



**IMPLEMENTING AUTHENTIC READING MATERIALS TO ENHANCE
JUNIOR HIGH SCHOOL STUDENTS' READING COMPREHENSION
ACHIEVEMENT**

THESIS

By:

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NIM. 120210401075

ENGLISH EDUCATION STUDY PROGRAM

LANGUAGE AND ARTS DEPARTMENT

FACULTY OF TEACHER TRAINING AND EDUCATION

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Composed to fulfill one of the requirements to obtain S1 Degree at the English Education Program, Language and Arts Education Departments, The Faculty of Teacher Training and Education

By

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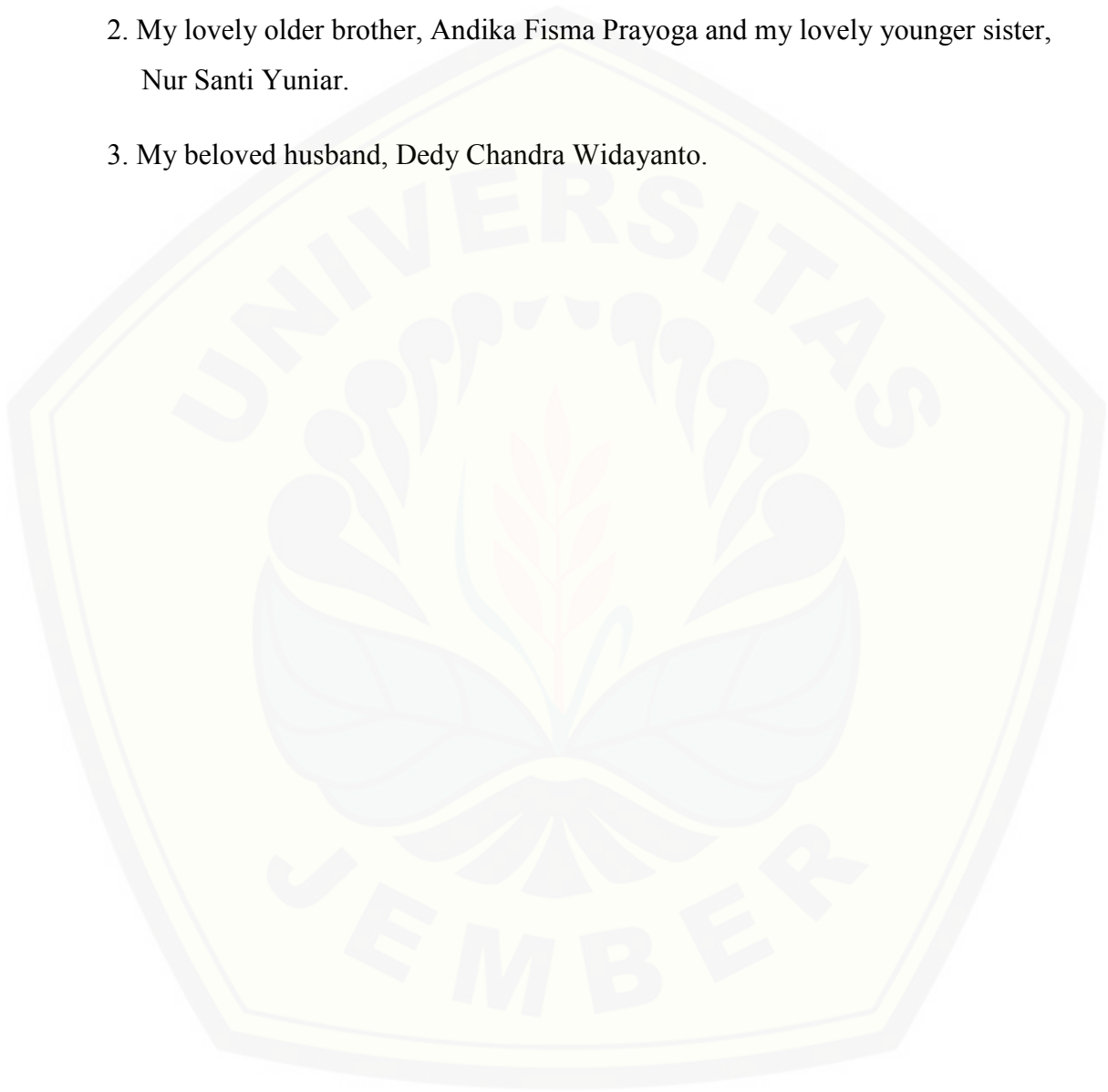
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LANGUAGE AND ARTS EDUCATION DEPARTMENT
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JEMBER UNIVERSITY**

2019

DEDICATION

This thesis is honorably dedicated to:

1. My beloved parents, Didik Prasetyo and Aka Mujiatiningsih.
2. My lovely older brother, Andika Fisma Prayoga and my lovely younger sister, Nur Santi Yuniar.
3. My beloved husband, Dedy Chandra Widayanto.



MOTTO

*“Be kind, for whenever kindness becomes part of something, it beautifies it.
Whenever it is taken from something, it leaves it tarnished.”*

(The Prophet Muhammad)



STATEMENT OF THESIS AUTHENTICITY

I certify that this thesis is an original and authentic piece of work by the author herself. All materials incorporated from secondary sources have been fully acknowledged and referenced.

I certify that the content of the thesis is the result of work which has been carried out since the official commencement date of the approved thesis title; this thesis has not been submitted previously, in whole or in part, to qualify for any other academic award; ethics procedures and guidelines of thesis writing from the university and the faculty have been followed.

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The Writer

Annisa Yuniartiningsih

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CONSULTANTS' APPROVAL

**IMPLEMENTING AUTHENTIC READING MATERIALS TO ENHANCE
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ACHIEVEMENT**

THESIS

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ACKNOWLEDGEMENT

First of all, I would like to express my deepest gratitude to Allah SWT who always leads and grants me. Because of His blessing and guidance so that I was able to finish my thesis entitled “Implementing Authentic Reading Materials to Enhance Junior High School Students’ Reading Comprehension Achievement”

Secondly, I would like to express my deepest appreciation and sincere thanks to the following people:

1. The Dean of Faculty of Teacher Training and Education;
2. The Chairperson of the Language and Arts Education Department;
3. The Chairperson of the English Education Program;
4. The Consultants, Mr. Drs. Bambang Arya Wija Putra, DipEd, Ph.D and Mrs. Eka Wahjuningsih, S.Pd, M.Pd for the time, knowledge, guidance, advice and motivation in accomplishing this thesis;
5. The Principal of SMPN 5 Bondowoso, the English Teacher, the Administration Staff, and the Students of VIII who are involved in this research;
6. My beloved almamater, Jember University.

Lastly, I hope this thesis will be useful for the readers. Any valuable suggestions and criticism would be appreciated.

Jember, 24 Juni 2019

The Writer,

Annisa Yuniartiningsih

SUMMARY

IMPLEMENTING AUTHENTIC READING MATERIALS TO ENHANCE JUNIOR HIGH SCHOOL STUDENTS' READING COMPREHENSION ACHIEVEMENT; Annisa Yuniartiningsih, 120210401075; 2012; English Education Program of Language Arts Department of the Faculty of Teacher Training and Education of Jember University.

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

This classroom action research was intended to improve the eighth grade (VIII C) students' reading comprehension achievement of historical recount text and their participation at SMP Negeri 5 Bondowoso. Based on the result of preliminary study at SMP Negeri 5 Bondowoso, it was known that the students of VIII C had difficulties in reading comprehension. The students of VIII C had difficulties in comprehending a text, less motivation to read the text, less motivation to look for the meaning of difficult words in dictionary, lack of vocabularies, passive in reading activity, and they do not show positive attitude during reading activity. They also got low score in the reading comprehension achievement. Based on the result of documentation from SMP Negeri 5 Bondowoso, there were only 11 students who achieved the standard score that was 70, while 9 students got scores below 70. Thus the research tried to overcome the students' problem in reading by using authentic reading materials in teaching reading. In this research, the researcher collected the data using observation checklist and the reading comprehension test. The data were analyzed quantitatively to know the result of the students' reading comprehension achievement and their participation after conducting the research. The action was implemented in two cycles in order to achieve the criteria of success. In each cycle, there were 2 meeting and a test.

The result of the students' participation in each meeting in cycle 1 showed improvement. In the first meeting of cycle 1, there were 65% or 13 students of 20 students who participated actively in teaching and learning process. In the second

meeting of cycle 1, there were 75% or 15 students of 20 students who actively participated during teaching and learning process of reading. The average results of the students' participation in meeting 1 and meeting 2 of cycle 1 was 70%. Thus, it could be concluded that the results of students' active participation in cycle 1 fulfill the target percentage of the research, that was 70% of the students involved actively in the class. In addition, the results of the reading comprehension test in cycle 1 showed that there were 70% or 14 students of 20 students achieved the target scores ≥ 70 . It means that the results of the reading comprehension test in cycle 1 achieved the target percentage of the research, that was 70% of the students got score ≥ 70 in reading comprehension test. Eventhough the result of the first cycle showed that the required target score was achieved but Cycle 2 was done to know the accuracy and consistency of the test result.

The data showed that there was better improvement in the students' participation and also the use of authentic materials proved that it consistently improved the students' comprehension in the reading test of cycle 2. The average percentage of the students' participation in cycle 1 and cycle 2 increased from 70% in cycle 1 to 77.5% in cycle 2. Thus, it can be said that the results of the students' participation had achieved the target percentage of the research. Furthermore, the results of the students' reading comprehension test in cycle 2 also showed the consistency of improvement. There were 80% or 16 students of 20 students achieved the target score ≥ 70 and 20% or 4 students of 20 students got score ≤ 70 . It can be concluded that the results of the students' participation and reading comprehension test in cycle 2 had achieved the research objectives, so the research was successful.

Based on this result, it means that there were improvemets of using authentic reading materials in teaching reading on the eighth grade students' reading comprehension achievement at SMPN 5 Bondowoso in the 2018/2019 academic year.

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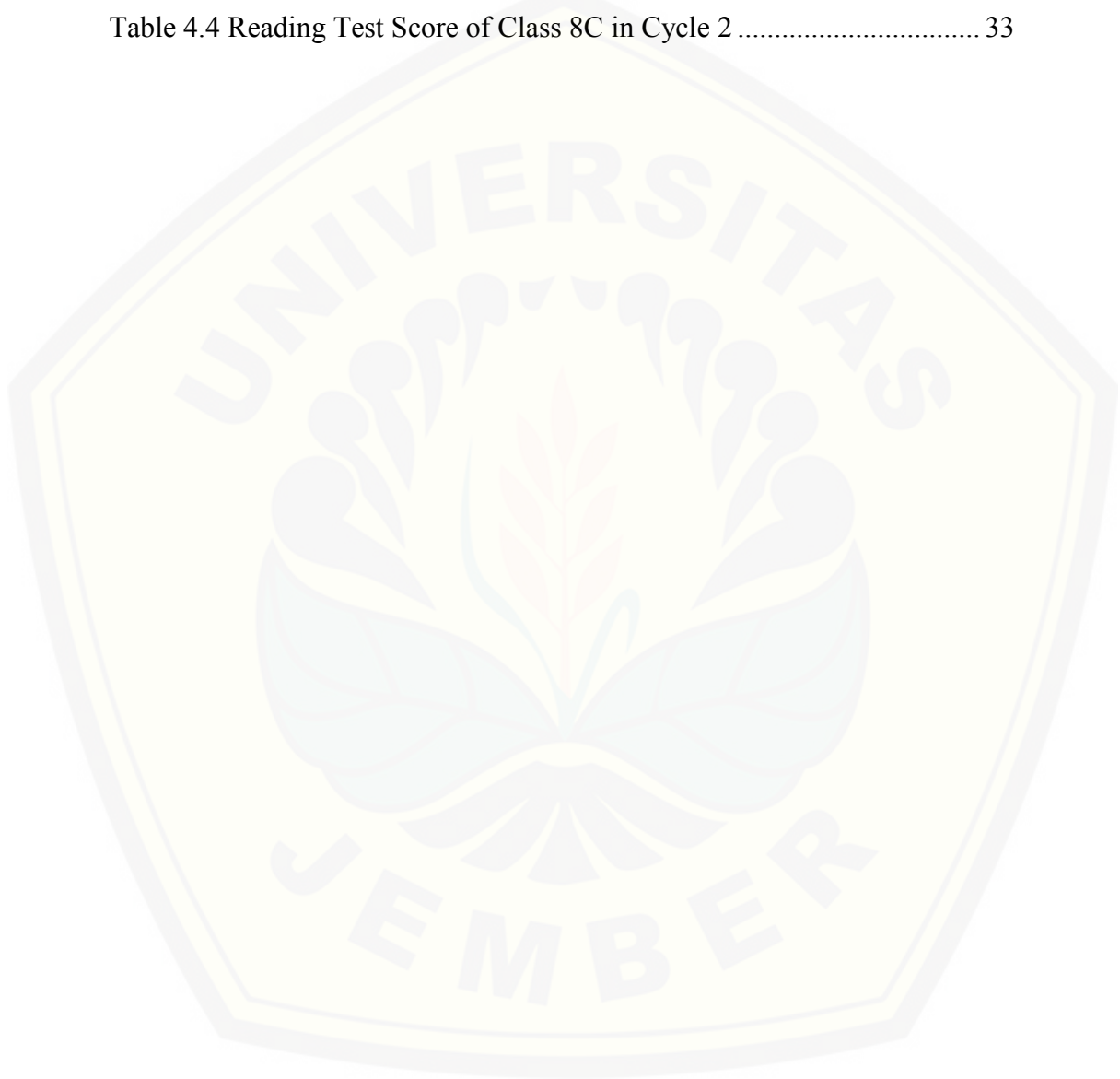
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I. INTRODUCTION

This chapter presents some points related to the introduction of the research. It covers background of the research, problem of the research, and the contribution of the research.

1.1 Background of the Research

The use of authentic reading material for English language teaching has been growing recently. Research in this issue has revealed that using authentic reading materials in reading activities makes students read effectively. Omid and Azam (2016) stated that authentic reading materials provide the learners with many significant advantages and improve them with high motivation and interest in language learning and lead to improve the learners reading comprehension achievement. Authentic reading materials, which was widely studied especially in Asia (Baniabdelrahman, 2006; Berardo, 2006; Al-Musallam, 2007; Guo, 2012; Soliman, 2013; Azri and Rashdi, 2014; Omid and Azam, 2016; Mevada and Popat, 2016; Nabhani, 2015; Khoshbakht and Gorjian, 2017) aims to investigate the effectiveness of implementing authentic reading materials to teach reading for EFL learners especially in reading achievement. Dealing with the issue, the present study investigates the implementation of authentic reading as a material that helps students to improve a better comprehension in reading texts.

