IMPROVING THE XI-MIA STUDENTS' READING COMPREHENSION ACHIEVEMENT OF NARRATIVE TEXTS ADAPTED FROM THE INTERNET AT SMAN RAMBIPUJI JEMBER

THESIS

Proposed to Fulfil One of the Requirements to Obtain S1 Degree at English
Education Program, Language and Arts Education Department
the Faculty of Teacher Training and Education
Jember University

By

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2015

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DEDICATION

This thesis is proudly dedicated to:

1. My beloved the late Ummi, Ainul Fitriyah and My beloved the late Grandma, Mariyah. Thank you so much for your dedication.

2. My beloved father, Muslim and my beloved mother Sri Wahyuni. Thank you for everything that you have given to me during my study and always support me till I finished my study.

3. My beloved sister, Ilmi Zahira Fairus. Thank you for your effort supporting me to finish this thesis.

MOTTO

"If you read the books that everyone else is reading, you can only think what
everyone is thinking"
(Haruki Murakami) [1]

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[1] http://ebookfriendly.com/best-quotes-books-reading/
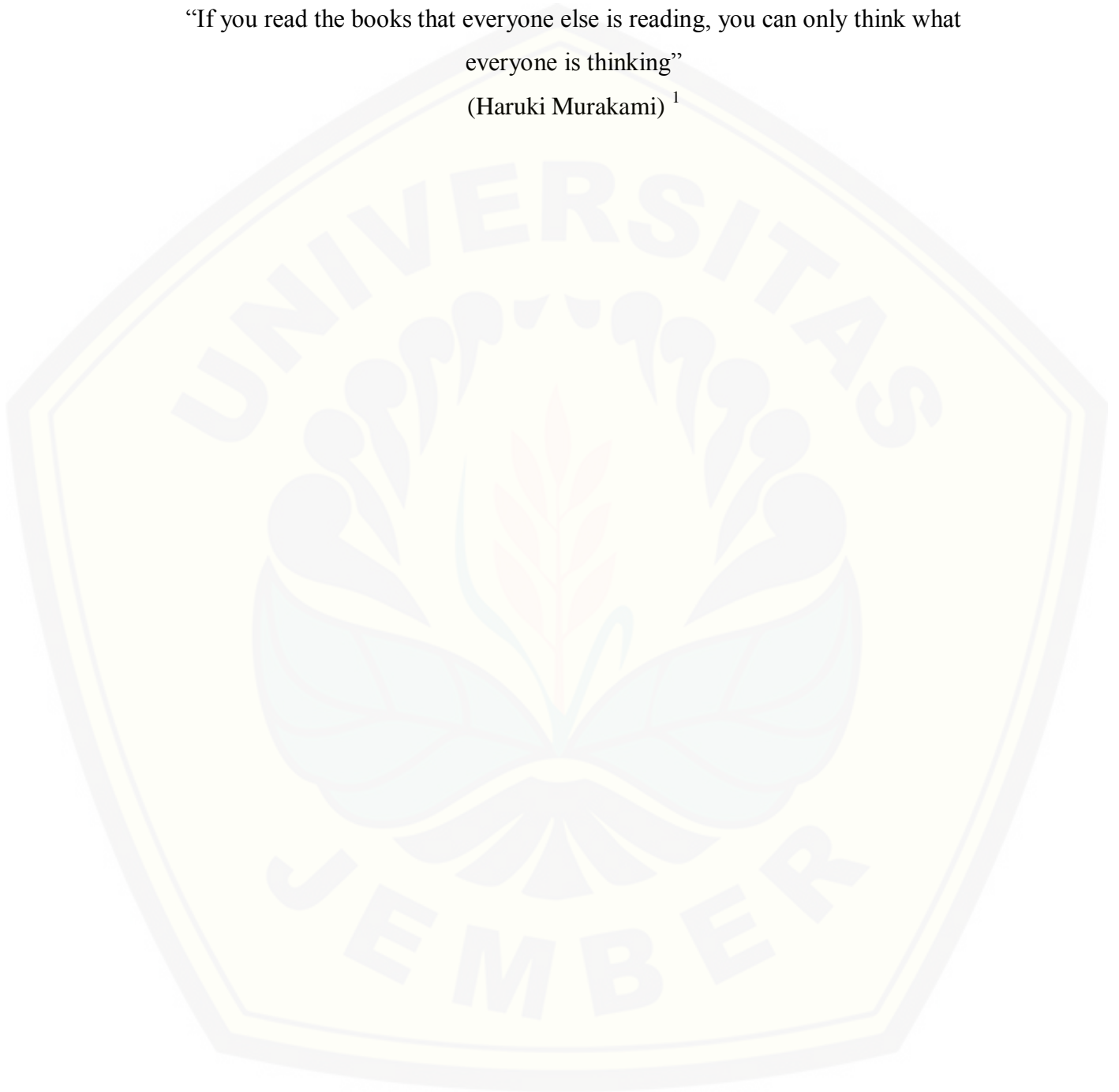
CONSULTANTS' APPROVAL

**IMPROVING THE XI-MIA 3 STUDENTS' READING
COMPREHENSION ACHIEVEMENT OF NARRATIVE TEXT
ADAPTED FROM THE INTERNET AT
SMAN RAMBIPUJI JEMBER**

THESIS

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the English Education Program of the Language and Arts Education Department
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ACKNOWLEDGEMENT

First of all, I would like to thank Allah SWT who has given me His guidance and blessing. Therefore, I can finish my thesis entitled "Improving The XI-MIA Students' Reading Comprehension Achievement of Narrative Texts Adapted from The Internet at SMAN Rambipuji Jember". Secondly, I would like to express my deepest appreciation and sincere thanks to:

1. The Dean of the Faculty of Teacher Training and Education, Jember University.

2. The Chairperson of the Language and Arts Department.

3. The Chairperson of the English Education Study Program.

4. My first consultant, Dra. Wiwiek Istianah, M.Kes., M.Ed. and my second consultant, Dra. Musli Ariani, M.App.Ling. for their valuable guidance and contribution to the writing of this thesis.

5. The first examiner, Dra.Wiwiek Eko Bindarti M.Pd. and the second examiner, Dra. Siti Sundari, M.A.

6. The lecturers of the English Education Program who have given me moral supports to work harder in my attempt to complete the thesis.

7. The headmaster of SMAN Rambipuji Jember, the English teacher, and the XI-MIA 3 grade students of SMAN Rambipuji Jember for giving me opportunity, help, and support to conduct this research.

8. My best friends M. Baharrudin Alwi, Rahmat Sudana, Rudy Prasetyo, Okky Cendana G, and Ridwan Fanani thanks for the support. DNC class friends and other friends too.

I believe that this thesis might have some weaknesses. Therefore, any criticism from those who really want to improve the thesis will be wisely appreciated.

Jember, 3 September 2015

The writer

SUMMARY

Improving The XI-MIA Students' Reading Comprehension Achievement of Reading Materials of Narrative Text Adapted from Internet at SMA Negeri Rambipuji Jember; Muhammad Nashruddin, 100210401107; 2015; 57 pages; English Language Education Study Program, Language and Arts Department, The Faculty of Teacher Training and Education, Jember Univeristy.

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

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

This classroom action research was intended to increase the eleven grade students' reading comprehension achievement and active participation by using materials of narrative text adapted from the internet at SMA Negeri Rambipuji Jember in April 2014/2015 academic year. According to the English teacher's explanation, the students had difficulties in comprehending the words, sentences, paragraphs, and the whole text. The problem is the students not always understand the word meaning. This information was strengthened by the result of the pre-test

given to XI-MIA 3, which showed there were only 16 out of 35 students had obtained the passing grade of English subject that was 70, while other 19 students got below the score requirement. Second, the students had less motivation in reading class in teaching learning process. According to the information from the English teacher, students' active participation in teaching learning process was only 41% of 35 students.

Materials taken from the Internet were commonly used in teaching learning process. In addition, nowadays, technology is very close to our live. It can be concluded that the materials from internet especially in reading totally give much beneficial effects for the students who learn English as a foreign language. The strengths of reading materials from the internet are: accessible, variety of media, up-to-date information access, navigation, and low cost.

This research was done collaboratively with the English teacher. This research was done in one cycle. The cycle covered four activities, they were planning the action, implementing the action, class observation and evaluation, and reflection of the action. The cycle was conducted in two meetings. The supporting data were from interview with the English teacher and the observation. The mean score of the students' reading comprehension achievement test was 79.22. Then, the percentage of the students' active participation was 80%. It means that the students' reading comprehension achieved the minimum target that was 70 as minimum target for the average score of students' reading comprehension achievement and active participation.

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

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CHAPTER 1. INTRODUCTION

Research in the field of English as a foreign language has documented evidence of the use of various materials for teaching the language skills, including materials from the Internet. This research focused on the use of reading materials from the Internet in the form of narrative text to improve students' achievement in reading comprehension and to encourage students to be more active in following the teaching learning process. This chapter presents some aspects underpin the topic of the research including the background of the research, the problems of the research, the objectives of the research, and the significant of the research which are presented in the following section in sequence.

1.1. Background of the Research

English is used in all aspects of life including education. According to Crystal (1997:110), "English is the medium of a great deal of the world's knowledge, especially in such areas as science and technology, and access to knowledge is the business of education". This means that English is used as a medium to explore science and technology in educational field. Today English has affected many sectors in the world, ranging from social, culture, economic and science. For example, in science, most of the previous discoveries are written in English. It deals with the position of English as international language. Thus, the next scientist must be able to use English to learn about the previous discoveries and communicate with other scientists from other country to find the discoveries in the future. Therefore, the need to master English well to compete in the international sector is required. People need to study English intensively to master the English well. In Indonesia, English is taught as a vocational subject in Elementary school and as a compulsory subject at Junior and Senior high schools.

Based on the 2006 Institutional-Based Curriculum (*KTSP*: 2006), the goal of teaching English in senior high school is developing communication ability in oral

and written form to reach the level of informational literacy. Communication ability is the ability to understand and produce spoken and written text that is represented in four language skills, namely listening, speaking, reading and writing (*Badan Standar Nasional Pendidikan*, 2006:278). Based on the statement above there are four language skills must be taught to the students in teaching English namely; listening, speaking, reading, and writing. In this research, the researcher focused on reading skill, particularly in the genre of narrative text. Narrative text is an imaginative story to entertain the reader. It was chosen related to 2006 Institutional level Curriculum (which is still used at SMAN Rambipuji, Jember) that required Senior High School students to master the genre of narrative text. This curriculum is used because the English teachers still apply it to the XI grade students. The 2013 Curriculum is just given to the grade X students.

Reading as one of these four language skills is taught to the students to gain the knowledge and information. According to Carrel et al. (1995:1), reading is by far the most important of the four skills, particularly in English as a second or foreign language. It means that reading is very important to be taught to the students, because reading is more than just read the text but also comprehending the meaning and the purpose of the text itself. In relation with reading activity, Grellet (1996:8) states that "reading is an active skills, it constantly involves guessing, predicting, checking, and asking oneself questions." It means that in reading activity students' will do some activity such as guessing, checking, asking, and answering questions. Guessing will help the student to comprehend the text they have read, because comprehending the text is the main point in reading activity. To know whether the students' comprehension is good, can be seen from students' ability to ask and answer the questions related to the text.

Crawley points out (2000:40) that "comprehension means understand what is heard or read and the main purpose of reading is to understand or comprehend the communication between the author and the author's audiences". It means that the author's audience should understand the text they have read. Comprehending the text

is the only way to know the meaning or the purpose of the author in delivering their idea through the text. Thus, without comprehension the students are not really doing reading activity because they cannot get the message from the text they have read.

Prior to this research, the researcher had conducted a preliminary study on August 20th, 2014 at grade XI MIA (*Matematika dan Ilmu Alam*) students' of SMAN Rambipuji Jember through an interview with the English teacher (Mrs. SRE) and conducting a pre-test. Based on the information from the English teacher and the result of pre-test that had been done, the researcher was told some problems in teaching reading. First, the students had difficulty in comprehending reading English texts. According to the English teacher's explanation, the students had difficulties in comprehending the word, sentences, paragraph, and the whole text. This information was strengthened by the result of the pre-test given to XI-MIA 3, which showed there were only 16 out of 35 students had obtained the passing grade of English subject that was 70, while the other 19 students got below the score requirement. Second, the students had less motivation in reading class in teaching learning process. According to the English teacher, the information's of students' active participation in teaching learning process was only 41% of 35 students.

Based on those problems, the researcher and the English teacher had discussed to work collaboratively to solve the problems in order to increase the students' reading score, and to encourage the students to be more actively involved in the reading class. According to Heinich (2002:4), instructional media and the technologies for learning provide students with the tools to engage them powerfully in the learning process. In other words, to engage the students to be more active in classroom learning activities, it needed to use appropriate media and technology to give greater impact to students in learning. To solve the problems, the researcher and the English teacher used a proper material adapted from the Internet to increase their motivation in reading and their active participation in the class so they were able to improve their active participation and their reading comprehension achievement.

According to Kozma as quoted in Hill et al. (2004:443), "learning from the Internet is a vehicle for the delivery of information". Therefore, the use of the Internet in teaching and learning activities could be served as a medium to deliver information to students. The information could be distributed as learning materials as the variation from the text book. The use of the Internet as a medium is very useful for teachers and students. Teachers could access and prepare the learning materials to be more vary and interesting for students, while the students are able to access the necessary information to increase their knowledge in learning especially English.

Lots of information could be obtained from the Internet, especially for classroom learning. All of these things that are required in learning especially English, could be accessed easily via the Internet. Information or documents obtained from the Internet could also be used as a medium of learning in the class. Teachers and students can enrich the knowledge and learning resources through information and documents downloaded from the internet. Heinich (2002:272), also adds that teachers and their students can use the internet to access electronic document to enrich their courses. Knowing the reasons above, the researcher used materials adapted from the Internet as the materials in teaching reading to solve the problems faced by the students of XI-MIA 3 at SMAN Rambipuji, Jember.

There are some previous research findings that related to the use of reading materials from the internet in teaching learning at reading skill. The first study was carried out by Sampoernawati (2013). She conducted a classroom action research that was intended to investigate the use of online resources as the material of teaching and learning activity of reading comprehension skills in class. The participants were the VII-A and VII-B grade students of Madrasah Tsanawiyah Negeri 2 Surabaya. The results of her research had proven that the use of online resources as the material of teaching and learning activity of reading comprehension skills was able to improve students' reading comprehension achievement and the active participation.

Another study was conducted by Zhao (2008). He found that the use of internet to improve EFL students through reading and writing for communicative

purpose in China can increase intrinsic motivation to learn English. Chinese students who were serious to learn English for the purpose of real communication appeared ready to try something new. Many other internet capabilities such as audio, video, and voice chat, are currently available and could make an English classroom truly virtual because the Internet is available anywhere in the world.

The third study was done by Bilgin (2010). She conducted an experimental research in ITU (Istanbul Technical University) School of Foreign Language. She investigated the effects of two online programs, *Active Reading* and *Tense Buster*, on the beginner level ELT preparatory students' reading and grammar achievement. She found that the use of online program from the Internet, helped the students learn English easier and more convenient.

Based on the previous research findings above, it showed that the use of the reading material adapted from the internet could improve the students reading achievement. Based on those research outcomes, the use of the reading material from the internet were effective materials that were able to improve the students' comprehension ability and their motivation and participation. This present classroom action research used the reading materials adapted from the internet to improve XI MIA grade students' active participation and their reading comprehension achievement at SMA Negeri Rambipuji Jember.

Based on the explanations above, the researcher was interested in conducting a classroom action research entitled "Improving XI MIA Students' Reading Comprehension Achievement of Narrative Text by Using Material Adapted from the Internet at SMA Negeri Rambipuji Jember in the 2014-2015 Academic Year".

1.2. Problems of the Research

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

1. Can the use of reading materials adapted from the internet improve students' active participation in reading teaching learning process for the class XI MIA students of SMAN Rambipuji Jember?

2. Can the use of reading materials adapted from the internet improve reading comprehension achievement for the class XI MIA students of SMAN Rambipuji Jember?

1.3.   Objectives of the Research

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

1. To improve class XI MIA students' active participation in reading teaching learning process at SMAN Rambipuji Jember.

2. To improve class XI MIA students' reading comprehension achievement at SMAN Rambipuji Jember.

1.4.   Significance of the Research

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

a. For the English Teacher

The result of this research are expected to be useful for the English teacher to improve herself in selecting appropriate materials from the Internet for teaching reading comprehension which can attract the students' attention and motivation to read. The reading materials adapted from the internet can help the students to study more focus and resulting in the improvement on their active participation and achievement of reading.

b. For the Students

The results of this research are expected to give students a new learning experience by using reading materials from the Internet to improve their reading comprehension achievement, especially in comprehending words, sentences, paragraphs, and texts.

c. For the Future Researchers

The results of this research are expected to be useful for other researchers who have similar problems in teaching reading to conduct a further research to improve the students' reading comprehension achievement and participation using the other language skills such as writing and listening, or using another research design, such as an experimental research on "The Effect of Using Reading Materials Adapted from the Internet on the Eighth Grade Students' Reading Comprehension Achievement".

CHAPTER 2. REVIEW OF RELATED LITERATURE

Teaching reading by using materials adapted from the Internet can be more attractive and stimulate the students' interest in the teaching of reading than the use of other materials, since the material provided taken from the visual source. Knowing the importance of this matter, this chapter highlights some discussion of the literature related to theories applied in this research. They include reading comprehension achievement, factors affecting reading comprehension skills, students' active participation in teaching learning process of reading, reading materials adapted from the Internet, the advantages and disadvantages of using reading materials adapted from the Internet in the teaching of reading, the use of reading materials adapted from the Internet in the classroom, teaching reading materials adapted from the Internet, and the hypothesis of action. Each issue is presented in the following sections.

2.1 Reading Comprehension Achievement

Reading comprehension is understanding a written text, which means extracting the required information from it as efficiently as possible (Grellet, 1996:3). As defined by Partnership for Reading (2005) as quoted in Wei (2009:2), reading comprehension is understanding a text that is read, or the process of "constructing meaning" from the text. Further, it can be said that reading comprehension is the process of getting meaning from the text in order to understand reading text well. Hence, without understanding what the readers read, they do not really read. In practice, reading is frequently assessed by reading test. One of the tests is an achievement reading comprehension test.

Regarding achievement, Hughes (2003:13) explains that achievement is related to test that is done to establish how successful individual students, groups of students, or the courses themselves have been in achieving objectives. Finocchiaro, as quoted in Ngadiman (2006:127) states that achievement test is used to determine

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whether our teaching methods and techniques are in fact producing learning and which aspects of these are in need of revision. In addition, reading comprehension achievement refers to the score obtained in the students' reading comprehension tests to measure and assess the success of students in teaching reading process. In this study, the score obtained from reading comprehension test given to the students by using reading material from the Internet after a complete and explanation of the material during the teaching learning process.

