



**THE USE OF AUTHENTIC READING MATERIALS TO IMPROVE THE  
SEVENTH GRADE STUDENTS' PARTICIPATION AND THEIR READING  
COMPREHENSION ACHIEVEMENT AT SMP ISLAM WALISONGO**

**MAYANG**

**THESIS**

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LANGUAGE AND ARTS EDUCATION DEPARTMENT  
THE FACULTY OF TEACHER TRAINING AND EDUCATION  
JEMBER UNIVERSITY**

**2016**



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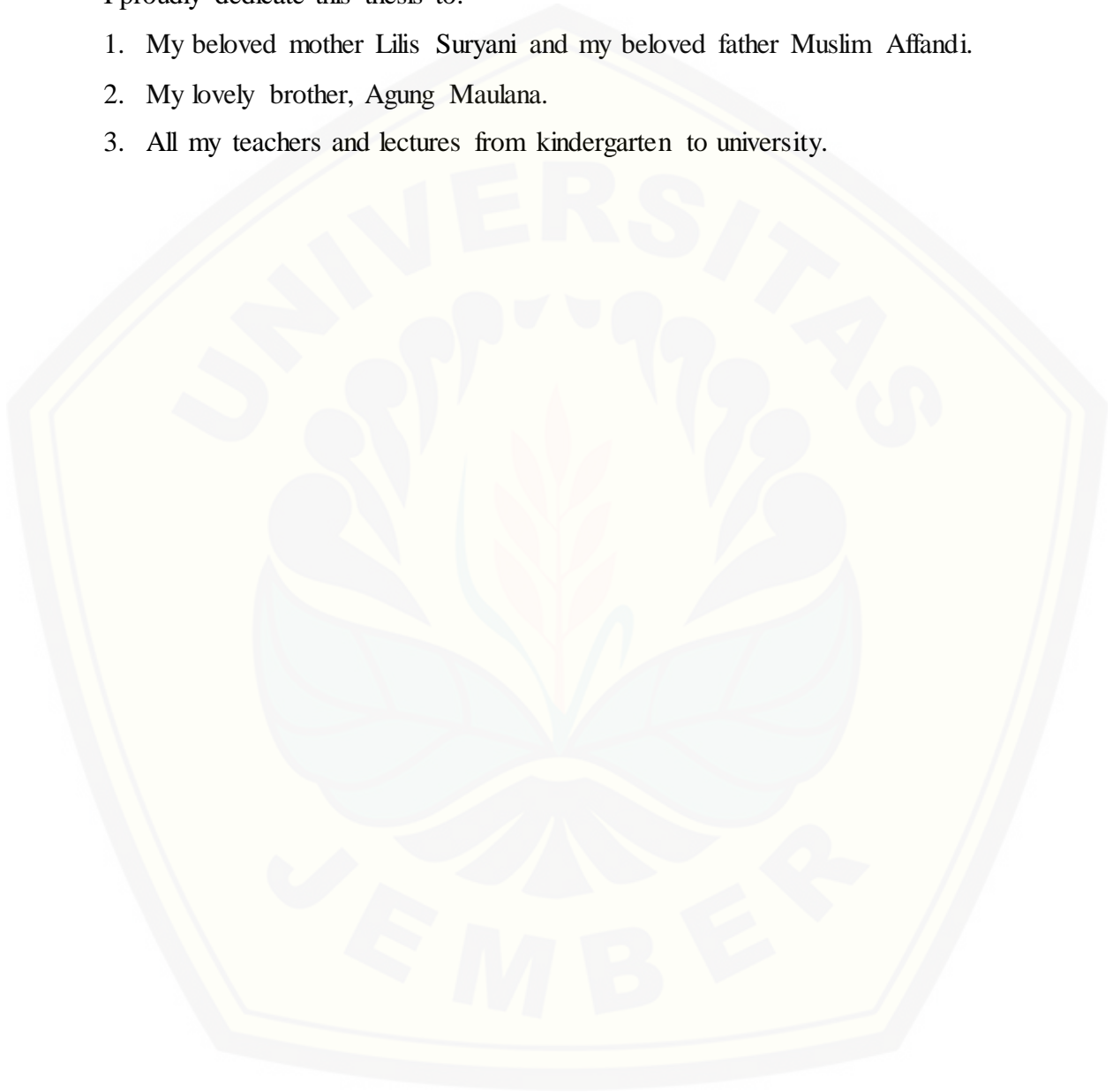
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**2016**

## DEDICATION

I proudly dedicate this thesis to:

1. My beloved mother Lilis Suryani and my beloved father Muslim Affandi.
2. My lovely brother, Agung Maulana.
3. All my teachers and lectures from kindergarten to university.



**MOTTO**

“The more that you read, the more things you will know. The more that you learn, the more places you’ll go.”

**“Dr. Seuss”**



**STATEMENT OF THESIS AUTHENTICITY**

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Jember, June, 2016

The writer



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## SUMMARY

**The Use of Authentic Reading Materials to Improve the Seventh Grade Students' Participation and Their Reading Comprehension Achievement at SMP Islam Walisongo Mayang;** Citra Wafiatul Muna, 100210401125; 2016; 47 pages; English Language Study Program, Language and Arts Education Department, the Faculty of Teacher Training and Education, Jember University.

This classroom action research was intended to improve class VII-D students' participation and their reading comprehension achievement by using authentic reading materials at SMPI Walisongo Mayang. This class was chosen because the students in that class had difficulties in learning reading. Additionally, based on the result of the preliminary study done before conducting this research, only 10 students (28.57% of the students) got the score of 75 or higher while 25 students (71.42% of the students) got the reading score less than 75. According to the English teacher, only some students were active during the reading class.

In this research, the researcher used authentic reading materials in teaching reading to the students because the researcher believed that authentic reading materials could improve the seventh grade students' reading comprehension achievement score. According to Tella (2002:73) authentic texts can be motivating because the language used is for real life purpose. In this research, the researcher used the reading materials from brochures, newspapers and magazines. It was intended to help the students to improve their reading comprehension achievement.

This research was conducted on February 2<sup>nd</sup> - February 17<sup>th</sup>, 2016. The action was done in one cycle, the cycle was done in two meetings and the reading comprehension achievement test was done in the third meeting. In this classroom action research, the researcher taught reading by using authentic reading material to the students in two meetings and did the observation collaboratively with the English teacher during the teaching learning process of reading.



The result of the observation in Meeting 1 showed the students' participation did not achieve the research target. It was showed by the percentage of the students who was categorized as active students in Meeting 1 was 68.57%. That score had not achieved the successful criteria of this classroom action research that was 75% of the students should be active during the teaching and learning process of reading.

The action was continued to the second meeting because the result of the research in Meeting 1 could not achieve the research target. The classroom observation in meeting 2 showed an improvement. The results of the observation showed there was 85.11% of the students who were categorized as active students in meeting 2. This indicated that the students actively participated in the teaching learning process of reading. Besides, the result of reading achievement test in Cycle 1 achieved the criteria of the research objective that was 75% of the students got score at least  $\geq 75$  in the reading test. There were 28 students or 80% of 35 students could achieve the standard reading score that was  $\geq 75$  in the reading test. It indicated that the results of the reading comprehension achievement test in Cycle 1 achieved the criteria of the success of the research.

Based on the result above, it could be concluded that the use of authentic reading materials could improve class VII-D students' participation and their reading comprehension achievement at SMPI Walisongo Mayang. It is suggested that the English teacher could use authentic reading materials in teaching reading, because this is one of the appropriate reading materials to be learned by the students in the classroom to improve the students' active participation during the teaching and learning process of reading. The future researchers are suggested to conduct a further research dealing with a similar problem to different subjects and schools by using the same or different research design.



## CHAPTER 1. INTRODUCTION

This chapter presents the discussion of some aspects dealing with the topics of the research. They are background of the research, the problems of the research, the objectives of the research, and the significance of the research.

### 1.1. Background of the Research

Reading is one of the language skills that is very important to be mastered because reading is an important educational goal. Almost all of the teaching learning process involves reading activity. Based on the 2006 Institutional Level Curriculum (*Kurikulum Tingkat Satuan Pendidikan/KTSP 2006*), for the English subject of Junior High School, it is stated that teaching English has an aim at developing the students' skills: listening, speaking, reading, and writing. Besides, students have to learn the language components namely grammar, vocabulary, and pronunciation.

The ability in reading opens up new world and opportunities. It enables students to gain new knowledge, much information, new experiences, enjoy literature, and do daily modern life, such as, reading a newspaper, a short story, a novel, job listing and so on. Therefore, reading is one of the important skills in learning process beside listening, speaking and writing. Johnson (2008:247) claims that reading is one of important skills beside the other skills such as listening, speaking, and writing.

Reading is the way of people to know many things in the world. Whatever they read, they need their understanding to get the messages or information of what they read. Heinemann (2002:54) states that reading is a psycholinguistic process, which starts with a linguistic surface representation encoded by a writer and ends with meaning which the reader constructs. It means that to decode the writer's thought, the readers need a process to construct meaning based on the visual information in the text. Here, each reader will have different construction of the text

meaning. In addition, Grellet (1999:102) states that by reading the students get not only information or knowledge but also enjoyment.

Based on the first preliminary study which was conducted on March 10<sup>th</sup> 2015 by the researcher at SMPI Walisongo Mayang, the researcher interviewed the English teacher of the seventh grade. It was found that among the seventh graders, many students of VII-D still had difficulties in comprehending English texts. The teacher said that 71,42% of 35 students in that class got score under 75 for their reading test. It was also found that the English teacher used some text books as the sources of English subject and took the reading materials randomly. In this case, the students only used a note book for the English subject, they only wrote and read the materials given by the teacher. When the researcher checked the students' note book, it was found that some of the students have not finished writing the materials from the teacher. It was also found that some of them wrote a faulty text and some wrong words. The researcher also conducted the second preliminary study on March 15<sup>th</sup> 2015. That was an observation in the teaching and learning process in VII-D. Based on the observation, many students of this class could be categorized as passive students. They had passive participation in the teaching and learning process of reading. They only read the reading text when the teacher gave reading materials and asked them to read. It seems that the students were not interested in the reading materials because the material was monotonous and they had to write the text by themselves before they started the reading activity.

Based on the explanations above, it is necessary to give an appropriate reading material to the students to make the students have an ability of reading. The researcher should find another way to overcome the problems in order to improve the students' reading comprehension achievement. According to the result of the interview with the English teacher, the researcher found that the authentic reading materials have never been used by the teacher in teaching reading comprehension in the class. So, the researcher decided to use authentic reading materials as the variation of the reading materials in the reading teaching learning process in order to improve

the students' reading comprehension achievement. In this case, the researcher used reading materials from brochures, newspapers and magazines.

Authentic material is any material that has not been specifically produced for the purpose of language teaching. Jacobson (2003:97) defines authentic materials as those that have been produced to fulfill some social purposes in the language community in which they were produced. Rojas (2008) defines authentic materials as texts produced by native speakers for non-pedagogical purposes. It means that authentic reading material is original for global readers all over the world. The variety of authentic materials can be TV programs, news, movies, literature, brochures, menus, food package, internet, even CDs and DVDs. Authentic materials are not created specifically to be used in the classroom, but they make excellent learning tools for students because they are authentic. It is in line with Sanderson's (1999:112) statement that authentic materials are materials that we can use in the classroom and that have not been changed in any way for students. Tella (2002:73) states that authentic texts can be motivating because the language used is for real life purposes. Moreover, they have a positive effect on comprehension and learners' satisfaction. It can be implied that the use of authentic materials affects the students' reading comprehension.

The use of authentic reading materials seems appropriate to be used in the classroom, because some authentic reading materials have a correlation with the subject in the school and it can attract students' interest in reading. Related to this idea, it was found two researches about the use of authentic reading materials in learning English as a foreign language. The first research was conducted by Niapasa, who conducted a classroom action research to the eighth grade students at SMP Hadiwijaya Genteng in the 2009/2010 academic year. She reported that the use of authentic reading materials could improve the students' reading achievement, because all of the students could gain the standard achievement score at least 65. The second research was conducted by Apsari (2014). Who conducted a classroom action research, and she reported that using authentic materials could improve the students'

reading comprehension achievement. It means authentic reading materials can be used as the reading materials for the students in the classroom because it had a positive effect on the students' reading comprehension achievement.

Based on the background above, the researcher conducted a classroom action research entitled "The Use of Authentic Reading Materials to Improve the Seventh Grade Students' Reading Comprehension Achievement and Their Participation at SMP Islam Walisongo Mayang."

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

- a. How can the use of authentic reading materials improve the VII-D students' active participation in reading teaching learning process at SMPI Walisongo Mayang?
- b. How can the use of authentic reading materials improve the VII-D students' reading comprehension achievement at SMPI Walisongo Mayang?

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

- a. To improve the VII-D students' active participation to the reading teaching learning process by using authentic reading materials at SMPI Walisongo.
- b. To improve the VII-D students' reading comprehension achievement by using authentic reading materials at SMPI Walisongo Mayang.

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

The result of this classroom action research is expected to be useful for the English teacher, the students, and the other researchers.

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

The result of the research is expected to be beneficial for the English teacher in teaching reading, especially by using authentic materials because this is one of the appropriate reading materials to be learned by the students in the classroom to

improve the students' participation during the teaching and learning process of reading.

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

The result of this research can be a good experience for the students of the seventh grade to read authentic materials taken from packages, brochures, newspapers and magazines. The use of the material will be an alternative way to encourage them in reading so that they will get better reading achievement.

#### **1.4.3. The Other Researchers**

Hopefully, the research results are useful for the other researchers as information to do a further research to improve the students' active participation and their reading comprehension achievement to different students and schools by using the same or different research design. For example, "The Effect of Using Authentic Reading Materials on the Students' Reading Comprehension Achievement".



## CHAPTER 2. REVIEW OF RELATED LITERATURE

This chapter discusses the theories related to the research problem. They include the definitions of reading comprehension, the meaning of reading comprehension achievement, text genre in junior high school, definition of authentic reading materials, the authentic material sources for teaching procedure texts, the procedures of teaching reading by using authentic reading materials, the advantages of authentic reading materials, the disadvantages of authentic reading materials, and the research hypotheses.

### 2.1 Definitions of Reading Comprehension

Reading is closely related to human life all over the world. We read every day in order to communicate and obtain information. Duffy (2009:142) defines that reading is a receptive language process. It is a psycholinguistic process in that it starts with a linguistic surface representation encoded by the writer and ends with meaning which the reader constructs. When the readers read, they not only read the word carefully but also try to gain the intention of the subject itself.

Comprehension is an active process to construct meaning (Pang, et al, 2003). It is the interaction between the students' existing prior knowledge and the text being read. The readers should understand the purpose of reading itself, gain the meaning from the text and identify the author's message in expressing the written text.

### 2.2 The Meaning of Reading Comprehension Achievement

Reading comprehension is the process of constructing meaning from a text. Grellet (1996:220) states that reading comprehension is an understanding of a written text, which means extracting the required information from it as efficiently as possible. This means that while reading a text, a reader is able to extract the information from the text. The reader must gain the meaning of the text, at least they can identify the author's message in expressing the written text.

In relation to achievement, Hughes (2003:112) explains that achievement is related to test that is done to discover how successful students have been in achieving the objective of a course. Paris (1995:221) defines that achievement is how to do things successfully with effort and skill. It means that reading comprehension achievement refers to the scores which students get from their reading comprehension test to measure how successful the students in achieving the objective of a reading course.

The reading comprehension covers reading comprehension for general information and specific information as stated by McWhorter (2001:22). The students' reading comprehension achievement can be gained by administering the reading comprehension test done after the action given. The indicators of reading comprehension to be measured cover finding general and specific information.

