



**THE USE OF AUTHENTIC MATERIAL TO IMPROVE THE 8<sup>TH</sup> GRADE  
STUDENTS' ACTIVE PARTICIPATION AND THEIR READING COMPREHENSION  
ACHIEVEMENT  
AT MTSN PERAK JOMBANG**

**THESIS**

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**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM  
LANGUAGE AND ARTS EDUCATION DEPARTMENT  
FACULTY OF TEACHER TRAINING AND EDUCATION  
JEMBER UNIVERSITY  
2018**



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**THESIS**

Presented to University of Jember in Partial fulfillment on the requirements for  
the Degree of *Sarjana* at the English Education Program, Language and Arts  
Education Departments, Faculty of Teacher Training and Education

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**2018**

### **STATEMENT OF THESIS AUTHENTICITY**

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

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

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**WAHYU ALI AZHAR**

## DEDICATION

This thesis is proudly dedicated to:

1. My beloved Father, Bapak Ali Ridlo and My beloved Mother, Ibu Indah Wahyu Budiati, thank you so much for your motivation, guidance and attention, the love and for your pray day and night. You give your best to take care of me.
2. My beloved younger Sisters Fairuz Izzati and Qutrotunnada. Thank you for the support, the joy and happiness.
3. My beloved Aunt, Nur Walidah Fajriati (TIDA), Thank you for the support.

**MOTTO**

**“The success is a small point, that is at the top of a mountain of failures,**

**If you want be succesful, look for failure as much as possible.”**

**“Don't be afraid of failures.”**

**“Bob Sadino”**



**CONSULTANTS` APPROVAL**

**THE USE OF AUTHENTIC MATERIAL TO IMPROVE THE 8<sup>TH</sup> GRADE  
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**THESIS**

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2. The Chairperson of the Language and Arts Department.
3. The Chairperson of the English Education Study Program.
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I believe that this thesis might have some weaknesses. Therefore, any criticism from those who really want to improve the thesis will be wisely appreciated.

Jember, September 2018

The writer



## SUMMARY

**The use of authentic material to improve the 8<sup>th</sup> grade students` active participation and their reading comprehension achievement at MTsN Perak Jombang;** Wahyu Ali Azhar, 110210401063; 2018; **pages**; English Language Education Study Program, Language and Arts Department, The Faculty of Teacher Training and Education, Jember Univeristy.

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Keywords : Classroom Action Research, Descriptive Text, Materials Adapted from the Internet

English is used in all aspects of life including education. English is used as a medium to explore science and technology in educational field. Today English has affected many sectors in the world, ranging from social, culture, economic and science. For example, in science, most of the previous discoveries are written in English. It deals with the position of English as international language. Thus, the next scientist must be able to use English to learn about the previous discoveries and communicate with other scientists from other country to find the discoveries in the future. Therefore, the need to master English well to compete in the international sector is required. People need to study English intensively to master the English well. In Indonesia, English is taught as a compulsory subject in Junior and Senior high schools.

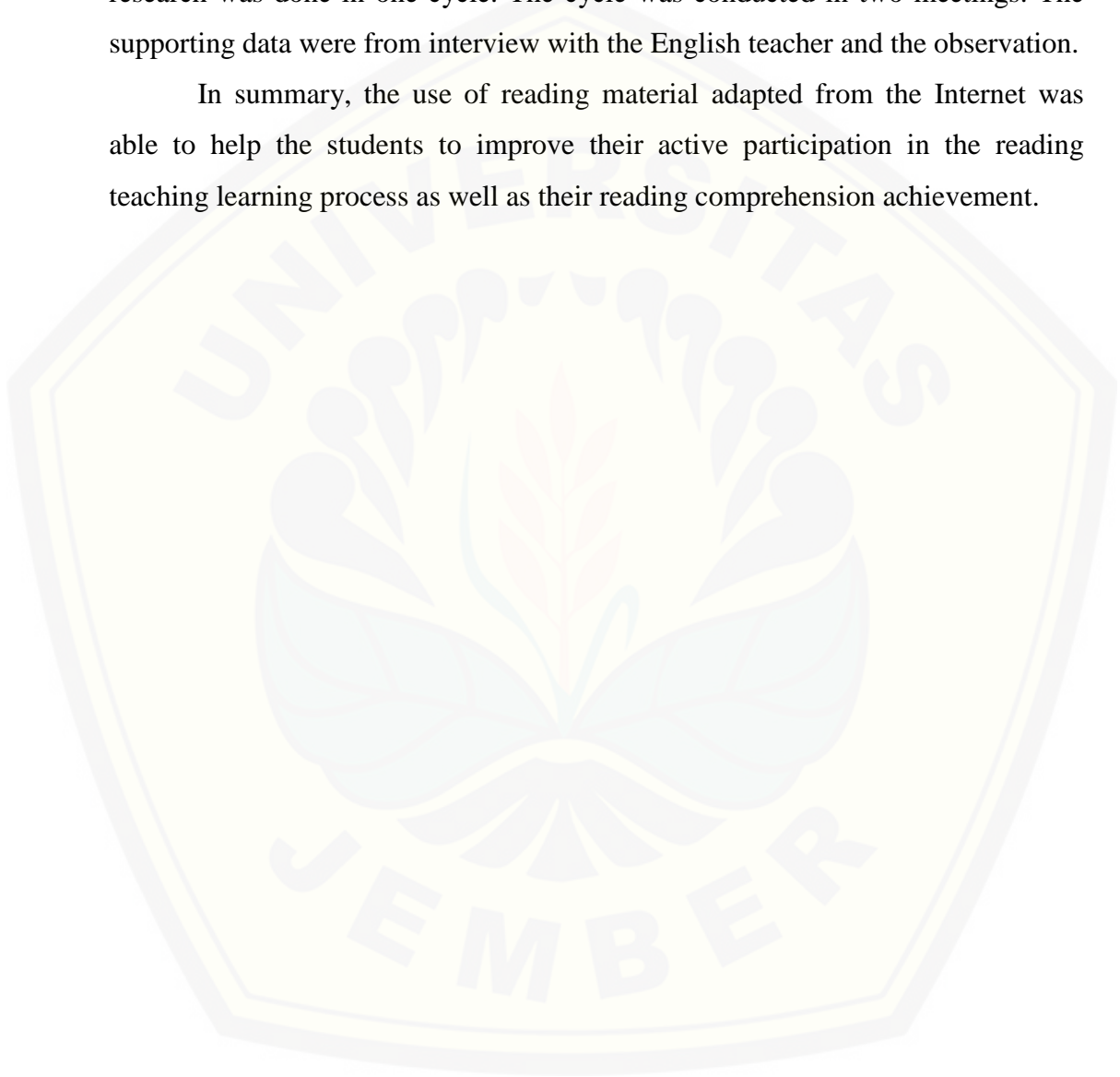
This classroom action research was intended to increase the eight grade students` reading comprehension achievement and active participation by using materials of descriptive text adapted from the internet at MTsN Perak Jombang. According to the English teacher`s explanation, the problem is the students not always understand the word meaning.

Materials taken from the Internet were commonly used in teaching learning process. In addition, nowadays, technology is very close to our live. It can be concluded that the materials from internet especially in reading totally give

much beneficial effects for the students who learn English as a foreign language. The strengths of reading materials from the internet are: accessible, variety of media, up-to-date information access, navigation, and low cost.

This research was done collaboratively with the English teacher. This research was done in one cycle. The cycle was conducted in two meetings. The supporting data were from interview with the English teacher and the observation.

In summary, the use of reading material adapted from the Internet was able to help the students to improve their active participation in the reading teaching learning process as well as their reading comprehension achievement.



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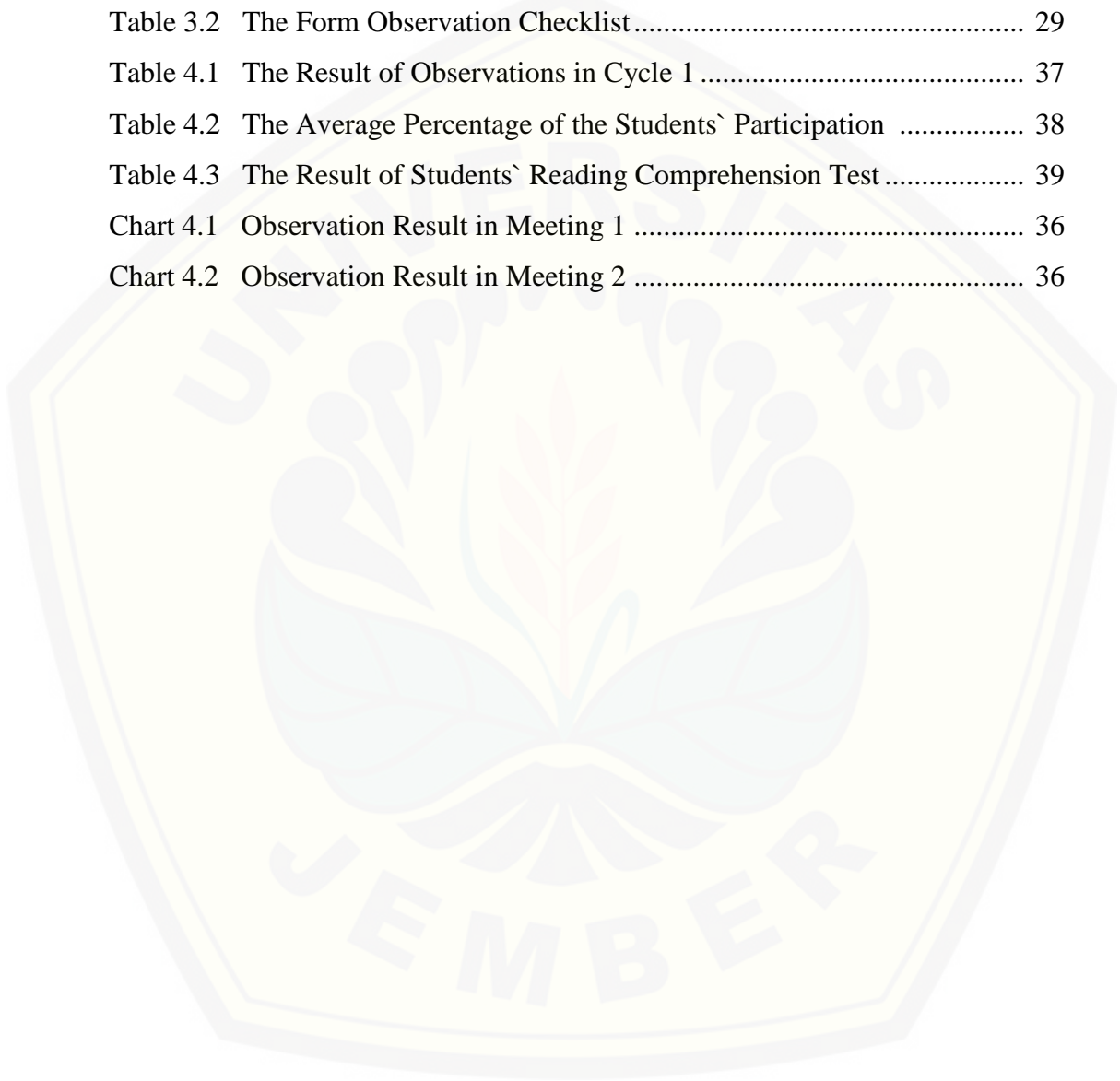
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## CHAPTER 1. INTRODUCTION

This research focuses on the use of authentic material in teaching reading comprehension to improve students' active participation and their reading comprehension achievement. This chapter presents some aspects to underpin the topic of the research. It includes background of the research, research problems, objectives of the research, and significance of the research. The research participants are the 8<sup>th</sup> grade students of MTsN Perak Jombang.

### 1.1. Background of the Research

English has become important for all aspects, like business, science, technology and education. It plays an important role in Indonesian education system due to the fact that English becomes an international language. In the attachment of National Education Ministry Regulation (*Lampiran Peraturan Menteri Pendidikan*) number 23/2006 about graduates' standard competence, it is stated that the SMP graduates should be able to perform four language skills (listening, speaking, reading, writing) both in *Bahasa Indonesia* and in English. Carrel, et. al (1995:1) states that for many students, reading is one of the difficult skills besides other skills such as listening, speaking and writing.

Primarily, reading is a means of communicating information between the writer and the reader. Students will do some activities such as guessing, checking and answering questions to understand what the writer means. Guessing helps the students to comprehend the text they read that becomes the main point in reading activity. Crawley (2000:40) points out that "comprehension means understand what is heard or read and the main purpose of reading is to understand or comprehend the communication between the author and the author's audience". Further, he states that comprehending the text is the only way to know the meaning or the purpose of the author in delivering their idea through the text. Thus, without comprehension the students are not really doing reading activity and cannot get the message from the text they have read.

The preliminary study was conducted at MTsN Perak Jombang on August, 23<sup>rd</sup> 2016 by interviewing the English teacher of the 8<sup>th</sup> grade students.

There were four classes at the school; class VIII A, VIII B, VIII C and VIII D. Based on the information from the English teacher, the average of class VIII A, is the lowest score (69,94). It is known by the school documents of daily test result showed there were 13 of 30 students who got under the standard score (75). Most of the students still had difficulties in comprehending the words, sentences, paragraphs, and the whole text. Besides, the students were not interested to learn reading skill.

Those problems needed to be solved and the students' reading comprehension achievement needs to be increased. To solve the problems, it is needed to find the appropriate materials that could increase their motivation to read and to be active in the teaching and learning reading process, so they can improve their reading comprehension achievement and their active participation. One of the materials that enables students to read with comprehension is authentic materials.

Rogers (1988), in Tamo (2009:74) defines authentic materials as "appropriate" and "quality" in terms of goals, objectives, learners' needs and interest and "natural" in terms of real life and meaningful communication. It means that authentic materials give the reader a chance to get real information and know what is going on in the world around them.

There are many sources of authentic reading materials, such as newspapers, magazines, brochures, menus, internet, comics and literature (novels, poems, and short stories). According to Kozma as quoted in Hill et al. (2004:443), learning from internet is a vehicle for delivering the information. Therefore, the use of internet in teaching and learning activities can serve as a medium to deliver information to students. The information taken from the internet, which is known as authentic materials. The materials can be in the form of written text, such as descriptive text. It will be distributed as learning materials which is very useful for teachers and students. Teachers can access and prepare the learning materials to be more various and interesting for students.

In this research, the authentic reading materials are used to solve the reading problems faced by the students. By using authentic reading materials, the

students are expected to gain the benefit from the exposure of the real language used in a real context. Therefore, it is the teacher's responsibility to motivate the students to read and be active in the process of teaching reading by providing the reading materials related to the students' real life. For those reasons, authentic reading materials are suitable for teaching reading.

Previous studies have shown the effectiveness of the use of Authentic Material in teaching learning process. Anas (2014) is the one of the researchers who conducted an classroom action research to the grade XI MIA (Matematika dan Ilmu Alam) students' of SMAN Rambipuji Jember. His research result shows that the use of authentic materials adapted from the internet was able to improve the XI-MIA 3 grade students' reading narrative text comprehension achievement as well as their active participation. The improvement could be seen from the percentage of the students who obtained the passing grade of reading from the score of pre-test to reading comprehension test, which was 54% to 77% in the end of cycle one. It means that reading materials from the internet in teaching learning process was useful to improve students reading comprehension achievement. The use of reading materials from the internet make the students retain their memory about what they have learnt, so it can improve their reading comprehension achievement. Besides, the result of observation proved that the media could improve the XI-MIA 3 grade students' active participation during the teaching learning process of reading narrative text.. The students' involvement during the teaching learning process of reading narrative text increased their motivation to follow the lesson. The good collaboration between the researcher and the English teacher in building students' understanding of narrative text make their active participation improved.

Further, another researcher who conducted classroom action research by using authentic material is Firdha (2012). The result of her study showed the improvement of the students class 8-F active participation in reading comprehension during the teaching and learning process at SMP Negeri 1 Jember. It is found from the percentage of students' active participation before implementing the action and after the action (cycle 1 and cycle 2). The percentage

of the students' active participation improved from 65% (before implementing the action) to 77.5% and 78% (after the action in cycle 1 and cycle 2). Moreover, the result of her research also showed the improvement of the students' reading comprehension achievement. It could be seen from the percentage of students who got the standard score of 75 or higher improved from 56% (before implementing the action) to 82% and 86% (after the action in cycle 1 and cycle 2). The mean score of reading comprehension achievement test improved from 69 (before implementing the action) to 78 and 79 (after the action in cycle 1 and cycle 2). From the result of some previous study above, it can be concluded that the use of authentic material in teaching and learning process is able to improve not only the students' active participation but also their reading comprehension achievement in the classroom.

Thus, the researcher is interested in conducting a classroom action research entitled "The Use of Authentic Material to Improve the 8<sup>th</sup> Grade Students' Active Participation and Their Reading Comprehension Achievement at Mtsn Perak Jombang". Hopefully, the result of this study will be useful for the readers, especially the English teacher in considering an authentic material which is appropriate to improve the students' reading comprehension.

## **1.2. The Problems of the Research**

Based on the background of the research above, the problems of this research are:

- 1.2.1** How can the use of authentic materials improve the 8<sup>th</sup> grade students' active participation in reading during the teaching learning process at MTsN Perak Jombang?
- 1.2.2** How can the use of authentic materials improve the 8<sup>th</sup> grade students' reading comprehension achievement at MTsN Perak Jombang?



### **1.3. The Objectives of the Research**

Based on the background of the research above, the objectives in this research are:

- 1.3.1.** To improve the 8<sup>th</sup> grade students` active participation by using authentic materialin teaching learning process at MTsN Perak Jombang.
- 1.3.2.** To improve the 8<sup>th</sup> grade students` reading comprehension achivement by using authentic materials at MTsN Perak Jombang.

### **1.4. The Significance of the Research**

The results of this research are expected to be useful for the English teacher, the students, and the other researchers.

#### **1.4.1. The English Teacher**

The result of this research is expected to be useful for the English teacher. Hopefully, the use of authentic material will help the English teacher select the appropriate materials for teaching reading comprehension to assist students to comprehend the text better by making them more active in the teaching learning process.

#### **1.4.2. The Students**

The result of this research is expected to give the students a new learning experience in reading comprehension activity by using authentic material to improve their active participation and their reading comprehension achievement in teaching learning process of reading, especially in comprehending word, sentences, paragraphs and text.

#### **1.4.3. The Future Researchers**

The result of this research is hopefully useful for the future researchers to be used as a reference to conduct a further research using different research design or research method to improve the quality of reading achievement.

## **CHAPTER 2.**

### **REVIEW OF RELATED LITERATURE**

This chapter presents the discussion of some literature related to the theories underpinned the research. Teaching reading by using authentic materials from internet can be more attractive and stimulate the students' interest in the teaching of reading than the use of other materials, since the materials provided are taken from the visual source. This chapter highlights some discussion of the literature related to theories applied in this research. They include reading comprehension achievement, students' active participation in teaching learning process of reading, reading materials from Internet, the advantages and disadvantages of using reading materials from Internet in the teaching of reading, the use of reading materials from Internet in the classroom, and the hypothesis of action. These issues are discussed respectively in the following section.

#### **2.1 Reading Comprehension Achievement**

Reading comprehension refers to the students' ability to understand the reading text given. It can be said that reading comprehension is the process of getting meaning from the text in order to understand reading text well. In another words, reading comprehension means an interactive process of transferring information from text through thinking process with four steps, namely the perception of words, a clear grasp of meaning, thoughtful reaction and integration requires that reader's knowledge, skills and materials to comprehend. Hence, without understanding what the readers read, they do not really read.

Further, Hughes (2003:13) explains that achievement is related to test that is done to establish how successful individual students, groups of students, or the courses themselves is in achieving the expected objectives. It can be said that, reading comprehension achievement refers to the score obtained in the students' reading comprehension test to measure and assess the success of students in teaching reading process. In this study, the score will be obtained from reading

comprehension test given to the students by using reading material taken from the internet after teaching and learning process.

To measure the students reading comprehension achievement, the teacher should determine the elements of their reading comprehension to be assessed. They are word comprehension, sentence comprehension, paragraph comprehension, and text comprehension. Each component is thoroughly discussed in the following section.

### **2.1.1 Word Comprehension**

Comprehending word meaning is the important thing that should be done by the student. By comprehending the meaning of words, it will be easier for the students to understand the meaning of the whole text. Grellet (1996:7) states that the students “should be taught to use what they know to understand to unknown elements, whether these are ideas or simple words”. It means that to understand a reading text successfully, students should know all the elements of the text such as words meaning included in the text while they are reading. In word comprehension, the most important matter is the ability to identify verbs and nouns because a sentence at least contains of subjects (can be noun or pronoun) and verbs that explain the sentence’s idea. The ability to identify “parts of speech” (noun, verb, adjective, and adverb) is also important for comprehending the word meaning.

### **2.1.2 Sentence Comprehension**

Wood (1991:151) defines three types of sentences. They are simple sentences, compound sentences and complex sentences. Simple sentences are sentences expressing one complete thought and contain one subject and one predicate. Compound sentences are sentences that contain two or more subjects and predicates since they are made up of two or more simple sentences. Complex sentences are sentences that contain simple sentences and several phrases. The phrase may also contain subjects and predicates.



To comprehend the sentence, Grellet (1996:15) suggests that it be better to understand the meaning of some words constructed in the sentence than understand of what the sentence tells about, not only the understanding of word-by-word, but also the whole words to express a complete thought. It means that sentence comprehension is the understanding of what the sentence tells us about including the whole words to express a complete thought. The students will have no difficulties to get the sentences' message when they have a good capability to comprehend the meaning of the sentence.

