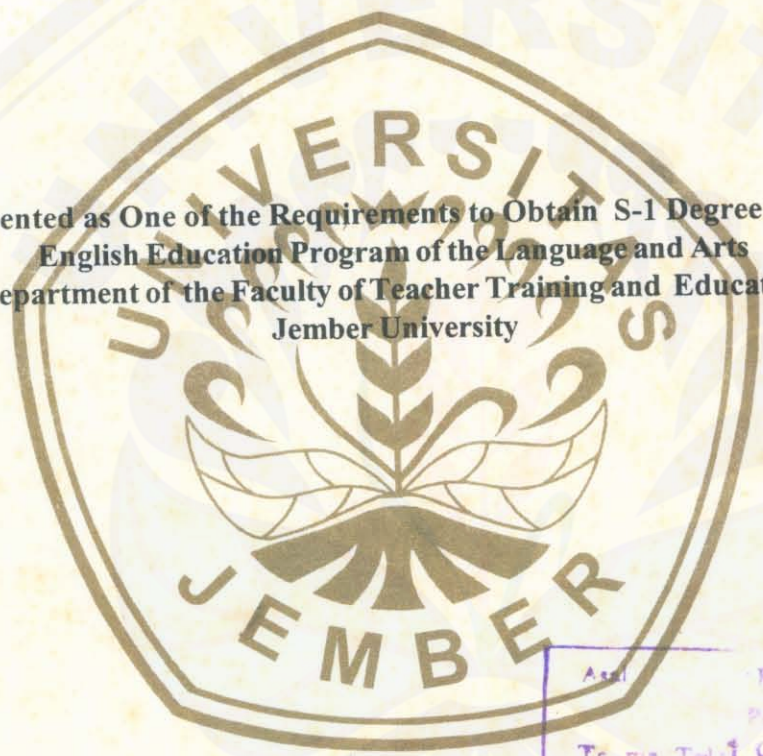


**THE INFLUENCE OF AUTHENTIC READING MATERIALS ON
READING COMPREHENSION ACHIEVEMENT OF THE SECOND
YEAR STUDENTS OF SMU 1 RAMBIPUJI
IN THE 2000/2001 ACADEMIC YEAR**

THESIS

Presented as One of the Requirements to Obtain S-1 Degree at the
English Education Program of the Language and Arts
Department of the Faculty of Teacher Training and Education
Jember University



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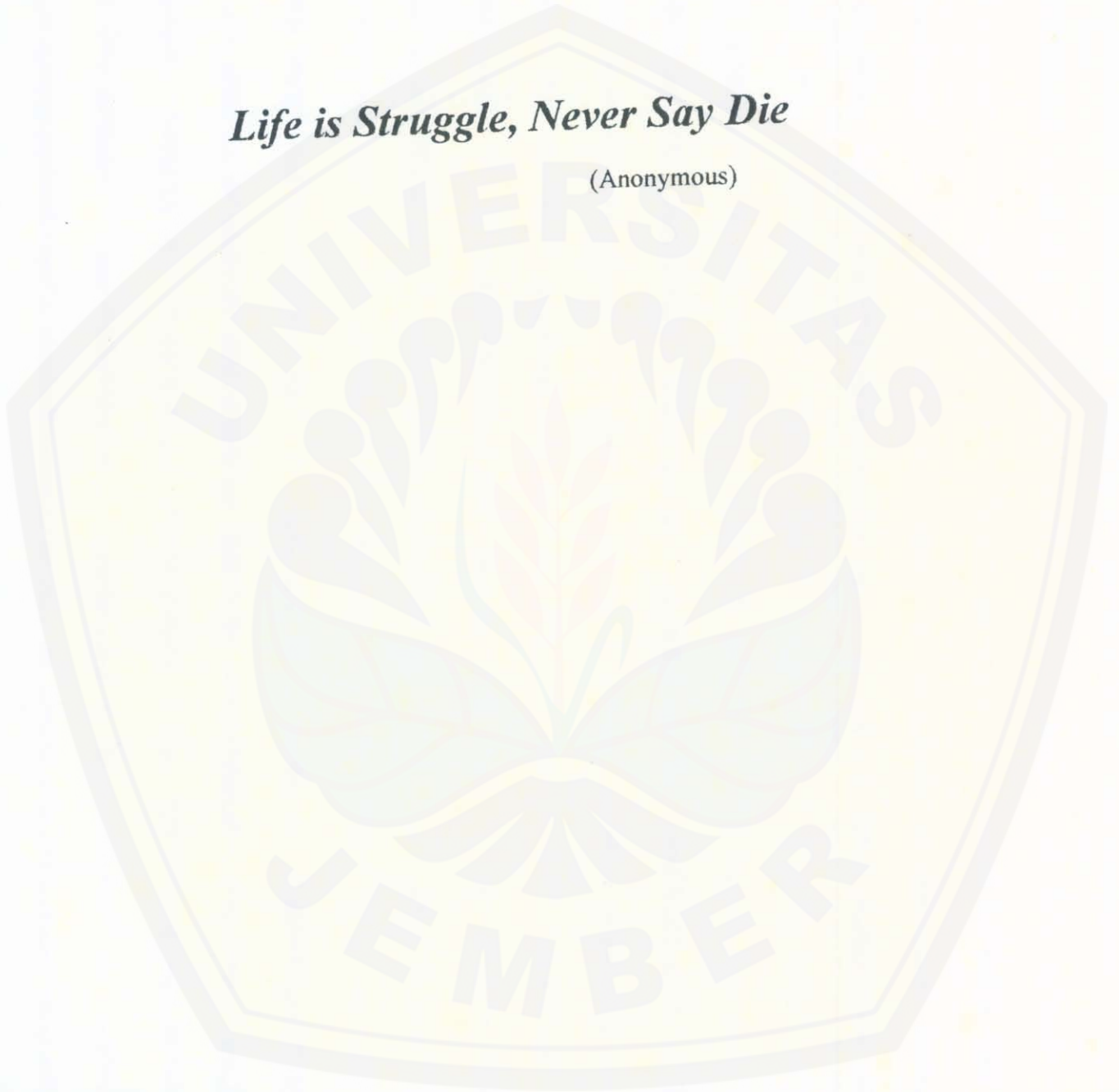
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**ENGLISH EDUCATION PROGRAM
FACULTY OF TEACHER TRAINING AND EDUCATION
JEMBER UNIVERSITY
2001**

MOTTO

Life is Struggle, Never Say Die

(Anonymous)



DEDICATION

This thesis is dedicated to:

1. My beloved father: Mutrofin and my beloved mother Titin Sumarti. Thank you so much for your love and guidance, you mean the world to me. I will do my best to honor you.
2. My beloved brothers: Imam and Khamim, my beloved sisters: Fitri and Umi. Thanks for the wonderful time we have spent together. I love you all and I am lucky to have you.
3. My beloved husband to be: Allen Susetyo. Thanks for your support, your love, and your attention to me. You mean everything for me and I will do my best to love you.
4. My dearest friends: Lenny, Elvy, Nurul, Etik '96. You have all supported me, looked out for me and love me. Thanks a million.
5. My friends : Iin, Ima, Hani, Tyas, Diah, Aini, Arin, Selvy, Mia and Yoyok'95. Thanks for your kindness.
6. My fellow on the '96 level: cheers.
7. My almamater.

THE INFLUENCE OF AUTHENTIC READING MATERIALS ON READING
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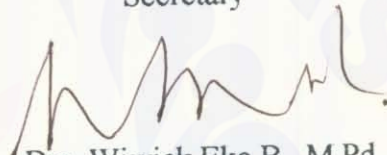
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4. The Consultants who give me valuable inputs in writing this thesis;
5. The Principal, the first year of English teacher, and the administrative staff of SMU 1 Rambipuji who helped me gather the data, and
6. All of my fellows for the help and warm relationship during my study in this faculty.

Hopefully this thesis would be an invaluable finding in developing English teaching learning process. So the teaching English as a foreign language in Indonesia will be more perfect in the future.

Jember, July 2001

The writer

TABLE OF CONTENTS

	Page
TITLE	i
MOTTO	ii
DEDICATION	iii
CONSULTANTS APPROVAL	iv
APPROVAL	v
ACKNOWLEDGMENT	vi
TABLE OF CONTENTS	vii
LIST OF TABLES	x
THE SKETCH OF THE SCHOOL	xi
ABSTRACT	xii
I. INTRODUCTION	1
1.1 Background of the Study	1
1.2 Problem of the Study.....	2
1.3 Operational Definition	3
1.3.1 Authentic Reading Materials	3
1.3.2 Reading Comprehension Achievement.....	3
1.4 Objectives of the Research.....	3
1.5 The Significance of the Research.....	3
1.5.1 For English Teacher	3
1.5.2 For Students	4
1.5.3 For Other Researchers.....	4
II. REVIEW OF RELATED LITERATURE	5
2.1 Authentic Reading Materials	5
2.1.1 The Characteristics of Authentic Reading Materials	6
a. Original	7
b. Interesting	8
c. Motivating	9

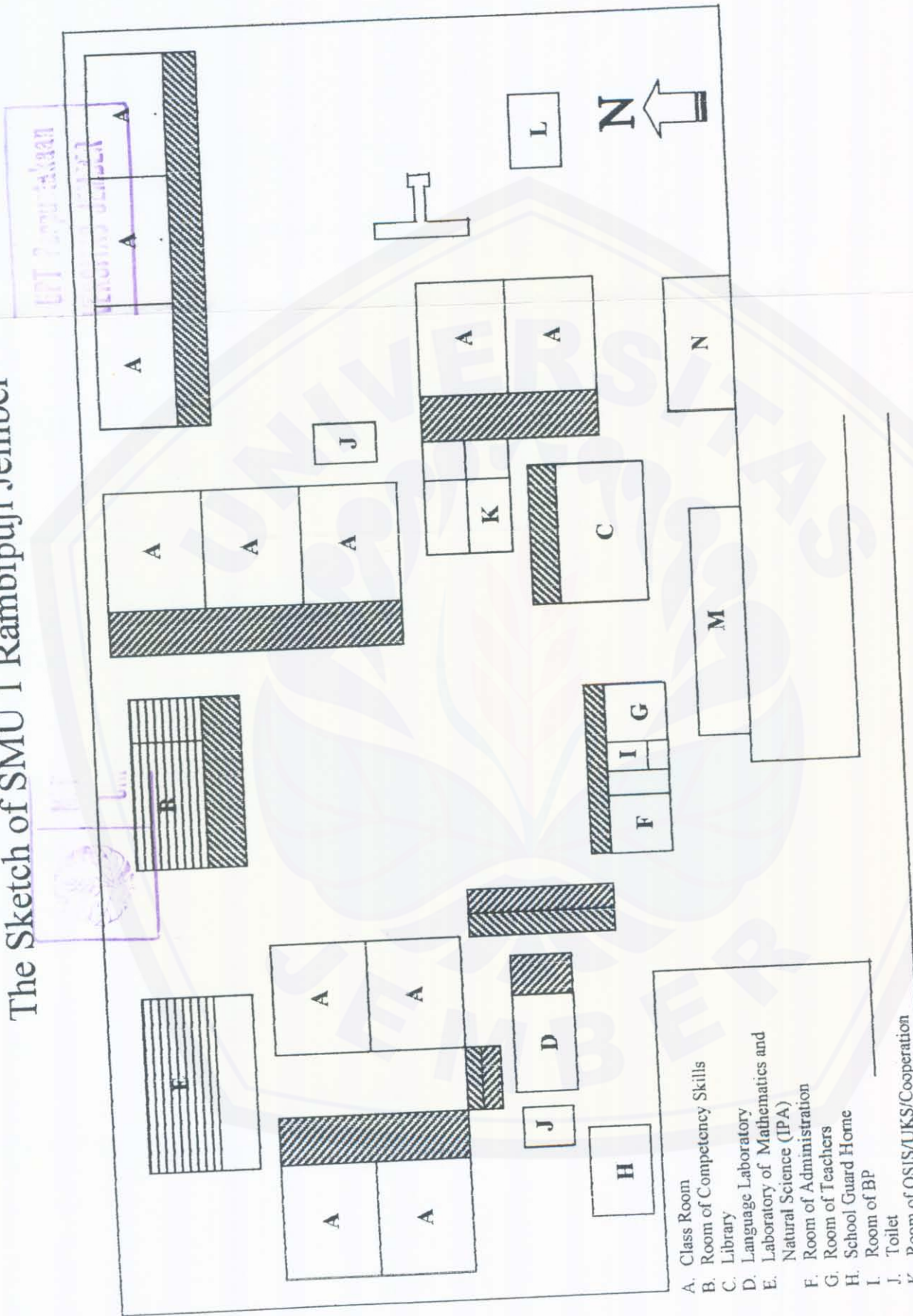
d. Useful	10
2.1.2 The Authentic Reading Materials Used in Classroom	10
a. Newspapers	11
b. Magazines	12
2.2. Reading Comprehension Achievement	13
2.2.1 Comprehending Word Meaning	14
2.2.2 Comprehending Sentence	15
2.2.3 Comprehending Paragraph	16
a. Identifying The Topic	17
b. Identifying The Main Idea	17
c. Recognizing Details	18
2.2.4 Comprehending The Whole Composition	18
2.3 The Influence of Authentic Reading Materials on Reading Comprehension Achievement	19
2.4 Hypothesis	19
III. RESEARCH METHODS	20
3.1 Research Design	20
3.2 Area Determination Method	21
3.3 Respondent Determination Method	21
3.4 Data Collection Methods	22
3.4.1 Test	22
3.4.2 Interview	23
3.4.3 Documentation	23
3.5 Data Analysis Method	23
IV. RESEARCH RESULT AND DISCUSSION	25
4.1 The Secondary Data	25
4.1.1 Result of Interview	25
4.1.2 Result of Documentation	25
4.2 The Primary Data	25

4.2.1 Result of Homogeneity Test	25
4.2.2 Description of Treatment and Control Group.....	26
4.2.3 The Result of Post Test.....	26
4.3 Data Analysis and Interpretation.....	27
4.4 Discussion	30
V. CONCLUSION AND SUGGESTION.....	32
5.1 Conclusion	32
5.2 Suggestion	32
BIBLIOGRAPHY	
APPENDICES	
1. Research Matrix	
2. The Names of Respondents	
3. The Names of Personnel of SMU 1 Rambipuji	
4. Guideline of Instrument	
5. Lesson plan I	
6. Worksheet I	
7. Lesson Plan II	
8. Worksheet II	
9. Pre Test	
10. Post Test	
11. Answer Key, Test Mapping & Scoring Guide	
12. The English Students' Pre Test Score and Homogeneity Analysis	
13. Table F/t	
14. Thesis Seminar Proposal	
15. Recommendation	
16. The Prove of Conducting Research from SMU 1 Rambipuji	
17. Consultant Sheet I	
18. Consultant Sheet II	
19. Treatment Sheet	
20. Materials from Text Book	

THE LIST OF TABLES

No	Names of Tables	Page
1	Recapitulation of Post Test Scores of the Experimental and Control Classes on Reading Comprehension Achievement	26
2	The Names of Respondent	Appendix 2
3	The Names of Personnel of SMU 1 Rambipuji	Appendix 3
4	The English Students' Pre Test Scores	Appendix 12
5	F/t	Appendix 13

The Sketch of SMU 1 Rambipuji Jember



- A. Class Room
- B. Room of Competency Skills
- C. Library
- D. Language Laboratory
- E. Laboratory of Mathematics and Natural Science (IPA)
- F. Room of Administration
- G. Room of Teachers
- H. School Guard Home
- I. Room of BP
- J. Toilet
- K. Room of OSIS/UKS/Cooperation
- L. School Yard
- M. Parking Area
- N. Mosque

(School Document)

ABSTRACT

Nur Shohifatul Hidayah, 2001. The Influence of Authentic Reading Materials on Reading Comprehension Achievement of the Second Year Students of SMU 1 Rambipuji in the 2000/2001 Academic Year.

