



**THE USE OF AUTHENTIC READING MATERIALS TO ENHANCE THE EIGHTH
GRADE STUDENTS' READING COMPREHENSION ACHIEVEMENT AT SMPN 1
RAMBIPUJI**

THESIS

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

2010



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Composed to Fulfill One of the Requirements to Obtain the Degree of S1 at the
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Teacher Training and Education, Jember University

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LETTER OF STATEMENT AUTHENCITY

I, the one who is signing:

Name : Dwi Sandri Purwaningtyas

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State that the thesis entitled “The Use of Authentic Reading Materials to Enhance The Eighth Grade Students’ Reading Comprehension Achievement at SMPN 1 Rambipuji ” is truly my own writing, and it has not been proposed to any institutions, and it is not a work of piracy. I am solely responsible for everything written in this thesis.

That is my statement, and this is made with a sincere intention without pressure from anyone and I am willing to receive any punishment if in the future this statement is not right.

Jember, March 2018

Writer

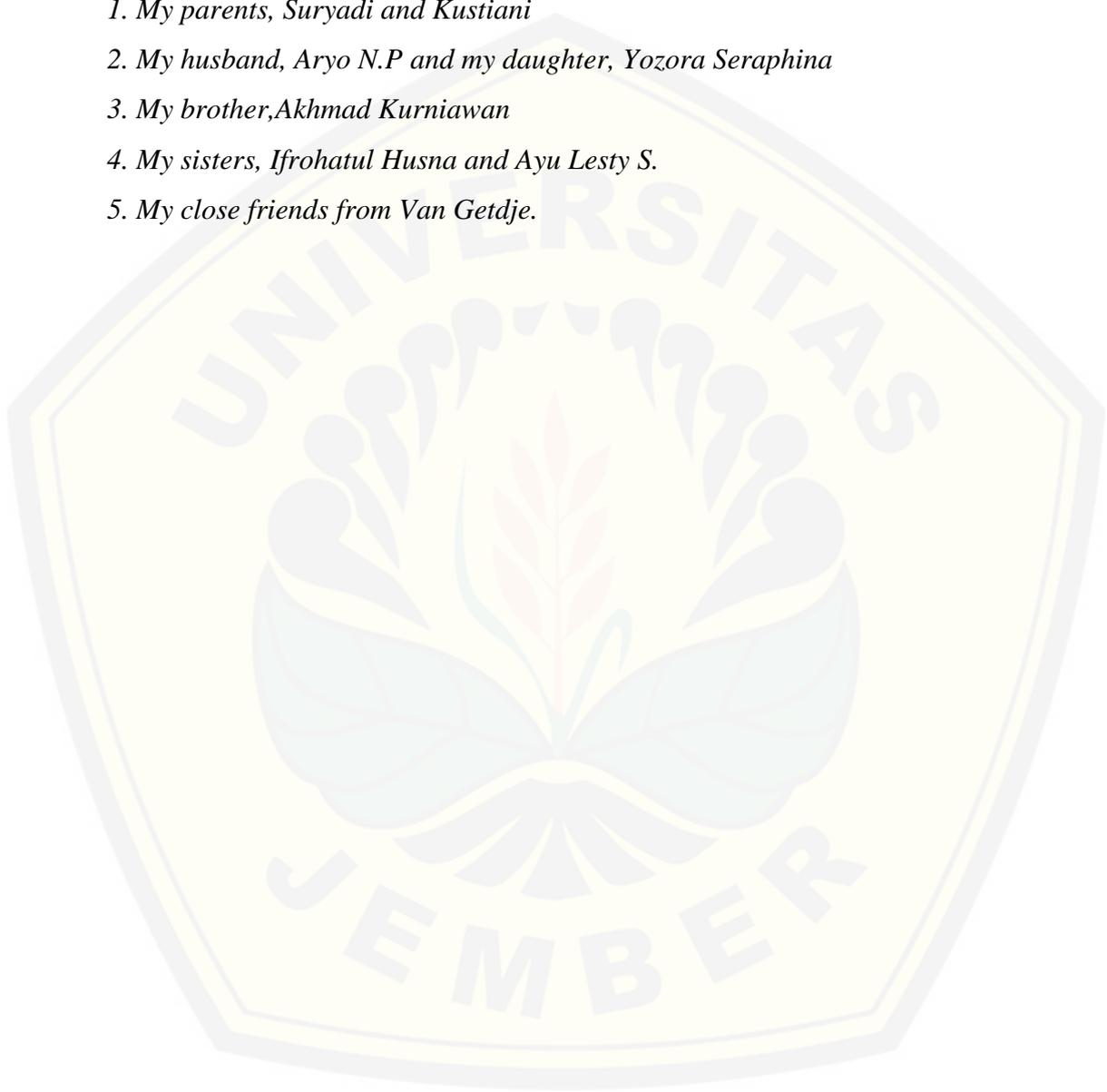
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DEDICATION

This thesis is honorably dedicated to the following people:

- 1. My parents, Suryadi and Kustiani*
- 2. My husband, Aryo N.P and my daughter, Yozora Seraphina*
- 3. My brother, Akhmad Kurniawan*
- 4. My sisters, Ifrohatul Husna and Ayu Lesty S.*
- 5. My close friends from Van Getdje.*



MOTTO

” There is no one who goes out of his house in order to seek knowledge, but the angels lower their wings in approval of his action”

-Prophet Muhammad-



CONSULTANT APPROVAL

**THE USE OF AUTHENTIC READING MATERIALS TO ENHANCE
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at the English Education Program, Language & Arts Department,
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SUMMARY

The Use of Authentic Reading Materials to Enhance The Eighth Grade Students' Reading Comprehension Achievement at SMPN 1 Rambipuji; Dwi Sandri Purwaningtyas, 100210401090; 2010; English Education Program of Language and Arts Department of the Faculty of Teacher Training and Education of Jember University.

Key words: reading comprehension, authentic reading materials , classroom action research

This research was about classroom action research that was conducted at SMPN 1 Rambipuji. It was conducted collaboratively by the researcher and the English Teacher. It used authentic reading materials as materials to enhance the eighth grade Students' Reading Comprehension Achievement.

At the beginning of the research, the researcher conducted preliminary study by interviewing the English Teacher of the Eight grade students at SMPN 1 Rambipuji. Based on the interview, it was found that the eight grade students of SMPN 1 Rambipuji still had difficulties in reading comprehension. According to the English Teacher, it was only 16% who achieved the standard passing grade. The students' average score was 52.

In order to solve the students' problem in reading comprehension, the selection of material used in teaching learning was very important. Since authentic reading materials were believed as one of materials that could help students to enhance their reading comprehension achievement, the researcher used them as the teaching materials.

This research was conducted at SMPN 1 Rambipuji. The researcher used the eighth grade students especially VIII-D class in 2017/2018 academic year as participants of the research. The researcher used Classroom Action Research (CAR) as the research design. In the cycle model of CAR there were four stages of activity. The stages were planning the action, then, implementing the action, observation and evaluation, and the last was analysing and reflecting the action.

The data collected in this research was gained by observing the students' in the classroom and administering the reading comprehension test after implementing the action. Based on the results of data analysis and discussion, it was found that the students' improved from 16% who achieved the standard passing grade with the average score 52 before implementing the action to 86% with the average score 78 after implementing the action. It can be concluded that authentic reading materials could enhance the students' reading comprehension achievement.

Since authentic reading materials could help students in comprehending the reading text and could enhance their reading comprehension achievement, the English teacher are suggested to use authentic materials as an option in teaching reading comprehension. Authentic reading materials were also easy to be understood because the content of the materials were related to the students' real life.

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6. The principal and the English teacher of SMPN 1 Rambipuji for giving me an opportunity, help, and support to conduct this research.

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Jember, February 2018

The writer

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CHAPTER 1 INTRODUCTION

This introductory chapter gives readers' information about the issue of investigation, claims on the importance of investigating the issue, the research gap and focus, the research question, the research objective and the research contribution.

1.1 Background of the Research

In the context of English language teaching (ELT), there are a number of things that the English teacher needs to consider in order to present an interesting and effective teaching. A number of important factors that the teacher has to decide in the planning stage among them are the selections of appropriate teaching strategies/ methodologies, media, assessment techniques, and appropriate teaching materials. They must be interconnected to one another so that they are effective in achieving the learning objectives.

How to select and use teaching materials constitutes an important issue to be researched in the area of English education. Teaching materials are in various kinds. In general, the teaching materials can be categorized into the materials that are designed specifically for language teaching and those that are not specifically designed for language teaching but teachers can use them if necessary. English textbook series constitute teaching materials that are specifically designed for the teaching of English. In Indonesia, the English textbooks published by the ministry of education are required to be used, while some other English textbooks are optional and complementary.

The present study investigated the extent to which authentic reading materials could assist students to comprehend reading texts and improve their reading ability. This issue was important to be researched for a number of reasons. Theoretically, authentic materials (which are not simplified in terms of contents and lexical and grammatical aspects) can be a great motivator for learning because it is directly related to real life (Heitler, 2005). In addition, authentic reading

materials could present authentic language used in daily life which is believed to be an effective medium for EFL learners to acquire English language. Some examples of authentic reading materials among them are taken from English brochures, newspapers, magazines, and literatures (Gebhard,1996).

Practically, the present study was conducted with regard to the findings of preliminary study in junior high school where this action research was conducted (SMPN 1 Rambipuji Jember). Based on the results of interview with the English teacher in Desember 2017, it was found that the students had difficulties in comprehending reading texts and had little interests in learning English. Concerning the reading materials, the English teacher relies more on English textbook materials and students' worksheets rather than authentic reading materials although in some respects using authentic reading materials is more interesting and effective compared to using the reading materials from English textbooks. Lastly, the present study was also inspired by the findings of previous studies on the use of authentic reading materials. Two previous studies reviewed, i.e. undergraduate students' theses (Devi, 2012; Ananda, 2013) revealed that authentic materials could improve junior high school students' participation and reading comprehension achievement.

With regard to the benefits of using authentic reading materials, students' low interests in learning, students' problems in reading, and better results of investigating authentic materials in teaching reading, this action research was conducted with the intention to help junior high school students gain reading skill and improve their reading comprehension ability. This action research was focused to answer the following research questions.

1.2 Research Questions

Based on research background, the research questions are formulated as follows:

1. How can authentic reading materials help eighth grade students understand the reading text ?

2. Do the eighth-grade students achieve better scores of reading comprehension after receiving action plan by using authentic reading materials?

1.3 Research Contribution

The results of the research were expected to give theoretical, practical and empirical contributions.

1. Theoretical Contribution

Theoretically, the findings of this research could test the effectiveness of theory of authentic reading materials applied in the teaching of reading in EFL context. Practically, the findings will be useful for the English teachers to consider using authentic reading materials to help and improve students' understanding of the reading text. Empirically, the findings of the present study will inform the next researchers to conduct action research by using authentic reading materials of different genres and different grade levels.

2. Empirical Contribution

This research will show the advantages of using authentic reading materials to enhance students' reading comprehension achievement along with the role of authentic reading materials in helping students to understand the reading text. For the future researcher, this research result can be used as an option to conduct the same research using authentic reading materials in other participants

CHAPTER 2

REVIEW OF RELATED LITERATURE

This chapter presents some theories about authentic materials, including the definition about reading comprehension, teaching reading for eight grade students, authentic reading materials, the advantages of authentic reading materials, the contribution of authentic materials in comprehending the text, procedures of using authentic materials in teaching reading. This chapter also consist of research hypotheses.

2.1 Theoretical Framework

In theoretical framework presents the explanation about the definition of reading comprehension, the reading comprehension units.

2.1.1 Reading Comprehension

Reading comprehension is a process of understanding the content of the text. In comprehending the reading text readers also understanding the purpose and the information from the content of the reading text. There are some definitions what reading comprehension is from some experts.

