



**A Descriptive Study of Grade-7 Students' Reading Comprehension
Ability Tested by Using Authentic Reading Materials from Internet
at SMP Islam Kunir Lumajang**

THESIS

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CONSULTANT'S APPROVAL

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Kunir Lumajang**

THESIS

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DEDICATION

This thesis is honorably dedicated to:

My beloved father, Sukarno, my beloved mother Dewi Mashitah, and my brother Hanafi Kurniawan, thank you very much your endless love.

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All praise is for Allah, the Almighty; may He sends peace and blessings on Muhammad, on his family, and on his companions.

I thank Allah, for giving so I can finish my thesis entitled “*A Descriptive Study of Grade-7 Students’ Reading Comprehension Ability Tested by Using Authentic Reading Materials from Internet at SMP Islam Kunir Lumajang*”.

I would like to express my deepest appreciation and sincerest thanks to the following people:

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I believe that this thesis still has some weaknesses. Therefore, I really hope that there will be criticism and suggestions from the readers to make this thesis better. I also hope that this thesis will be useful for the readers.

Jember, August 2011

Writer

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SUMMARY

A Descriptive Study of Grade-7 Students' Reading Comprehension Ability Tested by Using Authentic Reading Materials from Internet at SMP Islam Kunir Lumajang; Lely Indah Kurnia, 070210401099; 2011:45 pages; English Education Program of Language and Arts Education Department, the Faculty of Teacher Training and Education, Jember University.

This research was intended to describe the grade-7 students' Reading Comprehension ability tested by using authentic reading materials from Internet. It was conducted at SMP Islam Kunir Lumajang which was chosen by purposive method with the following considerations: (1) reading comprehension class by using authentic reading materials from Internet has been conducted at SMP Islam Kunir Lumajang since 2007, (2) there had been no researcher yet who had investigated the phenomena in this school, (3) the principal had given permission to the researcher to conduct the research, so that the data could be obtained from this school. The subject of the research were the grade-7 students of SMP Islam Kunir Lumajang in the 2010/2011 academic year. They were divided into 2 classes and each class consisted of 22 and 21 students. Thus the total number of the students was 43 students. In this research, the researcher used population method to determine the respondents, because the number of the respondents was less than 100 respondents. The main data were collected by using reading comprehension test while the interview, observation, and documentation were used to collect the supporting data. The problem of this research was "How is the grade 7 students' reading comprehension ability tested by authentic reading materials from the internet at SMP Islam Kunir Lumajang in the 2010/2011 academic year?" Based on the results of the data analysis, 80,21% of the students were fine in reading comprehension ability tested by using authentic reading materials from Internet and 19,61% were failed in reading comprehension ability tested by using authentic reading materials from Internet.

Based on the results of the data analysis, it was found that among 4 indicators, the highest achievement on the students' reading comprehension through authentic reading materials from Internet was on text comprehension (76,74%), it was lied on excellent category. Then, it was followed by sentences comprehension (58,13%), it was lied on excellent and good category. Next, it was followed by word comprehension (53,48%), it was lied on excellent and good category. This might happen because the English teacher often used the authentic reading materials from Internet in teaching reading comprehension. In contrast, the lowest achievement among the indicators was paragraph comprehension (44,18%), it was lied on poor category and failed category. This might be happen because the English teacher only gave a few of practice in

CHAPTER I

INTRODUCTION

This research investigated students' reading ability through the use of authentic reading materials taken from the internet. Reading ability is important for EFL students to master because it supports the other language skills such as writing, speaking and listening. The use of authentic reading materials chosen based on the consideration that they enable EFL students learn how is used in the real world ((McKay, 2000:7). This descriptive research described the phenomenon occurred in SMP Islam Kunir Lumajang with the respondents of the grade-7 students.

This chapter presents some aspects that underline the topic of the research. It includes the background of the research, the problem of the research, the operational definition of the terms, the objective of the research, and the significance of the research.

1.1 The Background of the Research

The global domination of the English language is undeniable, because English is the language of international communications, business, tourism, education, science, computer technology, media and Internet (Crystal as quoted in Boyanova, 2009). It means that English is an important language, which is used not only as an international language, but also as a means of communication in the world. Therefore, people in the world including in Indonesia learn English.

In teaching English at junior high schools in Indonesia, reading is one of the English skills that should be learned by the students besides listening, speaking and writing. Carrel, et.al(1995:1) state that for many students, reading is the most important of the four language skills in a second language. Moreover, reading is a receptive language process. Therefore, it can be inferred that reading is one of the language skills that should be mastered by the students.

Related to the previous research findings, the result of the researches generally revealed the fact that authentic reading materials from the internet could increase students' reading comprehension achievement. It was proved by Niapasa(2010), her research entitled "Improving Reading Comprehension Achievement by Using Authentic Reading Materials from Internet for the Year 8 Students of SMP Hadi Wijaya Genteng". She investigated the use of authentic reading materials to improve the students' reading comprehension achievement at the second year students of SMP Hadi Wijaya Genteng. In this research, the researcher used the grade-8 of junior high school students as the research subjects. She focused her research on the use of internet text in the genre of recount as the reading materials. The results indicated that the use of authentic reading materials could improve the students' reading comprehension achievement. Before using authentic reading materials from the internet only 40% of students gain the standard score (65) of reading comprehension achievement and after applying this materials, 65% of the students gain the standard score (65) of reading comprehension achievement. Furthermore, Pramediastuti's research entitled "Increasing the Tenth Year Students' Reading Comprehension Achievement by Applying Authentic Reading Materials at SMUN 1 Arjasa in the 2006/2007 Academic Year" also showed the same results. She found the fact that the application of authentic reading materials could increase the students' reading comprehension achievement (Pramediastuti, 2007:57). Her research focused on the application of authentic reading materials from magazines and internet as the materials for the tenth year senior high school students.