Thesis, English Education Program, Language and Arts Department, Faculty of Teacher Training and Education, Jember University
The Consultants : - Drs. Paulus Walujo
- Dra. Wiwiek Eko B, M.Pd

Authentic reading materials can be used as supplement materials in teaching reading comprehension. Not all schools use authentic materials in class, whereas the authentic materials can serve as a bridge between the classroom and outside world. The research was intended to know whether or not there is a significant influence of authentic reading materials on reading comprehension achievement of the second year students of SMU 1 Rambipuji in the 2000/2001 academic year. Through this quasi experimental research with Simple Randomized Design, authentic reading materials were used in the teaching of reading comprehension to the experimental group. To gain the data, test, interview, and documentation were used. A teacher made test was administered to get the primary data, while, interview and documentation methods were used to get the supporting data. The population was the second years students of SMU 1 Rambipuji consisting of five classes. Two classes were taken by lottery as the respondents after having homogeneity test. To analyze the data, t-test formula was used with the significance level of 5%. The result showed that the statistical computation value of t-test was higher than that of the critical value of t-table ($3.071 > 2.000$). It means that there is a significant influence of authentic reading materials on reading comprehension achievement of the second year students of SMU 1 Rambipuji in the 2000/2001 academic year. Based on the result, the English teacher is suggested to consider the use of authentic reading materials in teaching reading comprehension.

Key words : - Authentic Reading Materials
- Reading Comprehension Achievement

The material itself should be the one that is motivating, interesting and meaningful for the students. As Holden(1993:110) says that the students find reality more motivating and interesting than text books. And

In this research, the materials used in class are authentic materials. related to the students' needs and the students' experience(Deppikbud, subject and learning activity will be meaningful for the students when it is will be meaningful for them. As stated in the curriculum that the material daily life that the students hear and read in the real world. When it is so, it The reading materials that are used at school should be relevant to

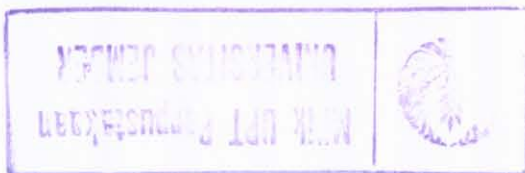
in any fields such as science, research and knowledge. important to the students to master English in order to be able to take part mainly through printed documents. Based on the opinion above, it is very and any other scientific and technological knowledge are communicated, texts, science books, research papers, technical manuals, technical books, mostly printed in the written form. Pett(1982:45) states that scientific mastering reading skill, the students can get more information which is taught and developed integratively with the emphasis on reading skill. By In teaching and learning process, the four language skills are

to students of SLTP and SMU in Indonesia. subjects for SLTP and SMU students. It means that English must be taught In Indonesia, English is determined to be one of the compulsory

and so forth. Most references are written in English. very important role in many aspects such as education, science, commerce, instruments of communication among people all over the world. It has a As one of the international languages, English is used as one of the

1.1 Background of the Study

I. INTRODUCTION



furthermore, if the students are not exposed to authentic materials during the language studies, they will be ill-equipped to deal with them when the time comes to survive in the foreign culture. Moreover, Melvin and Stout (in Rivers: 1987:44) state that authentic texts give students direct access to culture and help them use the new language authentically themselves, to communicate meaning in meaningful situation rather than for demonstrating knowledge of a grammar point or a lexical items.

Furthermore, the material should also be the original text since it can help the students easier to comprehend the text. Grellet(1981:8) says that authenticity means that nothing of the original text is changed and also its presentation layout are retained. In this case, the teacher should at least try to keep them as authentic as possible in order to help the students anticipate meaning by using these non linguistic clues.

Considering the importance of authentic reading materials in supporting reading comprehension achievement, a research entitled THE INFLUENCE OF AUTHENTIC READING MATERIALS ON READING COMPREHENSION ACHIEVEMENT OF THE SECOND YEAR STUDENTS OF SMU 1 RAMBIPUJI IN THE 2000/2001 ACADEMIC YEAR was conducted.

1.2 The Problem of the Study

The problem of the study is formulated as follows: “ Is there any influence of authentic reading materials on reading comprehension achievement of the second year students of SMU 1 Rambipuji in the 2000/2001 academic year?”

1.3 The operational Definition

1.3.1 Authentic Reading Materials

Authentic reading materials refer to the reading materials that are taken from newspapers and magazines without simplifying a text by considering the students' level, the theme, and consult the material to the English teacher.

1.3.2 Reading Comprehension Achievement

In this research, reading comprehension achievement refers to the score that stands for students comprehension test by using authentic reading materials such as magazine or newspaper. The test is covered comprehending word, comprehending sentence, comprehending paragraph and comprehending the whole composition.

1.4 Objective of The Research

Knowing the research objective is essential because it let the reader and the researcher toward the mutual interpretation. The objective of this research is to know whether or not there is significant influence of authentic reading materials on reading comprehension achievement of the second year students of SMU 1 Rambipuji in the 2000/2001 academic year.

1.5 The Significance of The Research

It is greatly hoped that the result will give inputs to the following people. They are English teachers, students and other researchers.

1.5.1 For English Teachers

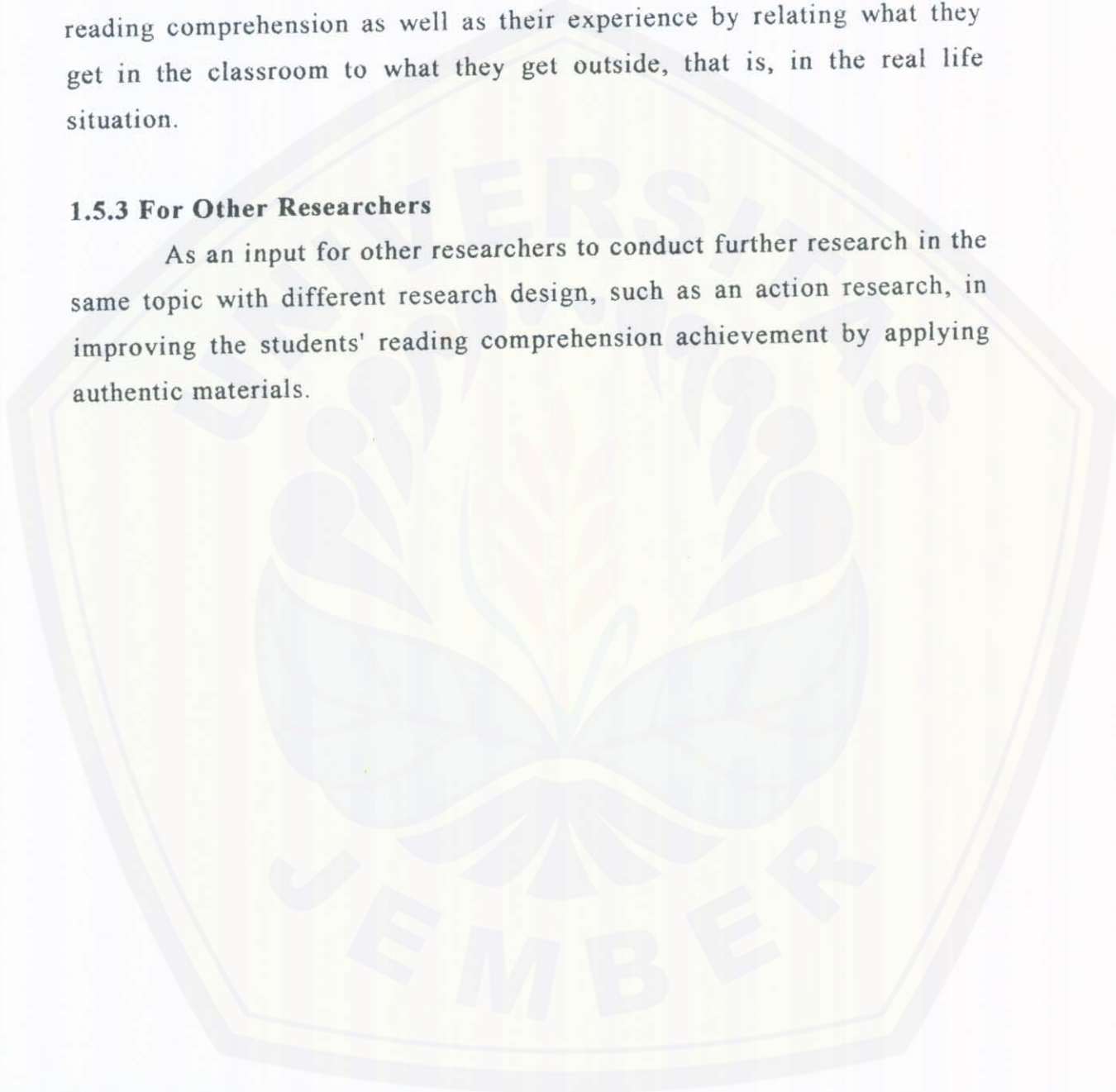
Teacher should always improve themselves on the selection of materials especially in teaching reading using authentic materials as alternative materials in teaching English, especially reading comprehension.

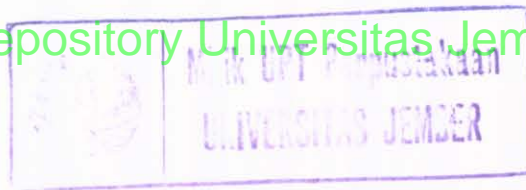
1.5.2 For Students

By using authentic reading materials, students can improve their reading comprehension as well as their experience by relating what they get in the classroom to what they get outside, that is, in the real life situation.

1.5.3 For Other Researchers

As an input for other researchers to conduct further research in the same topic with different research design, such as an action research, in improving the students' reading comprehension achievement by applying authentic materials.





II. LITERATURE REVIEW

As a starting point of analyzing the data, some related theories are needed. This chapter presents the theories related to the authentic reading materials, the characteristics of authentic reading materials, the authentic reading materials used in classroom, reading comprehension achievement and the influence of authentic reading materials on reading comprehension achievement, as well as hypothesis formulation. The theories will be described in the following sub chapters.

2.1 Authentic Reading Materials

Wong (1995:318) defines that authentic reading materials refer to materials which use in genuine communication in the real world, and not specifically prepared for the teaching and learning English. Examples of such materials are used in the professions, and even textbook of other. Grellet (1981:8) states that authenticity means that nothing of the original text is changed and also its presentation layouts are retained. In this case, the teacher should at least try to keep them as authentic as possible in order to help the students to anticipate meaning by using the non linguistic clues.

The use of authentic materials for teaching reading may create ease for students to transfer what they get in class to their daily life. In other words, they will be accustomed to reading authentic texts. Grellet (1981:7) stated that authentic texts are important used in class since getting the students accustomed to reading authentic text. Besides, he also says that reading authentic texts from the very beginning does not necessarily mean a much more difficult task on the students part.

Students need to be given authentic materials since the students can get much information from real life, as we know that authentic materials cannot be separated with real life. Bresnan et al (1984:2-3) states that adults

2.1.1 The Characteristics of Good Authentic Reading Materials

Wong (1995:318) states that authentic materials are characterized by the genuineness of time, location, and people. Grellet (1981:5-6) also states that authenticity means nothing of the original text is changed and its presentation and lay out are retained. Furthermore, Young (in Yuk and Lee: 1995:324) states that authentic materials are motivating, interesting, and useful.

It is important to use authentic reading materials in class since authentic materials are a rich source for planning and conducting teaching and learning activity. Wong (1995:318) says that authentic materials is a rich source for planning and conducting teaching and learning activities. In particular, authentic reading materials can help the teacher to achieve the aims of enriching students' experience in the learning and use of English, sensitizing the students to the use of English in the real world, and helping the students to generate a learning strategy for learning not only English but also other subject.

From the statement above, it can be concluded that authentic materials are original, interesting, motivating and useful.

a. Original

The authentic reading material should be original. Original means that the article so called is that made by the first inventor (Romilly in Saunders, 1989:291). As it is stated by Grellet(1995:8) that authenticity means that nothing of the original text is changed and also its presentation layout is retained. In this case, the teacher should at least try to keep them as authentic as possible in order to help the students to anticipate meaning by using the non linguistic clues. In addition, Yuk and Lee (1995: 323) say that text authenticity is defined in terms of the origin of the material, and

To summarize, it can be said that interesting materials can arouse students' interest in language learning, and having interest in the materials can motivate them to learn more. As states by Yuk and Lee (1995:327) that materials were prepared for the students based on the students' needs and interests. It was hoped that, by identifying their needs and interests, the materials selected would be relevant and useful.

c. Motivating

Authentic materials should be motivating, interesting and useful since it can encourage the students to participate in the discussion confidently. As stated by Wong (1995:319), authentic materials chosen by the teacher act as a stimulus to thinking, and help the students to draw out issues in contemporary events for discussion. In this case, students are encouraged to participate and, it is hoped, to express themselves confidently, as they share and explain their individual perspectives, and state their preferences.

Motivation itself is defined as inner drive, energy, motivation or desire that makes one to act in achieving a certain goal (Rettob, 1990:153). More over, Kock (1986:89) states that motivation is the improvement of desire to do something to attain a special aim.

Teaching learning process usually will not be effective and efficient when the students have no motivation to learn everything given by the teacher. Ausuble (1968:364) says, "No learning what so ever takes place without motivation".

Based on the statement above, it can be concluded that motivating materials are important in arousing motivation of the students to learn the material in order to make the teaching learning process become more effective and efficient. Then authentic materials can help the students to achieve the aims of enriching students' experience in the learning and use English (Wong,1995:318).

d. Useful

A good material is material which is useful for students. As it is stated in the previous chapter that the reading materials that are used at school should be relevant to daily life that the students hear and read in the real world. When it is so, it will be meaningful for them. As stated in the curriculum that the materials and learning activity will be meaningful for the students when it is related to the students' needs and the students' experiences (Depdikbud, 1995:2).

According to Wong (1995:322), authentic materials can serve a bridge between the classroom and the outside world. Then, Melvin and Stout (in Rivers, 1987:44) state that authentic texts give students direct access to culture and help them use the new language authentically themselves, to communicate meaning in meaningful situation rather than for demonstrating knowledge of a grammar point or a lexical item.

From the statements above, it can be clarified that authentic materials used in teaching learning process are useful for the students related to their needs and their experiences.

2.1.2 The Authentic Reading Materials used in Classroom

The material used in classroom must be suitable for the students, it must not be too easy or too difficult for them. Wong (1995:319) states that when selecting materials we find that ready-made language teaching materials are not suitable for our particular subject areas or disciplines. Even those published materials which are geared toward relevant disciplines may teach a level of English that is too elementary or advanced for our students, or take an approach that may not suit our mode of teaching and learning, class sizes, and the duration of our class. Authentic materials and the other hand, such as coursebooks, journals, magazines and televisions programmes, can provide

valuable support to the teacher in developing a curriculum specially designed for a specific group of students.

Based on the opinion above the materials used in classroom have to correlate with the school curriculum in such a way that the passage can fulfill the students' needs. The materials are more suitable if they have the same topic with the passages in text books. By providing the passage from newspapers and magazines, the students' reading skill will improve. The students can comprehend the passages associated with the curriculum more easily than if they are out of it, because the students already have the knowledge and background for those passages. If the material is very interesting it will arouse the students' willingness to read and answer the question from the text given.

In this study newspaper and magazines will be the focus of teaching reading. The students can find the two kinds of reading material in their daily real life since it is easy to get like in bookstore and library.

a. Newspaper

Newspaper contains a very wide variety of types and immense range of information such as advertisements, articles, public news, etc. As sated by Saunders(1989:221), Newspaper means any paper containing public news or observation thereon, or consisting wholly or mainly of advertisements, which is printed for sale and published periodically or in parts or numbers at intervals not exceeding twenty-six days.