In measuring the students' reading comprehension achievement, teachers firstly have to define the specific elements of reading comprehension that they want to assess. Burn et al. in Hennings (1997:269) state that literal comprehension is fundamental; it requires a thorough understanding of word, sentence, and paragraph meaning and as if readers are to make more complex meaning. It means that in reading comprehension achievement students should understand the literal comprehension level, containing of comprehending words meaning, sentences meaning, paragraphs meaning, and comprehending the whole text.

To accomplish those levels of understanding, students must follow some steps. First, students must understand the meaning of words. In this step, they must understand the meaning of each word containing in the sentence. Second, they should include all of the words in the sentence and understand their meaning. In addition, they should be able to understand the paragraph after understanding what the whole sentences mean. Finally, to understand each paragraph and connect main ideas in it, they are able to understand the whole text. Briefly, to measure reading comprehension achievement of students, the teacher must determine first the certain elements of their reading comprehension which would like to be assessed, such as understanding of the word, sentence comprehension, paragraph comprehension, and text comprehension. Each component is thoroughly discussed in the next section.

2.1.1 Word Comprehension

It is basically important in reading comprehension to understand word meaning. If we know what the individual word means and how they are put together in our language, we know what the sentence means (Fairbairn, 1996:9). Similarly, Grellet (1996:15) confirms that "inability to understand the meaning of unknown elements, whether these are ideas or simple words, often causes discouragement and apprehension to students when they are faced with reading text". It means that, to understand a reading text successfully, students should know all the elements of the text such as words meaning included in the text while they are reading.

In comprehending the word meaning, the reader should also know that some functions of the word can be the basic building of sentences. Langan (2004:90) states that the basic building blocks of English sentence are subjects and verbs. It is important to train the students as early as possible to look first for the 'core' of the sentence that is subjects and verbs (Grellet, 1996:15). It means that word meaning is very important to be learned to know the parts of speech of a sentence. The examples of parts of speech are noun, pronoun, adjective, adverb, preposition, conjunction, and interjection. In word comprehension, the most important matter is the ability to identify verbs and nouns because a sentence at least contains of subjects (can be noun or pronoun) and verbs that explain the sentence's idea.

In brief, it can be said that word comprehension deals with understanding of word meaning in a context or in a sentence. The ability to identify "parts of speech" is also important for comprehending the word meaning. In this research, a test containing word comprehension level used to measure the students' ability in comprehending word meaning.

For example:

The sports announcer **talked** *nonstop during the game*.

(Langan, 2004)

Based on the example above, the underlined phrase is the subject, word in bolder letter is a verb, and italic words indicate noun other than subject. The example of question from this sentence is "Who is the sentence about?"

2.1.2 Sentence Comprehension

According to Mifflin (2001:1), a sentence is a group of words that tells a complete thought. To comprehend the sentence, Grellet (1996: 15) suggests that it is better to understand the meaning of some words constructed in sentence than understand of what the sentence tells about, not only the understanding of word-by-word, but also the whole words to express a complete thought. McWhorter (1989: 86) also says that every sentence expresses at least one key idea or basic message.

From the explanations above, it can be said that sentence comprehension is the understanding of what the sentence tells about and also include the whole words to express a complete thought. The students will have no difficulties to get the sentences' message when they have a good capability to comprehend the meaning of the sentence.

For example:

One of my favorite family experiences was when I went to see Anne Frank's (a Jewish victim of the Nazi persecution during World War II) hideout in Amsterdam, Holland.

McWhorter (1989:88) suggests the reader to consider such questions about the subject or predicate such as what, where, which, when, who, and how. The details of the sentence above are the favorite family experience, and in Amsterdam. The word "Amsterdam" answers the question "Where was the favorite family experience place?"

2.1.3 Paragraph Comprehension

A paragraph is a series of sentences about one main idea (Langan, 2004:11). Similarly, McWhorter (1989:102), states that a paragraph is a group of related

sentences about a single topic. Then, Wong (1999:336) states that paragraph is a series of sentences that develop one main idea about a specific topic. Here, to get the comprehension of paragraph, the students should understand every sentence especially topic sentence in a paragraph because both of them are the important elements in comprehending a paragraph.

In order to get the comprehension of paragraph meaning, the reader need to know the parts of a paragraph, namely a topic sentence, support sentence and a conclusion sentence (Wingersky et al. 1999:31). Moreover, to get the meaning of a paragraph, the reader needs to identify and understand the whole parts in the paragraph. Those parts are topic sentence which states the main point of a paragraph, then supporting details which support the topic sentence of a paragraph, and the last is a concluding sentence which restated and summarizing the main point discussed in the topic sentence.

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

a. **Identifying the Topic Sentence**

Wong (1990:366) states that a topic sentence is the sentence in a paragraph that states the main idea and answers the question "What is the writer saying about the subject". McWhorter (1989:101) also states that one thing the whole paragraph is about is called topic. Commonly the main point of a paragraph stated in the topic sentence.

The topic sentence can be located anywhere in the paragraph, it can be stated first in the paragraph, in the last sentence of paragraph, in the middle of paragraph and sometimes stated at the beginning and again at the end of paragraph (McWhorter: 1989). Wong (1999:367) states that in many paragraphs, the first sentence of the paragraph is the topic sentence. In line with Wong's idea, McWhorter (1989:107) points out that most often the topic sentence is placed first in the paragraph. In conclusion, the topic sentence is usually placed

anywhere in the paragraph, but it is usually placed in the first of the paragraph. In fact, most of the readers will look at the beginning of the paragraph first to find the topic sentence.

b. Identifying the Supporting Details

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

c. Identifying the Concluding Sentence

According to Wong (1999:366), the concluding sentence is the last sentence in a paragraph which restates the main idea or summarizes the main idea of the paragraph. Abidi (2005), also says that the conclusion sums up the main points or ideas and it usually completes the topic. Therefore, a concluding sentence or conclusion is the sentences which give signal of the end of a paragraph and remind them that it is the important point of the paragraph.

Ideally a good paragraph contains of three main parts above, but not every paragraph contains a concluding sentence or conclusion, especially the very short paragraph. The purpose of this concluding sentence is two-fold; the first is to reiterate main point developed by the body sentences and the second is to signal the reader that this is the end of the paragraph (R.I.T., 2013). Here, although the concluding sentence cannot always be seen in all of paragraphs a concluding sentence has an important contribution in a paragraph. It has the function to gives a final comment of the writer about the topic.

In conclusion, according to the statement above paragraph comprehension is understood the words, sentence and the paragraph itself. Here, the reader must

grasp the author's main idea and details which are used to support the readers' thought.

In this research, paragraph comprehension refers to understanding the topic sentence, the supporting details, and the concluding sentence. The following paragraph is the example of concluding sentence.

For example:

My Favorite Family Experience

One of my favorite family experiences was when I went to see Anne Frank's (a Jewish victim of the Nazi persecution during World War II) hideout in Amsterdam, Holland. I had read Anne's published diary when I was younger, so I was extremely thrilled to actually have the chance to see where she and her family hide from the Germans for so many months. I walked up the stairs of an apartment building and into a room with only a bookshelf in it. What I remembered from reading the diary was there was a doorknob behind the books. I found the doorknob and turned it and there was the secret annex. When I stepped into the room behind the bookshelf, I felt as if I had stepped back into history. I found Anne's room still with pictures of her favorite celebrities on her walls. The Frank family's furniture was still placed where they had left them in the rooms, everything just as described in the diary. I toured each room in awe of actually seeing how they had lived, yet with sadness to know how it all ended. Anne's diary was no longer just a book to me, but true heart-felt, emotional life story written by a girl I felt I almost knew.

(Taken from: http://english120.pbworks.com/)

From the paragraph entitled "My Favorite Family Experience" above, we can ask a question like "What is the Concluding Sentence of the text above?"

2.2 The Factors Affecting Reading Comprehension Skills

There are some factors affecting reading comprehension skill, they are materials, background knowledge, the students, and the teacher (Kustaryo, 1998:15).

The brief explanations of each factor that influences reading comprehension as follows.

2.2.1 Material

In reading comprehension skill, the material is the first factor that can affect the students to read. The materials should be relevant to the reader's level, reading ability, and experiential background. Therefore, a teacher should select the materials which are suitable with the level of 2006 English curriculum, and the topic should be familiar and interesting to the students (William, 1986). Knowing the explanation, the researcher took narrative text about folklore of legend story in Indonesia from the internet as the materials. It was because folklore of legend story in Indonesia is a familiar theme to the students. So they were suitable with the age and the level of the eleventh grade students. Moreover, narrative texts which are used based on 2006 curriculum.

2.2.2 Background Knowledge

The background knowledge is the second factor affecting reading comprehension skill. Gillet and Temple (1990:54) confirm that the amount of background knowledge of students will affect their reading comprehension. It will be easier for the students to make a prediction about the content of the text when they have background knowledge about the text. Therefore, in this research, the researcher took narrative text about folklore of legend in Indonesia from the Internet because it was familiar to the students. Furthermore, the students' prior knowledge is a very important foundation in getting the gist of the paragraph (Kustaryo: 1988:15).

2.2.3 Students

The third factor affecting reading comprehension skill is the students. This factor is closely related with the students' themselves especially dealing with their reading motivation. Yun and Ping (2007: 17) state that motivation of reading

affecting the reading comprehension of a learner. The stronger subjects' motivation, the higher reading proficiency they may have. It means that the students had a big motivation when they understand what their purposes in reading are, so they will be quick learners. It can conclude that students' motivation and purposes of reading affecting the reading comprehension skill.

2.2.4 Teacher

The last factor affecting reading comprehension skill is the teacher. According to Kustaryo (1988:22), the teacher's skill and personality are instruments that create the condition for learning. The teachers' language proficiency and their knowledge of strategies and techniques of language teaching affect the teaching and learning process. A teacher should also select appropriate materials which are interesting and suitable with the level of the learner. In this case, the teacher plays an important role in selecting appropriate reading materials by considering students 'knowledge and level of difficulty, and can improve students' motivation to read and active during the learning process.

In sum, there are some important factors which can affect the reading comprehension skill, those are the materials, the background of knowledge, the students, and the teacher. In this classroom action research, the English teacher collaborated with the researcher used reading materials adapted from the internet by using the folklore of the legend in Indonesia as the material in teaching reading.

Therefore, reading materials adapted from the internet were chosen as the materials by the researcher and the teacher, because reading materials adapted from the internet were very interesting and various, so the teacher could increase the students' motivation to read and to be active during the teaching and learning process.

2.3 The Students' Active Participation in the Teaching Learning Process of Reading

According to Tyler (2008), participation is the key of lively class. If only a few students participate by volunteering answer, asking questions, or contributing to discussions, class session will lose an opportunity to assess and promote learning (McMahon, 2009). It means that students' participation is the important thing in a teaching and learning process that shows that the students are interested and motivated in class of reading to really understand what is being read.

In this research, students' active participation in the teaching and learning process of reading comprehension was reflected by their activity in reading the text given by the teacher, their enthusiasm in doing the task, their active participation in asking and answering question, their contribution in discussions about the lesson in groups, and making the notes about the lesson learned.

2.4 Reading Materials Adapted from the Internet

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

2.5 The Advantages and Disadvantages of Using Materials Adapted from the Internet in Teaching Reading

As reading materials used in a class, reading materials adapted from the internet have advantages and disadvantages. The advantages and disadvantages of materials adapted from the Internet for teaching reading in classroom would be presented in the following part respectively.

2.5.1 The Advantages of Using Reading Materials Adapted from the Internet in Teaching Reading

Heinich (2002:264) has noted that the strengths of reading materials from the internet are as follows: accessible, variety of media, up-to-date information access, navigation, idea exchange, convenient communication, and low cost. Furthermore, in this research the strengths of reading materials from the internet were: accessible, variety of media, up-to-date information access, navigation, and low cost. The sections below discusses in detail about those strengths respectively.

a. Accessible

One of the strength of the reading materials from internet is accessible. According to Heinich (2002:264), mentions that students no longer only have access to textbooks, but to content materials located far beyond the walls of the school building. It means by using the internet students can get the materials they need to learn. They can find it and no limitation to the students to access the material in the internet. Heinich adds that you and your students can obtain information housed in multiple, distant, and inaccessible libraries around the world. In other words, in the internet both of students and teachers can easily access the material for teaching learning process from the other collection book of other school and country.

b. Variety of Media

According to Heinich (2002:268), Internet sites may contain a variety of media, including text, audio, graphics, animation, video and downloadable software. It can be said that the students can find so many kinds of media from the internet to use in learning process such as text, audio, graphics, animation, video and software that can be downloaded easily. So, they will be more interested in learning especially in learning English by using so many varieties of the media.

c. **Up-to-date Information Access**

In this modern age, educational support facilities sometimes still limited to the available school resources. With the internet, the learning process in the school has made a little change. The ability to connect with the wider community that exists around the world with the Internet has opened new horizons in education, especially in terms of the materials used in the study. Information and internet access that is always up-to-date have made significant impact on the current learning model. Students can access data or learning materials from existing library school or another city to enrich their knowledge. Therefore, access and information that is up-to-date on the internet is very influential in improving the capability and spirit of the students in learning, especially in English.

d. **Navigation**

A primary advantage of the Internet is the ability to move easily within and among document, Heinich (2002:271). Simply by pressing a button or click of a mouse, users can search a variety of documents in various locations without having to move to the other places or open another document. With the Internet that is easily accessible, teachers and students will be slightly helped in terms of learning resources in accordance with its time. They can also save the time for learning activities, because they are quick to search for it on the internet without having to visit to the other library, or even out of town just to get the necessary learning materials.

e. **Low Cost**

According to Heinich (2002:271), the costs of hardware, software, telephone time, and telecommunication service are nominal and are decreasing. With the Internet the students and the teachers can save the cost they incurred to complete a learning tool especially the material in learning process. The use of Internet is more effective for the low cost required for use. Costs incurred to acquire all of the

materials needed in a book could have been more expensive than the cost of buying some support equipment to access the Internet. By using the Internet students do not need to pay more to update the appropriate learning materials.

In conclusion, there were several reasons to use reading materials from Internet, those are accessible, variety of media, up-to-date information access, navigation and low cost. Based on the explanations above, it can be assumed that in teaching learning process the students' reading comprehension achievement could improve when they are taught by using reading materials from Internet.

2.5.2 The Disadvantages of Using Reading Materials Adapted from the Internet in Teaching Reading

Nothing is perfect. Those advantages above give us some reasons to use reading materials adapted from the Internet but while using them, teachers sometimes face some problems. The disadvantages of using reading materials adapted from the Internet in the reading classroom are:

a. Age of Inappropriate Material

One of the disadvantages of using reading material adapted from the internet is age of inappropriate materials. One concern is that some of the topics discussed on computer networks, especially on the internet, are not appropriate for younger students, Heinich (2002:271). Almost everyone can access the Internet, ranging from adults to young children. Not to be surprised if a lot of content that is not in accordance with the age of the Internet users. Therefore, students and teachers should be more careful in determining the learning material to be taken from the internet and have to adjust the needs and age of the students. In this study, the researchers chose and adjusted the materials adapted from the internet before giving them to the students according to their age and level of study.

b. Unprecedented Growth

According to Heinich (2002:271), it is estimated that several thousand new website are added to the internet every day. He adds that this growth makes finding information extremely difficult. In other words, information update in the internet is very fast. In one day there will be probably more than one update information contained in the Internet, in fact it is possible for us to lose the information we need from the Internet. So to overcome it, when we found the learning materials required and appropriate especially reading material from the internet, students and teachers should save it immediately. In this study the researcher wrote down the time when the researcher access it, so that when the students wanted to trace it back in the future they would be no longer confused with the information which has been updated by another user.

c. Support

Without such support and thoughtful management, a computer network may die quickly, Heinich (2002:271). A good management in managing computer networks and the Internet is very important, especially the Internet and computer networks that exist in schools. Almost all students use it, therefore it takes a good management of Internet access that support equipment that can be used optimally by the students in finding materials for classroom learning activities. Unfavorable management can be detrimental to the school as a provider and of course the students and teachers who will be very limited in finding information about the update learning materials in class. In this study, in every meeting the researcher asks the students to use the computer carefully based on the procedure and only used the computer for learning purpose.

d. Lack of quality

According to Heinich (2002:271), anybody can post anything on the web, including unstubtianted, erroneous, or untruthful information. In other words,

everyone can put everything into the internet. Start from the positive things that can be used in the classroom learning to the negative things that should not be accessed by the existing students. Sometimes the positive one stills less in accordance with the learning and tends carelessly. Ultimately the students who do not understand the truth about things that exist on the internet could be wrong in accessing data or learning materials. Therefore, in this research the researcher was more careful in determining the material taken from the internet as learning materials by selecting the trusted and qualified site such as www.Englishindo.com, and select the appropriate materials for the students.

2.6 The Use of Reading Materials Adapted from the Internet in the Classroom

There are some examples and source of reading materials possibly used in the classroom. The sources of materials that can be used in the classroom are infinite, but the most common are newspapers, magazines, TV programs, movies, songs and literature (Berardo, 2006:62). From the idea above, it can be said that all of those materials sources can be used to update students' knowledge in teaching learning process in the classroom, including reading.

In this modern era, most of the people in the world have already known about the Internet. The Internet is a modern day reality, most students use it and for teachers, there is easier access to endless amounts of many different types of material (Berardo, 2006:62). In addition, it is said that one of the most useful reading materials is the material taken in the internet. Internet is always update every time, more visually stimulating as well as being interactive, and promoting more effective approach to reading rather than the other reading materials. Furthermore, the Internet can stimulate the students to be more active in the teaching learning process especially in reading comprehension with interesting visual materials and also transform communication around the world quickly.

Using the materials adapted from the internet for this research, the researcher and the English teacher checked the materials first before delivering them to the

students. The researcher made some corrections or revisions on the materials itself to make sure whether the materials have some errors or mistakes in their vocabularies and grammar or not. Here, the materials should be in the correct form because the printed materials from internet were used as the materials in teaching reading. For that reason, in this classroom action research, the reading materials were printed materials adapted from the internet with simple revision when needed.

Narrative texts adapted from the internet were used in this classroom action research as the reading materials. Here, the researcher used two texts of narrative for each meeting. The topic of narrative text chosen based on the 2006 Curriculum that narrative, descriptive and recount is the text types should be taught to the eight grade students of junior high schools (BNSP, 2006: 290). In addition, related to the English teacher's information which was gained through the interview in the preliminary study the students were less interested in comprehending narrative texts, because the materials in the text book delivered are in the same version.