Based on the research above, this research has similarities and differences in many ways. The similarities between Niapasa's research and this research are about the variable and respondent determination method. The variable focusing on the authentic reading materials from the internet as the media in teaching reading comprehension and in determining the respondents used purposive method. While the differences are about the research design, and the respondent. Niapasa focused on classroom action research with cycles while this research applying on descriptive

1.3 The Operational Definition of the Terms

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

1.3.1 Authentic Reading Materials

Based on the English teacher of SMP Islam Kunir Lumajang explanation, it was known that authentic reading materials taken from the internet has been used since 2007 in SMP Islam Kunir Lumajang. According to the English teacher that she dealt with the printed materials adapted from the internet. She told that the word “adapted” here means that if she found the errors and mistake about the vocabulary or grammar of a text in the printed materials from the internet text, she would make them correct without changing the content of the text.

1.3.3 Reading Comprehension

In this research, reading comprehension ability referred to the students’ ability in comprehending the reading materials. It was shown by the students’ test score in comprehending words, sentences, paragraphs, and texts after having reading comprehension class with the printed materials adapted from internet.

1.4 The Objectives of the research

In accordance with the research problems, the objectives of this research cover the major objective and the minor objectives.

General Objectives

To describe the grade 7 students’ reading comprehension ability tested by authentic reading materials from the internet at SMP Islam Kunir Lumajang?

I.5.3 For the Future Researchers

The research result can be used by other researchers as references to conduct a further research dealing with using authentic reading materials from the internet in reading comprehension class with another research design, such as experimental research to know the effectiveness of the use of authentic reading materials from the internet on the students' reading comprehension achievement; or using classroom action research to investigate the process of change of students' comprehension achievement.

1.6 Limitation of the Research

Limitation of the research was intended to avoid misunderstanding of the concept. This research has limitation in describing the grade 7 students' reading comprehension ability by using authentic reading materials from the internet at SMP Islam Kunir Lumajang in the 2010/2011 academic year.

2.1.1 Word Comprehension

According to Burns (1984:161) it is basically important in reading comprehension to understand word meaning, because it is impossible for the students to comprehend the text or the material without understanding the meaning of the word. Similarly, Grellet (1996: 15) confirms that inability to understand the meaning of unknown elements, whether these are ideas or simple words, often causes discouragement and apprehension to students when they are faced with a reading text. It means that, to understand a reading text successfully, students should know the meaning of the words while they are reading.

In comprehending the word meaning, the reader also should know the parts of speech of a sentence. Wingersky et al. (1999) state that the ability to identify “parts of speech” is important for reader. The examples of parts of speech are noun, pronoun, adjective, adverb, preposition, conjunction, and interjection. 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.

In brief, it can be said that word comprehension deals with understanding the words meaning of the words in the context or in the sentences. The ability to identify “parts of speech” is also important for comprehending the word meaning.

For example:

Borobudur **is located** *in Magelang*.

(Adopted from Wingersky et al, 1999)

In the example above, the underlined word (Borobudur) is the subject, words in bold letter are verbs, and italic words indicate adverb of place. The example of question from this sentence is “What is the verb of the sentence above?”

In this research, a test containing word comprehension level of difficulty will be conducted to measure the students’ ability in comprehending word meaning.

To comprehend the meaning of a paragraph, we need to know the parts of a paragraph. A paragraph has three parts: a topic sentence, supporting details and a concluding sentence (Wingersky et al, 1999:31). Moreover, in getting 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 support the topic sentence of a paragraph, then identifying the conclusion which restated and summarize the main point discussed in the paragraph.

Further, identifying a topic sentence, supporting details and a concluding sentence will be discussed in more details as follows.

a. Identifying the Topic Sentence

Wong (1999: 366) confirms 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.” Oshima and Hogue (1989:3), explain that topic sentence names the topic of paragraph and states the main idea of it. In fact, the main point of a paragraph is usually stated in the topic sentence.