Harris and Hodges (1995:3) define that reading comprehension is the construction of the meaning of a written or spoken communication through a mutual, general interchange ideas between the reader and the message. It means that in reading comprehension there is a transaction occurs between the reader and the message/text. Nunan (2003:68) states that reading comprehension is a fluent process of readers combining information from the text with the readers' background knowledge to build. It means that if the readers have more knowledge and good ability in process of reading they will easier in comprehending the text. In line with the statement above Klingner (2007:8) defines that reading comprehension is a multicomponent, highly complex process that involves many interactions between the readers and what they bring to the text.

The National Reading Panel (NRP) (2000:4) defines reading comprehension as a complex process and often viewed as the essence of reading. Reading comprehension also described as an intentional thinking during which meaning is constructed through interaction between the text and the reader. The readers' ability in comprehending the text is influenced by the readers' previous knowledge and the experience that they are brought to bear on it. In line with the statement from the NRP, the RAND Reading Study Group (2002:11) state that reading comprehension is the process of simultaneously extracting and constructing meaning through interaction and involvement with the written language. According to Samuels (2002:169), reading comprehension is a process in which the reader constructs the meaning using as the building materials the information on the printed page and the knowledge stored in the readers' head.

As a result of some experts' statements about the definition of reading comprehension, it can be concluded that reading comprehension is a multicomponent process of gaining information from the text that involves the interaction between the readers and the text. The readers' background knowledge, the experience before and also the text itself affected the reading comprehension ability.

2.1.2 Reading Comprehension Unit

In reading comprehension there are some units such as word comprehension, sentence comprehension and text comprehension. Each of those reading comprehension units will be explained as follows:

Word Comprehension. In reading comprehension the prior step that students need to understand first is the meaning of the word. Word is the smallest element and meaningful unit of speech that can be stand by itself. Pang et. al (2002:6) define word comprehension as a process of making sense of words, sentences and connected text. It means that word comprehension is the first step of the process of comprehending the sentences and the text. To know the meaning

of the sentences or the text we should understand the meaning of words first and then connect it to the sentence or the text.

Many students found difficulties in reading comprehension because they found strange of unfamiliar words. According to Duke and Pearson (2001:423), one of the factors that affects students' ability in reading comprehension is the vocabulary or word recognition. If the students do not understand the meaning of the words, they will not be able to make sense of the text being read.

Sentence Comprehension. Sentence is a unit of written text and it includes a meaningful group of words. Wood (1991:151) defines sentence as the smallest unit in the materials you read which expresses a complete idea. Sentence comprehension is the second step of the process of reading comprehension. According to Grellet (1996:15) in reading comprehension it is better to understand the meaning of word in a form of a sentence than understanding the meaning of word by word.

Text Comprehension. Text comprehension is the last step that students should understand. Text refers to the original words of something written, printed or spoken, in contrast to a summary or paraphrase. According to Burns et al. (1996:17) comprehending the text means understanding the whole text including the general information and the specific information. Certainly, before students comprehend the whole text, they should understand the words first and also the sentence.

2.2 Conceptual Review

In conceptual review presents the definition of authentic reading materials, the advantages of authentic reading materials, the contribution of authentic reading materials in comprehending the text, and also the procedures of using authentic materials in teaching reading.

2.2.1 Authentic Reading Materials

There are many ways to help the students in order to improve their reading skills. One of the ways is by selecting appropriate materials, in particular authentic materials to support the language teaching and learning.

There are some experts' definitions about the meaning of authentic material. According to Carter and Nunan (2001:68), authentic materials are ordinary text which are not produced specifically for language teaching process. Jacobson et. al. (2003:1) define authentic materials as printed materials used in ways that the learners would use in their life outside the education classes. Peacock (1997:23) states that authentic materials are materials that have been produced to fulfill some social purpose in the language community. In line with Peacock's statement, Guariento and Morley (2001:347) describe authentic materials as materials which are created to fulfill some social purposes in the language community in which it is produced.

From various definitions of authentic materials, it can be concluded that authentic reading materials are printed materials which are not produced for language teaching and learning purposes but can be used as teaching materials in order to help the students link the learning process to the real life outside the classroom.

2.2.2 The Advantages of Authentic Reading Materials

Many researchers suggest to use authentic material in teaching learning process because there are some advantages when using authentic materials. Melvin and Stout (1987:56) state that authentic materials are best means of imparting qualitative and lively information in the classroom. Learners are often benefited from authentic materials.

According to Hyland (2003:94) one of the most important advantages of using authentic materials is that it increases learners' motivation and reflects positively on learning process. Students will learn better when the teacher provides authentic materials as a teaching materials. Otte (2006:56) believes that

learners need to practice using authentic materials in order to better prepared to deal with the authentic language in the real world

Hedge (1991:29) describes authentic materials provides students with the opportunity to make use of non-linguistic clues. Besides, it also offers students the chance to deal with a small amount of material which at the same time contains complete and meaningful messages.

2.2.3 The Contribution of Authentic Reading Materials in Comprehending the Text

As many researchers believe that the use of authentic materials have many advantages in teaching and learning language, authentic materials also have contribution in reading comprehension skill.

According to Pearson et al (52), some of the essential elements that the teacher should involve to improve students' reading comprehension is by providing motivating texts and context for reading. Building vocabulary and language knowledge also needed to make the students' ability in comprehending the text improved. Thus, the elements are related with the advantages and characteristics of authentic materials. As it is stated in the advantages of authentic reading materials that authentic materials can increase the students' motivation in learning process.

Nuttal (1996:172) also believes that authentic materials can be as motivation because they are proof that the language is used for real-life purposes by real people. Linder (1999:17) states that authentic materials are used as teaching materials in classroom because it is more complementary to the lesson content and more understandable for students. Jacobson et al (2003:105) believe that by using authentic materials in classroom students will learn to read and write better and they feel easier, faster and much more immediately meaningful.

As a result of some researcher statement above, we can find the answer from the question of how authentic materials help the students to comprehend the reading text. Certainly, authentic materials help the students in comprehending the text because authentic materials are motivating and make students easier in

reading comprehension activity. And another reason is because authentic materials are more understandable for student.

2.2.5 Procedures of Using Authentic Materials in Teaching Reading

In teaching reading using authentic materials there are three activities include pre-reading activity, while reading activity, and post reading activity.

2.2.5.1 Pre-reading activities

A reading lesson should begin with a pre-reading activity in order to introduce the topic and to make sure students have enough background information to understand the text. According to Ducker (2003:23) pre-reading activities are the activities that can motivate the students before the real reading takes place. It can be said that pre-reading activities are prepared to warming up and stimulate the students thinking. Zhang (1993:5) states that pre-reading activities help students activating their schema or background knowledge. In the procedure of using authentic materials, the pre-reading activities are done by asking leading question to the students and showing the picture and also the example of recount text.

2.2.5.2 While reading activities

While reading activities are interactive process which the purpose is to develop students' ability in tackling text by developing their linguistic and schematic knowledge. Berardo (2006:65) defines while reading activities as activities which has purpose to encourage students to be flexible and also to promote the dialogue between writer and reader. While reading activities help students to focus on aspects of the text and to understand it better.

2.2.5.3 Post reading activities

Post reading activities is the last stage of reading comprehension. According to Nuttal (1996:164), post reading activities means activities of evaluating the text as a whole to respond to it from a more or less personal point of view. In post

reading activities students are expected to be active in responding the text they have been read.

2.3 Review of Previous Research on the Use of Authentic Reading Materials

To support the idea about using authentic materials in reading comprehension, the researcher shows two previous researches which also use authentic reading materials in teaching reading comprehension. The first research is from Devi (2012), entitled “Using Authentic Reading Materials to Improve the Seventh Grade Students’ Active Participation and Their Reading Comprehension Achievement at SMPN 2 Puger in the 2012/2013 Academic Year”. This research consists of two cycles. From the first cycle to the second cycle, it was found that the percentages of students’ active participations and reading comprehension achievements improved. Before the researcher implementing the action, the results of students’ score who achieved the standard passing grade were only 16,21%. After the first cycle were implemented the results became 62%. The researcher conducted the second cycle because the first cycle was not successful. The percentage of students’ who achieved the standard score in the second cycle were improved from 62% to 87%. Therefore, she concludes that authentic reading materials can improve students’ active participation and reading comprehension achievement.

The second previous researcher is Ananda (2013). The title of her research is “Improving the Seventh Grade Students’ Reading Comprehension Achievement by Using Authentic Reading Materials at SMPN 6 Bondowoso in the 2012/2013 Academic Year”. Based on her research the use of authentic reading materials is also successful in improving students’ reading comprehension achievement and their active participation. The percentage of students’ who achieved the standard score was improved from 38% before implementing the action became 73,4% in the first cycle. After implementing the action in the second cycle the percentage of students who achieved the standard score improved to 84%.

The third researcher is Desita (2013) The title of her research is “Using Authentic Materials to Improve Reading Comprehension of Grade Eight Students

of SMP 15 Yogyakarta. According to the researcher before the actions were implemented, the students felt unmotivated to read and join the teaching and learning process. They found difficulties in comprehend texts and did not familiar with the reading strategies. However, after the actions were implemented, the students felt motivated and paid attention to the researcher. The texts and activities were successful to enhance their motivation and trained the students to develop reading strategies. As result, they showed improvements in their reading comprehension.

According to Peacock (1997) authentic materials is one of ideal motivator. The use of authentic materials can increase the students' level on-task behavior, concentration and involvement in the teaching and learning activity more than artificial materials. His result of the study found 35 that learner were on task 86% of the time when using authentic materials, and 78% of the time when using artificial materials.

Another research of using authentic materials was done by Shao-cing Guo (2012). He examined the effect of reading toward authentic materials. The research showed evidence of vocabulary gain and motivation increase, the students also became more involved in class discussion.

As a result of the idea above it can be concluded that the use of authentic reading materials can improve students' active participations and reading comprehension achievement. Therefore, the research entitled "The Use of Authentic Reading Materials to Enhance the Students' Reading Comprehension Achievement at SMPN 1 Rambipuji" will be conducted to solve the students' problem in reading comprehension and to prove the hypotheses.

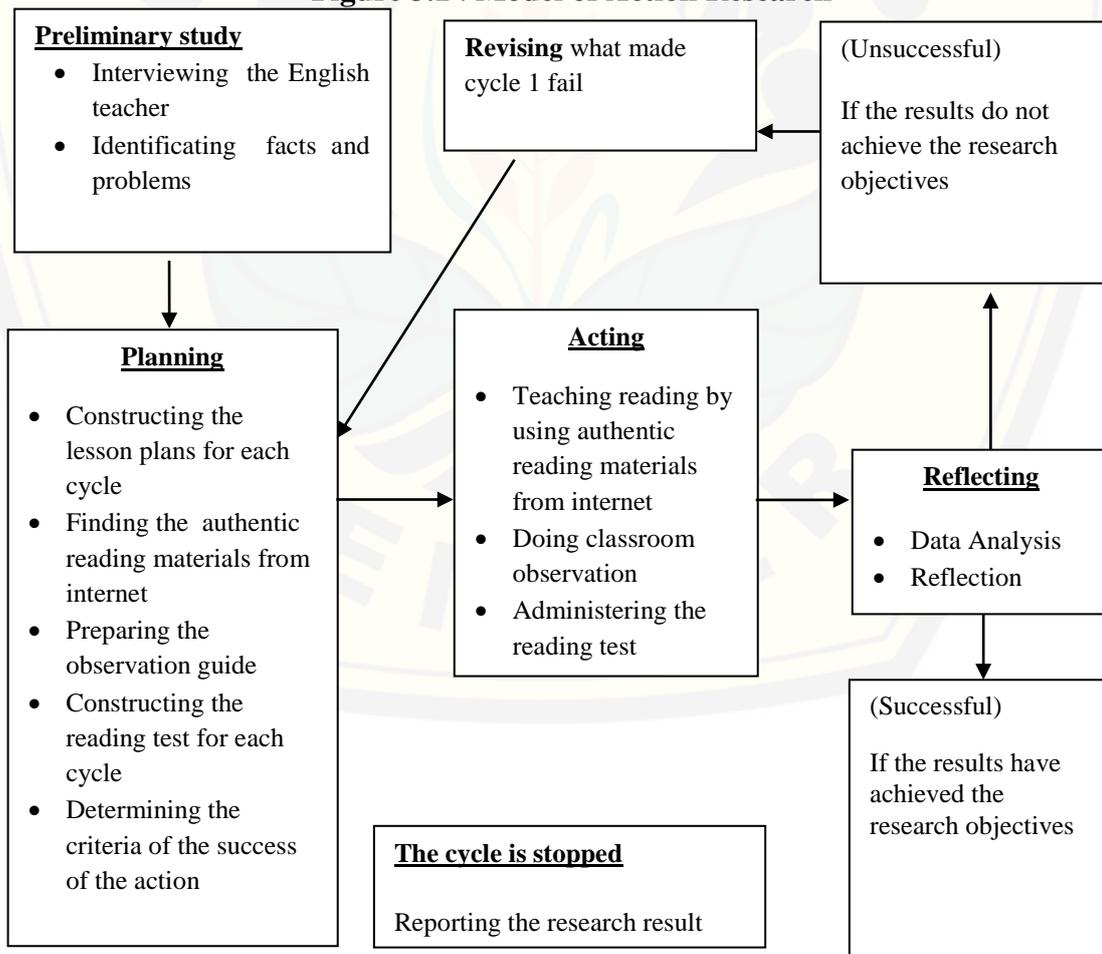
CHAPTER 3. THE STUDY

This chapter discusses the research method used in this research including research design, research participants, research context, action design and research data and analysis. The following are the explanation about each point.