### **2.1.3 Paragraph Comprehension**

After comprehending words and sentences, the readers have to comprehend the more complex aspect, that is paragraph. Cuesta College (2003) defines that a paragraph is a group of sentences related to a particular topic, or central theme. Every paragraph has a key concept or main idea. According to Pioeger (1955:4), a paragraph is a short piece of writing with which you can practice many important skills of communicating ideas and create good writing without becoming overwhelmed by the sheer mass of content needed to write an essay.

A paragraph has three essential parts: a topic sentence, supporting detail, and concluding sentence (Wingersky *et al.*, 1999:34). However, to get the meaning of a paragraph, a reader needs to identify the topic sentence which states the main point of a paragraph, identifying the supporting details which supports the topic sentence of a paragraph, then identifying the conclusion which restated and summarizes the main point discussed in the topic sentence. Those three parts of a paragraph will be explained in detail as follows.

#### **a. Identifying the Topic Sentence**

McWhorter (1989:101) states that one thing the whole paragraph is about is called topic. Commonly the main point of a paragraph is stated in the topic sentence. Wong (1999:366) also states that a topic sentence is the sentence in a paragraph that states the main idea and answers the question "What is the writer saying about the subject".

Topic sentence can be located anywhere in the paragraph, it can be stated first in the paragraph, in the last sentence of paragraph, in the middle of paragraph and sometimes stated at the beginning and again at the end of paragraph (McWhorter:1989). Wong (1999:367) states that in many paragraphs, the first sentence of the paragraph is the topic sentence. In conclusion, the topic sentence is usually placed anywhere in the paragraph, but it is usually placed in the first of the paragraph. In fact, most of the readers will look at the beginning of the paragraph first to find the topic sentence.

**b. Identifying the Supporting Details**

A good paragraph should have supporting details to develop and explain the paragraph itself. According to McWhorter (1989:113) supporting details are those facts and ideas that prove or explain the main idea of a paragraph. In short, it makes the topic sentence easy to understand by the reader. Moreover, Wong (1999:366), confirm that supporting details are kinds of detail that develop or support the main idea.

**c. Identifying the Concluding Sentence**

According to Wong (1999:366), concluding sentence is the last sentence in a paragraph which restates the main idea or summarizes the main idea of the paragraph. Walters (2000) also states that concluding sentence is a sentence at the end of paragraph which summarizes the information that has been presented. It can be said that a concluding sentence gives an explanation about the main idea with different words in order to make the paragraph easier to understand.

#### **2.1.4 Text Comprehension**

In comprehending a text, the students must be able to comprehend each part of the text. According to McWhorter (1989:131), a whole text consists of words, sentence, and paragraphs. It can be said that a student had to comprehend its words, sentences, and paragraphs. After comprehending each part of the text, the

student needs to integrate all the information in order to get the message in the text.

The example of each measurements in reading skill as follows :

### BOROBUDUR TEMPLE

Located on the island of Java, the magnificent Borobudur temple is the world's biggest Buddhist monument, an ancient site widely considered to be one of the world's seven wonders. The temple sits majestically on a hilltop overlooking lush green fields and distant hills. Built in the 9th century during the reign of the Syailendra dynasty, the temple's design in gupta architecture reflects India's influence on the region, yet there are enough indigenous scenes and elements incorporated to make Borobudur uniquely indonesian.

The monument is a marvel of design. It covers an enormous area, measuring 123 x 123 meters, decorated with 2,672 relief panels and 504 buddha statues. The architecture and stonework of this temple has no equal. And it was built without using any kind of cement or mortar! The structure is like a set of massive interlocking lego blocks held together without any glue.

#### **Word comprehension :**

“Borobudur temple is the world's biggest Buddhist monument, ...”

What is the similar meaning of the underlined word?

- a. Headstone
- b. House
- c. Building
- d. Office

The Answer must be a. Headstone because the word monument has similar meaning headstone on the text.

**Sentence Comprehension :**

Where is Borobudur located?

- a. The island of Kalimantan
- b. The island of Sumatera
- c. The island of Java
- d. The island of Nusa Tenggara Barat

The Answer must be c. The island of Java because the answer is stated on the first sentence on the text.

**Paragraph Comprehension :**

What is the main idea of paragraph 1?

- a. Magnificent Borobudur temple is the world's biggest buddhist monument
- b. The structure of Borobudur
- c. The monument is a marvel of design
- d. Built in the 9th century during the reign of the Syailendra dynasty

The answer must be a. Magnificent Borobudur temple is the world's biggest buddhist monument because a main idea or topic sentence is usually represent the content of the paragraph. Besides, it is usually existed on the first sentence of the paragraph.

**Text Comprehension :**

What does the text tell us about?

- a. Malioboro Street
- b. Borobudur temple
- c. Prambanan temple
- d. Trip to Borobudur

The answer must be b. Borobudur temple because all of the sentences in the text describe about Borobudur temple.

## **2.2 Descriptive Text**

Descriptive text is a text with the function to describe things, places, or person. In this case, the students were taught descriptive text about persons. The students also learned about the generic structures and language features of a descriptive text. The generic structures of descriptive text are identification and description. Then, the language features of a descriptive text are the use of specific participant, the use of simple present tense and adjectives.

## **2.3 The Factors Affecting Reading Comprehension Skills**

Reading is one of the important skill to be learned by students. It is also regarded as one of the most difficult skill to master by the students. Thus, both teacher and students should know the factors that influence the comprehension. Kustaryo (1998:15) mentions some factors affecting reading comprehension skill, they are materials, background of knowledge, the students, and the teacher.

### **2.3.1 Material**

In reading comprehension skill, material is the first factor that can affect the students to read. The materials should be relevant to the reader's level, reading ability, and experiential background.

### **2.3.2 Background Knowledge**

The background knowledge is the second factor affecting reading comprehension skill. It will be easier for the students to make a prediction about the content of the text when they have background knowledge about the text.

### **2.3.3 Students**

The third factor affecting reading comprehension skill is the students. It is closely related with the students' themselves especially dealing with their reading motivation. The stronger the subjects' motivation is the higher reading proficiency they may have. It means that the students will have big motivation when they



understand what their purposes in reading are, so they will be quick learners. It can be concluded that students' motivation and purposes of reading affect the reading comprehension skill.

#### **2.3.4 Teacher**

The last factor affecting reading comprehension skill is the teacher. The teachers' language proficiency and their knowledge of strategies and techniques of language teaching affect the teaching and learning process. A teacher should select appropriate materials that are interesting and suitable with the level of the learner. In this case, the teacher plays an important role in selecting appropriate reading materials by considering students' knowledge and level of difficulty, and can improve students' motivation to read and be active during the learning process.

In this classroom action research, the English teachers will collaborate with the researcher in using authentic reading materials on descriptive text that will be adapted from the internet. Hopefully, it will increase the students' motivation to read and to be active during the teaching and learning process.

#### **2.4 The Students' Participation in Teaching Learning Process of Reading**

According to Tyler (2008), participation is the key of a lively class. If there is only a few students participate by volunteering answers, asking questions, or contributing to discussions, the class session will lose an opportunity to assess and promote learning. It means that students' participation is an important thing in a teaching and learning process. It shows that the students are interested and motivated in class reading.

In this research, students' active participation indicators in the teaching and learning process of reading comprehension are mentioned as follows :

1. The students answer the questions given by the teacher.
2. The students ask questions to the teacher.
3. The students do the reading.
4. The students do the tasks given by the teacher.

## **2.5 Authentic Reading Materials from The Internet**

According to Sudartini (2010:1) the use of technology in language teaching is not new to mention in the teaching of English. In other words, materials taken from the Internet is commonly used in the teaching learning process. In addition, nowadays, technology is very close to our live. It can be concluded that the materials from internet especially in reading give much benefit for the students who learn English as a foreign language.

## **2.6 The Advantages and Disadvantages of Using Authentic Reading Materials in Teaching Reading**

As materials used in a class, authentic reading materials have advantages and disadvantages. The advantages and disadvantages of authentic materials for teaching reading in classroom are presented in the following parts.

### **2.6.1 The Advantages of Using Authentic Reading Materials in Teaching Reading**

Lee (1995) suggests that authentic reading materials are motivating, interesting, and useful, with the content that does not cause the students to experience culture shock or discomfort, but it should be appropriate to the learner`s needs and learning purposes. In support to Lee`s idea, Peacock (1997) points out the strengths of authentic reading materials as follows; original, interesting, motivating and useful. Furthermore, in this research, the strengths of authentic reading materials are original, interesting, motivating and useful. Those advantages are explained in detail below.

#### **a. Original**

The first strength of authentic reading materials is original which means that it should have authenticity. According to Grellet (1996:8), authenticity means that nothing of the original text is changed and also that its presentation and layout are retained. It means that the teacher should not change the authentic reading materials to keep their authenticity or original form.



In line with Grellet's idea, Widdowson as quoted in Berardo (2006:60) says that 'Nowadays there are recommendations that the language presented should be authentic. It is clear that authentic reading materials should be original, and the original authentic reading materials will bring the students to interact with the real use of language which may familiarize them with the target language.

**b. Interesting**

According to Peacock (1997:144), many writers claim that authentic materials motivate learners because they are intrinsically more interesting or stimulating than artificial or non-authentic materials. Martinez (2002) in Tamo (2009:77) also suggests that teachers may use authentic materials for the learners because by using authentic materials, teachers will have the opportunity to encourage students to read for pleasure especially certain topics of their interest. Based on the ideas above, it is clear that authentic reading materials give positive effect on the students. It can increase the students' interest in reading activity because the contain topics are of the learners' interest.

**c. Motivating**

McNeil (1994:130) indicates that the use of authentic texts is now considered to be one way for increasing students' motivation for learning since they give the learner the feeling that he/she is learning the real language – the target language as it is used by the community that speaks it. Tamo (2009) also states that bringing authentic materials into the classroom can be motivating for the students, as it adds a real-life element to the student's learning experience. Authentic materials are significant since they increase students' motivation for learning, make the learner be exposed to the "real" language. Kilickaya (2004) confirms that authentic reading materials have a positive effect on learner's motivation. In line with Kilickaya's idea, Peacock (1997:144) says that many authors have asserted that authentic materials have a positive effect on learner's motivation in the foreign language classroom. From the theories above, we can

conclude that materials from the internet have the strengths as a good motivator for foreign language learners in learning the target language.

**d. Useful**

The fourth strength of authentic reading materials is useful. There is a general consensus in language teaching that the use of authentic materials in the classroom is beneficial to the learning process (Guariento and Morley, 2001:347). In addition, Wong (1999:318) confirm that most language teacher recognize that value of using authentic materials for teaching and learning purposes are because they are useful. The theories above are supported by Bacon and Finneman (1990) in Huessien (2012:26) who claim that authentic materials can increase reading development by introducing students to new vocabulary and expression.

It means that authentic reading materials are useful for students because they keep the students informed about what is happening in the world, so they have an intrinsic educational value (Martinez, 2002).

In conclusion, there are several reasons to use authentic reading materials: those are original, interesting, motivating, and useful. Based on the explanations above, it can be assumed that using authentic reading materials in teaching learning process especially in teaching reading can improve the students' reading comprehension achievement in teaching learning process since they get the feeling that she/he is learning the real language.

### **2.6.2 The Disadvantages of Using Authentic Reading Materials in Teaching Reading**

Those advantages above give us some reasons to use authentic reading materials. Meanwhile, the disadvantages of using authentic reading materials in the classroom are as follows.

**a. Vocabularies and Structures**

The negative aspects of authentic materials are that they can be too culturally biased, often a good knowledge of cultural background is required when

reading, as well as too many structures being mixed, causing lower levels problems when decoding the texts (Martinez, 2002). Students often bring copies of newspaper articles (in particular the tabloids) or song lyrics to the classroom, asking to translate them after having looked each word up in the dictionary and not understood a single word. The biggest problem with authentic materials is that if the wrong type of text is chosen, the vocabulary may not be relevant to the learner's need and too many structures can create difficulty. That is why the teacher must be selective in choosing the type of text to be given to the students because it should be appropriate with the students' level difficulty.

#### **b. Materials**

Authentic materials is a burden for the instructors while teaching beginner students as they have to spend a lot of time to prepare for authentic materials regarding the ability level of the teacher to prepare the authentic materials regarding the ability level of the students (Matsuata in Tamo (2009:77) . From the explanation above, it can be concluded that it spends a lot of time for the teacher to prepare the authentic materials taken from the internet because the material can become outdated easily or requires good cultural background. To solve this problem, the teacher should always be updated in finding the text from the internet as it can become outdated easily.

There are some criteria that should take into consideration when choosing the authentic materials from the various sources/ Nuttall (2000) cited in Berardo (2006) gives three main criteria in choosing authentic materials to be used in classroom.

##### **a. Suitability of content**

The text should be interested, motivated and also relevant to the student needs.

##### **b. Exploitability**

Exploitability refers to how the text can be used and exploited in order to develop the competence of the learners in the teaching and learning process.

c. Readability

Readability refers to the level of difficulty in the texts. It is about the amount of new vocabulary and new structure contained in the texts.

As shown above, considering an appropriate authentic material into classroom is important because it leads the success of the study. The teacher has to prepare well the materials before conducting the study.

## **2.7 The Authentic Reading Materials Adopted From Internet Used in the Classroom**

According to Tami (2009:75), in today's globalized world the most commonly used materials perhaps are: newspaper, TV programs, menus, magazines, the internet, movies, songs, brochures, comics, literature (novels, poems, and short stories), advertisements for events, course catalogues from schools and so forth.

Berardo (2006:62) states that one of the most useful authentic reading materials is the Internet. It is continuously updated, more visually stimulating as well as being interactive. Therefore, it is promoting a more active approach to reading rather than a passive one. From a more practical point of view, the internet is a modern day reality, most students use it and for teachers, it is an easier access to endless amounts of many different type of material. Furthermore, internet can stimulate the students to be active in learning reading with interesting visual materials and transform communications around the world quickly.

Therefore, descriptive text adapted from the internet is used in this classroom action research as the authentic reading materials. Descriptive text is chosen based on 2006 curriculum that descriptive, recount, and narrative text are the text types should be taught to the 8<sup>th</sup> grade students of junior high schools (KTSP, 2006).

In this research, the researcher will not use the authentic reading materials from the internet directly, but he checked them first. If the researcher found some errors or mistakes in terms of misspelled words, misprinted, tense, or grammar, he should make some corrections on them. It was because the printed materials from

the internet are used as the materials in teaching reading, so the materials should be in the correct form. For that reasons, the authentic reading materials used in this classroom action research are printed materials adapted from the internet with some revision or correction if needed.

## **2.8 The Procedures of Teaching Reading by Using Authentic Reading Materials**

As stated by Neikova (2005), reading activities can be divided into three steps. Those are pre-reading activities, while reading activities, and post-reading activities. The procedures of teaching reading by using authentic reading materials adapted from the internet in this research are explained as follows:

### **1. Pre-reading Activities**

Thongyon and Chiramanee (2011:2-3) point out that a pre-reading step is to prepare the reader before they read the whole material. Results showed that the pre-reading activities highly motivated the students to read.

In addition, Wood (1991:23) confirms that the pre-reading activities help the students to focus their attention, generate their interest and prior knowledge, predict what the author will say, and understand the complicated terms. This means that pre-reading activities help the students to increase their interest in learning reading and build up their vocabulary so that they will be ready with the authentic reading materials given. In this research, the pre-reading is conducted by doing some steps as follows:

- a. Showing picture related to the material.
- b. Asking some leading questions related to the upcoming topic.
- c. Stating the learning objective.

### **2. While-reading Activities**

According to Berardo (2006:65), while-reading is used to encourage the learner to be a flexible, active reader also to promote a dialogue between reader and writer. The activities in while-reading activities include the following activities:



- a. Explaining about a descriptive text.
- b. Showing the example of a descriptive text which is taken from the internet through LCD
- c. Asking the students to read the text given by the teacher.
- d. Asking the students to find the meaning of unfamiliar words from the text.
- e. Asking the students to discuss the content of the authentic materials.
- f. Distributing the descriptive text from the internet
- g. Asking the students to read the text
- h. Asking the students to do the task related to the text.
- i. Discussing the students' answer of the task with the class.

### **3. Post-reading Activities**

Post-reading is questions that follow a text, used to test the students' understanding but sometimes a good schemata will be enough (Berardo, 2006:66). Similarly, Neikova (2005:43) points out that post-reading activities are intended as a reflection section which gives the students the opportunity to do something with the information they have learned from the text, and gain the choice of the task depending on the purpose for reading. In this research, post-reading activities is done after doing pre-reading and while-reading activities. These activities are intended to reflect what the students have read from the text. The activities in post-reading activities include guiding the students to draw conclusion.

### **2.9 The Action Hypotheses**

Based on the review of the theories above, the hypotheses of this classroom action research were formulated as follows:

- a. The use of Authentic reading materials from the Internet can improve class 8 A students active participation in reading comprehension during the teaching and learning process at MTsN Perak Jombang.

- b. The use of Authentic reading materials from the Internet can improve class 8 A students reading comprehension achievement at MTsN Perak Jombang.





## CHAPTER 3

### RESEARCH METHOD

This chapter presents the research methods that were in this research. It consisted of the discussion of Research design, area determination method, participant determination method, data collection method, operational definitions of the key terms, research procedure, and data analysis method.

#### 3.1 Research Design

This research was intended to improve class VIII-A students' reading comprehension achievement by using authentic reading materials from the Internet. Therefore, classroom action research with the cyclical model was used as the research design. The purpose of undertaking action research was to bring about change in specific contexts, as Parkin (2009) in Koshy (2010) describes. In line with Parkin's idea, Meyer (2006) describes action research as a process that involves people and social situations that have the ultimate aim of changing an existing situation for the better. According to McMillan (1992:12), a classroom action research was a specific type of applied research which purpose was to solve a specific classroom problem. Arikunto (2006:90) defines classroom action research as the study to solve the problem by doing the real actions innovatively. In this study, classroom action research was a research done collaboratively between the English teacher and the researcher to solve the problems of reading comprehension occurred in the classroom.

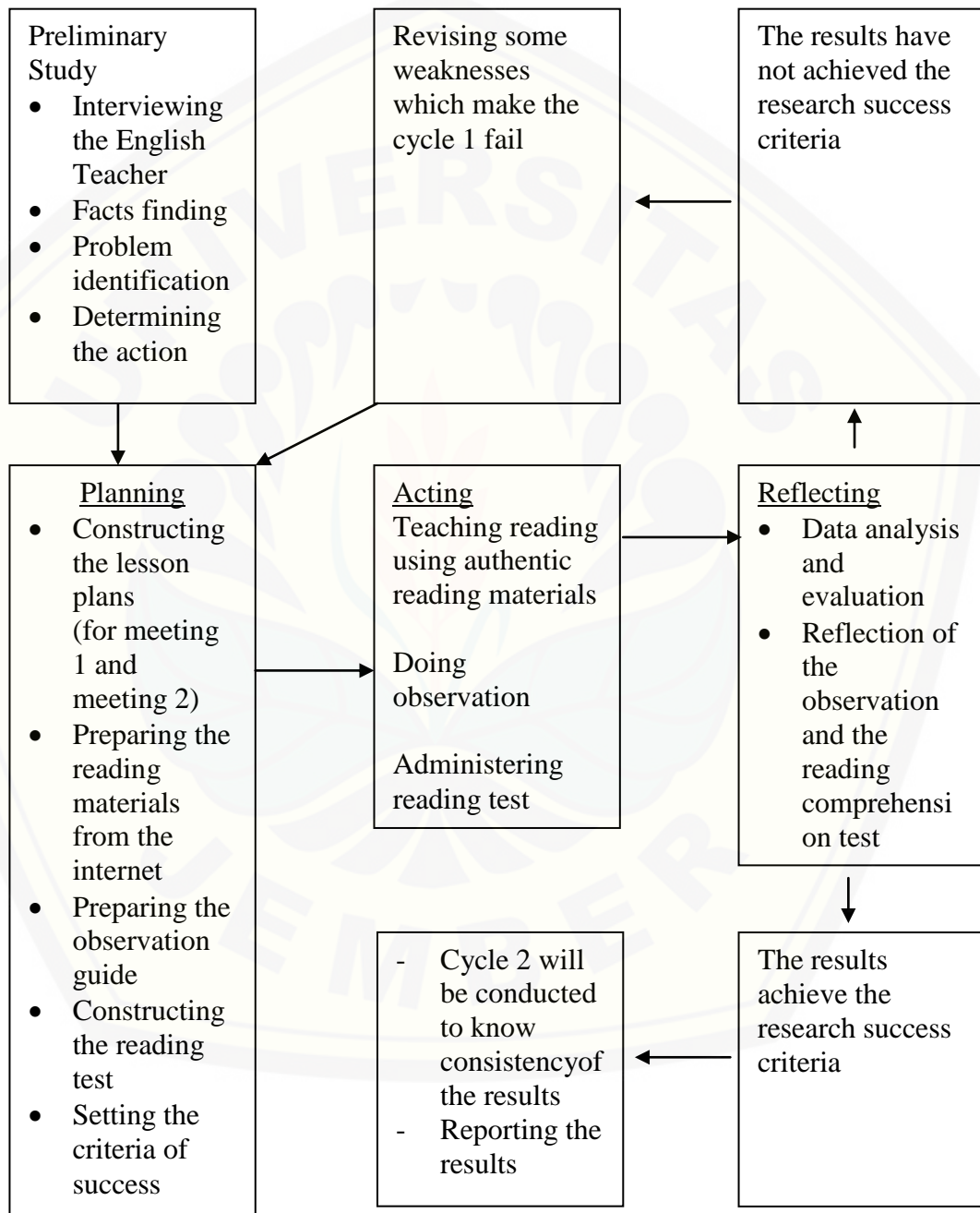
Based on the explanations above, in this research, the researcher and the English teacher of class VIII-A of MTsN Perak Jombang conducted the action collaboratively. The researcher and the teacher take turn to do the action and observation in the classroom. This research uses Lewin's theory (Lewin, 1980, in Eliot, 1991:70) in which each cycle covers the planning of the action, the implementing the action, the observing the action, and the reflecting of the action.