### **2.2.1 Identifying General Information of Text**

General information of the text in this research is the main idea which can be taken in the paragraphs. According to McWhorter (2001:27), the main idea of a paragraph is the most important idea because it explains the idea of the whole paragraph. He states that there are some ways to find the main idea within a paragraph. First, the writer states his/her main point in the first sentence of a paragraph and then explains it. Second, the writer leads up to the main point and then directly states the main point in the last sentence of a paragraph. Third, the writer states the main point in the middle of a paragraph. The writer begins with the example or explanation, then states his/her main point and continues with the explanation. The last, the writer states the main point at the beginning of a paragraph and again in the end. In line with the explanation above, Grellet (2002:106) states that the main idea of each paragraph is usually stated somewhere in a paragraph by one sentence, it is usually found at the beginning, at the end or in the middle of the paragraph. In this research, identifying general information will be as the indicator of reading achievement. The general information in this research deals with the general



ideas stated in a text as the main idea of each paragraph, the topic of a text and the title of the text. The following is the example of a procedure text taken from Asian food magazine.

### **How to make a banana sandwich**

#### **Ingredients:**

- 2 slices of bread
- Peanut butter
- A banana
- 100 ml of honey

#### **Steps:**

- First, take two slices of bread
- Then, spread peanut butter
- Cut up a banana into some slices
- Next, put the bananas on a slice of bread
- Pour some honey over the bananas
- Finally, put the other slice of bread on top

Here is the example of a question and an answer for identifying general information based on the procedure text entitled “How to make a banana sandwich.” above.

Question: What is the purpose of the text above?

Answer: The purpose of the text above is to describe about how to make a banana sandwich.

Question: How much bread do we need to make a banana sandwich?

Answer: To make a banana sandwich we need 2 slices of bread. To answer the question, the students need to read the text. In this case, the answer states in the list of ingredients or in the first step of making a banana sandwich.

### **2.2.2 Identifying Specific Information of Text**

Specific information is the information that can be found by the readers if they read the text very carefully to understand both the author’s purpose and viewpoint. McWhorter (2000:29) says that reading for specific information involves understanding what information, or what kind of information you’re looking for,

locating it and then reading the relevant part carefully to get a full and detailed understanding. Specific information deals with the supporting detail in the paragraph or a text. Supporting details are used by the author or the writer to make the main ideas clear, interesting, and memorable (Wood, 1996:196). In addition, Wong (1999:366) states that supporting details provide additional information or explanation such as facts, examples, explanations, definitions and any other kind of details that develop or support main idea. In this case, reading comprehension in finding specific information covers how to identify certain words and certain sentences in a text. Words here mean specific or certain words that appear in the text and they have meanings, synonyms or antonyms that can be mentioned during the exercise. Meanwhile, a sentence means a specific or certain sentence that supports the main idea and consists of factual information about a paragraph. The following is the example of a procedure text taken from Asianfood magazine.

### **How to make a banana sandwich**

#### **Ingredients:**

- 2 slices of bread
- Peanut butter
- A banana
- 100 ml of honey

#### **Steps:**

- First, take two slices of bread
- Then, spread peanut butter
- Cut up a banana into some slices
- Next, put the bananas on a slice of bread
- Pour some honey over the bananas
- Finally, put the other slice of bread on top

Here is the example of a question and an answer for identifying specific information based on the text entitled “How to make a banana sandwich” above.

Question: Cut up a banana into some slices. What is the synonym of the underlined word?

Answer: slice. To answer the question, the students need more thinking in order to comprehend a text. The students should find the synonym of the word “cut”.

### 2.3 Text Genre in Junior High School

The students in junior High School learn some types of texts in reading, such as descriptive, narrative, recount, report and procedure. Those types are appropriate with Institutional Level Curriculum of Junior High School. In this research, the procedure text is chosen as the type of reading materials that should be taught in the seventh grade students at SMP Islam Walisongo.

A procedure text is designed to describe how something is accomplished through a series of steps (Goatly, 2004:30). In other words, it explains how something can be done, such as direction, recipes and manual instructions. The generic structure of procedure text: 1) goal, is an introductory statement and may be in the form of the title of the text; 2) materials, contains a list of materials that will be needed to complete the procedure; 3) steps, are in the form of a series of steps oriented to achieve the goal. Then, the language features of a procedure text are: 1) the use of simple present tense; 2) the text focuses on generalized people rather than individual, for example: *first you take*, rather than *first I take* ; 3) sentences that begin with action verbs for examples: *cut, fold, twist, hold*, and so on ; 4) the use of linking words to connect the text and to indicate sequence, for examples: *first, when, then, after that*. The text below is the example of a procedure text.

#### How to make a photo frame

##### Materials:

- Cardboard
- A piece of paper
- Scissors
- Glue
- A marker
- Ribbon

Instruction:

1. Prepare a piece of cardboard
2. Cut a piece of cardboard into a rectangle
3. Make a cut of rectangle inside the cardboard, so that it shapes like a frame
4. Then, decorate the frame as you like by using a marker
5. Next, cut a piece of paper into a rectangle as big as the frame
6. Stick the paper on the back of frame, and leave one side open so that you can put the photo in
7. Put the picture in the frame so it can look like a big place to put pictures in it
8. Finally, put the ribbon on the frame.

*(Taken from: Metro newspaper 2010)*

#### **2.4 Definitions of Authentic Reading Materials**

Authentic reading materials are real life texts that are written not for pedagogic purpose. They are written for native speakers and contain real language. Peacock (1997) describes authentic materials as materials that have been produced to fulfill some social purpose in the language community. Then, Wong (1995) defines authentic materials as the materials which are used in genuine communication in the real world and it is not specifically prepared for the teaching and learning of English. From that explanation, authentic materials are materials which are designed for native speakers, they are real texts designed not for language students, but for the speakers of the language. In fact, authentic reading materials are closely related with the students' subject in the classroom. Based on the curriculum and division of the subject, there are some authentic reading materials that are taught to the students, such as, poems, advertisements, newspapers, brochures, letters, postcards, invitation cards, short stories, and magazines. In addition, Sanderson (1999) states that authentic materials are materials that we can use in the classroom and that have not been changed in any way for students. Bedi (2001:144) says that using authentic

reading materials brought enjoyable in learning experiences and make the students feel that they are learning the real stuff.

Based on the explanation above, it is known that authentic reading materials could be applied in the teaching learning process. The authentic reading materials refer to any texts that language learners could find in the real life. In this research, authentic reading materials were used as the reading materials in the classroom.

## **2.5 The Authentic Reading Material Sources**

The authentic reading materials that can be applied for teaching reading in the classroom can be taken from newspapers, magazines, TV programs, movies, songs, menus, brochures, posters, packaging of foods, literatures, and internet. Jacobson (2003:152) states that the wide variety of authentic materials ranges from literature, CDs, DVDs, news, movies, TV programs, even brochures and menus.

In this research, the reading materials were taken from, brochures, magazines and newspapers.

### **2.5.1 Brochures**

A brochure is a small book or magazine containing a picture and information about a product or service. It is also a kind of an informative paper document (often also used for advertising), that can be folded into a flyer, pamphlet or leaflet.

### **2.5.2 Magazines**

A magazine is a printed publication that comes regularly and includes much information. According to Merriam (1999), a magazine is a type of a thin book with a paper cover that contains a story, essay, pictures, articles etc., and that is usually published every week or month.



### 2.5.3 Newspapers

A newspaper is a set of large printed sheets of folded paper containing news, articles, and other information, usually published every day to deliver the up to date news and other information. The publication is typically sectioned off based on subject and content. Newspapers may also include advertisements, opinions, entertainment and other general interest news (Meriam Webster, 2012).

### 2.6 The Procedures of Teaching Reading by Using Authentic Reading Materials

The procedures of teaching reading by using authentic materials were adapted from Parish (2004:111). He describes three steps for teaching reading, namely; pre-reading stage, while reading stage, and post-reading stage. In this research, the procedures that used in teaching reading are as follows:

#### Pre-reading Activity

1. Introducing a topic. The teacher build up the students' attention to the topic by using media or asking some questions related to the topic about authentic reading materials.
2. The teacher states the objective of the lesson.
3. The teacher gains the students' background knowledge on the topic through brainstorming/ think of words or ideas related to the topic.

#### While reading stage

1. The teacher asks the students to read the text for a few minutes. Then, asks them to find difficult words or unfamiliar words related to the text.
2. The teacher asks the students to do the task individually related to the topic.
3. The teacher discusses the task with the students.

#### Post-reading stage

1. The teacher discusses with the students about the content of the text based on the authentic reading materials they have read.
2. The teacher guides the students to make a conclusion about the text given by Question-Answer.

## 2.7. The Advantages of Using Authentic Reading Materials

According to Peacock (1997), there are some advantages of using authentic materials in teaching learning process of reading as follows:

- a. The authentic reading material are interesting

Interesting means that by using authentic reading materials in the classroom, the students can find the variation media in language learning. It is more interesting than the textbook.

- b. The authentic reading material are motivating

The authentic reading materials contribute to transfer the message that the students will get in the classroom to their daily life. The students could find a real language use in out of the educational field. So, it can help them to prepare in real life reading.

- c. The authentic reading material are enjoyable

Authentic reading materials should be given to the students since the students can get much information from the real life, because authentic reading materials are parts of real life. By reading authentic materials, they get information about everything around them and something related to their life.

- d. The authentic reading material are original

Authenticity means that nothing of the original text is changed and its presentation and layout are retained. It means that the teacher should not change the authentic reading materials to keep their authenticity. Authenticity is important for the language presented in order to make the students understand to the real use of language.



## 2.8 The Disadvantages of Using Authentic Reading Materials in Teaching Reading

According to Peacock (1997), there are some disadvantages of using authentic materials in teaching learning process of reading as follows:

### a. Difficult Language

In some cases, authentic materials often contain difficult language, unneeded vocabulary items and complex language structures, which cause a burden for the teachers and students in lower-level classes. The vocabularies and structures in authentic reading materials sometimes are not appropriate with the students' need. Thus, the students face difficulties to comprehend them.

### b. The Unsuitability of the Materials

Authentic reading materials can become outdated easily.

From the disadvantages above, some problems come out related to the teaching learning process. So, to overcome those problems, the researcher had to take the reading materials carefully. There are so many kinds of reading materials in the magazines and newspapers. In this case, the reading materials should be appropriate with the students and the researcher selected the reading materials that were suitable with the students' level to comprehend and the story was not too complicated. It was related to the criteria of the suitability of text for the junior high school level.

## 2.9 Research Hypotheses

Based on the problems and the related literature reviews above, the hypotheses of this research are formulated as follows:

1. The use of authentic reading materials can improve the VII-D students' participation in the reading teaching learning process at SMPI Walisongo Mayang in the 2015/2016 academic year.
2. The use of authentic reading materials can improve the VII-D students' reading comprehension achievement at SMPI Walisongo Mayang in the 2015/2016 academic year.

## CHAPTER 3. RESEARCH METHODOLOGY

This chapter presents the research methods that will be applied in this research. It covers research design, area determination method, subject determination method, data collection methods, research procedures, the criteria of success of the action, data analysis methods, and operational definitions of the terms.

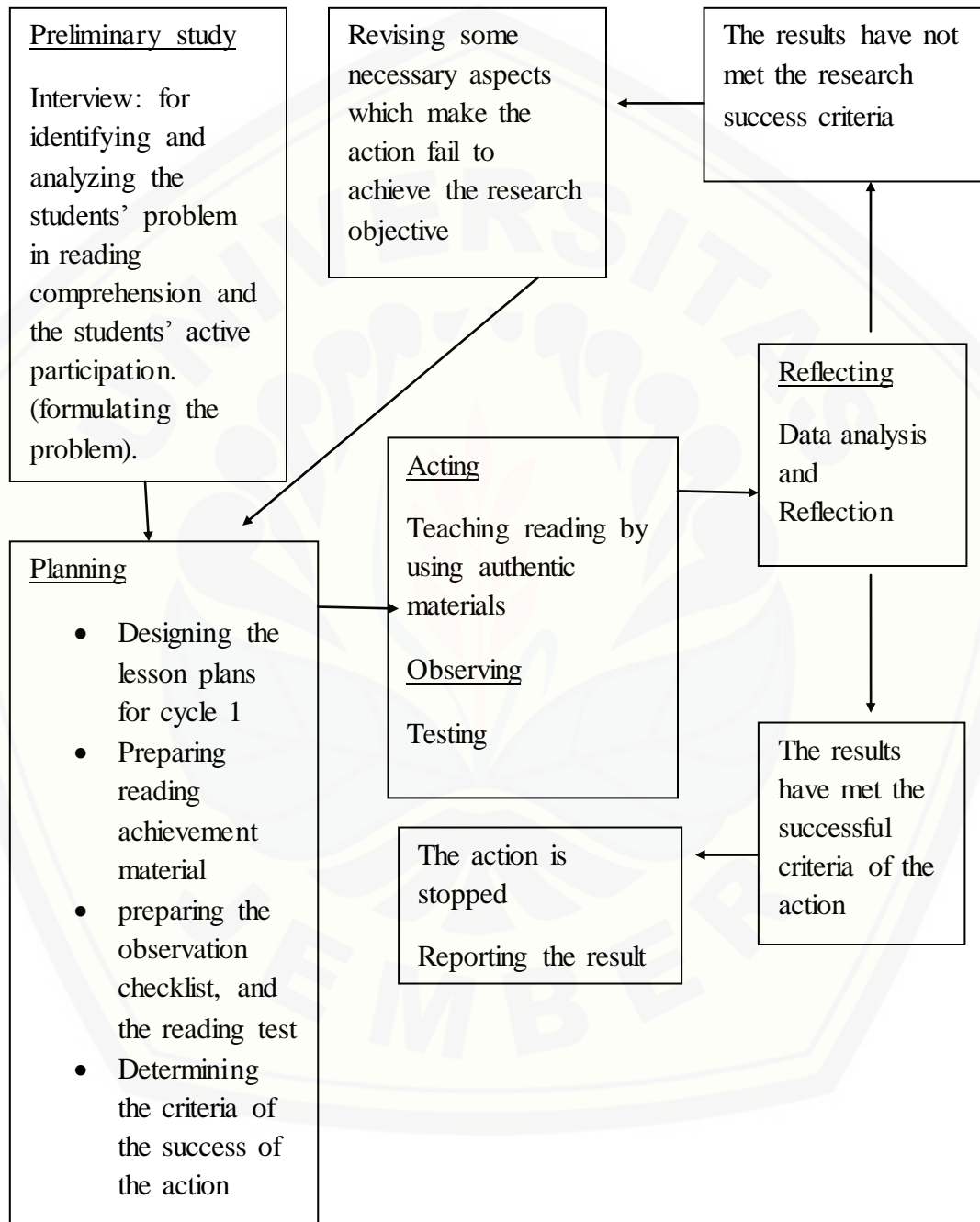
### 3.1 Research Design

In this research, the researcher used a classroom action research as the appropriate research design because the objective of the research was to improve the reading comprehension achievement of the student. The classroom action research has a specific purpose to improve education system. In this case, McMillan (1992) explains that a classroom action research is a specific type of applied research with the purpose to solve a specific classroom problem or make a decision at a single local site. Its goal is to improve practices immediately within one or a few classrooms. In addition, Elliot (1991:69) says that a classroom action research is a study of a social situation that is suitable in educational field with a view to improve the quality of the action within it.

This Classroom Action Research was conducted collaboratively with the English teacher who teaches the VII-D grade of SMPI Walisongo. The collaboration focused on identifying and analyzing the students' problems in reading comprehension, implementing the action, doing observation and evaluating data analysis and reflecting the action. By conducting the research collaboratively, it was intended that the data which was analyzed in this action were more accurate and the research process run well.

This classroom action research was conducted in one cycle. The cycle consisted of four activities, they were: 1) the planning of the action, 2) the implementation of the action, 3) observation and evaluation, 4) data analysis and

reflection of the action, as stated by Elliot (1991:69). The design of the classroom action research is illustrated in the following diagram.