2.7 The Procedures of Teaching Reading Materials Adapted from the Internet

According to Rivas (1999:15), a reading activity can be divided into three phase, those are pre-reading, while-reading, and post-reading. Similarly, Berardo (2006:65) states there are three basic types of reading activity; pre-reading, post-reading and post-reading. Therefore, in this research the procedures of teaching reading activities by using reading materials adapted from the internet were as follows:

1. Pre-reading activities

Pre-reading activities, sometimes known as preparation phase in reading activity (Williams, 1984:37). In addition, he also says that the aims of pre-reading activity are; to introduce and arouse interest in the topic, motivate the learners and provide some language preparation for the text. This means that in this phase the teacher helped the students to increase their interest in teaching

reading and build up their motivation by giving some language preparation so that they were ready with the reading materials given. In this research, it was conducted by asking some leading questions to introduce the topic of discussion, introducing the text that would be learned, showing the pictures, and stating the objectives of the study.

2. **While-reading activities**

While-reading activities were used to encourage the learner to be a flexible and active reader to promote a dialogue between reader and writer (Berardo, 2006: 65). In this activity, the students did the task in pairs. Then, the students did the activities in pairs to get better understanding about the materials through discussion with their partners. This activities started by asking the students to read the materials for detailed information, discussing the materials, asking and answering questions related to the topic being discussed, and finding the general information as well as the specific information from the materials from the internet.

3. **Post-reading activities**

Post-reading activities helped the students to consolidate or to reflect upon what has been read and relate the text to the learners' own knowledge, interest and view (Williams, 1984:39). In addition, post-reading were questions that follow a text, used to test understanding but sometimes a good schemata was enough (Berardo, 2006:66). In this study, post-reading was done after doing pre-reading and while-reading activities. These activities were done by asking students to draw the conclusion to reflect what they have read from the text.

2.8 The Action Hypothesis

Based on the theory above, the hypotheses of this classroom action research are formulated as follows:

1. The use of reading materials adapted from the internet could improve the students' active participation in reading teaching learning process at the class XI-MIA students of SMAN 1 Rambipuji Jember in the 2014/2015 academic year.

2. The use of reading materials adapted from the internet could improve reading comprehension achievement at the class XI-MIA students of SMAN 1 Rambipuji Jember in the 2014/2015 academic year.
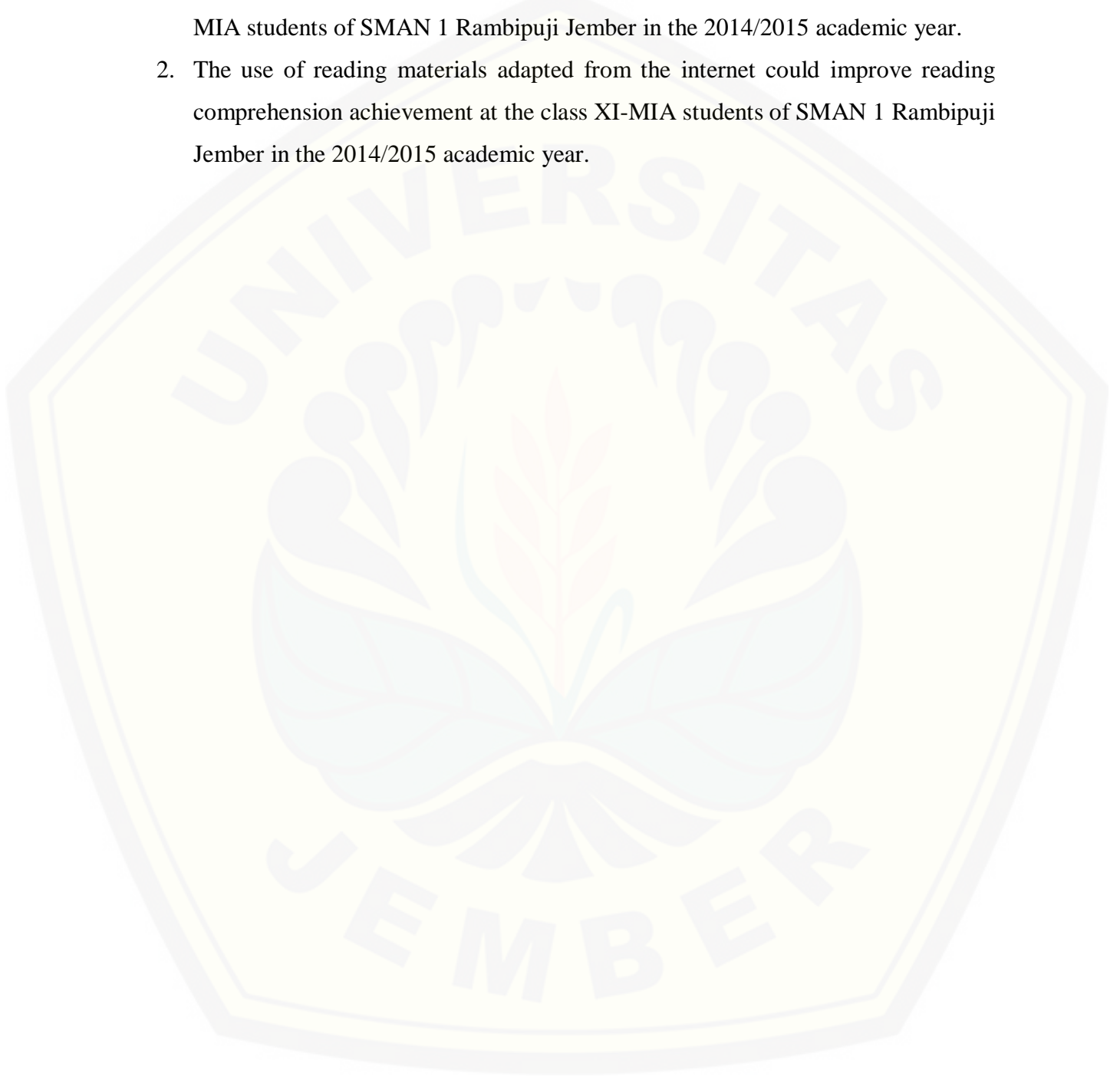
CHAPTER 3. RESEARCH METHODOLOGY

This chapter presents about the research methods applied in this classroom action research. It highlights about, research design operational definition of the key terms, area determination method, subject determination method, data collection method, research procedures, and data analysis method. Each point is explained in the following part respectively.

3.1 Research Design

Classroom action research was used in this research because this research was intended to improve the students' reading achievement by using reading materials from internet at the XI-MIA 3 grade students at SMAN Rambipuji Jember in the 2013/2014 academic year. According to Gay (2011: 508), an action research in education is any systematic inquiry conducted by teachers, principals, school counsellors, or other stakeholders in the teaching learning environment that involves gathering information about the ways in which their particular school operate, the teacher teach, and the students learn. In addition, Gay further confirms that the action research provide the teacher as the researchers with a method for solving everyday problems in schools so that they may improve both student learning and teacher effectiveness. In this research, the researcher applied the classroom action research with cyclical model. But this research was conducted in one cycle. The cycle covered four stages: the planning of the action, the implementation of the action, observation and evaluation, and data analysis and reflection. In education, the action research can be done collaboratively between teachers, principals, school counsellors or other stakeholders in the teaching learning environment. Dealing with the statement above, the present classroom action research was conducted collaboratively with the English teacher of class XI-MIA 3 SMAN Rambipuji Jember. The collaboration was carried out on planning the action, implementing the action, observing the class, and doing reflection.

However, the classroom action research was adapted in terms of the activities of the research in the research design. There are four activities in the research design and all of the activities were adapted and adjusted to the needs of the research in order to make it acceptable to be applied in this research. In this research, the researcher and the English teacher of class XI-MIA 3 SMAN Rambipuji Jember conducted the action collaboratively. The researcher and the teacher took turn to do the action and observation in the classroom. The action of each cycle covered four activities, namely: (1) the planning of the action, (2) the implementation of the action, (3) observation while implementing the plan, and (4) reflection of the action.

Figure 3.1 The Design of Classroom Action Research
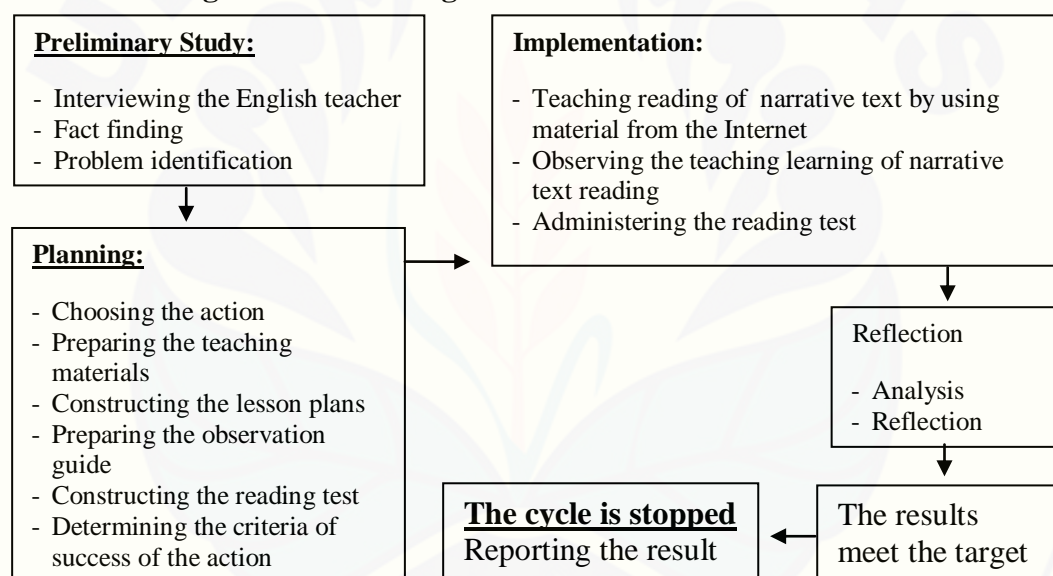
(Adapted from: Lewin in Elliot, 1991: 70)

The Activities of the Research were as follows:

1) Undertaking the preliminary study by interviewing the English teacher of XI-MIA 3 in order to identify the problems in reading comprehension.

2) Observing the classroom to know the students' participation during the teaching learning process of reading before they are taught reading by using reading materials adapted from the internet.

3) Planning the actions by constructing the lesson plans for the cycle that was done in two meetings (lesson plan 1 and lesson plan 2).

4) Implementing the action in the cycle in teaching reading comprehension. In this activity, the researcher was teaching while the English teacher was observing the action.

5) Observing the classroom during the implementation of the action.

6) Administering a reading comprehension test to the research subjects after the action done at the end of the cycle.

7) Analyzing the results of reading comprehension test quantitatively.

8) Analyzing the result of classroom observation quantitatively and qualitatively.

9) Reflecting the results of reading comprehension test and the result of classroom observation descriptively.

3.2 Area Determination Method

The area determination method was determined by using purposive method. Fraenkel and Wallen (2006:100) state that a purposive method is a method in choosing a research based on a certain purpose or reason. This research was conducted at SMAN Rambipuji Jember. This school was chosen by considering some following reasons:

a. The Headmaster gave permission to the researcher to conduct this classroom action research.

b. The English teacher has agreed to conduct a classroom action research by using reading materials adapted from the Internet.

c. The English teacher never applied teaching reading using materials adapted from the Internet.

3.3 Subject Determination Method

The subject of this research was the students of class XI-MIA 3 in SMAN Rambipuji Jember in the 2014/2015 academic year. This class was chosen because it had the lowest mean score of reading comprehension test among the

other classes based on the pre-test score (68). Moreover, the standard passing grade of English subject of the school is 70, but students who could reach this score level comprised 40% from 34 students of XI-MIA 3. Besides, according to the teacher's information, the students' participation in learning process was still less active.

3.4 Data Collection Method

The data collection method is the method used to collect the data in a research. In this research, the data were collected on 20th August 2014. The methods that had been used in collecting the data were reading test, observation checklist, interview guide, and documentation. They are explained below.

3.4.1   Reading Test

The primary data of this research was the scores of reading test. According to Arikunto (2006: 150), test is as an instrument that is used to measure skills, knowledge, and talents of individual or group. Further, Hughes (2003: 11) categorizes the test into four types; namely proficiency test, achievement test, diagnostic test, and placement test. Achievement test was used in this research in order to measure the students' reading comprehension achievement after being taught by using reading materials adapted from the Internet.

A test is said as a good test if the test fulfils two requirements, they are valid and reliable (Fraenkel and Wallen, 2006: 150). Based on Frankel and Wallen, validity refers to appropriateness, meaningfulness, and usefulness of the inferences a researcher makes. It means that the test is considered to be valid if it measures what supposed to be measured. Meanwhile, Hughes (1996:36) points out that "the most similar the scores would have been, the more reliable the test is said to be". It can be said that the test can be categorized as reliable test if the test is administered at different times but the result should be close for each time.

Furthermore, Hughes (2003: 22) adds that there are two kinds of test based on the method of scoring; they are objective and subjective test. When there is no interpretation required on the part of scorer, it can be called as objective scoring.

On the other hand, if judgment and interpretation is needed, then the scoring is said as subjective scoring. Djiwandono (1996: 28) states that an objective test is more practical and easier to do in term of scoring. Further, he adds that the objective test can avoid subjectivity in scoring. Therefore, the objective test was applied in this research since it could avoid subjectivity in scoring.

In applying the achievement test, this research used teacher-made test. The reading comprehension achievement test was administered at the end of the cycle. The test that was conducted in this research was objective test in the form of Multiple Choice tests and True-False. Multiple Choice tests and True-False test were given at the end of each cycle. There were 25 test items for multiple choices and 10 test items for true false (T/F) questions. The distributions of the reading comprehension test in the Multiple Choice items were arranged as listed below:

Word   : 3, 6, 9, 12, 16, 18, 20, 23, and 24

Sentence   : 1, 5, 10, 13, 15, 21, and 22

Paragraph   : 2, 8, 14, 19, and 25

Text   : 4, 7, 11, and 17

In doing the reading test, the students were asked to answer 35 test items in 60 minutes. There were two sections of the test. The first section was done in 35 minutes, which covered 5 minutes to read the reading materials given by the teacher and 30 minutes to do the test in section 1. In this section there were 25 multiple choice tests from the text in the reading test. Then, the second section was done in 25 minutes. In this section there were 10 true false test items. The statement given in this section was needed to prove whether the statement was true or false. Dealing with scoring, each item for multiple choice tests was scored 2 points, and each item for True-False test was scored 5 points. Therefore, the total score of the test was 100 points.

There were three narrative stories used in this research. In the cycle, "JakaTarub and Seven Angels" story was applied for meeting 1 and "Toba Lake" story for meeting 2. The researcher used "The Curse of Joko Bandung" story for the test 1. All the materials were taken from http://www.englishindo.com/2011/12/cerita-legenda-bahasa-inggris.html.

3.4.2 Observation Checklist

Observation in the classroom action research was direct observation that can be done by test, questionnaire, picture recording and sound recording (Arikunto, 2006:157). Observation in this research was conducted to record the students' activities and responses during the teaching and learning process. The observation instrument used in this research was observation checklist. Checklist is a list of variables which data is going to be collected (Arikunto, 2006: 159). Here, the researcher used the checklist for observing the students active performance to take the data. The indicators observed were the students' activities in 1) student read the text, 2) students make some notes about important things in the text,3) rewrite the answer from the reading material to the task,4) students answer the teacher's questions, and 5) students do exercises. The students who could fulfil at least 4 indicators were active students, and the students who fulfil less than 4 indicators are passive students. The following is the form of the observation checklist for the students' participation.

Table3.2. The Observation Checklist

No	Name	Indicator					Active	Pasive
		1	2	3	4	5		
1								
2								

3.4.3 Interview

According to McMilan (1992: 132), interview is a form of data collection in which questions are asked orally and the subjects' responses are recorded. In this research, semi structured interview was conducted to get the information needed. According to Arikunto (2006: 156), semi-structured interview deals with a list of questions and details to get the information needed during the process of interview. In this case, a list of questions was prepared concerning with the English curriculum, the schedule, the materials and the media, as well as the problems faced by the students especially in learning reading. The interview was

conducted with the English teacher of the XI-MIA 3 grade students by using an interview guide (Page:).

3.4.4 Documentation

According to Arikunto (2006: 158), documentation is used to get data from written documents, such as books, reports, daily notes. Documents in this research were the names of the research subjects and the students' previous scores in reading comprehension test of class XI-MIA 3 of SMAN Rambipuji Jember. It was used as a basis for comparing the results of the test done in this action research.

3.5 Operational Definition of the Key Terms

The operational definitions are needed to avoid ambiguity and misinterpretation. Making the same perception between the researcher and the reader of the concept use in this study is very important. The terms that are necessary to be operationally defined in this research are in the following.

3.5.1 Reading Comprehension

Reading comprehension in this study referred to the students' ability in comprehending the reading narrative text covering word comprehension, sentence comprehension, paragraph comprehension and text comprehension.

3.5.2 Reading Comprehension Achievement

The students' reading comprehension achievement in this research could be seen through their scores in reading comprehension test after being taught by using reading materials adapted from the Internet.

3.5.3 Narrative Text

Narrative texts that were used in this research were about the Indonesian folklore legend. The purpose of those texts was to entertain or to amuse the readers or students.

3.5.4 Reading Material Adapted From the Internet

In this research, the reading materials from internet used were about the folklore legend story in Indonesia taken from http://www.englishindo.com.html. There were still some errors about the grammar on the text, but the researcher had checked and corrected them.

3.5.5 The Student's Active Participation

Here, students' active participation referred to the students' activeness and willingness to participate during the reading class. The students' active participation could be seen by their active role in reading the text, making some notes about important things in the text, rewriting the answer from the reading material to the task, answering the teacher's questions, and doing the exercises. The students were categorized as the active students if they could fulfil at least four indicators.

3.6 The Research Procedure

As stated in the research design, this classroom action research was done in a cyclical model. There were four phases in each cycle; namely the planning of the action, the implementing of the action, the class observation and evaluation, and reflection. The details activities in each phase will be explained in the following parts.

3.6.1 The Phase of Planning of the Action

In this research, there were some activities to plan and prepare before implementing the action. They were as follows:

1) Choosing the narrative text from the Internet and revised it.
2) Constructing the lesson plan for the first cycle (lesson plan 1 and lesson plan 2).
3) Preparing the students' reading tasks.
4) Constructing the reading comprehension test.
5) Preparing the observation guide in the form of checklist.

