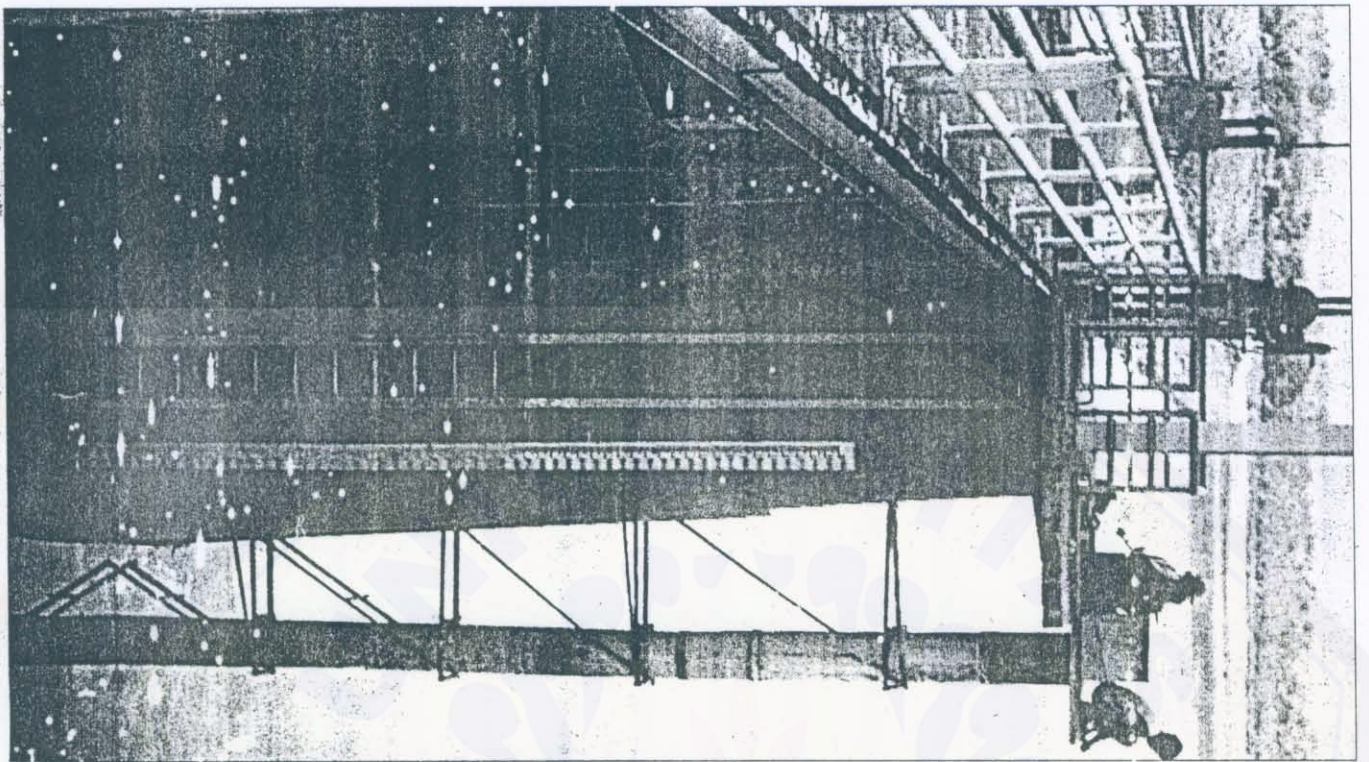
At least 26 million poor people and their families in East Java can only weep as they wait and hope for rain to fall and water to flow through their paddy fields and plantation plots again.

"We even pray for *Dewi Sri* (Goddess Sri, the symbol of fortune for farmers) to help grow our rice again ... but still, nothing comes up," 70-year-old woman farmer *Mak Sugiyah* of Bojonegoro said.

Her hope, as well as those of millions of others, seems so far away although the local administrations have tried to deal with the matter.

This is a glimpse of most drought-hit areas, namely the dam and river along Lamongan, Bojonegoro, Mojokerto and Kediri, all in East Java.

(Text by Edith Hartanto and Yogia Tahilramani; photos by Edith Hartanto)



Worksheet for Experimental Group

Pre-reading

Task 1. Answer the questions orally.

1. What do you see in these pictures?
2. What do you think about these pictures? What is happening?
3. Would you guess what is the topic we are going to study?

Whilst Reading

Task 2. Find the meaning of the following words.

- | | |
|-----------------|-----------------|
| 1. Severe | 6. Plantation |
| 2. Producing | 7. Plots |
| 3. Suffer | 8. Fortune |
| 4. Weep | 9. Glimpse |
| 5. Paddy fields | 10. Drought-hit |

Task 3. Answer the questions based on the text.

1. Where did the dry season begin?
2. When did the dry season begin?
3. Who is the Goddess Sri?
4. What did people hope to Goddess Sri?
5. What is meant by local administration?
6. Do the local administration finish their work? And why?
7. What are the effects of drought-hits?
8. The word "her" in line 11 refers to...

Post Reading

Task 4. State true (T) or False (F).

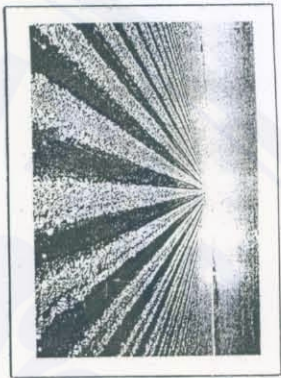
1. More than 26 million poor people and their family suffer from dry season. ()
2. Lamongan, Bojonegoro, Mojokerto and Kediri are areas that usually suffer drought. ()
3. The local administration has tried to solve the problem. ()
4. People hope the Goddess Sri will not come. ()

Task 5. State Your Opinion.

1. What are the functions of dams and rivers mentioned in the last sentence of the text?
2. What are the purposes of the writers in writing about this?
3. Think about the best way to anticipate the dry season for the next year, and tell to your friends!



Farming Irrigation



Reading

Reading comprehension skills (scanning, confirming content, identifying main ideas and supporting sentences).
Vocabulary (confirming word meaning from context).

Practice

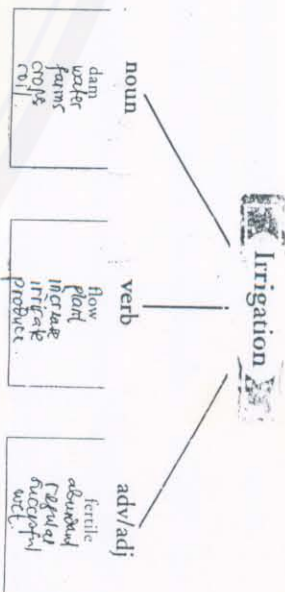
Pay attention to the following picture and answer the questions.



1. What is the picture about? *dam irrigation*
2. What is it usually used for? *to irrigate*
3. Who usually uses it? *farmers*
4. What are the advantages of using it? *more easy to get water for dry areas*

Worksheet of Control Group

Practice
With your partner find some words related to irrigation.



Practice
Study and make yourself understand the following questions and answer them by reading through the text. Then read the text carefully.

1. What is irrigation?
2. How much land is irrigated out of the land under cultivation?
3. How much crop yield is produced from the irrigated land?
4. What are the four main methods of irrigation?
5. What is sprinkler irrigation especially used for?
6. Where does trickle irrigation reach its great success?

Irrigation

Irrigation is artificial watering of land to sustain plant growth. Irrigation is practised in all parts of the world where rainfall does not provide enough ground moisture. In dry areas irrigation must be maintained from the time a crop is planted. In areas of irregular rainfall, irrigation is used during dry spells to ensure harvests and to increase crop yields. The procedure has greatly expanded the amount of arable land and the production of food throughout the world. Irrigated land represents about 15 percent of all land under cultivation but often produces over twice the yield of non-irrigated fields. Irrigation can, however, waterlog soil, or increase a soil's salinity (salt level) to the point where crops are damaged or destroyed. This problem is now jeopardizing about one-third of the world's irrigated land.

The four main methods used today to irrigate fields are flood, furrow, sprinkler, and drip, or trickle, irrigation. Flood irrigation is used for close-grown crops, such as rice, where fields are level and water is abundant. A sheet of water is allowed to advance from ditches and remain on a field for a given period, depending on the crop, the porosity of the soil, and its drainage. Basin flooding is used in orchards, with basins built around trees and filled with water. Furrow irrigation is employed with crops grown in rows such as cotton and vegetables. Parallel furrows, called corrugations, are used to spread water over fields that are too irregular to flood. Sprinkler irrigation uses less water and provides better control. Each sprinkler, spaced along a pipe, sprays droplets of water in a continuous circle until the moisture reaches the root level of the crop. Centre-pivot irrigation uses long lines of sprinklers that move around a circular field like the large hand of a clock. This method is used especially for feed crops such as alfalfa (lucerne), which, when irrigated, furnish several mowings a year.