The issue on the effectiveness of authentic reading material in language teaching is important to be known. Some relates to the findings of previous studies. In Iran, Azri and Rashdi (2014) conducted an experimental research on authentic reading material by taking EFL university students as the research participants. The result of the study proved that using authentic material positively affects students' reading comprehension. Still in the same country, Omid and Azam (2016) also investigated the effect of applying authentic material in reading on EFL advanced students of the second grade university. The findings revealed that using authentic reading material was an effective and significantly gave a positive impact to the students' reading comprehension achievement. In addition,

Baniabdelrahman (2006) examined the effect of using authentic material on the first level students' English reading comprehension in Al-Kourah Directorate University of Education in Jordan. The result showed that there was an improvement on students' reading comprehension achievement. They were taught by using authentic material. Those studies indicated that using authentic material gave a significant impact on EFL university students' reading performance in Middle East countries.

The findings of previous studies showed that using authentic reading material could improve reading performance to the students on university level. Besides, it can be found that the research issue on the use of authentic reading material for junior high school students is under explored since those junior high school students are categorized as beginner-level readers compared to university students. Additionally, the researcher wants to fill the gaps by conducting an implementation on how authentic reading material helps junior high school students comprehend a text. Based on the interview with teacher at one of the junior high schools in Bondowoso, it was found some problems in the teaching and learning process of reading. First, the students translated the reading text from English into Indonesian word by word without comprehending the meaning of the text. It made the students difficult to understand what they read. Second, the students had low motivation in joining reading comprehension class that could be seen from passive participation in the classroom. Therefore, the main focus of this study is to improve junior high school students' reading comprehension and their participation in learning reading by using authentic material. The researcher conducted a classrom action research design at one of the junior high schools in Bondowoso.

Based on some consideration above, this research entitled "Implementing Authentic Reading Materials to Enhance Junior High School Students' Reading Comprehension Achievement" will be conducted.

1.2 Research Questions

Based on the background of the study above, the problems of the research are formulated as follows:

- Can the implementation of authentic reading materials improve the eighth grade students' reading comprehension achievement?
- Can the implementation of authentic reading materials improve the eighth grade students' active participation in teaching learning process of reading comprehension?

1.3 The Objectives of the Research

The objectives of the classroom action research are as follows:

- To improve the eighth grade students' reading comprehension achievement by using authentic reading materials.
- To improve the eighth grade students' active participation in teaching learning process of reading comprehension by using authentic reading materials.

1.4 Research Contributions

The result of this research is expected to give some contributions in teaching and learning process as follows:

a. Theoretical Contribution

Theoretically, the results of this research aim at contributing the literature in the field of teaching reading comprehension by using authentic materials. Authentic materials was an effective material used in the teaching learning process of reading comprehension. As Berardo (2006) says, using authentic materials were highly motivating, giving a sense of achievement when understood and encourage further reading.

b. Empirical Contribution

This research is expected to be useful for those who want to conduct a research in English teaching-learning process by focusing on the use of the authentic reading materials in different skills and using other research design that is different from this research.

c. Practical Contribution

This research is expected to give input to English teachers to develop better and more interesting materials for the task with various authentic texts which are up to date and interesting to make reading task enjoyable. By applying authentic materials in this reserach, the students will obtain new experience in learning English to improve reading comprehension achievement. Further, hopefully they will enjoy reading different kinds of texts.

II. REVIEW OF RELATED LITERATURE

This chapter discusses the theory related to teaching reading comprehension by applying authentic reading materials. This chapter presents the theoretical framework of authentic reading material, conceptual framework of implementing authentic material for teaching reading, and preview studies on authentic reading material in teaching reading.

2.1 Theoretical Framework of Authentic Reading Material

Since the late 1980s, the use of authentic reading materials has given its firm effect in EFL classess, and such use has resulted an endless debate in the field of language teaching. There have been many empirical studies conducted before which proved the positive results gained by language learners who had opportunities for interacting with authentic materials. In addition, many studies revealed that the students' reading skill is improved through the usage of authentic materials, (Thanjaro, 2000; Kilickaya, 2004; Miller, 2005; Al-Musallam, 2007; Otte, 2006; and Gilmore, 2007). Harmer (1991), for example, states that the use of authentic materials can improve and develop the learners' listening and reading skills in the target language. Bacon and Finnemann (1990), clarified that authentic materials improve the learners' reading skills through presenting new vocabulary and expressions to language learners.

Many researchers argue for the motivating potential of authentic materials, (Kilickaya, 2004; Guo, 2012; Soliman, 2011; Thanjaro, 2000; and Mishan, 2005) which is essential for successful the second language learning. Guariento and Morley (2001), for example, state that authentic materials are significant since they intensify and increase learners' learning motivation. Moreover, Kilickaya (2004) claims that using authentic materials increase and develop learners' motivation because such materials offer students a feeling that they are learning the real language. Otte (2006) indicated that student's motivation develops through using such materials in language teaching. Thanjaro (2000) as well, observed an improvement in learners' self-satisfaction and motivation after using

authentic materials inside classrooms. Evidently, using authentic material develops and enhances not only the second language proficiency, but also non-linguistic factors such as motivation which are considered essential for successful language learning.

2.2 Conceptual Review : Authentic Reading Material for Teaching Reading Comprehension

2.2.1 Authentic Reading Materials

The notion that authentic reading materials should be used in teaching and learning English is now well established. Thanjaro (2000) states authentic reading materials enable students to study English in real life instead of English contrived by the teachers. Further, authentic reading materials are taught to motivate students because they are derived from the ultimate goal of English used by native speaker.

The definitions of authentic reading materials are slightly different in literature written by different researchers of language. 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 real life outside classes. Peacock (1997:23) states that authentic materials are materials that have been produced to fulfill some special purposes in the language community. In line with Peacocks' statement, Guariento and Morley (2001:347) describe authentic materials as materials which are created to fulfill some special 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 it 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 Reading Comprehension Achievement

Reading comprehension achievement refers to the scores which the students got from their reading comprehension test to measure how successful the students in achieving the objective of the reading course. Relevant to the idea, Grellet (1996:6) states that achievement is the successful results of students' comprehension in guessing, predicting, and understanding the written text by doing such an achievement test. In the teaching of reading comprehension, achievement can be acquired by doing an achievement test which is appropriate to the reading skill to be assessed. In this research, the researcher gave the reading comprehension test by using authentic materials from internet, especially on recount texts.

To measure the students reading comprehension achievement, teachers firstly have to define the specific aspects of reading comprehension they want to be assessed, namely word comprehension, sentence comprehension, paragraph comprehension, and text comprehension (McWhorter, 1989:90). In word comprehension, the students should comprehend the meaning of the words in the sentences. Then, they combine the words into a sentence and try to understand the whole meaning of the sentence. After understanding the meaning of the sentences, the students should be able to comprehend the paragraphs, and by understanding each paragraph, the students can understand the whole text. Here the researcher explained more about word, sentence, paragraph, and text comprehension.

a. Word Comprehension

Carrel (1988:14) states that learning to read is learning to identify or know words. It means that, in reading activity, before understanding and comprehending the text, the students should know the meaning of the words. Fairbairn and Winch (1996:9) state that if we know what the individual words mean and how they are put together in our language, we know the sentences means. In addition, Grellet (1996:15) confirms that inability to understand the meaning of unknown elements often causes discouragement and apprehension to the students when they are faced with a new text.

In conclusion, if we want to understand a reading text effectively, we should know the meaning of the words in the text.

The example of word comprehension:

After World War II the country of Germany ended up dividing into two separate countries. East Germany became a communist country under the control of the Soviet Union. At the same time West Germany was a democratic country and allied with Britain, France, and the United States.

1. "East Germany became a communist country under the control of the Soviet Union. What is the opposite word of the word under?"

The answer is "Above". Because above is the opposite word of under.

b. Sentence Comprehension

Grellet (1996:15) states that it is better to understand the meaning of some words constructed in sentences than to understand the meaning of word by word. The meaning of sentence comprehension is to understand what the sentence tells about, not only understanding word by word, but also the whole sentence to express a complete thought. According to McWhorter (1989:88), the reader may consider such questions about the subject or predicate such as what, where, which, when, who, and how.

The example of sentence comprehension:

After World War II the country of Germany ended up dividing into two separate countries. East Germany became a communist country under the control of the Soviet Union. At the same time West Germany was a democratic country and allied with Britain, France, and the United States.

1. Which countries did ally with West Germany?

The answer is "Britain, France, and the United States."

c. Paragraph Comprehension

Paragraph is a group of sentences that involve around a single idea. According to Langan (2004:11), a paragraph is a series of sentence about one main idea, or point. When the students as the reader want to comprehend a paragraph, they should comprehend all the sentences in the paragraph itself. In addition, Langan (2004:11) states that a paragraph typically starts with a point, and the rest of the paragraph provides specific details to support and develop that

point. Dealing with the statement above, Wingersky *et.al.* (1993:31) states that a paragraph has three parts, namely a topic sentence, supporting sentences, and a concluding sentence.

The example of paragraph comprehension:

The Berlin Wall was built by the communist government of East Berlin in 1961. The wall separated East Berlin and West Berlin. It was built in order to prevent people from fleeing East Berlin. In many ways it was the perfect symbol of the "Iron Curtain" that separated the democratic western countries and the communist countries of Eastern Europe throughout the Cold War.

After World War II the country of Germany ended up dividing into two separate countries. East Germany became a communist country under the control of the Soviet Union. At the same time West Germany was a democratic country and allied with Britain, France, and the United States. The initial plan was that the country would eventually be reunited, but this didn't happen for a long time.

(taken from: https://www.washingtonpost.com/lifestyle/kidspost/tearing-down-of-the-berlin-wall_story.html?utm_term=.4ed9c1653232)

1. What is the main idea of the second paragraph?

The answer is "the country of Germany ended up dividing into two separate countries after World War II."

d. Text Comprehension

Text comprehension means that the reader should comprehend every part of the text. Those parts are words, sentences, and paragraph. Therefore, to get better understanding in reading, students should not only comprehend the words, sentences and paragraph, but also comprehend the whole text. Grellet (1994:4) states that one of the reasons for reading is for information. It means that we use reading to gather information from the text.

Based on the explanation above, it can be concluded that text comprehension include word comprehension, sentence comprehension, paragraph comprehension, and the whole text comprehension.

Example:

Berlin Airlift

The Berlin Airlift could be called the first battle of the Cold War. It was when western countries delivered much needed food and supplies to the city of Berlin through the air because all other routes were blocked by the Soviet Union.

The city of Berlin was an island in the middle of the Soviet controlled zone. The west sent supplies there via railroads and roads. However, the Soviets wanted total control of Berlin. They figured if they cut off Berlin from their external supplies and food, then it would fall under their control. On June 24, 1948 the Soviets blocked all rail and road traffic to Berlin. They cut off the electricity coming from the Soviet part of the city. They halted all traffic going in and out of the city. The only way in was to fly.

Without going to war or giving up the city of Berlin, the only option the western countries had was to try and fly in all the supplies. This was a huge task. There were over two million people living in the city at the time. The army estimated that it would take over 1500 tons of food each day to keep them alive. The Soviets did not believe that an airlift would work. They felt that the people of Berlin would eventually give up.

Over the next ten months the United States and Great Britain flew around 277,000 flights into Berlin. They carried over 2.3 million tons of supplies into the city. On May 12, 1949 the Soviet Union stopped the blockade and the airlift was over.

(taken from: <https://www.nytimes.com/topic/subject/berlin-airlift-194849>)

1. Which statement is NOT TRUE based on the text?
 - a. The western countries delivered much needed food and supplies to the city of Berlin through the air.
 - b. On July 26, 1948 the Soviets blocked all rail and road traffic to Berlin.
 - c. There were over two million people living in the city at Berlin.
 - d. The Soviet Union stopped the blockade and the airlift was over on May 12, 1949.

The answer is b because on June 24, 1948 the Soviets blocked all rail and road traffic to Berlin not on July 26, 1948.

2.2.3 Recount Text

According to Wardiman *et.al* (2008:116), a recount text is a text that tells the reader about a story, an action or an activity in the past. The social function of recount text is to tell past events or something that happened in the past. Goatly (2000:30) states that the purpose of the recount text is to construct past (experiences) activity by retelling the events in the chronological order in which they occurred. Bennet and Carter (2013:13) divides a recount text into four types, namely personal recount, imaginative recount, factual recount, and historical recount. First, the personal recount exposes an event in which the writer involves or acts in those events, such as experience, etc. The imaginative recount is an unreal event or story in the past. Then, factual recount is an objective retelling of a

true event or events by someone who is not personally involved in the situation. Its purpose is either to inform, entertain or both. The last, a historical recount is note an event that discusses about history such as history explanation, historical places, historical objects, and historical events. In this research, a recount text is a text that tells about historical events in chronological order. The recount text that will be used in this research is the historical recount. The following example of historical recount below:

The Spanish Armada

In May 1588 Spain was the most powerful country in the world. King Philip II of Spain was determined to conquer England and become its King. He ordered a large number of ships to be prepared to set sail and invade England.

At first Queen Elizabeth I ignored the rumours of Spanish invasion, but soon she came to realise the great danger of the country was in and she made sure that England would be prepared for a battle. Eventually the Spanish were ready and over 100 ships set sail towards the English Channel.

As soon as the Spanish ships were seen from the English coast, fires were lit on the hills as a signal that the invasion was coming. When the Spanish ships got close enough the English navy closed in and a great sea battle began.

Once the battle began it was obvious to the Spanish that they would be defeated. Not only did the English sailors have stronger and more powerful ships, they also made terrifying use of fire ships-boats that were deliberately set ablaze and then sent in amongst the Spanish fleet.

At last the battle was over. A few Spanish ships escaped and eventually reached home, but many were sunk and to this day some of their wrecks still lie on the seabed in the English Channel.

(taken from: http://dera.ioe.ac.uk/4930/3/nls_y5booster_hisrecount.pdf)

From the example above it can be known that recount text has three generic structures. The first, orientation is introducing the participants or who is involved, where the events take place and when it happens. It can seen from paragraph one. The second, events is describing series of event that happens in the past. It can seen from paragraph two, three, and four. The last, reorientation is consists of optional-closure of events or stating personal comments of the writer. It can seen from paragraph five. Recount text also has language features, such as using simple past tense, using action verb, using chronological order, using conjunction, and using adverb.