It is explained that the topic sentence may be stated at the beginning of the paragraph, in the middle, or at the end (Cuesta College: 2003). Wong (1999:367) states that in many paragraphs, the first sentence of the paragraph is the topic sentence. According to Writing Tutorial Services (2004), readers generally look at the first few sentences in a paragraph to determine the subject and perspective of the paragraph. That is why it is often best to put the topic sentence at the very beginning of the paragraph. In conclusion, the topic sentence may appear anywhere in the paragraph, but it usually appears in the first paragraph.

b. Identifying the Supporting Details

To make a good paragraph, a topic sentence cannot work alone. It needs supporting details to develop and explain it. According to Wingersky et al (1999:34), supporting details are sentences that give a clear and convincing picture of the main idea. Moreover, Muhyidin (1988: 9) states that supporting details are sentences that develop the topic of the paragraph by giving examples,

Table 2.1: Position of Parts of a Paragraph

Title (topic) :	Synonyms
Topic sentence :	Synonyms, words that have the same basic meaning, do not always have the same emotional meaning. <i>For example, the words “stingy” and “frugal” both mean “careful with money.” However, to call a person stingy is an insult, while the word frugal has a much more positive connotation. Similarly, a person wants to be slender but not skinny, and aggressive, but not pushy.</i> <u>Therefore, you should be careful in choosing words</u>
Supporting Details :	<i>because many so-called synonyms are not really synonymous at all.</i>
Concluding Sentence :	

(Adopted from Oshima & Hogue, 1989:7)

Knowing those details, the example of question from paragraph comprehension in this research is “What is the topic sentence of the paragraph entitled Synonyms?”

2.1.4 Text Comprehension

One of the reasons for reading is reading for information (Grellet, 1996:4). Here, reading for information deals with reading in order to find out something or in order to do something with the information you get. It means that the purpose of reading is to grasp the message in a text by comprehending the whole text. McWhorther (1989:131) points out that the whole text consists of words, sentences, paragraphs, and understanding the smaller unit. It is clear that to understand the content of the text, in order to get the information in the text, the students should not only comprehend words and sentences, but also paragraphs and a text.

It can be restated that to comprehend the whole text, the students should comprehend words, sentences, paragraphs, and the whole text which includes the general and specific information of a text.

real life communication purpose. Nunan and Miller (1995) also define authentic materials as those, which were not created or edited for language learners. In relation to the explanation, authentic reading materials are printed materials used in real life lives outside classes (Jacobson et al, 2003:1). In other words, authentic reading materials are printed materials that are not produced for language teaching and learning purposes. From the definition above, it can be concluded that authentic reading materials are printed materials that are not produced for language teaching and learning purpose, but for real life communication purpose. This would be beneficial for students who learn English as a foreign language when they read the materials as they are being used in real conditions, so they would be exposed to the real use of the language.

2.3 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 the classroom would be presented in the following part respectively.

2.3.1 The Advantages of Using Authentic Reading Materials in Teaching Reading

Lee (1995:324) has noted 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. Related to the view, Peacock (1997: 144) 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. The sections below will discuss in detail about those strengths respectively.

c. Motivating

Motivation influences the reader's reading ability. As what Brown (2000:160) states that motivation is probably the most frequently used to catch all the terms for explaining the success or failure of virtually any complex task. While, according to Levy (2007), motivating students to learn is a complex skill involving elements of psychology, and the students' innate interest in the material presented, so there is no learning which can take place unless students are motivated in the subject matter. Therefore, motivation is a complex skill which stimulates students to learn and influences the success or the failure of any complex task of the students.

Knowing that motivation has an important role to make a successful reading, so it is important for a teacher to use a material which motivated students to learn. Related to the view, Guariento and Morley (2001:347) state that the use of authentic texts is considered one way of maintaining or increasing students' motivation for learning. The main reason is that they are learning the real language and that they are in touch with a living entity, the target language as the community, which speaks and uses it. In line with Guariento and Morley, Peacock (1997:144) points out that many authors have asserted that authentic materials have a positive effect on learners' motivation in the foreign language classrooms. In summary, authentic reading materials has the strength as a good motivator for foreign language students in learning including reading.

d. Useful

The fourth strength of authentic reading materials is useful. Guariento and Morley (2001:57) state that there is a general consensus in language teaching that the use of authentic materials in the classroom is beneficial to the learning process. In addition, Wong et al. (1995:318) confirm that most language teachers recognize the value of using authentic materials for teaching and learning purposes because they are useful. It means, authentic reading materials are useful for students, because authentic

should fulfill some social purposes in the language community so they become outdated easily, and the outdated materials will decrease the students' interest.

In order to overcome the problems created by difficult authentic texts, we should find the appropriate materials based on the students' level and need. Berardo (2006:65) states that authentic reading materials should be appropriate with the level of the learner. This idea is supported by Senior (2005:71) who states that we need to have a clear pedagogic goal in mind about what precisely we want our students to learn from these materials. It means that to overcome the first problem of using authentic reading materials in the classroom, the authentic reading materials should be based on students' need and students' level.

The second disadvantage of using authentic reading materials in the classroom is the materials can become outdated easily. To solve the second problem, the teachers need to find the materials, which are easily accessible and continuously updated. Berardo (2006:67) confirms that all of authentic reading materials can be used as authentic material but for developing reading one of the most useful resources is the internet, with large amounts of various materials being easily accessible. Therefore, the material, which is suitable with this problem, is authentic reading materials taken from internet.

2.4 Students' Reading Comprehension Ability

Comprehension Means interacting and constructing meaning with text (Hennings, 1997: 245). Fairbairn and Winch (1996: 8) note that we read in order to gain meaning from the text. Understanding a written text means extracting the required information from it (Grellet, 1996: 3). Boss and Vaughn (1991:44) add that comprehension is the ultimate goal of reading process. It constructs meaning by integrating the information provided by the author with the readers background knowledge. In addition Simanjuntak (1988: 4) states that the first point to be made in the reading process is reading comprehension, and knowledge is the basic element for

(Kustaryo, 1988:15).The first factor is materials. A teacher should select the materials that are suitable with the level of readers, and the topic should be familiar and interesting to the students (Williams, 1986).