Drip, or trickle, irrigation delivers small but frequent amounts of moisture to the root area of each plant by means of narrow, plastic tubes. This method, which is used with great success in the United States, Israel, and Australia, ensures a minimum loss of water through evaporation or filtration into the ground.

Adapted from: Mirzawati, @Eksanama@Ezzylogedina 2000

Blueprint of Posttest

Themes:

1. Reading text I : Geography (Flora and Fauna)
2. Reading text II : Culture and Arts (The Local Handicraft)
3. Reading text III : Agriculture (Hydroponics)

Objectives:

1. Students are able to interpret the word meaning.
2. Students are able to identify the meaning of sentences.
3. Students are able to identify the meaning of paragraphs.
4. Students are able to identify the meaning of the whole text.

Text	Indicators	Items		Types of questions		Key answer
		No	Code	T-F	MC	
I	Comp. Word Meaning	1	A2	v		T (True)
		2	B2		V	A
		3	B6		V	D
	Comp. Sentences	1	A1	V		F (False)
		2	A5	V		F (False)
		3	B4		V	D
		4	B7		V	E
	Comp. Paragraphs	1	A3	V		F (False)
		2	A4	V		F (False)
		3	B8		V	C
		4	B9		V	B
	Comp. The Whole Text	1	B1		V	D
		2	B5		V	B
		$\Sigma = 13$				
II	Comp. Word Meaning	1	A6	V		F (False)
		2	B2		V	D
		3	B4		V	C
		4	B5		V	D
	Comp. Sentences	1	A1	V		T (True)
		2	A5	V		T (True)
	Comp. Paragraphs	1	A3	V		T (True)

		2	A4	V		T (True)
		3	B3		V	E
		4	B6		V	B
		5	B9		V	E
	Comp. The Whole Text	1	B1		V	A
		2	B7		V	D
		$\Sigma = 13$				
III	Comp. Word Meaning	1	B5		V	B
		2	B9		V	C
	Comp. Sentences	1	A1	V		T (True)
		2	B3		V	C
		3	B7		V	B
	Comp. Paragraphs	1	A2	V		F (False)
		2	A5	V		F (False)
		3	B1		V	A
		4	B4		V	C
		5	B6		V	C
		6	B8		V	E
	Comp. The Whole Text	1	A3	V		F (False)
		2	A4	V		T (True)
		3	B2		V	B
		$\Sigma = 14$				
				$\Sigma = 15$	$\Sigma = 25$	
Total items = 40						

Procedures of Scoring:

A. True-false : $S = R - W$

B. Multiple Choices: $S = R - \frac{W}{(n-1)}$

Note: S = Score
 W = Wrong
 R = Right
 n = the number of options

(Silverius, 1991)

Posttest

Subject	: English
Skill	: Reading Comprehension
Level/Smt.	: Senior High School grade II / I
Time	: 2 X 45"

Text I

There is reason for deep concern about the plight of wildlife in our country. Many rare species are threatened with extinction because of the greed of hunters and game collectors. Orang utans are rarely found in their natural habitat in the forest of Kalimantan and Sumatra, but one may find them in zoos and private menageries all over the world. Ruthless hunters kill innocent elephants for their valuable ivory tusks, or catch them alive to perform in circuses. Tiger's hides decorate walls and floor of rich people's home in distant countries.

It is feared that if things are allowed to continue in this way, very soon all wildlife will disappear from our forest. Fortunately, the government has now imposed strict laws on hunting. Some areas are designated wildlife reserves where hunters cannot enter. These include Ujungkulon and Pangandaran in West Java, Marubetiri in East Java and many more on the other islands.

Some time ago our newspapers contained reports of elephants, which had run amok in the province of Lampung. They had emerged from their abode in the forest and destroyed crops and houses belonging to villagers. The people could not understand why the beast had suddenly gone wild. The strange thing was that the animals had not come for food, because having wrought destruction they returned to the forest. They seemed to have come only to vent their anger. As law protects elephants, the people could not kill any of them.

The explanation for the elephants' strange behavior is that they felt their quiet life had been disturbed by the timber-felling projects and sawmills set up deep in the forest. The animals felt man was narrowing their domain, and so they got angry. Elephants need peace and quietness for their family life. They live in herds, and each like to have its own territory.

(Taken from New Standard Expand 2A, Sansakerta Inti Media, 2001)

- A. Put a circle round the letter T if the statement is true according to the text. If it is not true put a circle round the letter F.
- T F 1. Hunters catch tigers alive to perform in circuses.
T F 2. The condition of wildlife in our country is bad.
T F 3. Newspapers report that elephants had destroyed crops and houses in the province of Lampung for food.
T F 4. The people in Lampung had predicted that the elephants would make destruction.
T F 5. Orang utans cannot be found in their natural habitat because their species had already extinct.
- B. Choose the correct answer based on the text!
- The topic of the text is...
 - Flora and fauna
 - The protected animals
 - The laws on hunting
 - Wildlife conservation
 - The disappearance of rare species
 - Elephants are killed because of their...
 - ivory tusks
 - natural habitat
 - private menageries
 - strange behavior
 - abode in the forest
 - "These include Ujungkulon and Pangandaran..."(par. 2, line 3). The word "these" refers to...

- (A) Hunters
(B) Strict laws
(C) Our forests
(D) Some areas
(E) Wildlife reserves
4. Which of these sentences is TRUE according to the text?
(A) The elephants like to live near the village.
(B) The elephants came to the village to vent their anger.
(C) People are not allowed to kill all animals in the forest.
(D) The government is not worried about the wildlife condition.
(E) Hunters having special permits can enter Ujungkulon and Pangandaran.
5. "They had emerged from their abode in ..." (par. 3, line 2). "Abode" is similar to...
(A) way
(B) herds
(C) shelter
(D) home
(E) group
6. What happened to the elephants after they had destroyed crops and houses?
(A) They looked for food
(B) They were killed by people
(C) They were caught by the hunters
(D) They looked for the other places for venting their anger
(E) They returned to their abode in the forest
7. The main idea of the third paragraph is...
(A) Newspapers report the amok of elephants in Lampung
(B) The elephants like to live near the village
(C) The elephants destroyed villagers' crops and houses
(D) The elephants are protected animals
(E) The elephants become wild animals
8. The topic of paragraph 4 is...
(A) The reason for protecting elephants
(B) The reason for the elephants strange behavior
(C) The reason for establishing timber-felling projects and sawmills in the forest
(D) The reason for narrowing the elephants' domain
(E) The elephants' family life

Text II

Yogyakarta is the royal capital of DIY. It is a center of fine arts and traditional Indonesia culture. The puppets made from leather are available in the souvenir shops. It is also famous for silver smithy and batik industry.

Solo and Pekalongan are also famous for their batik. Most of these are decorated with beautiful colored designs, which are drawn or printed on the cloth before the dyeing process. Batik with its various designs is one of Indonesia's famous handicrafts and has often been imitated by western textile designers. The batik designs of Solo are different from those of Pekalongan, which are very colorful.

Bamboo and rattan are used to make wicker chairs and other furniture. Cirebon is famous for its rattan industry. Bamboo and 'mandong' are also used to make baskets, fans, mats, etc. Tasikmalaya is famous for this kind industry.

Bandung, one of the most modern Indonesian cities, is a popular resort town. Some people in Cibaduyut, in the southern Bandung, made shoes for domestic markets and for export, making shoes is a home industry. Puppets made of wood and cloth, are also available in the souvenir shops. In fact, there are still many other local handicraft found in other parts of Indonesia.

(Taken from New Standard Expand 2A, Sansakerta Inti Media, 2001)

- A. Put a circle round the letter T if the statement is true according to the text. If it is not true put a circle round the letter F.
- T F 1. Batik design can be drawn or printed.
T F 2. Tasikmalaya is the country producing bamboo handicrafts.
T F 3. The well-known rattan industry in Indonesia is in Cirebon.

T F 4. Cibaduyut exports shoes with high quality.

T F 5. The puppets from Yogyakarta are made of leather and wood.