6) Constructing and evaluating the instrument (the reading test).

According to the activities in the planning of the action phase above, to make easy in doing research, those activities needed to be prepared before conducting the research.

3.6.2 The Phase of Implementing of The Action

In this study, the implementation of the action was done by the researcher. The researchers took action in the form of teaching reading comprehension using reading materials from the Internet. The action in the cycle was set in two meetings and followed by reading comprehension test in the third meeting.

The researcher taught collaboratively with the English teacher. For the first in the cycle, the researcher was the teacher, while the English teacher was the observer.

3.6.3 The Phase of Class Observation and Evaluation

After doing the action, it was followed by giving a test of reading comprehension in the third meeting. Since the results of the first cycle had met the criteria of the section of the action, the action was stopped.

Further, in this research, the classroom observation and evaluation needed to be done to know the students' progress in teaching and learning process by using reading materials adapted from the Internet. Those activities are explained in the following section.

a. Observation

Observation was done in order to know the students' participation in teaching and learning process. An observation guide in the form of checklist had been done by the English teacher during the teaching reading using reading materials adapted from the internet. Observation checklist was used to know the students' active or passive participation in the classroom. The observation checklist contains some indicators of students' active participation. The indicators of observation checklist are: a) student answered the teacher's

questions; b) student read the text; c) student made some note about important thing of the text; d) re-write on the task, and e) student did exercises.

In this research, the students were categorized as active students if they fulfilled at least four indicators. Meanwhile, the students were categorized as passive students if they perform less than four indicators.

b. Evaluation

The use of reading materials adapted from the Internet was used to improve the students' reading comprehension achievement and their active participation in the teaching learning process at. The evaluations were classified as process and product evaluation.

In getting the list of data by observing the students' active participation in the classroom, the observation was conducted in each meeting during the teaching learning process to do the evaluation process. Meanwhile, the product evaluation was done by giving reading comprehension test to get the students' scores to find out the students' reading comprehension achievement.

The criteria used to determine whether the action was successful or not. The following criteria were used.

a) The students' mean score of reading comprehension is at least 70, and it can be reached by at least 75% of the research subjects.

b) The result of observation shows that the percentage of the students' active participation is at least 75%.

3.6.4 The Phase of Data Analysis and Reflection

Data analysis and reflection were needed to do in order to know and analyze the obtain data about the students' improvement in reading comprehension achievement after being taught by reading material adapted from the Internet. The data analysis and reflection will be discussed in the following part.

a. The Data Analysis Method

The data analysis method is an important thing in a research to analyze the obtained data. The data gained in this research were primary data that covered the students' score of reading comprehension test and the results of the observation data in the teaching learning process.

1) Observation

The results of students' active participation in the observation checklist were analyzed by using the following formula to find the percentage of the students' active participation.

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

Notes:

E = the percentage of the students who are active
n = the total number of the students who are categorized as active students
N = the total number of the students

(Ali, 1993: 186)

2) Test

To find the percentage of the students who get the reading comprehension test score of 70 or more, the scores were analyzed by using the following formula:

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

Notes:

E = the percentage of the students who achieve > 70 as the minimum score.
n = the total number of the students who achieve > 70 as the minimum score.
N = the total number of the students

(Ali, 1993: 186)

b. Reflection

The reflection was done after knowing the result of the test and observation data analysis in the cycle. Here, reflection had the purpose to know whether there was any improvement of students' reading comprehension achievement after being taught by using material adapted from the internet or not.

It could be known from the students' improvement of their reading comprehension achievement test. The result of the reflection was used as the guideline to revise the problems that were faced in the implementation of the cycle.

CHAPTER 4. RESEARCH RESULT AND DISCUSSION

This chapter presents the result of classroom action research. It consists of the result of observation, the result of reading comprehension test, the result of reflection, and discussion. Each part is presented in the following section respectively.

4.1 The Result of the Action in the Cycle

The activities done in the cycle were planning the action, implementation of the action, observation during implementing the action, and reflection of the action.

The activities in planning the action were constructing the lesson plan, observation guide and reading test materials. All of them had been consulted to the consultants and the English teacher of SMA Negeri Rambipuji Jember so the researcher could continue to implement the action. During the implementation of the action, the activities were teaching reading narrative text by using materials adapted from the internet. The implementation of the action was conducted in three meetings. Two meeting were used for the action and another meeting was used for administering reading comprehension test. The implementation of the action in the first meeting was done by the researcher while the English teacher was the observer. Conversely, the implementation of the action in the second meeting was done by the English teacher while the researcher was the observer. The evaluations that were conducted in this research were process and product evaluation. Process evaluation was conducted to know the students' active participation during the teaching learning process. While product evaluation was conducted to know the students' reading comprehension achievement after the actions were given.

4.1.1 The Result of Observation in Meeting 1

The observation was defined as the process evaluation where it was used to know the students' active participation. The observation in the cycle was conducted

in two meetings. It was intended to observe the students' participation during the teaching learning process of reading narrative text by using materials adapted from the internet. In the observation process the observation checklist was provided to record the students' participation. The observation checklist was in the form of a table. There were five indicators observed, namely: 1) the students read the narrative text (Text 2) given by the teacher, 2) the students makes notes about important things in the text (Text 2), 3) the students discuss the task based on the text, 4) the students do the task, 5) the students answer the teacher's question. The student was categorized active if they fulfilled at least three of five indicators. The result was categorized successful if the students' active participation at least reaches 75%. While teaching reading by using materials adapted from the internet, the researcher combine two theories from the experts, they were the theory of reading and the theory internet based learning. The steps in teaching reading narrative text using materials adapted from the internet were: 1) pre-reading, 2) while-reading, and 3) post-reading.

a. Pre-reading Phase

In the first meeting, the researcher taught reading narrative texts adapted from the internet about "The Legend of Surabaya". The first step was started with pre-reading phase. The researcher prepared all the materials and the room for teaching before the first meeting. The materials were adapted from the internet, and the room chosen for teaching was the computer laboratory. This room was chosen because it had a few tools needed in teaching reading narrative using materials from the internet such as a computer in every table and LCD projector to show the material. The total number of computer was only 24, so the students were asked to sit in pairs (one computer for two students).

The first meeting was done on Tuesday, April 28th 2015. In the first meeting, the researcher came early before the class started and asked the students of XI-MIA 3 to move to the computer laboratory. The researcher prepared the laboratory by

turning all of the computers up and also the LCD projector to show the material. The students were attracted and interested in the slide showed on LCD, some of them asked some question about the lesson. The process of teaching reading by using materials from the internet started with pre-reading activities. Pre-reading was used to introduce the topic and to gain the students' attention to the topic. In this stage, the researcher asked some leading questions to the students. After that, the researcher showed the picture of the monument of Sura and Baya. Most students could answer the questions, but in "Bahasa Indonesia". In this condition, the researcher told them about the correct way to answer the questions in English.

b. While-reading Phase

While-reading was the next activities after pre-reading. This phase was used to help the students understand the reading text, such as the structure and the content. In this phase, the researcher showed the original reading materials to the students, they were asked to find some misspelled words, misprinted, incorrect punctuation, or tense that was still in simple present tense. After that, the researcher showed the correct text to compare with the original one. All this activities were conducted using the LCD, thus the students did it on the screen.

The lesson started by explaining the definition of a narrative text, the generic structure and its language feature. Then, the researcher showed the example of a narrative text about "The Legend of Surabaya" on LCD and asked the students to read the text shows on LCD by themselves. There were a total of 35 students and all students attended the class. The students were asked to work in pair and only one group with three students. After that, the researcher asked the students to open the file on the desktop first, which is the reading material about "The Legend of Joko Tarup" that have been prepared before and ask them to read the text in pair. In reading section, some students did not really read the text. They just looked at the text and the questions. After the students finished reading the text, the researcher gave them the

answer sheet asked them to do the task 1 in pair. After the students finished doing task 1, the researcher discussed the answer of task 1 with the class. Next, the researcher asked the students to do task 2 in pair. After the students finished the task 2, the researcher discussed the answers with the class. In discussing the answer, the researcher asked the students to raise their hand if they knew the answers. After that, the researcher checks the answers with the class by showing the blank answer sheet on LCD. The right answer showed by changing color of the answer, so the students would be interested in discussing the answer and most of them were active to answer the question.

c. **Post-reading Phase**

The last phase was post-reading activities. In this phase, the researcher reviewed the materials and guided the students to draw the conclusion. The researcher asked the students about the materials they had learnt on that day. It was used to check their understanding after the lesson was given. In this phase, the researcher asked questions about narrative text, the generic structure, and the language features. The teacher also asked them about their experience during the teaching learning process they have done. The result of observation of the first meeting is presented in the following table.

Chart 4.1 Observation Result in Meeting 1
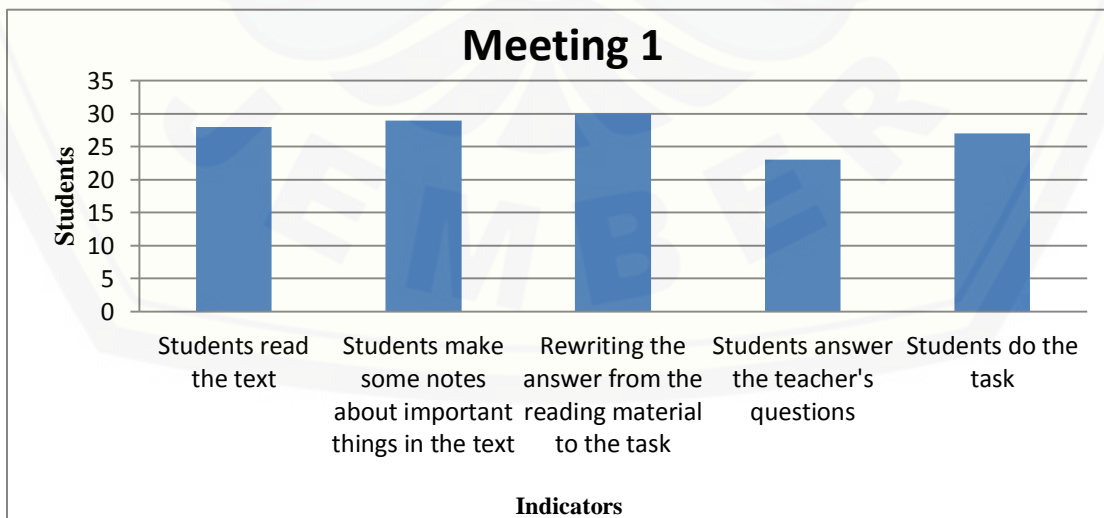
In the first meeting, all of the students of XI-MIA 3 joined the lesson. Based on the chart above, 28 students read the text, 29 students made some notes about important things in the text, 30 students rewrote the answer from the reading material to the task, 23 students answered the teacher's question, and 27 students did the task. Based on the observation checklist result, it was revealed that 23 out of 35 students fulfilled at least 4 indicators. It means, there were as many as 67% students participated actively during the teaching learning process. Meanwhile 33% students remained passive during the lesson. Based on the result, it can be concluded that the first meeting had not achieved the target of active participation yet.

4.1.2 The Result of Observation in Meeting 2

In the second meeting, the teaching learning process was conducted by the English teacher of SMA Negeri Rambipuji Jember, while the researcher as the observer. The teacher taught narrative text about "The Legend of Toba Lake". The second meeting was done on Tuesday, May 12th 2015. In implementing the second meeting, the teacher applied the same media and procedure. In pre-reading activities, the teacher started the lesson by asking some leading question and showing the picture of Toba Lake on slide. The situation was more active when the students were taught by their teacher. They were not reluctant to ask everything to her, so the teaching learning process ran more smoothly.

In while-reading phase, the teacher started the lesson by asking the students to make a pair and after that the teacher reviewing about the narrative text. She showed the previous material as it had been done in the first meeting. After reviewing the materials, the teacher asked the students to open the file on the desktop about the narrative text. The file here had been changed after the first meeting done, so they do not read the same text on in the desktop. Next, the teacher asked the students to read the text carefully. After the students finished reading the text, the students were asked to do the task 1 with their pair. After they had done the task 1, the teacher discussed

the answers of the task 1 with the class. Next, the teacher asked the students to do the task 2 still in pair. After the students finished do the task 2, the teacher checked the answers of the task 2 with the class.

In discussing the answers, the researcher asked the students who could answer the question to raise their hands first and then let him/her answer the question. In meeting 2 the students were more active than in meeting 1, because at this time they were taught by their teacher. The teacher sometimes gave additional questions to the pair who was passive in participating in the lesson.

In the last phase, this was post reading activities. In this phase, the English teacher reviewed the materials and guided the students to draw the conclusion. The following chart presented below is the result of observation in the second meeting.

Chart 4.2 Observation Result in Meeting 2
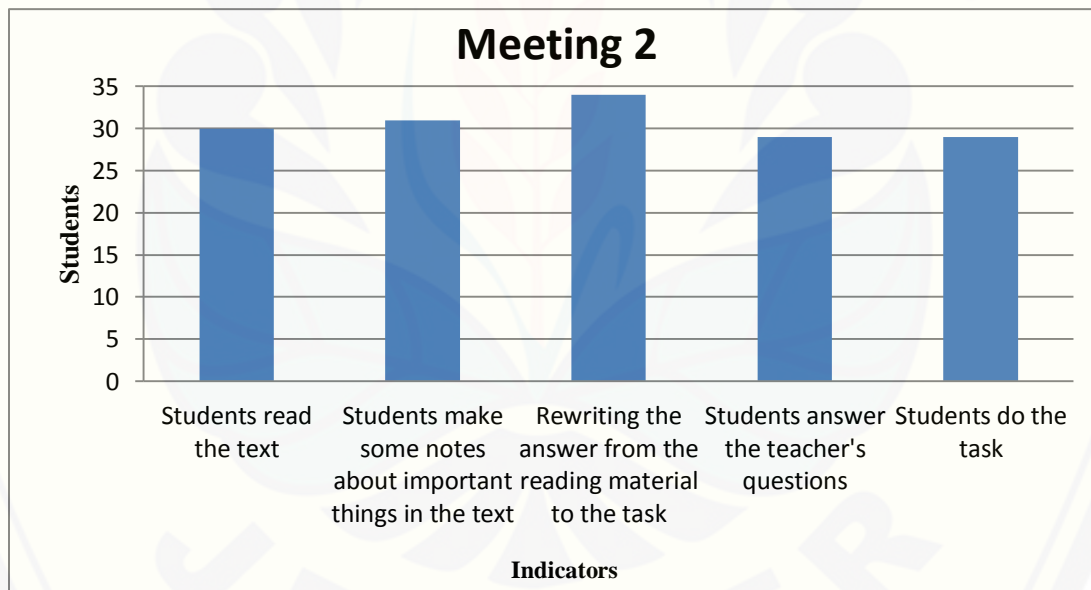
In the second meeting, all of the students joined the lesson. Based on the chart presented above, a number of 30 students read the text, 31 students made some notes about important things in the text, 34 students rewrote the answer from the reading material to the task, 29 students answered the teacher's questions, and 29 students did the task. Based on the indicators of the observation checklist, it was found that 28 out

of students fulfilled at least 4 indicators. It means, there were as many as 80% of 35 students actively participated during teaching learning process, meanwhile, 20% of 35 students were less participated in the lesson. The improvement was as much as 13% from the first meeting to the second meeting (67% to 80%). In more detail can be seen in the following chart.

Chart 4.3 Comparison Result of Students Participation at the end of the Cycle
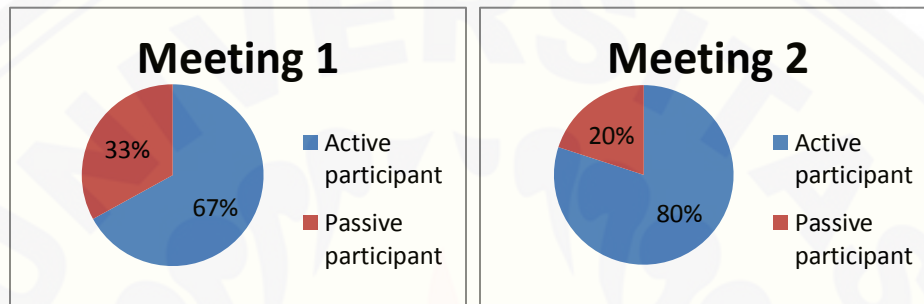
4.1.3 The result of The Observation of Affective Aspect

In this research, there is not only the observation of students' active participation, but also the observation of affective aspect of students. Further information will be explained below.

4.1.3.1 The result of The Observation of Affective Aspect in Meeting 1

The aspects to be observed are (1) students are able to show enthusiasm while reading the text; (2) students are able to show curiosity while asking or answering questions; (3) students are able to show cooperation while discussing with the group; (4) students are able to show effort while doing the exercise. In the first meeting there were so many students less enthusiastic, curious while asking and answering question, and cooperate while discussing with their group. It was because earlier the English teachers never used the instructional media from the Internet, she just told the students to do exercises so that the students were not accustomed to listening to the explanation about the material before doing exercises. In the other hand, students also

never read the text using a computer, so they were a little awkward when the researchers invited them to read the available text on a computer screen. To overcome this problem researcher explained the material first, and invited them by asking some question during the lesson after explaining the materials. This was accomplished in order to attract the students in following the lessons.

Chart 4.4 Observation Result of Affective Aspect in Meeting 1
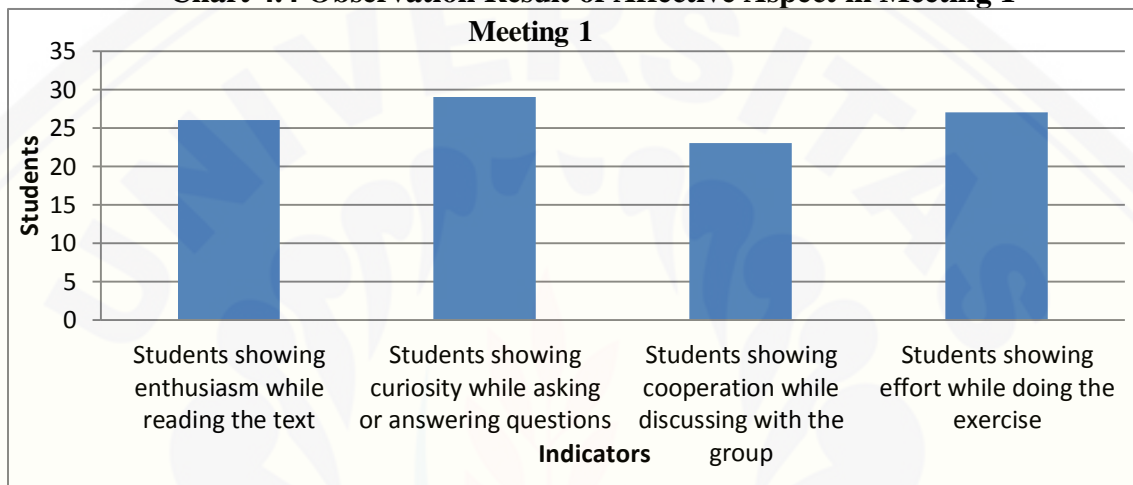
Based on the chart above, the result of the observation of affective aspect shows that there were 26 students showing enthusiasm while reading the text; 29 students were showing curiosity while asking or answering questions; 23 students were showing cooperation while discussing with the group; and 27 students were showing effort while doing the exercise. Based on the indicators of the observation checklist, it was found that 22 out of students fulfilled at least 3 indicators. It means, there were as many as 63% of 35 students actively participated during the teaching learning process, meanwhile, 37% of 35 students were less participated in the lesson.