3.1 The Research Design and Procedures

This research was designed as classroom action research (CAR) because it was intended to improve the students' reading comprehension achievement by using authentic reading materials and to know how authentic materials could reduce students' difficulties in comprehending the reading text. The cycle model used in this classroom action research is adapted from Elliot (1991) as can be seen in the following diagram.

Figure 3.1 : Model of Action Research



In implementing this classroom action research, first of all the researcher interviewed the English teacher to know students' problems or difficulties in reading comprehension. The researcher found that students had difficulties in understanding the meaning of the words and understanding the content of the text. After that the researcher chose the appropriate action (i.e. using authentic materials) because authentic materials believed to be able to solve the students' problems in reading comprehension.

After choosing the appropriate action, the researcher constructed lesson plans by using authentic materials. Then, the researcher implemented the action by teaching reading comprehension by using authentic materials. During the teaching learning process the researcher and the English teacher observed the classroom activity. The observation was concerned in the students' behaviour while the researcher implementing the action and finding the students' difficulties.

Next, after teaching reading in the first and second meeting was done, the researcher conducted reading comprehension test. Then, the researcher analyzed the result of reading comprehension test and did the reflection on the result of the classroom observation and the reading comprehension. Based on the result of the reflection, the researcher did not conduct the second cycle because the action in the first cycle was successful.

3.2 Research Context

The researcher conducted the research at SMPN 1 Rambipuji, Jember, East Java. In this school English taught as the foreign language. This school was chosen for the research because the English teacher of SMPN 1 Rambipuji granted permission to the researcher to conduct this classroom action research collaboratively with the English teacher of eighth grade. The second reason deals with the students' difficulties in reading comprehension. In this school the time allocation of English lesson is 4 x 40 minutes in a week and it is guided by curriculum 2013.

3.3 Research Participants

The participant of this classroom action research was the students of VIII-D class of SMPN 1 Rambipuji. The reason why the researcher chose this class was because according to the English teacher VIII-D class students still had difficulties in reading comprehension. The teacher said that the students difficult to understand the meaning of some words in the text so that they confused to know the content of the text and feel difficult to answer the reading questions. The students also unmotivated in learning English. As a result, the English teacher suggested the researcher to choose this class.

3.4 Action Design

In this classroom action research, the researcher used authentic reading materials in the form of recount text. The materials included the example of recount text, generic structure and also language features of recount text. In teaching the students the researcher applied Lecturing, Question and Answer as the method. In teaching process the teacher explained about the materials and asked some questions to the students. The students could ask some questions if they have problems or difficulties related to the material.

The following are the steps of implementing authentic reading materials in teaching reading:

1. The teacher chose topic that they are going to learn
2. The teacher guided the students to connect with the materials they going to learn by asking leading question
3. The teacher gave examples of recount text and explains the materials to the students.
4. The teacher asked the students to do the reading exercises
5. The teacher discussed about the result of the reading exercises with the class

3.5 Data Collection Method

This data collection method presents the explanation about the observation and the reading comprehension test.

3.5.1 Observation

In order to answer the second research question, i.e. how authentic materials can help students to comprehend the reading text, the researcher used observation as data collection method. During the teaching and learning process, the researcher did the observation collaboratively with the English teacher. The observation focused on the aspects of: (1) students' behaviors indicating their interests in reading authentic materials and doing reading tasks using authentic materials, (2) areas of difficulties when they answer comprehension questions.

3.5.2 Reading Comprehension Test

In this research, the researcher conducted the reading test in order to measure the students' reading comprehension achievement and to gain the primary data of the students' score. The test given to the students focused on the recount text and consisted of 20 items. Those 20 items consisted of word comprehension, sentence comprehension and text comprehension. Each item had 5 points for the score and the total score for 20 items is 100 points. Time allocation of the test was 80 minutes.

3.6 Data Analysis Method

The data as results of observation (i.e. students' interests in reading and doing reading tasks using authentic materials and students' difficulties in comprehending reading authentic text) were analyzed qualitatively. They were analyzed thematically through the process of coding, categorizing, and interpreting the data in order to answer the second research question. The results of analysis was reported descriptively.

The scores of reading comprehension test were analyzed using descriptive statistics by calculating the number of students who had achieved minimally score

75 and below 75. Then, the scores of reading comprehension test compared to the reading previous scores. The aim was to know whether or not there is the betterment of scores made in the first and second cycle as a result of action using authentic reading materials. The following formula will be used to calculate students achieving the standard score.

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

Notes:

E: the percentage of the total number of the students whose score is ≥ 75

n: the total number of the students whose score ≥ 75

N: the total number of the students

(Adopted from Ali, 1998:189)

The criteria of success is as follows: If less than 75% of the students get score ≥ 75 , the research will be continued to the second cycle.

CHAPTER 5. CONCLUSION AND SUGGESTION

This Chapter presents the research conclusion and suggestions. The suggestions recommended for the English Teacher, the students, and future researchers.

5.1 Conclusion

Based on the result of data analysis of the reading comprehension test and the observation and the discussion, it can be concluded that the use of authentic reading materials could enhance the eighth grade students' reading comprehension achievement at SMPN 1 Rambipuji. In this case, the use of authentic materials could help students to understand the reading text by increasing their enthusiasm and effort in understanding the reading text. It can be seen from the report of results of the observation which were written in form of field notes. From the results of the observation, it was found that when students were more enthusiasm in learning and doing the task, they would have more effort in understanding the reading text. As a result the students' reading comprehension achievement scores were better than the previous score from the teacher.

The improvement of students' reading comprehension achievement could be proven from the percentage of students who got 75 or higher in their score. The students' improve from 16% who achieved the standard passing grade to 47,2% in the first meeting. In the second meeting the students' score improved as well from 47,2% to 58,3%. The result of students who achieved the standard score in reading test was 86%. Therefore it can be concluded that the use of authentic reading materials can enhance their reading comprehension achievement.

5.2 Suggestions

Based on the results of this research, some suggestion suggestions are given to the following people:

5.2.1 The English Teacher

Based on the results of the research, the English teacher are suggested to use authentic reading materials from the internet since there are so many variety of authentic materials. Authentic reading materials are appropriate to be used in teaching reading comprehension. It is related to the fact finding in research result that authentic reading materials could enhance the students' reading comprehension achievement and help students to understand the reading text.

5.2.2 The Students

The students of SMPN 1 Rambipuji are suggested to use authentic materials to learn English especially in reading comprehension. The students can read the materials and try to understand the content of the text in order to enhance their reading comprehension achievement.

5.2.3 The Future Researcher

The future researcher are suggested to use the result of this research as references and information in conducting the future research if they have similar problem of research with different subject and school to enhance the reading comprehension achivement.

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APPENDIX A

CLASSROOM ACTION RESEARCH MATRIX

Title	Problems	Variables	Indicators	Data Resources	Research Method	Hypothesis
<p>The use of authentic reading materials to enhance the eighth grade students' reading comprehension achievement at SMPN 1 Rambipuji</p>	<ol style="list-style-type: none"> 1. Can the use of authentic reading materials enhance the eighth grade students' reading comprehension achievement at SMPN 1 Rambipuji 2. How can the use of authentic reading materials contribute to help students comprehending the reading text 	<p><u>Independent variable:</u> The students' score of reading comprehension achievement test</p> <p><u>Dependent variables:</u> The contribution of authentic reading materials to help students comprehending the text</p>	<ol style="list-style-type: none"> 1. Word comprehension 2. Sentence comprehension 3. Text comprehension <ol style="list-style-type: none"> 1. Students' behaviors indicating their interests in reading authentic materials and doing reading tasks using authentic materials 2. Areas of difficulties when students answer 	<p><u>Research Subject:</u> One class that has the lowest score in reading achievement in the eighth grade of SMPN 1 Rambipuji</p> <p><u>Informant:</u> The English teacher of the eighth grade students at SMPN 1 Rambipuji</p> <p><u>The school documents:</u></p> <ol style="list-style-type: none"> a. The names of the respondents b. The students' previous score from the 	<ol style="list-style-type: none"> 1. Research Design Classroom Action Research (CAR) with the cycle model (two cycles). The stages of each cycle includes: <ol style="list-style-type: none"> a. Planning the action b. Implementation of the action c. Observation and evaluation d. Analyzing the data and reflecting the action (Elliot, 1991: 70) 2. Data Collection Method <ol style="list-style-type: none"> a. Primary Data Reading Comprehension test b. Supporting Data Observation 3. Data Analysis Method The data collected from 	<ol style="list-style-type: none"> 1. The use of authentic reading materials can enhance the eighth grade students' reading comprehension achievement at SMPN 1 Rambipuji 2. The use of authentic reading materials contribute to help the students comprehending the reading text

			comprehension questions.	teacher	<p>the test will be analyzed by using the following formula:</p> $E = \frac{n}{N} \times 100\%$ <p><i>Notes:</i> E = the percentage of the students who achieve the score of ≥ 75 as the standard score. n = the total number of the students who achieve the score of ≥ 75 as the standard score. N = the total number of students doing the test (Adapted from Ali: 1993: 186)</p> <p>4. Observation Result The data from observation will be analyzed descriptively.</p>	
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APPENDIX B