B. Choose the correct answer based on the text II!

- The text above tells about...
 - The local handicraft
 - Batik industry
 - Indonesian fine arts
 - The city of handicraft
 - The royal capital
- Generally, the batik from Pekalongan has very colorful...
 - Arts
 - Types
 - Pictures
 - Designs
 - Drawings
- From paragraph 2, we know that...
 - Batik is hand-written and manufactured
 - Western people like wearing Indonesian Batik
 - There are two kinds of Batik designs in Indonesia
 - The most popular handicraft from Indonesia is Batik
 - Solo and Pekalongan are well-known for their Batik
- "The batik *designs* in Solo are different..."(par. 2). The word "designs" means...
 - Arts
 - Lines
 - Patterns
 - Pictures
 - Drawings
- A work that needs both hands and artistic skill is called as a...
 - Handbill
 - Handicap
 - Handcart
 - Handicraft
 - Handwork
- What kinds of fine arts that often do western textile designers imitate?
 - Shoes
 - Batik
 - Wicker chairs
 - Puppets made from wood
 - Puppets made from leather
- We can find puppets either in....
 - Yogyakarta or Solo
 - Yogyakarta or Tasikmalaya
 - Cirebon or Pekalongan
 - Bandung or Yogyakarta
 - Cibaduyut or Cirebon
- The topic of paragraph 4 is...
 - The city of Bandung
 - Puppets from Bandung
 - The popular resort town
 - Shoes made in Bandung
 - The local handicraft from Bandung

Text III

Hydroponics is the term used to describe the several ways in which plants can be raised without soil. These methods, also known generally as soil-less gardening include raising plants in containers filled with water or any of other nonsoil medium-including gravel, sands, vermiculite and other more exotic mediums, such as crushed rocks or bricks, and shards of cinder blocks.

There are several excellent reasons for replacing soil with a sterile medium. Soil-borne pests and diseases are immediately eliminated, as weeds are. In addition, the labor involved is reduced.

More important, raising plants in a nonsoil medium will allow you to grow more plants in a limited of space. Food crops will mature more rapidly and produce greater yields. Water and fertilizer are conserved, since they can be reused. In addition, hydroponics allows you to exert greater control over your plants, to insure more uniform results.

All of this is possible by the relation of a plant with its growing medium. What plants need are not the soil, but the reserves of nutrients and moisture contained in the soil, as well as the support the soil renders the plant. Any growing medium will give adequate support.

The methods of hydroponics gardening developed over the past forty-five years can be divided into categories defined by the medium in which the plants are grown. In water culture, the plants are

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grown only in water, or in a water and nutrient solution. Sand culture calls for raising plants in sterile and, into which a water and nutrient solution is pumped. Aggregate culture replaces the sand, instead of using other the materials such as gravel or vermiculite, and retaining the methods of pumping water and nutrient solution into the material. Finally, there are number of experimental or unorthodox techniques.

(Adopted from New Standard Expand 2A, Sansakerta Inti Media, 2001)

A. Put a circle round the letter T if the statement is true according the text. If it is not true, put a circle round the letter F.

- T F 1. Water and fertilizer are things that can be reused.
- T F 2. Soil-borne pests develop in hydroponics.
- T F 3. Raising plants in a non-soil medium is impossible.
- T F 4. Hydroponics gardening can be operated in limited space.
- T F 5. In Hydroponics, plants are categorized according to their containers.

B. Choose the correct answer based on the text III!

1. Why is hydroponics known as the soilless gardening?
 - (A) Plants can be raised without soil
 - (B) Plants can only be raised in soil
 - (C) Soil in the garden needs little water
 - (D) Garden is not provided by non soil medium
 - (E) Crushed rocks or bricks are hard for plants
2. Some advantages of hydroponics are, UNLESS...
 - (A) Eliminate weeds
 - (B) Reduce the need of soil
 - (C) It is efficient method
 - (D) Produce the greater yields
 - (E) Eliminate soil-borne pests and diseases
3. What must be given regularly to the plants raised in hydroponics units?
 - (A) Gravel and sand
 - (B) Sand and bricks
 - (C) Water and fertilizer
 - (D) Sand and vermiculite
 - (E) Crushed rocks and bricks
4. Food crops from hydroponics can be harvested earlier. This information is found in paragraph...
 - (A) 1
 - (B) 2
 - (C) 3
 - (D) 4
 - (E) 5
5. Soil-borne pests and diseases are immediately eliminated (par.2). The underlined word means...
 - (A) handled
 - (B) removed
 - (C) stopped
 - (D) destroyed
 - (E) killed
6. Hydroponics enables us to conduct the greater control over the plants. This control is intended to...
 - (A) make the crops mature more rapidly
 - (B) eliminate pests and diseases
 - (C) insure more uniform results
 - (D) give adequate support
 - (E) produce the greater yields
7. The methods of hydroponics gardening developed over the past forty-five years (par. 5). The underlined phrase tells about...
 - (A) How far
 - (B) How long
 - (C) How many
 - (D) When
 - (E) How
8. In water culture, the plants are grown in...
 - (A) Gravel and water
 - (B) A water and soil
 - (C) Sterile sand and water
 - (D) Soil and nutrient solution
 - (E) A water and nutrient solution
9. The word "sterile" in paragraph 2, line 1 means ...
 - (A) without soil
 - (B) not able to produce crops
 - (C) free from germs
 - (D) without labor
 - (E) free from nutrient solution

Appendix 5

The Scores of all classes on Daily English Examination

Students' Number	The Scores					
	II-1	II-2	II-3	II-4	II-5	II-6
1	75	60	65	65	82	60
2	72	64	66	72	65	65
3	80	65	72	70	70	75
4	80	70	70	78	72	70
5	70	75	70	58	68	82
6	72	80	55	60	60	50
7	77	66	60	72	60	58
8	72	75	77	70	68	60
9	70	64	75	75	65	73
10	64	72	72	60	70	77
11	81	75	74	64	75	80
12	72	66	70	72	74	72
13	80	58	80	70	80	69
14	74	74	82	68	68	77
15	95	70	66	82	65	70
16	70	72	80	70	64	75
17	65	74	64	65	70	62
18	82	60	70	72	72	60
19	80	60	74	70	66	65
20	85	68	70	75	82	70
21	75	74	70	75	70	72
22	76	74	80	60	85	85
23	74	80	65	58	70	75
24	68	78	50	62	77	77
25	70	77	58	74	66	80
26	70	75	72	77	68	65
27	70	75	60	70	70	70
28	75	70	75	60	75	76
29	84	70	82	70	70	69
30	88	68	60	68	83	58
31	65	68	58	62	55	50
32	75	55	68	75	60	70
33	76	60	66	70	65	75
34	75	68	82	62	58	60
35	70	60	70	68	65	62
36	70	75	74	70	60	77
37	68	55	58	66	65	80
38	60	60	70	50	70	68
39	80	76	60	77	60	62
40	70	70	75	70	82	75
41	75	80	75	60	75	70
42	74	82	70	60	75	75
43	72				60	76
Mean Score	74,32558	69,47619	69,28571	67,90476	69,30233	69,69767

Appendix 6

Appropriateness of Authentic Reading Materials

Put a circle round the scales number: (4) for Appropriate, (3) for Fairly Appropriate, (2) for Less Appropriate and (1) for Not Appropriate.

No	Theme/Sub-theme	The title	The Source	Items of Appropriateness	Score
1	Geography: Flora and Fauna	Scientists Hope to Clone Extinct Tasmanian Tiger	The Jakarta Post, Monday, June 3, 2002	a. Vocabulary Difficulty	1 2
				b. Syntactic Complexity	1 2
				c. Content	1 2
				d. The Match to Curriculum	1 2
2	Geography: Flora and Fauna	Vegetables and Fruits	Hello 199, June 2002	a. Vocabulary Difficulty	1 2
				b. Syntactic Complexity	1 2
				c. Content	1 2
				d. The Match to Curriculum	1 2
3	Culture and Art: Music	Kitaro's Peace and Tranquility	Hello 201, August 2002	a. Vocabulary Difficulty	1 2
				b. Syntactic Complexity	1 2
				c. Content	1 2
				d. The Match to Curriculum	1 2
4	Culture and Art: Artist	The Greatest Artist	Hello 202, September 2002	a. Vocabulary Difficulty	1 2
				b. Syntactic Complexity	1 2
				c. Content	1 2
				d. The Match to Curriculum	1 2
5	Geography: Destruction	Floods in China affect millions as 205 people confirmed dead	The Jakarta Post, Thursday, June 13, 2002	a. Vocabulary Difficulty	1 2
				b. Syntactic Complexity	1 2
				c. Content	1 2
				d. The Match to Curriculum	1 2
6	Agriculture: Irrigation	When Dry Season Hits	The Jakarta Post, Sunday, July 21, 2001	a. Vocabulary Difficulty	1 2
				b. Syntactic Complexity	1 2
				c. Content	1 2
				d. The Match to Curriculum	1 2
7	Geography: Flora and Fauna	Durian Season	The Jakarta Post, Sunday, June 9, 2002	a. Vocabulary Difficulty	1 2
				b. Syntactic Complexity	1 2
				c. Content	1 2
				d. The Match to Curriculum	1 2
8	Culture and Arts: Dance	Dance Collaboration Blends two Different Spirits	The Jakarta Post	a. Vocabulary Difficulty	1 2
				b. Syntactic Complexity	1 2
				c. Content	1 2
				d. The Match to Curriculum	1 2

Evaluator I

A.S. PRASITING SPd.
NIP. 131 958 106

Appropriateness of Authentic Reading Materials
 Put a circle round the scales number: (4) for Appropriate, (3) for Fairly Appropriate, (2) for Less Appropriate and (1) for Not Appropriate.