4.1.3.2 The result of The Observation of Affective Aspect in Meeting 2

In the second meeting there were some improvements. After the first meeting the students getting use to learn English especially in reading using media and reading materials from the internet. The improvement is showed in the chart below.

Chart 4.5 Observation Result of Affective Aspect in Meeting 2
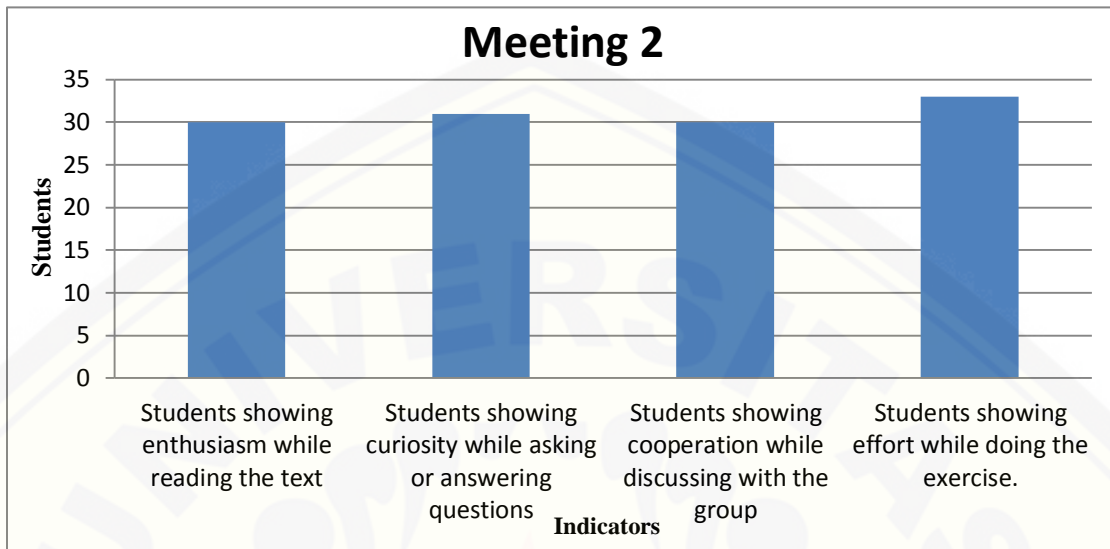
In the second meeting, all of students joined the lesson. Based on the chart presented above, a number of 30 students showed enthusiasm while reading the text, 31 students showing curiosity while asking or answering questions, 30 students showing cooperation while discussing with the group, and 33 students showing effort while doing the exercise. Based on the indicators of the observation checklist, it was found that 28 out of students fulfilled at least 3 indicators. It means, there were as many as 80% of 35 students actively participated during teaching learning process, meanwhile, 20% of 35 students were less participated in the lesson. The improvement was as much as 17% from the first meeting to the second meeting (63% to 80%). In more detail the improvement can be seen in the following chart.

Chart 4.6 Comparison Results of Students Affective Aspect at the end of the Cycle
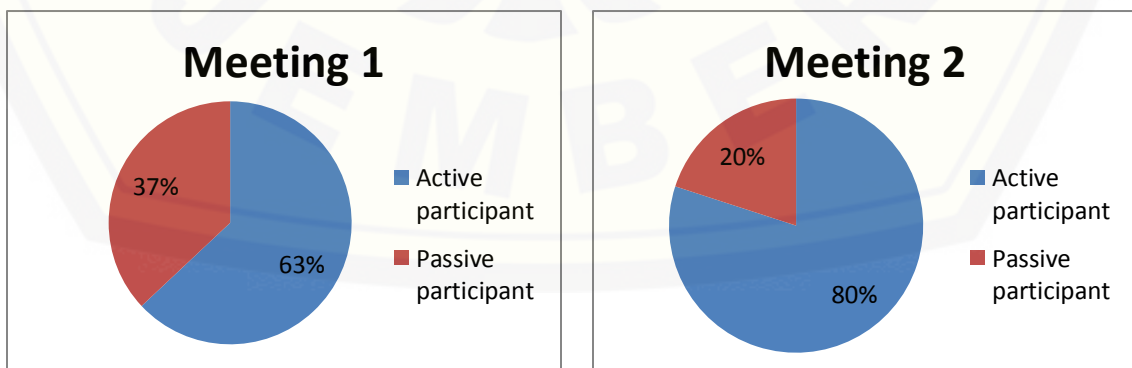
4.1.4   The Result of the Students' Reading Comprehension Test at the End of the Cycle

The reading comprehension test was administered to measure students' reading comprehension after the action given to them. The reading comprehension test was conducted on Tuesday, May 19th 2015, it consisted of 35 test items covered of word comprehension, sentence comprehension, paragraph comprehension, and text comprehension. The test given was divided into two parts. The first part was multiple choices consisted of 25 test items, and the second parts were true false that consist of 10 test items. The time allocation was 60 minutes. All of students joined the reading comprehension test. The following table was the result of the reading comprehension test. The students could be categorized achieved the research target when he or she got the score of 70 or higher.

Table 4.7 The Result of the Students' Reading Comprehension Test at the End of the Cycle

No.	Student's Name	Score	Achieved	Not Achieved
1	A L	83	√	
2	A W	69		√
3	A M	74	√	
4	A R	80	√	
5	A Z	68		√
6	A E	81	√	
7	A N	65		√
8	A F	81	√	
9	A W	69		√
10	B S	76	√	
11	B R	88	√	
12	D H	80	√	
13	D T A	64		√
14	D N	78	√	
15	D R	80	√	
16	I A	88	√	
17	L N Y	88	√	
18	L N A	62		√
19	M D	86	√	

20	M N	78	√	
21	N R	86	√	
22	N H	92	√	
23	N A	69		√
24	O P H	80	√	
25	P A	78	√	
26	R A	90	√	
27	R I W	88	√	
28	R	68		√
29	S F U	76	√	
30	S H	86	√	
31	T	86	√	
32	W P	90	√	
33	Y E A	80	√	
34	Y A	88	√	
35	Y E	78	√	
Total			27	8
Percentage			77%	23%

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

E : The percentage of the students who achieved the target score

n : The number of the students who get score ≥ 70

N : The total number of the students

In this research, the action was considered successful if the XI-MIA 3 students' mean score of reading comprehension test reached at least 70, and it could be reached at least 70% of the research participants. Based on the table 4.2 above, it was found that the students who achieved the target score on the reading comprehension test were 27 out of 35 students, while 8 out of 35 students had not achieved the target score. In the following chart, it can be seen the students' improvement from pre-test of reading to reading comprehension test in the end of cycle one. In pre-test of reading, the students who achieved the target score were 54% of 35 students and 46% of students had not achieved. In reading comprehension test, there were 77% of 35 students achieved the target score and 23% of 35 students had

not achieve. Referring to the result of pre-test of reading; there was 23% improvement on the students' reading comprehension test (54% to 77%).

Chart 4.8 Students' Improvement in Reading Comprehension Test in the Cycle
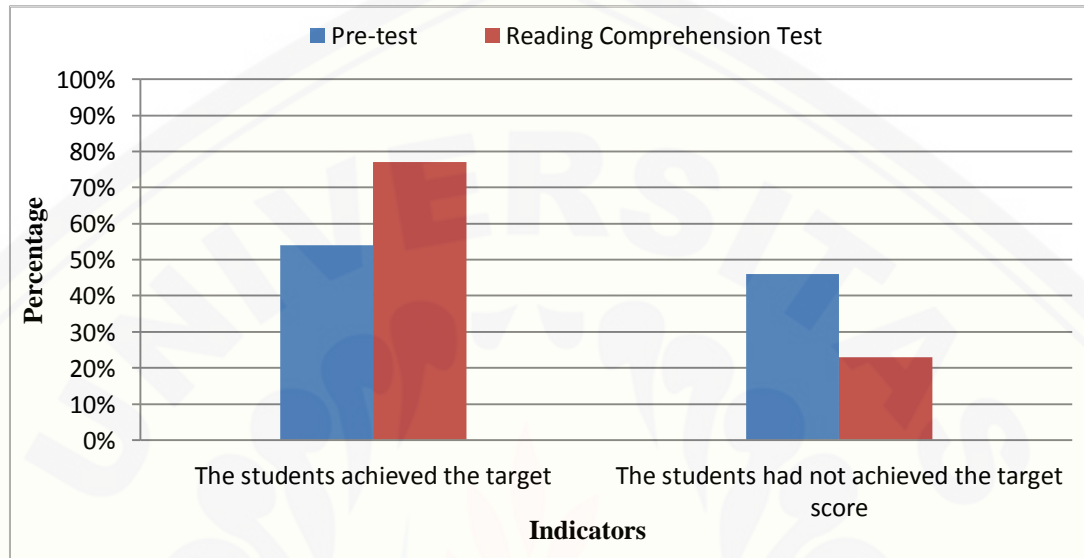
4.1.5 The Result of Reflection at the End of the Cycle

The reflection was done after the results of observations and reading test at the end of the cycle were known. It was done by the researcher and the English teacher. In the first meeting, the results of observation showed that there were 23 students (67%) of 35 students were categorized as active students during teaching reading narrative text by using materials from the internet; meanwhile, there were 27 students (77%) of 35 students were categorized as active students in the second meeting. Further, the result of the product evaluation in cycle 1 showed that there were 27 students (77%) who achieved the target score which was 70.

Based on the result of observation and reading comprehension test at the end of the cycle, it could be concluded that teaching by using materials from the internet could improve the students' reading comprehension achievement as well as their active participation. From the reflection, it was known that the action was successful in improving both students' active participant as well as reading comprehension

achievement. Although the researcher wanted to proved the research to the second cycle but based on the result of the cycle, the English teacher suggested to stop the cycle because she wanted to do remedial teaching for the students to meet the final test term of 2014/2015 academic year.

4.2 Discussion

The result of the action that was conducted in one cycle showed improvement both students' active participation and reading comprehension achievement. Based on the result of observation and reading comprehension test, it was found that the use of reading materials from the internet was able to improve the students' active participation in the learning process and their reading comprehension test.

During the observation, most of the students participated actively to the lesson. They showed their interest in the lesson. This fact proved the theory of Heinich (2002:4), that instructional media and the technologies for learning provide you with the tools to engage students powerfully in the learning process. In other words, technology successfully served to engage the students to be more active in classroom learning activities it is needed appropriate media and technology. The availability of the Internet gave greater impact to students in learning. Based on the observation, the students were really curious when they were taught by using reading materials adapted from the internet. Some of them asked questions to the teacher about what they learnt. It happened because the teacher never uses the media such as reading materials from internet before and showed it on the LCD projector. They showed their enthusiasm when the teacher asked them to read the text showed on LCD projector. It means that materials from the internet could attract students' attention, so the students really involved actively in the action. The result of observation in one cycle, the students showed improvement in their participation during the teaching learning process of reading narrative text. The participation of the

students increased from the first meeting to the second meeting. The percentage was 67% increased to 77% in the first cycle.

From the result of reading comprehension test, it was found that most of the students could achieve the target score which was 70. There were 27 (77%) of 35 students achieved the target score; meanwhile the 8 (23%) students had not achieved the target score. The use of reading materials adapted from the internet as the media promotes the students enthusiasm. The media helped the students to comprehend the content of the text easier than they are only read the text book and deliver important information from the text. According to Kozma as quoted in Hill et al. (2004:443), learning from the Internet is a vehicle for the delivery of information. Therefore, the use of the Internet in teaching and learning activities can serve as a medium to deliver information to students. The information can be distributed as learning materials.

The results of this action research supported the research finding that was done by the previous researchers. The first study was carried out by Sampoernawati (2013), who conducted a classroom action research that was intended to investigate the use of online resources as a material of teaching and learning activity of reading comprehension skills in class. The participants were the VII-A and VII-B grade students of Madrasah Tsanawiyah Negeri 2 Surabaya. The results indicated that the use of online resources as a material of teaching and learning activity of reading comprehension skills was successful in improving the students' reading comprehension achievement and their active participation.

Similar with the first research finding, Zhao (2008) found that the use of internet to improve EFL students' through reading and writing for communicative purpose in China can increases intrinsic motivation to learn English which affects their reading achievement too. Chinese students who are serious about learning English for the purpose of real communication appear ready to try something new. The use of the other internet capabilities such as audio, video, and voice chat could make an English classroom truly lively and interesting.

The third study was done by Bilgin (2010), who had conducted an experimental research in ITU School of Foreign Language. She investigated the effects of two online programs, *Active Reading* and *Tense Buster*, on beginner level ELT preparatory students' reading and grammar achievement. It was found that the use of online program from the Internet affects students' interest so they can learn English easier and more convenient resulting in the improvement of their achievement.

Those three research findings and the outcomes of the present research proved the use of materials adapted from the internet can be applied for reading skills. The research findings showed the same result that the use of materials from the internet could improve students' comprehension or ability. This present research finding strengthened the previous research outcomes so does the theory of using reading materials from the internet was able to improve students' active participation which resulted in the improvement of their reading comprehension achievement.

However, based on the reflection done by the researcher and the English teacher, it was found that there were some factors that influenced the result of the observation and the students' reading comprehension test that had been conducted in one cycle. The activities on the cycle are as follow:

1. The time was limited. It was the first time for the students to have reading materials directly read from the internet, so they were a little bit unfamiliar with the media used in teaching learning process such as LCD projector and reading the material from the Internet.

2. The students faced some problem in doing the reading comprehension activity, because they were asked to read the text showed on LCD. The texts used in teaching learning process were the story they have never heard before. So, they needed extra time to read and understand about the generic structure, and language features of the narrative text because the English teacher rarely

asked them to read the whole text and explain in more detail about the narrative text when teaching the reading skill.

3. The students seemed unsure of the teacher's instruction when the teacher asked them to do the task in pair after they finished reading the text because the students do not quite understand about the instruction that were stated in English.

To overcome the problems occurred in cycle 1, meeting 1, the English teacher suggested that in the meeting 2 the researcher gave the students the print out of the material after the students read the story from the internet to help them do the task easier. The researcher also gave the instruction in English and Indonesian, and the students were asked to answer of the question, so it made them so interested in finding the block in the color correct answer. After doing some modification, the implementation of meeting 2 ran smoothly. In this study the learning process was still using the conventional method where the teacher still gave an explanation of the learning materials in advance. This was done because the students were still not accustomed to using modern methods, but the instructional media used were no longer using a conventional way.

Thus, the result of this action research although done in one cycle, proved that the use of materials adapted from the internet can improve the XI-MIA 3 grade students' active participation and also their reading narrative text comprehension achievement at SMA Negeri Rambipuji Jember.

CHAPTER 5. CONCLUSION AND SUGGESTION

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

5.1 Conclusion

Based on the result of data analysis and discussion, it can be concluded that the use of reading materials adapted from the internet was able to improve the XI-MIA 3 grade students' active participation as well as their reading narrative text comprehension achievement at SMA Negeri Rambipuji Jember in 2014/2015 academic year.

From the result of observation, the use of reading materials from the internet proved that the media could improve the XI-MIA 3 grade students' active participation during the teaching learning process of reading narrative text at SMA Negeri Rambipuji Jember. The students' involvement during the teaching learning process of reading narrative text increased their motivation to follow the lesson. The good collaboration between the researcher and the English teacher in building students' understanding of narrative text make their active participation improved. The improvement could be seen from the percentage of students' active participation and affective aspect from the first meeting. There were as much as 67% to 77% in the second meeting for active participation and as much as 63% to 80% in the second meeting for affective aspect. There was as much as 10% improvement for active participation and 17% for affective aspect on that meeting.

The use of reading materials from the internet also improved the XI-MIA 3 grade students' reading narrative text comprehension achievement at SMA Negeri Rambipuji Jember. The improvement could be seen from the percentage of the students who obtained the passing grade of reading from the score of pre-test to

reading comprehension test, which was 54% to 77% in the end of cycle one. It means that reading materials from the internet in teaching learning process was useful to improve students reading comprehension achievement. The use of reading materials from the internet make the students retain their memory about what they have learnt, so it can improve their reading comprehension achievement.

5.2 Suggestions

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

a. The English teacher

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

b. The students

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

c. The future researcher

The future researchers are suggested to conduct further research by using reading materials adapted from the internet in teaching reading comprehension based on the recent study. It can be done by conducting the research with the same topic to establish the result consistency of materials from the internet for teaching reading comprehension. The future researchers can use one of four skills such as listening, writing and speaking, or three language components such as vocabulary, grammar, and pronunciation. For example the materials from internet can be applied in listening skill to build students' understanding. In addition, it is suggested to the future researchers to conduct the research in different schools because each school has different conditions.