The Result of Preliminary Study

Interviewee : Umi Kulsum, S.Pd

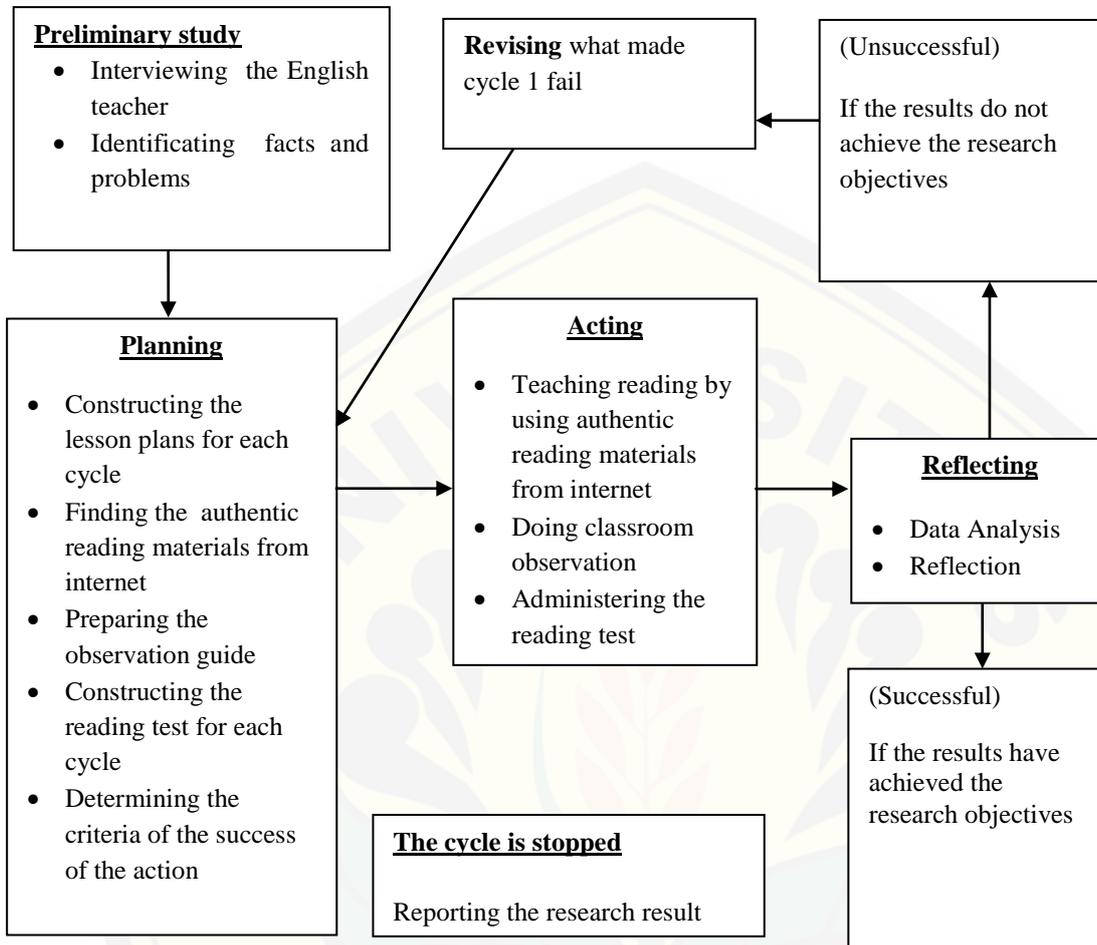
Interviewer : Dwi Sandri Purwaningtyas

Place : SMPN 1 Rambipuji

No.	Questions	Teacher's Answers
1.	What curriculum used in this school?	K13 Curriculum
2.	Based on the curriculum what skills is the most difficult to teach?	I think reading comprehension is difficult because students feel bored and do not have more enthusiasm to try to understanding the reading text.
3.	What books do you use in teaching eighth grade students?	"When English Rings a Bell"
4.	What materials do you usually use?	I teach them about descriptive text, narrative, recount. And the materials are from the textbook.
5.	What are the students' problem in reading comprehension?	The students can not understand the content of the text because they do not know the meaning of some words.
6.	What method do you usually use in teaching reading?	I use lecturing method
7.	Have you ever use authentic materials in teaching reading comprehension?	No, I only use the textbook from the government.

APPENDIX C

The Design of Classroom Action Research



APPENDIX D

**The VIII-D Students' Previous Reading Score of SMPN 1 Rambipuji in 2017/2018
Academic Year**

NO	NIS	F/M	STUDENTS' NAME	SCORE	ACHIEVED	NOT ACHIEVED
1	13097	M	AFG	42		√
2	13062	M	AAYS	50		√
3	13099	M	AMIR	48		√
4	13067	M	APP	40		√
5	13071	M	DPP	53		√
6	13132	M	DMF	76	√	
7	13211	F	EAJ	47		√
8	13074	F	EC	48		√
9	13174	F	EDF	36		√
10	13135	M	ERD	36		√
11	13105	F	FAUA	41		√
12	13175	M	FPL	56		√
13	13178	F	HM	54		√
14	13222	F	IK	56		√
15	13180	F	KAFA	75	√	
16	13109	F	LS	45		√
17	13186	M	MN	42		√
18	13187	M	MCZ	37		√
19	13044	M	MAYP	51		√
20	13227	M	MFM	55		√
21	13114	M	MAFU	76	√	
22	13147	M	MSF	42		√
23	13149	M	MYGK	76	√	
24	13228	F	NP	47		√
25	13118	F	PDA	49		√
26	13085	M	PSM	44		√
27	13155	M	RDA	56		√
28	13121	F	RMA	40		√
29	13052	F	SDAP	77	√	
30	13124	F	SPY	75	√	
31	13195	F	SS	70		√
32	13158	F	TZPW	40		√
33	13127	F	UH	49		√
34	13054	F	VAM	73		√
35	13128	F	YFRPW	45		√
36	13164	F	ZMR	48		√
TOTAL				1895	6	30
PERCENTAGE					16%	84%
MEAN SCORE				1895/36=52		

APPENDIX E

**LESSON PLAN
CYCLE 1 (MEETING 1)**

School	: SMPN 1 Rambipuji
Subject	: English
Level / Semester	: VIII / 2
Skill	: Reading
Text type	: Recount Text
Time	: 2 x 40 minutes

A. Kompetensi Inti (KI)

KI4: mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi Dasar (KD)

4.11.1 menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks recount lisan dan tulis, sangat pendek dan sederhana, terkait pengalaman pribadi di waktu lampau (personal recount)

C. Indikator Pencapaian Kompetensi (IPK)

- Finding the words meaning of a recount text
- Finding the sentence meaning of a recount text
- Finding the text meaning of a recount text

D. Learning Objectives

- Students will be able to find the words meaning of a recount text.
- Students will be able to find the sentence meaning of a recount text.
- Students will be able to find the text meaning of a recount text.

E. Learning Materials

1. Recount texts
2. The generic structure of a recount text
3. The language features of a recount text
4. Reading tasks

F. Approach / Method

1. Approach: Communicative Language Teaching

2. Method : Lecturing, Question and Answer

G. Sources and Media

1. Sources:

<http://britishcourse.com/contoh-recount-text-travel>

<http://dyananjanie.blogspot.co.id/2014/03/>

<https://mmursyidpw.wordpress.com/>

www.caramudahbelajarbahasainggris.net

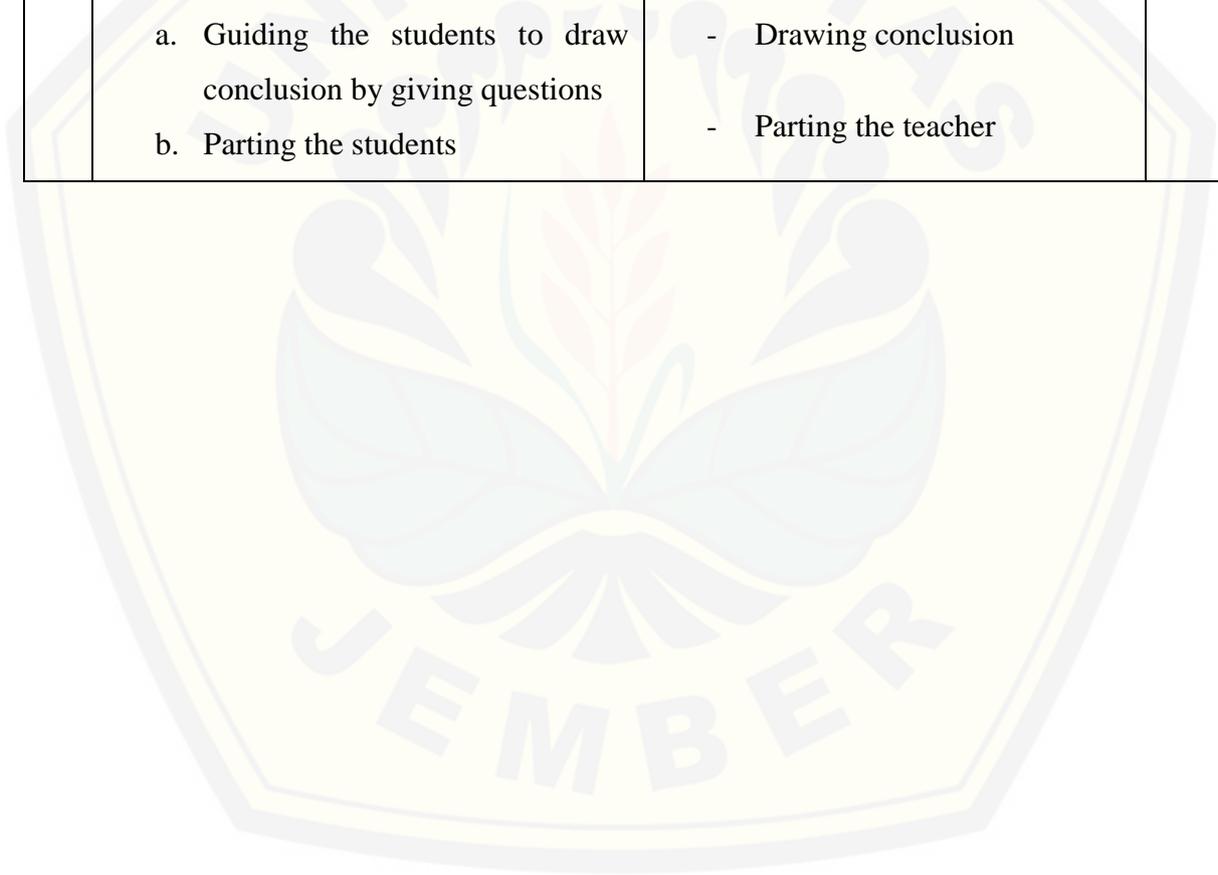
2. Media:

- Students' worksheet
- White board
- Recount text
- Pictures

H. Teaching Learning Activities

No	Teacher's Activities	Students' Activities	Time
1.	Set Induction Activities <ol style="list-style-type: none"> a. Greeting the students b. Checking the students' attendance c. Showing the example of recount text d. Giving leading question e. Stating the objectives 	<ul style="list-style-type: none"> - Responding the teacher - Responding the teacher - Paying attention to the teacher - Answering the questions - Paying attention to the teacher 	5'
2.	Main Activities <ol style="list-style-type: none"> a. Explaining about the definition of recount text, the function, the generic structure and also the language features of recount text. b. Asking the students to read the 	<ul style="list-style-type: none"> - Paying attention to the teacher - Reading the recount text 	5'

	<p>recount text.</p> <p>c. Discussing about the recount text by answering some questions</p> <p>d. Distributing worksheets to the students</p> <p>e. Asking the students to do the student's worksheet</p> <p>f. Discussing the student's worksheet with the class</p>	<ul style="list-style-type: none"> - Discussing the answer - Receiving the worksheets - Doing the student's worksheets - Discussing the answer 	<p>8'</p> <p>2'</p> <p>40'</p> <p>10'</p>
3.	<p>Closure Activities</p> <p>a. Guiding the students to draw conclusion by giving questions</p> <p>b. Parting the students</p>	<ul style="list-style-type: none"> - Drawing conclusion - Parting the teacher 	<p>4'</p>



Instructional Materials



Leading Question:

1. What picture is it?
2. Have you ever used this transportation?
3. Where do you usually use this transportation?
4. Do you like telling your experience?
5. Have you ever heard about recount text?

Main Activities

Material

Social function of recount text

The social function of recount text is to retell about the past experience or to inform the reader about what was happened to the writer with series of events

The generic structure of recount text

1. **Orientation** : introducing participants, place, and time
2. **Events** : describing series of events that happened in the past
3. **Reorientation** : it is optional of the stating personal impression of the writer

The language features of recount text

1. Introducing personal participant : I, my family, etc.
2. Using adjectives : happy, tired, etc.
3. Using time conjunction : first, next, then, etc.
4. Using action verb : go, walk, run, etc.
5. Using simple past tense : I visited my friend's house yesterday.

The example of recount text

Travel on The Train for The First Time

Orientation

Last year, I was fifteen years old. I had graduate from my Junior high school and I wanted to continue my education in Yogyakarta.