No	Theme/Sub-theme	The title	The Source	Items of Appropriateness	Score
1	Geography: Flora and Fauna	Scientists Hope to Clone Extinct Tasmanian Tiger	The Jakarta Post, Monday, June 3, 2002	a. Vocabulary Difficulty b. Syntactic Complexity c. Content d. The Match to Curriculum	1 2 3 4 1 2 3 4 1 2 3 4 1 2 3 4
2	Geography: Flora and Fauna	Vegetables and Fruits	Hello 199, June 2002	a. Vocabulary Difficulty b. Syntactic Complexity c. Content d. The Match to Curriculum	1 2 3 4 1 2 3 4 1 2 3 4 1 2 3 4
3	Culture and Art: Music	Kitaro's Peace and Tranquility	Hello 201, August 2002	a. Vocabulary Difficulty b. Syntactic Complexity c. Content d. The Match to Curriculum	1 2 3 4 1 2 3 4 1 2 3 4 1 2 3 4
4	Culture and Art: Artist	The Greatest Artist	Hello 202, September 2002	a. Vocabulary Difficulty b. Syntactic Complexity c. Content d. The Match to Curriculum	1 2 3 4 1 2 3 4 1 2 3 4 1 2 3 4
5	Geography: Destruction	Floods in China affect millions as 205 people confirmed dead	The Jakarta Post, Thursday, June 13, 2002	a. Vocabulary Difficulty b. Syntactic Complexity c. Content d. The Match to Curriculum	1 2 3 4 1 2 3 4 1 2 3 4 1 2 3 4
6	Agriculture: Irrigation	When Dry Season Hits	The Jakarta Post, Sunday, July 21, 2001	a. Vocabulary Difficulty b. Syntactic Complexity c. Content d. The Match to Curriculum	1 2 3 4 1 2 3 4 1 2 3 4 1 2 3 4
7	Geography: Flora and Fauna	Durian Season	The Jakarta Post, Sunday, June 9, 2002	a. Vocabulary Difficulty b. Syntactic Complexity c. Content d. The Match to Curriculum	1 2 3 4 1 2 3 4 1 2 3 4 1 2 3 4
8	Culture and Arts: Dance	Dance Collaboration Blends two Different Spirits	The Jakarta Post	a. Vocabulary Difficulty b. Syntactic Complexity c. Content d. The Match to Curriculum	1 2 3 4 1 2 3 4 1 2 3 4 1 2 3 4


Evaluator II



Drs. M. Anshori
 NIP. 131 687 606

Appropriateness of Authentic Reading Materials
 Put a circle round the scales number: (4) for Appropriate, (3) for Fairly Appropriate, (2) for Less Appropriate and (1) for Not Appropriate.

No	Theme/Sub-theme	The title	The Source	Items of Appropriateness	Score
1	Geography: Flora and Fauna	Scientists Hope to Clone Extinct Tasmanian Tiger	The Jakarta Post, Monday, June 3, 2002	a. Vocabulary Difficulty b. Syntactic Complexity c. Content d. The Match to Curriculum	1 (2) 1 2 (3) 1 2 (3) 1 2 3 (4)
2	Geography: Flora and Fauna	Vegetables and Fruits	Hello 199, June 2002	a. Vocabulary Difficulty b. Syntactic Complexity c. Content d. The Match to Curriculum	1 2 3 (4) 1 2 (3) 1 2 (3) 1 2 3 (4)
3	Culture and Art: Music	Kitaro's Peace and Tranquility	Hello 201, August 2002	a. Vocabulary Difficulty b. Syntactic Complexity c. Content d. The Match to Curriculum	1 2 (3) 1 (2) 1 2 (3) 1 2 3 (4)
4	Culture and Art: Artist	The Greatest Artist	Hello 202, September 2002	a. Vocabulary Difficulty b. Syntactic Complexity c. Content d. The Match to Curriculum	1 2 (3) 1 2 (3) 1 2 (3) 1 2 3 (4)
5	Geography: Destruction	Floods in China affect millions as 205 people confirmed dead	The Jakarta Post, Thursday, June 13, 2002	a. Vocabulary Difficulty b. Syntactic Complexity c. Content d. The Match to Curriculum	1 2 3 (4) 1 (2) 1 (2) 1 2 (3)
6	Agriculture: Irrigation	When Dry Season Hits	The Jakarta Post, Sunday, July 21, 2001	a. Vocabulary Difficulty b. Syntactic Complexity c. Content d. The Match to Curriculum	1 2 (3) 1 2 (3) 1 2 (3) 1 2 3 (4)
7	Geography: Flora and Fauna	Durian Season	The Jakarta Post, Sunday, June 9, 2002	a. Vocabulary Difficulty b. Syntactic Complexity c. Content d. The Match to Curriculum	1 (2) 1 2 (3) 1 2 (3) 1 2 3 (4)
8	Culture and Arts: Dance	Dance Collaboration Blends two Different Spirits	The Jakarta Post	a. Vocabulary Difficulty b. Syntactic Complexity c. Content d. The Match to Curriculum	1 (2) 1 2 (3) 1 (2) 1 2 (3)

Evaluator III

 Dra. Hj. Dina, MM.
 NIP. 131 572 828

26	0	1	1	1	1	1	0	0	1	1	0	0	0	1	1	0	0	1	1	1	0	0	1	1	0	0	1	1	0	0	1	1	0	0	0	0	0	0	21					
27	1	0	0	0	1	1	0	1	1	1	1	1	1	1	1	1	0	1	1	0	0	1	0	0	1	1	0	0	1	1	1	1	0	1	0	1	1	0	1	29				
28	1	0	0	0	1	1	0	0	1	1	0	1	0	1	1	1	0	0	1	1	1	1	0	1	1	0	0	1	1	1	0	0	1	1	0	0	1	1	0	23				
29	0	1	1	1	1	0	1	1	1	1	1	1	0	1	1	0	1	1	1	1	1	1	1	0	0	1	1	1	1	1	1	1	1	1	1	1	1	1	35					
30	1	1	0	0	1	1	1	0	1	1	0	1	1	1	1	1	0	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	33					
31	1	1	0	1	1	0	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	32					
32	0	0	1	1	0	1	1	0	1	1	0	0	1	1	1	1	1	1	1	1	1	1	0	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	21					
33	1	1	0	1	1	1	0	0	1	1	0	1	0	0	0	0	1	1	1	1	1	0	0	1	1	0	0	1	1	1	1	0	0	1	1	0	0	0	33					
34	1	1	0	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	22					
35	0	1	0	1	1	1	0	0	1	1	1	1	1	1	1	1	0	1	1	1	1	0	1	0	1	0	1	1	1	1	1	1	1	1	1	1	1	0	20					
36	0	0	1	0	1	1	0	0	0	1	0	1	0	1	1	0	0	1	1	1	1	1	0	0	1	1	0	0	1	1	1	1	1	1	1	1	1	1	0	35				
37	1	1	1	0	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	21				
38	0	1	1	1	0	0	1	0	0	1	1	0	1	1	0	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	36				
39	1	1	1	1	0	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	32				
40	1	0	1	1	0	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	17				
41	0	0	1	0	1	1	1	0	0	0	1	0	0	0	0	1	1	1	1	1	1	0	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	35				
42	1	1	1	1	0	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	35				
43	1	1	1	1	0	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	28				
24	23	26	28	34	31	19	27	30	29	33	28	26	23	29	26	27	25	27	24	28	33	27	26	26	12	29	32	31	30	28	28	21	29	31	30	13	27	29	33	30	23	27	25	28