Most people are familiar with newspaper. They read either for entertainment or just killing their spare time at home, at the office, or any where they have time to read it. It usually has attractive picture, advertisement and information that make the reader interested in reading. However the teacher can use the interesting passages from newspapers because they can arouse the students' interest to read and comprehend. In

addition, the students enjoy reading newspaper because it has interesting information, pictures, and advertisements.

b. Magazines

What is meant by magazine is paper covered periodical with stories, article by various writer (Hornby, 1987:551). The idea above clarifies that magazine is a printed medium published by the editor to send a message to the society. Magazine can make the students learn or to know about science including English, because magazine also has the function as medium for giving education program. Susanto(1986:45) says that the function of mass media is to give information, entertainment, education, and persuasion.

Magazine is similar to the newspaper. Since it is available on monthly basis or even on every two weeks. This source of materials are written in authentic language. It can be used as a reading materials by selecting suitable article that match the students' level of reading ability.

Instructional media used the first time in modern era is the product of publishing or the printed media in this era, there are many magazines that present English subjects like Hello, Genius, Asiaweek, Newsweek and other magazines. By using magazines the students can absorb many sciences related to English skills. The students can study their English skills again and again through magazines, so the English achievement will be better. The printed media show that mass media can support teaching activity, give the chance widely to human beings to study at higher level than study without using the printed media.

Related to those opinions, it is concluded that magazine has a valuable contribution to the education aspect.

2.2 Reading Comprehension Achievement

The definition of reading according to Finnochiaro and Banono(1983:119) is the process of bringing meaning to and getting meaning from printed material or written material. According to Hornby(1987:698), the term reading means to understand something written or printed. Further, Harris and Sipay(1972:8) state that reading is a meaningful interpretation of printed or written verbal symbols, it is a result of interaction between the perception of graphic language skill and knowledge of the world. Shortly, it can be stated that reading is the process of interaction between the reader and the written information by understanding the written language associated by the readers' language skills and the knowledge of the world.

Moreover, reading can not be separated from comprehension. As stated by Smith(1991:100) that one can not even ask a "straightforward" question as weather the process of reading necessary entails comprehension.

Next, Hornby (1987:8) defines achievement as , "something done successfully with effort and skill". Besides, Savage and Mooney (1979:1) stated that achievement is the amount or level of learning that the students have acquired. Furthermore, Winklle (1986:162) defines that achievement is the result of successful effort that can be obtained.

In this research, to measure the students' comprehension achievement, a teacher made test is applied. In line with those ideas Smith and Johnson (1980:152) explained that a good teacher made comprehension test should meet the following criteria : (1) It should help teachers become familiar with their students' comprehension, strengths and weaknesses in terms of the goals of their instructional program; (2) it should help students learn more about the reading process and about themselves as readers; (3) it should enrich the student's reading experience; (4) it should help students learn more about the selection they are being tested.

When teachers construct tests to measure student's comprehension ability, they should have clearly in mind the specific skill or skills they wish to measure. Accordingly, this research is intended to measure student's reading comprehension achievement that include comprehending word meaning, comprehending sentence, comprehending paragraph and comprehending the whole composition by using an objective test.

2.2.1 Comprehending Word Meaning

Understanding word meaning is basically important in reading comprehension since understanding the written material depends upon the understanding of word meaning. So, it is impossible for the students to comprehend the text without understanding the meaning of the word.

Sometimes failure to understand only one or two key words can prevent comprehension. If students cannot read most of the words in the selection, they will be so involved in the decoding process that will make them to attend comprehension. Furthermore, if too many of the words are unknown, the reader will have too little information on which to build comprehension (Otto, et al., 1979:179).

Moreover, students will leave difficulty meaning in grasping the author's message if their understanding of words is limited, but if they know what words mean, they can read right a long easily. Students will unable to accurately interpret the intended message if do not know the meaning of words that they are reading (Olson and Dillner, 1976:50).

Since the words are merely symbols for ideas, the reader has to understand what words mean in particular sentence or paragraph (Young and Savage, 1982:92). Thus, before one can understand a complete sentence or paragraph, one must know the meaning of at least most of the word in a sentence as they are used in that sentence.

Shortly, it can be said that understanding word meaning is basically important to understand since it is impossible to comprehend the meaning of the text without understanding word meaning of it.

2.2.2 Comprehending Sentence

A sentence is commonly defined as a group of words that expresses a complete thought or idea. Along with words and phrases, sentences are basic units of meaning to consider when we try to improve reading rate and comprehension (McWhorter, 1986:95).

Sometimes, it is difficult to understand a sentence although the vocabulary is known. When students read word by word and tend to group words appropriately, clear comprehension of the sentence as a whole is impossible. Concerning with this, Otto et al. Explained that the process of combining is not simply additive. Fluent readers do not read or comprehend one word at a time, in a linear fashion, and then add up the meaning. Moreover, the meaning of particular sentence, as with a particular word, depends in part on the meaning of the sentence that surround it (1979:154).

Furthermore, Burns et al.(1984:163) mention that a number of types of sentences including those with relative clauses, complex sentences, those in the passive voice, those implicit relationships have been found to cause comprehension difficulty for students. Therefore, developing the ability to recognize the structure of sentence as well as to identify the parts that convey the essential meaning of the sentence is important to understand a sentence effectively. And development of ability to read phrase as a meaning for units or thought units is needed for efficient comprehension of sentences.

Based on the above explanation, it can be concluded that accurate understanding of sentences is important to all other comprehension skills

and to the effective reading of written material. Additionally, it is also essential to learn how to search the most important information in the sentence and try to see how ideas are connected. It is expected that the students can understand the reading text by applying some ways mentioned below:

1. Identifying key ideas
2. Locating details
3. Reading sentences by combining ideas
4. Reading sentences by relating ideas (Simanjuntak,1988:93)

So, recognizing the above explanation, what is meant by comprehending sentence in this study involves key ideas, locating details, reading sentences that combines ideas, and reading sentences that relates ideas.

2.2.3 Comprehending Paragraph

Comprehension of a paragraph is important, of course, in all reading. It becomes absolutely essential for a reader's satisfactory understanding as he advances into more extensive reading of the context subjects. On the other hand, a student sometimes understands all the sentences in a passage, but he does not understand what they mean as a whole in the paragraph.

Therefore, it is essential for students to comprehend paragraph that requires comprehension of its sentence as well as an understanding of the relationships between the sentences. Otto, et al.(1979:155) point out that in comprehending a paragraph a reader may identify the main idea, draw an inference, or use information in the paragraph to determine cause and effect.

In order to comprehend a paragraph, an article or a book, the reader must grasp the author's main thought, and discover what important facts and details the writer uses to support his thinking. What is more, the

called the topic sentence. The topic sentence tells what the rest of the paragraph is about. This means that the main idea is usually expressed in a sentence to explain more about the topic.

c. Recognizing Details

In order to be able to make inferences or to identify a main idea, the reader often needs to understand the details that support the inference that add up to the main idea.

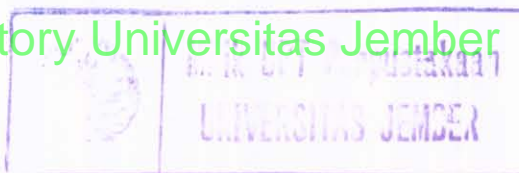
The details in a paragraph are those facts and ideas that prove, explain, support, or give examples of the main idea of the paragraph. Once the topic and the main idea have been identified, recognizing the supporting details is relating to a simple matter. However, not all details are important and support the main idea. Some details are just meant to describe; others are meant to provide add, but not essential information; still others are intended merely to repeat or restate the main idea (McWhorter, 1986:127).

Thus, it is essential to recognize the most important details that clearly support the main idea.

2.2.4 Comprehending The Whole Composition

The purpose of reading is to know the messages of the text. Burns et al. (1984:17) state that the whole text consists of words, sentences, and paragraphs and also the understanding of the smaller units. This means that to comprehend the whole composition, the students should comprehend words, sentences, and paragraphs. In other words, to comprehend the whole text the students should also understand the relationship among paragraphs of the text.

Based on the above explanation, it can be assumed that reading comprehension includes comprehension of words, sentences, paragraphs, and the whole composition.



III. RESEARCH METHOD

3.1 The Research Design

The aim of this research was to know whether there is an influence of authentic reading materials on reading comprehension achievement of the second year students of SMU 1 Rambipuji in The 2000/2001 Academic Year. Therefore, an experimental research was adopted. The research design used was quasi experimental with simple randomized design. This means that unlike the true experimental, this research design could not completely control or manipulate the control group of the extraneous variables in giving the treatment, especially when the students in the group were out of the school routine (Selinger and Shohamy, 1989:148-149). These extraneous variables could be in the form of, for example, the students' IQ, the students background knowledge, the environment, etc. However, in this research such variables were controlled by giving the pre test, teaching the students by the same teacher, and giving the same posttest to both of the groups. The design could be illustrated as follows:

	Pre-Test	Treatment	Post Test
Experimental group (R)		X	T2
Control Group (R)			T2

Note: X = Treatment

T2 = Post Test

R = Random Assignment

The procedures of the research were as follows:

1. Reading test was given to know the homogeneity of the population. If the population was not homogenous, two classes which have the same or similar means would be chosen.

2. The scores of the pre-test was analyzed by using F-test and two homogeneous classes were taken by lottery.
3. The two classes chosen were divided into a control and experimental group.
4. The experimental group was given a treatment, that is, teaching reading by using authentic reading materials (taken from magazines and newspapers) whereas the control group used text book as the material. In this case, every group was given treatment for about 45 minute and was taught by the same teacher.
5. The post test was given to both of the groups.
6. The mean of each group was counted to know the mean differences.
7. The scores of two groups were analyzed using t-test formula to know whether there is an influence of authentic reading materials on students' reading comprehension achievement.

3.2 Area Determination Method

The method used in determining research area was purposive sampling. It means that certain purposes were considered. SMU 1 Rambipuji was chosen as the research area, since authentic reading materials were never used in the English teaching process at the school.

3.3 Respondent Determination Method

Arikunto stated that if the number of the population is less than 100, we can take all of them. However, if the number of the population is more than 100, we can take 10 % up to 15 %, 20% up to 25 % or more as the samples (1993:120). Since the number of the second year students of SMU 1 Rambipuji was more than 100, the sample research used was 40,6 %. The second grade students of SMU 1 Rambipuji consisted of 5 classes. Each class

consisted of 41- 44 students. Two classes were chosen as the experimental and control group using cluster random sampling.

3.4 Data Collecting Method

The primary data of the research deal with the student's score on reading test, while the secondary data deal with the school condition, the English teacher and the materials given to the students. The methods used in collecting the data were: test, interview, and documentation.

3.4.1 Test

In this study, the test was the primary method or the most important method to get the primary data, that is, the student's reading comprehension achievement. The researcher used achievement test because it measures what had been learned by the students and intended to measure the progress that students were making (Mc Millan, 1992:117).

Teacher made test was applied in this research as the researcher constructed the test by consulting it to the Basic Course Outline for teaching program (GBPP 1994) and under the consideration of the English teacher at SMU 1 Rambipuji to meet the validity and the reliability of the test.

In this research, the objective test in the form of multiple choice and true false were constructed to measure the students' reading comprehension achievement. The test consisted of 20 items covering: comprehending word (6 items), comprehending sentence (6 items), comprehending paragraph (5 items), and comprehending the whole composition (3 items).

The score of test was divided into two parts, Part A and part B. Part A in the form of multiple choice test consisted of 10 items and every item had 6 points since every items had 4 options. Then, part B in the form of true false test consisted of 10 items having 4 points each since the item had 2 points. So, the total point was 100.

3.4.2 Interview

In this research, interview was conducted with the English teacher to obtain the supporting data about the students' capability of reading comprehension, the techniques used in teaching reading, and the books used for the students in the English subject. Consequently, structured interview was a suitable technique to gain the data. In structured interview, some questions related to the supporting data were constructed.

3.4.3 Documentation

Documentation method was used to get data from written documents such as books, report, daily notes, etc (Arikunto,1993:135). In this research, documentation was used to get the supporting data about the school description dealing with the names of respondent, sketch of school, the school personnel including the teacher and administration staffs.

3.5 Data Analysis

The result of the test of both experimental group (treated by giving authentic reading material) and control group (treated with regular text book) was analyzed using t-test as follows:

$$t = \frac{M_a - M_b}{\sqrt{\left[\frac{\sum X_a^2 + \sum X_b^2}{n_a + n_b - 2} \right] \left[\frac{1}{n_a} + \frac{1}{n_b} \right]}}$$

Where:

M_a = Mean of the experimental group

M_b = Mean of the control group

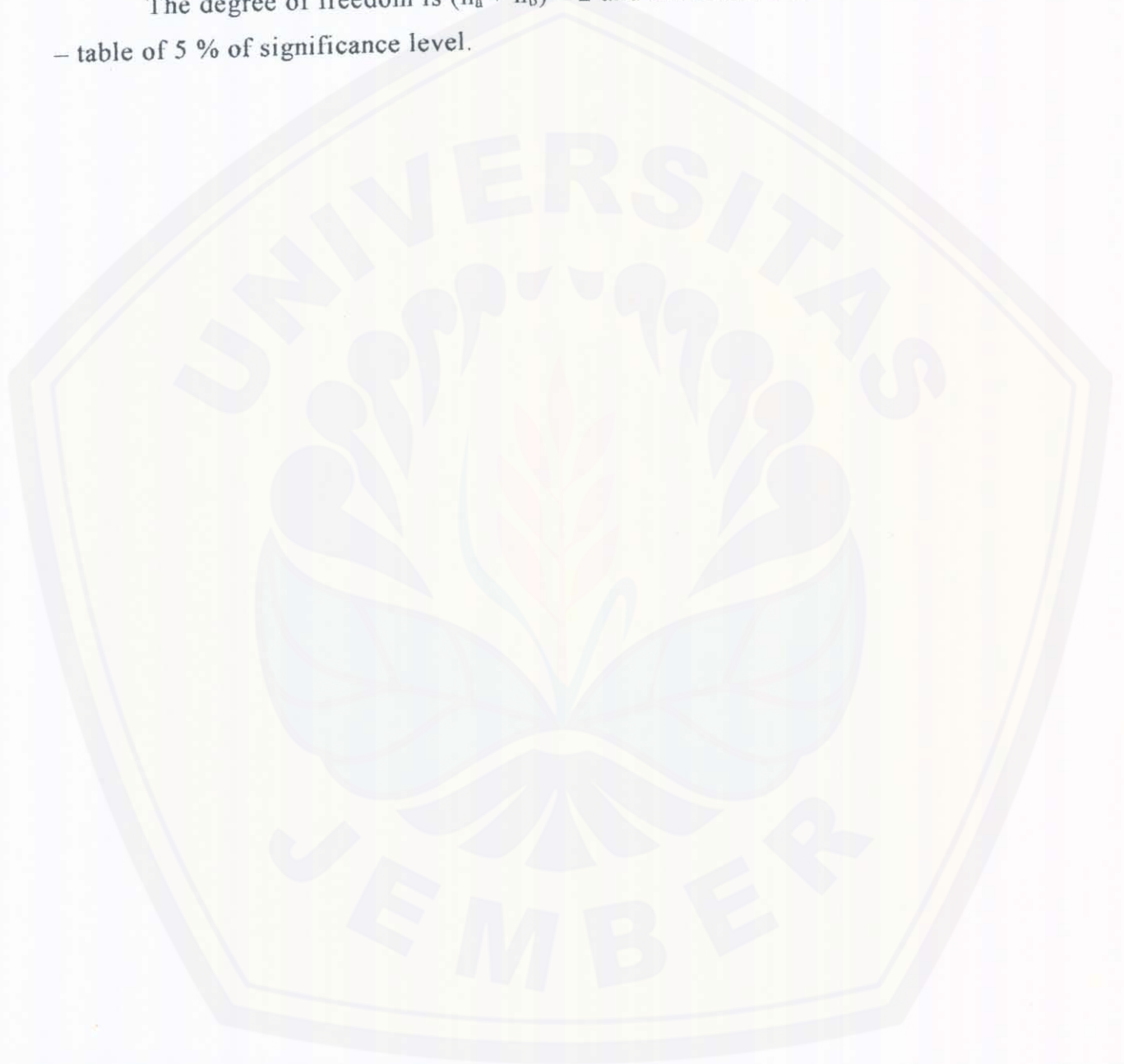
x_a = Individual score deviation of M_a

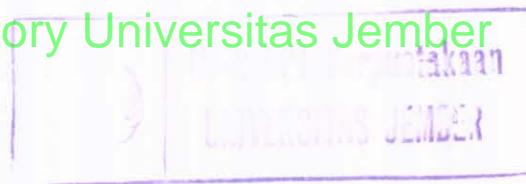
x_b = Individual score deviation of M_b

n_a = The number of subjects in experimental group

n_b = The number of subjects in control group (Hadi, 1986:443).