The research success criteria were 75% of the students can gain the standard score of 75 or higher. It means that the students achieve the mean score

of 75 or higher, and 75% of the students fulfil at least 3 indicators of 4 indicators in active participation.

The design of this classroom action research was illustrated as follow :

**Figure 3.1 The Design of Classroom Action Research**



(Lewin, 1980 in Eliot, 1991:70)

The activities in this classroom action research had been done by following these procedures:

1. Interviewing the eighth year English teacher to get the information of teaching learning process of reading to find the problems related with research topic.
2. Finding out some documents to gain the data support, such as previous reading scores obtained from the English teacher.
3. Finding out the class which has difficulties and the lowest score in reading comprehension achievement and has problems in classroom participation from the school document and information from the English teacher. This class had been chosen as the research participants.
4. Planning of the action collaboratively with the English teacher by constructing the lesson plans for the first cycle (meeting 1 and meeting 2).
5. Determining the materials from the internet based on the genre of the text stated in the 2006 Institutional Based Curriculum.
6. The researcher and the English teacher had implement the actions in the first cycle (the researcher had teach the student in the first meeting and the English teacher had teach the students in the second meeting).
7. Observing the students' activities in the teaching and learning process done by the English teacher in the first meeting and had be helped the researcher. The researcher had do the observation in the second meeting helped by the English teacher.
8. Administering reading comprehension test by using the authentic reading materials from the internet to the research participants in the first cycle after the actions were completed.
9. Analyzing the results of the reading comprehension test and the results of observation statistically, and classifying the results qualitatively.
10. Reflecting the results of the actions (reading comprehension test and observation) by giving feedback conducted by the researcher and the English teacher.

11. Evaluating the results whether they meet the research target or not yet. If the results of reading test and observation in cycle 1 meets the target score required, the actions had been done.

### **3.2 Area Determination Method**

The area of this research was determined by using the purposive method. A purposive method was a method employed in choosing a research area based on certain purposes or reasons (Arikunto, 2006:16). It means that the purposive method used in this research has a function to determine the research area to gain a certain goal. The research area of this classroom action research was MTsN Perak Jombang because the eighth grade students of this junior high school especially class 8-B had problem in comprehending a reading text and the English teacher of this school had never used authentic reading materials from the internet in teaching reading. Furthermore, the English teacher and the principal gave permission to the researcher to conduct a classroom action research to improve class 8-A students' active participation and their reading comprehension achievement.

### **3.3 Participant Determination Method**

The purposive method was used to determine the research participants in this research (Arikunto, 2006:16). It means that the participants of this research were chosen because of some purposes. The participants of this research were the students of the eighth grade students at MTsN Perak. There were four classes of the eighth grade of MTsN Perak Jombang. Those classes were 8-A, 8-B, 8-C, 8-D. Among those classes, the research participants of this classroom action research were the students of class 8-A which consist of 30 students. Class 8-A was chosen because as informed by the English teacher, the students had problem with their comprehension in reading. Only 56,7% of the students gained the standard score of 75 of reading comprehension achievement used in this school and their mean score was 75. In addition, most students were still passive in the reading class.

### **3.4 Data Collection Methods**

In this research, the researcher had use reading test, observation, interview and documentations. The data collection methods were explained in detail as follows:

#### **3.4.1 Reading Comprehension Test**

Test was the main method that had been used to get the main data about the 8-A students' reading comprehension achievement. It had been done in each cycle after the action was given.

In this research, the test was used to measure the students' reading comprehension achievement after they have been taught by using authentic reading materials from the internet.

Hughes (1996:11) classifies test into four kinds, they were proficiency test, diagnostic test, achievement test, and placement test. Among those four kinds of test, achievement test had been used in this research to know how successful the individual students have achieved the goal of teaching and learning reading comprehension.

Dealing with the test construction, Hughes (1996:22-26) mentions two criteria to conduct a good test. They were validity and reliability. A test was considered to be valid if it measures what was intended to be measured. Meanwhile, a test was considered reliable if it gives consistent result whether the same test was administered at different time (Fraenkel and Wallen, 2000:128). This research applied content validity since the content of the reading comprehension test materials were constructed based on the indicators. They were word comprehension, sentence comprehension, paragraph comprehension, and text comprehension. The test materials were constructed according to the 2006 Institutional Based Curriculum for junior high school and had been consulted to the research consultants and the English teacher before administering the test to the students.

According to Hughes (1996:19), objective test was a kind of test which can give high reliability. Therefore, the test that had been used in this research was



objective test in the form of multiple-choices with four options. In addition, multiple-choice was practical and easier to do. As stated by Hughes (2003:59) the most obvious advantages of multiple choice test was that the scoring can be perfectly reliable, easy to score, rapid and economical. Reading comprehension test had been given to the students at the end of the cycle.

Dealing with scoring, each correct answer was scored 5 points. The total number of test items was 20 items. So, the total score of the test items in each cycle was 100 points. The test had been done in 80 minutes in each cycle. The scorer of the reading comprehension test was only the researcher because the type of the test was the objective test which can give high reliability. Therefore, whoever the scorer was the score of the test had been the same. The data taken from the reading test had been analyzed statistically by using mean score formula and the percentage.

In this research, the test items cover word comprehension, sentence comprehension, paragraph comprehension, and text comprehension. In applying the achievement test, this research had use teacher-made test. The researcher and the English teacher had use two texts adapted from the internet as the reading texts used in the reading comprehension test in each cycle. The specification of the reading comprehension test by using authentic reading materials from the internet was arranged as follows:

**Table 3.1 Table of Specification in Reading Comprehension Test in Cycle 1**

No.	Indicators	Number (in Cycle 1)	Total	Score	Total
1	Word Comprehension	1, 9, 10, 15, 18	5	5	25
2	Sentence Comprehension	4, 11, 17, 19, 20	5	5	25
3	Paragraph Comprehension	3, 6, 7, 13, 14	5	5	25
4	Text	2, 5, 8, 12, 16	5	5	25



	Comprehension			
<b>Total</b>			<b>20</b>	<b>100</b>

To teach reading to the students, the researcher had choose the text from Internet in the genre of descriptive Text in the “Holiday” theme. In this research, the researcher had not use the authentic reading materials from the internet directly, but the researcher had check them first. If the researcher finds some errors or mistakes in terms of misspelled words, misprinted, tense, or grammar, the researcher had make some corrections on them. It was because the printed materials from the internet had been as the materials in teaching reading, so that the materials should be in the correct form. For those reasons, the authentic reading materials that had been use in this classroom action research were printed materials adapted from the internet with some revision or correction if needed.

### 3.4.2 Observation

In this research, the data from observation had been analyze statistically by using the percentage formula. To take the data accurately, the observation had been done by two observers in each meeting to get the data about the students’ participation during the teaching learning process of reading by using authentic reading materials adapted from the internet.

Arikunto (2006:229) suggests that the effective way for getting data from observation was by using observation instrument. The checklist had been use as an observation guide to observe the students’ participation in the teaching and learning process of reading by using authentic reading materials from the internet. The students were considered to be active if they fulfillat least 3 of 4 indicators of participation.

The format of the observation checklist as follows:

**Table 3.2 The Form of Observation**

No.	The Students' Names	Indicators				Categories	
		1	2	3	4	Active	Passive
1							
2							
3							

Note :

1. The students answer the oral questions given by the teacher.
2. The students ask questions to the teacher about the material they do not understand.
3. The students read the text individually
4. The students do the reading tasks given by the teacher.

**Active** : if the students perform at least three or more indicators of participation

**Passive** : if the students perform less than three indicators (one or two indicators of participation)

### 3.4.3 Interview

Interview had been conduct to gain the supporting data. It had been done directly and orally with the English teacher of MTsN Perak Jombang. Interview was one way of data collection methods which was done by asking and answering questions systematically based on the purpose of the research (Hadi, 2002:193). The interview was conducted at the preliminary study with the year 8 English teacher to obtain the data about the technique used by the teacher in teaching

reading, the students' reading achievement, the students' problems in reading comprehension, and the types of reading materials used by the teacher in teaching reading. The interviewer was the researcher. In the interview process, the researcher had use the interview guide in the form of a list of questions to gain the data. The data from the interview was used as the background of the study.

#### **3.4.4 Documentation**

In this documentation method, the researcher had obtain the data of the names of the research participants and the students' reading scores obtained before the actions. The researcher had use both of those data as a basic data to improve students' participation and reading comprehension achievement.

#### **3.5 Operational Definitions of the Key Terms**

The operational definitions of the key terms were intended to avoid misunderstanding of the concepts used in this research. The terms used in this research were operationally defined as follows:

a. **Reading Comprehension**

English reading comprehension refers to students' ability in comprehending words, sentences, paragraphs, and texts by reading texts from the printed materials adapted from the Internet.

b. **Reading Comprehension Achievement**

In this research, reading comprehension achievement deals with the test scores of students' reading comprehension obtained covering the materials of comprehending words, sentences, paragraphs, and texts after following reading comprehension class with the printed materials adapted from the Internet

c. **Students' Active Participation in Teaching Learning Process of Reading**

Students' active participation in this study deals with the students' activeness in the teaching learning process of reading in the classroom. It was reflected by their active role in reading the authentic reading material from internet, answering the teacher's oral questions, their activeness in discussing the

authentic reading materials adapted from internet with their partner, making notes about the lesson, and their activeness in doing the exercises.

d. **Authentic Reading Materials**

Authentic reading materials were the printed materials that were not produced for language teaching and learning purposes. In this research, authentic reading materials deals with the printed materials in the form of descriptive text by using “Tourism Place” theme adapted from the internet. The word “adapted” in this research means that if the researcher finds some errors or mistakes in terms of misspelled words, misprinted, tense, or grammar of a text in the printed materials from the internet, the researcher made them correct without changing the content of the text.

e. **Reading Materials from the Internet**

Authentic reading materials refers to the reading texts printed and adapted from the internet. In this research, descriptive text type adapted from the internet had been use as the reading text focusing on the “Tourism Place” theme. This type of text had been use as the materials in the teaching reading because descriptive text was learned in the eighth grade, so that they were suitable for the students’ level of difficulties.

### **3.6 Research Procedures**

As stated in the research design, the classroom action research was done in a cycle model. Each cycle consists of four stages of activities including the planning of the action, implementing of the action, observing of the action, and reflecting of the action (Lewin, 1980, in Elliot 1991:70).

#### **3.6.1 Planning of the Action**

Planning of the action was a preparation before doing the action in order to gain the result. Here, the researcher had collaborate with the English teacher of class 8-A. The activities had been follow:

1. Constructing the lesson plans for the first and second meetings in the first cycle.
2. Preparing authentic reading materials taken from internet for the students.
3. Preparing the observation guide in the form of checklist.
4. Preparing the reading test materials from the internet.
5. Setting the criteria of success.

### **3.6.2 Implementation of the Action**

The research was implemented in the classroom during the teaching learning process of reading. Each cycle of the research consists of two meetings and it was followed by a test. The researcher and the English teacher had implement the actions collaboratively (the researcher had teach the students in the first meeting and the English teacher had teach the students in the second meeting in each cycle).

### **3.6.3 Observation and Evaluation of the Action**

Observation was a very important step in classroom action research to control the students' activities during the application of teaching learning process by using authentic reading materials from internet. These activities had been done twice in each cycle. There had be two observers in each meeting to make the observer's work easy. In the first meeting of cycle 1, the observer was the teacher. In thesecond meeting of the cycle 1, the observer was the researcher.

Observation of the actions was intended to observe the students' participation in teaching learning process of reading in the classroom by using authentic reading materials from the internet. The observation guide was in the form of checklist containing five indicators which were used as an instrument to observe the students' active participation in the teaching learning process of reading. The indicators were : the students answer the questions given by the teacher, the students ask questions to the teacher, the students do the reading, and the students do the tasks given by the teacher.



Evaluation in this research had used to find out whether the use of authentic reading materials was able to improve the students' participation and their reading comprehension achievement or not. The types of the evaluation that had used in this research were the process and product or result evaluation. Process evaluation was used to evaluate the students' participation during the teaching of reading by using authentic reading materials taken from the internet. Meanwhile, product evaluation was conducted to evaluate the students' reading comprehension by using authentic reading materials taken from the internet. This evaluation was done in each cycle.

This research was considered to be successful if the students achieve the research success criteria (75% of the students could gain the standard score of 75 or higher, the students achieve the mean score of 75 or higher, and 75% of the students fulfill at least 3 out of 4 indicators.

#### **3.6.4 Reflection of the Action**

The researcher and the English teacher had do the reflection right after analyzing the data in each cycle. The reflection was intended to know whether the actions given were successful or not, to know whether the action given have weaknesses or strengths, and to find the solutions to the weaknesses of the action. The researcher and the English teacher reflect the action of each cycle based on the observation and the achievement test results. If any weakness was found in the first cycle, it had used as a guide to revise the implementation of the action in the second cycle.

#### **3.7 Data Analysis Method**

In this research, the collected data from observation and the students' reading comprehension test in each cycle had computed statistically based on the fact of the students' condition during the implementation of the actions.

The data taken from the reading comprehension test had been analyzed by using the following formula:

$$\frac{n}{N} \times 100$$



Notes :

n = Correct answer

N = Total item

To know the percentage of the students who get  $\geq$  the following formula was used :

—

Notes:

E = the percentage of the students who get score  $\geq 75$

A = the number of the students who get test score  $\leq 75$

N = the total number of the students doing the test.

(Cohen, 2007:312)

The results of the students' active participation were analyzed by using the following formula:

—

Notes:

E= the percentage of the students who were active

n = the number of the students who were categorized as active students

N = the total number of the students

(Cohen, 2007:312)

## CHAPTER 5. CONCLUSION AND SUGGESTION

This chapter presents the research conclusions and suggestions. The conclusions and suggestions will be presented in the following section. The suggestion proposed to the English teacher, the students, and the future researcher.

### 5.1 Conclusion

Based on the result of data analysis and discussion, it can be concluded that the use of reading materials adapted from the internet was able to improve the VIII A grade students' active participation as well as their reading descriptive text comprehension achievement at MTsN Perak Jombang.

From the result of observation, the use of reading materials from the internet proved that the media could improve the VIII A grade students' active participation during the teaching learning process of reading descriptive text at MTsN Perak Jombang. The students' involvement during the teaching learning process of reading descriptive text increased their motivation to follow the lesson. The good collaboration between the researcher and the English teacher in building students' understanding of descriptive text make their active participation improved. The improvement could be seen from the percentage of students' active participation and affective aspect from the first meeting. There were as much as 43% to 77% in the second meeting. There was as much as 34% improvement for active participation.

The use of reading materials from the internet also improved the VIII A grade students' reading descriptive text comprehension achievement at MTsN Perak Jombang. It means that reading materials from the internet in teaching learning process was useful to improve students reading comprehension achievement. The use of reading materials from the internet make the students retain their memory about what they have learnt, so it can improve their reading comprehension achievement.

## 5.2 Suggestions

Considering the results of this research, some suggestions are given in order that they are expected to be useful and gave some contributions to these following people:

### a. The English teacher

Based on the research results, it has been revealed that teaching reading by using materials from the internet can make the students more interesting in teaching learning process especially in reading. Thus, it is suggested to the English teacher to use reading materials from the internet as the instructional materials in teaching reading comprehension. It can be applied to improve students' active participation and their reading comprehension achievement.

### b. The students

The students are suggested to be quiet and pay attention to the teacher during the teaching learning process of reading comprehension by using reading materials adapted from the internet. The materials adapted from the internet can help the students to get the information based on the content of the text. It will be meaningless if the students do not pay attention to the teacher. They will miss the information.

### c. The future researcher

The future researchers are suggested to conduct further research by using reading materials adapted from the internet in teaching reading comprehension based on the recent study. It can be done by conducting the research with the same topic to establish the result consistency of materials from the internet for teaching reading comprehension. The future researchers can use one of four skills such as listening, writing and speaking, or three language components such as vocabulary, grammar, and pronunciation. For example the materials from internet can be applied in listening

skill to build students' understanding. In addition, it is suggested to the future researchers to conduct the research in different schools because each school has different conditions.



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## APPENDIX 1

### Research Matrix

Title	Problem	Variable	Indicators	Data Resources	Research Method	Hypothesis
The Use of authentic material to improve the 8 <sup>th</sup> Grade Students` Active Participation and Their Reading Comprehension Achievement at Mtsn Perak Jombang .	<ol style="list-style-type: none"> <li>Can the use of authentic material improve the 8<sup>th</sup> grade students` participation in reading during the teaching process at MTsN Perak Jombang in the 2016/2017 academic year?</li> <li>Can the use of authentic material improve the 8<sup>th</sup> grade students` reading comprehension achivement at MTsN Perak Jombang in the 2016/2017 academic year?</li> </ol>	<p><b>Independent Variable :</b></p> <ol style="list-style-type: none"> <li>Teaching reading comprehension by using authentic materials.</li> </ol> <p><b>Dependent Variable :</b></p> <ol style="list-style-type: none"> <li>Students` reading comprehension achievement.</li> <li>Students` active participation in teaching learning process.</li> </ol>	<p>Authentic Materials.</p> <ol style="list-style-type: none"> <li>Original</li> <li>Interesting</li> <li>Motivating</li> <li>Useful</li> </ol> <ol style="list-style-type: none"> <li>1.1 Reading comprehension scores of:                             <ol style="list-style-type: none"> <li>Word comprehension</li> <li>Sentence comprehension</li> <li>Paragraph comprehension</li> <li>Text comprehension</li> </ol> </li> <li>2.1 Student`s active participation in teaching learning process.                             <ol style="list-style-type: none"> <li>Reading the text</li> <li>Answering questions</li> <li>Discussing the text</li> <li>Making notes</li> <li>Doing exercises.</li> </ol> </li> </ol>	<p><b>Research Respondents :</b> The 8<sup>th</sup> grade students of MTsN Perak Jombang in 2016/2017 Academic Year.</p> <p><b>Informant :</b> The English teacher of the 8<sup>th</sup> grade students` MTsN Perak Jombang .</p> <p><b>The school document:</b></p> <ol style="list-style-type: none"> <li>The names of the research subjects.</li> <li>The score of the 8<sup>th</sup> grade students` reading comprehension achievement.</li> </ol>	<p><b>Research design:</b> Classroom Action Research with cycles model:</p> <ol style="list-style-type: none"> <li>The planning of the action.</li> <li>The implementation of the action.</li> <li>Observation of the action.</li> <li>Data Analysis method and reflection of the action. (adapted from: Elliot, 1991:70)</li> </ol> <p><b>Area Determination Method:</b> Purposive Method</p> <p><b>Respondent determination Method:</b> Purposive Method</p> <p><b>Data Collection Method:</b></p> <ul style="list-style-type: none"> <li>Reading comprehension test.</li> <li>Observation.</li> <li>Interview</li> <li>Documentation.</li> </ul> <p><b>Data Analysis Method:</b> The result of the observation will be analyzed quantitatively by using the</p>	<ol style="list-style-type: none"> <li>The use of authentic material can improve the 8<sup>th</sup> grade students` participation in reading during the teaching learning process at MTsN Perak Jombang in 2016/2017 Academic Year.</li> <li>The use of authentic material can improve the 8<sup>th</sup> grade students` reading comprehension achivement at MTsN Perak Jombang in 2016/2017 Academic Year.</li> </ol>

					<p>following formula:</p> $E = \frac{n}{N} \times 100\%$ <p>Note:  E : The percentage of students actively involved in the teaching learning process  n : The total number of the students categorized as the active students  N : The total number of the students  (Ali, 1998:189)</p> <ul style="list-style-type: none"> <li>The data from students' reading test of recount text will be analyzed quantitatively by using the following formula:</li> </ul> $E = \frac{n}{N} \times 100\%$ <p>Note:  E : The percentage of the number of the students whose score is <math>\geq 75</math>  n : The total number of the students whose score is <math>\geq 75</math>  N : The total number of the students  (Ali, 1998:189)</p>	
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**APPENDIX 2****INTERVIEW RESULTS AND DOCUMENTATION RESULTS IN  
PRELIMINARY STUDY**

Interviewer : Mr. Mohamad Hasyim Asyari, SS

( English teacher in MTsN Perak Jombang)

<b>No</b>	<b>The List of Questions</b>	<b>The English Teacher's Answer</b>
1	What grades do you teach?	VIII A, B, C and D
2	What curriculum do you use?	We use curriculum 2006 (KTSP)
3	How many classes of the eighth grade are there in this school?	There are 4 classes.
4	What problem do the students have when reading?	The students usually have problem in reading. They don't understand the text.
5	How do you usually teach reading skill to the students?	I usually teach reading by giving a text to the students then do the task.
6	Do you use textbook when teaching English?	Yes, I use text book.
7	What book do you use in teaching reading?	I take the materials from "INTENSIF and SUKSES-B"
8	What kind of reading text do you use when teaching reading?	I use the text from the textbook.
9	Do the students have any difficulties in reading skill?	Yes, of course.
10	What difficulties do the students face?	The most problem is that they are lazy to read the text because they don't know the meaning of the text.
11	How do you solve the problem?	I ask them to bring dictionary and find the meaning in the dictionary.
12	Have you ever used reading material from the internet for teaching reading?	No I have not. Because, no internet connection in this school.