Events

I went to Yogyakarta by train. Before I came to the train station, I did not know how to check-in. All procedures were so new to me. Fortunately, a security guard helped me and gave me some directions to check-in. After that I entered to the train.

I listened to the song and I was really enjoy when I was in the train. After 5 hours in the train , finally I arrived in Yogyakarta.

Reorientation

I would start my new life in Yogyakarta. I was really excited to start my new adventure in this city.

(taken from: <http://britishcourse.com/contoh-recount-text-travel-on-the-train-for-the-first-time-beserta-terjemahannya.php>)

Student's Worksheet

Read the text carefully and answer the questions by crossing (x) a, b, c, or d as the best answer!

Text 1 for question number 1-5

Holiday in Ungaran Mountain

Last week my friends and I had to go to Ungaran Mountain for the requirement of school program. This program is one of school activities which is focus on activity that relate with nature.

On this occasion we tried to climb Ungaran Mountain together. Before we went to the mountain, firstly we met a guide to check the participant and the logistic. We had to check it because of safety.

After checking all of thing, we went to the mountain together. We tried to go on foot, because it was one of the physical train. We saw many beautiful scenery on all day long. There are tea garden, waterfall, beautiful farm, etc.

Finally we got to the mountain, it was very amazing. Over there we saw a hidden waterfall and we took arrest. We were exhausted but we didn't feel that because we enjoyed it and that was very fantastic trip.

(taken from: <http://britishcourse.com/contoh-recount-text-holiday-in-ungaran-mountain-beserta-terjemahannya.php>)

1. What kind of the text ?
 - a. An announcement
 - b. A descriptive
 - c. A narrative
 - d. A recount

2. What is the meaning of the word "exhausted" in line 11?
 - a. Happy
 - b. Hungry
 - c. Tired
 - d. Thirsty

3. "...we enjoyed it and that was very fantastic trip". What is the synonym of the underlined word?
 - a. Activity
 - b. Festival
 - c. Holiday
 - d. Journey
4. What is the text about?
 - a. Amazing hidden waterfall in Ungaran mountain
 - b. The amazing trip to Ungaran mountain
 - c. The announcement about fantastic trip to Ungaran mountain
 - d. The explanation about school program activity
5. Why they enjoyed the trip?
 - a. Because there were many beautiful scenery
 - b. Because they checked the logistics before
 - c. Because the guide very friendly
 - d. Because they went there on foot

Text 2. For questions number 6-10

On Wednesday, my students and I went to Yogyakarta. We stayed at a hotel which is not far from Malioboro.

On Thursday, we visited the temples in Prambanan. There are three big temples, Brahma, Syiwa and Wisnu temples. They are really amazing. We visited only Brahma and Syiwa temples, because Wisnu temple was being renovated.

On Friday morning we went to Yogya Kraton. We spent about two hours there. We were lucky because we were led by a smart and friendly guide. Then we continued our journey to Borobudur. We arrived there at four p.m. At 5 p.m. we heard the announcement that Borobudur gate would be closed. In the evening we left for Jakarta by wisata bus.

(taken from: <http://www.caramudahbelajarbahasainggris.net>)

6. The text above mainly discusses about.....
 - a. the writer's trip to Yogyakarta
 - b. the writer's first visit to Prambanan
 - c. the writer's impression about the guide
 - d. the writer's experience at Yogya Kraton

7. The purpose of the text is to.....
 - a. tell past events
 - b. entertain readers
 - c. report some events to the reader
 - d. inform readers about events of the day
8. What are the big temples in Prambanan?
 - a. Prambanan, Brahmmana, and Borobudur temples
 - b. Brahmmana, Syiwa, and Wisnu temples
 - c. Wisnu, Syiwa, and Borobudur temples
 - d. Borobudur, Syiwa, and Brahmmana temples
9. When did they go home?
 - a. On Saturday morning
 - b. On Friday evening
 - c. On Thursday evening
 - d. On Friday afternoon
10. Why did they not visit Wisnu temple?
 - a. because there was no Wisnu temple
 - b. because Wisnu temple was too small
 - c. because Wisnu temple was being repaired
 - d. because Wisnu temple was being destroyed

Text 3. For questions number 11-15

Last week, Valerie and her friends from SMP Perdamaian Surabaya, learned how to make donut in Ring Master Donuts and Coffee at Tunjungan Plaza, Surabaya.

First, they listened to the story of Mister Ringo, the baker, and soon they had a trip to the kitchen. The baker showed them how to shape the donuts, to restore, to fry and add the donuts with various kinds of topping and filling.

Finally, the students had their chance to make their own donuts. The baker only gave each them a piece of yellow dough and some flour. Amazingly, the students could make their own donuts.

(taken from: <http://dyananjanie.blogspot.co.id/>)

11. "...they listened to the story of Mister Ringo, the baker". The meaning of the underlined word is...
- a place where people making bread, cake, etc
 - a tool to bake the cake or bread
 - a person who make bread
 - a kind of donut
12. Where did the students go last week?
- to SMP Perdamaian Surabaya
 - to the kitchen
 - to Mister Ringo's
 - to Ring Donut and Coffee
13. Why did they visit there?
- because they like donuts and coffee
 - because they want to have meals
 - because they want to learn how to make donuts
 - because they want to see the process of making donuts
14. Which of the following are the things done by the students?
- They went to the kitchen, made the donuts and tried to sell them.
 - They made the donuts, restore them and ate them with some coffee
 - They listened to the story, went to the kitchen and made their own donuts
 - They listened to the story, had some donuts and tried to make them
15. Did Mister Ringo give the students any donuts?
- No, they did
 - Yes, he did
 - Yes, they didn't
 - No, he didn't

Text 4. For question number 16-20

Very Tired Day

Last Tuesday was a busy day for me. I spent my time to do a lot of homeworks at my house. I had no time to take a rest.

First, in the morning, I went jogging. After that, I went to school until 3.00 p.m. Then I went to sanggarian sport hall to practice badminton until 8.00 p.m. I practiced hard so that I felt very tired. After that, I went home. But when I would sleep, I remembered there

was some homeworks that I had to do yet. I did my homeworks until 11.40 p.m. And finally I could take a rest in my bed. Those activities made my day busy and I felt very tired.

16. The word “busy” in the first sentence of paragraph 1 has opposite meaning with...

- a. full
- b. hectic
- c. eventful
- d. relax

17. What time the writer finished all of the activities in that day?

- a. at 3.00 p.m
- b. at 8.00 p.m
- c. at 11.40 p.m
- d. before 11.40 p.m

18. The following are the activities that make the writer tired, except...

- a. taking a rest
- b. jogging
- c. playing badminton
- d. doing homework

19. What is the text about?

- a. the writer’s activities in the school
- b. a lot of activities that make the writer busy and tired
- c. the writer’s daily activities
- d. the writer’s hobby

20. Why the writer could not take a rest before 11.40 p.m?

- a. because the writer wanted to go jogging
- b. because the writer didn’t feel sleepy
- c. because the writer did his homeworks
- d. because the writer needed to practice badminton

Answer Key

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

The Distribution of Reading Comprehension Test Items

No	Indicators	Numbers	Total Items	Score each item	Total Score
1	Word Comprehension	2, 3, 11, 16	4	5	20
2	Sentence Comprehension	5, 8, 9, 10, 12, 13, 15, 17, 18, 20	10	5	50
3	Text Comprehension	1, 4, 6, 7, 14, 19	6	5	30
Total			20		100



APPENDIX F

LESSON PLAN

CYCLE 1 (MEETING 2)

School	: SMPN 1 Rambipuji
Subject	: English
Level / Semester	: VIII / 2
Skill	: Reading
Text type	: Recount Text
Time	: 2 x 40 minutes

C. Kompetensi Inti (KI)

KI4: mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

D. Kompetensi Dasar (KD)

4.11.1 menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks recount lisan dan tulis, sangat pendek dan sederhana, terkait pengalaman pribadi di waktu lampau (personal recount)

C. Indikator Pencapaian Kompetensi (IPK)

- Reading authentic materials taken from the internet
- Identifying unfamiliar words
- Asking questions to the teacher about authentic reading materials taken from internet
- Answering the questions about authentic reading materilas taken from the internet
- Doing exercises about authentic reading materials taken from the internet

D. Learning Objectives

- Students are able to read authentic reading materials taken from the internet
- Students are able to identify unfamiliar words
- Students are able to ask questions about authentic reading materials taken from the internet
- Students are able to answer the question about authentic reading materials taken from the internet

- e. Students are able to do the exercises about authentic reading materials taken from the internet

E. Learning Materials

1. Recount text
2. The generic structure of recount text
3. The language features of recount text
4. Reading task

F. Approach / Method

1. Approach: Communicative Language Teaching
2. Technique: Lecturing, Question and Answer

G. Sources and Media

1. Sources:

- <http://www.bukuinggris.co.id>
- <http://www.englishindo.com/2014/03/recount-text-full-materi-contoh.html>
- <http://freeenglishcourse.info/contoh-recount-text-journey-to-istanbul/>
- <http://www.pintarsekolah.com/2017/10/html>

2. Media:

- Students' worksheet
- White board
- Pictures

H. Teaching Learning Activities

No	Teacher's Activities	Students' Activities	Time
1.	Set Induction Activities f. Greeting the students g. Checking the students' attendance h. Showing a picture i. Giving leading question j. Stating the objectives	- Responding the teacher - Responding the teacher - Answering the questions - Paying attention to the teacher	4'
2.	Main Activities g. Reviewing the materials by giving some questions about the	- Answering the questions	18'

	<p>definition of recount text, the functions, the generic structure and the language features of recount text</p> <p>h. Distributing worksheet to the students</p> <p>i. Asking the students to do the exercises</p> <p>j. Discussing the answers with the class</p>	<ul style="list-style-type: none"> - Receiving the worksheets - Doing the exercises - Discussing the answer 	<p>2'</p> <p>40'</p> <p>10'</p>
3.	<p>Closure Activities</p> <p>c. Guiding the students to the conclusion by giving some questions</p> <p>d. Parting the students</p>	<ul style="list-style-type: none"> - Drawing conclusion - Parting the teacher 	<p>5'</p>

Instructional Materials



I. Leading Questions

1. What picture is it?
2. Do you like going to the beach?
3. What is your favorite beach to visit?
4. What do you usually do there?
5. Do you like tell your experience to your friends when you go to the beach?

II. Reviewing the materials

1. What is the definition of recount text?
2. Mention the generic structures of recount text!
3. What are the language features of recount text?

The Student's Worksheet

Read the text carefully. Answer the question by crossing (X) a, b, c, or d as the correct answer!

Text 1. For the questions number 1-5

Journey to Istanbul

It was early morning, on sunny spring day in April, Heathrow Airport London was very busy. I was sitting, reading a newspaper in the Departure Lounge of Terminal One.

I was nervous when I would fly. I looked at my watch impatiently. Then I heard the announcement over the loudspeakers, "British Airways announce the departure of Flight BE570 for Istanbul, all passengers please proceed to Gate 16 for boarding". Hearing that announcement, I picked up my suitcase and walked toward Gate16.

Twenty minutes later, the plane was preparing to leave. It moved slowly across the airport to runway number two. I was sitting looked out of the window. The plane suddenly moved forward, raced down the runway and raised into the air. I looked down at the house and roads far below.

I was smiling. London was behind me. I was on my way to Istanbul.

(Taken from: <http://freeenglishcourse.info/contoh-recount-text-journey-to-istanbul/>)

1. What is the type of text above?
 - a. announcement
 - b. recount
 - c. narrative
 - d. report
2. The text above is telling us about.....
 - a. the sunny spring in April
 - b. the situation at the airport
 - c. the experience having trip to Istanbul
 - d. the experience in London
3. The word "it" in line 7 means ...
 - a. the window
 - b. the runway
 - c. the plane
 - d. the air
4. How was the situation in the airport?