The Division of 50% N with The Higher Scores and 50% N with The Lower Scores

Sub-jects	The Score of Items																																				Total Scores (50%N)	Group										
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36			37	38	39	40	41	42	43	44	45	
1	1	1	0	1	0	1	1	0	1	1	1	1	0	0	1	0	0	1	1	0	1	0	0	1	1	0	0	1	1	0	1	0	1	0	1	0	0	0	0	1	0	1	0	1	21	Lower		
2	0	0	0	1	1	0	0	1	0	1	0	1	0	1	0	1	1	0	1	0	1	0	0	1	0	1	0	1	0	1	0	1	0	1	0	1	0	0	1	0	1	0	1	0	1	20	Lower	
3	0	0	1	1	1	1	1	1	1	0	1	0	0	1	1	0	1	1	0	1	1	0	1	1	0	1	1	0	1	1	0	0	1	0	0	1	0	0	1	0	1	0	1	0	1	25	Lower	
4	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	38	Upper		
5	1	0	0	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	0	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	30	-	
6	0	1	1	1	1	0	0	1	1	0	0	1	0	0	1	1	0	1	1	0	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	24	Lower	
7	1	0	1	0	1	1	0	1	1	0	1	1	0	0	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	28	Lower
8	0	0	0	1	1	0	1	1	1	0	0	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	25	Lower	
9	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	38	Upper	
10	1	0	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	38	Upper
11	1	0	1	1	1	1	0	1	0	1	0	1	1	1	0	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	29	Upper
12	0	1	1	0	1	0	1	1	1	1	0	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	31	Upper
13	0	1	0	0	1	1	0	0	1	0	1	0	1	0	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	21	Lower
14	1	0	0	0	0	0	1	1	0	1	0	0	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	24	Lower
15	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	40	Upper
16	1	1	0	1	0	0	1	1	0	1	1	0	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	24	Lower
17	0	1	1	0	1	1	0	0	1	1	0	1	1	0	1	0	0	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	19	Lower
18	0	0	0	1	1	1	0	1	1	0	0	1	1	0	1	1	0	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	25	Lower
19	1	0	1	0	0	1	1	0	1	1	0	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	19	Lower	
20	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	37	Upper	
21	1	0	0	1	0	1	1	0	0	0	1	0	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	20	Lower	
22	0	1	1	1	0	0	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	35	Upper	
23	1	0	1	1	1	0	0	1	1	1	0	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	34	Upper	
24	0	1	0	1	1	1	0	0	1	1	0	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	23	Lower	
25	0	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	36	Upper	

Term (Item) Analysis of The Teacher Made Test (posttest)

Items		TRUE Score	Percentage of true score (TS / 50% N)	Discriminatory Power (D) (TS U - TS L)	Difficulty Index (P) (TSU+TSL/2)	Interpretation	
No	Group					D	P
1	U	15	0,714285714	0,333333333	0,547619048	Satisfactory	Sufficient
	L	8	0,380952381				
2	U	14	0,666666667	0,238095238	0,547619048	Satisfactory	Sufficient
	L	9	0,428571429				
3	U	16	0,761904762	0,285714286	0,619047619	Satisfactory	Sufficient
	L	10	0,476190476				
4	U	16	0,761904762	0,238095238	0,642857143	Satisfactory	Sufficient
	L	11	0,523809524				
5	U	19	0,904761905	0,238095238	0,785714286	Satisfactory	Easy
	L	14	0,666666667				
6	U	14	0,666666667	-0,095238095	0,714285714	Negative	Easy
	L	16	0,761904762				
7	U	15	0,714285714	0,571428571	0,428571429	Good	Sufficient
	L	3	0,142857143				
8	U	16	0,761904762	0,285714286	0,619047619	Satisfactory	Sufficient
	L	10	0,476190476				
9	U	14	0,666666667	-0,047619048	0,69047619	Negative	Sufficient
	L	15	0,714285714				
10	U	17	0,80952381	0,285714286	0,666666667	Satisfactory	Sufficient
	U	11	0,523809524				
11	L	19	0,904761905	0,285714286	0,761904762	Satisfactory	Easy
	U	13	0,619047619				
12	L	17	0,80952381	0,285714286	0,666666667	Satisfactory	Sufficient
	U	11	0,523809524				
13	L	16	0,761904762	0,285714286	0,619047619	Satisfactory	Sufficient
	U	10	0,476190476				
14	L	16	0,761904762	0,476190476	0,523809524	Good	Sufficient
	U	6	0,285714286				
15	L	17	0,80952381	0,285714286	0,666666667	Satisfactory	Sufficient
	U	11	0,523809524				
16	L	17	0,80952381	0,428571429	0,595238095	Good	Sufficient
	U	8	0,380952381				
17	L	12	0,571428571	-0,142857143	0,642857143	Negative	Sufficient
	U	15	0,714285714				
18	L	15	0,714285714	0,285714286	0,571428571	Satisfactory	Sufficient
	U	9	0,428571429				
19	L	16	0,761904762	0,285714286	0,619047619	Satisfactory	Sufficient
	U	10	0,476190476				
20	U	15	0,714285714	0,285714286	0,571428571	Satisfactory	Sufficient
	L	9	0,428571429				
21	U	16	0,761904762	0,19047619	0,666666667	Poor	Sufficient
	L	12	0,571428571				
22	U	20	0,952380952	0,380952381	0,761904762	Satisfactory	Easy
	L	12	0,571428571				

23	U	18	0,857142857	0,476190476	0,619047619	Good	Sufficient
	L	8	0,380952381				
24	U	16	0,761904762	0,333333333	0,595238095	Satisfactory	Sufficient
	L	9	0,428571429				
25	U	16	0,761904762	0,333333333	0,595238095	Satisfactory	Sufficient
	L	9	0,428571429				
26	U	9	0,428571429	0,285714286	0,285714286	Satisfactory	Difficult
	L	3	0,142857143				
27	U	18	0,857142857	0,333333333	0,69047619	Satisfactory	Sufficient
	L	11	0,523809524				
28	U	18	0,857142857	0,238095238	0,738095238	Satisfactory	Easy
	L	13	0,619047619				
29	U	14	0,666666667	-0,095238095	0,714285714	Negative	Easy
	U	16	0,761904762				
30	L	17	0,80952381	0,238095238	0,69047619	Satisfactory	Sufficient
	U	12	0,571428571				
31	L	15	0,714285714	0,095238095	0,666666667	Poor	Sufficient
	U	13	0,619047619				
32	L	17	0,80952381	0,333333333	0,642857143	Satisfactory	Sufficient
	U	10	0,476190476				
33	L	14	0,666666667	0,380952381	0,476190476	Satisfactory	Sufficient
	U	6	0,285714286				
34	L	19	0,904761905	0,476190476	0,666666667	Good	Sufficient
	U	9	0,428571429				
35	L	18	0,857142857	0,238095238	0,738095238	Satisfactory	Easy
	U	13	0,619047619				
36	L	17	0,80952381	0,238095238	0,69047619	Satisfactory	Sufficient
	U	12	0,571428571				
37	L	9	0,428571429	0,285714286	0,285714286	Satisfactory	Difficult
	U	3	0,142857143				
38	L	16	0,761904762	0,238095238	0,642857143	Satisfactory	Sufficient
	U	11	0,523809524				
39	U	17	0,80952381	0,285714286	0,666666667	Satisfactory	Sufficient
	L	11	0,523809524				
40	U	20	0,952380952	0,333333333	0,785714286	Satisfactory	Easy
	L	13	0,619047619				
41	U	18	0,857142857	0,285714286	0,714285714	Satisfactory	Easy
	L	12	0,571428571				
42	U	16	0,761904762	0,476190476	0,523809524	Good	Sufficient
	L	6	0,285714286				
43	U	16	0,761904762	0,238095238	0,642857143	Satisfactory	Sufficient
	L	11	0,523809524				
44	U	16	0,761904762	0,333333333	0,595238095	Satisfactory	Sufficient
	L	9	0,428571429				
45	U	17	0,80952381	0,333333333	0,642857143	Satisfactory	Sufficient
	L	10	0,476190476				

Note: U = The Upper group of 50% N with higher scores
L = The Lower group of 50% N with the lower scores
TSU = True Score of the Upper Group of each item
TSL = True Score of the Lower Group of each item