The degree of freedom is $(n_a + n_b) - 2$ and the result was tested with t - table of 5 % of significance level.





IV. RESEARCH RESULTS AND DISCUSSION

4.1 The Results of Secondary Data

4.1.1 The Result of Interview

The interview was conducted on June, 2nd 2001 with the English teacher of SMU 1 Rambipuji Jember. The data obtained from interview were the capability of the students of II.1, II.2, II.3, II.4, II.5, the compulsory book used by the students and the English teacher, the techniques used in teaching reading comprehension.

According to the English teacher, the capability of the students was mostly similar since there was no superior class on the second year students of SMU 1 Rambipuji. The teaching learning process mostly used lecturing method, and sometimes the teacher also applied reading aloud technique. The teacher taught the students based on the 1994 English curriculum. The English book used for the second year students was the English handbook published by Depdikbud and the worksheet (LKS) published by Intan Pariwara.

4.1.2 The Result of Documentation

The data gathered from documentation method were the names of respondent, the sketch of SMU 1 Rambipuji Jember, the names of teachers and administration staffs. In this case, the names of respondents and the school personnel were enclosed on Appendix 2 and 3.

4.2 The Result of Primary Data

4.2.1 The Result of Homogeneity Test

From the homogeneity analysis the result of F test was 0.213 whereas F table with significance level of 5% and dfb of 4 and dfw of 209 showed 2.41. Therefore, the result of F test was less than that of F table. This means

that there was no significant difference of the English capability among the five classes of the second year students of SMU 1 Rambipuji in the 2000/2001 academic year.

In other words, the two classes could be taken as the research sample randomly by lottery. II.1 was determined as the experimental group and II.5 was determined as the control group.

4.2.2 Description of Treatment and Control Group

In this research, the materials used in experimental group were authentic reading materials, while in control group were text book materials. The method used in teaching learning process was pre reading, whilst reading and post reading to both of groups. The teaching and learning process in giving treatment was done for about 45 minute to both of groups. Furthermore, the exercise given to the experimental group was taken from authentic reading text, while the control group was given the exercise available in the text book.

4.2.3 The Result of Post Test

In this research, the posttest was carried out on June, 16th 2001 and it was given to the students of experimental group (II.1) and the students of control group (II.5).

In line with this statement, posttest was given to both of the groups after the groups were received treatments twice. The first treatment was given on June, 9th 2001 and the second treatment was on June, 11th 2001.

The data taken from post test were the students' score of reading comprehension test. After having collected, the results of posttest were analyzed by using t-test and consulted to t-table. Further information about the results of posttest in each of the group could be seen in table of Data Analysis and interpretation.

4.3 Data Analysis and Interpretation

In this research, the problem of the study was: Is there any significant influence of authentic reading materials on reading comprehension achievement of the second year students of SMU 1 Rambipuji in the 2000/2001 academic year? To answer this problem, t- test was used as the statistical data analysis. The formula was applied in order to know the significance of mean difference of the experimental and control groups. The data analysis could be seen in the following table:

Table 1: Recapitulation of PostTest Scores of the Experimental and Control Classes on Reading Comprehension Achievement

Experimental Group			Control Group		
The Numbers of Respondent	The Post Test Scores of Reading Comprehension		The Numbers of Respondent	The Post Test Scores of Reading Comprehension	
	X1	X1 ²		X2	X2 ²
1	76	5776	1	74	5476
2	68	4624	2	66	4356
3	86	7396	3	78	6084
4	88	7744	4	78	6084
5	80	6400	5	64	4096
6	96	9216	6	84	7056
7	88	7744	7	90	8100
8	86	7396	8	80	6400
9	84	7056	9	78	6084
10	82	6724	10	65	4225
11	82	6724	11	86	7396
12	90	8100	12	62	3844
13	80	6400	13	90	8100
14	68	4624	14	90	8100
15	80	6400	15	80	6400
16	86	7396	16	90	8100
17	80	6400	17	90	8100
18	92	8464	18	82	6724
19	82	6724	19	68	4624
20	92	8464	20	86	7396
21	92	8464	21	80	6400

22	92	8464	22	90	8100
23	90	8100	23	76	5776
24	90	8100	24	80	6400
25	94	8836	25	74	5476
26	92	8464	26	80	6400
27	88	7744	27	90	8100
28	92	8464	28	90	8100
29	86	7396	29	84	7056
30	90	8100	30	84	7056
31	84	7056	31	58	3364
32	90	8100	32	68	4624
33	90	8100	33	82	6724
34	78	6084	34	86	7396
35	76	5776	35	86	7396
36	82	6724	36	80	6400
37	88	7744	37	86	7396
38	80	6400	38	72	5184
39	90	8100	39	90	8100
40	82	6724	40	86	7396
41	84	7056	41	80	6400
42	86	7396	42	86	7396
43	78	6084	43	72	5184
44	82	6724	44		
Total	3742	319972	Total	3441	278569

From the table above, the results could be presented as follows:

$$n_a = 44$$

$$N_b = 43$$

$$\Sigma X_a = 3742$$

$$\Sigma X_b = 3441$$

$$M_a = \frac{\Sigma X_a}{n_a}$$

$$M_b = \frac{\Sigma X_b}{n_b}$$

$$= \frac{3742}{44}$$

$$= \frac{3441}{43}$$

$$= 85.045$$

$$= 80.023$$

$$\Sigma x_a^2 = \Sigma X_a^2 - \frac{(\Sigma X_a)^2}{n_a}$$

$$\Sigma x_b^2 = \Sigma X_b^2 - \frac{(\Sigma X_b)^2}{n_b}$$

$$= 319972 - \frac{14002564}{44}$$

$$= 278569 - \frac{11840481}{43}$$

$$= 319972 - 318240.09$$

$$= 1731.91$$

$$= 278569 - 275360.02$$

$$= 3208.98$$

The recapitulation of statistical computation of the t value was as follows:

$$t = \frac{M_a - M_b}{\sqrt{\left[\frac{\Sigma x_a^2 + \Sigma x_b^2}{n_a + n_b - 2} \right] \left[\frac{1}{n_a} + \frac{1}{n_b} \right]}}$$

$$= \frac{85.045 - 80.023}{\sqrt{\left[\frac{1731.91 + 3208.48}{44 + 43 - 2} \right] \left[\frac{1}{44} + \frac{1}{43} \right]}}$$

$$= \frac{5.022}{\sqrt{\left[\frac{4940.39}{85} \right] \left[\frac{43 + 44}{1892} \right]}}$$

$$= \frac{5.022}{\sqrt{(58.122)(0.046)}}$$

$$= \frac{5.022}{\sqrt{2.673612}}$$

$$= \frac{5.022}{1.635}$$

$$= 3.071$$

While the degree of freedom was:

$$df = N_1 + N_2 - 2$$

$$= 85$$

The above calculation showed that the statistical value of t-test was 3.071, while the critical value of t-table with the significance level of 5% and the degree of freedom (df) of 85 was 2.000. Thus, the statistical value

of t-test was higher than that of the critical value of t-table. The result showed that there is a significant influence of authentic reading materials on reading comprehension achievement of the second year students of SMU 1 Rambipuji in the 2000/2001 academic year.

4.4 Discussion

Based on the result of the data analysis, it is known that the value of t-test is higher than that of t-table. It means that the result of the data analysis is significant. So, the alternative hypothesis is accepted. Thus, there is a significant influence of authentic reading materials on reading comprehension achievement of the second year students of SMU 1 Rambipuji in the 2000/2001 academic year. This result is line with a theory stated by Yuk and Lee (1995:324) that authentic texts are often regarded as interesting materials than text book materials because they can be more up to date and related to every day issues and activity.

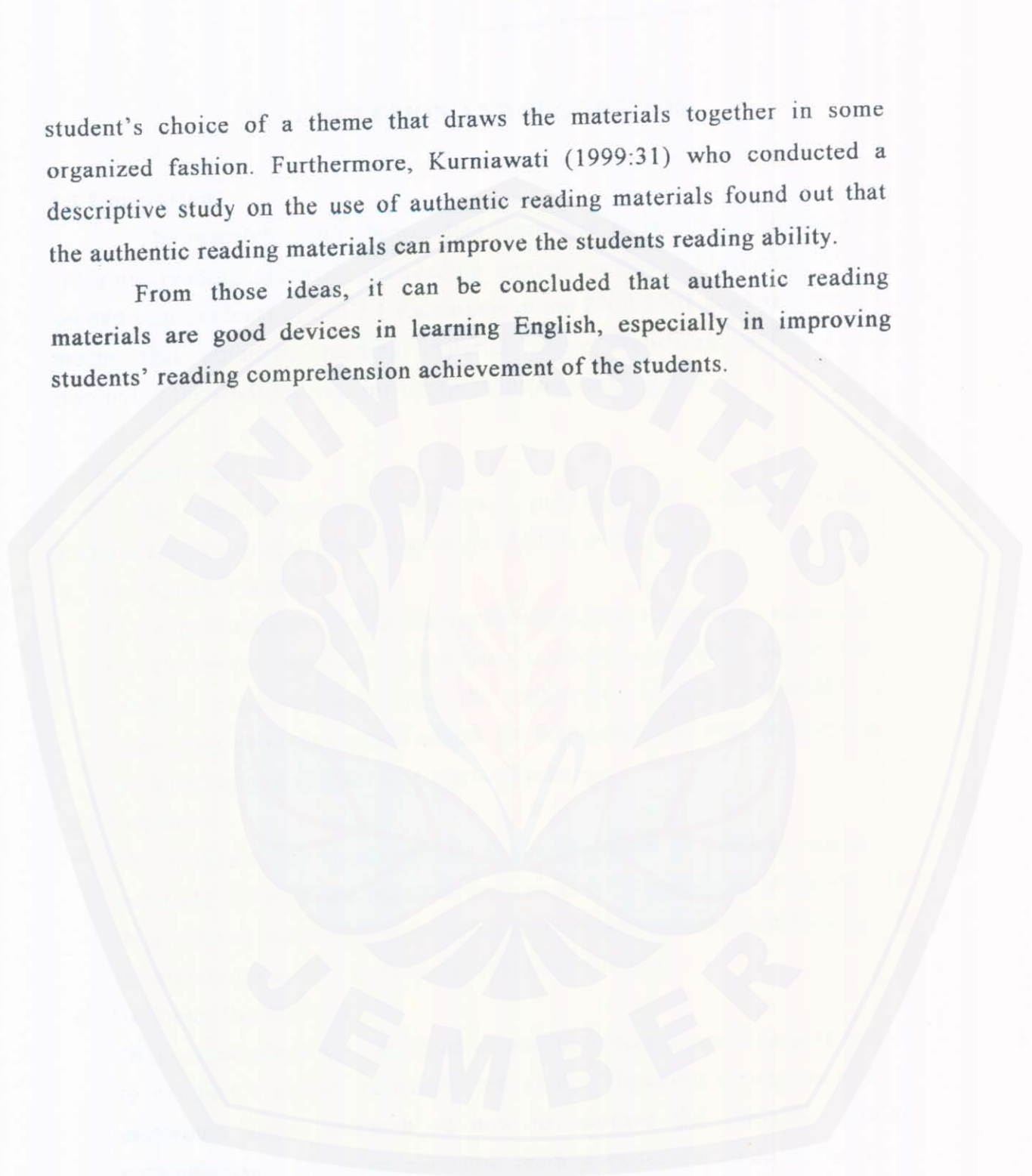
This evidence can be seen through the result of test on the experimental group. It shows that the experimental group who were taught by using authentic reading materials got better result than the control group who were taught reading by using regular text books. It means that the experimental group got better achievement on reading comprehension.

In addition, the above phenomena was caused by the treatment of using authentic reading materials in teaching reading to the students of the experimental group. This means that the students of the experimental group enjoyed learning by using authentic reading materials. In other words, the students became more interested in studying the lesson. As a result, they easily join with the text.

In addition to that, Melvin and Stout (in Rivers, 1987:55) state that students who work with authentic materials have an interest in the language that is based on interest level for the students and also the teacher's and

student's choice of a theme that draws the materials together in some organized fashion. Furthermore, Kurniawati (1999:31) who conducted a descriptive study on the use of authentic reading materials found out that the authentic reading materials can improve the students reading ability.

From those ideas, it can be concluded that authentic reading materials are good devices in learning English, especially in improving students' reading comprehension achievement of the students.



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MATRIX RESEARCH

Title	Problem	Variable	Indicator	Data Resources	Research Method	Hypothesis
The Influence of Authentic Reading Materials on Reading Comprehension Achievement of the Second Year Students of SMU 1 Rambipuji in the 2000/2001 Academic Year	Is There Any Influence of Authentic Reading Materials on Reading Comprehension Achievement of the Second Year Students of SMU 1 Rambipuji in the 2000/2001 Academic Year	<p><u>Independent:</u> Authentic Reading Materials</p> <p><u>Dependent:</u> The Students' Reading Comprehension Achievement</p>	<p>1.1 Original</p> <p>1.2 Interesting</p> <p>1.3 Motivating</p> <p>1.4 Useful</p> <p>2.1 Comprehending Word Meaning</p> <p>2.2 Comprehending Sentences</p> <p>2.3 Comprehending Paragraph</p> <p>2.4 Comprehending Whole Composition</p>	<p>1. Respondent: The Second Year Students of SMU 1 Rambipuji</p> <p>2. Informants: 2.1 The English Teacher 2.2 The Administration Staff</p> <p>3. Documents</p>	<p>1. Research Design: Simple Randomized Design</p> <p>2. Area Determination: Purposive Sampling</p> <p>3. Respondent Determination: Cluster Random Sampling</p> <p>4. Data Collecting Method: 4.1 Test 4.2 Interview 4.3 Documentation</p> <p>5. Data Analysis: t-test</p> $t = \frac{M_a - M_b}{\sqrt{\frac{\sum x_a^2 + \sum x_b^2}{n_a + n_b - 2} \left[\frac{1}{n_a} + \frac{1}{n_b} \right]}}$	There is significant influence of authentic reading materials on reading comprehension achievement of the second year students of SMU 1 Rambipuji in the 2000/2001 academic year

Table 2: THE NAMES OF RESPONDENT

No	The Name of Experimental Group	The Name of Control Group
1.	Agung Praseyto Hadi	Agus Andhianto
2.	Ahmad Ifan	Agus Fauzi
3.	Aliyatul Himah	Bahtiar Firmansyah
4.	Andika Ahmad W.	David Nugroho
5.	April Nur Widyanti	Dedi Irwanto
6.	Bayu Dedi	Diah Septiningrum
7.	Dewi Amimi Irawati	Dian Agus P.
8.	Dewi Kurniasih	Dwi Cahyono
9.	Dian Sulistyowati	Eka Fitri Adi Jaya
10.	Dony Hariyanto	Eko Wahyudianto
11.	Dwi Suharyati H.	Feni Fandiah Dewi
12.	Erany Luvi P.	Gaguk Bimantoro
13.	Erfan Siswanto	Haidir Rizqi
14.	Erfin Tri Setiyowati	Handriyana
15.	Fajar Suhartanto	Hermansyah
16.	Hadi Ismanto	Ida Haryani
17.	Hendra Setiawan	Ikke Andriyani
18.	Hijrah Soraya	Ira Kurnia W.
19.	Iis Ifana	Joko Suwito
20.	Indah Wulandari	Leo Vita Lestari
21.	Indra Wijaya	Lukman Yulianto
22.	Kukuh Widyatama	M. Sulthon
23.	Kurniawan Wibisono	Ma'rufa
24.	Linda Fitria	M. Yusuf
25.	Mohamad Farid S.	Nanang Kristian Bachtiar
26.	Moh. Prasetyo	Naning Sugiarti

To be continued.....