2.2.4 The Authentic Reading Materials Taken from the Internet

Internet is a modern day reality, most students use it and for teachers, it is an easy access to endless amounts of many different types of material (Berardo, 2006:62). According to Son (2008:34) internet is a global network of computer networks. In recent years, the use of the World Wide Web (WWW) as a source for language learning materials is increasing. It is because the internet keeps expanding, keeps listing and pointing out potential websites that can be used in language learning. These are the universal availability of authentic materials and the multimedia capabilities of the information.

Berardo (2006:62) says that one of the most useful authentic reading materials is internet which is continuously updated, more visually stimulating as well as being interactive, and promoting a more active approach to read. Furthermore, internet can stimulate the students to be active in learning reading with interesting visual materials and transforms communication around the word quickly. Ueta (2005) mentions that internet is actually a great source of English reading materials. Although it is difficult for students to find English books in the library, but the material in internet is always at hand.

Based on the explanation above, it can be assumed that one of the most useful resources of authentic reading materials is the internet, with large amounts various material easily accessible. As suggested by Guo (2012:203) that internet is a great resource from which teachers can easily find topics and useful language of interest to the students.

2.2.5 The Procedures of Teaching Reading by Using Authentic Reading Materials

There are three activities in teaching reading by using authentic reading materials. According to Neikova (2005), reading activities can be divided into three steps. Namely pre-reading, while reading and post reading. Each activity is discussed as follows:

1. Pre-reading activities

Neikova (2005) states that pre-reading activities are activities to develop knowledge in relation to the overall meaning of the text, not to deal with every potential difficulty. Pre-reading helps the students to focus attention, generate their interest and prior knowledge, predict what the author will say, and understand the complicated terms (Berardo, 2006:23). It means that pre-reading activities helps the students to improve their interest in learning reading and build up their vocabulary so that they will be ready with the authentic reading materials. In this research, the pre-reading activities have done by showing the pictures related to the topic, asking some leading questions related to the topic, and stating the objectives of the lesson.

2. While reading activities

Berardo (2006:65) confirms that while reading activities are activities to encourage the students to be a flexible, active reader and to promote a dialogue between the reader and the writer. While reading activities help the students to comprehend the message of the reading text with authentic reading materials. The activities was conducted by distributing the historical recount text to the students, asking the students to read the historical recount text, guiding the students about the definition of a historical recount text, the functions of a historical recount text, the generic structure and the language feature of a historical recount text, asking the students to find the difficult words from the text in pairs, distributing the students' worksheet to the students, asking the students to do the students' worksheet individually, and discussing the students' worksheet with the class.

3. Post-reading activities

Neikova (2005:43) states that post reading activities are activities as reflection section which gives the students the opportunity to do something with the information they have learned from the text. In this research, the post reading activities was conducted by using follow up activities such as guiding the students to draw a conclusion by giving some questions about the main points.

2.2.6 The Strengths of Authentic Reading Materials in Teaching Reading

The use of authentic reading materials brings some strengths to the students in learning reading. Peacock (1997) points out the strengths of authentic reading materials as follows: original, interesting, motivating, and useful. Those strengths are explained in detail below.

a. Original

The first strength of authentic reading materials is original. Here, original means that the authentic materials should have authenticity. Widdowson as quoted in Berardo (2006:60) says that 'Nowadays there are recommendations that the language presented should be authentic'. According to Grellet (1996:8), 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, so that the students can anticipate the meaning by using the non-linguistic clues. It is clear that authentic reading materials should be original to bring the students to interact with the real use of language which may familiarize them with the target language. Authentic reading materials are often regarded as more interesting than textbook materials because they can be up to date and related to every day issues and activities.

b. Interesting

Martinez (2002) in Tamo (2009:77) suggests that teachers may use authentic materials for the learners because by using authentic materials, teachers will have the opportunity to encourage students to read for pleasure especially certain topics of their interest. Based on the ideas above, it is clear that authentic reading materials give a positive effect on the students, like they can increase the students' interest in reading activity because they contain topics based on the learners' interest.

c. Motivating

Authentic reading materials are motivating, as stated by Peacock (1997:144). According to Grellet (1996:18) motivation is of great importance when reading. That statement means that motivation influences the reader's

reading ability. Therefore, it is a complex skill which stimulates students to learn and influences the success or the failure of any complex task of the students. In specific term, authentic reading materials can give such stimulation. The reason is that these materials have potential to motivate the students to develop their cognitive competence of the topic and to attain new information which is familiar to them. Guariento and Morley (2001:347) confirm that the use of authentic text is considered as one way of maintaining or improving students' motivation for learning. The main reason is that they can give the students the feeling that they are learning the real life communication. Thus, authentic texts can increase the students' motivation for learning and makes the students be exposed to the real language.

d. Useful

Authentic reading materials are useful for the students. Guariento and Morley (2001:347) state that the use of authentic reading materials in the classroom is beneficial to the learning process. In addition Wong *et al* (1999:318) confirm that most language teacher recognizes the value of using authentic materials for teaching and learning purposes because they are useful. The theories above are supported by (Bacon and Finneman, 1990, in Huessien, 2012:26), authentic materials can increase reading development by introducing students new vocabulary and expression. Moreover, many practitioners involved in foreign language teaching and research have argued about the benefit of using authentic materials. These benefits may range from highlighting comprehension, presenting real language, to enhance motivation and create language awareness (Huessien, 2012:22-23).

In summary, the use of authentic reading materials is significant for some reasons, those are original, interesting, motivating, and useful. What should be pointed out in conclusion is the importance of using authentic texts as supplements to textbook reading materials in order to prepare students for real life reading. Thus, the students will become better readers, confident in their ability to cope with reading in real life situations. Considering the characteristic of good

authentic reading materials above, it can be assumed that using authentic reading materials in teaching reading can improve students' reading comprehension achievement and students' active participation in teaching learning process.

2.2.7 The Weaknesses of Authentic Reading Materials in Teaching Reading

The weaknesses of using authentic reading materials in the classroom are:

a. Vocabularies and Structures

Richards (2001, in Kilickaya, 2004) states that authentic materials often contain difficult language, unneeded vocabulary items and complex language structures, which can often create problems for the teacher too. In line with this statement, Martinez (2002, in Kilickaya, 2004) also states that the biggest problem with authentic materials is that if the wrong type of text is chosen, the vocabulary may not be relevant to the learner's level and too many structures can create difficulty. That's why the teacher must be selective in choosing the type of text to be given to the students because it should be appropriate with the students' level difficulty.

b. Materials

The second disadvantage of using authentic reading materials in the classroom is that the materials can become outdated easily (Martinez:2002, in Kilickaya,2:2004). In this case, most of authentic reading materials, such as news, articles, and many more should be new to fulfill some social purposes in the language community (Peacock, 1997:146). For those reasons, they are always updated every day.

Berardo (2006:67) confirms that all of authentic reading materials can be used as authentic material but for developing reading one of the most useful resources is the internet, with large amounts of various materials being easily accessible. Therefore, in order to handle all those problems, the teacher should be very selective in choosing the materials. Teachers should consider the suitability and the readability of the text. The suitability of the text refers to the content of the text.

To solve the weaknesses of using authentic reading materials, the teacher should choose the appropriate authentic reading materials for students. Nuttal (1982:25) gives three main criteria when choosing texts to be used in the classroom. The followings are the explanations of each point:

1. Suitability of content

It means that the text should be interesting and informative. In briefly, that authentic reading materials should interest the students in learning English.

2. Readability

It means that the text should be at the right level. When the teacher tries to find a readable text, he or she has to assess the level of its structural and lexical difficulty as well as to refer the ammount of new vocabulary.

3. Exploitability

It means that the text should facilitate the development of reading skills in order to help the students become competent readers. In other words, a text that can not be exploited for teaching purposes has no use in the classroom.

2.3 Previous Studies of Research Review

The basic rationale for authentic reading material derives from some research studies that have been situated in EFL countries (e.g., Saudi Arabia, Taiwan, Oman, and Iran) particularly from experimental study. Chronologically the findings of previous studies were described in the following. Four previous studies investigating authentic reading material in reading achievement by using an experimental design were conducted by Musallam, 2007; Guo, 2012; Nabhani, 2015; & Khoshbakht and Gorjian, 2017 on EFL learners.

Musallam (2007) conducted an experimental research related to the attitudes of teacher toward using authentic materials in the EFL clasroom at King Saud University Riyadh Saudi Arabia. The results reveal that all of the teachers indicated positive attitudes toward providing authentic materials in their classes. It is intended to improve students' reading skill and expose them to the real language. He also proved that the use of authentic reading materials could help the students to enhance their reading comprehension achievement.

Different from Musallam (2007), Guo (2012) conducted an experimental research by applying authentic reading materials on Taiwanese college students. In particular, the results pointed to significant improvement of student's reading skill. In addition, students experienced gains in knowledge, sources information, and other language skills. They also became more involved in class discussions. It showed that students' motivation increase as a result of teaching reading using authentic materials.

Nabhani (2015) had administered an experimental research at Sultanate Government School of Oman. He compared the class applying authentic reading materials and the one which did not. He used the tenth grade students as the participants of the research. From the result of the research, he found that authentic reading materials was effective to teach English reading to EFL learners. He clarified that the implementation of the authentic reading materials changed the situation in the reading classes, like the EFL learner's role from a passive receiver to an active participant. This encourages teachers to pay much more attention to teach reading by using authentic reading materials.

The last, Khoshbakht and Gorjian (2017) conducted an experimental research in Islamic Azad University, Iran. They investigated the effect of using authentic reading materials on students' reading comprehension. The results of their research revealed that authentic group acted actively on the improvement of reading comprehension of the learners.

Based on the discussion above, it can be seen that there are some differences between the previous researches and the present study. The first is about the research design. Four previous researchers used an experimental research design, while this present study will use classroom action research design. The second is the participant of the research. Three previous researches used university students and one used senior high school students as the participants, while this present study will use junior high school students as the participants. This research will be conducted intended to help the students of junior high school to improve their active participation and their reading comprehension achievement

III. RESEARCH METHODOLOGY

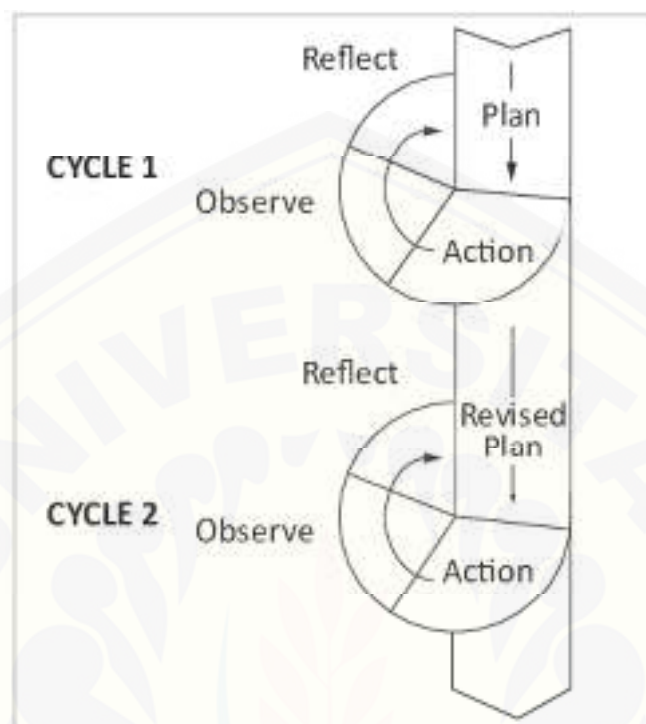
This chapter presents the research methods which is used in this research. It covers research design, research context, research participant, data collection method and data analysis method.

3.1 Research Design

In this research, classroom action research was used as the research design. This research was intended to improve the eighth grade students' active participation and their reading comprehension achievement by using authentic reading materials. Based on the purpose, the researcher regards classroom action research as the appropriate design for this research. Burns (2010:2) states that one of the goals of classroom action research is to identify a problematic situation or issues of the participants who may include teachers, students, managers, administrators, or even parents considered worth looking into more deeply and systematically. In line with this, McMillan (1999:12) says that the goal of an action research is to improve practices immediately within one or a few classrooms. It can be said that the main purpose of classroom action research is to solve education systems problem, not to find new scientific knowledge.

The researcher adopted cyclical action research model based on Kemmis and McTaggart, (cited in Burns, 2010). According to Kemmis and McTaggart, the action research procedures cover four stages namely plan, act, observe, and reflect more carefully and more systematically than one usually does in everyday life.

The model of action research can be seen in the diagram below:

Diagram 3.1 The Design of Classroom Action Research

(Adopted from Kemmis and McTaggart in Burns, 2010:9)

The activities of the research would be used the following procedures :

a. Planning

There were several activities prepared before the action of this research given to the research subject, they are :

1. Selected the appropriate authentic reading materials for Eighth Grade students based on Curriculum K13.
2. Constructed lesson plans for Cycle 1.
3. Prepared the observation guide in each meeting.
4. Constructed the reading test.

b. Action

Action was the implementation of planning stage. The implementation of action in this research was conducted by the researcher based on the lesson plan which was prepared previously. The implementation of the action in this research was conducted during the school hours based on the English subject schedule of

VIII C. In implementing the action, this research was planned in two cycles in which each cycle consists of two meetings and each meeting consists of 80 minutes.

c. Observation

During the implementation of the action by the researcher, the English teacher conducted observation to collect data dealing with the contribution of using authentic reading materials in helping students read a well-organized recount text. The English teacher as an observer carried out the observation by filling in the field notes.

d. Reflection

This could be a stage where the researcher reflected, described, concluded, and evaluated the effect of the action that had already been observed in the observation stage. In this research, the action is considered successful if 70% of the students in the class could achieve the 70 which is minimum required score. The reflection then became basis for creating the lesson plan and improving the teaching and learning process in the next cycle. The result of the reflection in Cycle 1 was used as a guide to create a better lesson plans and revised action in Cycle 2.

3.2 Research Context

The area of the research is determined by purposive method. This research was conducted at SMP Negeri 5 Bondowoso. It is located on Jln. Ahmad Yani number 124, Kembang - Bondowoso. The school is one of the less strategic school because the transportation is quite difficult to reach by the community but the school has accreditation "B" which means that it has good criteria based on monitoring and evaluation result from the Directorate of Junior High School Development and Depdiknas. Formally the researcher asked permission to the principal for conducting a research then the researcher interviewed the English teacher. From the interview, the researcher got the information about the condition of the school. There are four classes of the eighth grade. There are 12 classes for seventh up to ninth grades. Each class consists of 20 up to 25 students. The school

applies English curriculum 2013 (K-13). English is taught twice a week and every meeting has 2x40 minutes.