## APPENDIX 3

**The Previous Reading Score of  
Class VIII A**

No	Student's Name	Score
1	ANR	55
2	AGUNG S	80
3	AGUS S	78
4	AAB	60
5	APS	60
6	AKN	80
7	ATQ	55
8	APP	78
9	AA	65
10	BM	83
11	BF	60
12	CKSL	55
13	DA	80
14	DIA AP	60
15	DIAN AP	83
16	EJD	55
17	FA	78
18	GDA	55
19	HJDU	80
20	JP	78
21	MFS	60
22	MYRF	80
23	MIP	78
24	MJF	78
25	HR	55
26	NK	76
27	SEJ	65
28	SAN	76
29	VDP	76
30	ZAAM	76
	<b>Total</b>	<b>2098</b>
	<b>Nilai rata-rata</b>	<b>69.94</b>

**The Previous Reading Score of  
Class VIII B**

No	Student's Name	Score
1	ABQ	70
2	ABHS	73
3	AAP	65
4	AFK	75
5	AMS	79
6	AM	80
7	BAP	60
8	BW	67
9	DF	78
10	FF	75
11	FFA	70
12	IOP	80
13	IA	75
14	LAS	80
15	MDS	60
16	MAI	85
17	MAA	78
18	MHRS	60
19	MFM	80
20	MB	75
21	NR	70
22	NTA	80
23	NHH	65
24	NK	70
25	PJAL	65
26	SDL	80
27	SNA	70
28	SNH	80
29	ST	75
	<b>Total</b>	<b>2120</b>
	<b>Nilai rata-rata</b>	<b>73,11</b>

**The Previous Reading Score of  
Class VIII C**

No	Student's Name	Score
1	AAP	75
2	AI	70
3	ANI	75
4	ANH	65
5	AYWD	80
6	AF	60
7	BRJ	70
8	BBNJ	65
9	CUR	70
10	DW	75
11	DAL	60
12	DHHS	78
13	EW	80
14	FBP	69
15	HF	77
16	IW	68
17	IR	80
18	JKW	70
19	LY	67
20	MK	73
21	MMM	79
22	MIF	68
23	MKA	67
24	MN	81
25	NS	75
26	RLE	75
27	RAY	67
28	SL	60
29	S	65
	<b>Total</b>	<b>2064</b>
	<b>Nilai rata-rata</b>	<b>71,18</b>

**The Previous Reading Score of  
Class VIII D**

No	Student's Name	Score
1	ASA	75
2	AM	70
3	AZ	75
4	AAL	78
5	AS	80
6	AD	75
7	AAPP	69
8	ANM	70
9	AWS	75
10	BE	75
11	BADU	79
12	CFC	80
13	DS	70
14	DDH	69
15	DI	50
16	DEF	70
17	DAL	60
18	FN	65
19	IS	60
20	LDR	60
21	LM	70
22	MDZ	70
23	MS	70
24	MRS	65
25	MAF	60
26	MAFM	70
27	MTP	80
28	NA	70
	<b>Total</b>	<b>1960</b>
	<b>Nilai rata-rata</b>	<b>70</b>



**APPENDIX 4****LESSON PLAN 1**

School	: MTsN Perak Jombang
Subject	: English
Level/Semester	: VIII/I
Theme	: Tourism Place
Language Skill	: Reading
Time Allocation	: 2 X 40 minutes

**I. Standar Kompetensi**

5. Memahami makna teks tulis fungsional dan esei pendek sederhana berbentuk *descriptive* dan *recount* yang berkaitan dengan lingkungan sekitar

**II. Kompetensi Dasar**

- 5.3 Merespon makna dan langkah retorika dalam esei pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk *descriptive* dan *recount*

**III. Indikator**

1. Finding the word meaning in a *descriptive* text
2. Finding the sentence meaning in a *descriptive* text
3. Finding the paragraph meaning in a *descriptive* text
4. Finding the text meaning in a *descriptive* text

**IV. Learning Objectives**

1. The students are able to find the word meaning in a *descriptive* text.
2. The students are able to find the sentence meaning in a *descriptive* text.
3. The students are able to find the paragraph meaning in a *descriptive* text.
4. The students are able to find the text meaning in a *descriptive* text.

**V. Material**

Enclosed

**VI. Teaching and Learning Strategy**

Approach : Pre-reading, , and Post-reading.

Method : Question and Answer.

**VII. Sources**

Sources :

- <https://upload.wikimedia.org/wikipedia/commons/8/8c/Borobudur-Nothwest-view.jpg>
- <http://www.belajarbahasainggris.us/2016/07/descriptive-text-penjelasan-contoh.html>
- <http://www.englishiana.com/2016/05/contoh-descriptive-text-tempat-wisata.html>
- <http://www.indonesia.travel/en/destination/point-of-interest/indrayanti-beach>

Media : Internet (Authentic Materials)

**VIII. Teaching and Learning Activities**

No	Learning Activities		Time Allocation
	Teacher's activity	Students' activity	
1.	<b>Pre-reading Activities</b>		5'
	Set induction		
	a. Greeting the students	a. Responding the	1'
	b. Showing picture related to the material	greeting	1'
	c. Giving some leading questions	b. Responding the picture	
	c. Answering the leading questions	2'	
	d. Stating the learning objectives	d. Paying attention	1'

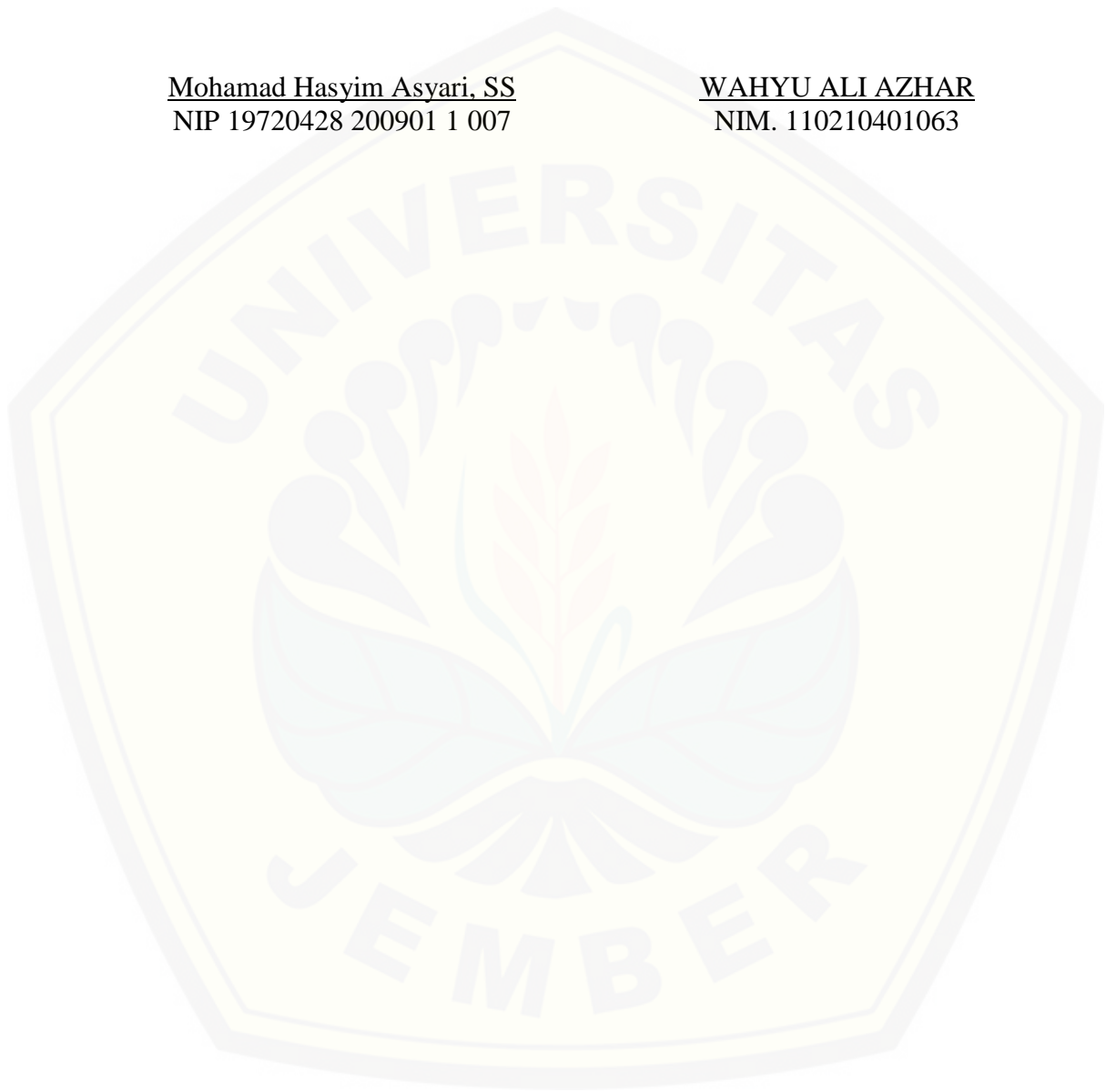
2.	<p><b>While Reading Activities</b></p> <ul style="list-style-type: none"> <li>- Explaining about a Descriptive text.</li> <li>- Showing the example of a Descriptive text taken from internet through LCD</li> </ul> <p><b>( Gili Trawangan )</b>  <a href="http://www.englishiana.com/2016/05/contoh-descriptive-text-tempat-wisata.html">http://www.englishiana.com/2016/05/contoh-descriptive-text-tempat-wisata.html</a> )</p> <ul style="list-style-type: none"> <li>- Asking the student to read the text given by the teacher.</li> <li>- Asking the student to find the meaning of unfamiliar words from the text.</li> <li>- Discussing the content of the authentic materials.</li> <li>- Distributing the Descriptive text from the internet</li> </ul> <p><b>( Indrayanti Beach )</b>  <a href="http://www.indonesia.travel/en/destination/point-of-interest/indrayanti-beach">http://www.indonesia.travel/en/destination/point-of-interest/indrayanti-beach</a> )</p> <ul style="list-style-type: none"> <li>- Asking the students to read the text</li> <li>- Asking the students to do the task. <b>(Task I)</b></li> <li>- Discussing the answer of the task with the class.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Paying attention. 5'</li> <li>▪ Paying attention. 2'</li> <li>▪ Receiving the text 10'</li> <li>▪ Finding the text 5'</li> <li>▪ Discussing the text 10'</li> <li>▪ Receiving the text 3'</li> <li>▪ Reading the Text 10'</li> <li>▪ Doing the task 15'</li> <li>▪ Discussing to answer the task. 10'</li> </ul>	70'
3.	<p><b>Post-reading Activities</b></p> <p>Closure</p> <ul style="list-style-type: none"> <li>a. Drawing a conclusion</li> <li>b. Parting</li> </ul>	<ul style="list-style-type: none"> <li>a. Drawing a conclusion 4'</li> <li>b. Parting 1'</li> </ul>	5'

The English Teacher

Jombang, 20 October 2017  
The Researcher

Mohamad Hasyim Asyari, SS  
NIP 19720428 200901 1 007

WAHYU ALI AZHAR  
NIM. 110210401063



## INSTRUCTIONAL MATERIAL

### A. Showing picture related to the material.



### B. Answering some leading questions:

1. Where did you spend your last holiday?
2. Have you ever visited to Borobudur Temple?
3. How did you feel when you visited Borobudur Temple?

### C. Descriptive Text

#### Descriptive Text

Descriptive Text merupakan jenis teks yang banyak digunakan dalam kehidupan sehari-hari dalam menggambarkan benda, tempat, manusia, hewan dan lain sebagainya. Descriptive text diartikan sebagai sebuah teks bahasa Inggris untuk menggambarkan seperti apa benda atau makhluk hidup yang kita deskripsikan, baik secara kenampakan, bau, suara, tekstur, jumlah, maupun sifat-sifatnya dari benda atau makhluk hidup tersebut. Descriptive text tidak membutuhkan informasi detail misalkan dari hasil penelitian atau observasi mendalam dalam mendeskripsikan sesuatu. Melainkan, descriptive text lebih ke menggambarkan apa kita lihat, dengar, dan rasakan pada sesuatu yang kita ingin deskripsikan.

( <http://www.beljarbahasainggris.us/2016/07/descriptive-text-penjelasan-contoh.html> )



### Generic structure Teks Descriptive

#### 1. Identification

Identification adalah bagian dari Descriptive Text yang berisi tentang topik atau "apa" yang akan digambarkan atau dideskripsikan.

#### 2. Description

Description adalah bagian terakhir dari Descriptive Text yang berisi tentang pembahasan atau penggambaran tentang topik atau "apa" yang ada di Identification mengenai kenampakan fisik, kualitas, perilaku umum maupun sifat-sifatnya.

#### D. Example

**Read the text below carefully and find the meaning of unfamiliar words!**

### Gili Trawangan

#### 1. Identification

Gili is derived from Sasak language (Lombok Island native tribal language) which means small island. Actually there are several Gili / dykes around the island of Lombok, yet there are three dykes that are known by tourists, namely Gili Trawangan, Gili Air and Gili Meno.

#### 2. Description

Among the three dykes, the Gili Trawangan is the largest, well-known and the most complete amenities. Gili Trawangan is located in the northwest of the island of Lombok. Administratively, Gili Trawangan includes in the territory of the village of Gili Indah, West Lombok, West Nusa Tenggara province.

Gili Trawangan has several beaches with very beautiful views. Most beaches have blue toska and clear sea water. The sand there is also soft with white color. On the west side of the island, you can get the beach atmosphere which is quiet and calm enough. But there, the sand is slightly coarser than the sand of the beach which is in the southeast of the island. Even though, this island looks pretty green with many pine trees, acacia, and coconut trees that beautify the shoreline.

(<http://www.englishiana.com/2016/05/contoh-descriptive-text-tempat-wisata.html>)

**E. Text**

**Read the text below!**

**Indrayanti Beach**

The romantic Indrayanti Beach in Gunungkidul District of the Special Region of Yogyakarta is no exception. This beach offers couples who intend to travel to a peaceful romantic vacation a unique panoramic view compared to other beaches. The sea is still clear and beautiful because trash or any other waste has not contaminated in this remote area.

When the night falls, visitors can enjoy a magnificent view of the horizon changing its colors from bright blue, to orangey-red and finally darkness with glittering twinkling stars above. This makes a very romantic scenery for couples visiting the beach. On the land, the view is no less great as the gazebos of restaurants lining the beach sparkle with colorful lighting. Indrayanti beach is a long stretch of sand lined with the ocean on one end and gazebos of restaurants, tiny shops and others on the other end. You can leisurely walk around and enjoy the beach in a pair of comfortable footwear.

<http://www.indonesia.travel/en/destination/point-of-interest/indrayanti-beach>

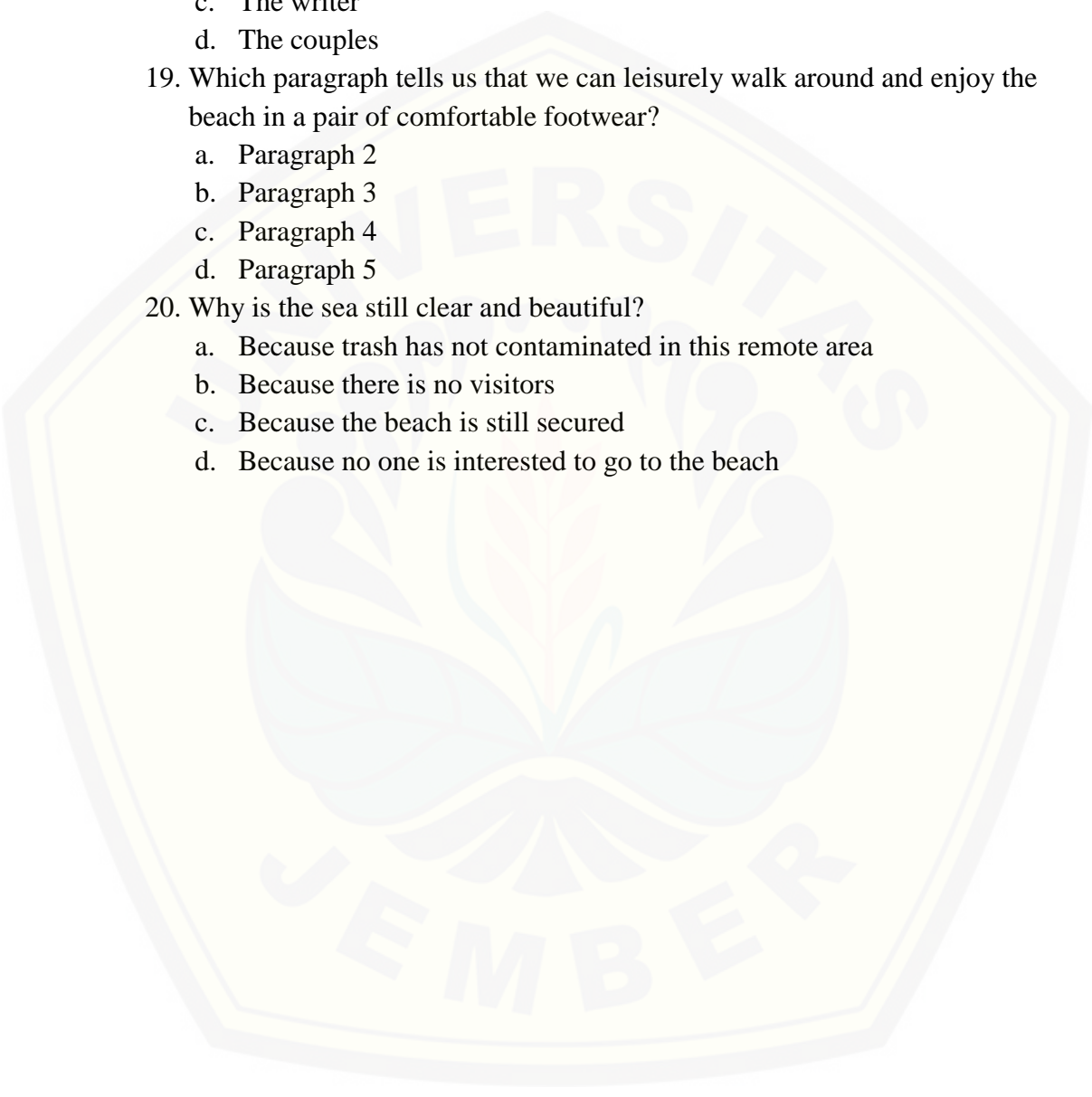
**F. Task I**

**Answer the following questions by crossing a, b, c or d as the best answer based on the text.**

1. What does the text tell us about?
  - a. Yogyakarta
  - b. Indrayanti Beach
  - c. Gunungkidul District
  - d. Romantic Vacation
2. What is the main idea of paragraph 1?
  - a. The romantic Indrayanti Beach in Gunungkidul District
  - b. The visitors enjoy a magnificent view
  - c. The beach has gazebos and restaurants
  - d. Indrayanti beach is a long stretch of sand
3. Where is Indrayanti Beach located?
  - a. Semarang
  - b. Yogyakarta
  - c. Solo
  - d. Kudus

4. What does the word “this” (Paragraph 1, line 2) refer to?
  - a. Yogyakarta
  - b. Indrayanti
  - c. Gunungkidul
  - d. Parangtritis
5. Which statement is FALSE according to the text?
  - a. Indrayanti beach has so much trash
  - b. Indrayanti beach is still clear and beautiful
  - c. Indrayanti beach is a romantic beach
  - d. Indrayanti beach has a unique view
6. “The sea is still clear and beautiful”  
What is the opposite meaning of the underlined word?
  - a. Awesome
  - b. Gorgeous
  - c. Lovely
  - d. Ugly
7. Which statement is TRUE according to the text?
  - a. The view is less great as the gazebos of restaurants.
  - b. Visitors can enjoy a magnificent view of the horizon.
  - c. There is no gazebos in Indrayanti beach.
  - d. There is no restaurants in Indrayanti beach.
8. “This beach offers couples who intend to travel to a peaceful romantic vacation” (line 3). What is the similar meaning of the underlined word?
  - a. Holiday
  - b. Spending time
  - c. Walking
  - d. Journey
9. What did the visitors do in Indrayanti beach?
  - a. They shopped
  - b. They enjoyed a magnificent view of the horizon
  - c. They visited a hotel
  - d. They played sand
10. What is the main idea of paragraph 2?
  - a. The romantic Indrayanti Beach in Gunungkidul District
  - b. The visitors enjoy a magnificent view
  - c. The beach has gazebos and restaurants
  - d. Indrayanti beach is a long stretch of sand

11. Which paragraph tells us that there are gazebos of restaurants, tiny shops and others on the other end?
  - a. Paragraph 1
  - b. Paragraph 2
  - c. Paragraph 1 and 2
  - d. No one
12. “The sea is still clear and beautiful”  
What does the underlined word refer to?
  - a. Yogyakarta
  - b. gazebos
  - c. Sea
  - d. Sand
13. “You can leisurely walk around.....” (line 12)  
What does the underlined word refers to?
  - a. Writer’s friend
  - b. Writer
  - c. Reader
  - d. A boy
14. What is the purpose of the text?
  - a. To persuade the readers
  - b. To tell about writers holiday
  - c. To tell how to get Indrayanti beach
  - d. To describe Indrayanti beach
15. How is the scenery of Indrayanti beach?
  - a. Romantic scenery
  - b. Nice place
  - c. Unique scenery
  - d. Terrible place
16. Where are gazebos of restaurants and tiny shops located?
  - a. At shopping centre
  - b. In restaurants
  - c. On the long stretch of sand
  - d. Out of the beach area
17. Which paragraph tells us that the sea is still clear and beautiful?
  - a. No one
  - b. Paragraph 1 and 2
  - c. Paragraph 1
  - d. Paragraph 2

18. Who intended to travel to a peaceful romantic vacation?
    - a. The writer's wife
    - b. The readers
    - c. The writer
    - d. The couples
  19. Which paragraph tells us that we can leisurely walk around and enjoy the beach in a pair of comfortable footwear?
    - a. Paragraph 2
    - b. Paragraph 3
    - c. Paragraph 4
    - d. Paragraph 5
  20. Why is the sea still clear and beautiful?
    - a. Because trash has not contaminated in this remote area
    - b. Because there is no visitors
    - c. Because the beach is still secured
    - d. Because no one is interested to go to the beach
- 
- The image contains a large, faint watermark of the Universitas Jember logo. The logo is a shield-shaped emblem with a yellow background and a grey border. Inside the shield, there is a stylized green and blue floral or leaf-like design. The words "UNIVERSITAS" and "JEMBER" are written in a light grey, sans-serif font across the top and bottom of the shield, respectively.