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Appendix 1

RESEARCH MATRIX

TITLE	PROBLEM	VARIABLE	INDICATOR	DATA RESOURCES	RESEARCH METHOD	Hypothesis
Improving The XI MIA Students' Reading Comprehension Achievement of Narrative Text Adapted from the Internet at SMAN Rambipuji Jember	1. How can the use of reading materials adapted from the internet improve the XI MIA students' active participation in reading class during the teaching and learning process at SMAN Rambipuji Jember in The 2014/2015 academic year? 2. How can the use of reading materials adapted from internet improve the XI MIA students' reading of	**Independent Variable:** The use of reading materials adapted from the internet in teaching reading comprehension. **Dependent Variable:** 1. Students' reading of narrative text achievement. 2. Student's	The procedure of teaching reading by using materials adapted from the internet: - Prepared LCD projector and show the material adapted from the internet. - Explaining the material adapted from the internet. - The students read the texts adapted from the internet and do the task. 1.1 Reading comprehension scores of: a. Word comprehension b. Sentence comprehension c. Paragraph comprehension d. Text comprehension 2.1 Student's active	**Research Participant:** The XI MIA Students' of SMAN Rambipuji Jember in the 2014/2015 academic year **Informant:** The XI MIA English teacher of SMAN Rambipuji Jember. **The school document:** 1. The name of the research subjects 2. The scores of the XI MIA students' reading narrative comprehension achievement	**Research Design Method** Classroom Action Research. The stages of each cycle are: 1. Planning of the action 2. Implementation of the action 3. Observation of the action 4. Data analysis method and reflection of the action (Elliot, 1991:70) **Area Determination Method** Purposive method **Research Subject Determination Method** Purposive method **Data Collection Method** Primary Data: - Reading comprehension test - Observation Supporting Data: - Interview - Documentation	1. The use of materials adapted from the Internet as teaching media can improve the XI MIA students' active participation at SMAN Rambipuji Jember. 2. The use of reading materials adapted from the Internet as teaching media can improve the XI MIA students' reading narrative text comprehension achievement at SMAN Rambipuji Jember

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| | narrative text achievement in the 2014/2015 academic year? | active participation in teaching learning process. | participation in teaching learning process.
a. Reading the text
b. Asking question
c. Answering question
d. Paying attention
e. Doing exercises
f. Discussing the lesson
g. Making notes about the lesson | | **Data Analysis Method**
- The primary data taken from the test are analyzed quantitatively by the following formula:
a. To find the percentage of students' gaining the score of ≥ 70 in reading comprehension test are use the following formula:

$E = \frac{n}{N}$ x 100%
Note:
E : The percentage of the total number of the students whose score is ≥ 70
n : The total number of the students whose score ≥ 70
N : The total number of the students
(Ali, 1998:189)

- The data from the observation are analyzed statistically using percentage by using the following formula:
$E = \frac{n}{N}$ x 100% | |

					Note: E : The percentage of students actively involved in the teaching learning process n : The total number of the students categorized as the active students N : The total number of the students (Ali, 1998:189) Then, the supporting data obtained from the interview and documentation is analyzed descriptively to support the primary data.	

THE INTERVIEW GUIDE OF PRALIMINARY STUDY

Day/Date   : Wednesday, August 20th, 2014

Interviewee   : Mrs. SRE (The English teacher of XI MIA grade students)

No.	Question	Answer
1.	How long have you been teaching English?	24 years
2.	What grades do you teach?	XI MIA 1- XI MIA 3.
3.	What curriculum do you use in teaching English?	2006 Institutional Level Curriculum (KTSP 2006)
4.	How often do you teach reading skill to students in one week?	It depends on the curriculum, but usually once in a week.
5.	How do you teach reading?	I asked the students to read the text after that I give them exercise.
6.	What book do you use in teaching reading?	"Look Ahead" from Penerbit Erlangga, sometimes I take the materials from the other books.
7.	What text materials will you teach on the second semester?	Narrative, Spoof and Hortatory Exposition.
8.	Do the students have any difficulties in reading skill?	Yes, of course.
9.	What difficulties do the students face?	The most problem they cannot understand the content of the text because they don't know the meaning of the text.
10.	How do you solve the problem?	I ask them to find the meaning in the dictionary. I also give another example by using

		simpler word or sentence.
11.	Have you ever used media in teaching reading? What kind of media do you use?	Yes, I use text book and Power Point to teach reading.
12.	Have you ever used reading material from the internet for teaching reading?	No I'm not. Sometimes I use the materials from the internet for listening skill, but in reading I have never uses before.
13.	How about the students' active participation during reading class?	Some of the students are active, but the others are not.
14.	Do you know about the percentage of the students' active participation in teaching learning process?	Students' active participation in teaching learning process is only 40% of 34 students.
15.	How was the score of the students' reading comprehension test?	We haven't conducted any reading test to the students.
16.	May I conduct pre-test to know which class has the lowest reading comprehension score?	Yes, of course.

Pre-Test Score of Reading of XI MIA Students SMAN Rambipuji Jember.

Pre-test Score of MIA 1		Pre-test Score of MIA 2		Pre-test Score of MIA 3	
Name	Score	Name	Score	Name	Score
ABDUR ROHIM	79	AHMAD WASIL	79	ADI LAKSONO	70
AHMAD HUMAIDI	62	AMALIA IZZA F.L.I.	79	AGUNG WIBOWO	70
AHSANIATUL FITRI	62	ANGGI ESTI P.	62	AHMAD MUNAWIR	70
AINUN LATIFAH	62	ANNI MUJAHIDAH	45	AHMAD ROFIKI	79
ANDI IRWANTO	79	APRILIA HANA	62	AHMAD ZAINI	70
ANGGUN PRATIWI	79	ARINA WIJAYANTI	62	ANDRY EVAL	62
ANI HANDAYANI	70	ASTIKA AYU C.N.	79	ARTA NIRMALA	62
ANIS NURFAIZAH	70	AYU ILMA FAZANAH	54	AVAN FADITOLI	62
FADHILA K.	45	BAYU A	62	AYU WINDARI	54
FATHUR ARIAWAN P	79	BAYU MUFTI W.	70	BAGOES SATYA	54
FITRI ROHIMATUL H.	95	CHIECHIE FIFILIA S.Y.	79	BAWON RANI	70
HAYATI	62	DEVI TRI NADYA S.	79	DEWI HUZAIMAH	45
INAS TSAMARAH	79	DIDIT PRAYOGA	70	DONI T.A.	79
INDATUL FIRDAUS	70	EGI DANNY K.	79	DWI NADYA	70
INTAN NUR AFIFAH	70	EMILIA FITRI	87	DWIKI RATNA	62
ISTOQOMAH A.Q.	79	FARDA ZAKIYAH M	79	IZZA AFKARINA	87
IRFANDI MUSLIM A.	54	GEDEGHANA AJI P.	79	LAILA NUR YASINTA	62
M. BUSTANUL H.	45	HAFIDZ GUFRON	70	LUTFI NUR AZIZAH	70
MOH. SOFYAN	70	HISYAM ALABY	62	MAULIYAH DWI	79
NANDA PUTRI AULIA	70	IFTITA AUDINA S. R.	70	MOCH. MUNIR	62
NUR AINI	62	IMROATUS SYARIFAH	54	NADIA ROSYADINA	79
NURUL HASANAH	87	INUL PRASTISIA	45	NIKMATUL HIKMAH	79
RISALATUL M	70	LADETA OKTA V.	79	NONI AULIA	54
RISWAN S.	62	LAILA ALFIANITA K.	70	OCTA PUSPA H	45
RIYA ARISTA	70	LAILI NUR YASANTI	70	PUTRI AYU	70
ROSNA MILANDANI	70	LUTHFIAN D.	87	RIKE AYU	54
SALLINDRI APALLE	79	MERI FEBRI DWI	62	RUMIYATI	62
SITI NUR H.	70	MOCHAMMAD FAUZI	79	SEPTI FERDA UTAMI	70
SEPTIANTIKA D.I.	79	NABIL AGUS RIFAI	70	SITI HARIYANTI	62
SEPTIAN YOGA	70	SITI AISAH	62	TITANIA	62
WILISTIA TRI W	45	SITI LAILIS S.	45	WIDYA PUJI	79
Main Score	69.19	WILISTIA DWI C	79	YOGI EDO ANDREAN	70
		YULIANA	37	YUNI AGUSTIN	70
		YUNI ANIKA	79	YURIKE EFENDI	45
		Main Score	68.41	Main Score	65.88

The tables above are the score of pre-reading test of the XI-MIA grade students of SMAN Rambipuji Jember. Based on the tables above, the researcher put the class that has the lowest pre-test score as the research subject of this study. The class that has the lowest score is XI-MIA 3.

Appendix 4

OBSERVATION CHECKLIST

Observer's Name   : …………………………………………………………….

Cycle   : …………………………………………………………….

Meeting   : …………………………………………………………….

Date / Period   : …………………………………………………………….

No.	Name	Indicator					Active	Passive
		1	2	3	4	5		
1.								
2.								
3.								
4.								
5.								

Indicators:

1) Student read the text,

2) Students make some notes about important things in the text,

3) Rewriting the answer from the reading material to the task,

4) Students answer the teacher's questions, and

5) Students do exercises.

- If the students can fulfill 4 Indicators : Active

- If the students fulfill 3 less indicators : Passive

Appendix 5

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Lesson Plan 1

Cycle 1 (Meeting 1)

</div>

School	: SMAN RAMBIPUJI JEMBER
Subject	: English
Level/Semester	: XI MIA / II
Language skill	: Reading
Text Type	: Narrative Text
Time	: 2 x 45 minutes

I. Standard Competence

11. Memahami makna teks fungsional pendek dan esei sederhana berbentuk *narrative, descriptive* dan *news item* dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan.

II. Basic Competence

11.2. Merespon makna dan langkah-langkah retorika dalam esei sederhana secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan dalam teks berbentuk *narrative, descriptive,* dan *news item.*

III. Indicators

Cognitive Product

11.2.1. Identifying the meaning of narrative text.

Cognitive Process

11.2.2. Identifying the word meaning of narrative text correctly.

11.2.3. Identifying the sentence meaning of narrative text correctly.

11.2.4. Identifying the paragraph meaning of narrative text correctly.

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11.2.5.   Identifying the text meaning of narrative text correctly.

11.2.6.   Making notes about information on the text.

11.2.7.   Discussing the exercise with the partner.

Affective

11.2.8.   Showing enthusiasm while reading the text.

11.2.9.   Showing curiosity while asking or answering questions.

11.2.10. Showing cooperation while discussing with the group.

11.2.11. Showing effort while doing the exercise.

IV. Learning Objectives

Cognitive Product

11.2.1.   The students are able to identify the meaning of the text in the genre of narrative text.

Cognitive Process

11.2.2.   The students are able to identify the word meaning of narrative text correctly.

11.2.3.   The students are able to identify the sentences meaning of narrative text correctly.

11.2.4.   The students are able to identify the paragraphs meaning of narrative text correctly.

11.2.5.   The students are able to identify the texts meaning of narrative text correctly.

11.2.6.   The Students are able to make notes about information on the text.

11.2.7.   The Students are able to discuss the exercise with the partner.

Affective

11.2.8.   The students are able to show enthusiasm while reading the text.

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11.2.9. The students are able to show curiosity while asking or answering questions.

11.2.10. The students are able to show cooperation while discussing with the group.

11.2.11. The students are able to show effort while doing the exercise.

V. **Material** : Enclosed

VI. **Teaching and Learning Strategy**

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

Method : Three Phase Teach.

VII. **Teaching and Learning Activities for**

No.	Teacher Activity	Students Activity	Time
1.	**Pre-reading Activities**		
	- Greeting the students.	- Responding.	1"
	- Checking the students' attendance.	- Responding.	3"
	- Motivating the students by showing a picture of the Legend of Surabaya.	- Paying attention.	2"
	- Asking some leading questions related to the topic.	- Answering the question.	10"
	- Stating the objectives of the lesson.	- Paying attention.	5"
2.	**While Reading activities**		
	- Explaining about a Narrative text.	- Paying attention.	15"

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	- Showing the example of a Narrative text taken from internet through LCD (Text 1).	- Paying attention.	5"
	- Asking the students to make a pair.	- Making a pair to work.	2"
	- Distributing the Narrative text from the internet (Text 2).	- Receiving the text.	3"
	- Asking the students to read the text (Text 2).	- Reading the text.	6"
	- Asking the students to do the task 1 in pair.	- Doing the task 1 in pair.	12"
	- Discussing the answer of the task 1 with the class.	- Discussing the answers of the task 1 with the class.	7"
	- Asking the students to do the task 2 in pair.	- Doing the task 2 in pair.\	10"
	- Discussing the answer of the task 2 with the class.	- Discussing the answers of the task 2 with the class.	5"
3.	Post-reading Activities - Guiding the students to draw a conclusion of the lesson.	- Drawing a conclusion.	8"
	- Parting the students.	- Responding.	2"

VIII. Media and Sources

Media:

1. Picture of The Legend of Surabaya

Appendix 5

2. Reading texts

3. Students' worksheets

4. LCD Projector

5. Laptop

Sources:

- http://www.englishindo.com/

IX. **Assessment**

Process assessment will be conducted during the teaching learning process of reading by using reading materials from the internet. There are two indicators to be evaluated:

a. The indicator for students' Active Participation:

1. The students read the narrative text (Text 2) given by the teacher,

2. The students makes notes about important things in the text (Text 2),

3. The students discuss the task based on the text,

4. The students do the task, and

5. The students answer the teacher's questions.

Table 3.2. The Observation Checklist for Students' Active Participation

No	Name	Indicator					Active	Pasive
		1	2	3	4	5		
1								
2								
3								
4								
5								

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Notes:

- The students who can fulfill at least 3 indicators of students' active participation above are active students (Indicator number 1,2, and 3 are compulsory).
- The students who fulfill less than 3 indicators are passive students.

b. The indicator for students' affective aspect:

1. Students are able to show enthusiasm while reading the text.
2. Students are able to show curiosity while asking or answering questions.
3. Students are able to show cooperation while discussing with the group.
4. Students are able to show effort while doing the exercise.

Table 3.2. The Observation Checklist for Students' Affective Aspect

No	Name	Indicator				Affective Aspect	
		1	2	3	4	Yes	No
1							
2							
3							
4							
5							

Jember, January 10th 2015

The English Teacher,   **Teacher Trainee,**

Sri Retno E, S.Pd   **Muhammad Nashruddin**
NIP. 196303231989022001   NIM. 100210401107

Appendix 5

INSTRUCTIONAL MATERIALS

Set Induction Activity

Showing a picture of the Legend of Surabaya in LCD

Leading questions:

- What animals are these in this picture?

- In your opinion, what are these animals doing in this picture?

- Where can you find the monument like this picture?

- What is the capital of East Java?

Main Activities

Material

Narrative Text

Narrative text is an imaginative story in the past that aims to entertain people.

The social function of narrative text

The social function of narrative text is to amuse or entertain the readers about a fictional or real story.

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The generic structures of narrative text

1. **Orientation** – Introducing the participants and the setting (place, time, etc.)

2. **Complication** – Describing the rising problem / conflict which participants have to do with

3. **Resolution** – Showing the way of participant to solve the problem / conflict, better or worse

The language features of narrative text

a. Using simple past tense

b. Using action verb in the form of past tense. Example : Climbed,

c. Using certain nouns as personal pronouns, animals and certain objects in the story. Example : the king,

d. Using adjectives that form the noun phrase. Example : two red apples,.

e. Using time connectives and conjunctions to sort the events. Example: then, before, after, soon, etc.

f. Using adverbs and adverbial phrase to show the location of the incident or event. Example: here, in the mountain, happily ever after, and so on.

The example of the narrative text.

Text 1.

The Legend of Surabaya

A long time ago, in East Java there were two strong animals, Sura and Baya. Sura was a shark and Baya was a crocodile. They lived in the sea. Actually, they were friends. But when they were hungry, they were very greedy. They did not want to share their food. They would fight for it and never stop fighting until one of them gave up.

> Orientation

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It was a very hot day. Sura and Baya were looking for some food. Suddenly, Baya saw a goat.

"Yummy, this is my lunch," said Baya.

"No way! This is my lunch. You are greedy! I had not eaten for two days!" said Sura.

Then Sura and Baya fought again. After several hours, they were very tired. Sura had a plan to stop their bad behavior.

"I'm tired of fighting, Baya," said Sura.

"Me too. What should we do to stop fighting? Do you have any idea?" asked Baya.

"Yes, I do. Let's share our territory. I live in the water, so I look for food in the sea. And you live on the land, right? So, you look for the food also on the land. The border is the beach, so we will never meet again. Do you agree?" asked Sura.

"Hmm... let me think about it. OK, I agree. From today, I will never go to the sea again. My place is on the land," said Baya.

Then they both lived in the different places. But one day, Sura went to the land and looked for some food in the river. He was very hungry and there was not much food in the sea. Baya was very angry when he knew that Sura broke the promise.

"Hey, what are you doing here? This is my place. Your place is in the sea!"

"But, there is water in the river, right? So, this is also my place!" said Sura.

Then Sura and Baya fought again. They both hit each other. Sura bit Baya's tail. Baya did the same thing to Sura. He bit very hard until Sura finally gave up. He went back to the sea. Baya was very happy. He had his place again.

Complication

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The place where they were fighting was a mess. Blood was everywhere. People then always talked about the fight between Sura and Baya. They then named the place of the fight as Surabaya, it's from Sura the shark and Baya the crocodile. People also put their war as the symbol of Surabaya city.

| Resolution |

(Adapted from: http://www.englishindo.com/)

Read the text carefully!

Text 2

Once upon a time there was a widow who lived in the village of Dadapan. She had a son whose name was Joko Tarup. Dadapan village was close to a wood so Joko Tarup liked to go to the wood. He liked hunting for animals with his blowpipe.

| Paragraph 1 |

One day when he was in the wood he saw a beautiful rainbow and he saw seven angels went down through it. He came closer and searched for them. The seven angels were swimming and taking a bath in a lake. Joko Tarup looked at them while hiding behind trees. When they had finished taking a bath, they flew through the rainbow to heaven.

| Paragraph 2 |

The next day he saw the same thing again. This time Joko Tarup had an idea. He searched for their dress and when he found them he took one of them. As they had finished swimming and taking a bath, they looked for their dress. One of them could not find her dress. Her friends had to come back to heaven so they left her. She was crying while staying in the water. Joko Tarup approached her.

| Paragraph 3 |

'Why are you crying lady?'

'I lose my dress so I cannot go home'

'Where is your home?'

'I live in heaven. I'm an angel. My name is Nawang Wulan. But I lose my dress so I cannot fly anymore'

'I don't mind, I will take my mother's dress for you'

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'OK, please do'

'Wait for me here, I'll be back'

Then Joko Tarup went home to take her mother's dress and gave it to Nawang Wulan. He asked her to stay at her house with his mother. Not long after that Joko Tarup married Nawang Wulan.

Paragraph 4

As an angel Nawang Wulan had spiritual power. She had the ability which is far above human being. She could cook rice with just a bar of rice and when it had done the bowl will be full of rice. But there was one condition. The bowl must not be opened before it done. Joko Tarup was very surprised with her wife's ability. He was very curious about it. So when Nawang Wulan was away he opened the bowl. Consequently Nawang's spiritual power disappeared. She had to cook as ordinary human being did.

Paragraph 5

Several months later Nawang Wulan gave birth to a beautiful baby girl. Her name was Nawang Sih. The birth of Nawang Sih added happiness to Joko Tarup and Nawang Wulan.