The second factor affecting reading comprehension is background knowledge. A student will be easier to make prediction about the content of the text and organize the new information from the text if she or she has background about the text. Gillet and Temple (1990: 54) state that the amount of background knowledge about the topic that the student has will affect his or her reading comprehension. Beside, Kustaryo (1988:15) states that prior knowledge is a very important foundation in getting the gist of the paragraph.

The third factor is student. One of the factors that influence the students when learning a language is the students himself. It means that the students' attitude toward the target language should be positive. He should always concentrate on the language learned; hence he will quickly master it. Further, motivation and attitude influence the success or the failure of the students' study.

In this research, the teacher used authentic reading materials from the internet in teaching learning process of reading. So, the researcher can describe reading comprehension ability through authentic reading materials from the internet which is used by the teacher in teaching reading.

From the statement above, it is quite clear that the teacher has an important role in the focus of teaching who is required to be imaginative and creative as well as has large mind in developing his or her teaching techniques.

The research respondents are the grade-7 students of VII A and VII B of SMP Islam Kunir Lumajang in the 2010/2011 academic year. They are taken by using population method, because the number of the respondents is less than 100 respondents.

3. Constructing the research instrument

The research instruments used in this research are reading comprehension test, observation, interview, and documentation.

4. Collecting data

Collecting the data by administering the reading comprehension test.

5. Analyzing the data

The primary data are analyzed quantitatively and descriptively while the supporting data are analyzed descriptively to support the primary data.

6. Drawing conclusion from the results of the data analysis.

3.2 Area Determination Method

The researcher used purposive method to choose the research area as the place or location where this research is conducted. McMillan (1992:76) states that in purposive method, the researcher selected particular elements that are informative about the topic. It is supported by Sudjana and Ibrahim (1989:96) that the purposive method is used when the researcher has certain considerations in determining sample based on the research objective.

This research used SMP Islam Kunir Lumajang which is located at Jl. Ahmad Yani 71 Kunir-Lumajang. This area was chosen because of some considerations. First, reading comprehension class by using authentic reading materials from the internet has been conducted at SMP Islam Kunir Lumajang since 2007. Second, there had been no researcher yet who had investigated this phenomena in this school. Finally, the principal had given permission to the researcher to conduct the research, so that the data could be obtained from this school.

A test is considered valid if it measures accurately what is intended to be measured. Meanwhile a test considered reliable if it gives consistent result whether the same test is administered at different time (Frankel and Wallen, 2000:128). This research applied content validity since the content of reading comprehension test materials were constructed by using the indicators that were word comprehension, sentence comprehension, paragraph comprehension, and text comprehension. The test materials were constructed according to the Institutional Based 2006 Curriculum for Junior High School and were consulted to the consultants and the English teacher before administering the test to the students. Then, since the test uses content validity, it might be reliable as well.

According to Hughes (1996:19), objective test is a kind of test, which can give high reliability. In addition, multiple-choice is practical and easier to do. In line with Hughes statement, Heaton (1991:114) states that those test offer a useful way of testing reading comprehension. Therefore, the test used in this research is objective test in the form of multiple-choice with four options.

The numbers of test items are were 30 items. The test consisted of the word comprehension (9 items), sentence comprehension (8 items), paragraph comprehension (7 items), and text comprehension (6 items). Ballantyne (2004:2) points out that there are two categories of response in objective test, those are correct or incorrect. Moreover, in this research, each correct item of word comprehension scored 2 point, sentence comprehension scored 3 points, paragraph comprehension scored 4 points, and the text comprehension scored 5 points. The total score of the test items in each cycle was 100 points. The time was allocated for 75 minutes. In designing the test, the researcher made table of the test materials specification. It was easier for the researcher to make an analysis.

researcher looked at the scene literally or figuratively through a one-way mirror (Bodgan and Biklen, 1992:88).

3.4.4 Documentation

Arikunto (1998:148) says that in applying documentation method, the researcher searches the written materials such as books, notes, magazine, rule diary etc. The document in this research were used to get the supporting data about the number of the grade-7 students of SMP Islam Kunir Lumajang, the respondents' names (the grade-7 students of SMP Islam Kunir Lumajang), the teachers' name of SMP Islam Kunir Lumajang, the schedules of English teaching learning process for the grade-7 students of SMP Islam Kunir Lumajang in the second semester 2010/2011 academic year. The documentation guide is presented on Appendix 3.

3.5 Data Analysis Method

The data need to be analyzed in order the data will be meaningful to solve the problem (Sudjana and Ibrahim, 1989:126). Further, Suryabrata (1991:85) says that analysis depends on the kind of data; qualitative or quantitative data. In this research, the collected data was analyzed by descriptive quantitative method. It means that the research does not only focus on understanding and meaning through a narrative description and observation but also through the numbers (McMillan, 1992:9). The primary data taken from the test was analyzed quantitatively by the following formula :

$$E = \frac{n}{N} \times 100\%$$

E = The percentage of the students reading comprehension

n = The score obtained by the students on reading text

N = The total score of the test items

(Adapted from Ali: 1998:186)

The result of the data analysis was analyzed descriptively based on the following classification of the score level that is used by SMP Islam Kunir Lumajang English teacher.