27.	Nining Lasiana	Neny Herawati
28.	Nuriyanti Dwi Lestari	Nurhayati
29.	Prakoso Hadi Hartata	Ratna Dewi A.
30.	Purwanto	Rudi Wijaya
31.	Resti Purveliana	Sabilillah Samarinda
32.	Ririn Fatmawati	Shofian Hadi P.
33.	Selviah Wulandari	Siti Qomariah
34.	Siti Nur Hasanah	Sri Lestari
35.	Sodik Maksum	Sunggono Adi Widodo
36.	Sunarno	Supaidah
37.	Supono	Suparti
38.	Toni Marzuki	Teguh Wahono
39.	Umi Farida	Vini Vidi Vitri
40.	Wisnu Jatmiko	Windari Sri Hartatik
41.	Yesi Lestari	Yuli Agus Krisnawati
42.	Yunca Muhimatul H.	Septiane Deritawati
43.	Yustanto Ardiansah	Ziaroh Holida
44.	Yuyun Sri Wahyuningsih	

Source: School document in the 2000/2001 academic year

Appendix 3

The Personnel of SMU I Rambipuji Jember

a. The List of Teachers of SMU I Rambipuji Jember

No	Name	Occupation	Subject
1	Drs. Suparno, MM	Principal	-
2	Drs. Setyo Budiharto	VPF. Curriculum	Mathematics
3	Muhammad Salim, S.Pd	VPF. Students Care	English
4	Dra. Sri Sularsih	VPF. Human Relation	Biology
5	Dra. Endah Widawati	VPF. Facilities	Concelling
6	Drs. Yudi Witono	Teacher	Concelling
7	Drs. Hudelan Haris	Teacher	PPKN
8	Dra. Endah Susdihartini	Teacher	Concelling
9	Drs. Imam Samudji	Teacher	Religion
10	Drs. Nanang Wiyono	Teacher	Geography
11	Khomsiyah, S.Pd	Teacher	Indonesian
12	Drs. Harjito	Teacher	Sports
13	Dra. Lilik Zuraidah	Teacher	Mathematics
14	Sri Retno Erminiwati	Teacher	English
15	Subakir, S.Pd	Teacher	History
16	Hari Sulistyorini	Teacher	Arts
17	Ponimin, S.Pd	Teacher	Chemistry
18	Dra. Ismyati	Teacher	Economics
19	Mat Fatekan, S.Pd	Teacher	Accounting
20	Farida Mariami, S.Pd	Teacher	English
21	Mukhtar Kelana, S.Pd	Teacher	Physics
22	Hari Utami, S.Pd	Teacher	Economics
23	Drs. Wasito Wahyudi	Teacher	History
24	Titik Sri Palupi, S.Pd	Teacher	Mathematics
25	Reny Puji Astutik, S.Pd	Teacher	Mathematics

26	Budi Santuso, S.Pd	Teacher	Indonesian
27	Ivan Unifar Triandika, S.Pd	Teacher	Indonesian
28	Drs. Eko Budiyo	Teacher	Biology
29	Sun'an Fathoni, S.Pd	Teacher	Physics
30	Budi Suhariyanto, S.Pd	Teacher	PPKN
31	Drs. Sugiyanto	Teacher	Sociology
32	Nur Rosyidah, S.Pd	Teacher	Biology
33	Wiwin Yuni, S.Pd	Teacher	Chemistry
34	Nunik Niagara, S.Pd	Teacher	Physics
35	Bahudin, S.Ag	Teacher	Religion
36	Alfiah, S.Pd	Teacher	Chemistry
37	Saiful Farid, S.Ag	Teacher	Sports
38	Poland Sitompul	Teacher	Religion
39	Cressentia Lastariatun	Teacher	Religion

b. The List of Administration Staff

No	Name	Position
1	Sukarian	Head of Administration
2	Drajat Hidayat	Administration Staff
3	Sugiono	Administration Staff
4	Elok Sulistyaningrum	Administration Staff
5	Suraji	Administration Staff
6	Sugeng Harianto WP	Administration Staff
7	Sali'i	Administration Staff

Appendix 4

The Guideline of Instruments

A. The Interview guide

No	The Data Taken	Data Resources
1.	How is the capability of the 2A,2B,2C,2D,2E,2F second year students of SMUN 11 Surabaya?	The English Teacher
2.	What technique do you use in teaching reading comprehension?	The English Teacher
3.	What books do you use in teaching English?	The English Teacher
4.	Do you ever use authentic reading comprehension?	The English Teacher

B. Documentation Guide

No	The Data Taken	Data Resources
1	The names of respondent	The Administrative Staff
2	The school facilities	The Administrative Staff

Appendix 5

Lesson Plan I

Subject : English
Level/ Cawu : II / III
Theme : Means of livelihood
Sub-Theme : Profession / career
Skill : Reading
Language Focus : Reading skill
Time : 45'

I. General Instructional Objectives

Students are able to read texts in the form of narration, description, dialogue, argumentation and the specific form such as schedule, content of books, announcement, direction, ticket, label, daily notes, brochures, letters, etc, that contain about 300 words.

II. Specific Instructional Objectives

1. Students are able to find certain information from the text.
2. Students are able to explain the meaning of words, phrases, and sentences found in the text.
3. Students are able to find implicit main idea.

III. Teaching Learning Process

Approach : Meaningfulness approach

Procedure :

Experimental group	Time	Control Group
Introduction <ul style="list-style-type: none"> • Greeting • Telling the topic • Pre Reading: Giving leading questions to arouse students' interest to the topic 	2' 2' 6'	Introduction <ul style="list-style-type: none"> • Greeting • Telling the topic • Pre Reading: Giving leading questions to arouse students' interest to the topic
Main Activity <ul style="list-style-type: none"> • Whilst Reading: Give an authentic reading text to the students and ask them to read it • Discuss the material by doing the tasks • Post Reading : Do the comprehension question from authentic reading material provided 	10' 10' 10'	Main Activity <ul style="list-style-type: none"> • Whilst Reading: Ask the students to open their book and read the passage • Discuss the material by doing the tasks • Post Reading : Do the tasks in the book
Closing <ul style="list-style-type: none"> • Asking students to conclude the lesson • Parting 	3' 2'	Closing <ul style="list-style-type: none"> • Asking students to conclude the lesson • Parting

IV. Source

- Media : Asia week Dec 1 ,2000
- Method : Communication and meaning based approach

ARTS & SCIENCES PEOPLE

MONKEY BUSINESS

Talk about method acting. For his latest role, actor **Russell Wong**, the dashing star from such films as *Romeo Must Die* and *The Joy Luck Club*, has found himself aping, er, monkeys. The project is a two-part TV adaptation of the Chinese literary classic, *Journey to the West*. In the action-adventure romp, Wong plays the main character, the Monkey King. So how did he prepare for the role? "I saw some Taiwanese Monkey King videos and then watched some Chinese kung fu tapes," he says. "I also went to the zoo to watch the monkeys."

With the monkey role under his belt, Wong is now trying his hand at something else: his own line of men's clothing. Called RGW, the brand will initially feature polo shirts and T-shirts, later going into men's suits. This isn't to say he has abandoned acting altogether. "I'd like to do something like a smart action film, like an Asian James Bond," he says. He can provide his own wardrobe too.



LUCAS DORNICK FOR ASIaweek

Taken from
Asiaweek
December 1, 2000

Appendix 6

Worksheet 1

Pre Reading

Task 1. Answer These Questions Briefly!

1. Who is he?
2. What is his job?
3. Where is he from?

Whilst Reading

Task 2. Answer these questions by reading the text carefully!

1. What films had he been acted?
2. How did he prepare his role?
3. What is RGW?
4. What is the main idea of paragraph 1?

Task 3. Find the synonym of these words or phrases from the text provided.

1. Actor's part
2. Make ready
3. Acts
4. Costumes of a theatre company
5. Supply

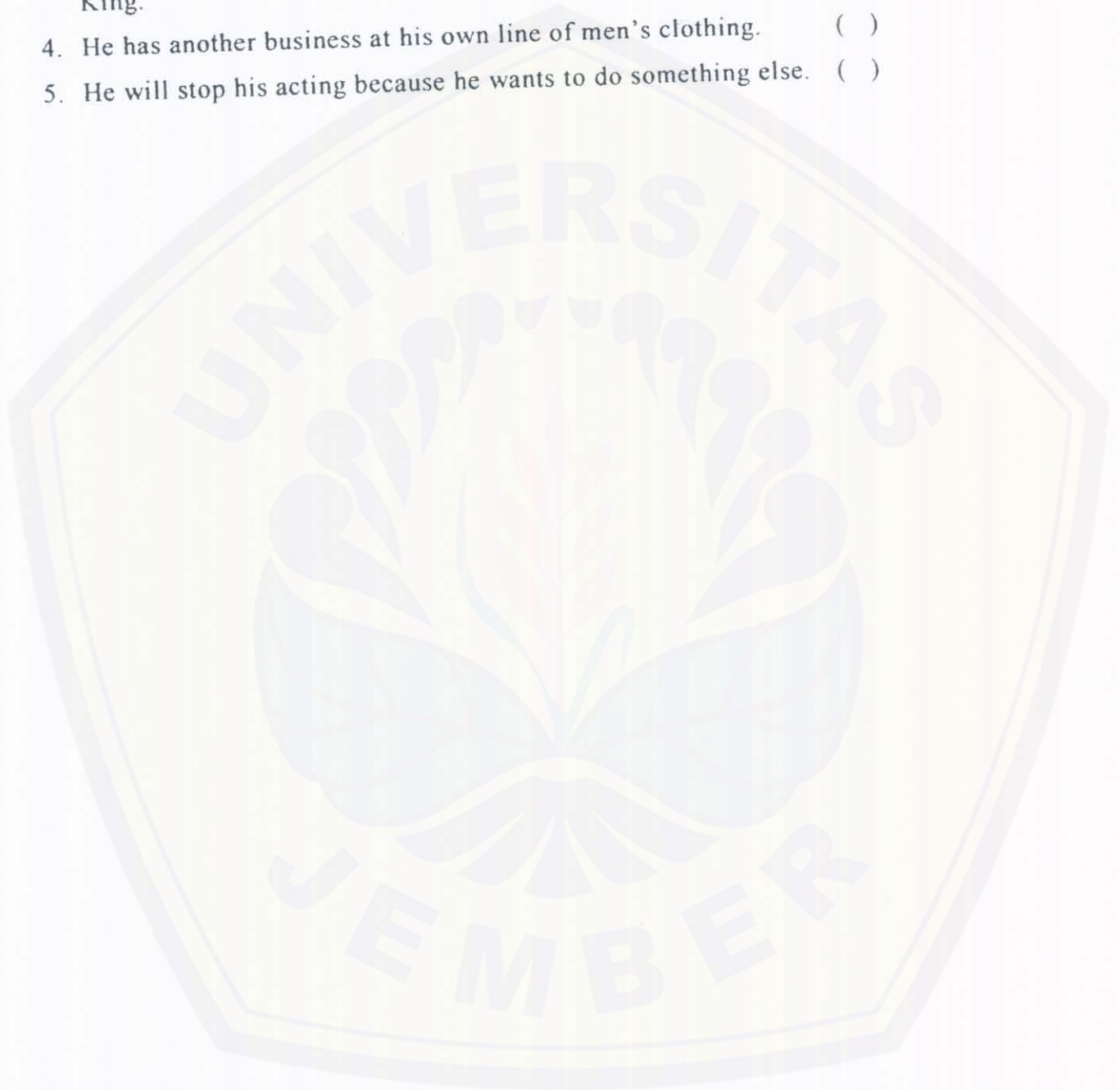
Post Reading

Task 4. Study the text again and say whether the statements below are true (T) or false (F). Prove your answer, using the words or phrases taken from the text.

1. Russel Wong is an actress.

()

2. He has acted in Romeo Must Die, The Joy Luck Club and Journey to the west. ()
3. He played in Taiwanese Monkey King to support his role as Monkey King. ()
4. He has another business at his own line of men's clothing. ()
5. He will stop his acting because he wants to do something else. ()



Appendix 7

Lesson Plan II

Subject : English
Level/ Cawu : II / III
Theme : Means of livelihood
Sub-Theme : Job Opportunity
Skill : Reading
Language Focus : Reading skill
Time : 45'

I. General Instructional Objectives

Students are able to read texts in the form of narration, description, dialogue, argumentation and the specific form such as schedule, content of books, announcement, direction, ticket, label, daily notes, brochures, letters, etc, that contain about 300 words.

II. Specific Instructional Objectives

1. Students are able to find certain information from the text.
2. Students are able to find explicit information.

III. Teaching Learning Process

Approach : Meaningfulness approach

Procedure :

Experimental group	Time	Control Group
Introduction <ul style="list-style-type: none"> • Greeting • Telling the topic • Pre Reading: Giving leading questions to arouse students' interest to the topic 	2' 2' 6'	Introduction <ul style="list-style-type: none"> • Greeting • Telling the topic • Pre Reading: Giving leading questions to arouse students' interest to the topic
Main Activity <ul style="list-style-type: none"> • Whilst Reading: Give an authentic reading text to the students and ask them to keep attention to the advertisement • Discuss the content of the material then answer the question from the task • Post Reading : ask them to give reason whether they are interested or not in that post 	5' 15' 10'	Main Activity <ul style="list-style-type: none"> • Whilst Reading: Ask the students to open their book and keep attention to the material • Discuss the material then answer the question in the tasks • Post Reading : do the tasks in the book
Closing <ul style="list-style-type: none"> • Asking students to conclude the lesson • Parting 	3' 2'	Closing <ul style="list-style-type: none"> • Asking students to conclude the lesson • Parting

IV. Source

- c. Media : Jakarta Post
- d. Method : Communication and meaning based approach



INSTITUT TEKNOLOGI TUN HUSSEIN ONN
BATU PAHAT, JOHOR
MALAYSIA



VACANCY FOR THE POST PF UNIVERSITY LECTURER (CONTRACT)

The requirements :

- Possess a Master's Degree (S2) in related discipline.
- Possess a Doctor of Philosophy (Ph.D-{S3}) in related discipline

The salary :

- Starting salary will be subjected on application's academic qualification and working experience.
- Salary will be paid subjected on Malaysia Government Public Service Scheme.

Department of Civil Engineering

Area of Specialization Required : Structure * Environmental Engineering/Water Resources * Hydraulic and Hydrology * Highway Engineering * Traffic/Transportation Engineering * Geotechnical Engineering * Concrete Technology/Civil Engineering Material * Building Services * Wood Base Technology * Construction Engineering/Project Management * Geology Engineering * Coastal and Harbour Engineering.

Department of Electrical Engineering

Area of Specialization Required : Information Technology * Computer Technology * Instrumentation & Control * Robotic Technology * Medical Electronic/Biomedical Engineering * Mechatronic * Telecommunication * Electromagnetic Compatibility * Microwave.

Department of Mechanical Engineering

Area of Specialization Required : Engineering mechanics and Design (Mechanics of Machines, Noise and Vibration, Kinematics and Mechanism, Machine components Design, Strength of Materials, Experimental Stress Analysis, Finite Element Analysis, Control Engineering)* Manufacturing (Manufacturing Systems/Computers Integrated Manufacturing (CIM), CAD/CAM, Factory Automation System (FA), Industrial Automation, Modeling and Simulation Flexible Manufacturing System (FMS), Production Design, Industrial Engineering, Production Control System or Automotive Manufacturing)* Packaging (Packaging Dynamic, Packaging Materials, Packaging Process, Packaging System Development and Distribution)* Textiles (Weaving and Knitting Technology, Textile Machinery Design, Textile and Fabric Materials Technology, Maintenance of Textile Machines)* Thermodynamics & Fluid Mechanics (Heat and Mass Transfer, Computational Fluid Dynamics (CFD), Turbomachinery, Fluid Power, Aerodynamics, Air conditioning and Refrigeration, Combustion and Energy Studies.