3.3 Research Participants

Purposive method was used to determine the research participants in this research (Arikunto, 2010:16). It means that the participants of this research were chosen because of some purposes. The participants of this research are the students of the eighth grade at SMP Negeri 5 Bondowoso in the 2018/2019 Academic Year. There are four classes of the eighth grade of SMP Negeri 5 Bondowoso. Those classes are VIII-A, VIII-B, VIII-C, and VIII-D. Among those classes, the research participants of this classroom action research are the students of the class VIII-C which consists of 20 students. Class VIII-C is chosen because as it was informed by the English teacher, the students had problem with their comprehension in reading. Only 55% of the students gained the standard score of 70 of reading comprehension achievement used in this school and their mean score was only 60. In addition, the students had low motivation and interest during the teaching and learning process. It was shown by the percentage of their participation during the teaching and learning process which was only 55% while the standard percentage of the active participation of this school is 70%.

3.4 Data Collection Method

The data of this classroom action research were collected by using a reading comprehension test, observation, interview, and documentation. The data collection methods was be explained in detail as follows:

3.4.1 Reading Comprehension Test

A reading test will be used to get the main data of the eighth grade students' reading comprehension. According to Hughes (2003:11), there are four types of test, namely proficiency test, achievement test, diagnostic test, and placement test. Among those four kinds of test, achievement test was used in this research in order to measure how successful the individual students have achieved

Notes :

The indicators of observation:

1. The students listen to the teacher attentively.
2. The students ask questions to the teacher in the teaching learning process of reading comprehension.
3. The students answer the teacher's questions by raising their hands in the teaching learning process of reading comprehension.
4. The students discuss about the text given with their partner.
5. The students do the exercises based on the text given individually.

The students were considered as the active participants if they fulfill at least three of the five indicators stated in the checklist. Then, the students were considered as the passive participants if they fulfill only two of the five indicators. Then, this research was considered to be successful if 70% of the students are active in the teaching learning process of reading by using authentic reading materials from the internet.

3.4.3 Interview

According to McMillan (1992:132), interview is a form of data collection method in which questions are asked orally and the subjects' responses are recorded. In this research, the interview was conducted to get the information about the technique used by the teacher in teaching reading, the students' problems in reading comprehension, the types of reading materials used by the teacher in teaching reading, and the English book use by the teacher in teaching reading. In this research, interview was conducted with the English teachers at SMP Negeri 5 Bondowoso. The type of interview used by the researcher was semi-structured interview. According to McMillan (1992:133) semi structured questions do not have predetermined, structured choices. In this kind of interview, the researcher prepared a list of questions to get the information needed when interviewing the English teacher.

3.4.4 Documentation

Documentation is used to find out the data in the form of notes, transcripts, books, newspaper, magazines, and daily news week (Arikunto, 2010:274). In this research, the documents were used to get the data about the names of participants, the previous English test score of the students, and the text genre of the reading text for the eighth grade students at SMP Negeri 5 Bondowoso. The scores were used as basic data to improve the students' reading comprehension achievement.

3.5 Data Analysis Method

The data analysis method is the way to analyze the obtained data. The collected data about the students' reading comprehension achievement will be analyzed by using percentage and mean score formula as follows:

- a. The students' active participation will be analyzed statistically by using the following formula:

$$\sum = \frac{A}{N} \times 100\%$$

Notes:

\sum = the percentage of the students' active participation

A = the total number of the students who are active

N = the total number of the students

(Cohen et al, 2007:442)

- b. To calculate the students' mean score in the reading test, the following formula used :

$$M = \frac{\sum x}{n}$$

Notes:

M = the mean score of the students' reading comprehension

$\sum x$ = the total score of the students' reading comprehension

n = the total number of the students

(Gay et al, 2012:323)

c. To calculate the percentage of the students' reading comprehension test score, the formula follows was used:

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

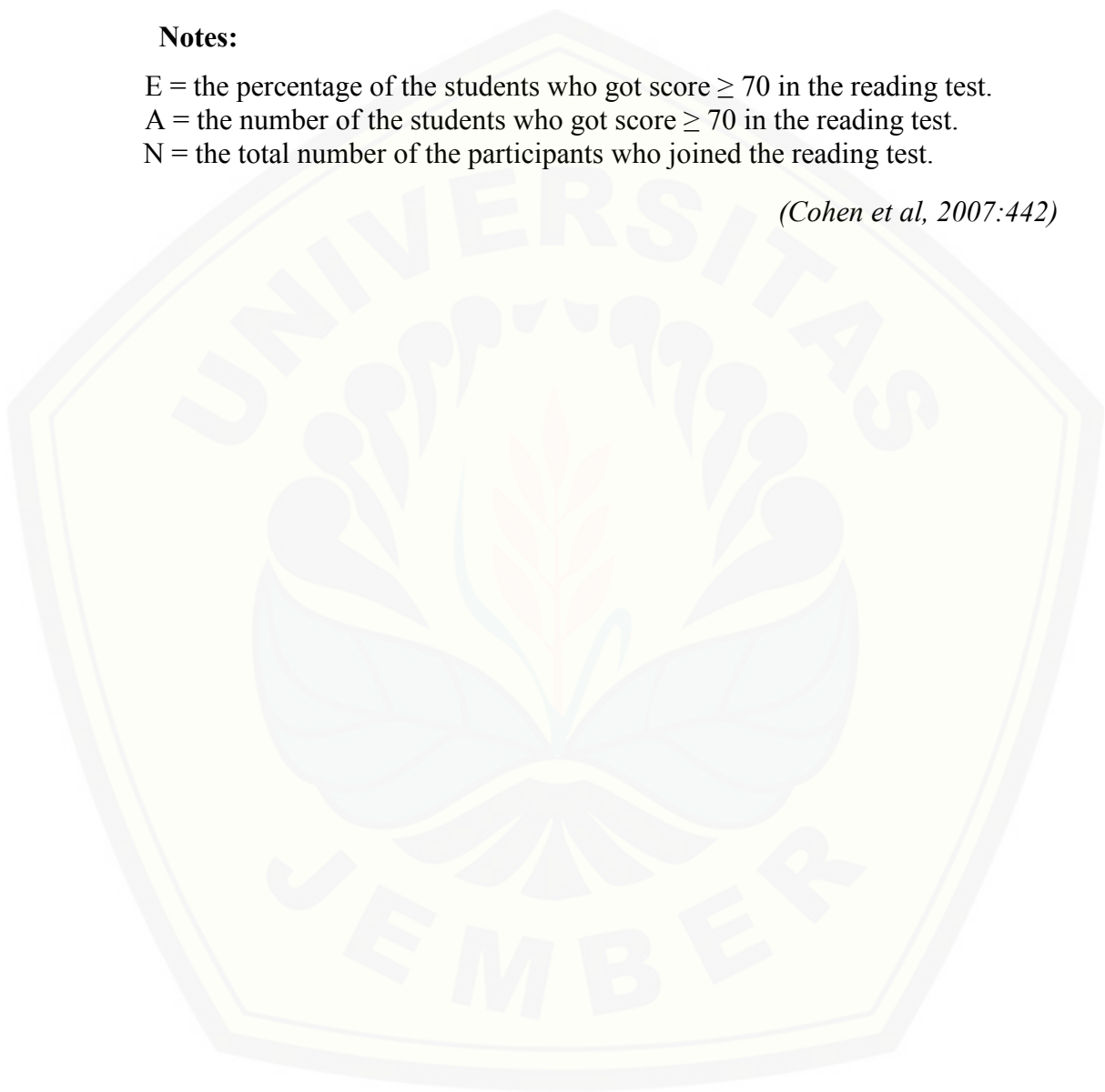
Notes:

E = the percentage of the students who got score ≥ 70 in the reading test.

A = the number of the students who got score ≥ 70 in the reading test.

N = the total number of the participants who joined the reading test.

(Cohen et al, 2007:442)



V.CONCLUSION AND SUGGESTION

This chapter present the conclusion and suggestions of this research. The suggestions are expected for the English teacher, the students, and the future researcher.

5.1 Conclusion

Based on the results of data analysis and discussion, it could be concluded as follows.

1. The implementation of authentic reading materials could enhance the students' active participation in the teaching learning process of reading comprehension at SMP Negeri 5 Bondowoso. This could be seen from the improvement of the percentage of the students' active participation from 65% in the first meeting to 75% in the second meeting (cycle 1). Furthermore, it also increased from 75% in the third meeting to 80% in the fourth meeting (cycle 2). Therefore, there was improvement from cycle 1 there were 70% to 77,5% in cycle 2.
2. The implementation of authentic reading materials could enhance the eighth grade students' reading comprehension achievement. This could be seen from the improvement of the percentage of the students who achieved the target score in reading test, from 55% in pre cycle to 70% in Cycle 1 and 80% in Cycle 2. And the mean score improved from 60 in pre cycle to 70,75 in Cycle 1 and 74 in Cycle 2.

5.2 Suggestions

As the result of this research showed that the use of authentic reading materials can improve the students' reading comprehension achievement and their active participation, the researcher gives some suggestions are given to the following people :

5.2.1 The English Teacher

Based on the result of this research, it is suggested to the English teacher to use of authentic reading materials as the alternative way to teach reading in the classroom.

5.2.2 The Future Researcher

It is suggested to the future researchers to use these research results as information and input to conduct a further research dealing with the same materials by using different research designs such as experimental research and a descriptive research or even the same research design but to other level of students of different schools.

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Appendix A

RESEARCH MATRIX

Title	Problems	Variables	Indicators	Data resources	Research Method	Hypothesis
Implementing Authentic Reading Materials to Enhance Students' Reading Comprehension Achievement at SMP Negeri 5 Bondowoso	- Can the implementation of authentic reading materials improve the students' reading comprehension at SMP Negeri 5 Bondowoso?	Independent Variable : The implementation of authentic reading materials in reading comprehension	The use of authentic reading materials in : - Pre – reading stage - While reading stage - Post – reading stage	1. Research Respondents : The eighth grade students of SMP Negeri 5 Bondowoso 2. Informant : The English Teacher of the eighth grade of SMP Negeri 5 Bondowoso	1. Research design : Classroom Action Research with the cycle model. The stages of each cycle are : 1.Planning 2. Acting 3. Observing 4. Reflecting <i>(Adopted from Kemmis and McTaggart in Burns, 2010:9)</i>	-The implementation of authentic reading materials can improve the students' reading comprehension at SMP Negeri 5 Bondowoso
	- Can the implementation of authentic reading materials improve the students' active participation in teaching learning reading comprehension?	Dependent Variable : -The students' achievement of reading comprehension - The students' active participation in joining teaching learning process	The students' score of reading comprehension test include : a. Word comprehension b. Sentence comprehension c. Paragraph comprehension d. Text comprehension	3. Document : a. The names of research participants b. The previous score of English lesson by the English teacher	2. Research Area Determination Method: Purposive Method 3. Research Subject Determination Method: Purposive Method 4. Data Collection Method: a. Reading test b. Observation c. Interview d. Documentation	-The implementation of authentic reading materials can improve the students' active participation in teaching learning process in reading class

					<p>5. Data Analysis Method :</p> <ul style="list-style-type: none"> - The result of the reading test will be analyzed by using the formula : $M = \frac{\sum x}{n}$ <p>Notes: M = the mean score of the students' reading comprehension $\sum x$ = the total score of the students' reading comprehension n = the total number of the students (Gay et al, 2010:323) -The data collected from reading comprehension test are analyzed statically by using the following formula: $E = \frac{A}{N} \times 100\%$ <p>Notes: E = the percentage of the students who got score ≥ 70 in the reading test. A = the number of the students who got score ≥ 70 in the reading test. N = the total number of the participants who joined the reading test. (Cohen et al, 2007:442) </p></p>	
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					<p>-The result of observation is analyzed by using the formula :</p> $\Sigma = \frac{A}{N} \times 100\%$ <p>Notes: Σ = the percentage of the students' active participation A = the total number of the students who are active N = the total number of the students. (Cohen et al, 2007:442)</p>	
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Appendix B**The Results of Interview**

Interviewee : Ani Hariyaningsih, S.Pd

Interviewer : Annisa Yuniartiningsih

Day/ Date : Tuesday / August, 1st 2018

Place : SMP Negeri 5 Bondowoso

No.	Interview Questions	Teacher's Answer
1.	What curriculum do you use in teaching English?	I use the curriculum 2013.
2.	How many times do you teach English in each class in a week? How long does each meeting last? How many students are there in your class?	I teach English 2 times in each class in a week. Each meeting lasts for 2 x 40 minutes.
3.	What books do you use to teach English to the eighth grade students?	When English Rings a Bell published by Depdiknas.
4.	What reading materials do you usually use?	I usually use type of texts such as Descriptive, Recount, and Narrative text.
5.	How many classes are there in each grade of SMP Negeri 5 Bondowoso?	There are four classes in each grade. Therefore, there are twelve classes in this school. I teach grade 8 students.
6.	Which class has the most difficulty on the 8 th grade?	VIII C
7.	What kinds of problems do you think the students have in reading comprehension?	The students translated word by word without comprehending the meaning of the text. So, they difficult to understand what they read.
8.	Have you ever applied authentic reading materials to teach reading to your students?	No, I have not. I only use the textbook from the government. I agree if you want to conduct that material. I think the students can cooperate with others and it will be motivate to study English.

9.	What do you think about your students' reading comprehension achievement so far?	Generally the students' reading comprehension achievement is still low especially in class VIII-C. In this class, only 55% of students gain the standard score of 70 of reading comprehension achievement set in this school and their mean score is only 60. The percentage of students' participation during the teaching and learning process is only 55% while the standard percentage of the participation in the school is 70%.
10.	How do you usually teach reading comprehension to the students?	Lecturing method by giving questions and answers.
11.	How about the students' achievement in reading? What's the score requirement?	I think 70. I hope with this classroom action research, my students will be more active and so they can improve their score.

Documentation Guide

Data resources : school documents

1.	The names of the research subjects
2.	The previous scores of reading comprehension test from the English teacher.

Appendix C**The Guideline of Observation Checklist of Students' Active Participation**

No.	Students' Names	Indicators					Categories	
		1	2	3	4	5	Active	Passive
1.								
2.								
3.								
4.								
5.								

Notes :

1. The students listen to the teacher attentively.
2. The students' activity ask questions to the teacher in the teaching learning process of reading comprehension.
3. The students answer the teacher's questions by raising their hands in the teaching learning process of reading comprehension.
4. The students discuss about the text given with their partner.
5. The students do the exercises based on the text given individually.

Active : if the students performs three (as compulsory indicators) or more indicators.

Passive : if the students performs less than three indicators of compulsory indicators.