- a. the airport was very crowded
 - b. the airport was very clean
 - c. the airport was not full
 - d. the airport was very quiet
5. How was the writer's feeling when he was on the way to Istanbul?
- a. Sad
 - b. Happy
 - c. Afraid
 - d. Nervous

Text 2. For the questions number 6-10

Last holiday, I went to Surabaya with my friends for vacation. We went there by using travel bus. When we arrived in Lamongan, the bus stopped at a small restaurant. I got off the bus to get a cup of ginger tea, and my friends enjoyed their menu that they wanted. Then I went to the toilet. It took only a few minutes.

When I came out again, the bus was not there. It had gone! My friends were not there too. Feeling shocked and confused, I asked a waitress about the bus. She said that the bus departed about five minutes ago. I tried to call one of my friend on my cell-phone. After several minutes the bus came back. I got on the bus and walked to my seat.

I was so ashamed when my friends on the bus looked at me. I could feel my face turn red.

(Taken from: <http://www.bukuingsgris.co.id>)

6. What is the topic of the text above?
 - a. My vacation
 - b. Vacation to Surabaya
 - c. Vacation with family
 - d. Vacation to foreign country
7. What did the writer do when the bus stop in Lamongan?
 - a. The writer bought some souvenirs
 - b. The writer enjoyed his menu
 - c. The writer went to the toilet
 - d. The writer got off the bus to get a cup of ginger tea
8. The word "ashamed" in the last paragraph has the same meaning with ...
 - a. embarrassed
 - b. frightened

- c. happy
 - d. nervous
9. The word “it” in line 5 refers to...
- a. the writer’s friend
 - b. the ginger tea
 - c. the bus
 - d. the waiters
10. How many friend that the writer had to join the vacation?
- a. One
 - b. Two
 - c. Three
 - d. So many friends

Text 3. For question number 11-15

Grandpa’s Birthday

It was my grandpa’s birthday last Sunday. On Friday, my sister and I went shopping. We found a nice shirt. We bought it and wrapped it in a blue wrapped paper. Blue is my grandpa’s favourite colour.

On Saturday morning, my brother and I were in the kitchen. We made a birthday cake. It was big and beautiful. I wrote “Happy Birthday” on it. We put some chocolate on it and a big candle on top of it. On Sunday evening, we had a party. My uncle and my aunt came to my house. They brought some cakes and flowers for my grandpa. We sat together in our living room. Then, we sang “Happy Birthday” song and my grandpa blew out the candle. He sliced the cake and gave it to everybody in that room. He opened his present and he was very happy with the shirt.

Finally, my grandma told us some stories about my grandpa.

(Taken from: <http://www.bukuinggris.co.id>)

11. What is the topic of the text?
- a. Party
 - b. Nice Shopping
 - c. Grandpa’s birthday
 - d. Weekend in grandpa’s house

12. What did the writer do in the kitchen?
 - a. Cooked meal
 - b. Made a cake
 - c. Prepared for lunch
 - d. Wrapped the shirt
13. “It was a big and beautiful”. The underlined word refers to ...
 - a. shirt
 - b. flower
 - c. chocolate
 - d. cake
14. According to the text above how many siblings that the writer has?
 - a. One
 - b. Two
 - c. Three
 - d. Four
15. What was the gift from the writer for grandpa?
 - a. shirt
 - b. cake
 - c. flower
 - d. chocolate

Text 4. For questions number 16-20

Last weekend, I visited my friend's house. Her name is Sasya. There were many activities I did there. In the morning, Sasya and I had breakfast. We had traditional food. I like it very much. After breakfast, she took me to the garden behind his house. The garden is very big and beautiful. There is a big bird cage in the garden. There were many kinds of birds in that cage. I spent a long time to feed the birds. I also took pictures of those beautiful birds. After visited the bird cage, Sasya and I went to the flower garden not far from her house. We took a rest and had lunch under a big tree and saw butterflies flied above the colourful flowers. In the afternoon, we swam in the pool in the backyard. It was so fun. I really enjoyed my time with Sasya.

(taken from : <http://www.pintarsekolah.com/2017/10/html>)

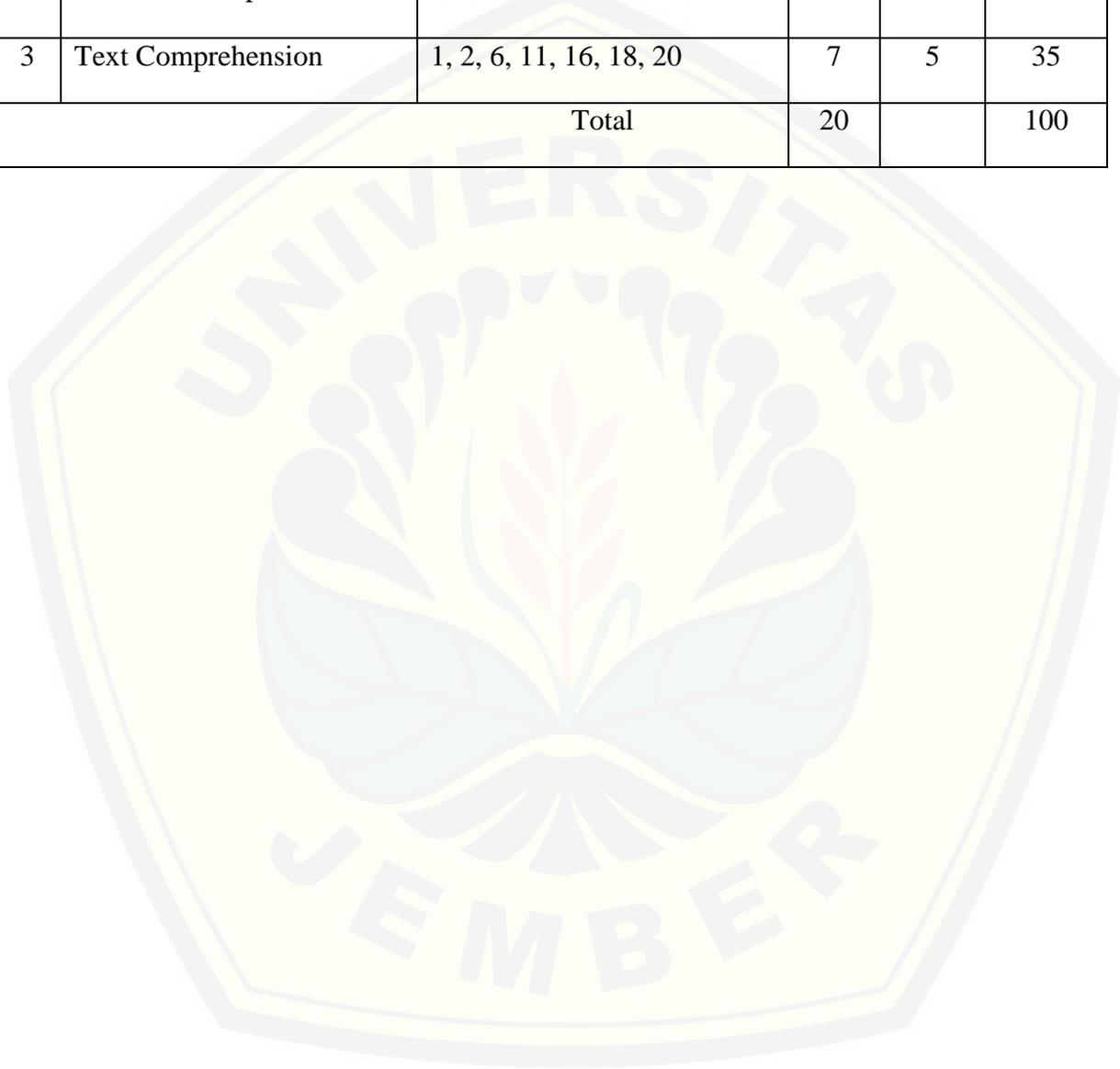
16. The text above tells us about ...
- a. the beautiful garden
 - b. a big bird cage
 - c. visiting friend's house
 - d. swimming in friend's house
17. Where did the writer spend his afternoon?
- a. Under a tree
 - b. Inside a bird cage
 - c. In the flower garden
 - d. In the swimming pool
18. From the text, we know the writer ...
- a. visited many places during the holiday
 - b. lived in the same village as his friend
 - c. likes butterflies and swimming very much
 - d. spent his holiday at his friend's house
19. The word "it" in line 8 refers to ...
- a. swimming
 - b. pool
 - c. backyard
 - d. the flower garden
20. The following were the activities that the writer did in his friend's house, except ...
- a. had breakfast
 - b. feed birds
 - c. picked some colorful flowers
 - d. swam in the pool

Answer Key

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

The Distribution of Exercise items

No	Indicators	Numbers	Total Items	Score each item	Total Score
1	Word Comprehension	3, 8, 9, 13, 19	5	5	25
2	Sentence Comprehension	4, 5, 7, 10, 12, 14, 15, 17	8	5	40
3	Text Comprehension	1, 2, 6, 11, 16, 18, 20	7	5	35
Total			20		100



APPENDIX G

Reading Comprehension Achievement Test (Cycle 1)

Time : 80 minutes

Name :
Cass :
Score :

Read the text carefully. Choose the best answer by crossing (X) a, b, c, or d as the best answer. Do it individually!

Text 1 for question number 1-5

Go Camping

Some years ago, my friends and I climbed the mountain which was not far from our home. We gathered in Diko's home to prepare the food, utensil, tent and others. After all the climber members had gathered, we decided to start to go there at 5 p.m.

Along the way to the mountain, we told about funny story, sang and sometimes stopped. Around 6 p.m, we stopped to give chance everyone to do the maghrib pray. At 7 We continued climbing until 9.p.m. Finally, we got the top of the mountain, we prepared to set the tent, for girls, they had to prepare the dinner. After finishing all, we went to the tent to sleep.

Next day, we woke up earlier at 4 a.m. to see the sun rise, we were so amazed to see it directly through the mountain. While enjoying the sun rise view, the girls prepared the breakfast and the boys made the games for us. Around 8 a.m., we finished having breakfast and continued playing games. There were moving stone game, blowing the balloon and "bakiak". I followed all the games, it was so fun.

The time showed 1 p.m, it was time for us to go back from the mountain. We walked down the mountain. We felt so happy after climbing the mountain. Many experiences we got there. I hope we can get there again next time.

(taken from: <http://britishcourse.com/contoh-recount-text-go-camping-.php>)

1. What is the text about?
 - a. The announcement about camping on the mountain
 - b. The description about the mountain
 - c. The writer's preparation before going to the mountain

- d. The writer's experience camping on the mountain
2. Where did they prepare their climbing preparation?
 - a. In Diko's home
 - b. In the mountain
 - c. In writer's home
 - d. In the camping ground
3. What time did they begin to climb?
 - a. At 5 p.m.
 - b. At 6 p.m.
 - c. At 7 p.m.
 - d. At 9 p.m.
4. The following are their activities in the mountain, except
 - a. Preparing the climbing preparation
 - b. Playing some games
 - c. Preparing breakfast and dinner
 - d. Seeing sunrise
5. We gathered in Diko's home to prepare the food, utensil, tent and others. The following words have same meaning as the word "utensil", except ...
 - a. Tool
 - b. Device
 - c. Instrument
 - d. Food

Text 2 for question number 6-10

My Vacation with Sister and Friend

One day, my sister said to me that she really wanted to go to the beach. So I promised her that the next day we would go to Maron Beach in Semarang.

The next day, we prepared many things in the morning. We brought some foods and beverages, such as fried rice, chocolate wafers, potato chips, tea and orange juice. Before going to the beach, I asked my friend, Kiki, to join us going to the beach. He agreed to join and he came to my house. After that, we went to the beach. We went there by motorbike. It took 25 minutes to arrive there. Then, we bought tickets in the entrance gate. Before swimming, we changed our clothes first. We swam there for more than one hour. We felt so tired so we decided to eat the foods that we had brought. Next, my friend and I created a very

big sand castle, while my sister continued swimming. After that, we decided to go home because it was getting dark.

On the way home, we still felt hungry. So we stopped at a Javanese restaurant to eat something. Then, we went home. We arrived at home at 6 o'clock and we were absolutely exhausted.