Department of Science and Mathematics

Area of Specialization Required : Physic * Mathematics.

Applications must be submitted in writing to the Director, include a curriculum vitae, a certified copy of each academic qualification, transcripts of academic record, number of at least two referees and recent non-returnable passport-size photograph.

Application must be lodge personally to :

Director,
Institut Teknologi Tun Hussein Onn,
 P.O. Box 101
 86400 Batu Pahat, Johor
 (Att : Aminah bte Abdul Rahman)

Not Later than : 16th October 2000

Taken from
 Jakarta post

September 2, 2000

Appendix 8

Worksheet 2

Pre Reading

Task 1: Answer These Questions briefly!

1. What will you do After you graduate from senior high school ?
2. Will you take a job? What kind of job do you want to take?
4. If you want to continue your study, what major will you take?

Whilst Reading

Task 2: Answer these questions based on the text completely!

1. In what newspaper was the job advertised?
2. What education should the applicant have?
3. What is the post advertised?
4. How many posts are available?
5. How should detail qualifications and experience be submitted?
6. On what will starting salary be subjected?
7. What is the closing date for applicants, and to whom should all applications be sent?

Task 3: Study those advertisements and say whether the statements below are true (T) or false(F). Prove your answer using the words or phrases taken from the text!

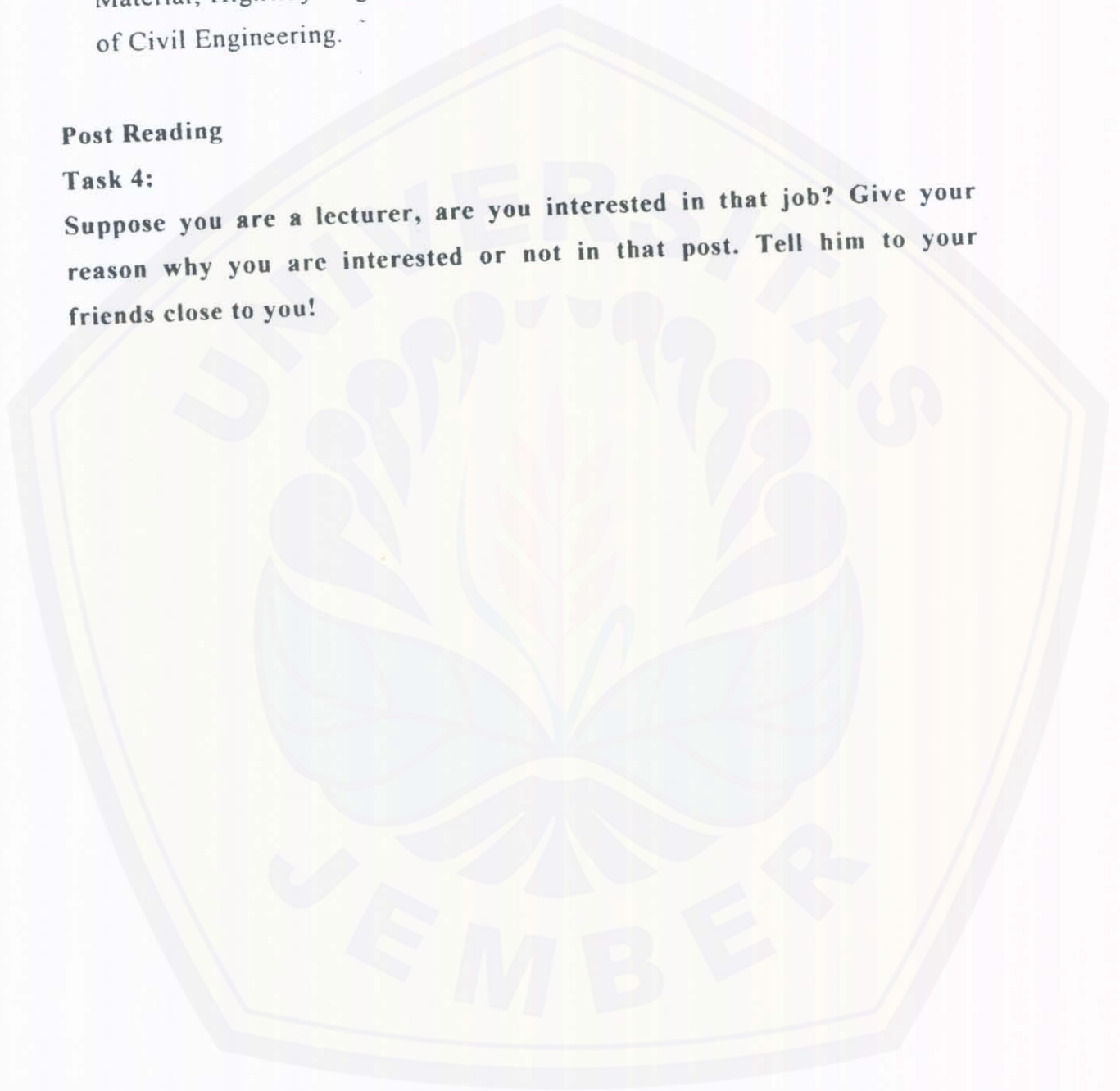
1. Some of area of specialization required by Department of Electrical Engineering is Information Technology* Computer Technology* Instrumentation and Control* Concrete Technology* Word Base Technology* Microwave,etc.
2. Applicant should posses a Doctor of Philosophy (Ph.D.-{S3}) in related discipline and a Master's Degree (S3) in related discipline.

3. Applicant should submit the original certified of each academic qualification.
4. Industrial Engineering, Biomedical Engineering, Civil Engineering Material, Highway Engineering is an area of specialization of Department of Civil Engineering.

Post Reading

Task 4:

Suppose you are a lecturer, are you interested in that job? Give your reason why you are interested or not in that post. Tell him to your friends close to you!



UNIVERSITY OF OXFORD



Citibank/FCO Chevening Scholarships 1998-9

Three scholarships, funded jointly by Citibank, the Foreign and Commonwealth Office and the University of Oxford, are available in 1998-9 for students from Argentina, Brazil, Colombia, Indonesia, India, Malaysia, Poland, Hungary, Czech Republic, South Africa, China or Vietnam entering one of the following two-year Master's degree courses:

- MPhil in Economics
- MPhil in European Politics and Society
- MPhil in International Relations

The scholarship will cover University and college tuition fees and provide a grant for living costs. It will also meet the cost of travel to and from the UK at the start and end of the course.

Scholarship candidates must apply separately for admission to the University and it is recommended that applications should be submitted by 31 January 1998.

The closing date for the Scholarship is 20 March 1998.

For further information please contact:

The International Office, University of Oxford
University Offices, Wellington Square
Oxford OX1 2JD

Tel: 44 1865 270105

Fax: 44 1865 270077

E-mail: International.Office@admin.ox.ac.uk

Candidates should state whether they also require an application form for admission to the University and name their intended course of study.

Appendix 9

Pre- Test

Mata Pelajaran: Bahasa Inggris

Kelas : II (dua)

Waktu : 45 menit

A. Read the passage carefully, then answer the following question, choose the best answer by giving a cross (x) on your answer sheet provided.

1. If you are interest in getting the scholarship, you can contact the institution via.....
 - a. telephone
 - b. facsimile
 - c. E-mail
 - d. all of them
2. We may choose of the three 'two year master's degree courses'.
 - a. one
 - b. two
 - c. three
 - d. all
3. How long are we supposed to get the master degree ?
 - a. in two semesters
 - b. in three years
 - c. four semesters
 - d. five years
4. When we get the scholarship, we must pay for.....
 - a. university and college tuition
 - b. a grant for living cost
 - c. the cost of travel to and from the United Kingdom
 - d. none of them
5. The scholarship will cover university and college tuition fees. 'tuition' means.....
 - a. living
 - b. school fee
 - c. entering UK
 - d. accommodation
6. *It* in line 10, refers to.....
 - a. the University
 - b. the Citibank
 - c. the foreign and commonwealth office
 - d. the scholarship
7. The closing date of the scholarship is
 - a. 20 March
 - b. 31 January
 - c. 31 March
 - d. 20 January

8. What is the E-mail address of the contact office?
 - a. International. Office @admin. ox. uk. ac
 - b. National. Office @admin. ox. uk. ac
 - c. International. Office @admin. ox. ac. uk
 - d. International. Office @admin. ac. ox. uk
9. 44 1865 270105 is thenumber of the contact office.
 - a. telephone
 - b. facsimile
 - c. address
 - d. handphone
10. When you look at the reading text closely and carefully, you will find out that it is the form of a
 - a. facsimile
 - b. letter
 - c. E-mail
 - d. telephone

B. By looking back at the text, write T in the brackets if it is true and F if it is false.

1. The application should be submitted by 31 March 1998. ()
2. The candidates do not have to pay the cost of travel to and from the UK at the start and end of the course ()
3. MPhil in International Relations is included in the two years master degree courses. ()
4. The application can be submitted by 31 March 1998. ()
5. The scholarship is intended for American and European students only. ()
6. The opportunity is given to Australian students too. ()
7. One of the courses provides the students with the ability to deal with trading and economics. ()
8. The candidates' applications will be refused after the closing data. ()
9. WELLINGTON Square Oxford OX12JD is where the office located. ()
10. American Politics is not available in the courses. ()

TECHNOkids

English computer learning centers
techno playgroup

Required:

1. Operations Manager (OM)
2. Customer Service Officers (CS)
3. Computer Programmer (CP)
4. Accountant (AC)

Job description:

- ✓ Help supervise and coordinate marketing, finance and general affairs department (OM)
- ✓ Fully competent to initiate, plan and follow up on cross-promotional activities (OM & CS)

Qualifications:

- ✓ Degree in Business Administration with concentration in Marketing
- ✓ Strong computer skills
- ✓ Excellent English skills and Negotiation skills
- ✓ Degree in Computer Technology (CP)
- ✓ Degree in Accounting (AC)

Please send your CV with cover letter no later than 1 week since this ads printed. Addressed to:

**Headmaster, Jl. Wijaya IX No. 21
Kebayoran Baru, Jakarta 12160**

Taken from:
Jakarta Post
Friday, April 6, 2001

Post Test

Mata Pelajaran: Bahasa Inggris

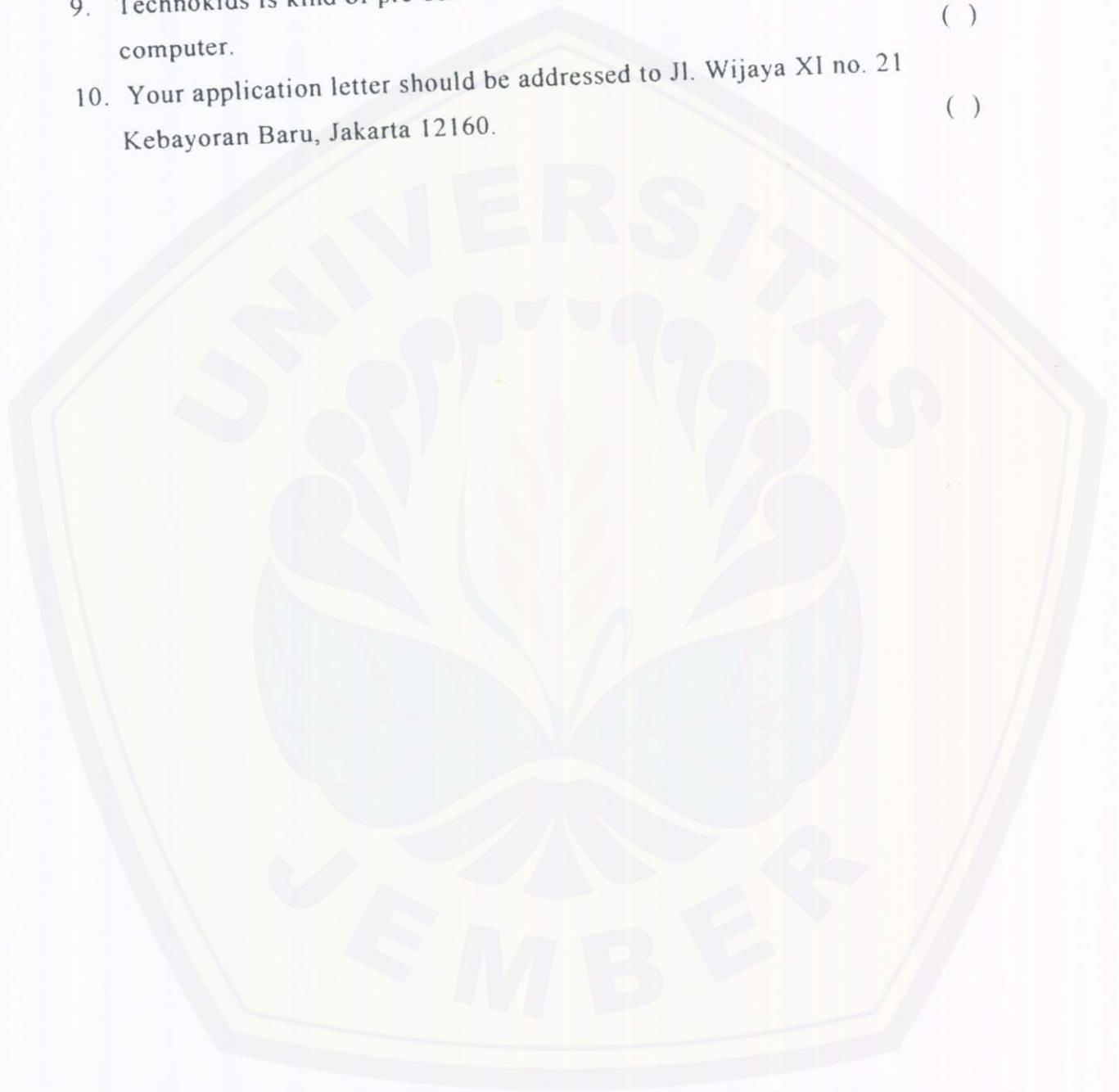
Kelas : II (dua)

Waktu : 45 menit

A. Read the passage carefully, then answer the following question, choose the best answer by giving a cross (x) on your answer sheet provided.

1. This advertisement is taken from.....
a. newspaper b. magazine c. telephone d. internet
2. What is the meaning of CV ?
a. Class Vitae b. College Vitae c. Course Vitae d. Curriculum Vitae
3. What is the similar meaning of "Skill" in the text?
a. score b. ability c. opinion d. mistake
4. The applicants have to send their CV to
a. Human resources b. Headmaster c. Manager d. Director
5. The closing date of this advertisement is
a. More than one week c. 7 April,2001
b. No later than one week d. 16 April,2001
6. The qualifications of accountant are....
a. Degree in Accounting, Degree in Business Administration with concentration in Marketing, Strong Computer Skills, Excellent English Skills and Negotiation Skills.
b. Degree in Accounting.
c. Degree in Business Administration and Degree in Accounting
d. Excellent English Skills and Negotiation skills and strong Computer Skills.
7. Strong Computer Skill. The word *strong* here means.....
a. poor c. bad
b. ugly d. good

8. If you have excellent English skills and negotiation skills, Degree in Accounting, and Strong Computer Skills, you may apply for the position as Customer Service Officers . ()
9. Technokids is kind of pre-school for kids in learning English computer. ()
10. Your application letter should be addressed to Jl. Wijaya XI no. 21 Kebayoran Baru, Jakarta 12160. ()



Appendix 11

The Key Answer

Pre Test

A.

1. D
2. A
3. C
4. D
5. B
6. D
7. A
8. C
9. A
10. C

B.

1. F
2. T
3. T
4. F
5. F
6. F
7. T
8. T
9. T
10. F

Post Test

A.

1. A
2. D
3. B
4. B
5. B
6. A
7. D
8. B
9. D
10. D

B.