Appendix D

The Previous English Test Score Class 8C

No.	Names	Score	Active	Passive
1.	Achmad Kamil Fathony	50		√
2.	Alika Safira Humairoh	70	√	
3.	Aprilisa Dewi	70	√	
4.	Bunga Puspitasari	75	√	
5.	Cahyono Muslim Imron	40		√
6.	Dini Fitridiani	70	√	
7.	Eko Budi Prasetyo	50		√
8.	Imam Wahyudi	50		√
9.	Moh. Fahrizal M.	70	√	
10.	Muh. Nurul Hedi	50		√
11.	Muhammad Rahul	70	√	
12.	Muhammad Efendi	70	√	
13.	Muhammad Fahrian	70	√	
14.	Muhammad Ilham Maulani	50		√
15.	Muhammad Khotim Ainul Yaqin	45		√
16.	Putri Dwi Atika Humairoh	50		√
17.	Shinta Amelia	70	√	
18.	Siti Nabila Nur Isnaini	40		√
19.	Siti Nurhalisa	70	√	
20.	Sumiati	70	√	
Total		1200	11	9
Average		60	55%	45%

English Teacher

ANI HARIYANINGSIH, S.Pd**NIP. 19650323 198703 2 015**

Appendix E**LESSON PLAN
(Meeting 1, cycle 1)**

School	: SMP Negeri 5 Bondowoso
Subject	: English
Level/ Semester	: VIII/ Even semester
Language Skill	: Reading Comprehension
Materials	: Recount text
Theme	: Major events on the cold war
Time allocation	: 2 x 40 minutes

A. Basic Competence

- 3.11 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks recount lisan dan tulis dengan memberi dan meminta informasi terkait pengalaman pribadi di waktu lampau, pendek dan sederhana, sesuai dengan konteks penggunaannya.
- 4.11.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks recount lisan dan tulis, sangat pendek dan sederhana.

B. Indicators of Competence Achievement

1. Finding the meaning of a word based on recount text that the students have read.
2. Finding the meaning of a sentence based on recount text that the students have read.
3. Finding the meaning of a paragraph based on recount text that the students have read.
4. Finding the meaning of a text based on recount text that the students have read.

C. Learning Objectives

After joining the class, the students are able to :

1. Able to find the meaning of a word based on recount text that they have read.
2. Able to find the meaning of a sentence based on recount text that the students have read.
3. Able to find the meaning of a paragraph based on recount text that the students have read.
4. Able to find the meaning of a text based on recount text that the students have read.

D. Learning Materials

(Enclosed)

E. Learning Method

- Scientific Approach

- Question and Answer Method

F. Media and Source

Media : Picture, LKS, Students' worksheet, and whiteboard

Source:

- https://www.washingtonpost.com/lifestyle/kidspost/tearing-down-of-the-berlin-wall_story.html?utm_term=.4ed9c1653232
- <https://www.nytimes.com/topic/subject/berlin-airlift-194849>

G. Learning Activities

Steps	Teacher Activities	Student Activities	Time
Set Induction (Pre-reading activities)	-Greeting to the students.	-Answering the teacher's greeting.	1'
	-Checking the students' attendance list.	-Raising hand when the student's name called.	1'
	-Showing the picture related to the topic.	-Paying attention.	1'
	-Asking some leading questions related to the topic.	-Answering the leading questions.	1'
	-Stating the objectives of the lesson.	-Paying attention.	1'
While reading activities (Observing)	-Distributing two reading recount texts to the class.	-Observing the reading texts.	1'
	-Asking the students to read two recount texts given.	-Reading two recount texts.	4'
(Questioning)	-Guiding the students to ask about definition of a recount text, the functions of a recount text, the generic structure of a recount text, and the language features of a recount text.	-Asking about definition of a recount text, the functions of a recount text, the generic structure of a recount text, and the language features of a recount text.	5'
(Exploring)	-Asking to the students to analyze the functions, the generic structure, and the language features of a recount text that they have read.	-Analyzing the functions, the generic structure, and the language features of a recount text that they have read.	5'
	-Asking to the students to find out the difficult or unfamiliar words related to the two text in pair.	-Mentioning the difficult or unfamiliar words related to the two text in pair.	5'

(Associating)	-Distributing the students' worksheets to the students. -Asking the students to do the students' worksheet individually.	-Receiving the answer sheet. -Doing the students' worksheet individually.	1' 44'
(Communicating)	-Asking the student to discuss the students' worksheet with the class.	-Discussing the answer.	5'
Post-reading activities	-Guiding the students to draw a conclusion by giving oral questions related to the main points. -Parting to the students.	-Drawing conclusion. -Parting to the teacher.	4' 1'

H. Assessment

1. Assessment technique : Affective monitoring
2. Instrument type : Affective monitoring sheet and the rubric
3. Scoring rubric : Affective aspect

No.	Students' Names	Indicators					Categories	
		1	2	3	4	5	Active	Passive
1.								
2.								
3.								
4.								
5.								

Notes :

1. The students listen to the teacher attentively.
2. The students ask questions to the teacher in the teaching learning process of reading comprehension.
3. The students answer the teacher's questions by raising their hands in the teaching learning process of reading comprehension.
4. The students discuss about the text given with their partner.
5. The students do the exercises based on the text given individually.

Active : if the students performs three (as compulsory indicators) or more indicators

Passive : if the students performs less than three indicators of compulsory indicators.

Jember, 2018

The researcher

Annisa Yuniartiningsih

120210401075

INSTRUCTIONAL MATERIAL

Leading Questions



1. What picture is it?
2. I will give the clue if none of you cannot answer the questions.
 - This city was once divided into two parts separated by a wall.
 - There had been a cold war there.
 - It is a metropolitan city in the heart of the European Continent which is the capital of the Federal Republic of Germany. What city is that?
3. Have you ever known about what happened in this city in the past?
4. What do you most remember about history of this city?

Recount Text : Recount text is a text telling the reader about one story, action or activity. Its goal is to inform the reader or retell event or experiences in the past.

Historical Recount Text : A historical recount is note an event that discusses about history such as history explanation, historical places, historical objects, and historical events.

Generic Structure of Recount Text

- Orientation : It gives the readers the background information needed to understand the text, such as who was involved, where it happened, and when it happened.
- Events : A series of events, ordered in a chronological sequence.
- Re-orientation : A personal comment about the event or what happened in the end.

Language Features of Recount Text

- Using the simple past tense, past continuous tense, past perfect tense, and past perfect continuous tense.
- Using temporal sequence, e.g. On Saturday. On Monday, On Sunday
- Focus on specific participant, e.g. I (the writer).
- Using the conjunctions, such as: then, before, after, etc.
- Using action verb, e.g. went, stayed, etc.

EXERCISE

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

Text for questions number 1 – 10

The Cold War Berlin Wall

The Berlin Wall was built by the communist government of East Berlin in 1961. The wall separated East Berlin and West Berlin. It was built in order to prevent people from fleeing East Berlin. In many ways it was the perfect symbol of the "Iron Curtain" that separated the democratic western countries and the communist countries of Eastern Europe throughout the Cold War.



Berlin wall 1990
Photo by Bob Tube

After World War II the country of Germany ended up dividing into two separate countries. East Germany became a communist country under the control of the Soviet Union. At the same time West Germany was a democratic country and allied with Britain, France, and the United States. The initial plan was that the country would eventually be reunited, but this didn't happen for a long time.

The City of Berlin

Berlin was the capital of Germany. Even though it was located in the eastern half of the country, the city was controlled by all four major powers: the Soviet Union, the United States, Britain, and France.

Defections

As people in East Germany began to realize that they did not want to live under the rule of the Soviet Union and communism, they started to leave the eastern part of the country and move to the west. These people were called defectors.

Over time more and more people left. The Soviet and East German leaders began to worry that they were losing too many people. Over the course of the years 1949 to 1959, over 2 million people left the country. In 1960 alone, around 230,000 people defected.

Although the East Germans tried to keep people from leaving, it was fairly easy for people to leave the city of Berlin because the inside of the city was controlled by all four major powers.

Finally, the Soviets and the East German leaders had had enough. On August 12th and 13th of 1961 they built a wall around Berlin to prevent people from leaving. At first the wall was just a barbed wire fence. Later it would be rebuilt with concrete blocks 12 feet high and four feet wide.

The Wall is Torn Down

In 1987 President Ronald Reagan gave a speech in Berlin where he asked the leader of the Soviet Union, Mikhail Gorbachev, to "Tear down this Wall!"



Reagan at the Berlin Wall
Source: White House Photographic Office

Around that time the Soviet Union was beginning to collapse. They were losing their hold on East Germany. A few years later on November 9, 1989 the announcement was made. The borders were open and people could freely move between Eastern and Western Germany. Much of the wall was torn down by people chipping away as they celebrated the end to a divided Germany. On October 3, 1990 Germany was officially reunified into a single country.

(taken from: https://www.washingtonpost.com/lifestyle/kidspost/tearing-down-of-the-berlin-wall_story.html?utm_term=.4ed9c1653232)

- "In many ways it was the *perfect* symbol ..." (line 3). The synonym of the italic word is
 - complete
 - correct
 - messy
 - wrong
- Which countries did ally with West Germany?
 - United States, Britain, and Russia
 - Britain, France, and Canada
 - France, United States, and Britain
 - United States, France, and China
- What is the main idea of the last paragraph?
 - Germany finally reunified into a single country on October 3, 1990.
 - President Ronald Reagan asked the leader of the Soviet Union to tear down the wall.
 - The Berlin Wall would be rebuilt with concrete blocks 12 feet high and four feet wide.
 - The people in East Germany started to leave the eastern part of the country and move to the west.
- Which statement is NOT TRUE based on the text?
 - East Germany became a communist country under the control of the Russia.
 - In 1961, the Berlin Wall was built by the communist government.
 - President Ronald Reagan asked the leader of the Soviet Union to tear down the wall.
 - At first the Berlin wall was just a barbed wire fence.
- "These people were called *defectors*." (line 14). What is the meaning of the italic word?
 - the people or thing that kills.
 - the people who attacks and robs ships at sea.
 - the people who has committed a crime.
 - the people who has abandoned their country or cause in favor of an opposing one.
- Why did the wall rebuild with concrete blocks 12 feet high and four feet wide?
 - because the wall started to break down.
 - because the berlin wall needed to be repaired to make it even stronger.
 - to prevent people from leaving.
 - to keep the defectors run away.

7. What is the main idea of the second paragraph?
 - a. The Berlin wall was built in order to prevent people from fleeing East Berlin.
 - b. The country of Germany ended up dividing into two separate countries after World War II.
 - c. On October 3, 1990 Germany was officially reunified into a single country.
 - d. People in East Germany began to realize that they did not want to live under the rule of the Soviet Union.
8. Which statement is TRUE based on the text?
 - a. The wall separated South Berlin and North Berlin.
 - b. West Germany allied with Britain, France, and the United States.
 - c. On August 3, 1990 Germany was officially reunified into a single country.
 - d. The Berlin wall was the perfect symbol of the "Steel Curtain".
9. "East Germany became a communist country *under* the control ..." (line 6). The antonym of the italic word is
 - a. in front of
 - b. behind
 - c. above
 - d. beside
10. Who asked the Berlin wall to be torn down?
 - a. The Soviet Union
 - b. Mikhail Gorbachev
 - c. The communist government
 - d. Ronald Reagan

Text for questions number 11 – 20

The Cold War

Berlin Airlift

The Berlin Airlift could be called the first battle of the Cold War. It was when western countries delivered much needed food and supplies to the city of Berlin through the air because all other routes were blocked by the Soviet Union.



A C-54 landing at Berlin Tempelhof Airport
Source: United States Air Force

The city of Berlin was an island in the middle of the Soviet controlled zone. The west sent supplies there via railroads and roads. However, the Soviets wanted total control of Berlin. They figured if they cut off Berlin from their external supplies and food, then it would fall under their control.

On June 24, 1948 the Soviets blocked all rail and road traffic to Berlin. They cut off the electricity coming from the Soviet part of the city. They halted all traffic going in and out of the city. The only way in was to fly.

Without going to war or giving up the city of Berlin, the only option the western countries had was to try and fly in all the supplies. This was a huge task. There were over two million people living in the city at the time. The army estimated that it would take over 1500 tons of food each day to keep them alive.

The Soviets did not believe that an airlift would work. They felt that the people of Berlin would eventually give up.

Over the next ten months the United States and Great Britain flew around 277,000 flights into Berlin. They carried over 2.3 million tons of supplies into the city. On May 12, 1949 the Soviet Union stopped the blockade and the airlift was over.

(taken from: <https://www.nytimes.com/topic/subject/berlin-airlift-194849>)

11. Which statement is NOT TRUE based on the text?
 - a. The western countries delivered much needed food and supplies to the city of Berlin through the air.
 - b. On July 26, 1948 the Soviets blocked all rail and road traffic to Berlin.
 - c. There were over two million people living in the city at Berlin.
 - d. The Soviet Union stopped the blockade and the airlift was over on May 12, 1949.
12. What is the first paragraph called?
 - a. Identification
 - b. Events
 - c. Orientation
 - d. Reorientation
13. “The Berlin Airlift could be called the first *battle* of the Cold War”. (line 1). The synonym of the italic word is
 - a. peace
 - b. unrest
 - c. conflict
 - d. fight
14. When did the Soviets block all rail and road traffic to Berlin?
 - a. On June 24, 1948
 - b. On June 24, 1949
 - c. On May 12, 1949
 - d. On May 12, 1948
15. What is the main idea of the first paragraph?
 - a. The city of Berlin was an island in the middle of the Soviet controlled zone.
 - b. The Soviet Union felt that the people of Berlin would eventually give up.
 - c. The Berlin Airlift could be called the first battle of the Cold War.
 - d. The United States and Great Britain flew around 277,000 flights into Berlin.
16. Which statement is TRUE based on the text?
 - a. The western countries delivered much needed food and supplies to the city of Berlin through the water.
 - b. The city of Berlin was an island in the edge of the United States controlled zone.
 - c. The army estimated that it would take over 1500 tons of food each day to keep the people in Berlin alive.
 - d. The United States and Great Britain carried less than 2.3 million tons of supplies into the Berlin.
17. “This was a *huge* task.” (line 12). The synonym of the italic word is
 - a. heavy
 - b. vast
 - c. small
 - d. easy
18. What is the main idea of the second paragraph?
 - a. The city of Berlin was an island in the middle of the Soviet controlled zone.
 - b. On June 24, 1948 the Soviets blocked all rail and road traffic to Berlin.
 - c. On May 12, 1949 the Soviet Union stopped the blockade and the airlift was over.
 - d. The Berlin Airlift could be called the first battle of the Cold War.
19. Why did western countries delivered food and supplies to the city of Berlin through the air?
 - a. Because it saved delivery costs.
 - b. Because the facility was easily accessible.
 - c. Because the enemy did not get caught.
 - d. Because all other routes were blocked by the Soviet Union.
20. What kind of text is the text above?
 - a. Procedure text
 - b. Recount text
 - c. Descriptive text
 - d. Report text

Answer Key

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

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

Appendix F**LESSON PLAN
(Meeting 2, cycle 1)**

School	: SMP Negeri 5 Bondowoso
Subject	: English
Level/ Semester	: VIII/ Even semester
Language Skill	: Reading Comprehension
Materials	: Recount text
Theme	: Major events on the middle ages
Time allocation	: 2 x 40 minutes

A. Basic Competence

- 3.11 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks recount lisan dan tulis dengan memberi dan meminta informasi terkait pengalaman pribadi di waktu lampau, pendek dan sederhana, sesuai dengan konteks penggunaannya.
- 4.11.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks recount lisan dan tulis, sangat pendek dan sederhana.