CHAPTER IV

RESEARCH RESULTS AND DISCUSSION

This chapter presents the research results that consist of primary data and secondary data. The primary data were obtained from administering reading comprehension ability test, while the secondary data were gathered by interview, documentation and observation. The results are reported in the following sections.

4.1 The Results of Supporting Data

The supporting data were obtained from interview, documentation and observation. These kinds of the data would complete and support the primary data.

4.1.1 The Results of Interview

The interview was conducted on April 23rd 2011. The interviewee was the English teacher of grade-7 students of SMP Islam Kunir Lumajang. It was conducted to obtain the research data about teaching and learning process of reading ability. The list of interview guide is enclosed on Appendix 2. The results of the interview were as follows.

According to the English teacher of SMP Islam Kunir Lumajang, the school used 2006 Curriculum and authentic reading materials from Internet which has been used since 2007. The students' attitude toward the use of authentic reading materials from Internet as their reading materials was enthusiastic and familiar. It could make the variety in teaching reading to prevent students' boredom. Next, the English book used by the English teacher was "Smart Step" published by Ganeca Exac.

The type of reading exercise applied were usually Multiple choice and True-False. Furthermore, in teaching reading comprehension, the teacher used reading aloud technique. In pre-reading, the teacher explains the objectives of the reading class that was to get the comprehension of the text. Then, the teacher explained and discussed about the key vocabularies with the students to get the prediction and

The school facilities of SMP Islam Kunir Lumajang that support the teaching learning process were 6 classrooms, a teachers' room, a headmaster's room, an administering room, a library, a mosque, and a science laboratory.

4.1.3 The Results of Observation

Based on the observation, most of the students were active in teaching learning process. They were enthusiastically answering the teacher's questions. Generally, the students used English in answering the questions although their answer were sometimes inappropriate. When the teacher read the text aloud while the students followed the silently by looking at the text given by the teacher to each students. Here, the teacher read the text twice. The first reading was to give the students experience how to read the text as a meaningful unit, and the second reading was the time for them to comprehend the text. In order to keep their attention, the teacher asked three students in turn to continue reading the text after the teacher. Among those students, there was a students who got problems in reading the sentences they had read. He still read the sentences word by word. Some students sometimes asked the teacher or their friends the unfamiliar words they found in the text. This condition might be caused by the students limited English vocabulary. Before the teacher gave the excercises dealing with the text, the teacher and the students discussed the meaning of the text together by guesssing the unfamiliar words. At the end of the lesson, the teacher guided the students by giving some clues to make a conclusion about the text.

4.2 The Result of the Primary Data

The following discussion covered the results of reading comprehension test and the data analysis result of reading comprehension test. They were given in the following parts:

following section presents the score frequencies of each indicator of reading comprehension ability tested by using authentic reading materials from the Internet obtained by the students. The following score is the score frequency and the score classification of students' reading comprehension ability in comprehending word.

Table 4.2 The Score Frequency and the Score Classification of Stuent's Reading Comprehension Ability Tested by Using Authentic Reading Materials from the Internet in Comprehending Word.

No	Score	Frequency	%	Score Classification
1.	80%-100%	1	2,32	Excellent
2.	70%-79%	22	51,16	Good
3.	60%-69%	14	32,55	Fair
4.	50%-59%	6	13,95	Poor
5.	0%-49%	0	0	Failed
	Total	43	100	

Based on the table 4.2 above, among 43 students there was 1 student got score between 80%-100%. It means that 2,32% of the students were excellent in comprehending word. Then, there were 22 students who had scores in the range 70%-79%. It can be said that 51,16% of the students were good in comprehending words. Further, there were 14 students who had scores in the range 60%-69%. Which can be said that 32,55% of the students belonged to the category fair. However, there were 6 students who had scores between 50%-59%. This means that 13,95% of the students were in category of poor. The last, none of the students who had scores between 0%-49%, meaning that none of the students belonged to category of failed. The second is the score frequency and score classification of students' reading comprehension ability tested by using authentic reading materials from Internet in comprehending sentences, is presented in table 4.3.

Table 4.4 The Score Frequency and the Score Classification of Stuent's' Reading Comprehension Ability Tested by Using Authentic Reading Materials from the Internet in Comprehending Paragraph.

No	Score	Frequency	%	Score Classification
1.	80%-100%	7	16,27	Excellent
2.	70%-79%	17	39,53	Good
3.	60%-69%	0	0	Fair
4.	50%-59%	9	20,93	Poor
5.	0%-49%	10	23,25	Failed
	Total	43	100	

Table 4.4 reports the score frequency and the score classification of stuent's' reading comprehension ability tested by using authentic reading materials from the Internet in comprehending paragraph. Among 43 students, there were 7 students who had scores between 80%-100%, which means that 16,27% of the students had excellent category. Then, there were 17 students who had scores between 70%-79%. According the score classification 39,53% of the students had good category. There was 0% of the students who got scores in the range 60%-69%. However, there were 9 students who had scores in the range 50%-59%. It can be said that 20,93% of them poor in comprehending paragraph. At last, there were 10% of the students who had scores 0%-49%, it means that 23,25% of the students were failed on comprehending paragraph. The fourth is the score frequency and score classification of students' reading comprehension ability tested by using authentic reading materials from Internet in comprehending text, is presented in table 4.5.