(Adapted from Elliot, 1991:70)

The activities of the research design above were as follows:

1. Interviewing the English teacher of the seventh grade students at SMPI Walisongo to get some information needed about the current condition in the reading teaching learning process and the teaching techniques used for identifying and analyzing the students' problem in reading comprehension.
2. Finding out the documents of the students' scores in reading comprehension of the seventh grade students at SMPI Walisongo to gain the supporting data.
3. Finding out the class among the existing classes with the lowest mean score of reading as the research subjects (from the English teacher's information and the documents).
4. Planning the action of the cycle by constructing the lesson plans for the first cycle, lesson plan 1 for meeting 1 and lesson plan 2 for meeting 2 collaboratively with the English teacher, and constructing the reading test for the first cycle.
5. Implementing the actions of the first meeting which was conducted by the researcher. While for the second meeting was conducted by the English teacher. The action was teaching reading by using authentic material.
6. Observing the students' activities in the teaching learning process. It was done by the English teacher in the first meeting and the researcher in the second meeting.
7. Administering the reading comprehension test by using authentic reading materials to the VII-D students.
8. Analyzing the results of reading comprehension test and observation in Cycle 1 quantitatively.
9. Reflecting the result of the observation and the reading comprehension achievement test in Cycle 1 descriptively. Since the result of reading test and class observation in cycle 1 had achieved the research objective, the action was stopped.
10. Drawing conclusion to answer the research problems.

### **3.2 Area Determination Method**

The area of this research is SMPI Walisongo. This school was determined purposively, as McMillan (1992:76) states that in the purposive method, the researcher selects particular elements from the population that will be representative or informative about the topic. In this research, SMPI Walisongo Mayang was chosen as the research area because of some reasons:

1. The teacher in this school never used authentic reading materials taken from brochures, magazines and newspapers in teaching reading comprehension to the students.
2. The headmaster of SMPI Walisongo gave permission to the researcher to conduct the classroom action research at the school.
3. There has been no research conducted at this school about this title.

### **3.3 Subject Determination Method**

The purpose of determining the research respondents is to collect the data that are required in the research. Arikunto (2006:145) states that a respondent is a person who gives some responses or answers to the researcher's questions either orally or in the written form. The subjects of this research were one class of the seventh grade students that had the lowest mean score of reading comprehension test among the other classes at SMPI Walisongo Mayang in the 2015/2016 academic year. There are four classes of the seventh grade students in the 2015/2016 academic year. Based on the result of interview and a document of reading test results from the teacher, class VII-D was chosen as the research subjects because they had the lowest mean score of reading comprehension test and there were more than 50% of the students did not achieve the standard score of reading comprehension test.



### **3.4 Data Collection Methods**

In this research, the researcher collected primary data and supporting data. The primary data were collected by reading comprehension test and observation, while the supporting data were got by interview and documentation. The data collection methods that were used will be discussed in the following parts.

#### **3.4.1 Primary Data Collection Methods**

##### **a. Reading Test**

In this research, the reading test was used to measure the students' achievement in reading authentic materials. The reading test was done in each cycle after the actions were given. McMillan (1992:114) says that a test is an instrument to measure skill or knowledge that presents to each subject a standard set of questions that requires the completion of a cognitive task. In addition, Hughes (2003:11) classifies test into four types; they are proficiency test, achievement test, diagnostic test, and placement test. The achievement test was applied in this research to measure the students' mastery of the authentic reading materials that had been taught. In this research, the number of the test items in the reading comprehension test consisted 25 items in the form of Multiple Choice. The test was given after the actions given in cycle 1. The test items included the questions for finding the general information of the text and the questions for finding the specific information of the text. Dealing with the way of scoring, each correct item was scored 4. The test items consisted of 13 questions for finding general information and 12 for finding spesific information. So, the total score of the test item was 100 points. The time allocation in doing the test was 60 minutes.

**Table 3.1 Test Indicators' Scoring**

<b>Indicators</b>	<b>Tets Item Number</b>	<b>Total Item</b>	<b>Score for each</b>	<b>Total Score</b>
Finding General information	3, 5, 7, 8, 9, 11, 13, 15, 18, 20, 22, 23, 25	13	4	52
Finding Specific information	1, 2, 4, 6, 10, 12, 14, 16, 17, 19, 21, 24	12	4	48
			<b>25 Score</b>	<b>100</b>

According to Hughes (2003:26-35), there are two criteria to conduct a good test, namely validity and reliability. McMillan (1992:100) states that validity refers to the appropriateness, meaningfulness, and usefulness of the specific inferences made from test scores. A test is said to be valid if it measures accurately what is intended to be measured (Hughes, 2003:26). The emphasis is on judging the extent to which a test is valid or not. In this research, the content validity was used because the content of the materials was constructed based on *KTSP* for junior high school. Then, since the test was valid based on its content, then it was also reliable.

Further, McMillan (1992:100) defines a reliability as a consistency of score. In addition, Heaton (1991:162) says that there are two factors affecting the reliability of a test, namely the extent of the sample of material selected for testing and the administration of the test. In other words, reliability of the test is regarded as the consistency of the test result. A test is said to be reliable if the result of the test is very similar, although the test had been administered to the same students with the same ability, but at different time. To know the validity and reliability of the test and index of difficulty level of the test items, the researcher conducted a try out test. The try out test was administered before the reading test given to the subject. The try out test was conducted to another class which did not belong to research subjects. It consisted of 30 questions in the form of multiple choices with the allocation time of 60 minutes.



In this research, split half odd-even technique by using Microsoft Excel computation was applied to estimate the reliability of the test items by following these procedures:

- a. Administering the try out and giving score to each item.
- b. Dividing the scores in two parts based on odd – even items.
- c. Giving sign (X) for the odd numbers and (Y) for the even numbers.
- d. Analyzing the correlation between X and Y by using Pearson Correlation.

$$r_{xy} = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{\{N \sum X^2 - (\sum X)^2\} \{N \sum Y^2 - (\sum Y)^2\}}}$$

Note:

$r_{xy}$  : Reliability coefficient for half of the test items

$\sum XY$  : The total number of odd and even items

$\sum(X)$  : The number of odd items

$\sum(Y)$  : The number of even items

$N$  : The number of the research subject

- e. Estimating the reliability index of the whole test item by using Spearman – Brown's formula

Note:

$r_{11}$  : Reliability coefficient for the whole text

$r_{xy}$  : reliability coefficient for half of the test items

(Adopted from Arikunto, 2006:170)

Concerning with realibility, Saukah (1997:210) confirms that reliability coefficient of the teacher made test is believed to be reliable if the reliability coefficient is  $\geq 0.50$ .

Good test items should not be too difficult and not too easy. Djiwandono (2011:224) states that the difficulty index of the test items should be carried out so that the test items are not too easy or too difficult. If the test items are too difficult, they make the students less confident and unenthusiastic to solve the problem. Yet, if the test items are too easy, they do not stimulate the students' effort to solve the test items given. In this research, the results of the try out were analyzed by using the degree of the test item difficulties. The formula was as follows:

$$FV = \frac{R}{N}$$

Notes:

FV: Facility of value (index difficulty level).

R : The number of the students who could answer correctly.

N : The number of students taking the test.

Brown (1984:1469)

The criteria of the difficulty index by Djiwandono (1996:141) are as follows:

< 0.20 : Difficult

0.20 – 0.80 : Fair

> 0.81 - 1.00 : Easy

### **b. Observation**

In this research, the observation was intended to know the students' participation during the implementation of the action. The observation was done in each meeting. The checklist was used as the observation guide while observing the students' participation. The students were considered as active students if they fulfilled at least 3 indicators of the 5 indicators during the teaching and learning process.

**Table 3.2**The observation Checklist of the Students' Participation

No.	Name	Indicators					Total	Active	Passive
		1	2	3	4	5			

The indicators are the students' activity in :

1. Reading the authentic materials given.
2. Paying attention to the teachers' explanation.
3. Asking questions about the reading materials.
4. Answering the teacher's oral questions.
5. Doing the reading tasks given by the teacher.

### 3.4.2 Supporting Data Collection Methods

#### a. Interview

In this research, interview was used to get the supporting data about the students' problem in reading comprehension and the students' active participation. Interview is classified into two types, structured and unstructured interviews (Arikunto, 2010:227). In this research, the structured interview was used to support the primary data because the list of the questions was prepared before the interview began. The interview was done in the preliminary study with the English teacher to get the information about the materials and the English teacher's technique in teaching reading, the students' problem in reading, and how to overcome the student's problems in reading.

#### b. Documentation

Documentation, in this research, was used to get the supporting data. According to Arikunto (2010:231), documentation is a method of collecting data to support the variables being researched from written sources, such as notes, transcripts, books, news, magazines, and agenda. In this research, documentation was

used to get the supporting data about the number and the names of the subjects of the seventh grade students of SMPI Walisongo in the 2015/2016 academic year and the previous reading test scores from the English teacher before the actions given.

### **3.5 Research Procedures**

This research was done in one cycle. There were four activities in the cycle; they are; the planning of the action, the implementation of the action, observation and evaluation, and data analysis and reflection of the action. Each activity will be explained in the following parts:

#### **3.5.1 The Planning of the Action**

In this research, the planning of the action means the activities that were prepared before implementing the action in order to gain the result. The researcher and the teacher worked collaboratively to prepare several activities before implementing the action. The activities were as follows:

1. Preparing the appropriate reading authentic material based on the 2006 Instructional Based Curriculum (*KTSP*) for the seventh grade students of Junior High School.
2. Constructing the lesson plans for the first cycle (lesson plan I and II).
3. Preparing the students' worksheets and the observation guide in the form of checklist containing the indicators to be observed.
4. Constructing the reading test to measure the students' reading comprehension achievement.

#### **3.5.2 The Implementation of the Action**

In this research, the action given to the subjects was teaching reading by using authentic materials. It was done by the researcher based on the lesson plans that had been consulted to the English teacher and the consultants. It was conducted during the school hours (2 x 40minutes). The action in cycle 1 was done in two meetings. The

teaching learning process of reading authentic material was done based on the lesson plans of the cycle (meeting 1 and meeting 2). The lesson plans are enclosed in Appendix. Then, the reading test to measure the students' reading comprehension achievement was conducted in the third meeting.

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

Observation is a very important step in the classroom action research to control the students' activities and application of the actions. In this research, the observation guide in the form of checklist paper was used to record the students' participation during the teaching learning process of reading by using authentic materials. The observation was focused on the indicators of the students' participation during the teaching and learning process of reading authentic material.

The evaluation was carried out to know the improvement of the students' reading comprehension achievement after being taught reading by using authentic materials. The evaluations done in this research were process and product evaluations. The process evaluation was done by conducting observation in every meeting in the first cycle. While, the product evaluation was conducted by giving the reading test after the action given in the first cycle ( in the third meeting).

### **3.5.4 Reflection of the Action**

The reflection was conducted to reflect the result of observation in each meeting and the results of reading test in cycle 1. It was intended to know whether the actions given were successful or not and to know whether the actions given have the weaknesses and the strengths of the action, and to find the solution of the weakness of the action. The researcher and the English teacher reflected the results of the action in cycle 1 based on the observation results and the achievement test results. Since there were some weaknesses found in the first meeting in cycle 1, these weaknesses were revised and used as a guide to produce the lesson plans for the second meeting in cycle 1.



### 3.6 The Criteria of the Success of the Action

The criteria of the success of the action depends on the results in the students' reading comprehension achievement test and the result of observation. The criteria of the success of the action were as follows:

- a. At least 75% of the subjects of the research got score  $\geq 75$  in the reading test in the cycle.
- b. At least 75% of the students were active during the teaching and learning process of reading authentic material in each meeting.

### 3.7 Data Analysis Method

In this research, the results of the students' reading comprehension test in each cycle were analyzed quantitatively by using the following formula to find the percentage of the students who got score  $\geq 75$  in the reading test in the cycle.

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

E = the percentage of the students who got score  $\geq 75$  in the reading test

n = the number of the students who got score  $\geq 75$  in the reading test

N = the number of the students taking the test (the research subjects)

(Adapted from Ali, 1993:186)

The data collected from the observation in each cycle were analyzed quantitatively based on the students' participation in teaching and learning process of reading authentic material. The data were analyzed by using the following formula:

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

N

E = the percentage of students who did at least 3 indicators of 5 indicators

n = the number of students who did at least 3 indicators of 5 indicators

N = the number of the students (the research subjects)

### **3.8 Operational Definitions of the Terms**

Operational definitions of the term were intended to avoid misunderstanding of the concepts used in this study. The terms that were necessarily to be defined operationally were as follows:

#### **3.8.1 Authentic Reading Materials**

Authentic reading materials in this research are reading texts that are taken from the real texts in the magazines and newspapers. The text that was used for teaching reading was text in the genre of procedure text. The texts were recipes and a guide how to do something taken from brochures, magazines and newspapers. Those authentic materials were used as the reading materials for the students (as the research subjects).

#### **3.8.2 Procedure Text**

In this research, a procedure text means a text designed to describe how something is accomplished through a series of steps (Goatly, 2004:30). In other words, it explains how something can be done, such as direction, recipes and manual instructions. The generic structure of procedure text: 1) goal, is an introductory statement and may be in the form of the title of the text; 2) materials, contain a list of materials that will be needed to complete procedure; 3) steps, are in the form of series of steps oriented to achieve the goal. Then, the language features of a procedure text are: 1) the use of simple present tense; 2) the text focuses on generalized people rather than individual, for example: *you, we* ; 3) sentences that begin with action verbs for examples: *cut, fold, twist, hold*, and so on ; 4) the use of linking words to connect the text and to indicate sequence, for examples: *first, when, then, after that*.

#### **3.8.3 Reading Comprehension Achievement**

Reading comprehension achievement in this research referred to the students' ability to comprehend the explicitly and implicitly stated information of the authentic procedure texts. It covered the general and the specific information. The students'

reading comprehension achievement dealt with the students' scores of reading test in the cycle that was done after the actions given.

#### **3.8.4 The Students' Participation**

In this research, the students' participation deals with the students' activeness in the teaching and learning process of reading in the classroom. Their participation in this research was indicated by their activities in the classroom, such as reading the authentic procedure text given, asking questions to the teacher about the material they do not understand, answering the teacher in oral questions, paying attention to the teacher's explanation, and doing the reading exercises given. The students were categorized as active students if they fulfilled at least 3 of the 5 indicators of active participation.

## CHAPTER 5. CONCLUSION AND SUGGESTIONS

This chapter presents the conclusion and suggestions of this action research. The suggestions are given to the English teacher, the students and the other researchers.

### 5.1 Conclusion

Based on the results of reading comprehension test in cycle 1, it could be concluded that the use of authentic reading materials was able to improve the students' reading comprehension. There was 80% of the students who got score  $\geq 75$  in the reading test. The result showed that the use of authentic reading material was useful because it helped the students understand the text more easily.

Based on the result of observation in cycle 1, it was found that the use of authentic reading materials from brochures, magazines and newspapers could improve the VII-D students' active participation in the teaching learning process of reading. The results showed 23 students (68,57%) of 35 students who were actively involved in the teaching and learning process of reading comprehension by using authentic materials in meeting 1. The results showed an improvement in meeting 2, it was found that 30 students (85,71% ) of 35 students who were active during the teaching and learning process of reading by using authentic reading materials. The average of the percentage of observation in cycle 1 was found that 77,14% of 35 students were active during the teaching and learning process of reading by using authentic materials.

## **5.2 Suggestions**

Considering the result of this classroom action research which showed that the use of authentic reading materials could improve the VII-D year students' reading comprehension achievement and their active participation, some suggestions are proposed to the English teacher, the students, and the future researchers.

### **5.2.1 The English teacher**

Based on the research result, it is suggested to the English teacher, that he use authentic reading materials frequently in teaching reading comprehension since the authentic reading materials are interesting and motivating.

### **5.2.2 The Students**

The students are suggested to practice reading the authentic reading materials a lot to improve their reading comprehension achievement, because they can encourage the involvement in getting the message of the text relatively easily by reading something in the real life.

### **5.2.3 The Future Researchers**

The future researchers are suggested to conduct a further research in the same topic but different type of authentic reading materials. To establish the relationship of the present research and the consistent result, they are suggested to conduct the classroom action research in two cycles because this research was only conducted only in one cycle.