B. Indicators of Competence Achievement

1. Finding the meaning of a word based on recount text that the students have read.
2. Finding the meaning of a sentence based on recount text that the students have read.
3. Finding the meaning of a paragraph based on recount text that the students have read.
4. Finding the meaning of a text based on recount text that the students have read.

C. Learning Objectives

After joining the class, the students are able to :

1. Able to find the meaning of a word based on recount text that they have read.
2. Able to find the meaning of a sentence based on recount text that the students have read.
3. Able to find the meaning of a paragraph based on recount text that the students have read.
4. Able to find the meaning of a text based on recount text that the students have read.

D. Learning Materials

(Enclosed)

E. Learning Method

- Scientific Approach

- Question and Answer Method

F. Media and Source

Media : Picture, LKS, Students' worksheet, and whiteboard

Source:

- https://www.washingtonpost.com/lifestyle/kidspost/tearing-down-of-the-berlin-wall_story.html?utm_term=.4ed9c1653232
- <https://www.nytimes.com/topic/subject/berlin-airlift-194849>

G. Learning Activities

Steps	Teacher Activities	Student Activities	Time
Set Induction (Pre-reading activities)	-Greeting to the students.	-Answering the teacher's greeting.	1'
	-Checking the students' attendance list.	-Raising hand when the student's name called.	1'
	-Showing the picture related to the topic.	-Paying attention.	1'
	-Asking some leading questions related to the topic.	-Answering the leading questions.	1'
	-Stating the objectives of the lesson.	-Paying attention.	1'
While reading activities (Observing)	-Distributing two reading recount texts to the class.	-Observing the reading texts.	1'
	-Asking the students to read two recount texts given.	-Reading two recount texts.	4'
(Questioning)	-Guiding the students to ask about definition of a recount text, the functions of a recount text, the generic structure of a recount text, and the language features of a recount text.	- Asking about definition of a recount text, the functions of a recount text, the generic structure of a recount text, and the language features of a recount text.	5'
(Exploring)	- Asking to the students to analyze the functions, the generic structure, and the language features of a recount text that they have read.	-Analyzing the functions, the generic structure, and the language features of a recount text that they have read.	5'
	- Asking to the students to find out the difficult or unfamiliar words related to the two text in pair.	-Mentioning the difficult or unfamiliar words related to the two text in pair.	5'

(Associating)	-Distributing the students' worksheets to the students. -Asking the students to do the students' worksheet individually.	-Receiving the answer sheet. -Doing the students' worksheet individually.	1' 44'
(Communicating)	-Asking the student to discuss the students' worksheet with the class.	-Discussing the answer.	5'
Post-reading activities	-Guiding the students to draw a conclusion by giving oral questions related to the main points. -Parting to the students.	-Drawing conclusion. -Parting to the teacher.	4' 1'

H. Assessment

1. Assessment technique : Affective monitoring
2. Instrument type : Affective monitoring sheet and the rubric
3. Scoring rubric : Affective aspect

No.	Students' Names	Indicators					Categories	
		1	2	3	4	5	Active	Passive
1.								
2.								
3.								
4.								
5.								

Notes :

1. The students listen to the teacher attentively.
2. The students ask questions to the teacher in the teaching learning process of reading comprehension.
3. The students answer the teacher's questions by raising their hands in the teaching learning process of reading comprehension.
4. The students discuss about the text given with their partner.
5. The students do the exercises based on the text given individually.

Active : if the students performs three (as compulsory indicators) or more indicators

Passive : if the students performs less than three indicators of compulsory indicators.

Jember, 2018

The researcher

Annisa Yuniartiningsih

120210401075

INSTRUCTIONAL MATERIAL

Leading Questions



1. What pictures are they?
2. I will give the clue if none of you cannot answer the questions.

Here is the interesting facts about picture 1:

- It was Ferdinand and Isabella who authorized the expedition of Christopher Columbus in 1492.
- King Ferdinand and Queen Isabella were called the "Catholic Monarchs".
- It happened during the middle ages in Spain.

Here is the interesting facts about picture 2:

- Magna Carta is Latin for Great Charter. The document itself was originally written in Latin.
- The Magna Carta was influenced by the Charter of Liberties signed by King Henry I in 1100.
- It happened during the middle ages in England.

3. Have you ever known about what happened on the picture 1 and picture 2 in the past?

Recount Text

Recount text is a text telling the reader about one story, action or activity. Its goal is to inform the reader or retell event or experiences in the past.

Historical Recount Text

A historical recount is note an event that discusses about history such as history explanation, historical places, historical objects, and historical events.

Generic Structure of Recount Text

- Orientation : It gives the readers the background information needed to understand the text, such as who was involved, where it happened, and when it happened.
- Events : A series of events, ordered in a chronological sequence.
- Re-orientation : A personal comment about the event or what happened in the end.

Language Features of Recount Text

- Using the simple past tense, past continuous tense, past perfect tense, and past perfect continuous tense.
- Using temporal sequence, e.g. On Saturday. On Monday, On Sunday
- Focus on specific participant, e.g. I (the writer).
- Using the conjunctions, such as: then, before, after, etc.
- Using action verb, e.g. went, stayed, etc.

EXERCISE

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

Text for questions number 1 – 10

Middle Ages Reconquista and Islam in Spain

History >> Middle Ages for Kids

What was the Reconquista?

The Reconquista is the name given to a long series of wars and battles between the Christian Kingdoms and the Muslim Moors for control of the Iberian Peninsula. It lasted for a good portion of the Middle Ages from 718 to 1492.

The Moors were Muslims who lived in the northern African countries of Morocco and Algeria. They called the land of the Iberian Peninsula "Al-Andalus".

The Moors Invade Europe

In 711 the Moors crossed the Mediterranean Sea from North Africa and invaded the Iberian Peninsula. Over the next seven years they advanced into Europe and controlled the majority of the peninsula.



The Reconquista began in 718 when King Pelayo of the Visigoths defeated the Muslim army in Alcala at the Battle of Covadonga. This was the first significant victory of the Christians over the Moors.

Many Battles

Over the next several hundred years the Christians and the Moors would do battle. Charlemagne would halt the Moors' advance at the borders of France, but taking back the peninsula would take over 700 years. There were many battles won and lost on both sides. Both sides also experienced internal struggles for power and civil war.

After years of fighting, the nation of Spain was united when King Ferdinand of Aragon and Queen Isabella I of Castile were married in 1469. The land of Granada was still ruled by the Moors, however Ferdinand and Isabella then turned their united forces on Grenada, taking it back in 1492 and ending the Reconquista.



The Moors surrendering to Ferdinand and Isabella
by Francisco Pradilla Ortiz

(taken from: http://www.bbc.co.uk/religion/religions/islam/spain_1.shtml)

1. "The Reconquista is the name given to a *long* series of wars ..." (line 1). The antonym of the italic word is
 - a. short
 - b. near
 - c. easy
 - d. little
2. When did the Moors cross the Mediterranean Sea from North Africa and invaded the Iberian Peninsula?
 - a. 718
 - b. 1492
 - c. 711
 - d. 700
3. What is the main idea of the last paragraph?
 - a. King Ferdinand and Queen Isabella turned their united forces on Grenada and managed to end the Reconquista.
 - b. Over the next several hundred years the Christians and the Moors would do battle.
 - c. The Reconquista began in 718 when King Pelayo of the Visigoths defeated the Muslim army in Alcama at the Battle of Covadonga.
 - d. The Reconquista is the name given to a long series of wars and battles between the Christian Kingdoms and the Muslim Moors.
4. Which statement is NOT TRUE based on the text?
 - a. The Reconquista lasted for a good portion of the Middle Ages from 718 to 1492.
 - b. The Moors were Muslims who lived in the southern African countries.
 - c. King Pelayo of the Visigoths defeated the Muslim army in Alcama.
 - d. There were many battles won and lost on the Christians and the Moors.
5. "...controlled the *majority* of the peninsula." (line 8). The antonym of the italic word is
 - a. minority
 - b. million
 - c. superiority
 - d. moiety
6. Where did King Pelayo of the Visigoths defeat the Muslim army?
 - a. In the northern African countries
 - b. In the Iberian Peninsula
 - c. In the North Africa
 - d. In Alcama at the Battle of Covadonga
7. We can find out what Reconquista is on the paragraph
 - a. 2
 - b. 3
 - c. 1
 - d. 4
8. Which statement is TRUE based on the text?
 - a. The Reconquista lasted for a good portion of the Early Ages.
 - b. The Moors called the land of the Iberian Peninsula "Al-Andalus".
 - c. The Reconquista began in 711.
 - d. King Ferdinand and Queen Isabella I were divorced in 1469.
9. "It lasted for a *good* portion....." (line 3). The synonym of the italic word is ...
 - a. bad
 - b. nice
 - c. smooth
 - d. rude
10. Who succeeded in ending the reconquista?
 - a. The Christian Kingdoms and the Muslim Moors
 - b. King Pelayo and the Muslim army
 - c. King Ferdinand and Queen Isabella I
 - d. King Pelayo and King Ferdinand

Text for question number 11 – 20

Middle Ages

King John and the Magna Carta

[History](#) >> [Middle Ages for Kids](#)

In 1215, King John of England was forced to sign the Magna Carta stating that the king was not above the law of the land and protecting the rights of the people. Today, the Magna Carta is considered one of the most important documents in the history of democracy.

Background

John became king in 1199 when his brother, Richard the Lionheart, died without any children. John had a bad temper and could be very cruel. He was not liked by the English Barons.

The Barons Rebel

By 1215, the barons of northern England had had enough of John's high taxes. They decided to rebel. Led by Baron Robert Fitzwalter, they marched on London calling themselves the "army of God". After taking London, John agreed to negotiate with them.

Signing the Magna Carta

King John met the barons on June 15, 1215 at Runnymede, a neutral site just west of London. Here the barons demanded that King John sign a document called the Magna Carta guaranteeing them certain rights. By signing the document, King John agreed to do his duty as King of England, upholding the law and running a fair government. In return, the barons agreed to stand down and surrender London.

Although King John did not follow the agreement, the ideas put forth in the Magna Carta became lasting principles of liberty to the English. Three of the clauses are still in force as English law including the freedom of the English Church, the "ancient liberties" of the City of London, and the right to due process.

The ideas of the Magna Carta also influenced the constitutions and development of other countries. The American colonists used the rights guaranteed in the document as a reason to rebel and form their own country. Many of these rights are written into the [United States Constitution](#) and the [Bill of Rights](#).



Magna Carta
by Unknown

(taken from: <https://www.bbc.com/bitesize/guides/zqgqtfr/revision/1>)

11. Which statement is NOT TRUE based on the text?
 - a. King John of England was forced to sign the Magna Carta in 1215.
 - b. King John had a good temper and could be very kind.
 - c. The barons of northern England decided to rebel in 1215.
 - d. The barons demanded that King John sign a document called the Magna Carta on June 15, 1215 at Runnymede.
12. What is the last paragraph called?
 - a. Orientation
 - b. Events
 - c. Reorientation
 - d. Identification
13. "..... a neutral site just *west* of London." (line 13). The antonym of the italic word is ...
 - a. south
 - b. north
 - c. center
 - d. east

14. Who led the rebellion in northern England?
- a. Baron Robert Fitzwalter
 - b. Richard the Lionheart
 - c. King John of England
 - d. The English Barons
15. What is the main idea of the fourth paragraph?
- a. Today, the Magna Carta is considered one of the most important documents in the history of democracy.
 - b. Many of the Magna Carta rights are written into the United States Constitution and the Bill of Rights.
 - c. King John agreed to sign the document. In return, the barons agreed to stand down and surrender London.
 - d. Three of the clauses in the Magna Carta are still in force as English law.
16. Which statement is TRUE based on the text?
- a. The ideas of the Magna Carta could not influence the constitutions and development of other countries.
 - b. The ideas put forth in the Magna Carta became not lasting principles of liberty to the English.
 - c. The barons demanded that King John sign a document called the Magna Carta on June 15, 1215 at Runnymede.
 - d. John had a bad temper and could be very cruel.
17. "John had a *bad* temper and could be very cruel". (line 6). The antonym of the italic word is
- a. lovely
 - b. good
 - c. rich
 - d. friendly
18. When did King John meet the barons?
- a. on June 15, 1215 at Runnymede
 - b. on June 15, 1199 at Runnymede
 - c. on July 15, 1215 at Runnymede
 - d. on July 15, 1199 at Runnymede
19. We could know that the ideas of the Magna Carta influenced the constitutions and development of other countries in paragraph
- a. 3
 - b. 4
 - c. 5
 - d. 6
20. What kind of text is the text about?
- a. Narrative text
 - b. Recount text
 - c. Procedure text
 - d. Descriptive text

Answer Key

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

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

Appendix G

Reading Comprehension Test Cycle 1

School	: SMP Negeri 5 Bondowoso
Subject	: English
Level/ Semester	: VIII/ Even semester
Language Skill	: Reading Comprehension
Materials	: Historical Recount Text
Theme	: Major events on the cold war
Time allocation	: 2 x 40 minutes

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

Text 1 for questions number 1 – 10

The Cold War Cuban Missile Crisis

The Cuban Missile Crisis occurred in 1962 when the Soviet Union began to install nuclear missiles in Cuba. The United States refused to allow this and, after thirteen tense days and many secret negotiations, the Soviet Union agreed to remove the missiles.



President Kennedy during crisis
Source: Harvard Film Archive

Leading up to the Crisis

Prior to the crisis the United States had attempted to overthrow Fidel Castro and the current government of Cuba with the Bay of Pigs invasion. The invasion failed, but it served as a warning to Fidel Castro. Also, the United States had installed several nuclear missile sites in Turkey and Italy with the range to strike Moscow, the capital of the Soviet Union.