Paragraph 6

Since Nawang Wulan could not cook efficiently anymore, she needed more rice than usual. The stock of rice in their store room diminished rapidly. Then one day when she took rice there she was very surprised. Nawang Wulan found her angel dress. It was hidden there under piles of rice. She immediately wore it and talked to Joko Tarup.

Paragraph 7

'My dear husband, now I know what you did to me'

'Forgive me, my dear. I admit that I did this because I love you'

'I love you too. But now I find my dress. I must come back to heaven. I am an angel. My place is not here. I have to go now'.

'How about Nawang Sih? She needs you'

'I will leave her but don't worry. I will take care of her. Anytime she needs me I will be here. For that purpose please build a tower. When Nawang Sih cries put her there then call my name. I will come immediately. But I will be invisible to you. Good bye dear'

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Then Joko Tarup built a tower behind his house. Every time Nawang Sih cried he would put her there. Nawang Wulan would come and take care of Nawang Sih.

Paragraph 8

(Adapted from: http://www.englishindo.com/)

Task 1

Choose the best answer of the questions below by crossing a, b, c, or d in group!

1. What is the best title for the text above?

   a. Joko Tarup.

   b. Joko Tarup and Seven Angels.

   c. Nawang Wulan.

   d. The Legend of Joko Tarup.

2. Which of these paragraphs is considered as complication?

   a. Paragraph 1 and 2.

   b. Paragraph 1 and 8.

   c. Paragraph 2 and 3.

   d. Paragraph 7 and 8.

3. "Dadapan village was close to a <u>wood</u>…." The underlined word refers to…

   a. a farm.

   b. a garden.

   c. a jungle.

   d. a mountain.

4. Where did Joko Tarub meet the seven angels?

   a. Joko Tarup met the seven angels in the jungle.

   b. Joko Tarup met the seven angels in the river.

   c. Joko Tarup met the seven angels in the village.

   d. Joko Tarup met the seven angels in the wood.

5. Who were the main characters of the story?

   a. Joko Tarup and Nawang Wulan.

   b. Joko Tarup's family.

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    c. Joko Tarup's wife.

    d. Nawang Wulan and Nawang Sih.

6. What did Joko Tarub do with the angel's dress?

    a. He did nothing with the dress.

    b. He took one of the dresses and hiding it in his house.

    c. He tried to find the angel's dress.

    d. He stole the dress.

7. What made Nawang Wulan's spiritual power disappear?

    a. Joko Tarub broke the bowl.

    b. Joko Tarub opened the bowl when Nawang Wulan was away.

    c. She lost her angel dress.

    d. She never used her spiritual power anymore.

8. Why did Nawang Wulan leave Jaka Tarub and Nawang Sih?

    a. Nawang Wulan found her angel dress.

    b. She loved her husband so much.

    c. She was very angry because Jaka Tarup opened the bowl.

    d. She knew that Jaka Tarup had stolen and hidden her angel dress.

9. "Anytime she needs me I will be here". The meaning of the sentence is…

    a. Nawang Wulan would be back soon.

    b. Nawang Wulan would come to Joko Tarub's house again.

    c. Nawang Wulan would come when Joko Tarub needed her.

    d. Nawang Wulan would come when Nawang Sih needed her.

10. What is the moral value from the text above?

    a. Be a good husband.

    b. Be honest to get what you need.

    c. Don't lie to an angel.

    d. Don't you ever hiding an angel's dress.

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Task 2

Write (T) if the statement is true, and (F) if the statement is false in group!

1. Joko Tarup was a great husband, because he never told a lie.   (.....)
2. Joko Tarup was the man who found Nawang Wulan angel's dress. (.....)
3. Nawang Wulan had a spiritual power as an angel.   (.....)
4. The last paragraph in this text is considered as complication   (.....)
5. Nawang Wulan never came back to heaven.   (.....)
6. Joko Tarup never met the seven angels.   (.....)
7. The seven angels were swimming in the river.   (.....)
8. Joko Tarup gave his mothers' dress to Nawang Wulan.   (.....)
9. Nawang Wulan took care of her child.   (.....)
10. Joko Tarup built the tower far from his house.   (.....)

Answer Key

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

Appendix 6

Lesson Plan 2

Cycle 1 (Meeting 2)

School	: SMAN RAMBIPUJI JEMBER
Subject	: English
Level/Semester	: XI MIA / II
Language skill	: Reading
Text Type	: Narrative Text
Time	: 2x45 minutes

I. Standard Competence

11. Memahami makna teks fungsional pendek dan esei sederhana berbentuk *narrative, descriptive* dan *news item* dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan.

II. Basic Competence

11.2. Merespon makna dan langkah-langkah retorika dalam esei sederhana secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan dalam teks berbentuk *narrative, descriptive,* dan *news item*

III. Indicators

Cognitive Product

11.2.1.   Identifying the meaning of narrative text.

Cognitive Process

11.2.2.   Identifying the word meaning of narrative text correctly.

11.2.3.   Identifying the sentence meaning of narrative text correctly.

11.2.4.   Identifying the paragraph meaning of narrative text correctly.

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11.2.5.   Identifying the text meaning of narrative text correctly.

11.2.6.   Making notes about information on the text.

11.2.7.   Discussing the exercise with the partner.

Affective

11.2.8.   Showing enthusiasm while reading the text.

11.2.9.   Showing curiosity while asking or answering questions.

11.2.10. Showing cooperation while discussing with the group.

11.2.11. Showing effort while doing the exercise.

IV.   **Learning Objectives**

Cognitive Product

11.2.1.   The students are able to identify the meaning of the text in the genre of narrative text.

Cognitive Process

11.2.2.   The students are able to identify the word meaning of narrative text correctly.

11.2.3.   The students are able to identify the sentences meaning of narrative text correctly.

11.2.4.   The students are able to identify the paragraphs meaning of narrative text correctly.

11.2.5.   The students are able to identify the texts meaning of narrative text correctly.

11.2.6.   The Students are able to make notes about information on the text.

11.2.7.   The Students are able to discuss the exercise with the partner.

Affective

11.2.8.   The students are able to show enthusiasm while reading the text.

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11.2.9. The students are able to show curiosity while asking or answering questions.

11.2.10. The students are able to show cooperation while discussing with the group.

11.2.11. The students are able to show effort while doing the exercise.

V. Material   : Enclosed

VI. Teaching and Learning Strategy

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

Method   : Three Phase Teach.

VII. Teaching and Learning Activities for

No.	Teacher Activity	Students Activity	Time
1.	**Pre-reading Activities** - Greeting the students. - Checking the students' attendance. - Motivating the students by showing a picture of Toba Lake. - Asking some leading questions related to the topic. - Stating the objectives of the lesson.	- Responding. - Responding. - Paying attention. - Answering the question. - Paying attention.	1" 2" 1" 10" 1"
2.	**While Reading activities** - Asking the students to make a pair.	- Making a pair to work.	2"

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	- Reviewing the previous material	- Responding.	5"
	- Distributing the Narrative text from the internet.	- Receiving the text.	3"
	- Asking the students to read the text.	- Reading the text.	10"
	- Asking the students to do the task 1 in pair.	- Doing the task 1 in pair.	15"
	- Discussing the answer of the task 1 with the class.	- Discussing the answers of the task 1 with the class.	10"
	- Asking the students to do the task 2 in pair.	- Doing the task 2 in pair.	15"
	- Discussing the answer of the task 2 with the class.	- Discussing the answers of the task 2 with the class.	10"
3.	Post-reading Activities - Guiding the students to draw a conclusion of the lesson.	- Drawing a conclusion.	4"
	- Parting the students.	- Responding.	1"

VIII. Media and Sources

Media:

1. Picture of The Legend of Toba Lake

2. Reading text

3. Students' worksheets

4. LCD Projector

5. Laptop

Appendix 6

Sources:

-

IX. Assessment

Process assessment will be conducted during the teaching learning process of reading by using reading materials from the internet. There are two indicators to be evaluated:

a. The indicator for students' Active Participation:

1. The students read the narrative text (Text 2) given by the teacher,

2. The students makes notes about important things in the text (Text 2),

3. The students discuss the task based on the text,

4. The students do the task, and

5. The students answer the teacher's questions.

Table 3.2. The Observation Checklist for Students' Active Participation

No	Name	Indicator					Active	Pasive
		1	2	3	4	5		
1								
2								
3								
4								
5								

Notes:

- The students who can fulfill at least 3 indicators of students' active participation above are active students (Indicator number 1,2, and 3 are compulsory).

- The students who fulfill less than 3 indicators are passive students.

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b. The indicator for students' affective aspect:

1. Students are able to show enthusiasm while reading the text.

2. Students are able to show curiosity while asking or answering questions.

3. Students are able to show cooperation while discussing with the group.

4. Students are able to show effort while doing the exercise.

Table 3.2. The Observation Checklist for Students' Affective Aspect

No	Name	Indicator				Affective Aspect	
		1	2	3	4	Yes	No
1							
2							
3							
4							
5							

Jember, April 10th 2015

The English Teacher,   **Teacher Trainee,**

Sri Retno E, S.Pd   **Muhammad Nashruddin**
NIP. 196303231989022001   NIM. 100210401107

Appendix 6

INSTRUCTIONAL MATERIALS

Set Induction Activity

Showing a picture of Toba Lake in LCD

Leading questions:

- What picture it is?

- What is the name of the biggest lake in Indonesia and South East of Asia?

- What is the name of the lake in Sumatra Island?

- Where is Samosir Island located?

Main Activities

Material

Narrative Text

Narrative text is an imaginative story in the past that aims to entertain people.

The social function of narrative text

The social function of narrative text is to amuse or entertain the readers about a fictional or real story.

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The generic structures of narrative text

1. **Orientation** – Introducing the participants and the setting (place, time, etc.)

2. **Complication** – Describing the rising problem / conflict which participants have to do with

3. **Resolution** – Showing the way of participant to solve the problem / conflict, better or worse

The language features of narrative text

a. Using simple past tense

b. Focusing on specific and individualized participants.

c. Using action verb in the form of past tense. Example : Climbed,

d. Using certain nouns as personal pronouns, certain animals and objects in the story. Example : the king,

e. Using adjectives that form the noun phrase. Example : two red apples,.

f. Using time connectives and conjunctions to sort the events. Example: then, before, after, soon, etc.

g. Using adverbs and adverbial phrase to show the location of the incident or event. Example: here, in the mountain, happily ever after, and so on.

Read the Text Carefully!

Once upon a time there was a prosperous village in a far away island called Sumatra. In northern part of the island, lived a farmer whose name was Toba. He lived alone in a hut by a small forest. He worked on his farmland to grow rice and vegetables that he sells to local market. Once day he wanted to catch some fish so he went to a river and fished there. He was very surprised when he got a big fish. The fish was as big as a human being. Soon he went home and put the fish in his kitchen. He planned to cook the fish for his dinner that night. When he got to his house that

Paragraph 1

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afternoon he took a bath. Then as he walked into his bedroom after taking a bath Toba was very shocked. Do you want to know what happened?

There stood in his living room a very beautiful girl. The girl greeted him nicely. For a moment Toba was speechless. When he could control his emotion he asked her. [Paragraph 2]

'Who are you? What's your name? Why suddenly you are here in my house?'

'Pardon me if I surprised you Mr. Toba, but you took me here. I was the fish that you caught in the river. Now that I become a human being again, I would like to thank you and I will be your servant to express my thankfulness'

'Were you the fish?'

'Yes, I was the fish. Look at your kitchen'.

Toba immediately rushed to his kitchen and the fish was nowhere to be seen. He saw some gold coins instead. [Paragraph 3]

'Whose coins are these? Why there are some coins here?'

'Those coins are mine. As I changed into human being my scales changed into gold coins'

'Ok you can live here and work for me. Your room is over there'

'Thank you very much Mr. Toba'

Since that day the beautiful girl lived in Toba's house. Since she was very beautiful Toba fell in love with her and not long after that they got married. The girl married to Toba on one condition that he would never tell anybody about her past. Toba agreed to the condition. Several months later Toba's wife delivered to a baby boy. Their son was healthy. Soon he grew up into a handsome boy. Toba named him Samosir. Unfortunately Samosir was a lazy boy. He did not want to work at all. When his father worked hard in his rice field and farm, Samosir just slept. When he was awake he talked a lot and he ate a lot. Toba was very disappointed with his son's nature. He hoped that one day Samosir would change into a diligent boy. Day in and day out but Samosir never changed. [Paragraph 4]

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Toba used to go to his farm and rice field early in the morning. Then at midday his wife would bring him food. They used to eat lunch at their farm. As he was a teenager Toba and his wife tried to change his behavior. They ordered Samosir to bring food for his father for lunch while her mother stayed at home to do household chores. But Samosir never did his duty well. He always woke up very late. He woke up after midday. Then one day his mother forced him to bring the food. 'Sam, wake up. Go to the farm and bring the food for your father. He must be very tired and hungry now'.

'But Mom, I am tired and hungry too'

'What makes you tired? You just wake up. Go now. You father needs the food'

Samosir reluctantly went to the farm. But he did not go to the farm immediately. He stopped somewhere in the street and ate the food. It was already late afternoon when he got to the farm. His father was disappointed. Then he was angry as he realized that his son had eaten his food. He said sarcastically.

'O, you are stupid lazy boy. You are son of a fish!'

Samosir was hurt. He went home right away and as he got home he told his mother about his father's words. Samosir's mother was shocked. She was also deeply hurt.

'O Toba. You break your promise so I cannot live with you here anymore. Now you have to accept to consequence of what you did. Samosir, now go to the hill, find the tallest tree and climb it'

'Why mom? What will happen?'

'Just do it, no more question! Good bye'

As soon as she finished saying that suddenly the weather changed. Sunny day suddenly turned into cloudy day. Not long after that the rain poured heavily. The rain last for several days. Consequently the area was flooded. The whole area became a big lake. Then it was called Lake Toba and in the middle of the lake there is an island called Samosir Island. Meanwhile Toba's wife disappeared.

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Lake Toba is located in the province of North Sumatra, Indonesia. Today it becomes a tourist destination.

> Paragraph 9

Task 1

Choose the best answer of the questions below by crossing a, b, c, or d in group!

1. Who were the main characters of the story?
   a. Samosir and Toba
   b. Samosir and The Fish
   c. Toba and The Fish
   d. Toba's wife

2. What is the best title for the text above?
   a. The Samosir
   b. The Samosir Lake
   c. The Toba
   d. Toba Lake

3. Which of this paragraph is considered as orientation?
   a. Paragraph 1
   b. Paragraph 3
   c. Paragraph 5
   d. Paragraph 9

4. How was Toba before he met the fish?
   a. A farmer
   b. A fisherman
   c. A husband
   d. A seller

5. What made Toba surprised after he took a bath?
   a. The girl turned to the big fish
   b. The fish turned to the beautiful girl

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   c.   The girl turned to the big beautiful fish

   d.   The fish died

6.   "Yes, <u>I</u> was the fish. Look at your kitchen". The underlined word refers to…

   a.   Samosir

   b.   The girl

   c.   The fish

   d.   Toba

7.   "Toba reluctantly went to the farm". The meaning of the sentence is…

   a.   He was very bored to go to the farm

   b.   He was very eager to go to the farm

   c.   He was very happy to go to the farm

   d.   He was very lazy to go to the farm

8.   What made Toba's wife very angry and left him?

   a.   He broke the promise

   b.   He called Samosir "the son of fish"

   c.   He was angry to Samosir

   d.   He was disappoint his wife

9.   What happened after the area was flooded?

   a.   The whole area becomes a big island.

   b.   The whole area becomes a big lake.

   c.   The whole area becomes a big river.

   d.   The whole area becomes a big sea.

10. What is the moral value from the text above?

   a.   Be a good husband

   b.   Don't be so reluctant

   c.   Don't break the promise

   d.   Love is blind

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Task 2

Write (T) if the statement is true, and (F) if the statement is false in group!

1. Toba was a great fisherman.

2. The heavy rain caused that area became a big lake.

3. Samosir was a diligent kid.

4. Paragraphs 8 and 9 are considered as resolution.

5. Toba promised to his wife that he wouldn't tell anybody about her past.

6. Toba was very disappointed with his sons' nature.

7. The fish caught by Toba became a very ugly girl.

8. Toba and the fish got married.

9. Toba called Samosir with son of a fish!

10. Cloudy day suddenly turned into sunny day.

Answer Key

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

Appendix 7

<div align="center">

Reading Comprehension Test (Cycle 1)

School: SMA NegeriRambipuji

Time: 60 minutes

</div>

Read the text carefully!

<div align="center">

The Curse of Joko Bandung

</div>

A long time ago, there were two kingdoms. They were Pengging Kingdom and Prambanan Kingdom. The kings were fighting. They were at war! Pengging's king was Joko Bandung. He was very strong and powerful. He had a great martial art skill. He led the soldiers and fought bravely. Meanwhile, PrabuBoko, the king of Prambanan sent a giant to fight against Joko Bandung. The Giants' name was (5) Bandawasa.

Bandawasa was very big. Joko Bandung was not afraid with the giant. They were fighting. And finally Joko Bandung won the fight. Before he died, Bandawasa's spirit joined Joko Bandung's spirit. That made Joko Bandung became more powerful. He then added Bandawasa's name into his name. His name changed into Joko (10) Bandung Bandawasa.

Joko Bandung Bandawasa and his soldiers were attacking the palace of Prambanan Kingdom. Joko Bandung was looking for Prabu Boko. He wanted to kill the king of Prambanan Kingdom. Joko Bandung was more powerful. He killed Prabu Boko. (15)

Joko Bandung occupied the palace. He asked all Prabu Boko's family to gather. He met Prabu Boko's beautiful daughter. Her name was Roro Jonggrang. He fell in love with her. He wanted to marry her.

Roro Jonggrang did not want to marry him. She hated Joko Bandung. However she was afraid and did not have any courage to refuse the marriage (20) proposal. She had an idea how to refuse the proposal.

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She would ask Joko Bandung to build 1.000 temples only in one night. If he could build the temples, Roro Jonggrang would marry him. Joko Bandung agreed. He accepted the challenge. He was not worried, he would ask the genies and the spirits to help him.
(25)

Joko Bandung and his genies started to work. They build the temples one by one. Roro Jonggrang was really worried. She knew Joko Bandung could not finish building 1.000 temples before sun rose.

She was thinking very hard. She had to find a way how to stop the genies and the spirit for building the temples. Suddenly she had an idea.
(30)

She asked all the girls to make a lot of noise by grinding the rice in the mortar. She also asked them to make fire. She hopped that the spirits and the genies would think that sun was going to rise.

It worked! The noise and the fire woke the cocks up. The cocks were crowing. The spirits and the genies thought that morning would come soon. And they also
(35)
thought the sun would rise soon. The spirits and the genies were afraid of the sunlight. They left Joko Bandung alone. Joko Bandung was very angry! He knew Roro Jonggrang was plying a trick on him.