## ANSWER KEY

**TASK 1**

1. B
2. A
3. B
4. B
5. A
6. D
7. B
8. A
9. B
10. B
11. B
12. C
13. C
14. D
15. A
16. C
17. C
18. D
19. A
20. A

**Table of Specification in Reading Comprehension Test**

No.	Indicators	Number (in Cycle 1)	Total	Score	Total
1	Word Comprehension	4, 6, 8, 12, 13	5	5	25
2	Sentence Comprehension	3, 9, 16, 18, 20	5	5	25
3	Paragraph Comprehension	2, 10, 11, 17, 19	5	5	25
4	Text Comprehension	1, 5, 7, 14, 15	5	5	25
<b>Total</b>			<b>20</b>		<b>100</b>

**THE OBSERVATION CHECKLIST IN MEETING 1 CYCLE 1  
KELAS VIII A  
MTs NEGERI PERAK JOMBANG**

No.	Name	Participation				Active	Passive
		1	2	3	4		
1	ANR						
2	AGUNG S						
3	AGUS S						
4	AAB						
5	APS						
6	AKN						
7	ATQ						
8	APP						
9	AA						
10	BM						
11	BF						
12	CKSL						
13	DA						
14	DIA AP						
15	DIAN AP						
16	EJD						
17	FA						
18	GDA						
19	HJDU						
20	JP						
21	MFS						
22	MYRF						
23	MIP						
24	MJF						
25	HR						
26	NK						
27	SEJ						
28	SAN						
29	VDP						
30	ZAAM						

The indicators of the students' active participation are as follows :

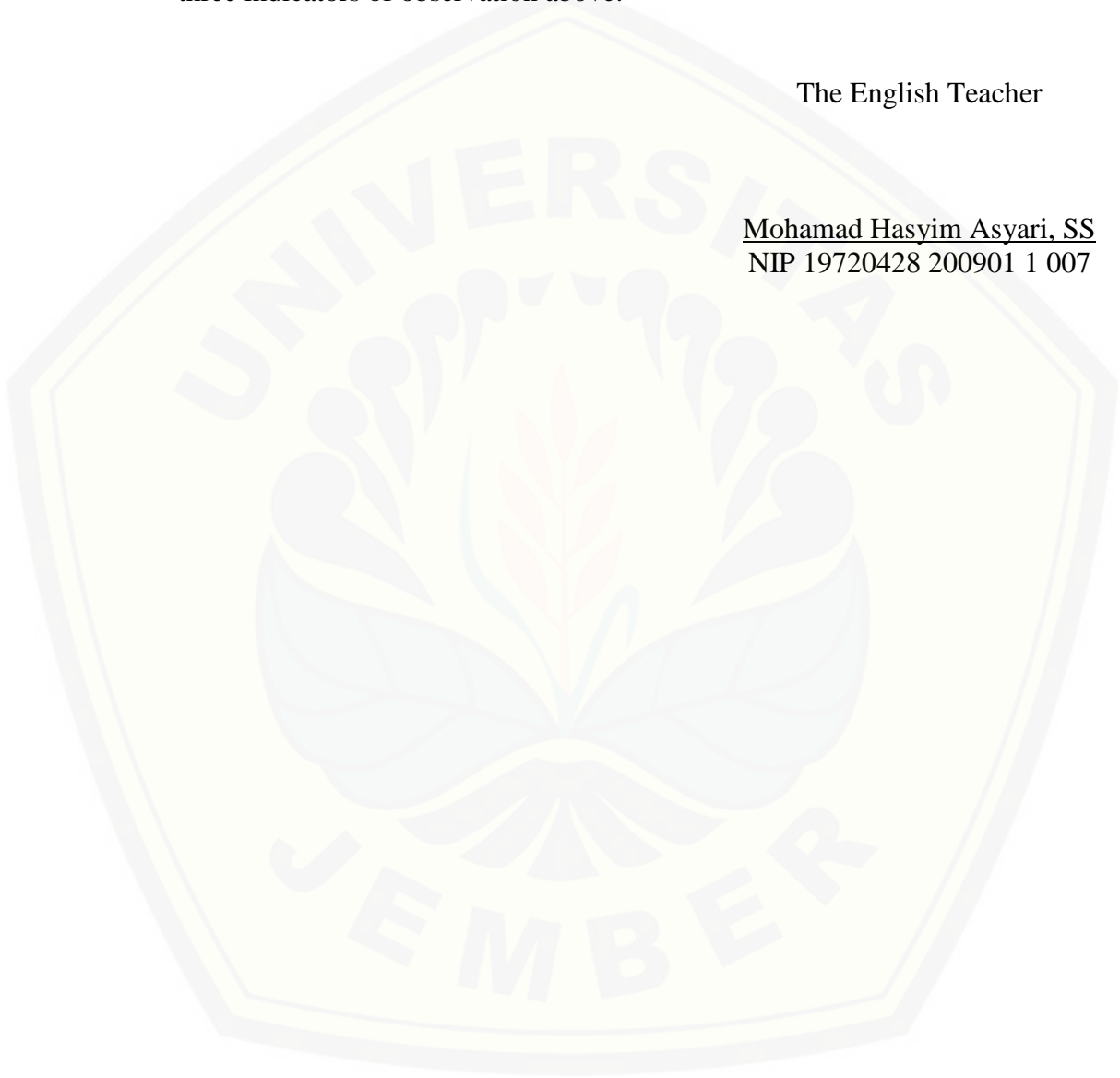
1. The students answer the questions given by the teacher.
2. The students ask questions to the teacher.
3. The students do the reading.
4. The students do the tasks given by the teacher.

Note:

1. The students are categorized as active students if the students at least do the three indicators of observation above.
2. The students are categorized as passive students if the students do less than three indicators of observation above.

The English Teacher

Mohamad Hasyim Asyari, SS  
NIP 19720428 200901 1 007



**THE OBSERVATION CHECKLIST IN MEETING 1 CYCLE 1  
KELAS VIII A  
MTs NEGERI PERAK JOMBANG**

No.	Name	Participation				Active	Passive
		1	2	3	4		
1	ANR						
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10	BM						
11	BF						
12	CKSL						
13	DA						
14	DIA AP						
15	DIAN AP						
16	EJD						
17	FA						
18	GDA						
19	HJDU						
20	JP						
21	MFS						
22	MYRF						
23	MIP						
24	MJF						
25	HR						
26	NK						
27	SEJ						
28	SAN						
29	VDP						
30	ZAAM						

The indicators of the students' active participation are as follows :

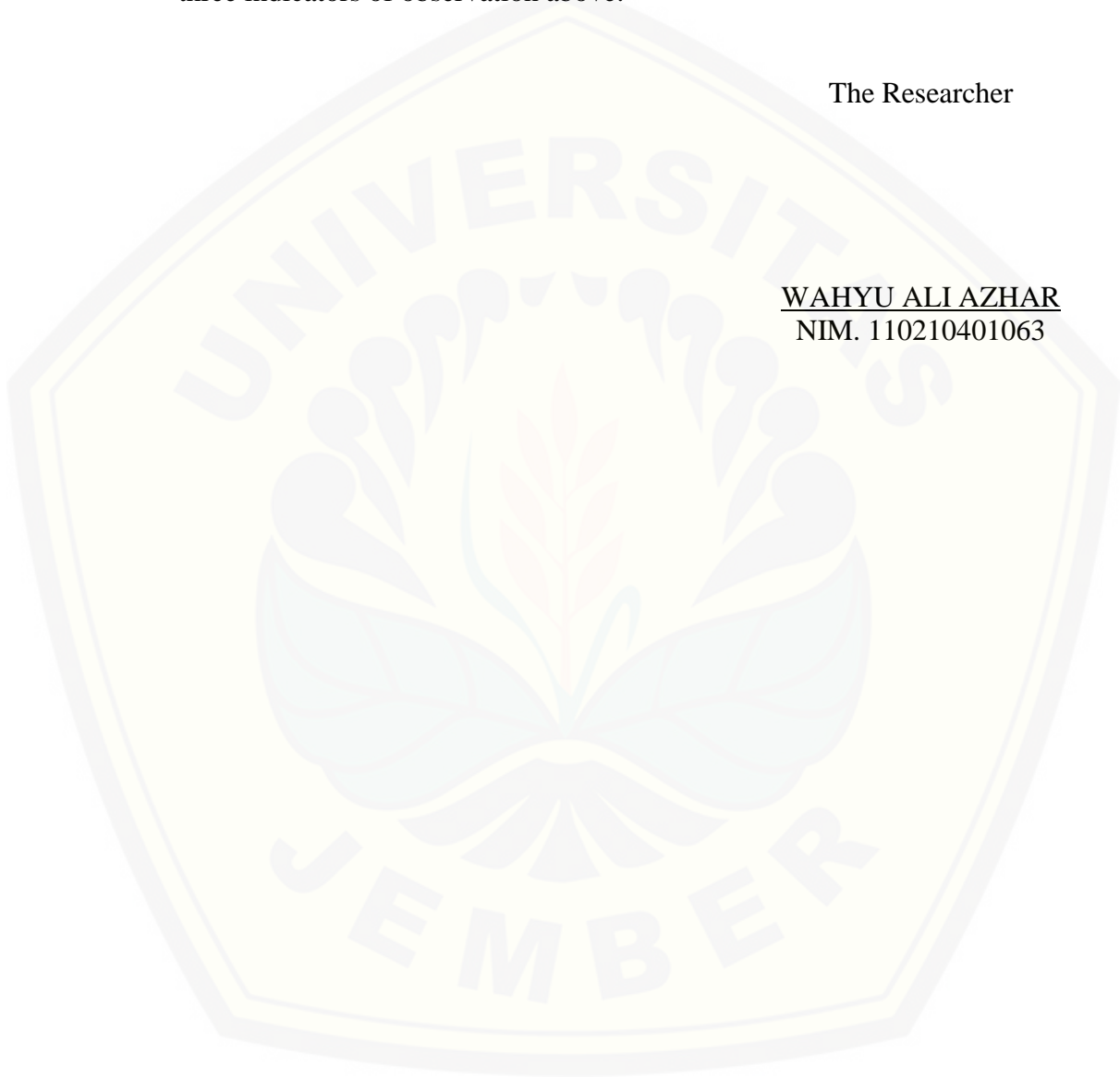
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2. The students ask questions to the teacher.
3. The students do the reading.
4. The students do the tasks given by the teacher.

Note:

1. The students are categorized as active students if the students at least do the three indicators of observation above.
2. The students are categorized as passive students if the students do less than three indicators of observation above.

The Researcher

WAHYU ALI AZHAR  
NIM. 110210401063





## APPENDIX 5

## The sample result of the students` test C1M1

Nama : Angel Ferianty  
 No. Absen : 09  
 Kelas : VIIIA

**85**

**Task I**  
 Answer the following questions by crossing a, b, c or d as the best answer based on the text.

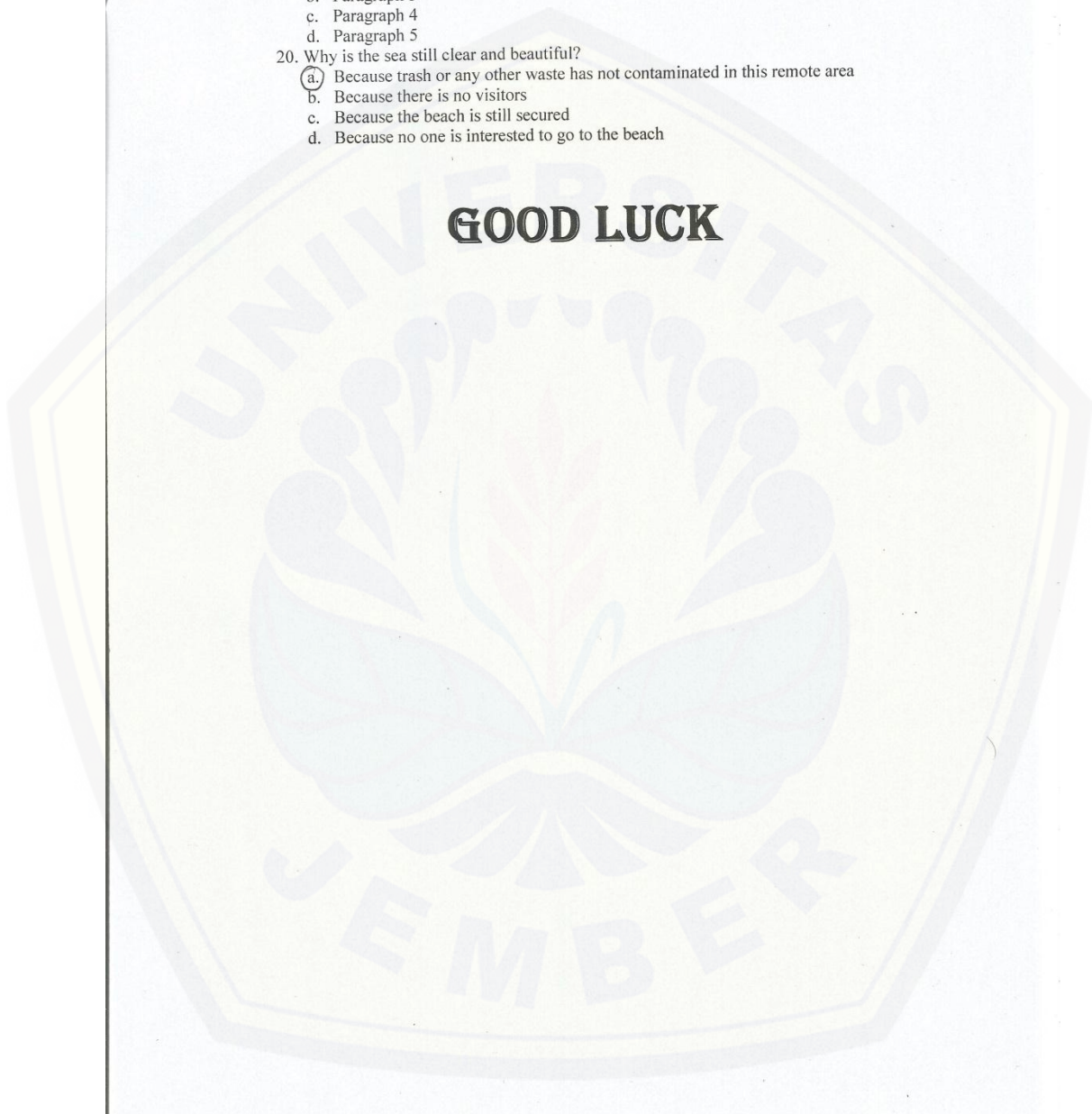
- What does the text tell us about?
  - Yogyakarta
  - Indrayanti Beach
  - Gunung kidul District
  - Romantic Vacation
- What is the main idea of paragraph 1?
  - The romantic Indrayanti Beach in Gunungkidul District
  - The visitors enjoy a magnificent view
  - The beach has gazebos and restaurants
  - Indrayanti beach is a long stretch of sand
- Where is Indrayanti Beach located?
  - Semarang
  - Yogyakarta
  - Solo
  - Kudus
- What does the word "this" (Paragraph 1, line 2) refer to?
  - Yogyakarta
  - Indrayanti
  - Gunungkidul
  - Parangtritis
- Which statement is FALSE according to the text?
  - Indrayanti beach has so much trash
  - Indrayanti beach is still clear and beautiful
  - Indrayanti beach is a romantic beach
  - Indrayanti beach has a unique view
- "The sea is still clear and beautiful"  
 What is the opposite meaning of the underlined word?
  - Awesome
  - Gorgeous
  - Lovely
  - Ugly
- Which statement is TRUE according to the text?
  - The view is less great as the gazebos of restaurants.
  - Visitors can enjoy a magnificent view of the horizon.
  - There is no gazebos in Indrayanti beach.
  - There is no restaurants in Indrayanti beach.
- "This beach offers couples who intend to travel to a peaceful romantic vacation" (line 3). What is the similar meaning of the underlined word?
  - Holiday
  - Spending time
  - Walking
  - Journey

9. What did the visitors do in Indrayanti beach?
- They shopped
  - They enjoyed a magnificent view of the horizon
  - They visited a hotel
  - They played sand
10. What is the main idea of paragraph 2?
- The romantic Indrayanti Beach in Gunungkidul District
  - The visitors enjoy a magnificent view
  - The beach has gazebos and restaurants
  - Indrayanti beach is a long stretch of sand
11. Which paragraph tells us that there are gazebos of restaurants, tiny shops and others on the other end?
- Paragraph 1
  - Paragraph 2
  - Paragraph 1 and 2
  - No one
12. "The sea is still clear and beautiful"  
What does the underlined word refer to?
- Ugly
  - Dirty
  - Beauty
  - Messy
13. "You can leisurely walk around...." (line 12)  
What does the underlined word refer to?
- Writer's friend
  - Writer
  - Reader
  - A boy
14. What is the purpose of the text?
- To persuade the readers
  - To tell about writers holiday
  - To tell how to get Indrayanti beach
  - To describe Indrayanti beach
15. How is the scenery of Indrayanti beach?
- A magnificent view of the horizon changing its colors.
  - Nice place
  - Unique scenery
  - Terrible place
16. Where are gazebos of restaurants and tiny shops located?
- At shopping centre
  - In restaurants
  - On the long stretch of sand
  - Out of the beach area
17. Which paragraph tells us that the sea is still clear and beautiful?
- No one
  - Paragraph 1 and 2
  - Paragraph 1
  - Paragraph 2
18. Who intended to travel to a peaceful romantic vacation?
- The writer's wife
  - The readers
  - The writer
  - The couples



19. Which paragraph tells us that we can leisurely walk around and enjoy the beach in a pair of comfortable footwear?
- a. Paragraph 2
  - b. Paragraph 3
  - c. Paragraph 4
  - d. Paragraph 5
20. Why is the sea still clear and beautiful?
- a. Because trash or any other waste has not contaminated in this remote area
  - b. Because there is no visitors
  - c. Because the beach is still secured
  - d. Because no one is interested to go to the beach

**GOOD LUCK**



Nama : Catur Prasetyo  
 No. Absen : 06  
 Kelas : VIII A

50

**Task I**

Answer the following questions by crossing a, b, c or d as the best answer based on the text.

1. What does the text tell us about?
  - a. Yogyakarta
  - b. Indrayanti Beach
  - c. Gunung kidul District
  - d. Romantic Vacation
2. What is the main idea of paragraph 1?
  - a. The romantic Indrayanti Beach in Gunungkidul District
  - b. The visitors enjoy a magnificent view
  - c. The beach has gazebos and restaurants
  - d. Indrayanti beach is a long stretch of sand
3. Where is Indrayanti Beach located?
  - a. Semarang
  - b. Yogyakarta
  - c. Solo
  - d. Kudus
4. What does the word "this" (Paragraph 1, line 2) refer to?
  - a. Yogyakarta
  - b. Indrayanti
  - c. Gunungkidul
  - d. Parangtritis
5. Which statement is FALSE according to the text?
  - a. Indrayanti beach has so much trash
  - b. Indrayanti beach is still clear and beautiful
  - c. Indrayanti beach is a romantic beach
  - d. Indrayanti beach has a unique view
6. "The sea is still clear and beautiful"  
 What is the opposite meaning of the underlined word?
  - a. Awesome
  - b. Gorgeous
  - c. Lovely
  - d. Ugly
7. Which statement is TRUE according to the text?
  - a. The view is less great as the gazebos of restaurants.
  - b. Visitors can enjoy a magnificent view of the horizon.
  - c. There is no gazebos in Indrayanti beach.
  - d. There is no restaurants in Indrayanti beach.
8. "This beach offers couples who intend to travel to a peaceful romantic vacation" (line 3). What is the similar meaning of the underlined word?
  - a. Holiday
  - b. Spending time
  - c. Walking
  - d. Journey