As a result, the Soviet Union felt they needed missile sites that could strike at the United States. At the same time the Cuban government wanted protection from the United States. They decided to work together and have the Soviet Union put nuclear missiles in Cuba that could strike most any portion of the USA.

Although the Soviet Union was publicly saying they would never back down, they were secretly negotiating with the United States. Eventually the two sides reached an agreement. The Soviet Union would remove the missiles from Cuba as long as the United States agreed to never invade Cuba again. In secret, the US also had to agree to remove their nuclear missiles from Turkey and Italy. The crisis was over.

Results of the Crisis

The crisis was President Kennedy's greatest moment. After the Bay of Pigs failure and the Berlin Wall, his leadership had come into question. The world could feel confident in the leader of the United States again.

(taken from:

http://news.bbc.co.uk/onthisday/hi/dates/stories/october/28/newsid_2621000/2621915.stm)

1. "...agreed to *remove* the missiles." (line 4). The synonym of the italic word is ...
 - a. release
 - b. build
 - c. construct
 - d. put up
2. What did the United States do to overthrow Fidel Castro?
 - a. install nuclear missiles in Cuba
 - b. remove the missiles in Cuba
 - c. install nuclear missile in Turkey
 - d. the Bay of Pigs invasion
3. What is the main idea of the last paragraph?
 - a. The Soviet Union were secretly negotiating with the United States.
 - b. The crisis was President Kennedy's greatest moment.
 - c. Prior to the crisis the United States had attempted to overthrow Fidel Castro.
 - d. The Cuban Missile Crisis occurred in 1962.
4. Which statement is NOT TRUE based on the text?
 - a. After 13 tense days, the Soviet Union agreed to remove the missiles in Cuba.
 - b. The invasion succeed and it served as a warning to Fidel Castro.
 - c. The United States had installed nuclear missile sites in Turkey and Italy.
 - d. The Soviet Union felt they needed missile sites that could strike at the US.
5. "...*after* thirteen tense days and many secret negotiations..." (line 3). The antonym of the italic word is
 - a. then
 - b. later
 - c. before
 - d. also
6. What made the Cuban Missile Crisis occur?
 - a. The United States refused to allow to install nuclear missiles in Cuba.
 - b. The US to overthrow Fidel Castro with the Bay of Pigs invasion.
 - c. The Soviet Union began to install nuclear missiles in Cuba.
 - d. The US had installed several nuclear missile sites in Turkey and Italy.
7. We could know about the results of the crisis in paragraph
 - a. 1
 - b. 2
 - c. 3
 - d. 4
8. Which statement is TRUE based on the text?
 - a. The world could not feel confident in the leader of the United States again.
 - b. The crisis was President Kennedy's smallest moment.
 - c. The Cuban government wanted protection from the Soviet Union.
 - d. The Cuban Missile Crisis occurred in 1962.
9. "The Soviet Union would remove the missiles from Cuba as *long* as the United States" (line 17) . The antonym of the italic word is
 - a. short
 - b. easy
 - c. little
 - d. big
10. How long did the Soviet Union agree to remove the missiles in Cuba?
 - a. 13 days
 - b. two weeks
 - c. 15 days
 - d. 16 days

Text 2 for questions number 11 – 20

The Black Death Plague

[History](#) >> [Middle Ages](#)

The Black Death is the name for a terrible disease that spread throughout Europe from 1347 to 1350. There was no cure for the disease and it was highly contagious.



The Triumph of Death by Pieter Bruegel the Elder

How bad was it?

It's hard to imagine how scary life was in the Middle Ages during the Black Death. By the time the disease ran its course, it had killed at least one third of the people in Europe and probably more. In Paris, France it's estimated that around 800 people died a day. There were so many dead that they couldn't bury them. They had to carry them to massive pits.

Unfortunately, the people in the Middle Ages didn't know that the disease was carried by rats. This made larger cities and towns, which were very dirty during the Middle Ages, especially dangerous as there were lots of rats there. Sometimes entire towns or villages were wiped out by the plague.

As you might expect, there was panic. Many people were sure it was the end of the world. People locked their doors and tried to hide in their houses. However, this did little good in cities where rats, and therefore fleas, were everywhere. They also burned down houses and even entire villages to try and stop the disease.

The Bubonic Plague

Today we call this disease the bubonic plague. Very few people get the disease today and most of those that do recover fine. When people got the disease in the Middle Ages, they almost always died. People would get really sick, including black and blue blotches all over their body.

Rebuilding After the Black Death

Much of the infrastructure of Europe was gone when the Black Death finally subsided. It's estimated that it took around 150 years for Europe to rebuild.

(taken from: https://www.washingtonpost.com/news/speaking-of-science/wp/2018/01/16/the-black-death-plague/utm_term=.763fd957a7c6)

11. Which statement is NOT TRUE based on the text?
 - a. The Black Death is the name for a terrible disease.
 - b. In Paris, France it is estimated that around 800 people died a day.
 - c. The people in the Middle Ages known that the disease was carried by cats.
 - d. When people got the disease in the Middle Ages, they almost always died.
12. We could know about much of the infrastructure of Europe was gone when the Black Death finally subsided on the paragraph
 - a. 5
 - b. 6
 - c. 1
 - b. 2
13. "It's hard to imagine how *scary* life ..." (line 4). The synonym of the italic word is
 - a. horrible
 - b. disgust
 - c. amaze
 - d. disappoint

14. What did people do to overcome the disease?
- People locked their doors and tried to hide in their houses and also burned down houses and even entire villages.
 - People locked their windows and tried to move to a safe place.
 - People leaved their houses and also burned down houses and even entire villages.
 - People stayed in their houses waiting for help to come to their aid.
15. What is the main idea of the third paragraph?
- The Black Death is the name for a terrible disease.
 - By the time the disease ran its course, it had killed at least one third of the people in Europe.
 - The people in the Middle Ages didn't know that the disease was carried by rats.
 - Many people were sure it was the end of the world.
16. Which statement is TRUE based on the text?
- People would get really sick including black and red blotches all over their body.
 - It's estimated that it took around 200 years for Europe to rebuild.
 - The Black Death is the name for a terrible disease that spread throughout Europe from 1347 to 1350.
 - In Paris, France it's estimated that around 1000 people died a day.
17. "... which were very *dirty*..." (line 10). The antonym of the italic word is
- clean
 - filthy
 - fragrant
 - smell
18. Why did people get the disease in the Middle Ages, they almost always died?
- Because there was no cure for the disease and it was highly contagious.
 - Because there was no doctor and hospital and it was highly contagious.
 - Because there was no immunization and it was highly contagious.
 - Because there was no reinforcements that can cure them.
19. We could know that the disease was carried by rats from the paragraph
- 1
 - 2
 - 3
 - 4
20. What kind is the text about?
- Narrative text
 - Descriptive text
 - Procedure text
 - Recount text

Answer Key

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

No.	Indicators	Numbers	Total Items	Score Each Item	Total Score
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3.	Paragraph Comprehension	3, 7, 12, 15, 19	5	5	25
4.	Text Comprehension	4, 8, 11, 16, 20	5	5	25

Appendix H**LESSON PLAN
(Meeting 1, cycle 2)**

School	: SMP Negeri 5 Bondowoso
Subject	: English
Level/ Semester	: VIII/ Even semester
Language Skill	: Reading Comprehension
Materials	: Recount text
Theme	: Major events on world war 1
Time allocation	: 2 x 40 minutes

A. Basic Competence

- 3.11 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks recount lisan dan tulis dengan memberi dan meminta informasi terkait pengalaman pribadi di waktu lampau, pendek dan sederhana, sesuai dengan konteks penggunaannya.
- 4.11.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks recount lisan dan tulis, sangat pendek dan sederhana.

B. Indicators of Competence Achievement

1. Finding the meaning of a word based on recount text that the students have read.
2. Finding the meaning of a sentence based on recount text that the students have read.
3. Finding the meaning of a paragraph based on recount text that the students have read.
4. Finding the meaning of a text based on recount text that the students have read.

C. Learning Objectives

After joining the class, the students are able to :

1. Able to find the meaning of a word based on recount text that they have read.
2. Able to find the meaning of a sentence based on recount text that the students have read.
3. Able to find the meaning of a paragraph based on recount text that the students have read.
4. Able to find the meaning of a text based on recount text that the students have read.

D. Learning Materials

(Enclosed)

E. Learning Method

- Scientific Approach

- Question and Answer Method

F. Media and Source

Media : Picture, LKS, Students' worksheet, and whiteboard

Source:

- https://www.washingtonpost.com/lifestyle/kidspost/tearing-down-of-the-berlin-wall_story.html?utm_term=.4ed9c1653232
- <https://www.nytimes.com/topic/subject/berlin-airlift-194849>

G. Learning Activities

Steps	Teacher Activities	Student Activities	Time
Set Induction (Pre-reading activities)	-Greeting to the students.	-Answering the teacher's greeting.	1'
	-Checking the students' attendance list.	-Raising hand when the student's name called.	1'
	-Showing the picture related to the topic.	-Paying attention.	1'
	-Asking some leading questions related to the topic.	-Answering the leading questions.	1'
	-Stating the objectives of the lesson.	-Paying attention.	1'
While reading activities (Observing)	-Distributing two reading recount texts to the class.	-Observing the reading texts.	1'
	-Asking the students to read two recount texts given.	-Reading two recount texts.	4'
(Questioning)	-Guiding the students to ask about definition of a recount text, the functions of a recount text, the generic structure of a recount text, and the language features of a recount text.	- Asking about definition of a recount text, the functions of a recount text, the generic structure of a recount text, and the language features of a recount text.	5'
(Exploring)	- Asking to the students to analyze the functions, the generic structure, and the language features of a recount text that they have read.	-Analyzing the functions, the generic structure, and the language features of a recount text that they have read.	5'
	- Asking to the students to find out the difficult or unfamiliar words related to the two text in pair.	-Mentioning the difficult or unfamiliar words related to the two text in pair.	5'

(Associating)	-Distributing the students' worksheets to the students. -Asking the students to do the students' worksheet individually.	-Receiving the answer sheet. -Doing the students' worksheet individually.	1' 44'
(Communicating)	-Asking the student to discuss the students' worksheet with the class.	-Discussing the answer.	5'
Post-reading activities	-Guiding the students to draw a conclusion by giving oral questions related to the main points. -Parting to the students.	-Drawing conclusion. -Parting to the teacher.	4' 1'

H. Assessment

1. Assessment technique : Affective monitoring
2. Instrument type : Affective monitoring sheet and the rubric
3. Scoring rubric : Affective aspect

No.	Students' Names	Indicators					Categories	
		1	2	3	4	5	Active	Passive
1.								
2.								
3.								
4.								
5.								

Notes :

1. The students listen to the teacher attentively.
2. The students ask questions to the teacher in the teaching learning process of reading comprehension.
3. The students answer the teacher's questions by raising their hands in the teaching learning process of reading comprehension.
4. The students discuss about the text given with their partner.
5. The students do the exercises based on the text given individually.

Active : if the students performs three (as compulsory indicators) or more indicators

Passive : if the students performs less than three indicators of compulsory indicators.

Jember, 2018

The researcher

Annisa Yuniartiningsih

120210401075

INSTRUCTIONAL MATERIAL

Leading Questions



1. What pictures are they?
2. I will give the clue what war they are if none of you cannot answer the questions.
Here is the facts about picture 1:
 - The war was one of the first major wars of World War I.
 - It took place from August 23 up to 30 in 1914.
 - The land where the war was fought is today part of Poland. The city of Allenstein is called Olsztyn. What war is that?

Here is the facts about picture 2:

 - The war took place near the Somme River in France and lasted from July 1 to November 18 in 1916.
 - With over 1,000,000 total casualties on each side, the war was one of the bloodiest battles in human history.
 - The attack ended in November mostly due to heavy snow in the region. What war is that?
3. Have you ever known about what happened on the picture 1 and picture 2 in the past?

Recount Text

Recount text is a text telling the reader about one story, action or activity. Its goal is to inform the reader or retell event or experiences in the past.

Historical Recount Text

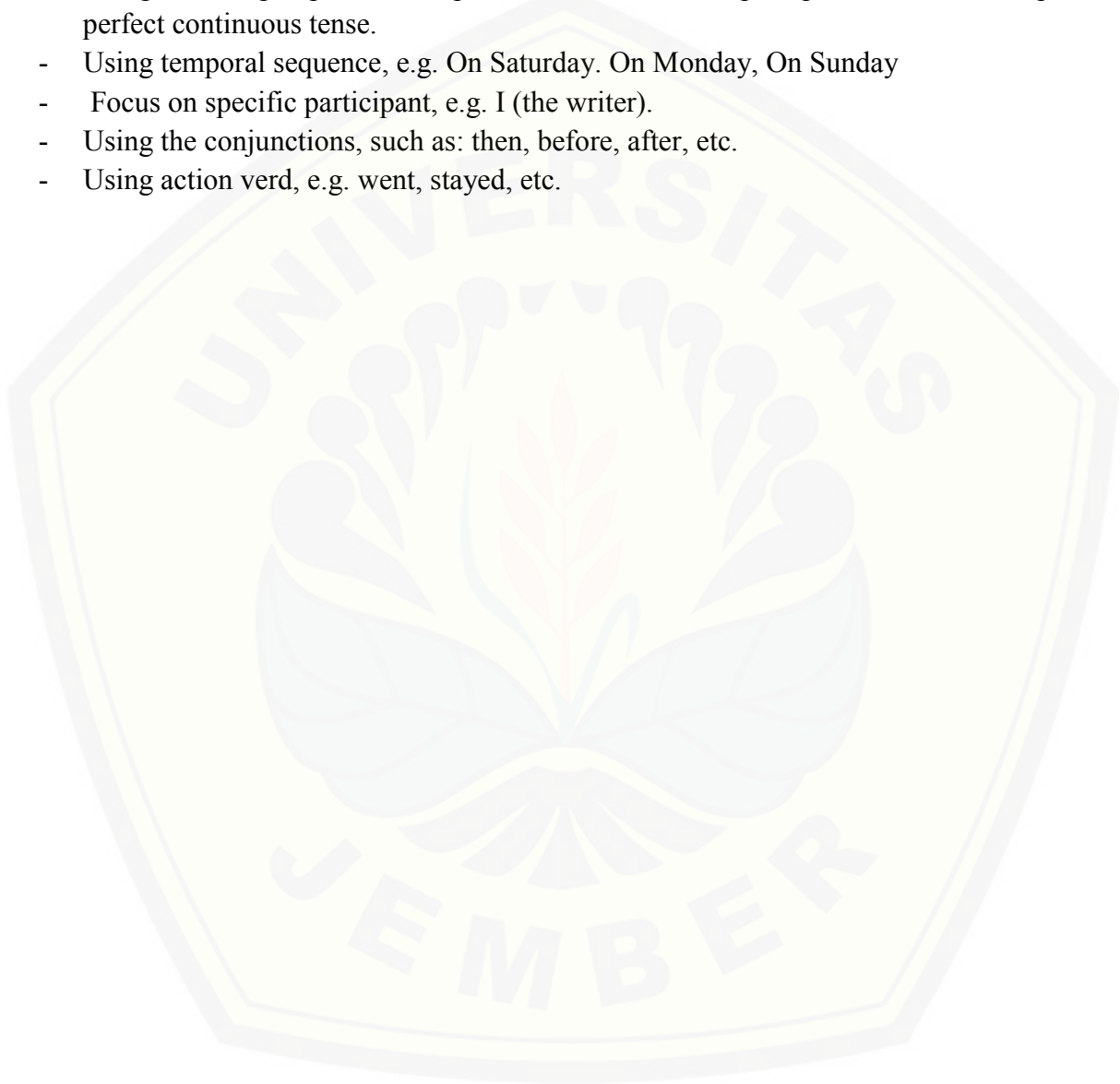
A historical recount is note an event that discusses about history such as history explanation, historical places, historical objects, and historical events.