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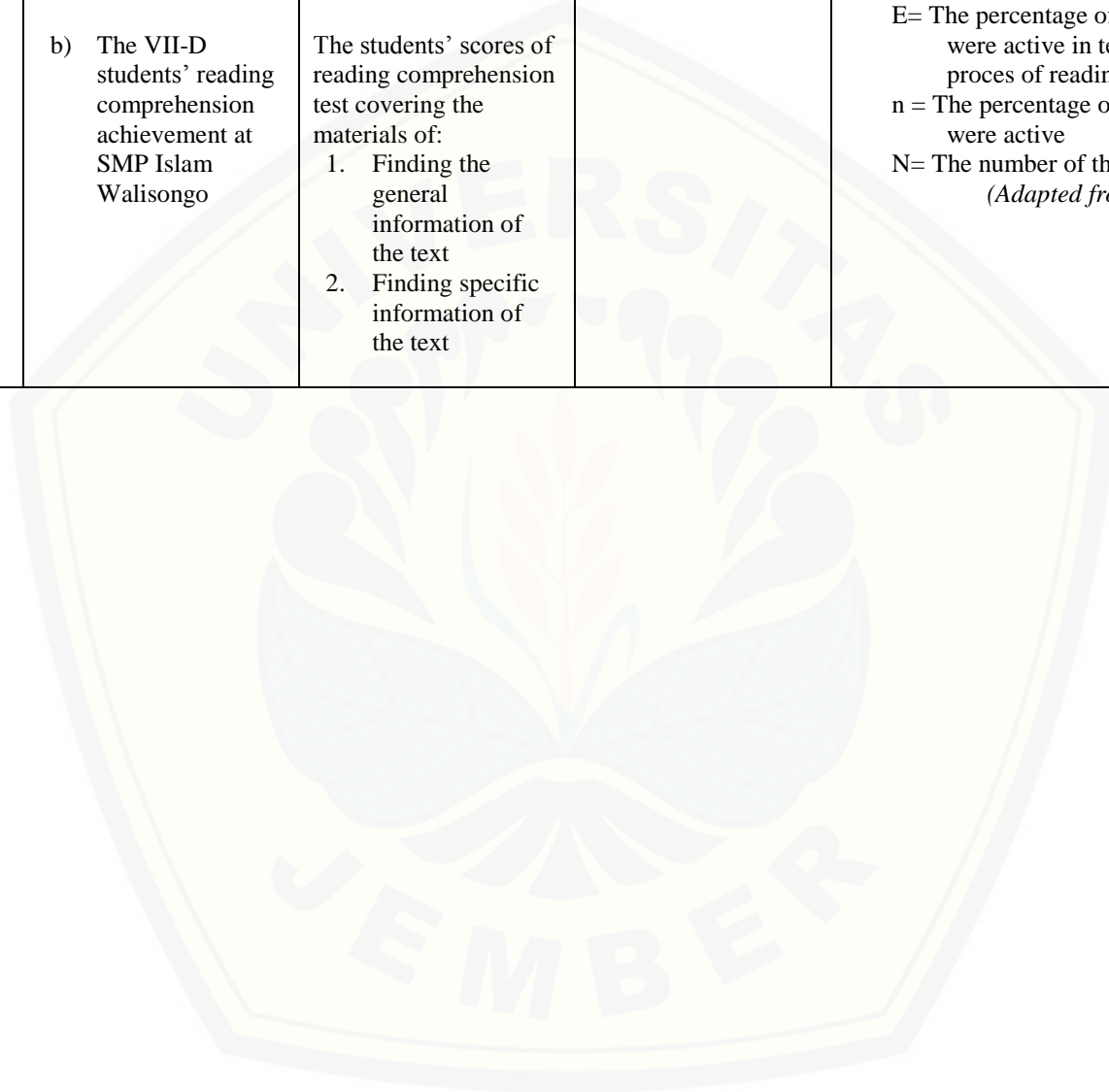
APPENDIX A

RESEARCH MATRIX

TITLE	PROBLEMS	VARIABLES	INDICATORS	DATA RESOURCE	RESEARCH METHOD	HYPOTHESIS
The Use of Authentic Reading Materials to Improve the Seventh Grade Students's Participation and Their Reading Comprehension Achievement at SMP Islam Walisongo	<ol style="list-style-type: none"> <li>Can the use of authentic reading materials improve the VII-D students' participation on reading at SMP Islam Walisongo in the 2015-2016 academic year?</li> <li>Can the use of authentic reading materials improve the VII-D students' reading comprehension achievement at SMP Islam Walisongo in the 2015-2016 academic year?</li> </ol>	<p>Independent Variable: Teaching reading by using authentic reading materials</p> <p>Dependent Variable: a) The VII-D students' participation reading authentic materials at SMP Islam Walisongo</p>	<p>Reading materials from brochures, magazines and newspapers</p> <ol style="list-style-type: none"> <li>The students' activity in reading the text given in teaching-learning process of reading by using authentic materials</li> <li>The students' readiness in paying attention on the teacher's explanation in teaching-learning process of reading by using authentic materials</li> <li>The students' activity in asking questions about the materials in teaching-learning process of reading by using authentic materials</li> <li>The students' readiness to answer the teacher's questions in teaching-learning process of reading by using authentic materials</li> <li>The students' activity in doing the reading exercises in teaching-learning process of reading by</li> </ol>	<ol style="list-style-type: none"> <li>Research respondents: The VII-D Students of SMP Islam Walisongo in the 2015-2016 Academic Year</li> <li>Informant and Collaborator: The English teacher of the VII students of SMP Islam Walisongo</li> <li>School Documents: -The list of the names of research subjects. -The genre of reading text for the seventh grade students -The syllabus and curriculum -The students' score from the English teacher</li> </ol>	<ol style="list-style-type: none"> <li>Research Design: Classroom Action Research with the cycle model (two cycles). The stages of each cycle are:                             <ol style="list-style-type: none"> <li>Planning the action</li> <li>Implementing the action</li> <li>Observing and evaluating the action</li> <li>Reflecting the action</li> </ol> </li> <li>Area Determination Method: Purposive Method</li> <li>Data Collection Methods:                             <ol style="list-style-type: none"> <li>Primary Data:                                     <ul style="list-style-type: none"> <li>- Reading test</li> <li>- Observation</li> </ul> </li> <li>Supporting Data:                                     <ul style="list-style-type: none"> <li>- Interview</li> <li>- Documentation</li> </ul> </li> </ol> </li> <li>Data Analysis Method The data taken from reading test and observation are analyzed quantitatively by using the following formula                             <ol style="list-style-type: none"> <li>The result of reading test in each cycle were analyzed by using the formula below :                                     <math display="block">E = \frac{n}{N} \times 100\%</math> <p>E= The percentage of students who got score <math>\geq 75</math> in the reading test  n = The percentage of students who got score <math>\leq 75</math> in the reading test  N= The number of the students in the research subjects</p> </li> <li>The results of observation in each cycle were analyzed by using the formula below :</li> </ol> </li> </ol>	<ol style="list-style-type: none"> <li>The use of authentic reading materials can improve the VII-D students' participation on reading at SMP Islam Walisongo in the 2015-2016 academic year</li> <li>The use of authentic reading materials can improve the VII-D students' reading comprehension achievement at SMP Islam Walisongo in the 2015-2016 academic year</li> </ol>

APPENDIX A

		<p>b) The VII-D students' reading comprehension achievement at SMP Islam Walisongo</p>	<p>using authentic materials</p> <p>The students' scores of reading comprehension test covering the materials of:</p> <ol style="list-style-type: none"> <li>1. Finding the general information of the text</li> <li>2. Finding specific information of the text</li> </ol>		<p><math>E = n/N \times 100\%</math></p> <p>E= The percentage of students who were active in teaching learning proces of reading</p> <p>n = The percentage of students who were active</p> <p>N= The number of the students</p> <p><i>(Adapted from Ali: 1993:186)</i></p>	
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## APPENDIX B

## 1. Interview Guide

No	Questions from researcher	Answers from the English teacher
1	What curriculum do you implement in this school?	KTSP 2006
2	How often do you teach English in a week?	Twice in a week
3	How do you teach reading?	By giving the meaning of the difficult words
4	What technique do you apply in teaching reading?	Discussion, Three-phase reading (Pre-reading, Post-reading, Whilst-reading)
5	What materials do you use in teaching reading?	Compulsory book (LKS)
6	What problems do the students have in reading?	Lack of vocabulary, lazy to read
8	How do you overcome that problem?	Usually I force them to write before read, because they have to do that. Sometimes, I translate the difficult words into Bahasa Indonesia to help them
9	Have you ever used authentic reading materials in teaching reading? Like the reading texts taken from the newspapers, novels, magazines, advertisements, etc.	No, I have never used
10	Why?	I think texts from the textbook are enough for students here. I



		have no time to prepare it.
11	What is the English minimum score requirement in this school?	75

## 2. Documentation Guide

No	The Supporting Data Required	Sources
1	The students' scores in reading test	Document from the English teacher
2	The names of the students (respondents)	Document from the English teacher

**The VII-D Students' Names**

No	Name	M/F
1	Agus Salim Subagio	M
2	Ahmad Rizal	M
3	Ayu Lestari	F
4	Bahrul Anam	M
5	Dina Lorenza	F
6	Evita Lavela	F
7	Fiki Maulana	M
8	Halim Matus Sakdiyah	F
9	Herul Anam	M
10	Holilatur Rohmah	F
11	Hosnaini	M
12	Ifan Hermanto	M
13	Indah Lestari	F
14	Jevrin Ratna Dilla	F
15	Lucki Yanto	M
16	Lusiana Safara	F
17	M. Ferdiansah	M
18	Mahfufatul Mahfruroh	F
19	Much Holili	M
20	Muhammad Kuswanto	M
21	Muzayanah	F
22	Nur Azizah	F
23	Nuril Fadilah	F
24	Raudatul Jannah	F
25	Rifah Tulhasanah	F
26	Rina Agustin	F
27	Rofix Datul M.	M
28	Siti Amina	F
29	Siti Asri Devi	F
30	Siti Holiseh	F
31	Siti Maimuna	F
32	Siti Qurrotul L.	F
33	Yulia Agustin	F
34	Yuni Halimatus S.	F
35	Zaenal Arifin	M

**The Students' Previous Reading Test Scores (taken from the English teacher)**

NO	NAME	M/F	SCORE
1	ASS	F	40
2	AR	M	50
3	AL	M	65
4	BA	M	60
5	DL	M	60
6	EL	M	40
7	FM	M	70
8	HMS	M	75
9	HA	F	65
10	HR	F	60
11	H	F	75
12	IH	F	60
13	IL	M	70
14	JRD	F	55
15	LY	M	70
16	LS	F	75
17	MF	F	60
18	MM	M	50
19	MH	F	75
20	MK	F	60
21	M	F	70
22	NA	M	60
23	NF	M	75
24	RJ	M	75
25	RT	M	75
26	RA	M	60
27	RDM	M	70
28	SA	M	65
29	SAD	M	40
30	SH	M	75
31	SM	F	45
32	SQL	M	60
33	YA	M	77,5
34	YHS	M	70
35	ZA	F	75

## Lesson Plan 1

### Cycle 1 (meeting 1)

Subject	: English
Level	: Junior High School
Grade	: VII
Skill	: Reading
Genre	: Procedure
Time Allocation	: 2 x 40 minutes

#### I. Standard of Competence

11. Memahami makna teks tulis fungsional dan esei pendek sederhana berbentuk decriptive dan *procedure* yang berkaitan dengan lingkungan terdekat

#### II. Basic Competence

11.2 Merespon makna dan langkah retorika secara akurat, lancar dan berterima dalam esei sangat sederhana yang berkaitasn dengan lingkungan terdekat dalam teks berbentuk decriptive dan *procedure*

#### III. Indicators

##### a. Product

11.2.1 Finding the general information of the written procedure text by choosing the best answer of the multiple choice test items

11.2.2 Finding the specific information of the written procedure text by choosing the best answer of the multiple choice test items

##### b. Process

11.2.3 Reading the procedure texts taken from brochures, magazines and newspapers given by the teacher

11.2.4 Identifying difficult words and find their meanings of the procedure texts taken from brochures, magazines and newspapers

11.2.5 Doing the reading exercises given by the teacher

#### **IV. Learning Objectives**

##### **a. Product**

11.2.1 The students are able to find the general information of the written procedure text by choosing the best answer of the multiple choice test items

11.2.2 The students are able to find the specific information of the written procedure text by choosing the best answer of the multiple choice test items

##### **b. Process**

11.2.3 The students are able to read the procedure texts taken from brochures, magazines and newspapers given by the teacher

11.2.4 The students are able to explain difficult words and find their meanings of the procedure texts taken from brochures, magazines and newspapers

11.2.5 The students are able to do the reading exercises given by the teacher

#### **V. Learning Material :**

1. A written procedure text
2. The generic structure of a procedure text
3. The language feature of a procedure text
4. The reading task

#### **VI. Teaching Technique:** Three-phase technique (Pre-reading, Whilst-reading, Post-reading)



**VII. Teaching and Learning Activities**

No	The Teacher's Activities	The Student's Activities	Time Allocation
1.	Pre-Instructional Activities : <ul style="list-style-type: none"> <li>• Greeting the students</li> <li>• Praying together</li> <li>• Checking the student's attendance</li> </ul> Pre-Reading <ul style="list-style-type: none"> <li>• Giving motivation (Showing a picture of brochure)</li> <li>• Giving some leading questions</li> <li>• Introducing the topic</li> <li>• Stating the objectives of learning</li> </ul>	-Responding -Responding -Responding -Responding -Answering -Taking notes -Paying attention	10 minutes
2.	Main Activities : While-Reading <ul style="list-style-type: none"> <li>• Giving an example of a procedure text</li> <li>• Explaining the definition of brochures, magazines and newspapers.</li> <li>• Giving the authentic reading materials</li> <li>• Asking the students to read the text given</li> <li>• Identifying and giving the meaning of some difficult words</li> <li>• Asking the students to answer the questions in form of multiple choices</li> <li>• Discussing the exercise with the students</li> </ul>	-Responding -Taking notes -Paying attention -Reading -Taking notes -Doing the exercise -Discussing	60 minutes

3.	Post Activities : Post-Reading <ul style="list-style-type: none"> <li>• Reviewing the materials</li> <li>• Guiding the students to draw a conclusion by Q-A</li> <li>• Parting the students (praying)</li> </ul>	-Reviewing -Taking notes  -Saying goodbye	10 minutes
Total Time			80'

**VIII. Media and Resources :**

Media : authentic reading materials

Resources : brochures, newspapers, magazines

**IX. Assessment :**

Process Assessment :

It was conducted during the teaching learning process to assess the students' participation. The indicators to be assessed were as follows:

1. Reading the procedure text given individually.
2. Paying attention to the teacher's explanation.
3. Asking questions about the text given.
4. Answering the teacher's oral questions.
5. Doing the reading tasks given by the teacher individually.

The Observation Checklist of the Students' Participation

No	Name	Indicators					Total	Active	Passive
		1	2	3	4	5			
1	AW								
2	AP								
3	ADB								
4	HAN								
5	AS								



## MATERIALS

### 1. Leading questions:

- 1) What electronic equipment do you usually used to cook rice?
- 2) Can you mention another electronic equipment That is usually used to cook rice?
- 3) Do you know what picture it is?
- 4) Do you know how to operate this equipment?



### 2. Main Materials

A procedure text is a type of text that explains how something can be done, such as direction, recipes and manual instructions.

