



**IMPROVING CLASS 8-F STUDENTS' ACTIVE PARTICIPATION AND
THEIR READING COMPREHENSION ACHIEVEMENT BY USING
AUTHENTIC READING MATERIALS FROM THE INTERNET
AT SMP NEGERI 1 JEMBER**

THESIS

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LANGUAGE AND ARTS DEPARTMENT
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JEMBER UNIVERSITY**

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Composed to Fulfill One of the Requirements to Obtain S1 Degree at the English
Education Program of the Language and Arts Education Department
Faculty of Teacher Training and Education
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DEDICATION

This thesis is honorably dedicated to:

- 1. My lovely mother, Rumani. Thank you so much for your endless love, support and advice.*
- 2. My beloved father, Sumisto. Thank you so much for your love, pray, supports, and wise words.*
- 3. My dearest brother, Dharma Hilal Ardiyansyah and all of my families that have supported me to finish my thesis. Thanks for it.*
- 4. My beloved sunshine, Devino Anggara Putra Permadi. Thanks for your presence, suggestion, time, help, support, and your willingness to help me in finishing my thesis. Moreover, thanks for your kindness in accompanying me to find my thesis references in the library.*

MOTTO

“Always be yourself and never be anyone else even if they look better than you.”

(Chicken Soup for the Soul, 2003:89)

CONSULTANTS' APPROVAL

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Finally, I expect that this thesis will be useful not only for the writer but also for the readers. I believe that this thesis might have some weaknesses. Therefore, any criticism to make this thesis better will be wisely appreciated.

Jember, May 30th, 2014

The Writer

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SUMMARY

Improving Class 8-F Students' Active Participation and Their Reading Comprehension Achievement by Using Authentic Reading Materials from the Internet at SMP Negeri 1 Jember; Faridatul Jannah, 100210401005; 2014; 65 Pages; English Education Study Program of Language and Arts Department of Faculty of Teacher Training and Education, Jember university.

The Classroom Action Research with the cyclical model was used as the research design. It was intended to improve the 8-F students' active participation and their reading comprehension achievement by using authentic reading materials from the internet at SMP Negeri 1 Jember in the 2013/2014 academic year. The research participants of this classroom action research were the year 8 students of SMP Negeri 1 Jember in the 2013/2014 academic year, specifically the students in class 8-F which consisted of 36 students. This class was chosen because as informed by the English teacher, this class had difficulties in comprehending English reading texts, especially in comprehending the word, sentence, paragraph, and the whole text. On the other hand, most of the students had low motivation and interest during the teaching learning process. In this case, authentic reading materials from the internet was chosen to help the students to improve their active participation and their reading comprehension achievement since they get the feeling that she/he is learning the real language.

This Classroom Action Research was done in two cycles in which each cycle covered four stages of activities namely: planning of the action, implementation of the action, observation and evaluation of the action, and reflection of the action. Then each cycle was conducted in two meetings and followed by a test in the third meeting. In this classroom action research, the researcher and the English teacher implemented the actions collaboratively.

From the results of classroom observation in cycle 1, it was known that in the first meeting as many as 25 (76%) out of 33 students actively participated during the

teaching learning process of reading comprehension by using authentic reading materials from internet. In the second meeting, as many as 27 (79%) of 34 students who participated actively during the teaching learning process of reading. Thus, the average percentage of the students' active participation in the first and second meeting was 77.5%. It means that the observation results in cycle 1 had achieved the research success criteria set in this research. Based on the results of reading comprehension test, it was known that the percentage of students who could gain the standard passing grade of 75 or higher was 82%, and their mean score was 78. It indicated that the results of reading comprehension achievement in cycle 1 also had achieved the research target requirement.

Although the actions in cycle 1 had achieved the research success criteria (75% of the students could gain the standard score of 75 or higher, the students achieved the mean score of 75 or higher, and 75% of the students fulfilled at least 3 indicators as compulsory indicators of 5 indicators in active participation), the action was continued to the second cycle to ensure the consistency of the students' scores in reading comprehension achievement and active participation by using authentic reading materials from internet.

In cycle 2, the average percentage of the students' active participation in the first and second meeting was 78%. It means that the observation results in cycle 2 achieved the research target requirement set in this research. Then there was an improvement as much as 4% of the percentage of the students who got the standard score of 75 or higher from cycle 1 to cycle 2, and their mean score was 79. It means that the results of reading comprehension achievement in cycle 2 also achieved the research success criteria.

Because the actions in cycle 2 also achieved the research success criteria, it means that the results of cycle 2 gave the consistent results as the one in cycle 1, that the use of authentic reading materials from internet could improve the students'

active participation and their reading comprehension achievement. Therefore, the second cycle was stopped.

Based on the results of the mean score before implementing the action and after the action (cycle 1 and cycle 2), the students made significant improvement. The mean score of reading comprehension achievement test had improved from 69 (before implementing the action) to 78 and 79 (after the action in cycle 1 and cycle 2). The percentage of students who got the standard score of 75 or higher also improved from 56% (before implementing the action) to 82% and 86% (after the action in cycle 1 and cycle 2). Moreover, 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). It means that the use of authentic reading materials from internet could improve the students' active participation and their reading comprehension achievement.

Based on the results above, it can be concluded that the use of authentic reading materials from internet as reading materials were able to improve class 8-F students' active participation and their reading comprehension achievement at SMP Negeri 1 Jember in the 2013/2014 academic year. Therefore, it is suggested to the English teacher to use authentic reading materials in selecting appropriate materials for teaching reading comprehension to help students comprehend the text better by making them more active in the teaching learning process. It is also suggested to the students to read more authentic reading materials from internet since they could increase their reading comprehension to help their reading comprehension achievement as well as their general knowledge by relating their experience to what they get in the text as well as the real life situation. Moreover, it also suggested to the future researcher to conduct further research to improve the quality of reading comprehension achievement and the students' active participation by applying authentic materials taken from other sources of internet, such as from magazine, newspaper, etc.