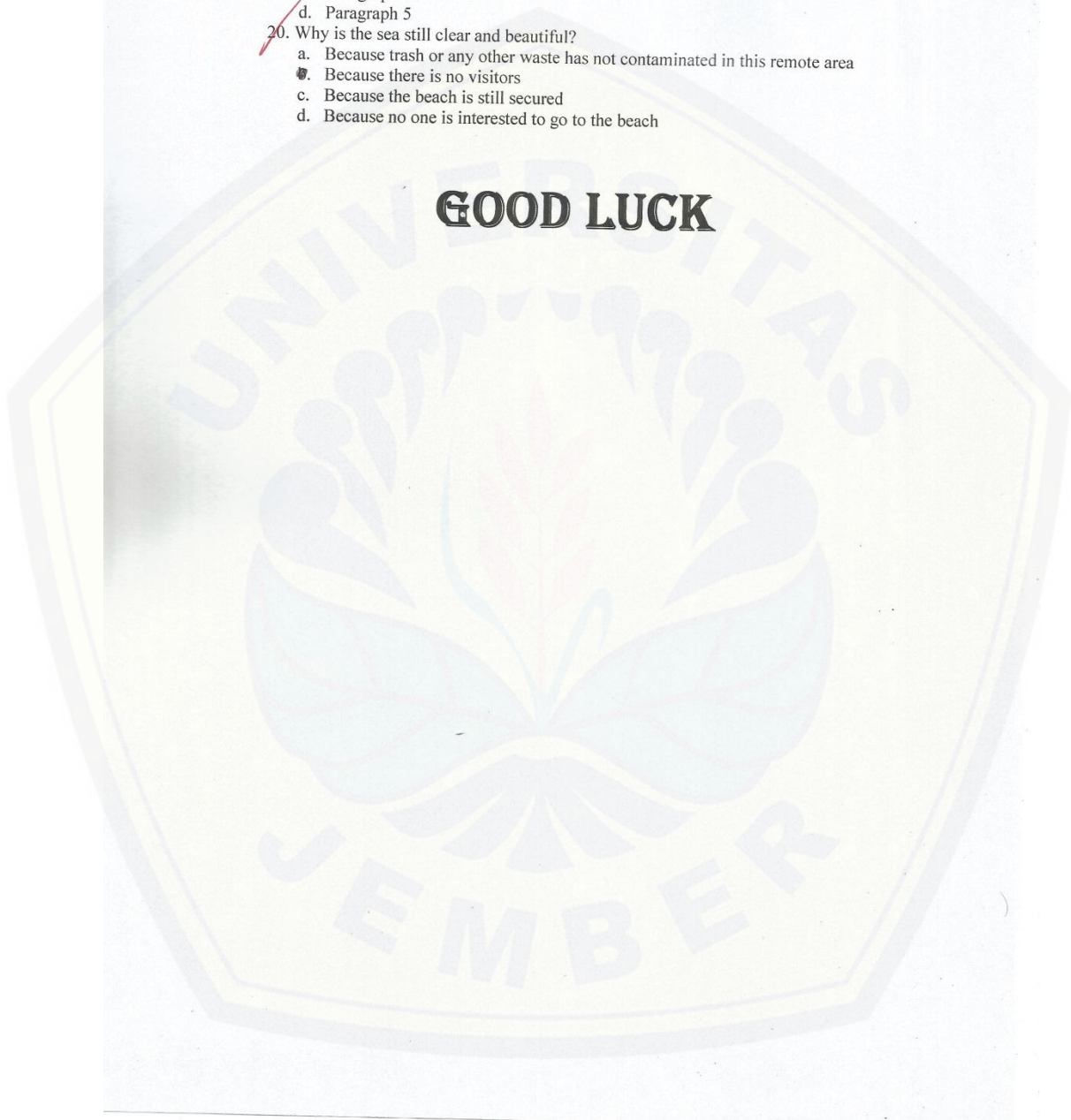


9. What did the visitors do in Indrayanti beach?
- They shopped
  - They enjoyed a magnificent view of the horizon
  - They visited a hotel
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- The romantic Indrayanti Beach in Gunungkidul District
  - The visitors enjoy a magnificent view
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  - Paragraph 1 and 2
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14. What is the purpose of the text?
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17. Which paragraph tells us that the sea is still clear and beautiful?
- No one
  - Paragraph 1 and 2
  - Paragraph 1
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18. Who intended to travel to a peaceful romantic vacation?
- The writer's wife
  - The readers
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  - The couples



19. Which paragraph tells us that we can leisurely walk around and enjoy the beach in a pair of comfortable footwear?
- a. Paragraph 2
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20. Why is the sea still clear and beautiful?
- a. Because trash or any other waste has not contaminated in this remote area
  - b. Because there is no visitors
  - c. Because the beach is still secured
  - d. Because no one is interested to go to the beach

**GOOD LUCK**



**APPENDIX 6****LESSON PLAN 2**

School	: MTsN Perak Jombang
Subject	: English
Level/Semester	: VIII/I
Theme	: Tourism Place
Language Skill	: Reading
Time Allocation	: 2 X 40 minutes

**I. Standar Kompetensi**

5. Memahami makna teks tulis fungsional dan esei pendek sederhana berbentuk *descriptive* dan *recount* yang berkaitan dengan lingkungan sekitar

**II. Kompetensi Dasar**

- 5.3 Merespon makna dan langkah retorika dalam esei pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk *descriptive* dan *recount*

**III. Indikator**

1. Finding the word meaning in a *descriptive* text
2. Finding the sentence meaning in a *descriptive* text
3. Finding the paragraph meaning in a *descriptive* text
4. Finding the text meaning in a *descriptive* text

**IV. Learning Objectives**

1. The students are able to find the word meaning in a *descriptive* text.
2. The students are able to find the sentence meaning in a *descriptive* text.
3. The students are able to find the paragraph meaning in a *descriptive* text.
4. The students are able to find the text meaning in a *descriptive* text.

**V. Material**

Enclosed

**VI. Teaching and Learning Strategy**

Approach : Pre-reading, , and Post-reading.

Method : Question and Answer.

**VII. Sources**

Sources :

- <http://static.asiawebdirect.com/m/bangkok/portals/bali-indonesia-com/homepage/magazine/pandawa-beach-bali/pagePropertiesImage/pandawa-beach-bali.jpg>
- <http://www.belajarbahasainggris.us/2016/07/descriptive-text-penjelasan-contoh.html>
- <http://www.englishiana.com/2016/05/contoh-descriptive-text-tempat-wisata.html>
- <http://www.indonesia.travel/en/destination/point-of-interest/malioboro>

Media : Internet (Authentic Materials)

**VIII. Teaching and Learning Activities**

No	Learning Activities		Time Allocation
	Teacher's activity	Students' activity	
1.	<b>Pre-reading Activities</b> Set induction		5'
	a. Greeting the students	a. Responding the greeting	1'
	b. Showing picture related to the material	b. Responding the picture	1'
	c. Giving some leading questions	c. Answering the leading questions	2'
	d. Stating the learning objectives	d. Paying attention	1'

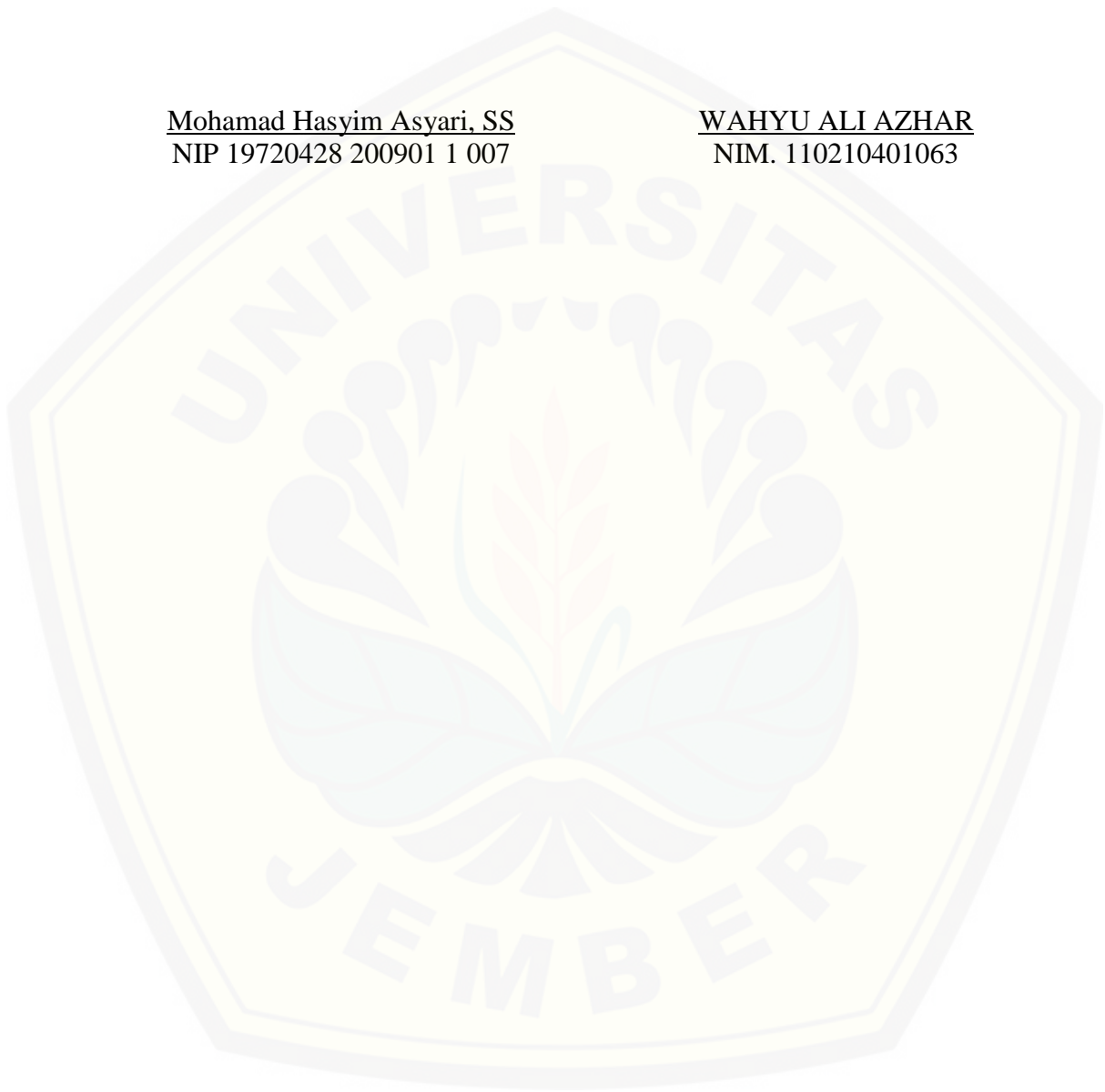
2.	<p><b>While Reading Activities</b></p> <ul style="list-style-type: none"> <li>- Explaining about a Descriptive text.</li> <li>- Showing the example of a Descriptive text taken from internet through LCD</li> </ul> <p><b>( Nusa Lembongan )</b>  <a href="http://www.englishiana.com/2016/05/contoh-descriptive-text-tempat-wisata.html">http://www.englishiana.com/2016/05/contoh-descriptive-text-tempat-wisata.html</a>)</p> <ul style="list-style-type: none"> <li>- Asking the student to read the text given by the teacher.</li> <li>- Asking the student to find the meaning of unfamiliar words from the text.</li> <li>- Discussing the content of the authentic materials.</li> <li>- Distributing the Descriptive text from the internet</li> </ul> <p><b>( Malioboro )</b>  <a href="http://www.indonesia.travel/en/destination/point-of-interest/malioboro">http://www.indonesia.travel/en/destination/point-of-interest/malioboro</a>)</p> <ul style="list-style-type: none"> <li>- Asking the students to read the text</li> <li>- Asking the students to do the task. <b>(Task 1)</b></li> <li>- Discussing the answer of the task with the class.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Paying attention. 5'</li> <li>▪ Paying attention. 2'</li> <li>▪ Receiving the text 10'</li> <li>▪ Finding the text 5'</li> <li>▪ Discussing the text 10'</li> <li>▪ Receiving the text 3'</li> <li>▪ Reading the Text 10'</li> <li>▪ Doing the task 15'</li> <li>▪ Discussing to answer the task. 10'</li> </ul>	70'
3.	<p><b>Post-reading Activities</b></p> <p>Closure</p> <ul style="list-style-type: none"> <li>a. Drawing a conclusion</li> <li>b. Parting</li> </ul>	<ul style="list-style-type: none"> <li>a. Drawing a conclusion 4'</li> <li>b. Parting 1'</li> </ul>	5'

The English Teacher

Jombang, 23 October 2017  
The Researcher

Mohamad Hasyim Asyari, SS  
NIP 19720428 200901 1 007

WAHYU ALI AZHAR  
NIM. 110210401063





## INSTRUCTIONAL MATERIAL

### A. Showing picture related to the material.



### B. Answering some leading questions:

1. Have you ever visited to the beach?
2. What beach have you ever visited?

### C. Descriptive Text

#### Descriptive Text

Descriptive Text merupakan jenis teks yang banyak digunakan dalam kehidupan sehari-hari dalam menggambarkan benda, tempat, manusia, hewan dan lain sebagainya. Descriptive text diartikan sebagai sebuah teks bahasa Inggris untuk menggambarkan seperti apa benda atau makhluk hidup yang kita deskripsikan, baik secara kenampakan, bau, suara, tekstur, jumlah, maupun sifat-sifatnya dari benda atau makhluk hidup tersebut. Descriptive text tidak membutuhkan informasi detail misalkan dari hasil penelitian atau observasi mendalam dalam mendeskripsikan sesuatu. Melainkan, descriptive text lebih ke menggambarkan apa kita lihat, dengar, dan rasakan pada sesuatu yang kita ingin deskripsikan.

( <http://www.belajarbahasainggris.us/2016/07/descriptive-text-penjelasan-contoh.html> )



### Generic structure Teks Descriptive

#### 1. Identification

Identification adalah bagian dari Descriptive Text yang berisi tentang topik atau "apa" yang akan digambarkan atau dideskripsikan.

#### 2. Description

Description adalah bagian terakhir dari Descriptive Text yang berisi tentang pembahasan atau penggambaran tentang topik atau "apa" yang ada di Identification mengenai kenampakan fisik, kualitas, perilaku umum maupun sifat-sifatnya.

#### D. Example

**Read the text below carefully and find the meaning of unfamiliar words!**

#### Nusa Lembongan

##### 1. Identification

Nusa Lembongan is one of the three sets of islands located in the southeast of Bali, Nusa Penida, Nusa Lembongan and Nusa Ceningan. From those three islands, Nusa Lembongan is the best one.

##### 2. Description

Having condition which is still beautiful and natural, this island is ready to pamper you. If you like water sports, especially diving or snorkeling, it is recommended for you to decide Nusa Lembongan as the next destination. There are several locations with underwater natural beauty which are not doubtful. Coral reefs and colorful fish around the island of Nusa Lembongan is so riveting. There are also some equipments for snorkeling and diving to rent.

<http://www.englishiana.com/2016/05/contoh-descriptive-text-tempat-wisata.html>

**E. Text****Read the text below!****Malioboro**

Malioboro is the most famous street in Yogyakarta. Located in the heart of the city, this is the main street and was once the ceremonial avenue for the Sultan to pass through on his way to and from the keraton. Some say that the name Malioboro derives from the name of the British governor Marlborough from the era when Britain ruled the archipelago, between 1811-1816.

Malioboro is packed with shops selling curiosities, and street vendors offering souvenirs at affordable prices, so you're bound to find something of interest in this street. If you're after some batik to take home as a souvenir, then Malioboro is the right place for you. Batik can also be made into bags, table cloths, bed sheets, pillow covers, curtains, and a whole lot more. Malioboro is within walking distance from Stasiun Tugu (Tugu Railway Station). You can get here on foot or ride a becak (pedicab) or the ubiquitous four-wheeled horse-drawn carts called "andong".

<http://www.indonesia.travel/en/destination/point-of-interest/malioboro>

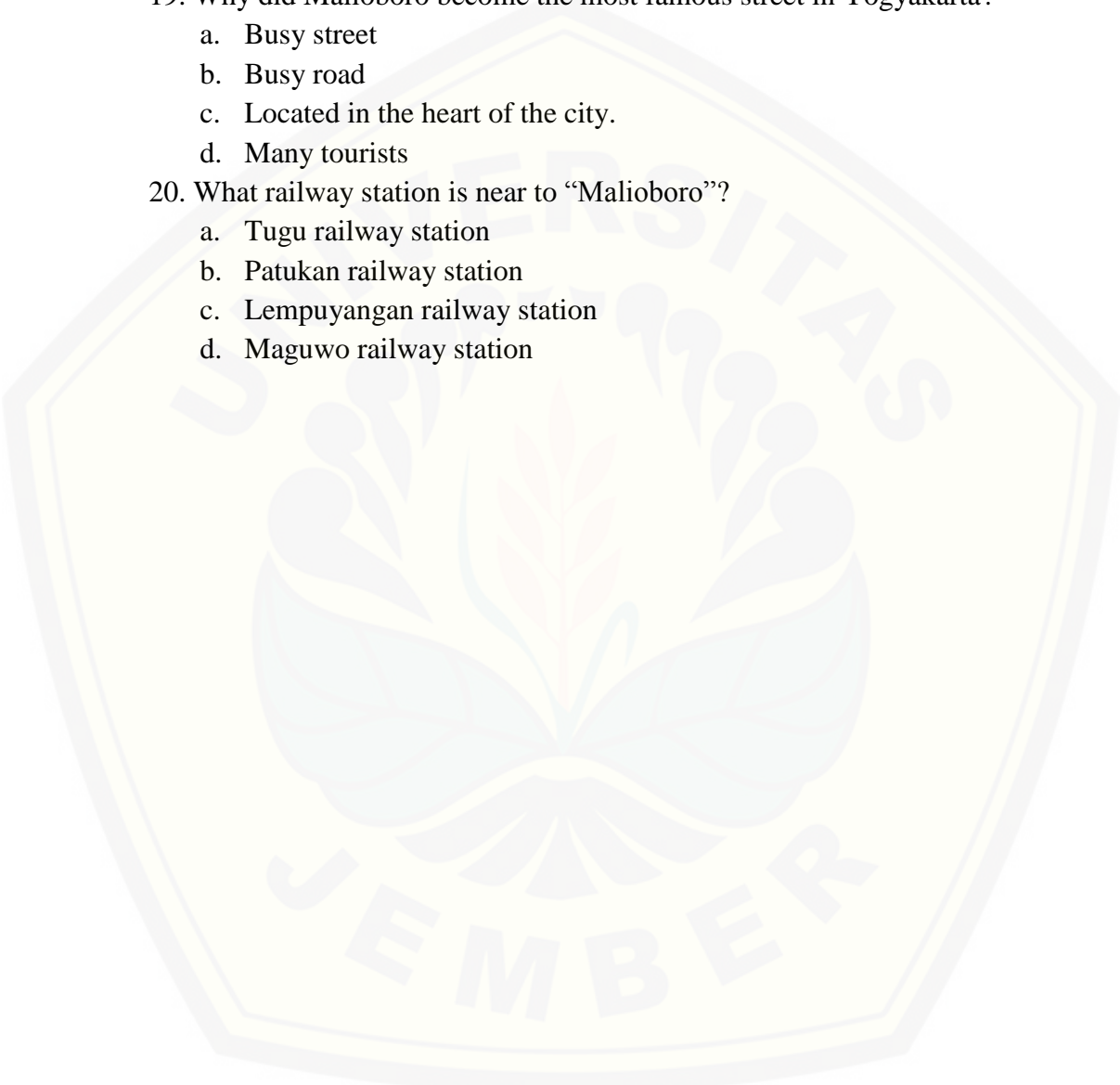
**F. Task 1**

**Answer the following questions by crossing a, b, c or d as the best answer based on the text.**

1. What is the main idea of paragraph 1?
  - a. Shopping centre in Malioboro
  - b. Batik of Malioboro
  - c. Malioboro's location
  - d. Malioboro is the most famous street in Yogyakarta
2. What does the text tell us about?
  - a. Malioboro
  - b. The Last Vacation
  - c. Trip to the Borobudur
  - d. Bromo Crater
3. "This is the main street and was once the ceremonial avenue for the Sultan"  
What does the underlined word refer to?
  - a. Prambanan
  - b. Borobudur
  - c. Malioboro
  - d. Cave tubing Goa Pindul

4. Where is Malioboro located?
  - a. Tugu street
  - b. In Stasiun Tugu
  - c. In the heart of the city
  - d. East java
5. Which statement is TRUE according the text?
  - a. Batik can also be made into bags, table cloths, bed sheets, pillow covers, curtains
  - b. Batik cannot modified became another souvenir
  - c. Malioboro is unfamiliar place
  - d. Jogyakarta is quiet city
6. “You can get here on foot or ride a becak (pedicab) ,, .”  
What is the similar meaning of the underlined word?
  - a. A three-wheel taxi cab
  - b. Taxi
  - c. Train
  - d. Airplane
7. “Malioboro is the most famous street in Yogyakarta”  
What is the opposite meaning of the underlined word?
  - a. Great
  - b. Unknown
  - c. Well known
  - d. Renowned
8. Which statement is FALSE according to the text?
  - a. Malioboro is not famous street
  - b. There are so many vendors
  - c. Malioboro derives from the name of the British governor Marlborough
  - d. Malioboro is packed with shops selling curiosities
9. What is the main idea of paragraph 2?
  - a. Malioboro sells batik
  - b. Malioboro is packed with shops selling curiosities
  - c. Batik as a souvenirs
  - d. Batik can be another model
10. Which paragraph tells us that batik can also be made into bags, table cloths, bed sheets, pillow covers, curtains?
  - a. Paragraph 1 and 2
  - b. No one
  - c. Paragraph 1
  - d. Paragraph 2

11. What can the visitors find along Malioboro street?
  - a. Banks
  - b. Police station
  - c. Street vendors
  - d. Post office
12. What is the purpose of the text?
  - a. To persuade the readers
  - b. To tell about writers holiday
  - c. To tell how to get Malioboro street
  - d. To describe Malioboro street
13. "You are bound to find something of interest in this street"  
What does the underlined word refer to?
  - a. The reader
  - b. The writer
  - c. The tourist
  - d. The visitors
14. "Malioboro is packed with shops selling curiosities"  
What is the opposite meaning of the underlined word?
  - a. Transferring
  - b. Taking
  - c. Buying
  - d. Bartering
15. Which paragraph tells us about the way how you can get to Malioboro?
  - a. No one
  - b. Paragraph 1 and 2
  - c. Paragraph 1
  - d. Paragraph 2
16. Where does the word "Malioboro" come from?
  - a. The name of District Head
  - b. The nama of President
  - c. The name of Sultan
  - d. The name of the British governor Marlborough
17. Where are shops selling curiosities, and street vendors offering souvenirs at affordable prices located?
  - a. Malioboro street
  - b. Kraton
  - c. Borobudur temple
  - d. Prambanan temple

18. Which paragraph tells us that Malioboro is located in the heart of the city?
    - a. Paragraph 4
    - b. Paragraph 3
    - c. Paragraph 1
    - d. Paragraph 2
  19. Why did Malioboro become the most famous street in Yogyakarta?
    - a. Busy street
    - b. Busy road
    - c. Located in the heart of the city.
    - d. Many tourists
  20. What railway station is near to “Malioboro”?
    - a. Tugu railway station
    - b. Patukan railway station
    - c. Lempuyangan railway station
    - d. Maguwo railway station
- 
- The image contains a large, faint watermark of the Universitas Jember logo. The logo is a shield-shaped emblem with a yellow background and a grey border. Inside the shield, there is a stylized green and red floral or leaf-like design. The text "UNIVERSITAS JEMBER" is written in a light grey, sans-serif font across the top and bottom of the shield.