Table 4.6 The Classification of the Students' Reading Comprehension Ability Tested by Using Authentic Reading Materials from Internet on Each Indicator.

No	Reading Comprehension Ability	Category											
		Excellent		Good		Fair		Poor		Failed		T	%
		F	%	F	%	F	%	F	%	F	%		
1	Word Comprehension	1	2,32	22	51,16	14	32,55	6	13,95	0	0	43	100
2	Sentence Comprehension	9	20,93	16	37,2	11	25,58	7	16,27	0	0	43	100
3	Paragraph comprehension	7	16,27	17	39,53	0	0	9	20,93	10	23,25	43	100
4	Text Comprehension	33	76,74	0	0	8	18,6	2	4,05	0	0	43	100
	Total	50	29,06	55	31,97	33	19,18	24	13,8	10	5,81	172	100

Table 4.6 reports the score frequency and score classification of reading comprehension ability tested by using authentic reading materials from Internet on each indicator. Based on the analysis results of each indicator, the highest percentage of the students' reading comprehension ability in comprehending word tested by using authentic reading materials from Internet was 51,16% on good category. Meanwhile, the lowest percentage of the students' reading comprehension ability in comprehending word tested by using authentic reading materials from Internet was 0% on failed category.

The highest percentage of the students' reading comprehension ability in comprehending sentences tested by using authentic reading materials from Internet was 37,2% on good category. On the other hand, the lowest percentage of the students' reading comprehension ability in comprehending word tested by using authentic reading materials from Internet was 0% on failed category.

The highest percentage of the students' reading comprehension ability in comprehending paragraph tested by using authentic reading materials from Internet was 39,5% on good category. On the other hand, the lowest percentage of the students' reading comprehension ability in comprehending word tested by using authentic reading materials from Internet was 0% on fair category.

4.3 Discussion

Based on the result of the data analysis, the students' reading comprehension ability tested through authentic reading materials from Internet can be described as follows:

The problem of this research was "How is the grade 7 students' reading comprehension ability tested by authentic reading materials from the internet at SMP Islam Kunir Lumajang in the 2010/2011 academic year?" Based on the results of the data analysis, 80,21% of the students were fine in reading comprehension ability tested by using authentic reading materials from Internet and 19,61% were failed in reading comprehension ability tested by using authentic reading materials from Internet.

Based on the results of the data analysis, it was found that among 4 indicators, the highest achievement on the students' reading comprehension through authentic reading materials from Internet was on text comprehension (76,74%), it was lied on excellent category. Then, it was followed by sentences comprehension (58,13%), it was lied on excellent and good category. Next, it was followed by word comprehension (53,48%), it was lied on excellent and good category. This might happen because the English teacher often used the authentic reading materials from Internet in teaching reading comprehension. 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 (Lee, 1995:324). Martinez (2002) points out that authentic reading materials can encourage reading for pleasure because they are likely to contain topics of interest to learners, especially if students are given the chance to have a say about the topics or kinds of authentic materials to be used in class.

In contrast, the lowest achievement among the indicators was paragraph comprehension (44,18%), it was lied on poor category and failed category. This might be happen because the English teacher only gave a few of practice in doing

the students' reading test score increased from 65,5 in cycle one to 77,5 in cycle two. It means that there was an improvement on the grade-8 students' reading comprehension achievement through authentic reading materials from Internet at SMP Hadi Wijaya Genteng in the 2009/2010 academic year.

Based on the research above, this research has similarities and differences in many ways. The similarities between Niapasa's research and this research can be seen from the result of Niapasa's research, she found that 77,5% of the students had the score at least good category ($M=77$), while this research, the researcher found that 80,21% of the students were fine in reading comprehension ability through authentic reading materials from Internet. the differences is about the analyzing the data. The data in Niapas's research were analyzed using the mean score of the students while the data in this research were analyzed statistically in the form of percentage. It can be conclude that the result of the present research was not quite different from the previous research.

In general, most of the respondents have enough ability in reading comprehension through authentic reading materials from Internet. Therefore, the English teacher should keep continuing to teach reading comprehension trough authentic reading materials from Internet. Besides, the English teacher could increase students' reading comprehension by giving more exercises in comprehending paragraph trough authentic reading materials from Internet.

3. The reading comprehension ability tested by using authentic reading materials from Internet in comprehending paragraph of the grade-7 students of SMP Islam Kunir Lumajang in the 2010/2011 academic year was poor, it was supported by 44,18% of students who had scores on poor and failed category.
4. The reading comprehension ability tested by using authentic reading materials from Internet in comprehending text of the grade-7 students of SMP Islam Kunir Lumajang in the 2010/2011 academic year was excellent, it was supported by 76,74% of students who had scores on excellent category.

5.2 Suggestions

Based on the finding, the following suggestions are given to the following people:

1. The English Teacher

The English teacher of SMP Islam Kunir Lumajang are suggested to give the students more exercises reading comprehension using authentic reading materials from Internet, mainly dealing with comprehending paragraph in order to help the students in mastering reading skill.