The Tabulation of Odd Numbers; The Testing of Reliability

Subjects	Score of Odd Numbers																			Total X	X ²	
	1	3	5	7	9	11	13	15	17	19	21	23	25	27	29	31	33	35	37			39
1	1	1	1	1	1	1	0	0	0	1	0	0	1	1	0	0	0	0	0	0	9	81
2	0	0	1	1	1	1	1	0	0	1	0	1	0	0	1	1	1	1	1	0	12	144
3	0	1	1	1	0	0	1	1	1	0	1	0	1	1	0	0	0	0	1	1	11	121
4	1	0	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	0	1	17	289
5	1	0	1	1	1	0	1	1	0	1	1	0	1	1	1	1	0	0	1	0	13	169
6	0	1	1	0	0	1	0	0	1	0	1	0	1	0	1	0	1	0	0	0	8	64
7	1	1	0	0	1	1	0	1	1	1	0	1	1	1	1	0	1	0	0	1	13	169
8	0	0	1	1	0	1	1	1	1	1	0	0	0	1	0	1	1	1	1	1	13	169
9	1	1	1	1	1	1	0	1	1	1	1	0	1	0	1	1	0	1	1	1	16	256
10	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	19	361
11	1	1	1	0	0	1	1	0	0	1	1	0	0	1	1	1	1	1	1	1	14	196
12	0	1	0	1	1	0	1	1	0	1	1	1	1	1	1	1	1	1	0	0	14	196
13	0	0	1	0	1	1	1	1	0	0	1	0	1	0	1	1	0	0	0	1	10	100
14	1	0	0	1	1	0	0	1	0	1	0	0	1	0	1	0	1	1	1	0	10	100
15	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	19	361
16	1	0	0	1	1	0	0	1	1	0	1	0	0	1	0	1	1	1	0	1	11	121
17	0	1	1	0	1	1	1	1	0	0	0	0	1	0	1	0	0	1	0	0	9	81
18	0	0	1	0	0	1	0	0	1	0	1	0	1	1	0	1	1	1	1	0	10	100
19	1	1	0	1	1	0	1	1	0	1	0	0	1	0	0	1	0	0	0	0	9	81
20	0	1	1	0	1	1	1	0	1	0	1	1	1	1	1	0	1	1	0	1	14	196
21	1	0	0	1	0	1	1	0	0	0	1	0	1	0	1	1	1	1	0	1	11	121
22	0	1	0	1	1	1	1	1	1	1	0	1	1	1	0	1	1	1	1	1	16	256
23	1	1	1	0	1	0	0	1	0	1	1	0	1	0	1	1	1	1	1	1	14	196
24	0	0	1	0	0	0	0	0	0	0	1	0	0	0	0	1	0	1	0	0	4	16
25	0	1	1	1	1	1	1	1	0	1	0	0	1	1	1	1	1	1	1	1	16	256
26	0	1	1	0	1	0	1	0	1	1	1	0	1	0	0	0	0	1	0	0	9	81
27	1	0	1	1	1	1	1	0	1	1	1	1	0	1	1	0	0	1	0	0	13	169
28	1	0	0	0	1	0	1	1	1	1	0	0	1	0	0	1	1	1	0	1	11	121
29	0	1	1	1	1	1	1	1	1	1	0	0	1	1	1	1	0	1	1	1	16	256
30	1	0	1	1	0	0	1	1	1	1	1	1	1	0	1	1	1	1	1	1	16	256
31	1	0	1	0	1	1	0	1	1	1	0	0	1	1	1	1	1	1	1	0	14	196
32	0	1	1	1	1	1	1	0	1	1	1	1	1	1	1	0	1	1	1	1	17	289
33	1	0	1	0	1	0	1	0	0	1	0	0	0	1	1	1	0	1	0	1	10	100
34	1	0	1	1	1	0	1	1	0	1	1	1	1	1	1	1	0	1	1	0	15	225
35	0	0	1	0	1	1	0	0	0	1	0	0	0	0	0	0	1	0	0	1	6	36
36	0	1	1	1	0	0	0	0	0	0	0	0	1	1	1	0	1	0	1	1	9	81
37	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	0	1	1	1	1	18	324
38	0	1	1	0	0	0	1	0	1	1	1	0	0	1	1	0	0	0	0	0	8	64
39	1	1	1	1	1	1	1	0	1	1	0	0	1	1	0	1	0	1	1	1	15	225
40	1	1	1	1	1	1	1	1	1	1	1	0	1	0	1	1	1	1	0	1	17	289
41	0	1	0	1	1	0	0	0	0	1	0	0	0	1	0	1	1	1	0	0	8	64
42	1	1	1	0	1	1	0	0	1	1	1	1	1	1	1	1	1	1	1	1	16	256
43	1	1	1	1	1	0	1	1	0	1	1	0	0	1	1	1	1	1	1	1	16	256
	24	26	34	27	33	26	29	25	24	33	26	12	32	28	29	30	27	33	23	25	546	7488

The Tabulation of Even Numbers; The Testing of Reliability

Subjects	Score of Even Numbers																				Total	
	2	4	6	8	10	12	14	16	18	20	22	24	26	28	30	32	34	36	38	40	Y	Y ²
1	0	0	0	0	1	0	1	1	1	0	1	0	0	1	1	0	0	1	1	1	10	100
2	0	1	0	0	0	0	0	1	1	0	0	0	0	0	0	0	0	0	1	1	5	25
3	0	1	1	1	1	0	1	0	0	1	1	1	0	0	1	0	1	0	0	0	10	100
4	1	1	1	0	1	1	1	0	1	1	1	1	1	0	1	1	1	1	1	1	17	289
5	0	1	1	1	1	1	1	1	0	1	1	0	1	1	0	1	1	0	0	1	14	196
6	1	1	0	1	0	0	0	1	1	1	1	0	0	0	1	0	1	1	1	1	12	144
7	0	0	1	0	1	0	1	0	0	0	0	1	1	1	1	1	1	1	1	0	11	121
8	0	0	0	1	0	1	1	0	1	0	0	1	1	0	0	0	0	1	1	1	9	81
9	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	0	1	1	0	1	17	289
10	0	1	1	1	0	1	0	1	1	1	1	1	1	1	1	1	1	0	1	1	16	256
11	0	1	1	1	1	0	1	0	0	1	0	1	1	0	0	0	1	1	1	1	12	144
12	1	0	0	1	0	1	1	1	1	0	1	0	0	0	1	1	1	1	1	1	13	169
13	1	0	0	0	0	0	0	1	0	0	1	1	1	0	0	1	0	1	0	1	8	64
14	0	0	0	0	0	1	0	1	1	0	0	1	1	1	1	0	1	1	1	0	10	100
15	0	1	1	1	1	1	1	1	1	1	1	1	1	0	1	0	1	1	1	1	17	289
16	1	1	0	0	1	1	1	1	0	1	0	1	0	0	0	0	0	0	0	1	9	81
17	1	0	0	0	1	0	0	0	1	0	1	0	1	0	0	0	1	0	1	1	8	64
18	0	1	1	1	0	1	1	0	1	0	1	1	0	0	1	0	1	0	0	0	10	100
19	0	0	0	0	1	0	0	0	1	1	0	0	1	1	1	0	1	1	1	0	9	81
20	1	1	1	0	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	18	324
21	0	1	0	0	0	0	0	0	1	1	0	0	1	1	0	0	0	1	0	0	6	36
22	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	0	0	1	1	1	17	289
23	0	1	0	1	1	1	0	1	1	1	1	1	1	1	1	1	1	0	1	1	16	256
24	1	1	0	1	1	1	1	1	1	1	0	1	1	0	1	0	1	1	0	0	14	196
25	1	1	1	1	0	1	1	1	1	1	0	1	1	1	0	0	1	1	1	1	16	256
26	1	1	0	1	1	0	0	0	0	0	1	1	1	0	1	0	1	0	0	0	9	81
27	0	0	1	0	1	1	1	1	0	1	1	1	0	0	1	0	1	1	1	1	13	169
28	0	0	0	1	0	0	0	0	0	1	0	1	1	0	1	1	0	0	1	0	7	49
29	1	1	0	1	1	1	1	1	1	1	1	0	1	1	1	0	1	1	0	1	16	256
30	1	0	1	1	1	0	1	0	1	0	0	1	1	1	1	0	1	1	1	1	14	196
31	1	1	1	1	1	1	1	0	1	1	1	1	1	0	1	1	0	1	0	0	15	225
32	0	1	1	1	1	0	0	1	0	1	0	1	1	1	0	0	1	1	1	1	13	169
33	1	1	0	0	1	0	1	1	0	0	1	0	0	0	1	0	0	1	0	1	9	81
34	1	0	1	1	1	1	1	1	1	1	1	1	0	1	1	0	0	1	0	0	14	196
35	1	1	0	1	1	1	0	0	1	0	1	0	0	1	1	0	0	0	1	1	11	121
36	0	0	0	1	1	0	0	1	1	0	0	0	1	0	1	0	1	1	0	0	8	64
37	1	0	0	0	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	0	14	196
38	1	1	0	1	0	0	0	1	0	1	0	1	0	0	0	0	1	0	1	0	8	64
39	1	1	0	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	18	324
40	0	1	1	1	1	1	0	1	0	1	0	1	0	1	1	0	1	0	1	1	13	169
41	0	0	0	1	0	0	0	0	0	0	0	0	1	0	0	0	0	1	0	1	4	16
42	1	1	0	1	1	1	1	1	1	1	1	0	1	1	1	1	0	1	1	0	16	256
43	1	1	1	1	1	0	1	1	0	1	1	1	1	1	1	0	1	1	1	1	17	289
	23	28	19	29	29	23	26	27	28	27	26	29	30	21	31	13	29	30	27	28	523	6971