#### A. Social function

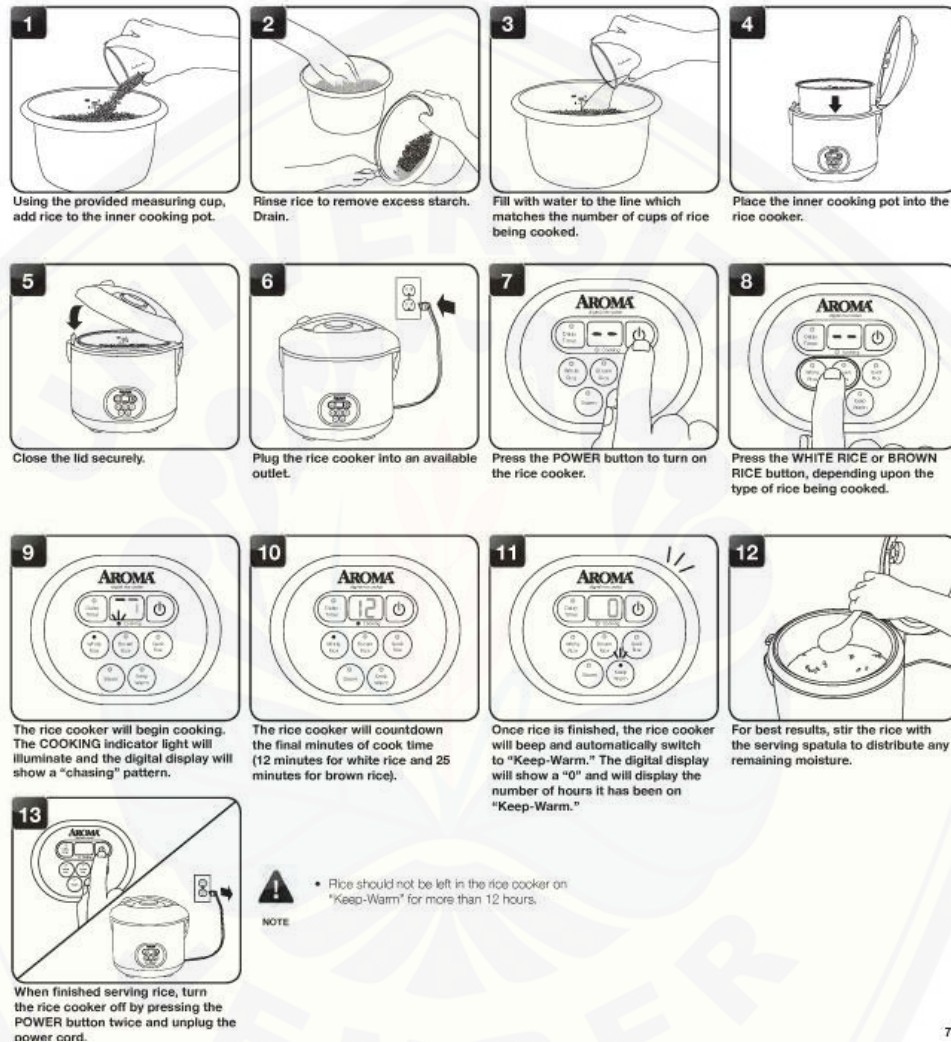
To explain the readers how to do or how to make something.

#### B. Generic structure

- 1) Goal : this is an introductory statement and may be in the form the title of the text
- 2) Materials/ingredients: it contains a list of materials that will be needed to complete the procedure
- 3) Steps : these are in the form of a series of steps to achieve the goal

#### C. The language features of a procedure text

- 1) The use of simple present tense
- 2) The text focuses on generalized people rather than individual, for example: *first you take*, rather **than** *first I take*
- 3) Sentences that begin with action verbs for examples: *cut, fold, twist, hold* and so on
- 4) The use of linking words to connect the text and the indicate sequence, for example: *first, when, then, after that*

**Example:****How to cook rice by using a ricecooker**

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*(Taken from: Brochure of Aroma ricecooker)***Questions :**

1. What kind of text is that?
2. What is the generic structure of the text above?
3. What is the goal of the text above?



**Exercises:**

Read the procedure text below carefully!







**How to clean suede shoes**

**Cleaning suede shoes**

**Materials:**

- Suede brush
- Pencil eraser
- Paper towel
- Talcum powder
- Silicone

**Steps:**

1. Buy a suede brush at the shoe store. These specialized brushes have a small wire implement and bristle that helps keep suede's natural nap. 
2. Use a rubber pencil eraser to remove scuffs and smudges on the surface of the suede. 
3. Brush the shoes all over with a suede brush. Brush in 1 direction. 
4. Remove stains on the shoes
  - If your suede shoes have got wet, remove excess liquid with a paper towel. Then, allow them to dry naturally. Brush the shoes with a suede brush after they have dried.
  - If your suede shoes have grease spots, apply talcum powder to the stain. Rub it deep into the stain. Then, allow it a few hours to dry. Brush with a suede brush to remove the grease.
5. Apply a silicone based spray to weatherproof suede shoes. This should be done immediately after they are purchased, and again each year. 
6. Store suede shoes in the open air. You may want to use a shoe tree. Give them time to air out in between wearing them. 

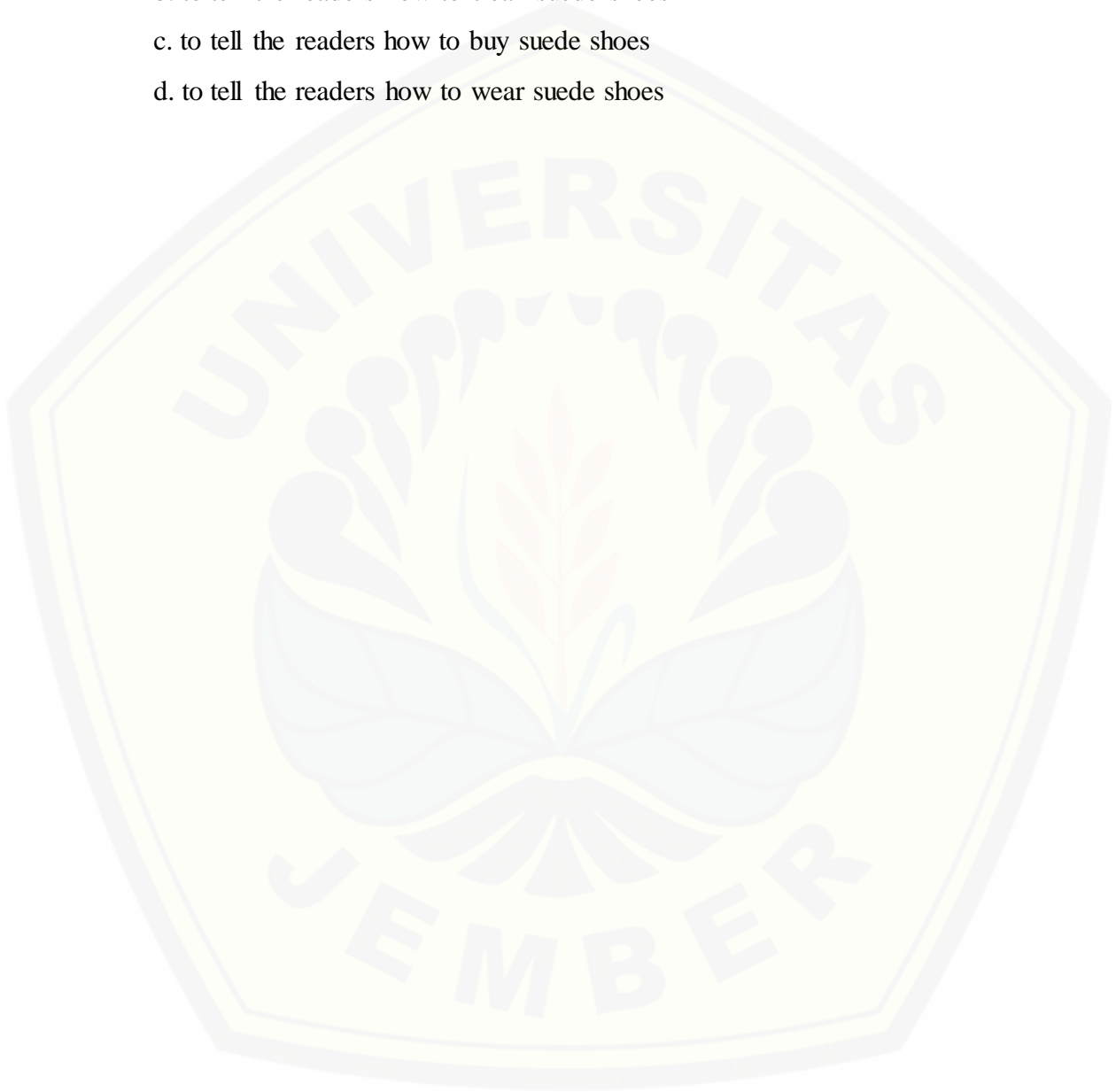
(Taken from: *Widest Magazine* 2013)

**I. Choose the correct answer by crossing a, b, c, or d!**

1. These specialized brushes have a small wire implement and bristle that helps keep suede's natural nap. What is the antonym of the underlined word?
  - a. big
  - b. slim
  - c. little
  - d. high
2. What is the pencil eraser used for?
  - a. to remove grease spots on the surface of the suede
  - b. to remove scuffs and smudges on the suede
  - c. to remove excess liquid on the surface of the suede
  - d. to remove stains on the surface of the suede
3. How many steps are in the text above?
  - a. 5
  - b. 6
  - c. 7
  - d. 8
4. What should we do to remove grease spots from the suede shoes?
  - a. rub silicone to the stains
  - b. rub talcum powder to the stains
  - c. brush it with the shoe brush
  - d. brush it with paper towel
5. The following statements are true based on the text, except...
  - a. we have to brush the shoes in 1 direction
  - b. we can remove scuffs by using a rubber pencil eraser
  - c. we can store the suede shoes in the cupboard
  - d. we can apply silicone spray to weatherproof suede shoes
6. Where should we keep the suede shoes?
  - a. in a cupboard
  - b. in a drawer
  - c. in a box
  - d. in a rack
7. How many materials do we need to clean suede shoes?
  - a. 5
  - b. 6
  - c. 7
  - d. 8

8. What should we do after removing stains on the shoes?
  - a. we should apply the silicone to brush suede shoes
  - b. we should apply the shoe tree to weatherproof suede shoes
  - c. we should apply the silicone to weatherproof suede shoes
  - d. we should apply the paper towel to brush suede shoes
9. What will happen to the shoes if we do not keep it in the open air?
  - a. The shoes will getting wet
  - b. The color of the shoes will changed
  - c. The shoes will getting moldy
  - d. The accecory will broken
10. Why do we need paper towel?
  - a. to dry up the shoes
  - b. to cover the shoes
  - c. to purchase the shoes
  - d. to brush the shoes
11. Which one of the statements below is true based on the text!
  - a. we can use sillicone to wash the shoes
  - b. we can a tooth brush to remove the scuffs
  - c. we use a rubber pencil eraser to remove smudges
  - d. we use talcum powder to keep the shoes
12. Why do we have to brush suede shoes in one direction?
  - a. to clean the stains on the shoes
  - b. to keep the cleanness of the shoes
  - c. to give the treatment on the suede
  - d. to protect the softness of the suede
13. On what step is silicone used?
  - a. step 3
  - b. step 4
  - c. step 5
  - d. step 6
14. Does the text above tell how to make suede shoes?
  - a. yes, it does
  - b. yes, it do
  - c. no, it doesn't
  - d. no, it did

15. What is the main purpose of the text above?
- a. to tell the readers how to keep suede shoes
  - b. to tell the readers how to clean suede shoes
  - c. to tell the readers how to buy suede shoes
  - d. to tell the readers how to wear suede shoes



**Answer Key**

- |       |       |
|-------|-------|
| 1. a  | 11. c |
| 2. b  | 12. d |
| 3. b  | 13. c |
| 4. b  | 14. c |
| 5. c  | 15. b |
| 6. d  |       |
| 7. a  |       |
| 8. c  |       |
| 9. c  |       |
| 10. a |       |

**The Distribution of the Exercise Item**

<b>Kinds of Comprehension</b>	<b>Number</b>
General information	3, 5, 7, 9, 11, 14, 15
Specific information	1, 2, 4, 6, 8, 10, 12 , 13

**The Scoring Rubric:**

The student's score: (the right number X 7) - 5 = 100



**Lesson Plan 2****Cycle 1 (meeting 2)**

Subject	: English
Level	: Junior High School
Grade	: VII
Skill	: Reading
Genre	: Procedure
Time Allocation	: 2 x 40 minutes

**I. Standard of Competence**

11. Memahami makna teks tulis fungsional dan esei pendek sederhana berbentuk decriptive dan *procedure* yang berkaitan dengan lingkungan terdekat

**II. Basic Competence**

11.2 Merespon makna dan langkah retorika secara akurat, lancar dan berterima dalam esei sangat sederhana yang berkaitan dengan lingkungan terdekat dalam teks berbentuk decriptive dan *procedure*

**III. Indicators****a. Product**

11.2.1 Finding the general information of the written procedure text by choosing the best answer of the multiple choice test items

11.2.2 Finding the specific information of the written procedure text by choosing the best answer of the multiple choice test items

**b. Process**

11.2.3 Reading the procedure texts taken from brochures, magazines and newspapers given by the teacher

11.2.4 Identifying difficult words and find their meanings of the procedure texts taken from brochures, magazines and newspapers

11.2.5 Doing the reading exercises given by the teacher

#### **IV. Learning Objectives**

##### **a. Product**

11.2.1 The students are able to find the general information of the written procedure text by choosing the best answer of the multiple choice test items

11.2.2 The students are able to find the specific information of the written procedure text by choosing the best answer of the multiple choice test items

##### **b. Process**

11.2.3 The students are able to read the procedure texts taken from brochures, magazines and newspapers given by the teacher

11.2.4 The students are able to explain difficult words and find their meanings of the procedure texts taken from brochures, magazines and newspapers

11.2.5 The students are able to do the reading exercises given by the teacher

#### **V. Learning Materials :**

1. A written procedure text
2. The generic structure of a procedure text
3. The language feature of a procedure text
4. The reading task

#### **VI. Teaching Technique:** Three-phase technique (Pre-reading, Whilst-reading, Post-reading)

**VII. Teaching and Learning Activities**

No	The Teacher's Activities	The Student's Activities	Time Allocation
1.	Pre-Instuctional Activities : <ul style="list-style-type: none"> <li>• Greeting the students</li> <li>• Praying together</li> <li>• Checking the students' attendance</li> </ul> Pre-Reading <ul style="list-style-type: none"> <li>• Giving motivation (Showing a picture)</li> <li>• Giving some leading questions</li> <li>• Introduction the topic</li> <li>• Stating the objectives of learning</li> </ul>	-Responding -Responding -Responding  -Answering -Taking notes -Paying attention	10 minutes
2.	Main Activities : <ul style="list-style-type: none"> <li>• Reviewing the materials by Q-A</li> <li>• Giving the authentic reading materials</li> <li>• Asking the students to read the text given individually</li> <li>• Identifying some difficult words</li> <li>• Asking the students to answer the questions in the form of multiple choices</li> </ul>	-Responding  -Taking notes - Answering	60 minutes
3.	Post Activities : <ul style="list-style-type: none"> <li>• Guiding the students to draw a conclusion by Q-A</li> <li>• Parting the students (praying)</li> </ul>	-Taking notes -Saying goodbye	10 minutes
	Total Time		80'

**VIII. Media and Resources :**

Media : authentic reading materials

Resources : brochures, newspapers, magazines

**IX. Assessment :**

## a) Process Assessment :

It was conducted during the teaching learning process to assess the students' participation. The indicators to be assessed were as follows:

1. Reading the procedure text given individually.
2. Paying attention to the teacher's explanation.
3. Asking questions about the text given.
4. Answering the teacher's oral questions.
5. Doing the reading tasks given by the teacher individually.

The Observation Checklist of the Students' Participation

No	Name	Indicators					Total	Active	Passive
		1	2	3	4	5			
1	AW								
2	AP								
3	ADB								
4	HAN								
5	AS								
6	AS								
7	C								
8	DMR								
9	DR								
10	DA								
11	EP								
12	FN								
13	FI								
14	FPAS								
15	HR								
16	H								
17	HJ								
18	IPP								
19	LD								
20	LAK								
21	LH								
22	M								
23	MFN								
24	MFF								
25	MK								
26	MFR								

27	MFD									
28	MI									
29	MR									
30	HN									
31	RJ									
32	RMI									
33	RA									
34	REG									
35	SMK									

b) Product Assessment :

Technique : Written reading test (done in the third meeting)

Form : Multiple choice

Instrument : Enclosed

Jember, 21 September 2015

The Researcher

Citra Wafiatul Muna

NIM. 100210401125



## MATERIALS

### 1. Leading questions:

- 1) What can you see from the picture?
- 2) What the name of the cake is?
- 3) Can you make it?
- 4) Do you know the steps how to make it?
- 5) What is the name of the text that is used to describe how to make something?