2. The Students

The students should be more active when the teacher tries to use authentic reading materials from Internet in teaching reading, because it offers interesting way that can increase the reader comprehension.

3. The Other Researchers

The other researchers are suggested to conduct a further research by applying authentic reading materials from Internet with different research design on other language skills or language components, such as a classroom action research on using authentic reading materials from Internet to improve the vocabulary ability.

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RESEARCH MATRIX

Title	Problems	Variables	Indicators	Data Resources	Research Method
<p>A Descriptive Study of Grade-7 Students' Reading Comprehension Achievement Tested by using Authentic Reading Materials from Internet at SMP Islam Kunir Lumajang</p>	<p>General Problem:</p> <p>1. How is the grade 7 students' reading comprehension ability tested by authentic reading materials from the internet at SMP Islam Kunir Lumajang?</p> <p>Specific Problem:</p> <p>1.1 How is the grade 7 students' reading comprehension ability in comprehending word meaning tested by authentic reading materials from the internet?</p> <p>1.2 How is the grade 7 students' reading comprehension ability in comprehending sentence meaning tested by authentic</p>	<ul style="list-style-type: none"> • Authentic reading materials from the internet • Reading Comprehension Ability 	<ul style="list-style-type: none"> • Original • Interesting • Motivating • Useful • Comprehending word meaning • Comprehending sentence meaning • Comprehending paragraph meaning • Comprehending whole text meaning 	<p>Research Respondents: The grade 7 students of SMP Islam Kunir Lumajang in the 2010/2011 Academic Year</p> <p>Informant: The English teacher of the grade 7 of SMP Islam Kunir Lumajang</p> <p>The school documents:</p> <ul style="list-style-type: none"> • The names of the research subjects • The curriculum used by the grade-7 of SMP Islam Kunir Lumajang • The students' scores in reading comprehension test obtained from doing test. 	<p>1. Research Design Descriptive Quantitative Study (Arikunto 1998:245)</p> <p>2. Area Determination Method Purposive method</p> <p>3. Research respondents Determination Method Population method</p> <p>4. Data Collection Methods</p> <ul style="list-style-type: none"> • Primary Data Reading comprehension test • Supporting Data Interview, documentation, and observation <p>5. Data Analysis Methods The primary data taken from the test are analyzed quantitatively by the following formula:</p> $E = \frac{n}{N} \times 100\%$

The Result of Interview

No.	The questions	The answer
1.	What curriculum do you use in teaching English?	2006 curriculum
2.	How do you teach reading comprehension?	in teaching reading comprehension, the teacher used reading aloud technique. In pre-reading, the teacher explains the objectives of the reading class that was to get the comprehension of the text. Then, the teacher explained and discussed about the key vocabularies with the students to get the prediction and anticipation about the content of the text. In whilst reading, the teacher read the text aloud while the students followed the text silently. Finally, the teacher asked the students several comprehension questions as post reading. The reading materials that used by the English teacher is authentic reading materials adapted from Internet. She told the word “adapted” here means that if she found the errors and mistake about the vocabulary or grammar of a text in the printed materials from Internet, she would make them correct without changing the content of the text.
3.	What are the students’ problems in reading class?	comprehending a reading text and to understand what they have read especially the ideas of the writer
4.	Why do they have difficulties in reading class?	because the students are not interested in the text given, and the students sometimes experience some difficulties to understand what they have read because most of the writers do not always state outright what they want to know.

The Names Of Respondents

NO	CLASS VII-A		CLASS VII-B	
	NAME	GENDER	NAME	GENDER
1	Ainun Navid	FEMALE	Defani Sahrul M	MALE
2	Andi Saputra	MALE	Debri Son F.U	MALE
3	Andri Agung Setyo	MALE	Didik Pranoto	MALE
5	Arno Sukarno	MALE	Fitria Nur Famawati	FEMALE
6	Dedy Hermanto	MALE	Fitria Wulandari	FEMALE
7	Febry Sagita	FEMALE	Iis Sri Wahyuni	FEMALE
8	Galih Brazilia	MALE	Ila Imya Khotimah	FEMALE
9	Helina Wulandari	FEMALE	Khusnul Hotimah	FEMALE
10	Karemin	FEMALE	M. Galih	MALE
11	M. Junaidi	MALE	M. Samsul Arifin	MALE
12	Nurm Susanti	MALE	M. Syarif H.	MALE
13	Masnuri	FEMALE	M. Yoga Ade Irawan	MALE
14	Nurul Lailiyah	FEMALE	Marsudi	MALE
15	Ryan Hidayatul H	MALE	Moh. Yaka	MALE
16	Santi Nur Halimah	FEMALE	Randi Dwi Laksono	MALE
17	Siti Asniyah	FEMALE	Riski Holifah	FEMALE
18	Siti Marifatul H	FEMALE	Sri Rumi Handayani	FEMALE
19	Siti Rosita	FEMALE	Syafiani	FEMALE
20	Yuli Sri Wahyuni	FEMALE	Wahyudi Pranata	MALE
21	Zaenal Abidin	MALE	Wike Wahyuningsih	FEMALE
22			Yulia Eka	FEMALE