That was a very exhausting day, but I felt so happy that I could have a vacation with my sister and my friend.

(taken from : <http://www.englishindo.com/2012/01/9-contoh-recount-text-pilihan.html>)

6. What is the type of text above?
 - a. Descriptive
 - b. Recount
 - c. Narrative
 - d. Announcement
7. What is the opposite meaning of the word "arrive" in line 6?
 - a. come
 - b. reach
 - c. depart
 - d. enter
8. What beverages did they bring to the beach?
 - a. fried rice, chocolate wafers, and potato chips
 - b. only potato chips
 - c. fried rice and tea
 - d. orange juice and tea
9. What does the text tell us about ?
 - a. The writer experience having trip with sister and friend
 - b. The explanation about the activity at the beach
 - c. The writer's sister and friend
 - d. The writer's impression about sister and friend
10. Where did the writer have dinner?
 - a. At the beach
 - b. On the way home
 - c. At Javanese restaurant
 - d. At the writer's house

Text 3 for question number 11-15

Sunday The Terrible

Last week was a terrible day for me. My cousins and I were playing football in front of the house.

It was really fun until I kicked the ball too strong, so the ball led me to the window and broke the window. When we wanted to escape, all of a sudden we heard a loud voice. After that, the owner of the house came out of the fence, he yelled at us. We were very afraid of her, but we did not know what to do. Then, one of my cousins told us to run, we all ran, and suddenly we heard the sound of a dog. Then we knew that home owners allowed the dog to chase us. And we ran as fast as we can.

But, I fell down and the dog bit my leg. It really hurt me. Then the dog ran back into the house. My cousins took me to the doctor and told my parents. In the end, the doctor said that I was exposed to rabies. Then I was hospitalized for more than one week.

That was a terrible day for me, may it won't happen to me again.

(taken from: <https://brechonana.blogspot.com/2014/12/>)

11. What is the text about?
 - a. The writer's activity in front of the house
 - b. The reason why the writer bitted by the dog while playing football
 - c. The owner of the dog's anger
 - d. The writer's terrible day
12. The following are the synonyms of the word "terrible" in first paragraph except ...
 - a. Horrible
 - b. Pleasant
 - c. Shocking
 - d. Bad
13. Why did the owner of the house yell at them?
 - a. Because the writer and his cousins playing football in front of the house
 - b. Because the writer bitted by the dog
 - c. Because the writer broke the window
 - d. Because the dog chased the writer
14. How long was the writer hospitalized?
 - a. One week

- b. More than a week
 - c. Seven days
 - d. One day
15. How did his cousins help the writer?
- a. By hitting the dog
 - b. By chasing the dog
 - c. By taking the writer to the hospital
 - d. By yelling at the owner of the house

Text 4 for question number 16-20

Vacation to London

Mr. Richard's family was on vacation. They are Mr. and Mrs. Richard with two sons. They went to London. They saw their travel agent and booked their tickets. They had booked fourteen days tour.

They boarded a large Boeing flight. The flight was nearly fourteen hours. On the plane the cabin crews were very friendly. They gave them news paper and magazine to read. They gave them food and drink. There was a film for their entertainment. They had a very pleasant flight. They slept part of the way.

On arrival at Heathrow Airport, they had to go to Customs and Immigration to checked the document. Then, Mr. Richard and his family went to a hotel. The hotel was a well-known four-star hotel. The room had perfect view of the park. The room had its own bathroom and toilet. Instead of keys for the room, they inserted a key-card to open the door. On the third floor, there was a restaurant serving Asian and European food. They had variety of food.

Two weeks in London went by fast. At the end of the 14-day, they were quite tired but they felt very happy.

16. What is the text about?
- a. Mr. Richard and his family vacation in London
 - b. The flight to London
 - c. The hotel facility
 - d. Facility in cabin plane.
17. "They boarded a large Boeing flight". The synonym of the underlined word is ...
- a. Entered

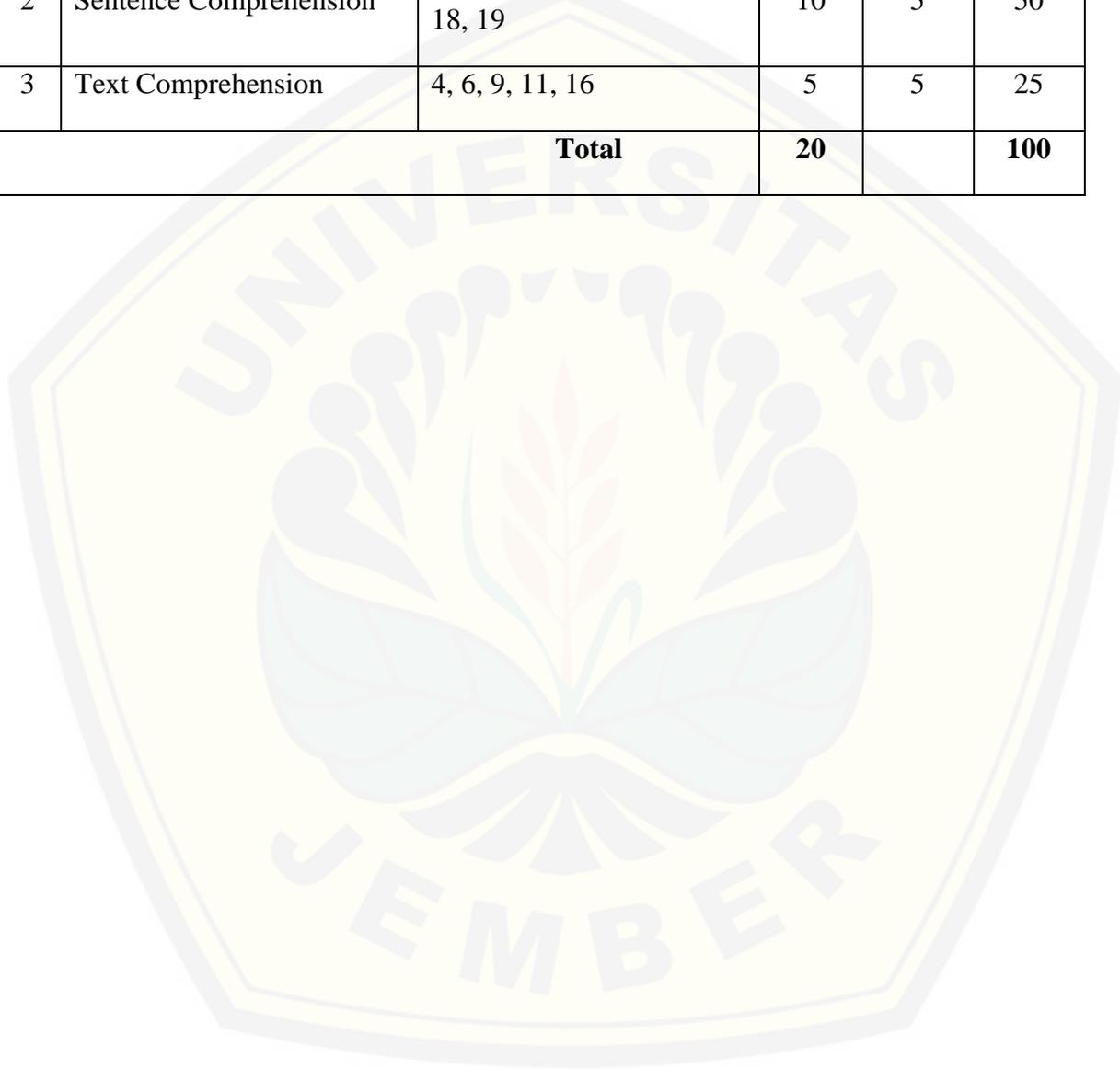
- b. Lived
 - c. Out
 - d. Opened
18. Where did Mr. Richard and his family go after checking the document?
- a. To London
 - b. To the park
 - c. To the hotel
 - d. To the customs and immigration
19. The word “well-known” in line 10 has the same meaning with ...
- a. Good
 - b. Near
 - c. Recognize
 - d. Popular
20. How long did Mr. Richard and family spend their holiday in London?
- a. One week
 - b. Two weeks
 - c. Fourteen weeks
 - d. Fourteen hours

Answer Key

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

The Distribution of Reading Comprehension Test items

No	Indicators	Numbers	Total Items	Score each item	Total Score
1	Word Comprehension	5, 7, 12, 17, 19	5	5	25
2	Sentence Comprehension	1, 2, 3, 8, 10, 13, 14, 15, 18, 19	10	5	50
3	Text Comprehension	4, 6, 9, 11, 16	5	5	25
Total			20		100



APPENDIX H

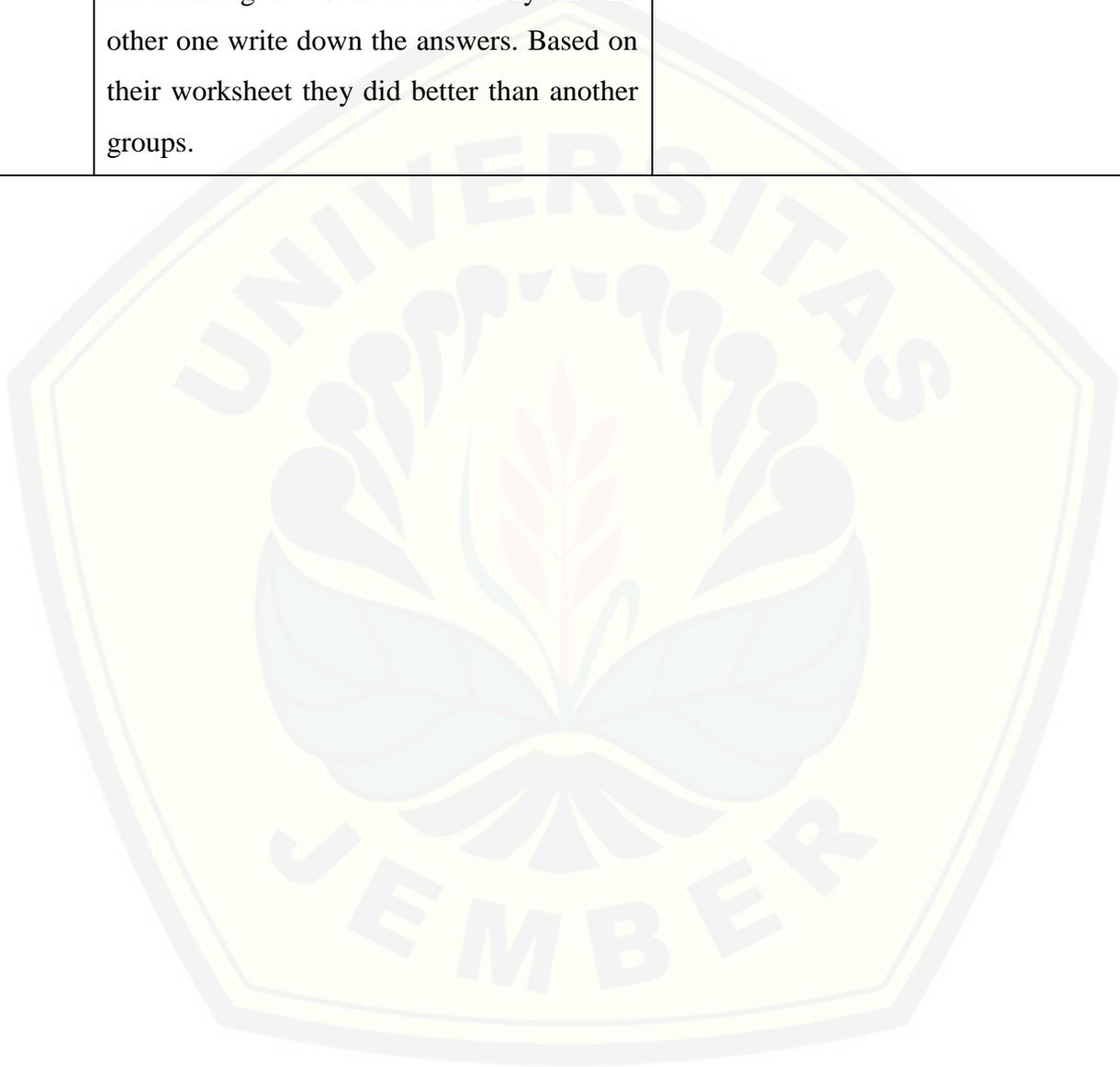
The Observation Instrument

(Meeting 1)