### 2. Main Materials

Reviewing the materials by giving oral questions as follows:

1. What is a procedure text?
2. What is the generic structure of a procedure text?
3. What is the social function of a procedure text?

### Example:

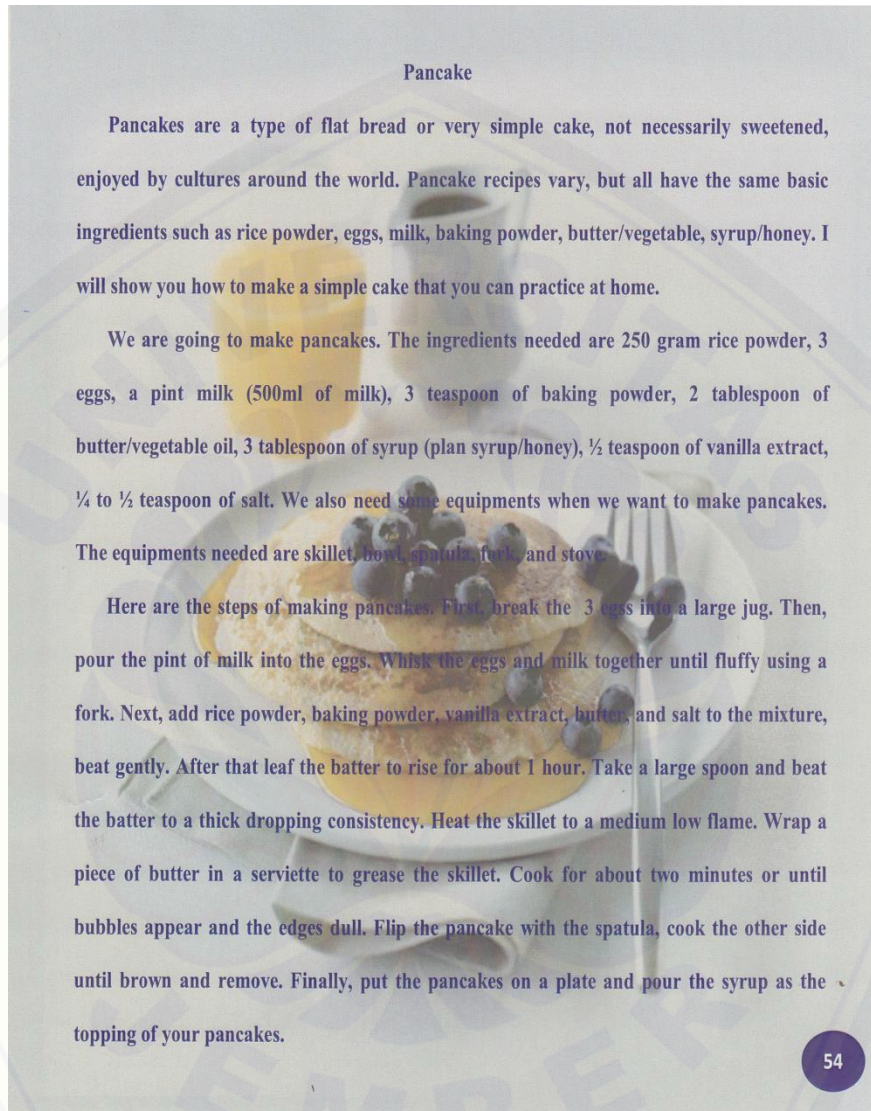
#### How to make Pancake

#### INGREDIENTS:

- 250 gram rice powder
- 3 eggs
- a pint milk (500ml of milk)
- 3 teaspoon of baking powder
- 2 tablespoon of butter/vegetable oil
- 3 tablespoon of syrup (plan syrup/honey)
- ½ teaspoon of vanilla extract
- ¼ to ½ teaspoon of salt

**STEPS:**

1. Break the 3 eggs into a large jug.
2. Then, pour the pint of milk into the eggs.
3. Whisk the eggs and milk together until fluffy using a fork.
4. Next, add rice powder, baking powder, vanilla extract, butter, and salt to the mixture, beat gently.
5. After that let the batter to rise for about 1 hour.
6. Take a large spoon and beat the batter to a thick dropping consistency.
7. Heat the skillet to a medium low flame. Wrap a piece of butter in a serviette to grease the skillet.
8. Cook for about two minutes or until bubbles appear and the edges dull. Flip the pancake with the spatula, cook the other side until brown and remove.
9. Finally, put the pancakes on a plate and pour the syrup as the topping of your pancakes.

**Exercises:****I. Read the text below carefully!****How to make pancake**

Pancake

Pancakes are a type of flat bread or very simple cake, not necessarily sweetened, enjoyed by cultures around the world. Pancake recipes vary, but all have the same basic ingredients such as rice powder, eggs, milk, baking powder, butter/vegetable, syrup/honey. I will show you how to make a simple cake that you can practice at home.

We are going to make pancakes. The ingredients needed are 250 gram rice powder, 3 eggs, a pint milk (500ml of milk), 3 teaspoon of baking powder, 2 tablespoon of butter/vegetable oil, 3 tablespoon of syrup (plain syrup/honey), ½ teaspoon of vanilla extract, ¼ to ½ teaspoon of salt. We also need some equipments when we want to make pancakes. The equipments needed are skillet, bowl, spatula, fork, and stove.

Here are the steps of making pancakes. First, break the 3 eggs into a large jug. Then, pour the pint of milk into the eggs. Whisk the eggs and milk together until fluffy using a fork. Next, add rice powder, baking powder, vanilla extract, butter, and salt to the mixture, beat gently. After that leave the batter to rise for about 1 hour. Take a large spoon and beat the batter to a thick dropping consistency. Heat the skillet to a medium low flame. Wrap a piece of butter in a serviette to grease the skillet. Cook for about two minutes or until bubbles appear and the edges dull. Flip the pancake with the spatula, cook the other side until brown and remove. Finally, put the pancakes on a plate and pour the syrup as the topping of your pancakes.

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*(Taken from: Asian Food Magazine 2014)*

**II. Choose the correct answer by crossing a, b, c or d!**

1. Break 3 eggs into a large jug ( line 10 ). What is the synonym of the underline word?
  - a. pail
  - b. bowl
  - c. tray
  - d. pan

2. What should you do if you do not have a fork? You can whisk the eggs and milk by using.....
  - a. chopsticks
  - b. frying spatula
  - c. rice ladle
  - d. stirring spoon
3. What should you do after whisking the eggs and milk together until fluffy?
  - a. add the batter
  - b. add the butter
  - c. add the syrup
  - d. add the topping
4. What is the spatula used for?
  - a. to whisk the pancakes
  - b. to cook the pancakes
  - c. to flip the pancakes
  - d. to put the pancakes
5. What probably happens if the batter does not rise?
  - a. it does not beat well
  - b. it does not flip well
  - c. it does not cook well
  - d. it does not heat well
6. Why do you pour syrup in the last step?
  - a. to make it crunchy
  - b. to make it fluffy
  - c. to make it spicy
  - d. to make it tasty
7. How many ingredients are there in the text?
  - a. 8
  - b. 9
  - c. 10
  - d. 11
8. What should you do after putting the pancakes on a plate?
  - a. pour the pint of milk
  - b. add some butter
  - c. pour the syrup
  - d. add the vegetable oil
9. On what step is a spoon used?
  - a. step 3
  - b. step 4
  - c. step 5
  - d. step 6
10. What is the goal of the text above?
  - a. To inform about pancake
  - b. How to make pancake
  - c. How to garnish pancake
  - d. How to cook pancake

11. How much time do you need to make the batter rise?
- a. two hours
  - b. one and half hour
  - c. an hour
  - d. half hour
12. How many steps are in the text above?
- a. 9 steps
  - b. 10 steps
  - c. 11 steps
  - d. 12 steps
13. What should you do if the pancakes get brown?
- a. Remove it from the skillet
  - b. Take it in the box
  - c. Keep it in the jag
  - d. Set it in the plate
14. Does the text above tell how to make pancakes?
- a. No, it does
  - b. Yes, it doesn't
  - c. No, it doesn't
  - d. Yes, it does
15. What is the generic structure of of the procedure text?
- a. goal – materials – steps
  - b. introduction – materials – steps
  - c. goal – descriptions – materials
  - d. intorduction – goal - materials



**Answer Keys**

- |       |       |
|-------|-------|
| 1. b  | 11. b |
| 2. d  | 12. c |
| 3. b  | 13. a |
| 4. c  | 14. d |
| 5. a  | 15. a |
| 6. d  |       |
| 7. a  |       |
| 8. c  |       |
| 9. d  |       |
| 10. b |       |

**The Distribution of the Exercise Items**

<b>Kinds of Comprehension</b>	<b>Number</b>
General information	2, 5, 7, 10, 12, 14, 15
Specific information	1, 3, 4, 6, 8, 9, 11, 13

**The Scoring Rubric:**

The student's score: (right number X 7) – 5 = 100

**TRY OUT TEST**

Subject	: English
Level	:Seventh Grade of Junior High School
Genre	: Procedure Text
Time	: 60 minutes

**Read the following text carefully then answer the questions by crossing a, b, c or d based on the text!**

**Text I** (For question number 1-15)

**Fried Rice**

Ingredients:

- |                                  |                               |
|----------------------------------|-------------------------------|
| – 500 gr ready-cooked white rice | – Black pepper                |
| – 4 clove of onions              | – 1-2 teaspoon salt           |
| – 5 clove of garlics             | – 2 tablespoons soy sauce     |
| – 2 eggs                         | – 2 tablespoons vegetable oil |
|                                  | – 250 gr shrimp               |

Steps:

1. Boil the shrimp, slice garlic and onions. Set them aside for the next step.
2. Hit the vegetable oil in a frying pan until very hot.
3. Then, toss the onion and garlic. Add 2 teaspoon of salt into the pan. Stir well.
4. Put a bit more oil into the frying pan. Add the eggs and scramble with the other ingredients.
5. Toss the rice in the frying pan carefully. Add approximately 2 tablespoons of soy sauce while frying.
6. Add the shrimp and stir well for 2-3 minutes.
7. Put fried rice on a plate and it's ready to serve.

*(Taken from delicious magazine,79)*

**I. Choose the correct answer based on the text by crossing (X) a, b, c, or d on your answer sheet!**

1. Boil the shrimp, slice garlic and onions. (Step 1)

What is the synonym of the underlined word?

- a. chop  
b. cut  
c. put  
d. wash

2. Put a bit more oil into the frying pan. (step 4)

What is the antonym of the underlined word?

- a. Move  
b. Raise  
c. Take  
d. Throw

3. How many ingredients are needed to make fried rice?

- a. 9  
b. 10  
c. 11  
d. 12

4. "Set them aside for the next step." (Step 1)

The word 'them' refers to....

- a. Shrimp, garlic, and onions  
b. Garlic, onions, and eggs  
c. Rice, vegetables, and onions  
d. Rice, vegetables, and garlic

5. The following statements are true based on the text, except...

- a. There are four ingredients are in the text  
b. There are seven steps are in the text  
c. We need vegetable oil to cook friedrice  
d. We can serve the friedrice on a plate

6. What should we do before tossing onions and garlic?

- a. Hit the vegetable oil in a plate  
b. Boil the vegetable oil in a frying pan  
c. Boil vegetable oil in a plate  
d. Hit the vegetable oil in a frying pan

7. What will probably happen if we have no salt...
  - a. We can continue cook the friedrice
  - b. We can change it with seasoning powder
  - c. We can add sugar to the friedrice
  - d. We can give more vegetable oil
8. Do we need any sugar sto make fried rice?
  - a. Yes, we do
  - b. Yes, they do
  - c. No, we do not
  - d. No, they do not
9. How many steps do we need to make fried rice?
  - a. 6 steps
  - b. 7 steps
  - c. 8 steps
  - d. 9 steps
10. Does the text above tell how to sell friedrice?
  - a. Yes, it does
  - b. Yes, it doesn't
  - c. Yes, it do
  - d. Yes, it did
11. Do we need any shrimp to make fried rice?
  - a. Yes, they do
  - b. No, they do not
  - c. Yes, we do
  - d. No, we do not
12. Which one of the following sentences shows the instruction part of the procedure text above?
  - a. How to make fried rice
  - b. We need five steps to make fried rice
  - c. Toss the rice in the frying pan carefully
  - d. We need rice to make fried rice
13. In what step can we hit the vegetable oil in a frying pan?
  - a. Step 7
  - b. Step 5
  - c. Step 3
  - d. Step 2
14. How do we know that the fried rice is cooked well?
  - a. When the color of the rice is change
  - b. When the ingredients are blended
  - c. When the rice color turn black
  - d. When the ingredients are mixed well

15. What is the purpose of the text above?
- To discuss how to eat fried rice
  - To explain how to make fried rice
  - To inform how to serve fried rice
  - To tell how to buy fried rice

**Text II** (For question number 16-30)

### **How to wash white cloth**

Materials:

- Hot water
- Fresh water
- Detergent
- Lemon juice
- Vinegar
- Baking soda/borax

Steps:

- 1) Separate your white cloth from your dark clothes before doing the laundry.
- 2) Pour the detergent in hot water. Then, soak the white cloth in hot water for about 15 minutes. This is the best setting for white cloth. Use enough detergent to wash dirt away.
- 3) Consider adding a laundry booster to your wash. Adding baking soda or borax will increase the efficacy of your detergent. These boosters work best with soft water.
- 4) Then, wash the cloth in fresh water.
- 5) Place the clothes in another container.
- 6) Pouring the lemon juice until the clothes submerged, distilled vinegar or 3-percents hydrogen peroxide into your clothes. It can keep your white cloth white.
- 7) Dry your cloth under sunlight, as ultraviolet rays can also help brighten whites.