1. What is the purpose of the text?
 - a. to tell the steps to do something
 - b. to inform the general thing
 - c. to retell past events
 - d. to describe something in particular
2. Where does Bali lay?
 - a. in Kuta beach
 - b. to the part east of Java
 - c. in Sanur
 - d. in west Java
3. “*They* spend their time to apply skill and imagination through painting, carving dancing.” (Paragraph 1)
What does the italic word refer to?
 - a. artists
 - b. English speaking people
 - c. Balinese people
 - d. Tourists
4. What can we conclude from the last paragraph?
 - a. Bali is the best choice to visit
 - b. That is why Bali is well-known all over the world
 - c. A lot of tourists like fresh natural environment
 - d. Most of these objects are amazing
5. “Do you know why Bali Island is so *famous*?” (paragraph 1)
What is the synonym of *famous*?
 - a. Popular
 - b. Happy
 - c. Sad
 - d. Beautiful

Text 2

II. Read the text carefully and answer the questions by crossing the letter of the correct answer (a, b, c, or d) in your answer sheet!

Jatim Park

For people in East Java, Jatim Park may have been heard many times as it is one of the famous tourism objects in East Java province. Jatim Park offers a recreation place as well as a study center. Jatim Park is located at Jl. Kartika 2 Batu, East Java. To reach the location is not difficult because the object is only 2, 5 kilo meters from Batu city.



Jatim Park tourism object is about 22 hectares in wide. Visitor can enjoy at least 36 kinds of facilities which can attract them as well as give new knowledge. Just after passing the gate, the visitors will find an interesting view of ‘Galeri Nusantara’ area. This study offering, continues to step on ‘Taman Sejarah’ area, which contains of miniature temple in East Java like Sumberawan temple, customhouse of Kiai Hasan Besari Ponorogo and Sumberawan Statue. Another interesting is able to be enjoyed is ‘Agro Park’ area. It presents crop and rare fruits, animal diorama which consists of unique animals that have been conserved, and support games like bowling, throwing ball, scooter disco. Jatim Park is suitable for family and school recreation. The recreation area sites offer precious tour and can be used as alternative media of study.

Adapted from:www.eastjava.com/tourism/batu/jatim-park.html

11. What is the topic sentence of the second paragraph?

- a. Jatim Park is suitable for family and school recreation
- b. Jatim Park tourism object is about 22 hectares width

16. “It presents crop and rareness fruits, animal diorama...” (paragraph 2)

What does the underlined word above refer to?

- a. Jatim Park
- b. Agro Park
- c. Taman Sejarah
- d. school recreation

17. Why is Jatim Park suitable for family and school recreation?

- a. because to reach the location is not too difficult because the object is only 2, 5 kilos meters from Batu city
- b. because It presents crop and rareness fruits, animal diorama which consists of unique animals that have been conserved, and supporting games like bowling, throw ball, scooter disco, etc
- c. because visitor can enjoy at least 36 kinds of facilities which can attract them as well as give new knowledge
- d. because Jatim Park may have been heard many times as it is one of the famous tourism object in East Java province

18. “To reach the location is not too *difficult* because the object is only 2, 5 kilos meters from Batu city” (paragraph 2)

What is the antonym of the word *difficult*?

- a. hard
- b. confused
- c. afraid
- d. easy

19. What does the second paragraph tell about?

- a. the location of Jatim Park tourism object
- b. the journey to get Jatim Park tourism object
- c. the facilities of Jatim Park tourism object
- d. the history of Jatim Park tourism object

21. What do you call the structure part of the second paragraph and third paragraph from the text above?

- a. identification
- b. description
- c. title
- d. reorientation

22. “The central domed chamber and four adjoining chambers include many walls and panels of Islamic *decoration*.” (paragraph 2)

What is the synonym of *decoration*?

- a. a small piece of rock of any shape
- b. a figure of a person
- c. the expression of human creative talent
- d. the ornaments

23. Where is the topic sentence of the first paragraph above located?

- a. first sentence
- b. third sentence
- c. second sentence
- d. fourth sentence

24. Which statement is incorrect based on the text above?

- a. Taj Mahal is built entirely of black marble
- b. Taj Mahal is regarded as one of the eight wonders of the world
- c. It was built by a Muslim Emperor Shah Jahan
- d. the Taj seems to glow in the light of the full moon

25. “It was built by a Muslim Emperor Shah Jahan.” (Paragraph 1)

What does the word *it* in the sentence above refer to?

- a. eight wonders
- b. white marble
- c. Taj Mahal
- d. Emperor Shah Jahan

26. What does the writer tell you about?

- a. The amazing Taj Mahal
- b. the architecture of Taj Mahal

ANSWER KEY

Text 1

1. D (TC)
2. B (SC)
3. C (SC)
4. A (PC)
5. A (WC)
6. B (PC)
7. D (WC)
8. A (SC)
9. B (WC)
10. C (WC)

Text 2

11. A (PC)
12. A (WC)
13. A (TC)
14. C (TC)
15. A (WC)
16. B (SC)
17. B (SC)
18. D (WC)
19. C (PC)
20. B (PC)

Text 3

21. B (TC)
22. D (WC)
23. A (PC)
24. A (SC)
25. C (SC)
26. A (TC)
27. B (TC)
28. B (PC)
29. D (WC)
30. B (SC)