No	Observation	Observer's Comments
<p>1.</p> <p>2.</p> <p>3.</p>	<p>Group 1.</p> <p>This group consisted of 4 students. Three students seemed try to discussed but one students never paid attention to the teacher and did not give any contribution in his group. This students always disturb his friend. This group had difficulties in understanding the meaning of the words but they did not try to find it in dictionary. One of them asked the teacher about the meaning of the words.</p> <p>Group 2.</p> <p>This group only consisted of 3 students because one of the students did not come to the school at that day. This group seemed keep silent but actually they did not understand because based on their worksheet most of the questions could not answered correctly.</p> <p>Group 3.</p> <p>This group consisted of 4 students. This group seemed very noisy but they did not discussed about the task. Only one students who did the task. The student asked to the teacher about the meaning of the words most</p>	<p>1. The voice of the researcher should be louder because students at the back rows could not hear the researcher's voice clearly</p> <p>2. Every member of the group should contribute in the group.</p> <p>3. The researcher should warn the students who did not pay attention and asked them to help his/her friend in the group.</p>

	<p>of the time although actually she has dictionary.</p> <p>4. Group 4. This group consisted of 4 students and similar with group 3. Only one students who did the task and the other one just made noises and disturb their friend. Based on their worksheet it also showed that they did not understand since they could not answer the questions correctly</p> <p>5. Group 5. This group consisted of 4 students. All of students in this group did not discussed about the task. They did the task by cheated to another group</p> <p>6. Grup 6. This group consisted of 4 students. Only two students discussed about the task, and the others did not contribute but they just kept silent. Based on their worksheet it showed that this group did better than another groups</p> <p>7. Group 7. This group consisted of 4 students. This group did not discussed each other but one of students in this group did the task by asked the answer to another group.</p> <p>8. Group 8. This group consisted of 4 students. This group has different way in doing the task. Every students did not discussed but each of students did certain number of the questions. For example, student A did the question</p>	
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9.	<p>number 1-5, students B did number 6-10, etc.</p> <p>Group 9</p> <p>This group consisted of 4 students. They discussed about the task but one of them only kept silent. Two students tried to find the meaning of words in dictionary and the other one write down the answers. Based on their worksheet they did better than another groups.</p>	
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The Observation Instrument

(Meeting 2)

Observation	Observer's Comments
<p>In this second meeting most of students paid attention to the researcher when the researcher taught them or gave them instruction.</p> <p>When they had difficulties in understanding the meaning of the words, they would try to find it in dictionary. In doing the task they also tried to discussed it with their group. Students seemed more active in their group.</p> <p>Only few students in the back row who did not contribute to discussed in their group. Based on their worksheet it showed that they did it better than previous meeting</p>	<ol style="list-style-type: none">1. The researcher started to warn the students if they did not pay attention.2. The researcher did not forget to remind the students to contribute in their group.3. Most of students in each group joined the discussion and became more enthusiasm in doing the task

APPENDIX I

The Result of Students' Reading Test

NO	NIS	F/M	Students' Initials	Score	Achieved	Not Achieved
1	13097	M	AFG	75	√	
2	13062	M	AAYS	80	√	
3	13099	M	AMIR	70		√
4	13067	M	APP	95	√	
5	13071	M	DPP	75	√	
6	13132	M	DMF	75	√	
7	13211	F	EAJ	75	√	
8	13074	F	EC	90	√	
9	13174	F	EDF	75	√	
10	13135	M	ERD	90	√	
11	13105	F	FAUA	85	√	
12	13175	M	FPL	85	√	
13	13178	F	HM	70		√
14	13222	F	IK	75	√	
15	13180	F	KAFA	80	√	
16	13109	F	LS	75	√	
17	13186	M	MN	80	√	
18	13187	M	MCZ	85	√	
19	13044	M	MAYP	70		√
20	13227	M	MFM	65		√
21	13114	M	MAFU	80	√	
22	13147	M	MSF	75	√	
23	13149	M	MYGK	80	√	
24	13228	M	NP	70	√	
25	13118	F	PDA	80	√	
26	13085	F	PSM	75	√	
27	13155	M	RDA	85	√	
28	13121	M	RMA	70		√
29	13052	F	SDAP	75	√	
30	13124	F	SPY	85	√	
31	13195	F	SS	80	√	
32	13158	F	TZPW	75	√	
33	13127	F	UH	80	√	
34	13054	F	VAM	75	√	
35	13128	F	YFRPW	75	√	
36	13164	F	ZMR	80	√	
Total ($\sum x$)				2810	31	5
Percentage (E)					86%	14%
Mean Score (X)				2810/36=78		

APPENDIX J

The Samples of Students' Worksheet in Reading Test

Reading Comprehension Achievement Test

Time : 80 minutes

Name	: Arya putra pratama
Class	: VII ^P 1 80
Score	:

Read the text carefully. Choose the best answer by crossing (X) a, b, c, or d as the best answer. Do it individually!

Text 1 for question number 1-5

Go Camping

Some years ago, my friends and I climbed the mountain which was not far from our home. We gathered in Diko's home to prepare the food, utensil, tent and others. After all the climber members had gathered, we decided to start to go there at 5 p.m.

Along the way to the mountain, we told about funny story, sang and sometimes stopped. Around 6 p.m., we stopped to give chance everyone to do the maghrib pray. At 7 We continued climbing until 9.p.m. Finally, we got the top of the mountain, we prepared to set the tent, for girls, they had to prepare the dinner. After finishing all, we went to the tent to sleep.

Next day, we woke up earlier at 4 a.m. to see the sun rise, we were so amazed to see it directly through the mountain. While enjoying the sun rise view, the girls prepared the breakfast and the boys made the games for us. Around 8 a.m., we finished having breakfast and continued playing games. There were moving stone game, blowing the balloon and "bakiak". I followed all the games, it was so fun.

The time showed 1 p.m, it was time for us to go back from the mountain. We walked down the mountain. We felt so happy after climbing the mountain. Many experiences we got there. I hope we can get there again next time.

(taken from: <http://britishcourse.com/contoh-recount-text-go-camping-.php>)

- What is the text about?
 - The announcement about camping on the mountain
 - The description about the mountain
 - The writer's preparation before going to the mountain
 - The writer's experience camping on the mountain
- Where did they prepare their climbing preparation?

<input checked="" type="checkbox"/> a. In Diko's home	c. In writer's home
b. In the mountain	d. In the camping ground
- What time did they begin to climb?

<input checked="" type="checkbox"/> a. At 5 p.m.	c. At 7 p.m.
b. At 6 p.m.	d. At 9 p.m.
- The following are their activities in the mountain, except

$$\begin{aligned}
 S &= 2 \\
 B &= 10 \times 5 \\
 &= 50 \\
 &= \underline{\underline{50}}
 \end{aligned}$$

Reading Comprehension Achievement Test

Time : 80 minutes

Name	: Lutfiatus Sholeha
Class	: VIII ^D
Score	:

Read the text carefully. Choose the best answer by crossing (X) a, b, c, or d as the best answer. Do it individually!

Text 1 for question number 1-5

Go Camping

Some years ago, my friends and I climbed the mountain which was not far from our home. We gathered in Diko's home to prepare the food, utensil, tent and others. After all the climber members had gathered, we decided to start to go there at 5 p.m.

Along the way to the mountain, we told about funny story, sang and sometimes stopped. Around 6 p.m, we stopped to give chance everyone to do the maghrib pray. At 7 We continued climbing until 9 p.m. Finally, we got the top of the mountain, we prepared to set the tent, for girls, they had to prepare the dinner. After finishing all, we went to the tent to sleep.

Next day, we woke up earlier at 4 a.m. to see the sun rise, we were so amazed to see it directly through the mountain. While enjoying the sun rise view, the girls prepared the breakfast and the boys made the games for us. Around 8 a.m., we finished having breakfast and continued playing games. There were moving stone game, blowing the balloon and "bakiak". I followed all the games, it was so fun.

The time showed 1 p.m, it was time for us to go back from the mountain. We walked down the mountain. We felt so happy after climbing the mountain. Many experiences we got there. I hope we can get there again next time.

(taken from: <http://britishcourse.com/contoh-recount-text-go-camping-.php>)

1. What is the text about?
 - a. The announcement about camping on the mountain
 - b. The description about the mountain
 - c. The writer's preparation before going to the mountain
 - d. The writer's experience camping on the mountain
2. Where did they prepare their climbing preparation?

<input checked="" type="checkbox"/> a. In Diko's home	c. In writer's home
b. In the mountain	d. In the camping ground
3. What time did they begin to climb?

<input checked="" type="checkbox"/> a. At 5 p.m.	c. At 7 p.m.
b. At 6 p.m.	d. At 9 p.m.
4. The following are their activities in the mountain, except

S : 7

B : 13 x 5

= 65

APPENDIX K



KEMENTERIAN RISET, TEKNOLOGI, DAN PENDIDIKAN TINGGI
UNIVERSITAS JEMBER

FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

Jalan Kalimantan Nomor 37, Kampus Bumi Tegalboto, Jember 68121

Telepon: 0331-334988, 330738, Faximile: 0331-332475

Laman: www.fkip.unej.ac.id

Nomor : 0689 /UN25.1.5/LT/2018
Lampiran : -
Perihal : Permohonan Izin Penelitian

23 JAN 2018

Yth. Kepala SMP Negeri 1 Rambipuji
Jember

Dalam rangka memperoleh data-data yang diperlukan untuk penyusunan Skripsi, mahasiswa FKIP Universitas Jember di bawah ini.

Nama : Dwi Sandri Purwaningtyas

NIM : 100210401090

Jurusan : Pendidikan Bahasa dan Seni

Program Studi : Pendidikan Bahasa Inggris

Bermaksud mengadakan Penelitian tentang "The Use of Authentic Reading Materials to Enhance The Eighth Grade Students' Reading Comprehension Achievement at SMPN 1 Rambipuji", 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.



a.n. Dekan,
Pembantu Dekan I

Prof. Dr. Suratno, M.Si.
NIP. 19670625 199203 1 003

APPENDIX L



PEMERINTAH KABUPATEN JEMBER
DINAS PENDIDIKAN
SMP NEGERI 1 RAMBIPUJI
Jalan dr. Sutomo No. 1 Telp. (0331) 711339 Rambipuji



SURAT KETERANGAN

NO. 421.3/019/413.17.20523874/2018

Yang bertanda tangan di bawah ini :

nama : Bambang Sudiyono, S.Pd.
nip : 19640707 198703 1 009
jabatan : Plt. Kepala Sekolah
unit kerja : SMP Negeri 1 Rambipuji
alamat : Jalan dr. Soetomo 1 Rambipuji

menerangkan dengan sebenarnya bahwa mahasiswa di bawah ini:

nama : Dwi Sandri Purwaningtyas
nim : 100210401090
universitas : Universitas Jember
fakultas : Keguruan dan Ilmu Pendidikan
program studi : Pendidikan Bahasa Inggris

benar-benar telah mengadakan penelitian di SMP Negeri 1 Rambipuji pada tanggal 05 s.d. 12 Februari 2018 dalam bentuk pengajaran di kelas dengan judul **"The Use of Authentic Reading Materials to Enhance The Eight Grade Students' Reading Comprehension Achievement at SMPN 1 Rambipuji."**

Demikian surat keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Rambipuji, 12 Februari 2018
Plt. Kepala Sekolah,

BAMBANG SUDIYONO, S.Pd.
NIP. 19640707 198703 1 009