## Questions

16. Then, wash white cloth in hot water.  
What is the antonym of the underline word?
- a. fresh
  - b. cold
  - c. soft
  - d. dark
17. How many steps are there in the text above?
- a. 4 steps
  - b. 5 steps
  - c. 6 steps
  - d. 7 steps
18. On what step can you wash the cloth in fresh water?
- a. step 1
  - b. step 2
  - c. step 3
  - d. step 4
19. What is baking powder used for?
- a. to increase the efficacy of the detergent
  - b. to decrease the efficacy of your detergent
  - c. to help the efficacy of your detergent
  - d. to keep the efficacy of your detergent
20. On what step can you pour lemon juice?
- a. step 4
  - b. step 5
  - c. step 6
  - d. step 7
21. Which one of the statements below is true based on the text?
- a. Wash the cloth in colour water
  - b. Dry the cloth under sunlight
  - c. Do not separate your white cloth
  - d. Pouring the apple juice until the cloth submerged
22. What should you do if you do not have detergent? You can change it with?
- a. Soap
  - b. Baking soda
  - c. Lemon juice
  - d. Shampoo
23. What is the generic structure of the procedure text?
- a. goal – materials – steps
  - b. introduction – materials – steps
  - c. goal – descriptions – materials

- d. introduction – goal - materials
24. The following statements are false based on the text, except...
- Pouring the grape juice until the cloth submerged
  - Adding baking soda or borax will decrease the efficacy of your detergent
  - Soak the white cloth in hot water for about 25 minutes
  - Use enough detergent to wash dirt away
25. It can keep your white cloth white. The word “ it” refers to.....
- Lemon juice and detergent
  - Lemon juice and vinegar
  - Vinegar and detergent
  - Vinegar and water
26. What is the goal of the text above?
- To describe how to make white cloth
  - To explain how to clean the dark cloth
  - To describe how to wash white cloth
  - To explain how to dry up white cloth
27. The following statements are true based on the text, except...
- Use enough detergent to wash dirt away
  - Baking soda will increase the efficacy of your detergent
  - Dry the cloth under sunlight
  - Soak the white cloth in dirty water for about 15 minutes
28. What should you do if we want to increase the efficacy of your detergent?
- You can add lemon juice
  - You can add hot water to the detergent
  - You can add borax to the detergent
  - You can separate the white cloth from the dark cloth
29. What should you do before soaking the white cloth in hot water?
- Separate the white cloth from the hot water
  - Soak the white cloth in fresh water
  - Wash the white cloth with lemon juice

- d. Separate the white cloth from the dark cloth
30. Does the text above tell how to make white cloth?
- a. Yes, it does
  - b. No, it does
  - c. Yes, it doesn't
  - d. No, it doesn't



**Answer key**

1. a	11. c	21. c
2. c	12. c	22. b
3. a	13. d	23. a
4. a	14. d	24. d
5. a	15. b	25. c
6. d	16. b	26. c
7. b	17. d	27. d
8. c	18. d	28. c
9. b	19. a	29. d
10. a	20. c	30. d

**Item Distribution**

<b>Kinds of Comprehension</b>	<b>Number</b>	<b>Total Item</b>	<b>Score for each</b>	<b>Total Score</b>
General information	3, 5, 7, 8, 9, 11, 13, 15, 18, 20, 22, 23, 25, 26, 28, 30	16	3.3	52,8
Specific information	1, 2, 4, 6, 10, 12, 14, 16, 17, 19, 21, 24, 27, 29	14	3.3	46,2
<b>Score</b>				<b>99</b>

## The Result of Ood Number

Names/No	1	3	5	7	9	11	13	15	17	19	21	23	25	27	29	$\Sigma$
ACHMAD FAJAR	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	15
AISYATUR R	1	0	0	0	1	1	1	0	1	0	1	1	1	1	1	10
ANDRE M	1	0	1	0	1	1	1	0	1	1	0	1	1	0	1	9
ARIF HIDAYAT	1	0	1	1	1	0	1	0	1	1	0	1	1	1	1	12
AYU APRILIANTI	1	0	1	0	0	1	1	1	1	0	0	1	0	1	0	8
BIMA SAKTI	1	1	1	0	1	1	1	1	1	0	0	1	1	1	0	11
EKO PRIYONO	1	1	1	1	1	1	1	1	1	1	0	1	1	1	0	13
FAISAL IMRON	1	1	1	1	1	1	0	1	1	1	1	0	1	1	0	12
FAIQOTUL HIMA	1	1	1	0	1	1	1	1	1	1	0	1	1	1	0	12
FIFI NUR F	1	0	1	0	1	1	1	0	0	1	0	1	1	0	0	8
FRISKA SRI A	1	0	1	1	1	0	1	0	1	1	0	1	1	1	1	12
KHURUM MA	1	0	1	1	1	1	1	0	1	0	0	1	0	1	1	10
LUTFI AHMAD	1	0	1	0	0	1	1	0	1	0	0	1	0	1	0	7
M. SOFYAN H	0	0	1	0	1	1	1	0	1	0	1	1	1	1	0	10
MOH. NOR HOLIS	1	0	1	0	1	1	1	1	1	0	0	0	1	1	1	10
MUHAMMAD ALI	1	0	1	1	1	1	1	0	1	1	1	1	0	1	0	8
MUHAMMAD ARI	0	1	1	0	1	1	1	0	1	1	0	1	1	1	0	11
NUR LAILI	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	14
SITI HALIMATUS	1	0	1	1	1	1	1	0	1	0	0	1	0	1	1	9
SITI WARISATUL	1	0	1	0	1	1	1	0	0	0	0	1	1	0	1	8
USWATUN H	1	0	1	0	0	1	1	1	1	0	0	1	0	1	1	9
VIDIA KAMALA	1	0	1	0	1	1	1	0	0	1	0	1	1	0	0	8
WINDA KURNIA	1	1	1	0	1	1	1	1	1	0	0	1	1	1	0	11
ZULFA MAZIDAH	1	0	1	0	1	1	1	0	1	0	1	1	1	1	0	10
AHMAD SETYO	1	0	1	1	1	1	1	0	1	0	0	0	1	1	1	10
ABBI NIZAR M	1	0	1	0	1	1	1	0	1	0	1	1	0	1	0	9
ADIS SUGENG Y	1	0	1	0	1	1	1	0	0	0	0	1	1	0	1	8
ANGGI RARA N	1	0	1	1	1	1	1	0	0	1	0	0	1	1	1	10
ARINA FIRDAUSI	0	0	1	0	1	1	1	0	0	0	0	1	1	1	1	8
AULIA DINAR	0	0	1	0	1	1	1	0	1	0	0	1	0	1	0	7
ERIESCA AURA	0	0	1	0	1	1	1	1	1	1	0	1	0	1	0	9
FATIKA NAIMA	1	0	1	0	1	1	1	0	0	0	0	1	1	0	1	8
GANEFE	1	0	1	1	1	1	1	0	1	0	0	0	1	1	1	10
INDRA ARI P	1	1	1	0	1	1	1	1	1	0	0	1	1	1	1	12
YUDI AWANSAH	1	1	1	0	1	0	1	0	0	0	0	1	1	0	1	8
	30	9	34	12	32	32	34	12	27	12	8	30	25	29	18	346

Try Out Test of Odd Number

## The Result of Try Out Test of Even Number

Names/No	2	4	6	8	10	12	14	16	18	20	22	24	26	28	30	$\Sigma$
ACHMAD FAJAR	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	15
AI SYATUR R	1	0	0	1	0	1	1	1	1	0	1	0	0	0	0	9
ANDRE M	1	0	1	1	1	1	0	1	1	1	1	0	0	1	0	9
ARIF HIDAYAT	1	0	1	1	1	1	1	1	1	1	1	0	0	0	1	10
AYU APRILIANTI	0	0	0	1	1	1	1	1	1	0	1	1	0	0	0	7
BIMA SAKTI	1	1	0	1	1	0	1	1	1	1	1	0	0	0	1	10
EKO PRIYONO	1	1	0	1	1	1	1	1	1	1	1	0	0	0	0	11
FAISAL IMRON	1	1	1	1	1	1	1	1	1	1	0	0	0	0	1	12
FAIQOTUL HIMA	1	1	0	1	1	1	1	1	1	1	1	0	0	0	0	11
FIFI NUR F	0	1	1	1	1	1	0	1	1	0	0	0	1	1	0	7
FRISKA SRI A	1	0	1	1	0	1	1	1	1	1	1	0	1	0		12
KHURUM MA	1	1	1	1	1	1	1	1	1	1	1	0	0	0	0	11
LUTFI AHMAD	0	0	0	0	0	0	1	1	0	0	1	0	0	0	1	3
M. SOFYAN H	1	0	0	1	1	0	1	1	1	0	1	1	0	0	0	9
MOH. NOR HOLIS	1	1	0	1	1	1	1	1	1	1	1	0	0	0	1	12
MUHAMMAD ALI	1	1	0	1	1	0	1	1	1	1	1	1	0	0	0	9
MUHAMMAD ARI	1	1	0	1	1	1	1	1	1	1	1	0	0	0	1	12
NUR LAILI	1	1	1	1	1	1	1	1	1	1	1	0	1	0	0	13
SITI HALIMATUS	1	1	0	1	1	1	1	1	1	1	1	1	0	0	1	11
SITI WARISATUL	0	0	0	1	1	1	1	1	1	1	1	0	0	1	0	9
USWATUN H	0	0	0	1	1	1	1	1	1	0	1	1	0	0	1	7
VIDIA KAMALA	0	1	1	1	1	1	0	1	1	0	0	0	1	0	0	7
WINDA KURNIA	1	1	0	1	1	0	1	1	1	1	1	0	0	0	1	10
ZULFA MAZIDAH	1	0	0	1	1	1	1	1	1	0	1	0	0	0	0	10
AHMAD SETYO	1	1	1	1	1	1	1	1	1	1	1	0	1	0	0	12
ABBI NIZAR M	1	0	0	1	1	1	0	1	1	0	1	1	0	0	1	9
ADIS SUGENG Y	0	0	0	1	1	1	1	1	1	1	1	0	0	0	0	9
ANGGI RARA N	1	1	1	1	1	1	0	1	1	0	0	0	1	0	1	9
ARINA FIRDAUSI	1	1	0	1	1	0	1	1	1	1	1	0	0	0	1	10
AULIA DINAR	1	0	1	1	0	0	0	1	1	0	1	0	0	1	1	7
ERIESCA AURA	1	0	0	1	1	1	0	0	1	0	0	0	0	0	0	4
FATIKA NAIMA	0	0	0	1	1	1	1	1	1	1	1	0	1	0	1	9
GANEFE	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	12
INDRA ARI P	1	1	0	1	1	0	1	1	1	0	1	0	1	0	1	9
YUDI AWANSAH	1	1	0	1	0	0	0	0	1	0	1	0	0	1	0	6
	27	19	12	34	31	26	27	33	34	21	30	6	17	4	23	333



The Calculation of Odd (X) and Even (Y) Number

Names	X	Y	$x^2$	$y^2$	XY
ACHMAD FAJAR	15	15	225	225	225
AISYATUR R	10	9	100	81	90
ANDREM	9	9	81	81	81
ARIF HIDAYAT	12	10	144	100	120
AYU APRILIANTI	8	7	64	49	56
BIMA SAKTI	11	10	121	100	110
EKO PRIYONO	13	11	169	121	143
FAISAL IMRON	12	12	144	144	144
FAIQOTUL HIMA	12	11	144	121	132
FIFI NUR F	8	7	64	49	56
FRISKA SRI A	12	12	144	144	144
KHURUMMA	10	11	100	121	110
LUTFI AHMAD	7	3	49	9	21
M. SOFYAN H	10	9	100	81	90
MOH. NOR HOLIS	10	12	100	144	120
MUHAMMAD ALI	8	9	64	81	72
MUHAMMAD ARI	11	12	121	144	132
NUR LAILI	14	13	196	169	182
SITI HALIMATUS	9	11	81	121	99
SITI WARISATUL	8	9	64	81	72
USWATUN H	9	7	81	49	63
VIDIA KAMALA	8	7	64	49	56
WINDA KURNIA	11	10	121	100	110
ZULFA MAZIDAH	10	10	100	100	100
AHMAD SETYO	10	12	100	144	120
ABBI NIZAR M	9	9	81	81	81
ADIS SUGENG Y	8	9	64	81	72
ANGGI RARA N	10	10	100	100	100
ARINA FIRDAUSI	8	10	64	100	80
AULIA DINA R	7	7	49	49	49
ERIESCA AURA	9	4	81	16	36
FATIKA NAIMA	8	9	64	81	72
GANEFE	10	12	100	144	120
INDRA ARI P	12	9	144	81	108
YUDI AWANSAH	8	6	64	36	48
	346	333	3552	3377	3414

**The Result of Difficulty Index Analysis**

<b>Number of Test Item</b>	<b>R</b>	<b>N</b>	<b>FV</b>	<b>Criteria</b>
1	30	35	0,85	Easy
2	27	35	0.77	Fair
3	9	35	0.25	Fair
4	20	35	0.57	Fair
5	34	35	0.94	Easy
6	12	35	0.34	Fair
7	12	35	0.34	Fair
8	31	35	0.94	Easy
9	32	35	0.91	Easy
10	27	35	0.77	Fair
11	34	35	0.85	Easy
12	26	35	0.74	Fair
13	34	35	0.97	Easy
14	27	35	0.77	Fair
15	12	35	0.34	Fair
16	33	35	0.88	Easy
17	27	35	0.77	Fair
18	30	35	0.97	Easy
19	14	35	0.4	Fair
20	21	35	0.6	Fair
21	8	35	0.22	Fair
22	30	35	0.85	Easy
23	30	35	0.85	Easy
24	6	35	0.17	Difficult
25	26	35	0.74	Fair
26	17	35	0.48	Fair
27	28	35	0.8	Fair
28	4	35	0.12	Difficult
29	19	35	0.54	Fair
30	23	35	0.65	Fair

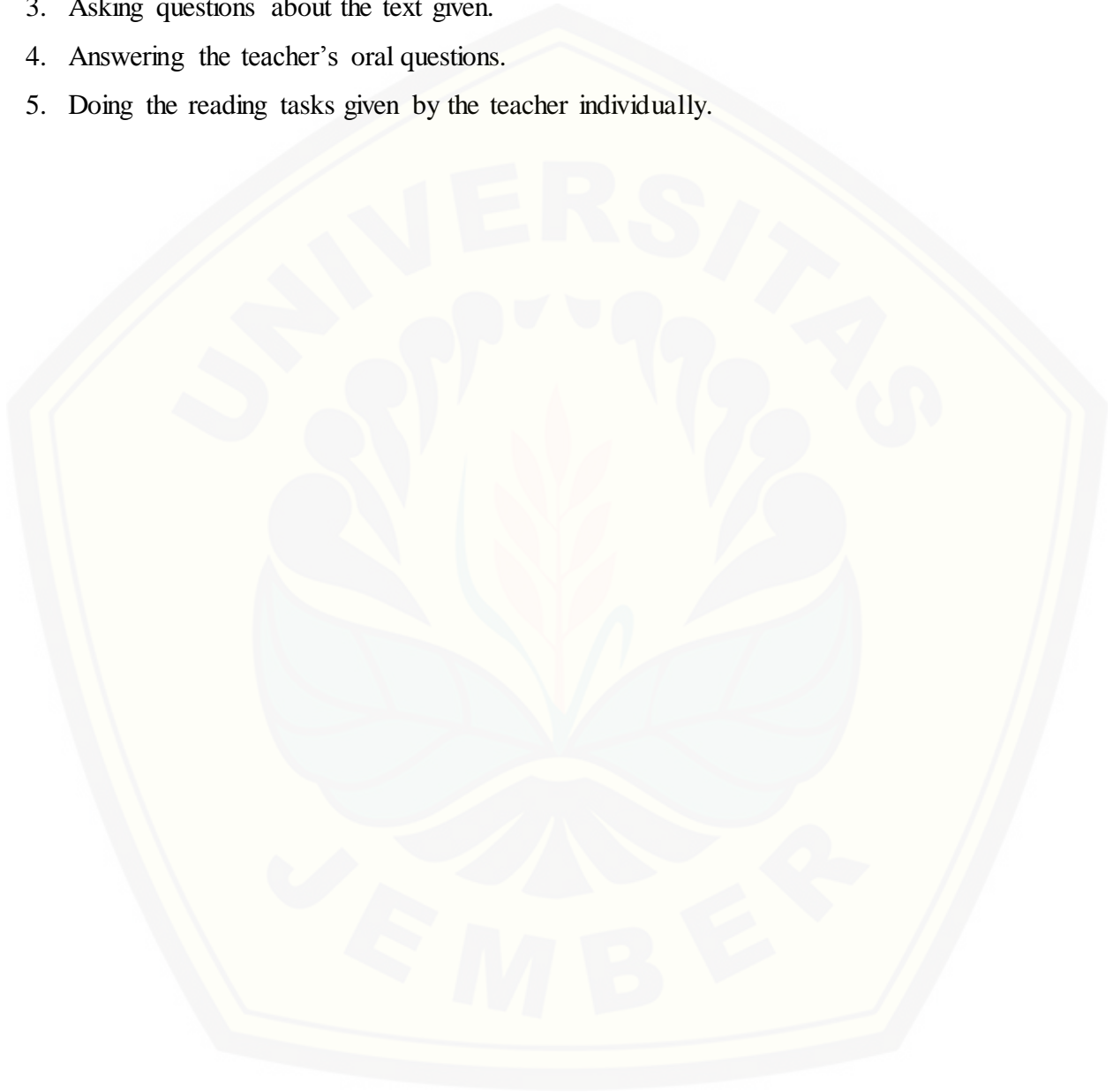
## APPENDIX L

## THE RESULTS OF CLASS OBSERVATION IN MEETING 1

NO	Name	Indicators					Total	Active	Passive
		1	2	3	4	5			
1.	Agus Salim Subagio	√				√	2		√
2.	Ahmad Rizal	√			√	√	3	√	
3.	Ayu Lestari	√	√			√	3	√	
4.	Bahrul Anam					√	1		√
5.	Dina Lorenza	√	√			√	3	√	
6.	Evita Lavela	√	√		√		3	√	
7.	Fiki Maulana	√			√	√	3	√	
8.	Halim Matus Sakdiyah					√	2	√	
9.	Herul Anam	√			√	√	3	√	
10.	Holilatur Rohmah					√	2		√
11.	Hosnaini		√			√	2		√
12.	Ifan Hermanto	√	√	√			3	√	
13.	Indah Lestari	√	√			√	3	√	
14.	Jevrin Ratna Dilla					√	1		√
15.	Lucki Yanto	√	√		√	√	4	√	
16.	Lusiana Safara	√	√			√	3	√	
17.	M. Ferdiansah					√	1		√
18.	Mahfufatul Mahfruroh	√	√			√	3	√	
19.	Much Holili		√		√	√	3	√	
20.	Muhammad Kuswanto	√		√		√	3	√	
21.	Muzayanah					√	1		√
22.	Nur Azizah	√	√			√	3	√	
23.	Nuril Fadilah	√				√	2		√
24.	Raudatul Jannah					√	1		√
25.	Rifah Tulhasanah	√	√			√	3	√	
26.	Rina Agustin	√	√			√	3	√	
27.	Rofix Datul M.					√	1		√
28.	Siti Amina	√	√	√			3	√	
29.	Siti Asri Devi	√				√	2		√
30.	Siti Holiseh		√		√	√	3	√	
31.	Siti Maimuna	√	√			√	3	√	
32.	Siti Qurrotul L.					√	1		√
33.	Yulia Agustin	√	√	√			3	√	
34.	Yuni Halimatus S.	√	√			√	3	√	
35.	Zaenal Arifin	√	√		√		3	√	
<b>TOTAL</b>		23	19	4	8	30	-	23	12
<b>PERCENTAGE</b>		65,71 %	54,28 %	11,42 %	22,85 %	85,71 %		68,57%	31,42%

The indicators were as follows:

1. Reading the text given individually.
2. Paying attention to the teacher's explanation.
3. Asking questions about the text given.
4. Answering the teacher's oral questions.
5. Doing the reading tasks given by the teacher individually.