"Why did you do that? If you do not want to marry me, why don't you just say it? You are just looking for an excuse to refuse me!" said Joko Bandung.
(40)

He continued, "You are so stubborn like a stone. I curse you to become a statue!"

Joko Bandung's magic power had changed Roro Jonggrang into a statue! Since then people named the temples that the spirit and the genies build as Sewu Temple. And the people also named the Prambanan Temple as Roro Jonggrang Temple.

(Adapted from: http://indonesianfolklore.blogspot.com/)

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Task1. Choose the best answer by crossing (x) a, b, c, or d based on the text above!

1. Who is Bandawasa?
   a. Bandawasa is Joko's soldier.
   b. Bandawasa is one of Boko's soldiers.
   c. He is a giant who's sent to fight against Joko Bandung.
   d. He is the soldier.

2. Why Joko Bandung added Bandawasa into his name?
   a. Bandawasa made Joko Bandung more powerful.
   b. Because they were friends.
   c. His spirit joined Joko Bandung's spirit.
   d. Joko Bandung wanted to thank to Bandawasa.

3. "They were at war!". The underlined word refers to….
   a. Joko Bandung and RoroJonggrang.
   b. PrabuBoko and Joko Bandung.
   c. RoroJonggrang and The Giant.
   d. The giant and Joko Bandung.

4. Who Joko Bandung was looking for when he was attacking the palace of Prambanan Kingdom?
   a. Joko Bandung was looking for PrabuBoko.
   b. Joko Bandung was looking for Bandawasa.
   c. Joko Bandung was looking for Bandawasa and his soldier.
   d. Joko Bandung was looking for the soldier of PrabuBoko.

5. 'He had great martial art skill.' What is meant by this statement?
   a. Joko Bandung martial art skill was accepted.
   b. Joko Bandung martial art skill was good.
   c. Joko Bandung martial art skill was excellent.
   d. Joko Bandung martial art skill was nice.

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6. 'Roro Jonggrang did not want to marry <u>him</u>'. The underlined word refers to….

   a. Bandawasa.

   b. Joko Bandung.

   c. Prabu Boko.

   d. The giant.

7. What does the text tell us about?

   a. The text tells about the strength of Joko Bandung.

   b. The text tells about the war between Joko Bandung and The Giant.

   c. The text tells us about the legend of Prambanan Temple.

   d. The text tells us about Roro Jonggrang.

8. Who is RoroJonggrang?

   a. Joko Bandung's wife.

   b. Prabu Boko's daughter.

   c. Prabu Boko's wife.

   d. The princes of Prambanan Kingdom.

9. "<u>He</u> had a great martial art skill". The underlined word refers to…

   a. Bandawasa.

   b. Joko Bandung.

   c. Prabu Boko.

   d. The giant.

10. How many temples that would be built by Joko Bandung?

   a. 1003 temples.

   b. 1002 temples.

   c. 1001 temples.

   d. 1000 temples.

11. What is the purpose of the text?

   a. To amuse the reader about the legend.

   b. To amuse the reader about the legend of Prambanan temple.

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    c. To amuse the reader about the legend of Roro Jonggrang.

    d. To amuse the reader about the legend of The Curse of Joko Bandung.

12. 'The noise and the fire woke the cocks up'. The word "noise" in the sentence refers to…

    a. The crowd was caused by the girls.

    b. The noisy sound from the cocks.

    c. The noisy sound.

    d. The sound of the grinded rice.

13. How long Roro Jonggrang gave Joko time to finish these temples?

    a. One day.

    b. One month.

    c. One night.

    d. One week.

14. What was Roro Jonggrang thinking about?

    a. She was thinking about Prabu Boko's fight with Joko Bandung.

    b. She was thinking about Joko Bandung's fight with Bandawasa.

    c. She was thinking about the way to stop Bandawasa for building the temple.

    d. She was thinking about the way to stop the genie and the spirits for building the temple.

15. How could the girl make a lot off noisy?

    a. The girl was screaming to make some noise.

    b. The girl was using the cocks to make some noise.

    c. They were grinding the rice to make some noise.

    d. They were hitting the mortar to make some noise.

16. 'She also asked them to make fire'. The similar word of the word "fire" in this statement is?

    a. Spirit.

    b. Flame.

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    c. The light.

    d. Candle.

17. What is the moral value of the text?

    a. Choose your true love.

    b. Don't hurt the others.

    c. We must be serious with others.

    d. We should be honest with others.

18. Based on the text above the word "giant" similar with…

    a. Big size.

    b. The monster.

    c. Ghost.

    d. Angel.

19. Why was Joko Bandung very angry?

    a. Roro Jonggrang refused his love.

    b. Roro Jonggrang was playing a trick on him.

    c. Roro Jonggrang won't marry him.

    d. She lied about his filling to him.

20. "He <u>accepted</u> the challenge.". The underlined word refers to…

    a. Disagree with the challenge given.

    b. Agreed with the challenge given.

    c. Refused the challenge given.

    d. Supported the challenge given.

21. Why did they leave Joko Bandung alone?

    a. They didn't want to build the temple.

    b. They didn't want to help Joko Bandung to finish the temple.

    c. They were afraid with the cocks sound.

    d. They were thought that morning would come soon.

22. "And they also thought the sun would rise soon." The word "they" on the sentence refers to…

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    a.   The soldiers.

    b.   The genies and the spirits.

    c.   Bandawasa and the genies.

    d.   Joko Bandung and their spirits.

23. "Joko Bandung <u>occupied</u> the palace." The underlined word refers to…

    a. defeat.

    b. dominant.

    c. hold the power.

    d. won.

24. "…… Bandawasa's spirit joined Joko Bandung's spirit.". The meaning of the word spirit in this statement is…

    a. Enthusiasm

    b. Energy

    c. Spiritual

    d. Vigor

25. What is the point of Roro Jonggrang's proposal?

    a. She asked him to built the temple by himself

    b. She asked Joko Bandung to built the temple

    c. She asked him to finish the temples only in one night

    d. She would marry him if he finished 1000 temples

Task 2. Write (T) if the statement is true and (F) if the statement is false!

1. Joko Bandung was attacking the palace of Prambanan Kingdom by himself.

2. Joko Bandung is the king of Prambanan Kingdom.

3. The spirits and the genies left Joko Bandung alone when seeing the light.

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4. Prabu Boko sent the soldier to attack Joko Bandung. ⬭

5. Roro Jonggrang lives happily with Joko Bandung Bandawasa. ⬭

6. Roro Jonggrang was successful to trick Joko Bandung. ⬭

7. Joko Bandung killed Prabu Boko with his powerful spirit. ⬭

8. Joko Bandung was not strong and powerful enough. ⬭

9. Roro Jonggrang didn't want to marry Joko Bandung Bandawasa. ⬭

10. Joko Bandung was not afraid of Bandawasa. ⬭

Answer Key

Task 1

1. C	11. D	21. D
2. A	12. D	22. B
3. D	13. C	23. A
4. A	14. D	24. B
5. C	15. C	25. D
6. B	16. B	
7. C	17. D	
8. B	18. B	
9. B	19. B	
10. D	20. B	

Task 2

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

Appendix 8

The Observation Checklist of Meeting 1 for Students' Active Participation in Teaching Reading Using Materials from the Internet.

No	Name	Indicators					Active	Pasive
		1	2	3	4	5		
1	ADI LAKSONO	√	√		√			√
2	AGUNG WIBOWO	√		√	√			√
3	AHMAD MUNAWIR	√	√	√			√	
4	AHMAD ROFIKI	√	√	√			√	
5	AHMAD ZAINI		√	√	√			√
6	ANDRY EVAL	√	√			√		√
7	ARTA NIRMALA	√	√	√			√	
8	AVAN FADHOLI	√		√				√
9	AYU WINDARI	√	√	√			√	
10	BAGOES SATYA	√	√		√			√
11	BAWON RANI	√	√	√		√	√	
12	DEWI HUZAIMAH	√	√	√	√		√	
13	DONI T.A.	√	√	√	√		√	
14	DWI NADYA	√	√	√		√	√	
15	DWIKI RATNA	√	√	√		√	√	
16	IZZA AFKARINA	√	√	√		√	√	
17	LAILA NUR YASINTA	√	√	√	√		√	
18	LUTFI NUR AZIZAH	√	√	√	√		√	
19	MAULIYAH DWI	√	√	√		√	√	
20	MOCH. MUNIR	√		√	√			√

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21	NADIA ROSYADINA	√	√	√		√	√	
22	NIKMATUL HIKMAH	√	√	√		√	√	
23	NONI AULIA	√	√	√	√		√	
24	OCTA PUSPA H	√	√	√	√		√	
25	PUTRI AYU	√	√	√	√		√	
26	RIKE AYU	√	√	√	√		√	
27	ROSSA ILLA WINATA	√	√	√		√	√	
28	RUMIYATI	√	√	√	√		√	
29	SEPTI FERDA UTAMI	√	√	√	√		√	
30	SITI HARIYANTI	√	√	√		√	√	
31	TITANIA	√	√	√		√	√	
32	WIDYA PUJI	√	√	√		√	√	
33	YOGI EDO ANDREAN	√	√	√	√		√	
34	YUNI AGUSTIN	√	√	√		√	√	
35	YURIKE EFENDI	√	√		√			√

Note:

- The students who can fulfill at least 3 indicators of students' active participation above are active students (Indicator number 1,2, and 3 are compulsory).
- The students who fulfill less than 3 indicators are passive students.

The indicator for students' Active Participation:

1. The students read the narrative text (Text 2) given by the teacher,
2. The students makes notes about important things in the text (Text 2),
3. The students discuss the task based on the text,
4. The students do the task, and
5. The students answer the teacher's questions.

Appendix 9

The Observation Checklist of Meeting 2 for Students' Active Participation in Teaching Reading Using Materials from the Internet.

No	Name	Indicators					Active	Passive
		1	2	3	4	5		
1	ADI LAKSONO	√	√	√		√	√	
2	AGUNG WIBOWO	√	√	√	√		√	
3	AHMAD MUNAWIR	√	√	√	√		√	
4	AHMAD ROFIKI	√	√	√		√	√	
5	AHMAD ZAINI	√	√	√		√	√	
6	ANDRY EVAL			√	√	√		√
7	ARTA NIRMALA	√	√	√			√	
8	AVAN FADHOLI	√	√			√		√
9	AYU WINDARI	√			√	√		√
10	BAGOES SATYA	√		√	√			√
11	BAWON RANI	√	√	√	√		√	
12	DEWI HUZAIMAH	√	√	√	√		√	
13	DONI T.A.	√		√	√			√
14	DWI NADYA	√	√	√		√	√	
15	DWIKI RATNA	√	√	√		√	√	
16	IZZA AFKARINA	√	√	√		√	√	
17	LAILA NUR YASINTA	√	√	√		√	√	
18	LUTFI NUR AZIZAH	√	√	√	√		√	
19	MAULIYAH DWI	√	√	√	√		√	
20	MOCH. MUNIR	√	√		√			√

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21	NADIA ROSYADINA	√	√	√	√		√	
22	NIKMATUL HIKMAH	√	√	√	√		√	
23	NONI AULIA	√	√	√		√	√	
24	OCTA PUSPA H	√	√	√	√		√	
25	PUTRI AYU	√	√	√	√		√	
26	RIKE AYU	√	√	√	√		√	
27	ROSSA ILLA WINATA	√	√	√		√	√	
28	RUMIYATI	√	√	√		√	√	
29	SEPTI FERDA UTAMI	√	√	√	√		√	
30	SITI HARIYANTI	√	√	√	√		√	
31	TITANIA	√	√	√	√		√	
32	WIDYA PUJI	√	√	√		√	√	
33	YOGI EDO ANDREAN	√	√	√	√		√	
34	YUNI AGUSTIN	√	√	√		√	√	
35	YURIKE EFENDI	√		√		√		√

Note:

- The students who can fulfill at least 3 indicators of students' active participation above are active students (Indicator number 1,2, and 3 are compulsory).
- The students who fulfill less than 3 indicators are passive students.

The indicator for students' Active Participation:

1. The students read the narrative text (Text 2) given by the teacher,
2. The students makes notes about important things in the text (Text 2),
3. The students discuss the task based on the text,
4. The students do the task, and
5. The students answer the teacher's questions.

Appendix 10

The Observation Checklist of Meeting 1 for Students' Affective Aspect in Teaching Reading Using Materials from the Internet.

No	Name	Indicators				Affective Aspect	
		1	2	3	4	Appeared	Less
1	ADI LAKSONO		√	√			√
2	AGUNG WIBOWO	√	√				√
3	AHMAD MUNAWIR	√	√	√	√	√	
4	AHMAD ROFIKI	√	√		√	√	
5	AHMAD ZAINI	√	√	√			√
6	ANDRY EVAL		√		√		√
7	ARTA NIRMALA	√	√	√	√	√	
8	AVAN FADITOLI	√		√			√
9	AYU WINDARI	√	√		√	√	
10	BAGOES SATYA			√	√		√
11	BAWON RANI	√	√	√	√	√	
12	DEWI HUZAIMAH	√	√		√	√	
13	DONI T.A.			√			√
14	DWI NADYA		√		√		√
15	DWIKI RATNA	√	√	√	√	√	
16	IZZA AFKARINA		√	√			√
17	LAILA NUR YASINTA	√	√	√	√	√	
18	LUTFI NUR AZIZAH	√	√		√	√	
19	MAULIYAH DWI			√	√		√
20	MOCH. MUNIR	√	√	√	√	√	

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21	NADIA ROSYADINA	√	√		√	√	
22	NIKMATUL HIKMAH	√	√	√	√	√	
23	NONI AULIA	√	√	√	√	√	
24	OCTA PUSPA H	√	√		√	√	
25	PUTRI AYU		√		√		√
26	RIKE AYU	√	√	√		√	
27	ROSSA ILLA WINATA	√	√	√	√	√	
28	RUMIYATI	√	√	√	√	√	
29	SEPTI FERDA UTAMI	√			√		√
30	SITI HARIYANTI	√	√	√	√	√	
31	TITANIA	√	√	√	√	√	
32	WIDYA PUJI			√	√		√
33	YOGI EDO ANDREAN	√	√		√	√	
34	YUNI AGUSTIN	√	√	√	√	√	
35	YURIKE EFENDI	√	√	√		√	

The indicator for students' affective aspect:

1. Students are able to show enthusiasm while reading the text.

2. Students are able to show curiosity while asking or answering questions.

3. Students are able to show cooperation while discussing with the group.

4. Students are able to show effort while doing the exercise.

Appendix 11

The Observation Checklist of Meeting 2 for Students' Affective Aspect in Teaching Reading Using Materials from the Internet.

No	Name	Indicators				Affective Aspect	
		1	2	3	4	Appeared	Less
1	ADI LAKSONO	√	√	√			√
2	AGUNG WIBOWO	√	√	√	√	√	
3	AHMAD MUNAWIR	√	√	√	√	√	
4	AHMAD ROFIKI	√	√	√	√	√	
5	AHMAD ZAINI	√	√	√	√	√	
6	ANDRY EVAL		√	√	√		√
7	ARTA NIRMALA	√	√	√	√	√	
8	AVAN FADITOLI			√	√		√
9	AYU WINDARI	√	√	√	√	√	
10	BAGOES SATYA	√	√	√	√	√	
11	BAWON RANI	√	√	√	√	√	
12	DEWI HUZAIMAH	√	√	√	√	√	
13	DONI T.A.			√			√
14	DWI NADYA	√	√	√	√	√	
15	DWIKI RATNA	√	√	√	√	√	
16	IZZA AFKARINA	√	√	√	√	√	
17	LAILA NUR YASINTA	√		√	√	√	
18	LUTFI NUR AZIZAH	√	√	√	√	√	
19	MAULIYAH DWI	√	√	√	√	√	
20	MOCH. MUNIR			√			√

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21	NADIA ROSYADINA	√	√	√	√	√	
22	NIKMATUL HIKMAH	√	√	√	√	√	
23	NONI AULIA	√	√	√	√	√	
24	OCTA PUSPA H	√	√	√	√	√	
25	PUTRI AYU		√		√		√
26	RIKE AYU	√		√	√	√	
27	ROSSA ILLA WINATA	√	√	√	√	√	
28	RUMIYATI	√	√		√	√	
29	SEPTI FERDA UTAMI	√	√	√	√	√	
30	SITI HARIYANTI	√	√	√	√	√	
31	TITANIA	√	√	√	√	√	
32	WIDYA PUJI	√	√	√	√	√	
33	YOGI EDO ANDREAN	√		√	√	√	
34	YUNI AGUSTIN	√	√	√	√	√	
35	YURIKE EFENDI	√	√		√	√	

The indicator for students' affective aspect:

1. Students are able to show enthusiasm while reading the text.
2. Students are able to show curiosity while asking or answering questions.
3. Students are able to show cooperation while discussing with the group.
4. Students are able to show effort while doing the exercise.

Result of Reading Comprehension Test

No.	Student's Name	Score	Achieved	Not Achieved
1	ADI LAKSONO	84	√	
2	AGUNG WIBOWO	69		√
3	AHMAD MUNAWIR	75	√	
4	AHMAD ROFIKI	84	√	
5	AHMAD ZAINI	66		√
6	ANDRY EVAL	69		√
7	ARTA NIRMALA	75	√	
8	AVAN FADHOLI	75	√	
9	AYU WINDARI	69		√
10	BAGOES SATYA	75	√	
11	BAWON RANI	84	√	
12	DEWI HUZAIMAH	84	√	
13	DONI T.A.	66		√
14	DWI NADYA	78	√	
15	DWIKI RATNA	78	√	
16	IZZA AFKARINA	87	√	
17	LAILA NUR YASINTA	87	√	
18	LUTFI NUR AZIZAH	66		√
19	MAULIYAH DWI	84	√	
20	MOCH. MUNIR	81	√	
21	NADIA ROSYADINA	84	√	
22	NIKMATUL HIKMAH	90	√	
23	NONI AULIA	69		√
24	OCTA PUSPA H	84	√	
25	PUTRI AYU	78	√	
26	RIKE AYU	90	√	
27	ROSSA ILLA WINATA	87	√	
28	RUMIYATI	69		√
29	SEPTI FERDA UTAMI	78	√	
30	SITI HARIYANTI	81	√	
31	TITANIA	84	√	
32	WIDYA PUJI	90	√	
33	YOGI EDO ANDREAN	84	√	
34	YUNI AGUSTIN	81	√	
35	YURIKE EFENDI	81	√	
	Total		27	8
	Percentage		77%	23%