The Tabulation of Reliability Testing

Subjects	Item's scores		X ²	Y ²	XY
	Odd Numbers (X)	Even Numbers (Y)			
1	9	10	81	100	90
2	12	5	144	25	60
3	11	10	121	100	110
4	17	17	289	289	289
5	13	14	169	196	182
6	8	12	64	144	96
7	13	11	169	121	143
8	13	9	169	81	117
9	16	17	256	289	272
10	19	16	361	256	304
11	14	12	196	144	168
12	14	13	196	169	182
13	10	8	100	64	80
14	10	10	100	100	100
15	19	17	361	289	323
16	11	9	121	81	99
17	9	8	81	64	72
18	10	10	100	100	100
19	9	9	81	81	81
20	14	18	196	324	252
21	11	6	121	36	66
22	16	17	256	289	272
23	14	16	196	256	224
24	4	14	16	196	56
25	16	16	256	256	256
26	9	9	81	81	81
27	13	13	169	169	169
28	11	7	121	49	77
29	16	16	256	256	256
30	16	14	256	196	224
31	14	15	196	225	210
32	17	13	289	169	221
33	10	9	100	81	90
34	15	14	225	196	210
35	6	11	36	121	66
36	9	8	81	64	72
37	18	14	324	196	252
38	8	8	64	64	64
39	15	18	225	324	270
40	17	13	289	169	221
41	8	4	64	16	32
42	16	16	256	256	256
43	16	17	256	289	272
	546	523	7488	6971	7037

Notes:

$$\begin{aligned}
 N &= 43 \\
 \Sigma X &= 546 \\
 \Sigma Y &= 523 \\
 \Sigma X^2 &= 7488 \\
 \Sigma Y^2 &= 6971 \\
 \Sigma XY &= 7037
 \end{aligned}$$

The Calculations of Reliability Coefficient by using the Microsoft Excel Computation are:

$$R_{hh} = 0.68082$$

$$R_{tt} = 0.81011$$

R_{hh} = The half score of reliability coefficient

R_{tt} = The Full Score of reliability coefficient

X = Score of Odd numbers

Y = Score of Even numbers

The Tabulation of Data Analysis

No	Control Group								No	Experimental Group							
	T-F			MC			Xb	Xb ²		T-F			MC			Xa	Xa ²
	R	W	S ₁	R	W	S ₂				R	W	S ₁	R	W	S ₂		
1	11	4	7	17	8	15	55	3025	1	10	5	5	20	5	19	59.38	3525.39
2	12	1	11	23	2	23	83.75	7014.06	2	11	4	7	22	3	21	70.63	4987.89
3	12	3	9	20	5	19	69.38	4812.89	3	10	5	5	18	7	16	53.13	2822.27
4	11	4	7	21	4	20	67.5	4556.25	4	9	6	3	17	8	15	45	2025
5	8	6	2	17	8	15	42.5	1806.25	5	11	4	7	17	8	15	55	3025
6	8	7	1	19	6	18	46.25	2139.06	6	12	3	9	20	5	19	69.38	4812.89
7	9	6	3	16	6	15	43.75	1914.06	7	9	6	3	21	4	20	57.5	3306.25
8	9	6	3	19	6	18	51.25	2626.56	8	14	1	13	24	1	24	91.88	8441.02
9	10	5	5	17	8	15	50	2500	9	13	2	11	21	4	20	77.5	6006.25
10	7	7	0	21	4	20	50	2500	10	11	4	7	20	5	19	64.38	4144.14
11	6	5	1	19	6	18	46.25	2139.06	11	12	3	9	17	8	15	60	3600
12	7	6	1	15	7	13	35.63	1269.14	12	9	6	3	15	9	13	39.38	1550.39
13	8	7	1	16	8	14	37.5	1406.25	13	8	7	1	18	7	16	43.13	1859.77
14	7	8	-1	15	10	13	28.75	826.563	14	12	3	9	19	6	18	66.25	4389.06
15	10	5	5	14	11	11	40.63	1650.39	15	7	7	0	15	10	13	31.25	976.563
16	12	3	9	19	6	18	66.25	4389.06	16	8	6	2	17	8	15	42.5	1806.25
17	8	7	1	15	9	13	34.38	1181.64	17	12	3	9	18	7	16	63.13	3984.77
18	13	2	11	18	7	16	68.13	4641.02	18	9	6	3	20	5	19	54.38	2956.64
19	9	6	3	17	8	15	45	2025	19	11	4	7	18	7	16	58.13	3378.52
20	11	4	7	16	9	14	51.88	2691.02	20	12	3	9	21	4	20	72.5	5256.25
21	8	7	1	16	9	14	36.88	1359.77	21	9	5	4	19	6	18	53.75	2889.06
22	10	5	5	19	6	18	56.25	3164.06	22	10	5	5	18	7	16	53.13	2822.27
23	11	4	7	21	4	20	67.5	4556.25	23	9	6	3	21	4	20	57.5	3306.25
24	7	8	-1	20	5	19	44.38	1969.14	24	9	6	3	18	7	16	48.13	2316.02
25	10	4	6	17	8	15	52.5	2756.25	25	12	3	9	16	9	14	56.88	3234.77
26	8	7	1	16	9	14	36.88	1359.77	26	13	2	11	22	3	21	80.63	6500.39

27	12	3	9	19	6	18	66.25	4389.06	27	9	6	3	17	8	15	45	2025
28	10	5	5	20	5	19	59.38	3525.39	28	10	5	5	20	5	19	59.38	3525.39
29	11	4	7	23	2	23	73.75	5439.06	29	11	4	7	23	2	23	73.75	5439.06
30	10	5	5	10	15	6.3	28.13	791.016	30	13	2	11	15	10	13	58.75	3451.56
31	4	6	-2	16	9	14	29.38	862.891	31	8	7	1	16	9	14	36.88	1359.77
32	7	8	-1	13	12	10	22.5	506.25	32	6	9	-3	18	7	16	33.13	1097.27
33	9	4	5	15	10	13	43.75	1914.06	33	8	7	1	19	6	18	46.25	2139.06
34	5	10	-5	19	6	18	31.25	976.563	34	9	6	3	17	8	15	45	2025
35	7	8	-1	14	11	11	25.63	656.641	35	11	4	7	21	4	20	67.5	4556.25
36	9	6	3	15	10	13	38.75	1501.56	36	12	3	9	20	5	19	69.38	4812.89
37	12	3	9	13	12	10	47.5	2256.25	37	9	6	3	22	3	21	60.63	3675.39
38	10	5	5	20	5	19	59.38	3525.39	38	8	7	1	21	4	20	52.5	2756.25
39	13	2	11	19	6	18	71.25	5076.56	39	9	6	3	17	8	15	45	2025
40	11	4	7	16	9	14	51.88	2691.02	40	8	7	1	16	9	14	36.88	1359.77
41	9	6	3	21	4	20	57.5	3306.25	41	13	2	11	19	6	18	71.25	5076.56
42	10	5	5	21	4	20	62.5	3906.25	42	11	4	7	23	2	23	73.75	5439.06
							2077	111603								2399	144686

Note:

- T-F : The True-false Test
- MC : The Multiple Choice Test
- R : The Right Scores
- W : The Wrong Scores
- S_1 : Scores of the True-false Test
- S_2 : Scores of the Multiple Choice Test
- $\sum X_a$: Scores of the Experimental Group
- $\sum X_a^2$: The Square Scores of the Experimental Group
- $\sum X_b$: Scores of the Control Group
- $\sum X_b^2$: The Square Scores of the Control Group

The Tables of Experiment Description

Table A. The Schedule of Administering the Treatment

Time	Date of October, 2002													
	13	14	15	16	17	18	19	20	21	22	23	24	25	26
0700 - 0745				CG							CG			
0745 - 0830				CG							CG			
0830 - 0915														
0915 - 1000														
1015 - 1100														
1100 - 1145						CG							CG	
1145 - 1230														
1230 - 1315				EG	EG						EG	EG		

Note: CG: Activities for the Control Group by the researcher

EG :Treatment for the Experimental Group by the researcher

Table B. Recapitulation of the Experiment.