1. T
2. F
3. F
4. T
5. F
6. T
7. T
8. F
9. T
10. F

Test Mapping

Indicators	The number of items
1. Comprehending Word	A. 1, 2, 3,7. B. 5,7.
2. Comprehending Sentence	A. 4, 5, 8, 9. B. 2, 10.
3. Comprehending Paragraph	A. 6. B. 1, 3, 6, 8.
4. Comprehending the whole composition	A. 10. B. 4, 9.

The Scoring Guide

A. $10 \times 6 = 60$

B. $10 \times 4 = 40$

$\underline{\hspace{1cm}} +$
Total score = 100

Appendix 12

**THE RESULTS AND DATA ANALYSIS OF THE HOMOGENEITY OF
THE ENGLISH STUDENTS' PRE TEST**

Table 5 : The English Students' Pre-Test of Reading Comprehension at the Second Year Students of SMU 1 Rambipuji in the 2000/2001 Academic Year.

NO	II.1		II.2		II.3		II.4		II.5	
	XA	XA ²	XB	XB ²	XC	XC ²	XD	XD ²	XE	XE ²
1	54	2916	80	6400	80	6400	48	2304	66	4356
2	90	8100	26	676	20	400	80	6400	70	4900
3	78	6084	76	5776	80	6400	84	7056	60	3600
4	78	6084	86	7396	76	5776	74	5476	72	5184
5	32	1024	76	5776	82	6724	76	5776	56	3136
6	48	2304	84	7056	64	4096	76	5776	70	4900
7	68	4624	84	7056	74	5476	76	5776	90	8100
8	64	4096	40	1600	56	3136	50	2500	70	4900
9	68	4624	22	484	76	5776	68	4624	54	2916
10	78	6084	72	5184	82	6724	26	676	72	5184
11	66	4356	80	6400	76	5776	64	4096	90	8100
12	78	6084	76	5776	50	2500	50	2500	58	3364
13	64	4096	72	5184	72	5184	80	6400	52	2704
14	34	1156	80	6400	76	5776	76	5776	64	4096
15	80	6400	76	5776	20	400	80	6400	70	4900
16	78	6084	40	1600	80	6400	72	5184	56	3136
17	68	4624	80	6400	70	4900	86	7396	64	4096
18	78	6084	78	6084	74	5476	80	6400	70	4900
19	68	4624	74	5476	70	4900	26	676	56	3136
20	50	2500	72	5184	44	1936	80	6400	64	4096
21	88	7744	68	4624	50	2500	68	4624	64	4096
22	74	5476	78	6084	20	400	58	3364	84	7056
23	58	3364	76	5776	80	6400	64	4096	68	4624
24	62	3844	46	2116	70	4900	24	576	60	3600
25	78	6084	80	6400	76	5776	34	1156	64	4096
26	60	3600	76	5776	80	6400	54	2916	64	4096
27	52	2704	48	2304	82	6724	34	1156	64	4096
28	68	4624	80	6400	76	5776	84	7056	64	4096
29	68	4624	58	3364	40	1600	64	4096	70	4900
30	48	2304	70	4900	76	5776	64	4096	60	3600
31	82	6724	84	7056	60	3600	76	5776	58	3364
32	24	576	72	5184	40	1600	64	4096	68	4624

33	66	4356	74	5476	80	6400	68	4624	64	4096
34	54	2916	84	7056	50	2500	68	4624	64	4096
35	32	1024	34	1156	70	4900	76	5776	76	5776
36	80	6400	84	7056	72	5184	76	5776	66	4356
37	52	2704	60	3600	72	5184	82	6724	74	5476
38	74	5476	58	3364	80	6400	84	7056	64	4096
39	78	6084	74	5476	76	5776	64	4096	74	5476
40	76	5776	84	7056	80	6400	70	4900	64	4096
41	72	5184	42	1764	76	5776	76	5776	66	4356
42	70	4900			64	4096	80	6400	78	6084
43	58	3364			66	4356	76	5776	78	6084
44	80	6400								
Total	2876	198200	2804	203672	2858	202580	2860	202128	2880	195944

Table : The Analysis Variant Computation

	xA	xB	xC	xD	xE	Σ(Total)
n	44	41	43	43	43	214
ΣX	2876	2804	2858	2860	2880	14278
ΣX²	198200	203672	202580	202128	195944	1002524
x	65.36	68.39	66.47	66.51	66.98	-

Notes:

- N : Number of Respondent
- X : The Homogeneity Scores
- x : Mean of Group

The score of pre-test was analyzed by applying ANOVA formula to know the homogeneity of the population. In addition, the following was the formula of ANOVA:

$$F = \frac{S^2b}{S^2w}$$

Thus, the computation of the score in ANOVA was as follows:

$$\begin{aligned}
 (1) SS_t &= \Sigma X^2 - \frac{(\Sigma X)^2}{N} \\
 &= 1002524 - \frac{(14278)^2}{214} \\
 &= 1002524 - 95262282 \\
 &= 4990118
 \end{aligned}$$

$$\begin{aligned}
 (2) SS_b &= \left(\frac{(\Sigma xA)^2}{NA} + \frac{(\Sigma xB)^2}{NB} + \frac{(\Sigma xC)^2}{NC} + \frac{(\Sigma xD)^2}{ND} + \frac{(\Sigma xE)^2}{NE} \right) - \left(\frac{(\Sigma x_{tot})^2}{N_{tot}} \right) \\
 &= \left(\frac{(2876)^2}{44} + \frac{(2804)^2}{41} + \frac{(2858)^2}{43} + \frac{(2860)^2}{43} + \frac{(2880)^2}{43} \right) - \left(\frac{(14278)^2}{214} \right) \\
 &= \frac{8271376}{44} + \frac{7862416}{41} + \frac{8168164}{43} + \frac{8179600}{43} + \frac{8294400}{43} - \frac{203861284}{214} \\
 &= 18798582 + 19176624 + 18995730 + 19022326 + 19289302 - 95262282 \\
 &= 20282
 \end{aligned}$$

$$\begin{aligned}
 (3) SS_w &= SS_t - SS_b \\
 &= 49901.18 - 202.82 \\
 &= 49698.36
 \end{aligned}$$

$$\begin{aligned}
 (4) S^2_b &= \frac{SS_b}{k-1} \\
 &= \frac{202.82}{5-1} \\
 &= \frac{202.82}{4} \\
 &= 50.705
 \end{aligned}$$

TABEL F

Nilai F dengan taraf Signifikansi 5% (deretan atas) dan 1% (deretan bawah)

d.b. untuk KR Pembagi	d.b. untuk Kuadrat Rerata Pembilang							
	1	2	3	4	5	6	7	8
100	3,94	3,09	2,70	2,46	2,30	2,19	2,10	2,03
	6,90	4,62	3,93	3,51	3,20	2,99	2,32	2,59
125	3,92	3,07	2,68	2,44	2,29	2,17	2,08	2,01
	6,84	4,73	3,94	3,47	3,17	2,95	2,79	2,65
150	3,91	3,06	2,67	2,43	2,27	2,16	2,07	2,00
	6,81	4,75	3,91	3,44	3,14	2,92	2,76	2,62
200	3,89	3,04	2,65	2,41	2,26	2,14	2,05	1,98
	6,76	4,71	3,82	3,41	3,11	2,90	2,73	2,60
400	3,85	3,02	2,62	2,39	2,23	2,11	2,03	1,96
	6,70	4,56	3,33	3,36	3,06	2,85	2,59	2,55
1.000	3,85	3,00	2,61	2,38	2,22	2,10	2,02	1,95
	6,66	4,52	3,30	3,34	3,04	2,82	2,56	2,53
∞	3,84	2,99	2,60	2,37	2,21	2,09	2,01	1,94
	6,64	4,50	3,28	3,32	3,02	2,80	2,64	2,51

(bersambung)

TABEL F

Nilai-nilai F dengan taraf Signifikansi 5% (deretan atas) dan 1% (deretan bawah)

d.b. untuk KR Pembagi	d.b. untuk Kuadrat Rerata Pembilang															
	9	10	11	12	13	14	15	16	20	24						
1	2,41	2,42	2,43	2,44	2,45	2,46	2,47	2,48	2,49	2,50						
	6,022	6,056	5,082	6,106	6,142	6,169	6,208	6,234	6,260	6,284						
2	19,38	19,39	19,40	19,41	19,42	19,43	19,44	19,45	19,46	19,47						
	99,38	99,40	99,41	99,42	99,43	99,44	99,45	99,46	99,47	99,48						
3	3,81	3,78	3,76	3,74	3,71	3,69	3,66	3,64	3,62	3,60						
	27,34	27,23	27,13	27,05	26,92	26,83	26,69	26,50	26,34	26,18						
4	6,00	5,96	5,93	5,91	5,87	5,84	5,80	5,77	5,74	5,71						
	14,56	14,54	14,45	14,37	14,24	14,15	14,02	13,93	13,84	13,75						
5	4,78	4,74	4,70	4,68	4,64	4,60	4,56	4,53	4,50	4,47						
	10,15	10,05	9,96	9,89	9,77	9,68	9,55	9,47	9,38	9,30						
6	4,10	4,06	4,03	4,00	3,96	3,92	3,87	3,84	3,81	3,78						
	7,93	7,87	7,79	7,72	7,60	7,52	7,39	7,31	7,23	7,15						
7	3,68	3,63	3,60	3,57	3,52	3,49	3,44	3,41	3,38	3,35						
	6,71	6,62	6,54	6,47	6,35	6,27	6,15	6,07	5,99	5,91						
8	3,39	3,34	3,31	3,28	3,23	3,20	3,15	3,12	3,09	3,06						
	5,91	5,82	5,74	5,67	5,56	5,48	5,36	5,28	5,20	5,12						
9	3,18	3,13	3,10	3,07	3,02	2,98	2,93	2,90	2,87	2,84						
	5,35	5,26	5,18	5,11	5,00	4,92	4,80	4,73	4,65	4,57						
10	3,02	2,97	2,94	2,91	2,86	2,82	2,77	2,74	2,71	2,68						
	4,95	4,85	4,78	4,71	4,60	4,52	4,41	4,33	4,25	4,17						
11	2,90	2,86	2,82	2,79	2,74	2,70	2,65	2,61	2,58	2,55						
	4,63	4,54	4,46	4,40	4,29	4,21	4,10	4,02	3,94	3,86						
12	2,80	2,75	2,72	2,69	2,64	2,60	2,54	2,50	2,47	2,44						
	4,39	4,30	4,22	4,16	4,05	3,93	3,85	3,77	3,69	3,61						
13	2,72	2,67	2,63	2,60	2,55	2,51	2,46	2,42	2,39	2,36						
	4,19	4,10	4,02	3,96	3,85	3,73	3,67	3,59	3,51	3,43						
14	2,65	2,60	2,55	2,53	2,48	2,44	2,39	2,35	2,32	2,29						
	4,03	3,94	3,86	3,80	3,70	3,62	3,51	3,43	3,35	3,27						
15	2,57	2,55	2,51	2,48	2,43	2,39	2,33	2,29	2,26	2,23						
	3,89	3,80	3,73	3,67	3,56	3,48	3,35	3,29	3,21	3,13						
16	2,54	2,49	2,45	2,42	2,37	2,33	2,28	2,24	2,21	2,18						
	3,74	3,69	3,61	3,55	3,45	3,37	3,25	3,18	3,10	3,02						

(bersambung)

TABEL NILAI-NILAI - t

Batas Signifikansi Nilai-t pada pelbagai Taraf Signifikansi

d.b.	Taraf Signifikansi							
	50%	40%	20%	10%	5%	2%	1%	0,1%
1	1,000	1,376	3,078	6,314	12,706	31,821	63,657	636,619
2	0,816	1,061	1,886	2,920	4,304	6,965	9,925	31,598
3	0,765	0,978	1,638	2,353	3,182	4,541	5,841	12,941
4	0,741	0,941	1,533	2,132	2,776	3,747	4,604	8,610
5	0,727	0,920	1,476	2,015	2,571	3,365	4,032	6,859
6	0,718	0,906	1,440	1,943	2,447	3,143	3,707	5,959
7	0,711	0,896	1,415	1,895	2,365	2,998	3,499	5,405
8	0,706	0,889	1,397	1,860	2,306	2,896	3,355	5,041
9	0,703	0,883	1,383	1,833	2,262	2,821	3,250	4,781
10	0,700	0,879	1,372	1,812	2,228	2,764	3,169	4,587
11	0,697	0,876	1,363	1,796	2,201	2,718	3,106	4,437
12	0,695	0,873	1,356	1,782	2,179	2,681	3,055	4,318
13	0,694	0,870	1,350	1,771	2,160	2,650	3,012	4,221
14	0,692	0,868	1,345	1,761	2,145	2,624	2,977	4,140
15	0,691	0,866	1,341	1,753	2,131	2,602	2,947	4,073
16	0,690	0,865	1,337	1,746	2,120	2,583	2,921	4,015
17	0,689	0,863	1,333	1,740	2,110	2,567	2,898	3,965
18	0,688	0,862	1,330	1,734	2,101	2,552	2,878	3,922
19	0,688	0,861	1,328	1,729	2,093	2,539	2,861	3,883
20	0,687	0,860	1,325	1,725	2,086	2,528	2,845	3,850
21	0,686	0,859	1,323	1,721	2,080	2,518	2,831	3,819
22	0,686	0,858	1,321	1,717	2,074	2,508	2,819	3,792
23	0,685	0,858	1,319	1,714	2,069	2,500	2,807	3,767
24	0,685	0,857	1,318	1,711	2,064	2,492	2,797	3,745
25	0,684	0,856	1,316	1,708	2,060	2,485	2,787	3,725
26	0,684	0,856	1,315	1,706	2,056	2,479	2,779	3,707

d.b.	Tarf Signifikansi							
	50%	40%	20%	10%	5%	2%	1%	0,1%
27	0,684	0,855	1,314	1,703	2,052	2,473	2,771	3,690
28	0,683	0,855	1,313	1,701	2,048	2,467	2,763	3,674
29	0,683	0,854	1,311	1,699	2,045	2,462	2,756	3,659
30	0,683	0,854	1,310	1,697	2,042	2,457	2,750	3,646
40	0,681	0,851	1,303	1,684	2,021	2,423	2,704	3,551
60	0,679	0,848	1,296	1,671	2,000	2,390	2,660	3,460
120	0,677	0,845	1,289	1,658	1,980	2,358	2,617	3,373
∞	0,674	0,842	1,282	1,645	1,960	2,326	2,576	3,291



DEPARTEMEN PENDIDIKAN NASIONAL

UNIVERSITAS JEMBER

FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

Alamat : Jl. Kalimantan III/3 Kampus Tegalboto Kotak Pos 162 Telp. (0331) 334968

Nomor 1 633 /J25.1.5/PP.7/2000

Lampiran : 1 (satu) bendel

2 JUL 2001

Perihal : SEMINAR PROPOSAL SKRIPSI

Kepada : Yth.
Dosen FKIP. Universitas Jember
di-

J E M B E R

Bersama ini kami mengharap dengan hormat kehadiran Bapak/Ibu besok
pada :

Hari / Tanggal : Senin / 23 Mei 2001
J a m : 09.00 WIB
A c a r a : Ujian Seminar Proposal Skripsi
An. Nur Shohifatul Hidayah
NIM. 960210401046
Jurusan/Prog. : P. Bahasa dan Seni / P. Bhs. Inggris..
J u d u l : The Influence of Authentic Reading.....
Materials on Reading Comprehension
Achievement of The Second Year
Students of SMUN 11 Surabaya in The
2000/2001 Academic Year.
T e m p a t : FKIP Gedung III.....

Demikian atas perhatian dan kehadirannya disampaikan terima kasih.

An. DEKAN
Pembantu Dekan I
Ub. Kabag. Tata Usaha,



SUBAHAB IMAM FADILLAH
NIP. 130 261 669.