**ANSWER KEY****TASK 1**

1. D
2. A
3. C
4. C
5. A
6. A
7. B
8. A
9. B
10. D
11. C
12. D
13. A
14. C
15. D
16. D
17. A
18. C
19. C
20. A

**Table of Specification in Reading Comprehension Test**

No.	Indicators	Number (in Cycle 1)	Total	Score	Total
1	Word Comprehension	3, 7, 6, 13, 14	5	5	25
2	Sentence Comprehension	4, 11, 17, 19, 20	5	5	25
3	Paragraph Comprehension	1, 9, 10, 15, 18	5	5	25
4	Text Comprehension	2, 5, 8, 12, 16	5	5	25
<b>Total</b>			<b>20</b>		<b>100</b>



**THE OBSERVATION CHECKLIST IN MEETING 2 CYCLE 1  
KELAS VIII A  
MTs NEGERI PERAK JOMBANG**

No.	Name	Participation				Active	Passive
		1	2	3	4		
1	ANR						
2	AGUNG S						
3	AGUS S						
4	AAB						
5	APS						
6	AKN						
7	ATQ						
8	APP						
9	AA						
10	BM						
11	BF						
12	CKSL						
13	DA						
14	DIA AP						
15	DIAN AP						
16	EJD						
17	FA						
18	GDA						
19	HJDU						
20	JP						
21	MFS						
22	MYRF						
23	MIP						
24	MJF						
25	HR						
26	NK						
27	SEJ						
28	SAN						
29	VDP						
30	ZAAM						

The indicators of the students' active participation are as follows :

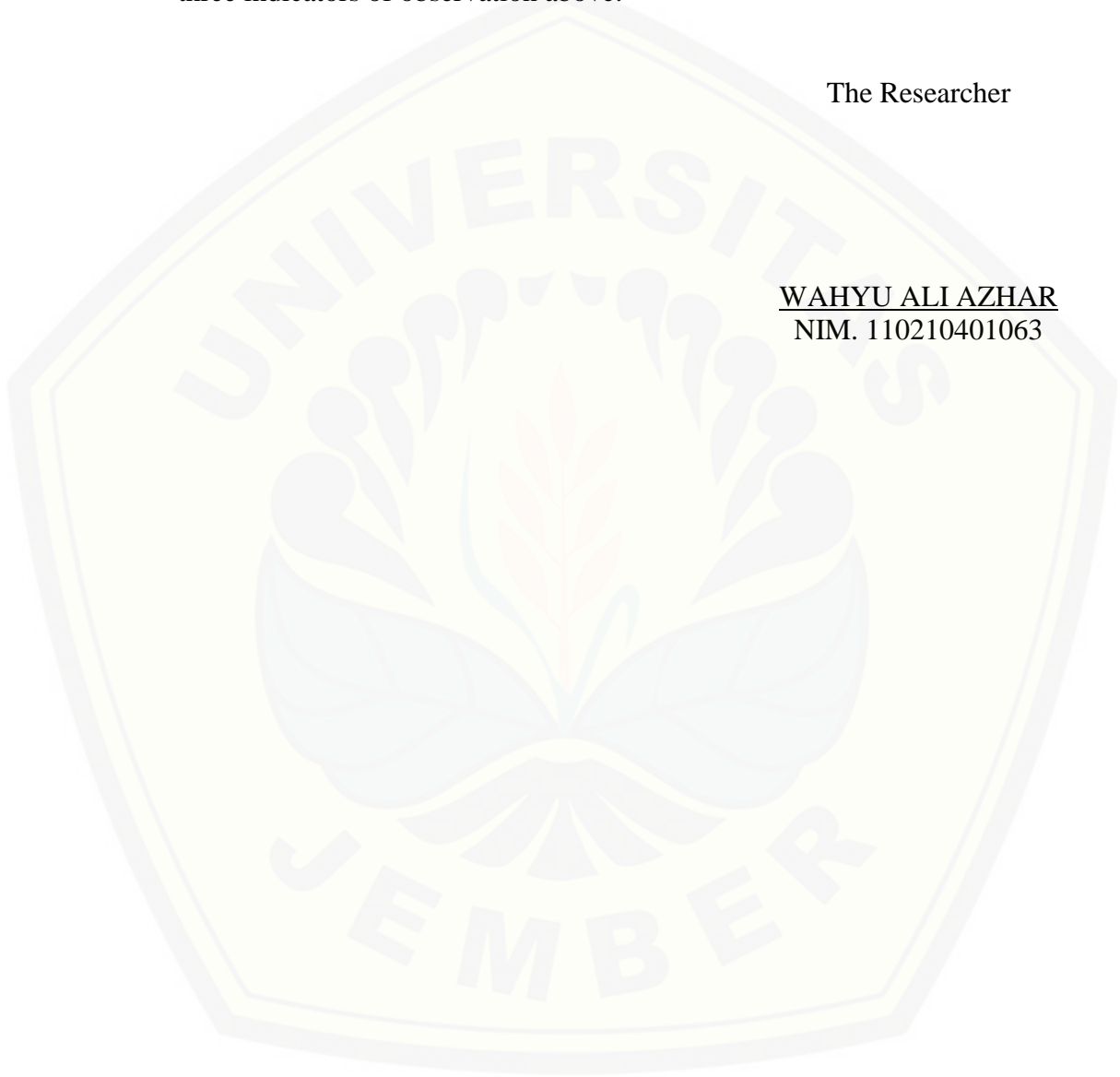
1. The students answer the questions given by the teacher.
2. The students ask questions to the teacher.
3. The students do the reading.
4. The students do the tasks given by the teacher.

Note:

1. The students are categorized as active students if the students at least do the three indicators of observation above.
2. The students are categorized as passive students if the students do less than three indicators of observation above.

The Researcher

WAHYU ALI AZHAR  
NIM. 110210401063



**THE OBSERVATION CHECKLIST IN MEETING 2 CYCLE 1  
KELAS VIII A  
MTs NEGERI PERAK JOMBANG**

No.	Name	Participation				Active	Passive
		1	2	3	4		
1	ANR						
2	AGUNG S						
3	AGUS S						
4	AAB						
5	APS						
6	AKN						
7	ATQ						
8	APP						
9	AA						
10	BM						
11	BF						
12	CKSL						
13	DA						
14	DIA AP						
15	DIAN AP						
16	EJD						
17	FA						
18	GDA						
19	HJDU						
20	JP						
21	MFS						
22	MYRF						
23	MIP						
24	MJF						
25	HR						
26	NK						
27	SEJ						
28	SAN						
29	VDP						
30	ZAAM						

The indicators of the students' active participation are as follows :

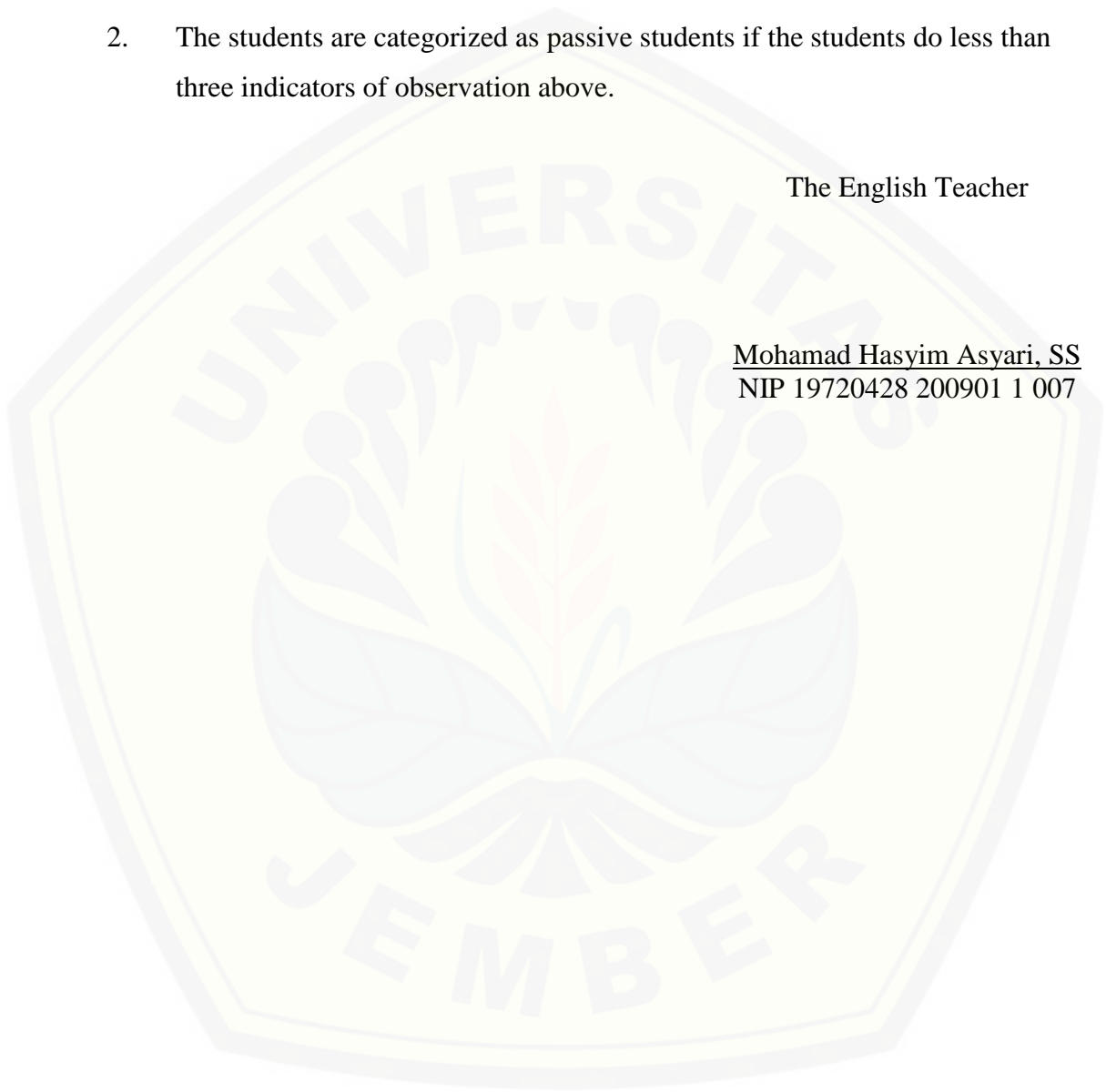
1. The students answer the questions given by the teacher.
2. The students ask questions to the teacher.
3. The students do the reading.
4. The students do the tasks given by the teacher.

Note:

1. The students are categorized as active students if the students at least do the three indicators of observation above.
2. The students are categorized as passive students if the students do less than three indicators of observation above.

The English Teacher

Mohamad Hasyim Asyari, SS  
NIP 19720428 200901 1 007



## APPENDIX 7

## The sample result of the students` test

Nama : Angel Ferianty  
 No. Absen : 05  
 Kelas : VIIA

90

**Task 1**  
 Answer the following questions by crossing a, b, c or d as the best answer based on the text.

- What is the main idea of paragraph 1?
  - Shopping centre in Malioboro
  - Batik of Malioboro
  - Malioboro's location
  - Malioboro is the most famous street in Yogyakarta
- What does the text tell us about?
  - Malioboro
  - The Last Vacation
  - Trip to the Borobudur
  - Bromo Crater
- "This is the main street and was once the ceremonial avenue for the Sultan"  
 What does the underlined word refer to?
  - Prambanan
  - Borobudur
  - Malioboro
  - Cave tubing Goa Pindul
- Where is Malioboro located?
  - Tugu street
  - In Stasiun Tugu
  - In the heart of the city
  - East java
- Which statement is TRUE according to the text?
  - Batik can also be made into bags, table cloths, bed sheets, pillow covers, curtains
  - Batik cannot modified became another souvenir
  - Malioboro is unfamiliar place
  - Jogyakarta is quiet city
- "You can get here on foot or ride a becak (pedicab) ,, ."
 

What is the similar meaning of the underlined word?

  - A three-wheel taxi cab
  - Taxi
  - Train
  - Airplane
- "Malioboro is the most famous street in Yogyakarta"  
 What is the opposite meaning of the underlined word?
  - Great
  - Unknown
  - Well known
  - Renowned
- Which statement is FALSE according to the text?
  - Malioboro is not famous street
  - There are so many vendors
  - Malioboro derives from the name of the British governor Marlborough
  - Malioboro is packed with shops selling curiosities



9. What is the main idea of paragraph 2?
- Malioboro sells batik
  - Malioboro is packed with shops selling curiosities
  - Batik as a souvenirs
  - Batik can be another model
10. Which paragraph tells us that batik can also be made into bags, table cloths, bed sheets, pillow covers, curtains?
- Paragraph 1 and 2
  - No one
  - Paragraph 1
  - Paragraph 2
11. What can the visitors find along Malioboro street?
- Banks
  - Police station
  - Street vendors
  - Post office
12. What is the purpose of the text?
- To persuade the readers
  - To tell about writers holiday
  - To tell how to get Malioboro street
  - To describe Malioboro street
13. "You are bound to find something of interest in this street"
- What does the underlined word refer to?
- The reader
  - The writer
  - The tourist
  - The visitors
14. "Malioboro is packed with shops selling curiosities"
- What is the opposite meaning of the underlined word?
- Transferring
  - Taking
  - Buying
  - Bartering
15. Which paragraph tells us about the way how you can get to Malioboro?
- No one
  - Paragraph 1 and 2
  - Paragraph 1
  - Paragraph 2
16. Where does the word "Malioboro" come from?
- The name of District Head
  - The nama of President
  - The name of Sultan
  - The name of the British governor Marlborough
17. Where are shops selling curiosities, and street vendors offering souvenirs at affordable prices located?
- Malioboro street
  - Kraton
  - Borobudur temple
  - Prambanan temple

18. Which paragraph tells us that Malioboro is located in the heart of the city?

- a. Paragraph 4
- b. Paragraph 3
- c. Paragraph 1
- d. Paragraph 2

19. Why did Malioboro become the most famous street in Yogyakarta?

- a. Busy street
- b. Busy road
- c. Located in the heart of the city
- d. Many tourists

20. What railway station is near to "Malioboro"?

- a. Tugu railway station
- b. Patukan railway station
- c. Lempuyangan railway station
- d. Maguwo railway station

**GOOD LUCK**

Nama : ABDul malik  
No. Absen : 01  
Kelas : VIII A

65

### Task 1

Answer the following questions by crossing a, b, c or d as the best answer based on the text.

1. What is the main idea of paragraph 1?
  - a. Shopping centre in Malioboro
  - b. Batik of Malioboro
  - c. Malioboro's location
  - d. Malioboro is the most famous street in Yogyakarta
2. What does the text tell us about?
  - a. Malioboro
  - b. The Last Vacation
  - c. Trip to the Borobudur
  - d. Bromo Crater
3. "This is the main street and was once the ceremonial avenue for the Sultan"  
What does the underlined word refer to?
  - a. Prambanan
  - b. Borobudur
  - c. Malioboro
  - d. Cave tubing Goa Pindul
4. Where is Malioboro located?
  - a. Tugu street
  - b. In Stasiun Tugu
  - c. In the heart of the city
  - d. East java
5. Which statement is TRUE according to the text?
  - a. Batik can also be made into bags, table cloths, bed sheets, pillow covers, curtains
  - b. Batik cannot modified became another souvenir
  - c. Malioboro is unfamiliar place
  - d. Jogyakarta is quiet city
6. "You can get here on foot or ride a becak (pedicab), ,,"  
What is the similar meaning of the underlined word?
  - a. A three-wheel taxi cab
  - b. Taxi
  - c. Train
  - d. Airplane
7. "Malioboro is the most famous street in Yogyakarta"  
What is the opposite meaning of the underlined word?
  - a. Great
  - b. Unknown
  - c. Well known
  - d. Renowned
8. Which statement is FALSE according to the text?
  - a. Malioboro is not famous street
  - b. There are so many vendors
  - c. Malioboro derives from the name of the British governor Marlborough
  - d. Malioboro is packed with shops selling curiosities



9. What is the main idea of paragraph 2?
- a. Malioboro sells batik
  - b. Malioboro is packed with shops selling curiosities
  - c. Batik as a souvenirs
  - d. Batik can be another model
10. Which paragraph tells us that batik can also be made into bags, table cloths, bed sheets, pillow covers, curtains?
- a. Paragraph 1 and 2
  - b. No one
  - c. Paragraph 1
  - d. Paragraph 2
11. What can the visitors find along Malioboro street?
- a. Banks
  - b. Police station
  - c. Street vendors
  - d. Post office
12. What is the purpose of the text?
- a. To persuade the readers
  - b. To tell about writers holiday
  - c. To tell how to get Malioboro street
  - d. To describe Malioboro street
13. "You are bound to find something of interest in this street"  
What does the underlined word refer to?
- a. The reader
  - b. The writer
  - c. The tourist
  - d. The visitors
14. "Malioboro is packed with shops selling curiosities"  
What is the opposite meaning of the underlined word?
- a. Transferring
  - b. Taking
  - c. Buying
  - d. Bartering
15. Which paragraph tells us about the way how you can get to Malioboro?
- a. No one
  - b. Paragraph 1 and 2
  - c. Paragraph 1
  - d. Paragraph 2
16. Where does the word "Malioboro" come from?
- a. The name of District Head
  - b. The nama of President
  - c. The name of Sultan
  - d. The name of the British governor Marlborough
17. Where are shops selling curiosities, and street vendors offering souvenirs at affordable prices located?
- a. Malioboro street
  - b. Kraton
  - c. Borobudur temple
  - d. Prambanan temple

18. Which paragraph tells us that Malioboro is located in the heart of the city?

- a. Paragraph 4
- b. Paragraph 3
- c. Paragraph 1
- d. Paragraph 2

19. Why did Malioboro become the most famous street in Yogyakarta?

- a. Busy street
- b. Busy road
- c. Located in the heart of the city
- d. Many tourists

20. What railway station is near to "Malioboro"?

- a. Tugu railway station
- b. Patukan railway station
- c. Lempuyangan railway station
- d. Maguwo railway station

**GOOD LUCK**



## APPENDIX 8

Table 4.1 The Results of Observations in Cycle 1

No.	Name	Meeting 1				Categories		Meeting 2				Categories	
		Participation				Active	Passive	Participation				Active	Passive
		1	2	3	4			1	2	3	4		
1	ANR			√	√		√			√	√		√
2	AGUNG S				√		√	√		√	√	√	
3	AGUS S		√	√	√	√			√	√	√	√	
4	AAB	√			√		√	√			√		√
5	APS	√		√	√	√		√	√	√	√	√	
6	AKN	√			√		√	√	√		√	√	
7	ATQ			√	√		√	√		√	√	√	
8	APP	√		√	√	√		√		√	√	√	
9	AA				√		√	√	√	√	√	√	
10	BM	√		√	√	√		√	√	√	√	√	
11	BF			√	√		√	√		√	√	√	
12	CKSL	√			√		√	√			√		√
13	DA	√	√		√	√		√	√	√	√	√	
14	DIA AP		√	√	√	√			√	√	√	√	
15	DIAN AP	√		√	√	√		√	√	√	√	√	
16	EJD				√		√				√		√
17	FA			√	√		√			√	√		√
18	GDA				√		√				√		√
19	HJDU	√		√	√	√		√		√	√	√	
20	JP	√			√		√	√	√		√	√	
21	MFS			√	√		√		√	√	√	√	
22	MYRF	√			√		√	√	√		√	√	
23	MIP	√		√	√	√		√	√	√	√	√	
24	MJF		√	√	√	√		√	√	√	√	√	
25	HR	√			√		√	√	√		√	√	
26	NK	√	√	√	√	√		√	√	√	√	√	
27	SEJ			√	√		√	√		√	√	√	
28	SAN	√	√		√	√		√	√		√	√	
29	VDP				√		√	√			√		√
30	ZAAM	√	√		√	√		√	√		√	√	
<b>Total</b>						<b>13</b>	<b>17</b>	<b>Total</b>				<b>23</b>	<b>7</b>
<b>Percentage</b>						<b>43 %</b>	<b>57 %</b>	<b>Percentage</b>				<b>77 %</b>	<b>23 %</b>

## APPENDIX 9

## Reading Comprehension Test

<b>Subject</b>	<b>: English</b>
<b>Grade/Semester</b>	<b>: VIII/1</b>
<b>Language skill</b>	<b>: Reading</b>
<b>Genre</b>	<b>: Descriptive Text</b>
<b>Time</b>	<b>: 60 minutes</b>

Read the text carefully.

Line	
4	<p>Located on the island of Java, the magnificent Borobudur temple is the world's biggest Buddhist monument, an ancient site widely considered to be one of the world's seven wonders. The temple sits majestically on a hilltop overlooking lush green fields and distant hills. Built in the 9th century during the reign of the Syailendra dynasty, the temple's design in gupta architecture reflects India's influence on the region, yet there are enough indigenous</p>
8	<p>scenes and elements incorporated to make Borobudur uniquely indonesian.</p>
11	<p>The monument is a marvel of design. It covers an enormous area, measuring 123 x 123 meters, decorated with 2,672 relief panels and 504 buddha statues. The architecture and stonework of this</p>
13	<p>temple has no equal. And it was built without using any kind of cement or mortar! The structure is like a set of massive interlocking</p>
15	<p>lego blocks held together without any glue.</p>

Adapted from <http://www.indonesia.travel/en/destination/point-of-interest/borobudur>

Choose a, b, c, or d as the correct answer for the following questions based on the text.