Meet	Guides	Group	Date	Theme	Source	Technique	Teacher
I	Lesson Plan I	Experimental	10/16/02	Vegetables & Fruits	Hello Magazine	Three Phase Technique	Researcher
		Control	10/16/02	Flora & Fauna	Grasindo (Textbook)	Three Phase Technique	Researcher
II	Lesson Plan II	Experimental	10/17/02	Music	Hello Magazine	Three Phase Technique	Researcher
		Control	10/18/02	Culture & Arts	Grasindo (Textbook)	Three Phase Technique	Researcher
III	Lesson Plan III	Experimental	10/23/02	Artist	Hello Magazine	Three Phase Technique	Researcher
		Control	10/23/02	Artist	Grasindo (Textbook)	Three Phase Technique	Researcher
IV	Lesson Plan IV	Experimental	10/24/02	Dry season	Jakarta Post	Three Phase Technique	Researcher
		Control	10/25/02	Irrigation	Grasindo (Textbook)	Three Phase Technique	Researcher

Table C. Procedures of Maximizing The Internal and External Validity

No	Procedures	The Potential Threats
1	<ul style="list-style-type: none"> a. The use of control group b. Both of groups have been selected from the same population, and before the experiment, they have received the same materials from the same teacher. c. During the experiment, both of groups received materials from the same teacher. d. The duration of ten days. 	History (previous and concurrent) and Maturation
2	Do not use pre-testing	Pre-testing
3	Establish piloting of instrument	Instrumentation
4	Establish the proper procedures of scoring	Statistical Regression
5	The use of follow-up procedures with a portion of those who leave the study	Mortality
6	Select the classes which have the similar capability	Selection
7	Control the experiment in the same portion for both of groups	Multiple-treatment Interference
8	<ul style="list-style-type: none"> a. The use of control group b. Control the experiment in the same portion for both of groups 	Effects of Experimental Arrangements

(Campbell and Stanley, 1968; Bieger and Gerlach, 1996)



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Nomor : 207 /J25.1.5/PL5/2002

Jember, 20 Oktober.....,2002

Lampiran : Proposal
Perihal : Ijin Penelitian

Kepada : Yth. ~~Sdr. Bpk.~~ Kepala SMUN I.....

Arjasa.....

di -

Tempat.....

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Jember menerangkan bahwa Mahasiswa tersebut di bawah ini :

Nama : ADRIADI NOVAWAN.....

Nim : 97 - 1100.....

Jurusan/Program : Pendidikan Bahasa dan Seni / Bhs. Inggris.....

Berkenaan dengan penyelesaian studinya, mahasiswa tersebut bermaksud melaksanakan penelitian dilembaga saudara dengan Judul :

Effects of Authentic Reading Materials on Reading.....

Comprehension Achievement of the second year students of.....

SMUN I Arjasa in the 2002/2003 Academic year.....

Sehubungan dengan hal tersebut kami mohon perkenan saudara agar memberikan ijin, dan sekaligus bantuan informasi yang diperlukannya.

Demikian atas perkenan dan kerjasamanya kami mengucapkan terima kasih.

a.n. Dekan
Pembantu Dekan I,

Drs. H. MISNO AL, M.Pd
NIP. 130 937 191

PEMERINTAH KABUPATEN JEMBER
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Jl. Sultan Agung No. 64 Arjasa 68191 Telp. (0331) 540133

SURAT KETERANGAN

Nomer : 421.3/ 390 /436.318 .02 / 2002

Yang bertanda tangan di bawah ini :

Nama : Drs. M. K A M I L, M.si.
NIP : 131 612 116
Jabatan : Kepala Sekolah

Menerangkan dengan sesungguhnya bahwa,

Nama : Adriadi Novawan
Tempat, Tanggal Lahir : Mojokerto, 10 November 1977
Fakultas / Jurusan : FKIP / Pendidikan Bahasa Inggris
Alamat : Jl. Kalimantan No. 44 B Jember

Yang bersangkutan telah melaksanakan penelitian di SMU Negeri I Arjasa tahun pelajaran 2002 / 2003 dalam rangka menyelesaikan tugas akhir perkuliahan di Fakultas Keguruan dan Ilmu Pendidikan Jurusan Bahasa Inggris

Demikian Surat keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Jember, 04 November 2002

Kepala Sekolah



Drs. M. K A M I L, M.si.

131 612 115

**DEPARTEMEN PENDIDIKAN NASIONAL
UNIVERSITAS JEMBER
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**

LEMBAR KONSULTASI PENYUSUNAN SKRIPSI

N a m a : Adriadi Novawan
 NIM/Angkatan : 97 - 1100 / 1997
 Jurusan/Program Studi : Pend. Bahasa dan Seni/Pend. Bhs Inggris
 Judul Skripsi : Effects of Authentic Reading Materials on Reading
Comprehension Achievement of the Second Year Students
of SMUN I Arjasa in the 2002/2003 Academic Year.
 Pembimbing I : Drs. I. Putu Sukmaantara, MEd.
 Pembimbing II : Drs. Bambang Arya WP.

KEGIATAN KONSULTASI

No	Hari/Tanggal	Materi Konsultasi	T.T. Pembimbing
1.	Senin, 11-03-2002	Judul dan Matrix	<i>Stz</i>
2.	Senin, 8-04-2002	Bab I	<i>Stz</i>
3.	Senin, 15-04-2002	Bab II	<i>Stz</i>
4.	Jumat, 19-04-2002	Bab II	<i>Stz</i>
5.	Kamis, 25-04-2002	Bab III	<i>Stz</i>
6.	Selasa, 21-05-2002	Revisi Bab I, II, III	<i>Stz</i>
7.	Rabu, 29-05-2002	Revisi Bab I, II, III	<i>Stz</i>
8.	Rabu, 31-07-2002	Instrument	<i>Stz</i>
9.	Kamis, 10-10-2002	Proposal	<i>Stz</i>
10.	Selasa, 13-01-2003	Bab IV, V	<i>Stz</i>
11.	Senin, 19-01-2003	Bab IV, V	<i>Stz</i>
12.	Jumat, 24-01-2003	Bab IV, V	<i>Stz</i>
13.			
14.			
15.			

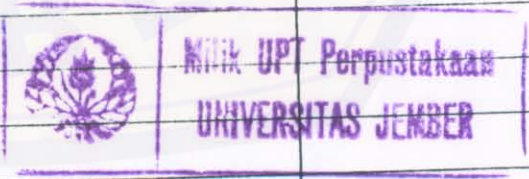
CATATAN : 1. Lembar ini harus dibawa dan diisi setiap melakukan konsultasi
 2. Lembar ini harus dibawa sewaktu Seminar Proposal Skripsi dan Ujian Skripsi

LEMBAR KONSULTASI PENYUSUNAN SKRIPSI

N a m a : Adriadi Novawan
 NIM/Angkatan : 97 / 1100
 Jurusan/Program Studi : Pend. Bahasa dan Seni/Pend. Bhs Inggris
 Judul Skripsi : Effects of Authentic Reading Materials on Reading Comprehension Achievement of the Second Year Students of SMUN I Arjasa in the 2002/2003 Academic Year
 Pembimbing I : Drs. I Putu Sukmaantara, MEd.
 Pembimbing II : Drs. Bambang Arya WP.

KEGIATAN KONSULTASI

No	Hari/Tanggal	Materi Konsultasi	T.T. Pembimbing
1.	Selasa, 5-03-2002	Judul dan Matrix	<i>[Signature]</i>
2.	Senin, 18-03-2002	Bab I	<i>[Signature]</i>
3.	Sabtu, 6-04-2002	Bab II	<i>[Signature]</i>
4.	Jumat, 19-04-2002	Bab III	<i>[Signature]</i>
5.	Jumat, 26-04-2002	Revisi Bab. I, II, III	<i>[Signature]</i>
6.	Kabu, 31-07-2002	Instrument	<i>[Signature]</i>
7.	Kamis, 10-10-2002	Proposal	<i>[Signature]</i>
8.	Selasa, 6-01-2003	Bab. IV, V	<i>[Signature]</i>
9.			
10.			
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CATATAN : 1. Lembar ini harus dibawa dan diisi setiap melakukan konsultasi
 2. Lembar ini harus dibawa sewaktu Seminar Proposal Skripsi dan Ujian Skripsi