Tembusan Kepada Yth. :

1. Ketua Jurusan FKIP UNEJ
2. Ketua Program FKIP UNEJ
3. Dosen Pembimbing I dan II
4. Mahasiswa yang bersangkutan
5. Arsip.-

DEPARTEMEN PENDIDIKAN NASIONAL

UNIVERSITAS JEMBER

FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

Alamat : Jl. Kalimantan III/3 Kampus Tegalboto Kotak Pos 162 Telp./ Faks (0331) 334998 Jember 68121



2 JUN 2001

Nomor : 11 A 3 7 /J25.1.5/PL5/2001

Lampiran : Proposal

Perihal : Ijin Penelitian

Kepada : Yth. Sdr. Kepala Sekolah
SMU Negeri 1 Rambipuji

di. -

Tempat

Dengan ini Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Jember
menorangkan bahwa Mahasiswa yang tersebut dibawah ini :

Nama : Nur Shohifatul Hidayah

Nim : 960210401046

Program/Jurusan : PBS / P. BHS Inggris

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

...The Influence of Authentic Reading Materials on the Reading
Comprehension Achievement of the second year Students
of SMUN 1 Rambipuji in The 2000/2001 Academic Year...

Pada lembaga yang saudara pimpin.

Sehubungan dengan hal tersebut diatas kami mohon dengan hormat saudara
berkenan dan sekaligus kami mohon bantuan informasinya.

Aias perkenan dan perhatiannya kami mengucapkan terima kasih.



a.n. Dekan
Sembantu Dekan I,

Dr. HOKO SUHUD
NIP. 130 355 407

DEPARTEMEN PENDIDIKAN NASIONAL RI
KANTOR KABUPATEN JEMBER
SMU NEGERI 1 RAMBIPUJI-JEMBER
Jln. Durian 30 Telp. 711173 Pecoro-Rambipuji

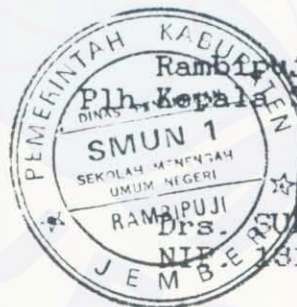
SURAT KETERANGAN
Nomor:0560/I04.32/SMU.12/LL/2001.

Yang bertanda tangan di bawah ini, Plh, Kepala SMU Negeri 1 Rambipuji-Jember menerangkan bahwa :

Nama	: Nur Shohifatul Hidayah
Nim	: 960210401046
Program	: PBS
Jurusan	: Pendidikan Bhs.Inggris
Fakultas	: Keguruan dan Ilmu Pendidikan.
Tempat/tgl.lahir	: Surabaya, 11 Oktober 1977
Alamat	: Jln.Manukan Lor 8D/41 Surabaya.

nama tersebut di atas telah selesai melaksanakan penelitian dengan judul " The Enfluence of Authentic Reading Materials on The Reading Comphension Achievement of the second year Students of SMU 1 Rambipuji-Jember in the 2000/2001 Academic Year. Terhitung mulai tgl. 02-06-2001 s/d 16-06-2001.

Demikian surat keterangan ini kami buat agar dapat dipergunakan sebagaimana mestinya.



Rambipuji, 02 Juni 2001.

Plh. Kepala SMU Negeri 1 Rambipuji

Drs. SUARNO, MM.
NIP. 131 288 391.

DEPARTEMEN PENDIDIKAN NASIONAL
UNIVERSITAS JEMBER
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

LEMBAR KONSULTASI PENYUSUNAN SKRIPSI

Nama : Nur Shohifatul Hidayah
 NIM/Angkatan : 960210401046
 Jurusan/Program Studi : P. Bahasa dan Seni/ P. Bahasa Inggris
 Judul Skripsi : The Influence of Authentic Reading Materials on the Reading Comprehension Achievement of the Second Year Students of SMU 1 Rambipuji in the 2000 / 2001 Academic Year.
 Pembimbing I : Drs. Paulus Walujo
 Pembimbing II :

KEGIATAN KONSULTASI

No	Hari/Tanggal	Materi Konsultasi	I. T. Pembimbing
1.	Sabtu / 24 Mei 00	Judul & Matrik	
2.	Rabu / 28 Mei 00	Revisi Matrik & Judul	
3.	Rabu / 28 Mei 01	BAB I, II, III	
4.	Kamis / 3 Mei 01	Revisi BAB I, II, III	
5.	Rabu / 30 Mei 01	Seminar Proposal	
6.	Sabtu / 30 Juni 01	BAB IV; V	
7.	Kamis / 5 Juli 01	Revisi BAB IV, V	
8.	Selasa / 10 Jul 01	Revisi BAB I, II, III, IV & V	
9.			
10.			
11.			
12.			
13.			
14.			
15.			

CATATAN : 1. Lembar ini harus dibawa dan diisi setiap melakukan konsultasi

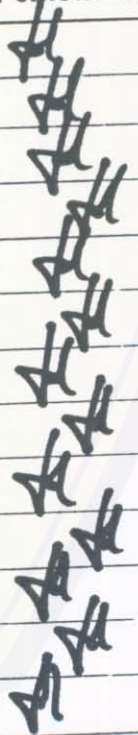
2. Lembar ini harus dibawa sewaktu Seminar Proposal Skripsi dan Ujian Skripsi

DEPARTEMEN PENDIDIKAN NASIONAL
UNIVERSITAS JEMBER
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

LEMBAR KONSULTASI PENYUSUNAN SKRIPSI

Nama : Nur Shohifatal Hidayah
 NIM/Angkatan : 960210401046 / 96
 Jurusan/Program Studi : PBS / P. Bahasa Inggris
 Judul Skripsi : The Influence of Authentic Reading Materials on Reading Comprehension Achievement of the Second Year Students of SMU 1 Rambipuji in the 2000/2001 Academic Year.
 Pembimbing I :
 Pembimbing II : Dra. Wiwiek Eko Bindarti, M.Pd

KEGIATAN KONSULTASI

No	Hari/Tanggal	Materi Konsultasi	T.T. Pembimbing
1.	19 Mei 00/ Senin	Judul dan Matrik	
2.	Kamis/ 22 Mei 00	Revisi Judul dan Matrik	
3.	Selasa / 7 Nov 00	BAB I	
4.	Rabu / 29 Nov 00	Revisi BAB I	
5.	Jum'at / 12 Jan 01	BAB II	
6.	Selasa / 20 Feb 01	Revisi BAB II	
7.	Kamis / 8 Maret 01	BAB III	
8.	Rabu / 21 Maret 01	Revisi BAB III	
9.	Selasa/ 8 Mei 01	Revisi BAB I, II, III	
10.	Rabu / 30 Mei 01	Seminar Proposal	
11.	Kamis / 5 Juli 01	BAB IV & V	
12.	Jum'at / 6 Juli 01	Revisi BAB IV & V	
13.	Senin / 9 Juli 01	REVISI BAB I, II, III, IV dan V	
14.			
15.			

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

Yufun's / Jember

3. Applicant should submit the original certified of each academic qualification. **F**

4. Industrial Engineering, Biomedical Engineering, Civil Engineering Material, Highway Engineering is an area of specialization of Department of Civil Engineering. **T**

Worksheet 2

Pre Reading

Task 1: Answer These Questions briefly!

1. What will you do After you graduate from senior high school? *get a job*
2. Will you take a job? What kind of job do you want to take? *Yes I will. I want to be a secretary*
4. If you want to continue your study, what major will you take? *to take what continue my study, because why I do not in the future*

Whilst Reading

Task 2: Answer these questions based on the text completely!

1. In what newspaper was the job advertised? *Ankarta Post, Saturday September 2, 2000*
2. What education should the applicant have? *(S1) (S2) - A master degree (S3) - doctorate degree (S4)*
3. What is the post advertised? *PF UNIVERSITY LECTURER*
4. How many posts are available? *4*
5. How should detail qualifications and experience be submitted? *Starting Salary will be collected on application's academic qualification and working experience*
6. On what will starting salary be subjected? *academic qualification and working experience*
7. What is the closing date for applicants, and to whom should all applications be sent? *Not later than 16th October 2000, To Director Technical Education, Tunjungan and PC Park, Surabaya, 60131, 031-86400000, e-mail: mab@pc.park.ac.id*

Post Reading

Task 4:

Suppose you are a lecturer, are you interested in that job? Give your reason why you are interested or not in that post. Tell him to your friends close to you!

I am interested in that post because I can add my experience and know how the students of University study. In there may get the big salary

Task 3: Study those advertisements and say whether the statements below are true (T) or false(F). Prove your answer using the words or phrases taken from the text!

1. Some of area of specialization required by Department of Electrical Engineering is Information Technology* Computer Technology* Instrumentation and Control* Concrete Technology* Word Base Technology* Microwave, etc. **False**
2. Applicant should possess a Doctor of Philosophy (Ph.D.-{S3}) in related discipline and a Master's Degree (S2) in related discipline. **T**

qualification. (F)

Worksheet 2

Pre Reading

Task 1: Answer These Questions briefly!

1. What will you do After you graduate from senior high school? I will to continue at university.
2. Will you take a job? What kind of job do you want to take? I want to take merchant job.
4. If you want to continue your study, what major will you take? I want to take accounting.

Task 4:

why? Because I have skill for accounting job.

Suppose you are a lecturer, are you interested in that job? Give your reason why you are interested or not in that post. Tell him to your friends close to you!

Whilst Reading

Task 2: Answer these questions based on the text completely!

1. In what newspaper was the job advertised? Jakarta Post.
2. What education should the applicant have? - Master degree (S2) in related discipline - Doctor of philosophy (Ph.D (S3) in related discipline.
3. What is the post advertised? The post of University Lecturer (contract).
4. How many posts are available? 4 posts are available.
5. How should detail qualifications and experience be submitted? Salary will be paid subjected on Malaysia Government public Service Share
6. On what will starting salary be subjected? Salary will be paid subjected on Malaysia Government public Service Share
7. What is the closing date for applicants, and to whom should all applications be sent? - The closing date is 16th October 2000
- To Director, Institute Teknologi Tun Hussein Onn.
PO BOX 101 86400 Boto Pahat, Johor (ATT. Aminah bte Abdul Rahman)

Task 4:

NO, I am not interested in that job because I haven't skill for that jobs. I have skill for accounting jobs.

Task 3: Study those advertisements and say whether the statements below

are true (T) or false(F). Prove your answer using the words or phrases

taken from the text!

1. Some of area of specialization required by Department of Electrical Engineering is Information Technology* Computer Technology* Instrumentation and Control* Concrete Technology* Word Base Technology* Microwave, etc. (F)
2. Applicant should possess a Doctor of Philosophy (Ph.D.-{S3}) in related discipline and a Master's Degree (S2) in related discipline. (T)

Juwena Mubimatine

3. Applicant should submit the original certified of each academic qualification. F

4. Industrial Engineering, Biomedical Engineering, Civil Engineering
Material, Highway Engineering is an area of specialization of Department of Civil Engineering. F

Worksheet 2

Pre Reading

Task 1: Answer These Questions briefly!

1. What will you do After you graduate from senior high school? I will continue to University
2. Will you take a job? What kind of job do you want to take? I want to take economy business
4. If you want to continue your study, what major will you take? why? I will take economy, because I want to be an administrator

Whilst Reading

Task 2: Answer these questions based on the text completely!

1. In what newspaper was the job advertised? Jakarta Post
2. What education should the applicant have? - Posses a master degree (s.s.)
or University lecturer
3. What is the post advertised? PF University lecturer

4. How many posts are available? five post

5. How should detail qualifications and experience be submitted? Application must be submitted in manuscript of academic record, number of at least two papers, number of at least two articles, and number of at least two books

6. On what will starting salary be subjected? will be subjected on applicants academic qualification and working experience

7. What is the closing date for applicants, and to whom should all applications be sent? the closing date for applicants is 16th October 2000
and all applications should be sent to Director Lushbit Technology

Task 3: Study those advertisements and say whether the statements below are true (T) or false (F). Prove your answer using the words or phrases taken from the text!

1. Some of area of specialization required by Department of Electrical Engineering is Information Technology* Computer Technology* Instrumentation and Control* Concrete Technology* Word Base Technology* Microwave, etc. F

2. Applicant should possess a Doctor of Philosophy (Ph.D.-{S3}) in related discipline and a Master's Degree (S2) in related discipline. F

Occupation

1.1 Careers



Summary

A. The adjective clause (Ungkapan keterangan tentang benda atau orang)

Read the talk



Do you know that boy who is sitting in the back?

Yes, I do. That boy who is sitting in the back is my brother.

From the talk, we understand that Rully doesn't know the boy, so she asks Betty and she explains by saying "That boy who is sitting in the back is my brother."

The sentence "That boy who is sitting in the back is my brother" consists of two sentences:

1. That boy is sitting at the back.
2. That boy is my brother.

Those two sentences are combined into "That boy who is sitting in the back is my brother." The bold type words are called an adjective clause. We may omit the word who is. So, the sentence becomes "That boy sitting in the back is my brother." The bold type words refer to that boy.

We use the adjective clause to explain about someone or something.

Look at the examples:

1. The girls are playing in the backyard.
2. They are my classmates.

We combine the two sentences:

The girls who are playing in the backyard are my classmates or The girls playing in the backyard are my classmates.

1. The man is speaking in the meeting.
2. The man is my uncle.

We combine the two sentences:

The man who is speaking in the meeting is my uncle or The man speaking in the meeting is my uncle.

B. Expressing factual information (Mengungkapkan informasi faktual)

Read the talks

Digital Repository Universitas Jember

Did Mr Baker say he would meet us here?

Well, that's what he said.



The airport was opened by the president in 1979.



Oh, I see.

In the talk there is an exchange of factual information. We know how to ask, how to identify, and how to tell something or about someone.

Other examples.

1. We can work with people in all parts of the world through the United Nations.
2. Lea: What did you think of the job?
Doni: We thought it was quite prospective.



Exercises

A. Answer the questions

1. After graduating from school, do you want to continue your study at a university?
2. What faculty will you choose?
3. Do you want to become a doctor?
4. Why do you choose that career?

B. Read the text carefully.

To make a realistic career plan for any individual, it is necessary to have information about his physical health, his level of intellectual ability, his special abilities (as in art, music, or shop work), aptitudes, interests, and other personality traits (for example, does he like to work alone or as one of a group? Can he work long hours under pressure? Can he postpone immediate satisfactions in favour of efforts for long-range goals?) By the time a boy or girl reaches high school, much valuable information is already in school records.

Psychological testing is extensively used in school, colleges, and guidance centres to provide one source for assessing the probability of success or failure in vocation. Such tests are valuable in furnishing a personal picture of the individual not otherwise obtainable. Even when tests are interpreted by highly competent counselors or psychologists, however, they cannot indicate what single career an individual should pursue. They are actually measures of interest, intelligence, aptitude, and other traits. These measures alone cannot predict; that is, they cannot tell which occupation a person will be successful in. Combined with other information, such as individual likes and dislikes, test results can help to rule out an occupation that is most likely to be unsuitable and to suggest which ones will be most suitable for exploration prior to final choice.

Letter 2

PT. Harapan Indonesia
 Jl. Andira Raya 105
 Jakarta

6 Simpang Tembaga,
 Malang

Dear Sir,

I'd like to apply for the job of 'account planner' that I saw advertised in Dinda, 26 March 1994. I am 27 years old and I have an S1 degree in economics. For the last three and a half years I've been working in a bank handling multi-national accounts.

I'd be grateful if you could tell me what the salary is before you invite me for an interview.

TASK 13:

Complete the following table.
 Number 1 has been done for you.

20 March 99

VERBS	NOUNS	
1. introduce	introduced	introduction
2. develop	developed	development
3. enroll	enrolled	enrollment
4. graduate	graduated	graduation
5. choose	chose	choice
6. frustrate	frustrated	frustration
7. appear	appeared	appearance
8. commit	committed	commitment
9. baby-sit	Baby sat	babysitting
10. suggest	suggested	suggestion
11. advertise	advertised	advertisement
12. communicate	communicated	communication
13. invite	invited	invitation
14. apply	applied	application

M