## APPENDIX M

## THE RESULTS OF CLASS OBSERVATION IN MEETING 2

No	Name	Indicators					Total	Active	Passive
		1	2	3	4	5			
1.	Agus Salim Subagio	√	√			√	3	√	
2.	Ahmad Rizal	√	√	√	√		4	√	
3.	Ayu Lestari	√	√		√	√	4	√	
4.	Bahrul Anam		√			√	2		√
5.	Dina Lorenza	√	√	√		√	4	√	
6.	Evita Lavela	√	√		√		3	√	
7.	Fiki Maulana	√	√	√	√		4	√	
8.	Halim Matus Sakdiyah	√	√			√	3	√	
9.	Herul Anam	√	√		√	√	4	√	
10.	Holilatur Rohmah	√	√			√	3	√	
11.	Hosnaini	√	√			√	3	√	
12.	Ifan Hermanto	√	√	√		√	4	√	
13.	Indah Lestari	√	√			√	3	√	
14.	Jevrin Ratna Dilla					√	1		√
15.	Lucki Yanto	√			√	√	3	√	
16.	Lusiana Safara	√	√			√	3	√	
17.	M. Ferdiansah					√	1		√
18.	Mahfufatul Mahfruroh	√	√			√	3	√	
19.	Much Holili		√		√	√	3	√	
20.	Muhammad Kuswanto	√	√	√	√		4	√	
21.	Muzayanah	√	√			√	3	√	
22.	Nur Azizah	√	√			√	3	√	
23.	Nuril Fadilah	√	√			√	3	√	
24.	Raudatul Jannah	√	√			√	3	√	
25.	Rifah Tul hasanah	√	√	√		√	4	√	
26.	Rina Agustin	√	√			√	3	√	
27.	Rofix Datul M.	√	√			√	3	√	
28.	Siti Amina	√	√	√		√	4	√	
29.	Siti Asri Devi	√				√	2		√
30.	Siti Holiseh		√		√	√	3	√	
31.	Siti Maimuna	√	√			√	3	√	
32.	Siti Qurrotul L.					√	1		√
33.	Yulia Agustin	√	√	√			3	√	
34.	Yuni Halimatus S.	√	√		√	√	4	√	
35.	Zaenal Arifin	√	√		√		3	√	
<b>TOTAL</b>		29	30	9	11	30		30	5
<b>PERCENTAGE</b>		82,57 %	85,71 %	26%	31,42 %	85,71 %		85,71%	14,28%

The indicators were as follows:

1. Reading the text given individually.
2. Paying attention to the teacher's explanation.
3. Asking questions about the text given.
4. Answering the teacher's oral questions.
5. Doing the reading tasks given by the teacher individually.





**READING TEST****Cycle 1 (meeting 3)**

Subject	: English
Level	:Seventh Grade of Junior High School
Genre	: Procedure Text
Time	: 60 minutes

**Read the following text carefully then answer the questions by crossing a, b, c or d based on the text!**

**Text I** (For question number 1-13)

**Fried Rice**

Ingredients:

- |                                  |                               |
|----------------------------------|-------------------------------|
| – 500 gr ready-cooked white rice | – Black pepper                |
| – 4 clove of onions              | – 1-2 teaspoon salt           |
| – 5 clove of garlics             | – 2 tablespoons soy sauce     |
| – 2 eggs                         | – 2 tablespoons vegetable oil |
|                                  | – 250 gr shrimp               |

Steps:

1. Boil the shrimp, slice garlic and onions. Set them aside for the next step.
2. Hit the vegetable oil in a frying pan until very hot.
3. Then, toss the onion and garlic. Add 2 teaspoon of salt into the pan. Stir well.
4. Put a bit more oil into the frying pan. Add the eggs and scramble with the other ingredients.
5. Toss the rice in the frying pan carefully. Add approximately 2 tablespoons of soy sauce while frying.
6. Add the shrimp and stir well for 2-3 minutes.
7. Put fried rice on a plate and it's ready to serve.

*(Taken from delicious magazine,79)*

**I. Choose the correct answer based on the text by crossing (X) a, b, c, or d on your answer sheet!**

1. Boil the shrimp, slice garlic and onions. (Step 1)

What is the synonym of the underlined word?

- a. chop  
b. cut  
c. put  
d. wash

2. Put a bit more oil into the frying pan. (step 4)

What is the antonym of the underlined word?

- a. Move  
b. Raise  
c. Take  
d. Throw

3. How many ingredients are needed to make fried rice?

- a. 9  
b. 10  
c. 11  
d. 12

4. "Set them aside for the next step." (Step 1)

The word 'them' refers to....

- a. Shrimp, garlic, and onions  
b. Garlic, onions, and eggs  
c. Rice, vegetables, and onions  
d. Rice, vegetables, and garlic

5. The following statements are true based on the text, except...

- a. There are four ingredients are in the text  
b. There are seven steps are in the text  
c. We need vegetable oil to cook friedrice  
d. We can serve the fried rice on a plate

6. What should we do before tossing onions and garlic?

- a. Hit the vegetable oil in a plate  
b. Boil the vegetable oil in a frying pan  
c. Boil vegetable oil in a plate  
d. Hit the vegetable oil in a frying pan

7. What will probably happen if we have no salt...
  - a. We can continue cook the friedrice
  - b. We can change it with seasoning powder
  - c. We can add sugar to the friedrice
  - d. We can give more vegetable oil
8. How many steps do we need to make fried rice?
  - a. 6 steps
  - b. 7 steps
  - c. 8 steps
  - d. 9 steps
9. Does the text above tell how to sell friedrice?
  - a. Yes, it does
  - b. Yes, it doesn't
  - c. Yes, it do
  - d. Yes, it did
10. Do we need any shrimp to make fried rice?
  - a. Yes, they do
  - b. No, they do not
  - c. Yes, we do
  - d. No, we do not
11. Which one of the following sentences shows the instruction part of the procedure text above?
  - a. How to make fried rice
  - b. We need five steps to make fried rice
  - c. Toss the rice in the frying pan carefully
  - d. We need rice to make fried rice
12. How do we know that the fried rice is cooked well?
  - a. When the color of the rice is change
  - b. When the ingredients are blended
  - c. When the rice color turn black
  - d. When the ingredients are mixed well
13. What is the purpose of the text above?
  - a. To discuss how to eat fried rice
  - b. To explain how to make fried rice
  - c. To inform how to serve fried rice
  - d. To tell how to buy fried rice

**Text II** (For question number 14-25)

### **How to wash white cloth**

Materials:

- Hot water
- Fresh water
- Detergent
- Lemon juice
- Vinegar
- Baking soda/borax

Steps:

- 1) Separate your white cloth from your dark clothes before doing the laundry.
- 2) Pour the detergent in hot water. Then, soak the white cloth in hot water for about 15 minutes. This is the best setting for white cloth. Use enough detergent to wash dirt away.
- 3) Consider adding a laundry booster to your wash. Adding baking soda or borax will increase the efficacy of your detergent. These boosters work best with soft water.
- 4) Then, wash the cloth in fresh water.
- 5) Place the cloth in another container.
- 6) Pouring the lemon juice until the clothes submerged, distilled vinegar or 3-percents hydrogen peroxide into your cloth. It can keep your white cloth white.
- 7) Dry your cloth under sunlight, as ultraviolet rays can also help brighten whites.

Question number (14-25)

14. Then, wash white cloth in hot water.

What is the antonym of the underline word?

- a. fresh
- b. cold
- c. soft
- d. dark

15. How many steps are there in the text above?

- a. 4 steps
- b. 5 steps
- c. 6 steps
- d. 7 steps

16. What is baking powder used for?

- a. to increase the efficacy of the detergent
- b. to decrease the efficacy of your detergent
- c. to help the efficacy of your detergent
- d. to keep the efficacy of your detergent

17. On what step can you pour lemon juice?

- a. step 4
- b. step 5
- c. step 6
- d. step 7

18. Which one of the statements below is true based on the text?

- a. Wash the cloth in colour water
- b. Dry the cloth under sunlight
- c. Do not separate your white cloth
- d. Pouring the aple juice until the cloth submerged

19. What should you do if you do not have detergent? You can change it with?

- a. Soap
- b. Baking soda
- c. Lemon juice
- d. Shampoo

20. What is the generic structure of the procedure text?

- a. goal – materials – steps
- b. introduction – materials – steps
- c. goal – descriptions – materials
- d. introduction – goal - materials

21. It can keep your white cloth white. The word “ it” refers to.....
- Lemon juice and detergent
  - Lemon juice and vinegar
  - Vinegar and detergent
  - Vinegar and water
22. What is the goal of the text above?
- To describe how to make white cloth
  - To explain how to clean the dark cloth
  - To describe how to wash white cloth
  - To explain how to dry up white cloth
23. The following statements are true based on the text, except...
- Use enough detergent to wash dirt away
  - Baking soda will increase the efficacy of your detergent
  - Dry the cloth under sunlight
  - Soak the white cloth in dirty water for about 15 minutes
24. What should you do before soaking the white cloth in hot water?
- Separate the white cloth from the hot water
  - Soak the white cloth in fresh water
  - Wash the white cloth with lemon juice
  - Separate the white cloth from the dark cloth
25. Does the text above tell how to make white cloth?
- Yes, it does
  - No, it does
  - Yes, it doesn't
  - No, it doesn't



**Answer key**

1. a	11. c	21. c
2. c	12. d	22. c
3. a	13. b	23. d
4. a	14. b	24. d
5. a	15. d	25. d
6. d	16. a	
7. b	17. c	
8. b	18. b	
9. a	19. a	
10. c	20. a	


**Item Distribution**

<b>Kinds of Comprehension</b>	<b>Number</b>	<b>Total Item</b>	<b>Score for each</b>	<b>Total Score</b>
General information	3, 5, 7, 8, 9, 11, 13, 15, 18, 20, 22, 23, 25	13	4	52
Specific information	1, 2, 4, 6, 10, 12, 14, 16, 17, 19, 21, 24	12	4	48
<b>Score</b>				<b>100</b>

## The students' Reading Test Results in Cycle 1

No	Initials Name	Class	Reading Score	Criteria
1	ASS	VII D	76	Achieved
2	AR	VII D	80	Achieved
3	AL	VII D	76	Achieved
4	BA	VII D	64	did not achieve
5	DL	VII D	84	Achieved
6	EL	VII D	76	Achieved
7	FM	VII D	80	Achieved
8	HMS	VII D	76	Achieved
9	HA	VII D	84	Achieved
10	HR	VII D	80	Achieved
11	H	VII D	76	Achieved
12	IH	VII D	84	Achieved
13	IL	VII D	80	Achieved
14	JRD	VII D	64	did not achieve
15	LY	VII D	76	Achieved
16	LS	VII D	84	Achieved
17	MF	VII D	72	did not achieve
18	MM	VII D	84	Achieved
19	MH	VII D	76	Achieved
20	MK	VII D	84	Achieved
21	M	VII D	64	did not achieve
22	NZ	VII D	80	Achieved
23	NF	VII D	76	Achieved
24	RJ	VII D	72	did not achieve
25	RT	VII D	80	Achieved
26	RA	VII D	76	Achieved
27	RDM	VII D	72	did not achieve
28	SA	VII D	80	Achieved
29	SAD	VII D	76	Achieved
30	SH	VII D	80	Achieved
31	SM	VII D	80	Achieved
32	SQL	VII D	72	did not achieve
33	YA	VII D	84	Achieved
34	YHS	VII D	76	Achieved
35	ZA	VII D	80	Achieved
28 students			80%	Achieved
7 students			20%	did not achieve
Averages			77	

## Research Permission



KEMENTERIAN RISET, TEKNOLOGI, DAN PERGURUAN TINGGI  
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Jalan Kalimantan Nomor 37 Kampus Bumi Tegalboto Jember 68121  
Telepon: 0331- 334 988, Faks: 0331-332 475  
Laman: www.fkip.unej.ac.id

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30 NOV 2015

Nomor            **6 4 4 5**/UN25.1.5/LT/2015  
Lampiran       : -  
Perihal         : Permohonan Izin Penelitian

Yth. Kepala SMP Islam Walisongo Mayang  
Jember


Dalam rangka memperoleh data-data yang diperlukan untuk penyusunan skripsi, mahasiswa FKIP Universitas Jember dibawah ini:

Nama	: Citra Wafiatul Muna
NIM	: 100210401125
Jurusan	: Pendidikan Bahasa dan Seni
Program Studi	: Pendidikan Bahasa Inggris

Bermaksud mengadakan penelitian dengan judul **"The Use of Authentic Reading Materials to Improve The Eighth Grade Students' Participation and Their Reading Comprehension Achievement at Smpn 1 Mayang"** di Sekolah yang Saudara pimpin.

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


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

  
Dekan  
Pembantu Dekan I,  
Dr. Sukamnan, M.Pd.  
NIP. 19640123 199512 1 001

[Type text]



## Letter of Accomplishment



**YAYASAN PENDIDIKAN ISLAM**  
**“SMP ISLAM WALISONGO”**  
*Jl . PDP sumber Wadung Seputih Mayang Telp.082233194980 Jember 68182*

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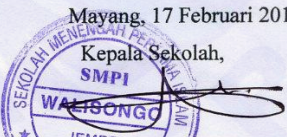
Yang bertanda tangan dibawah ini, Kepala SMP Islam Walisongo Mayang menerangkan bahwa :

Nama : Citra Wafiatul Muna  
N I M : 100210401125  
Jurusan / Program : Pendidikan Bahasa dan Seni/Pendidikan Bahasa Inggris  
Fakultas : Fakultas Keguruan dan Ilmu Pendidikan

Yang bersangkutan benar-benar telah melaksanakan penelitian sebagai tugas akhir ( Skripsi ) di kelas VII-D semester genap mulai tanggal 2 Februari 2016 s/d 17 Februari 2016 tahun pelajaran 2015/2016 dengan judul skripsi :

**” THE USE OF AUTHENTIC READING MATERIALS TO IMPROVE THE SEVENTH GRADE STUDENTS’ PARTICIPATION AND THEIR READING COMPREHENSION ACHIEVEMENT AT SMP ISLAM WALISONGO MAYANG ”**

Demikian surat keterangan ini dibuat agar dapat digunakan sebagaimana mestinya.

Mayang, 17 Februari 2016  
Kepala Sekolah,  
  
**SAMSUL ARIFIN, S.Pd**  
NIP.20588613191001