1. What is the main idea of paragraph 1?
  - a. Magnificent Borobudur temple is the world's biggest buddhist monument
  - b. The structure of Borobudur
  - c. The monument is a marvel of design
  - d. Built in the 9th century during the reign of the Syailendra dynasty
2. What does the text tell us about?
  - a. Malioboro Street
  - b. Borobudur temple
  - c. Prambanan temple
  - d. Trip to Borobudur
3. "it covers an enormous area, ... ." What does the underlined word refer to?
  - a. Prambanan
  - b. Borobudur
  - c. Malioboro
  - d. Goa Pindul
4. Where is Borobudur located?
  - a. The island of Kalimantan
  - b. The island of Sumatera
  - c. The island of Java
  - d. The island of Nusa Tenggara Barat
5. Which statement is true according the text?
  - a. Borobudur temple is the world's biggest hindu`s monument
  - b. Built in the 8th century during the reign of the Syailendra dynasty
  - c. Decorated with 3,672 relief panels and 504 buddha statues
  - d. Borobudur temple is the world's biggest Buddhist monument
6. "Borobudur temple is the world's biggest Buddhist monument, ... ." What is the similar meaning of the underlined word?
  - a. Headstone
  - b. House
  - c. Building
  - d. Office

7. “Borobudur temple is the world’s Biggest buddhist monument, ...”  
What is the opposite meaning of the underlined word?
- Full
  - Fat
  - Small
  - Huge
8. Which statement is false according to the text?
- It covers an enormous area, measuring 12 x 13 meters
  - Decorated with 2,672 relief panels
  - 504 buddha statues
  - Built in the 9th century
9. What is the main idea of paragraph 2?
- Decorated with 2,672 relief panels
  - The monument is a marvel of design
  - 504 Buddha statues
  - The architecture and stonework of this temple has no equal
10. Which paragraph tells us that Borobudur was built in the 9th century during the reign of the Syailendra dynasty?
- Paragraph 4
  - Paragraph 3
  - Paragraph 1
  - Paragraph 2
11. What can the visitors find in Borobudur temple?
- Sea
  - Mountain
  - Beach
  - Statues
12. What is the purpose of the text?
- To persuade the readers
  - To tell about writers holiday
  - To tell how to get Borobudur
  - To describe Borobudur temple
13. “and it was built without using any kind of cement or mortar!”  
What does the underlined word refer to?
- Malioboro street
  - Borobudur temple
  - Prambanan temple
  - Trip to borobudur

14. “the monument is a marvel of design.”  
What is the opposite meaning of the underlined word?
- Flop
  - Genius
  - Miracle
  - Curiosity
15. Which paragraph tells us about the relief and statues in Borobudur?
- Paragraph 1 and 2
  - No one
  - Paragraph 1
  - Paragraph 2
16. Which statement is false according to the text?
- Borobudur temple is the world’s smallest buddhist monument
  - The temple sits majestically on a hilltop overlooking lush green fields and distant hills
  - The temple’s design in gupta architecture reflects india's influence on the region
  - The structure is like a set of massive interlocking lego blocks held together without any glue
17. Where does the temple sit majestically?
- In front of the mountain
  - Beside parking area of borobudur
  - On a hilltop overlooking lush green fields and distant hills
  - In malioboro street
18. Which paragraph tells us that the architecture and stonework of this temple have no equal?
- Paragraph 1 and 2
  - No one
  - Paragraph 1
  - Paragraph 2
19. What area does Borobudur cover?
- Borobudur` s measuring 123 x 123 meters, decorated with 2,672 relief panels and 504 buddha statues
  - Many people want to go Borobudur temple
  - Have big parking area
  - Be one of the world’s seven wonders
20. Who built Borobudur?
- Government
  - Public
  - Syailendra dynasty
  - District head



**ANSWER KEY****POST TEST**

1. A
2. B
3. B
4. C
5. D
6. A
7. C
8. A
9. B
10. C
11. D
12. D
13. B
14. A
15. D
16. A
17. C
18. D
19. A
20. C

**Table of Specification in Reading Comprehension Test**

No.	Indicators	Number (in Cycle 1)	Total	Score	Total
1	Word Comprehension	1, 9, 10, 15, 18	5	5	25
2	Sentence Comprehension	4, 11, 17, 19, 20	5	5	25
3	Paragraph Comprehension	3, 6, 7, 13, 14	5	5	25
4	Text Comprehension	2, 5, 8, 12, 16	5	5	25
<b>Total</b>			<b>20</b>		<b>100</b>

## APPENDIX 10

**Table 4.3 The Result of the Students' Reading Comprehension Test at the End of the Cycle**

No.	Student's Name	Score	Achieved	Not Achieved
1	ANR	80	√	
2	AGUNG S	80	√	
3	AGUS S	85	√	
4	AAB	80	√	
5	APS	85	√	
6	AKN	90	√	
7	ATQ	95	√	
8	APP	85	√	
9	AA	90	√	
10	BM	85	√	
11	BF	75	√	
12	CKSL	80	√	
13	DA	85	√	
14	DIA AP	90	√	
15	DIAN AP	90	√	
16	EJD	85	√	
17	FA	85	√	
18	GDA	90	√	
19	HJDU	90	√	
20	JP	85	√	
21	MFS	85	√	
22	MYRF	80	√	
23	MIP	85	√	
24	MJF	85	√	
25	HR	80	√	
26	NK	90	√	
27	SEJ	90	√	
28	SAN	95	√	
29	VDP	85	√	
30	ZAAM	80	√	
Total			30	0
Percentage			100%	0%

## APPENDIX 11

## The sample result of the students` test

**Reading Comprehension Test**

95

Subject : English  
 Grade/Semester : VIII/1  
 Language skill : Reading  
 Genre : Descriptive Text  
 Time : 60 minutes

Nama : Dian Wulandari  
 No. Absen : 07  
 Kelas : VIII A

**Read the text carefully.**

Line	
	Located on the island of Java, the magnificent Borobudur temple is the world's biggest Buddhist monument, an ancient site widely considered to be one of the world's seven wonders. The
4	temple sits majestically on a hilltop overlooking lush green fields and distant hills. Built in the 9th century during the reign of the Syailendra dynasty, the temple's design in gupta architecture reflects India's influence on the region, yet there are enough indigenous
8	scenes and elements incorporated to make Borobudur uniquely indonesian.
	The monument is a marvel of design. It covers an enormous
11	area, measuring 123 x 123 meters, decorated with 2,672 relief panels and 504 buddha statues. The architecture and stonework of this
13	temple has no equal. And it was built without using any kind of cement or mortar! The structure is like a set of massive interlocking
15	lego blocks held together without any glue.

Adapted from <http://www.indonesia.travel/en/destination/point-of-interest/borobudur>

Choose a, b, c, or d as the correct answer for the following questions based on the text.

1. What is the main idea of paragraph 1?
  - a. Magnificent Borobudur temple is the world's biggest buddhist monument
  - b. The structure of Borobudur
  - c. The monument is a marvel of design
  - d. Built in the 9th century during the reign of the Syailendra dynasty
2. What does the text tell us about?
  - a. Malioboro Street
  - b. Borobudur temple
  - c. Prambanan temple
  - d. Trip to Borobudur
3. "It covers an enormous area, ..."  
What does the underlined word refers to?
  - a. Prambanan
  - b. Borobudur
  - c. Malioboro
  - d. Goa Pindul
4. Where is Borobudur located?
  - a. The island of Kalimantan
  - b. The island of Sumatera
  - c. The island of Java
  - d. The island of Nusa Tenggara Barat
5. Which statement is true according to the text?
  - a. Borobudur temple is the world's biggest hindu's monument
  - b. Built in the 8th century
  - c. Decorated with 3,672 relief panels
  - d. Borobudur temple is the world's biggest Buddhist monument
6. "Borobudur temple is the world's biggest Buddhist monument, ..."  
What is the similar meaning of the underlined word?
  - a. Headstone
  - b. House
  - c. Building
  - d. Office

7. "Borobudur temple is the world's Biggest buddhist monument, ..."  
What is the opposite meaning of the underlined word?
- Full
  - Fat
  - Small
  - Huge
8. Which statement is false according to the text?
- It covers an enormous area, measuring 12 x 13 meters
  - Decorated with 2,672 relief panels
  - ~~504 buddha statues~~
  - Built in the 9th century
9. What is the main idea of paragraph 2?
- ~~Decorated with 2,672 relief panels~~
  - The monument is a marvel of design
  - 504 Buddha statues
  - The architecture and stonework of this temple has no equal
10. Which paragraph tells us that Borobudur was built in the 9th century during the reign of the Syailendra dynasty?
- Paragraph 4
  - ~~Paragraph 3~~
  - Paragraph 1
  - Paragraph 2
11. What can the visitors find in Borobudur temple?
- Sea
  - Mountain
  - ~~Beach~~
  - 2,672 relief panels and 504 Buddha statues
12. What is the purpose of the text?
- To persuade the readers
  - To tell about writers holiday
  - To tell how to get Borobudur
  - To describe Borobudur temple
13. "and it was built without using any kind of cement or mortar!"  
What does the underlined word refer to?
- Malioboro street
  - Borobudur temple
  - Prambanan temple
  - Trip to borobudur



14. "the monument is a marvel of design."  
What is the opposite meaning of the underlined word?
- a. Flop
  - b. Genius
  - c. Miracle
  - d. Curiosity
15. Which paragraph tells us about the relief and statues in Borobudur?
- a. Paragraph 1 and 2
  - b. No one
  - c. Paragraph 1
  - d. Paragraph 2
16. Which statement is false according to the text?
- a. Borobudur temple is the world's smallest buddhist monument
  - b. The temple sits majestically on a hilltop overlooking lush green fields and distant hills
  - c. The temple's design in gupta architecture reflects india's influence on the region
  - d. The structure is like a set of massive interlocking lego blocks held together without any glue
17. Where dose the temple sit majestically?
- a. In front of the mountain
  - b. Beside parking area of borobudur
  - c. On a hilltop overlooking lush green fields and distant hills
  - d. In malioboro street
18. Which paragraph tells us that the architecture and stonework of this temple have no equal?
- a. Paragraph 1 and 2
  - b. No one
  - c. Paragraph 1
  - d. Paragraph 2
19. What area does Borobudur cover?
- a. Borobudur's measuring 123 x 123 meters, decorated with 2,672 relief panels and 504 buddha statues
  - b. Many people want to go Borobudur temple
  - c. Have big parking area
  - d. Be one of the world's seven wonders
20. Who built Borobudur?
- a. Government
  - b. Public
  - c. Syailendra dynasty
  - d. District head

GOOD LUCK

### Reading Comprehension Test

**Subject** : English  
**Grade/Semester** : VIII/1  
**Language skill** : Reading  
**Genre** : Descriptive Text  
**Time** : 60 minutes

75

Nama : HERI PRASETYO  
 No. Absen : 11  
 Kelas : VIIIA

Read the text carefully.

Line	
4	<p>Located on the island of Java, the magnificent Borobudur temple is the world's biggest Buddhist monument, an ancient site widely considered to be one of the world's seven wonders. The temple sits majestically on a hilltop overlooking lush green fields and distant hills. Built in the 9th century during the reign of the Syailendra dynasty, the temple's design in gupta architecture reflects India's influence on the region, yet there are enough indigenous</p>
8	<p>scenes and elements incorporated to make Borobudur uniquely Indonesian.</p>
11	<p>The monument is a marvel of design. It covers an enormous area, measuring 123 x 123 meters, decorated with 2,672 relief panels and 504 buddha statues. The architecture and stonework of this</p>
13	<p>temple has no equal. And it was built without using any kind of cement or mortar! The structure is like a set of massive interlocking</p>
15	<p>lego blocks held together without any glue.</p>

Adapted from <http://www.indonesia.travel/en/destination/point-of-interest/borobudur>

Choose a, b, c, or d as the correct answer for the following questions based on the text.

1. What is the main idea of paragraph 1?  
 a. Magnificent Borobudur temple is the world's biggest buddhist monument  
 b. The structure of Borobudur  
 c. The monument is a marvel of design  
 d. Built in the 9th century during the reign of the Syailendra dynasty
2. What does the text tell us about?  
 a. Borobudur temple  
 b. Malioboro Street  
 c. Prambanan temple  
 d. Trip to Borobudur
3. "it covers an enormous area, ..."  
What does the underlined word refers to?  
 a. Borobudur  
 b. Prambanan  
 c. Malioboro  
 d. Goa Pindul
4. Where is Borobudur located?  
 a. The island of Java  
 b. The island of Sumatera  
 c. The island of Kalimantan  
 d. The island of Nusa Tenggara Barat
5. Which statement is true according the text?  
 a. Borobudur temple is the world's biggest Buddhist monument  
 b. Built in the 8th century  
 c. Decorated with 3,672 relief panels  
 d. Borobudur temple is the world's biggest hindu's monument
6. "Borobudur temple is the world's biggest Buddhist monument, ..."  
What is the similar meaning of the underlined word?  
 a. Building  
 b. House  
 c. Headstone  
 d. Office



7. "Borobudur temple is the world's Biggest buddhist monument, ..."  
What is the opposite meaning of the underlined word?
- a. Full
  - b. Fat
  - c. Small
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8. Which statement is false according to the text?
- a. It covers an enormous area, measuring 12 x 13 meters
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  - c. 504 buddha statues
  - d. Built in the 9th century
9. What is the main idea of paragraph 2?
- a. Decorated with 2,672 relief panels
  - b. The monument is a marvel of design
  - c. 504 Buddha statues
  - d. The architecture and stonework of this temple has no equal
10. Which paragraph tells us that Borobudur was built in the 9th century during the reign of the Syailendra dynasty?
- a. Paragraph 4
  - b. Paragraph 3
  - c. Paragraph 1
  - d. Paragraph 2
11. What can the visitors find in Borobudur temple?
- a. Sea
  - b. Mountain
  - c. Beach
  - d. 2,672 relief panels and 504 Buddha statues
12. What is the purpose of the text?
- a. To persuade the readers
  - b. To tell about writers holiday
  - c. To tell how to get Borobudur
  - d. To describe Borobudur temple
13. "and it was built without using any kind of cement or mortar!"  
What does the underlined word refer to?
- a. Malioboro street
  - b. Borobudur temple
  - c. Prambanan temple
  - d. Trip to borobudur

14. "the monument is a marvel of design."

What is the opposite meaning of the underlined word?

- a. Flop
- b. Genius
- c. Miracle
- d. Curiosity

15. Which paragraph tells us about the relief and statues in Borobudur?

- a. Paragraph 1 and 2
- b. No one
- c. Paragraph 1
- d. Paragraph 2

16. Which statement is false according to the text?

- a. Borobudur temple is the world's smallest buddhist monument
- b. The temple sits majestically on a hilltop overlooking lush green fields and distant hills
- c. The temple's design in gupta architecture reflects india's influence on the region
- d. The structure is like a set of massive interlocking lego blocks held together without any glue

17. Where dose the temple sit majestically?

- a. In front of the mountain
- b. Beside parking area of borobudur
- c. On a hilltop overlooking lush green fields and distant hills
- d. In malioboro street

18. Which paragraph tells us that the architecture and stonework of this temple have no equal?

- a. Paragraph 1 and 2
- b. No one
- c. Paragraph 1
- d. Paragraph 2

19. What area does Borobudur cover?

- a. Borobudur's measuring 123 x 123 meters, decorated with 2,672 relief panels and 504 buddha statues
- b. Many people want to go Borobudur temple
- c. Have big parking area
- d. Be one of the world's seven wonders

20. Who built Borobudur?


- a. Government
- b. Public
- c. Syailendra dynasty
- d. District head

GOOD LUCK



## APPENDIX 12

## LETTER OF RESEARCH PERMISSION



KEMENTERIAN RISET, TEKNOLOGI, DAN PENDIDIKAN TINGGI  
**UNIVERSITAS JEMBER**  
Jalan Kalimantan 37 Kampus Tegalboto Kotak Pos 159 Jember 68121  
Telepon (0331)-330224, 334267, 337422, 333147 \* Faximile (0331)-339029  
Laman : www.unej.ac.id

---

Nomor : **6761** / UN25.1.5 / LT / 2017 17 OCT 2017  
Lampiran : -  
Perihal : Permohonan Izin Penelitian

Yth. Kepala MTs Negeri Perak  
Jombang


Diberitahukan dengan hormat, bahwa mahasiswa FKIP Universitas Jember di bawah ini.

Nama : Wahyu Ali Azhar  
NIM : 110210401063  
Jurusan : Pendidikan Bahasa dan Seni  
Program Studi : Pendidikan Bahasa Inggris

Berkenaan dengan penyelesaian studinya, mahasiswa tersebut bermaksud melaksanakan Penelitian di Sekolah yang Saudara pimpin dengan judul: "The Use of Authentic Material to Improve the 8<sup>th</sup> Grade Students' Active Participation and Their Reading Comprehension Achievement at MtsN Perak Jombang".


Sehubungan dengan hal tersebut, mohon Saudara berkenan memberikan izin dan sekaligus memberikan bantuan informasi yang diperlukan.

Demikian atas perkenan dan kerjasama yang baik kami sampaikan terima kasih.

  
Prof. Dr. Suraino, M.Si.  
NIP. T9670625 199203 1 003

## APPENDIX 13

## LETTER OF FINISHED RESEARCH



**KEMENTERIAN AGAMA REPUBLIK INDONESIA**  
**KANTOR KEMENTERIAN AGAMA KABUPATEN JOMBANG**  
**MADRASAH TSANAWIYAH NEGERI PERAK**  
 Alamat : Sembung Perak Telp. ( 0321) 875633 Jombang 61461  
 Email.mtsnperak@kemenag.go.id

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**SURAT KETERANGAN PENELITIAN**  
 Nomor :B- 79<sup>0</sup> / MTs.13.12.13/TL.00/10 /2017

Yang bertanda tangan di bawah ini :

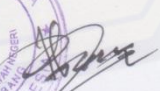
Nama : Drs. H. ABDUL KHARIS, M.MPd  
 NIP. : 196706031998031002  
 Jabatan : Kepala  
 Unit Kerja : MTsN Perak Jombang  
 Instansi : Kementerian Agama Kabupaten Jombang

Dengan ini menyatakan bahwa :

Nama : Wahyu Ali Azhar  
 NIM : 110210401063  
 Jurusan : Bahasa Dan Seni  
 Program Studi : Pendidikan Bahasa Inggris  
 Fakultas Keguruan dan Ilmu Pendidikan Universitas Jember  
 Alamat : Jl. Basuki Rahmad Gg. Bahagia No.11 Jombang  
 Judul Skripsi : THE USE OF AUTHENTIC MATERIAL TO IMPROVE THE 8<sup>TH</sup>  
 GRADE STUDENTS ACTIVE PARTICIPATION AND THEIR  
 READING COMPREHENSION ACHIEVEMENT AT MTsN PERAK  
 JOMBANG

Mahasiswa tersebut benar-benar telah mengadakan penelitian di MTSN Perak Jombang mulai tanggal 20 s/d 30 Oktober 2017 .

Demikian surat keterangan ini di buat dan dapat dipergunakan sebagaimana mestinya.

Jombang, 30 Oktober 2017  
 Kepala  
  
**Drs. H. ABDUL KHARIS, M.MPd**  
 NIP. 196706031998031002

APPENDIX 14

ANALISIS BUTIR SOAL

POST TEST																					
NO	NAMA	NILAI	ITEM NILAI																		
			1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
1	ANR	80	1	1	1	1	1	1	0	1	1	1	1	0	1	0	0	1	1	1	1
2	AGUNG S	80	1	1	1	1	1	0	1	1	1	1	1	0	1	1	0	0	1	1	1
3	AGUS S	85	1	1	1	1	1	1	1	1	1	1	1	0	1	0	1	0	1	1	1
4	AAB	80	1	1	1	1	1	1	1	0	1	1	1	0	1	0	0	1	1	1	1
5	APS	85	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	0	1	1	0
6	AKN	90	1	1	1	1	1	0	1	1	1	1	1	1	1	0	1	1	1	1	1
7	ATQ	95	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1
8	APP	85	1	1	1	1	1	1	1	1	0	1	1	0	1	0	1	1	1	1	1
9	AA	90	1	1	1	1	1	1	1	1	1	1	1	0	1	0	1	1	1	1	1
10	BM	85	1	1	1	1	1	0	1	1	1	1	1	0	1	1	1	1	0	1	1
11	BF	75	1	1	1	1	1	0	0	1	1	1	1	1	1	0	0	1	0	1	1
12	CKSL	80	1	1	1	1	1	1	1	1	1	1	1	0	1	0	0	1	0	1	1
13	DA	85	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	0	1	1	0

# Digital Repository Universitas Jember

14	DIA AP	90	1	1	1	1	1	0	1	1	1	1	1	1	1	1	0	1	1	1	1	1
15	DIAN AP	90	1	1	1	1	1	0	1	1	1	1	1	1	1	0	1	1	1	1	1	1
16	EJD	85	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	0	1	1	0	1
17	FA	85	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	0	0	1	1	1
18	GDA	90	1	1	1	1	1	1	1	1	1	1	1	1	1	0	0	1	1	1	1	1
19	HJDU	90	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	0	1	1	1	1
20	JP	85	1	1	1	1	1	0	1	1	1	1	1	1	1	0	1	1	0	1	1	1
21	MFS	85	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	0	1	0	1	1
22	MYRF	80	1	1	1	1	1	0	1	1	1	1	1	1	1	0	0	1	0	1	1	1
23	MIP	85	1	1	1	1	1	0	1	1	1	1	1	1	1	0	1	1	0	1	1	1
24	MJF	85	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	0	0	1	1
25	HR	80	1	1	1	1	1	0	1	1	1	1	1	1	1	0	0	1	0	1	1	1
26	NK	90	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	0	1	1	1
27	SEJ	90	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	0	1	1	1
28	SAN	95	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1
29	VDP	85	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	0	1	0	1	1
30	ZAAM	80	1	1	1	1	1	0	1	1	1	1	1	1	1	0	1	1	0	1	0	1