Generic Structure of Recount Text

- Orientation : It gives the readers the background information needed to understand the text, such as who was involved, where it happened, and when it happened.
- Events : A series of events, ordered in a chronological sequence.
- Re-orientation : A personal comment about the event or what happened in the end.

Language Features of Recount Text

- Using the simple past tense, past continuous tense, past perfect tense, and past perfect continuous tense.
- Using temporal sequence, e.g. On Saturday. On Monday, On Sunday
- Focus on specific participant, e.g. I (the writer).
- Using the conjunctions, such as: then, before, after, etc.
- Using action verb, e.g. went, stayed, etc.



EXERCISE

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

Text for questions number 1 – 10

World War I

Battle of Tannenberg

The Battle of Tannenberg was one of the first major battles of World War I. It took place from August 23 - 30 in 1914. It was a resounding victory for the German army and proved that they could defeat larger armies through superior tactics and training.

The Battle of Tannenberg was fought between the German Eighth Army and the Russian Second Army. There were around 166,000 German soldiers and 206,000 Russian soldiers.

Before the battle, the Russian Army was invading eastern Germany with some success. The Second Army was attacking to the south-east while the First Army attacked to the north. The plan was to encircle and destroy the German Eighth Army. However, the First Army, under the command of General Rennenkampf, decided to pause for a few days. This left the Second Army exposed.

The Battle

The Germans decided to take all their soldiers and attack the Russian Second Army. This left them very exposed to an attack from the north, but they decided to take the risk. They used trains to transport troops very quickly around the region. The Germans concentrated all their forces in one area and attacked the Russian Second Army on the left flank. The Germans soundly defeated the Russians and soon the Russian Second Army was in retreat.

After defeating the Second Army, the Germans turned to the Russian First Army and were able to drive them from German lands. Although the Russian Army was not completely defeated, they never entered German lands again in World War I.

(taken from: http://www.bbc.co.uk/history/worldwars/wwone/battle_tannenberg.shtml)

1. "The Battle of Tannenberg was one of the first *major* battles of World War I" (line 1). The antonym of the italic word is
 - a. minor
 - b. main
 - c. primary
 - d. principal
2. Who did fight in the battle of Tannenberg?
 - a. the German Eighth Army and the British Second Army
 - b. the Russian Second Army and the Austria Eighth Army
 - c. the German Eighth Army and the Russian Second Army
 - d. the French Eighth Army and the Hungarian Second Army
3. What is the main idea of the last paragraph?
 - a. The Russian Army never entered German lands again in World War I.
 - b. The Battle of Tannenberg took place from August 23 - 30 in 1914.
 - c. There were around 166,000 German soldiers and 206,000 Russian soldiers.
 - d. The Germans decided to take all their soldiers and attack the Russian Army.
4. Which statement is NOT TRUE based on the text?
 - a. The Battle of Tannenberg was a failure for the German army.
 - b. The Russian Army was invading eastern Germany with some success before the battle.
 - c. Under the command of General Rennenkampf decided to pause a battle for a few days.
 - e. The Germans soundly defeated the Russians and soon the Russian Second Army was in retreat.

5. "It was a resounding *victory* for the German ..." (line 2). The antonym of the italic word is
- a. win b. success c. triumph d. failure
6. How many of German soldiers and Russian soldiers in the battle of Tannenberg
- a. around 206,000 German soldiers and 166,000 Russian soldiers.
 b. around 155,000 German soldiers and 205,000 Russian soldiers.
 c. around 166,000 German soldiers and 206,000 Russian soldiers.
 d. around 177,000 German soldiers and 207,000 Russian soldiers.
7. We can find out that General Rennenkampf decided to pause a battle for a few days on the paragraph
- a. 2 b. 3 c. 4 d. 5
8. Which statement is TRUE based on the text?
- a. The Germans concentrated all their forces in one area and attacked the Russian Second Army on the right flank.
 b. The Germans turned to the Russian First Army and were able to drive them from German lands.
 c. The Battle of Tannenberg was one of the first major battles of World War II.
 d. The Battle of Tannenberg was fought between the British Army and the German Army.
9. "... through *superior* tactics and training" (line 3). The synonym of the italic word is ..
- a. usual b. inferior c. excellent d. poor
10. How long did battle of Tannenberg occur?
- a. 11 days b. 10 days c. 9 days d. 8 days

Text for questions number 11 – 20

Battle of the Somme

The Battle of the Somme was one of the largest battles that occurred during World War I. It took place near the Somme River in France and lasted from July 1 to November 18 in 1916.

Who fought at the Battle of the Somme?

The battle was fought between the Allies (British and French) on one side and the German Empire on the other. Many of the British soldiers saw their first fighting at the Battle of the Somme. They were part of a volunteer army called Kitchener's Army because they were recruited by Lord Kitchener. Groups within the army were called Pals battalions because the volunteers were guaranteed to be placed in battalions with their friends and neighbors.



The British were led by Commander-in-Chief Sir Douglas Haig. Other Allied leaders included French General Ferdinand Foch and British General Henry Rawlinson. The German commanders included General Rupprecht (the Crown Prince of Bavaria), General Max von Gallwitz, and General Fritz von Below.

Leading up to the Battle

For nearly two years since the First Battle of the Marne, the two sides had been engaged in trench warfare along the western front. The front had hardly moved. The British and French were planning a major offensive attack at the Somme in hopes of breaking the stalemate and pushing the Germans out of France.

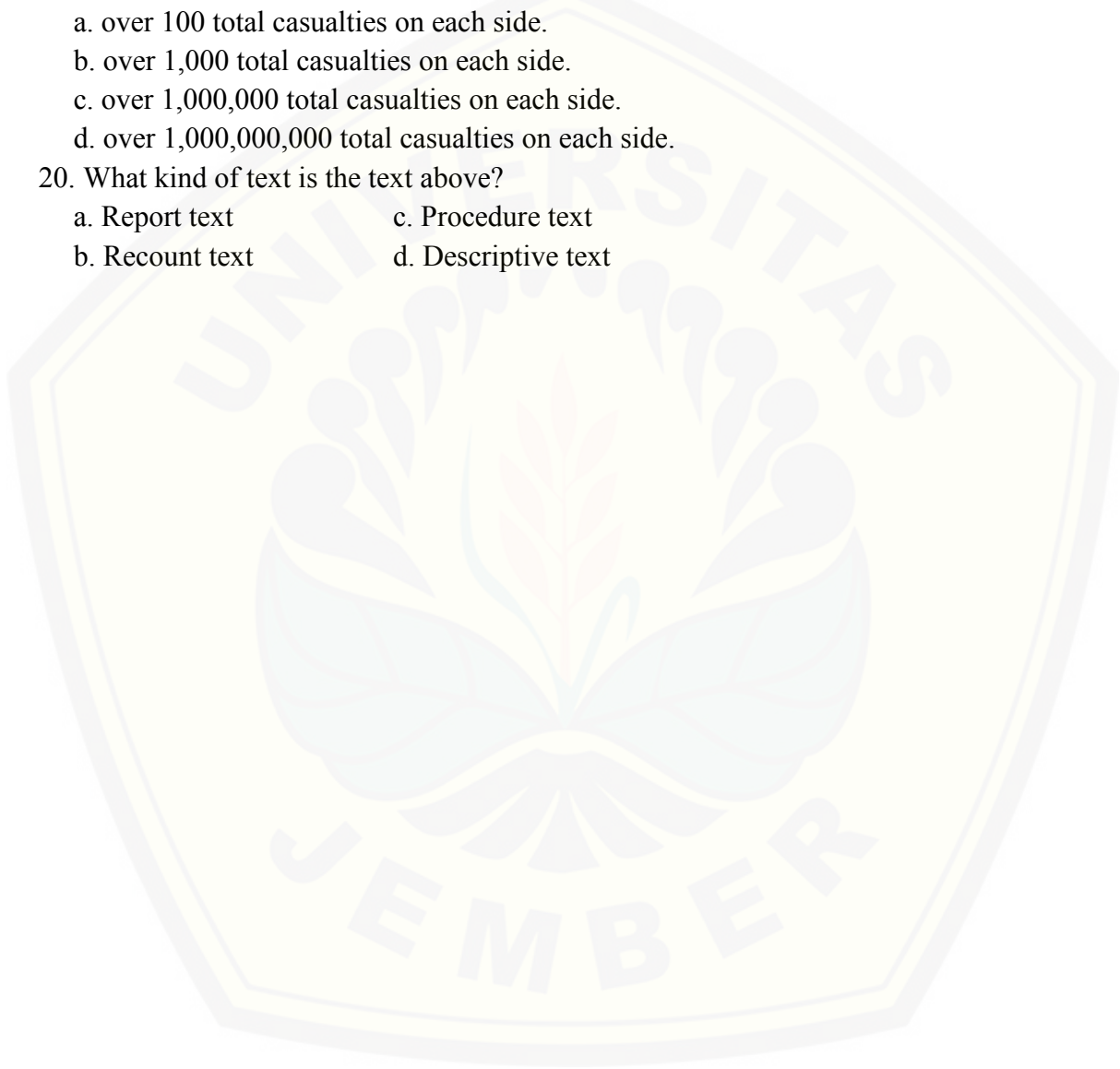
Before the actual attack, the Allies began by bombarding the German lines. They believed that this bombardment would destroy the front lines of the German trenches allowing the soldiers to walk in and take over. They bombarded the Germans constantly for eight straight days with 3,000 guns. They fired over 1,600,000 shells.

With over 1,000,000 total casualties on each side, the Battle of the Somme was one of the bloodiest battles in human history.

(taken from: <https://www.bbc.com/timelines/ztngxsg>)

11. Which statement is NOT TRUE based on the text?
 - a. The battle of the Somme took place near the Somme River in France.
 - b. The battle of the Somme was fought between the Serbia and French on one side and the German Empire on the other.
 - c. The British were led by Commander-in-Chief Sir Douglas Haig.
 - d. The Allies bombarded the Germans constantly for 8 straight days with 3,000 guns.
12. What is the main idea of paragraph 4?
 - a. The Allies fired the Germans over 1,600,000 shells.
 - b. The Battle of the Somme was one of the bloodiest battles in human history.
 - c. The British and French were planning a major offensive attack at the Somme in hopes of breaking the stalemate and pushing the Germans out of France.
 - d. The battle of the Somme was one of the largest battles that occurred during World War I.
13. “The battle of the Somme was one of the *largest* battles that occurred during...” (line 1). The synonym of the italic word is
 - a. smallest
 - b. little
 - c. youngest
 - d. biggest
14. Why did the British soldiers called Kitchener's Army?
 - a. because they were recruited by Lord Kitchener.
 - b. because they were recruited by Ferdinand Foch Kitchener.
 - c. because they were recruited by Henry Rawlinson Kitchener.
 - d. because they were recruited by Rupprecht Kitchener.
15. We can find out when and where did battle of the Somme occur on the paragraph
 - a. 3
 - b. 4
 - c. 1
 - d. 2
16. Which statement is TRUE based on the text?
 - a. The British soldiers called Kitchener's Army because they were recruited by Max von Gallwitz Kitchener.
 - b. The British were led by Commander-in-Chief Sir Fritz von Below.

- c. The Allies began by bombarding the German lines before the actual attack.
d. The Battle of the Somme was one of the largest battles in human history.
17. “The *battle* was fought between ... (line 4). The antonym of the italic word is ...
a. war b. peace c. combat d. fight
18. We can know that the Battle of the Somme was one of the bloodiest battles in human history on the paragraph
a. 6 b. 5 c. 4 d. 3
19. How many casualties did in battle of the Somme?
a. over 100 total casualties on each side.
b. over 1,000 total casualties on each side.
c. over 1,000,000 total casualties on each side.
d. over 1,000,000,000 total casualties on each side.
20. What kind of text is the text above?
a. Report text c. Procedure text
b. Recount text d. Descriptive text



Answer Key

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

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

Appendix I**LESSON PLAN
(Meeting 2, cycle 2)**

School	: SMP Negeri 5 Bondowoso
Subject	: English
Level/ Semester	: VIII/ Even semester
Language Skill	: Reading Comprehension
Materials	: Recount text
Theme	: Major events on world war 2
Time allocation	: 2 x 40 minutes

A. Basic Competence

- 3.11 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks recount lisan dan tulis dengan memberi dan meminta informasi terkait pengalaman pribadi di waktu lampau, pendek dan sederhana, sesuai dengan konteks penggunaannya.
- 4.11.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks recount lisan dan tulis, sangat pendek dan sederhana.

B. Indicators of Competence Achievement

1. Finding the meaning of a word based on recount text that the students have read.
2. Finding the meaning of a sentence based on recount text that the students have read.
3. Finding the meaning of a paragraph based on recount text that the students have read.
4. Finding the meaning of a text based on recount text that the students have read.

C. Learning Objectives

After joining the class, the students are able to :

1. Able to find the meaning of a word based on recount text that they have read.
2. Able to find the meaning of a sentence based on recount text that the students have read.
3. Able to find the meaning of a paragraph based on recount text that the students have read.
4. Able to find the meaning of a text based on recount text that the students have read.

D. Learning Materials

(Enclosed)

E. Learning Method

- Scientific Approach

- Question and Answer Method

F. Media and Source

Media : Picture, LKS, Students' worksheet, and whiteboard

Source:

- https://www.washingtonpost.com/lifestyle/kidspost/tearing-down-of-the-berlin-wall_story.html?utm_term=.4ed9c1653232
- <https://www.nytimes.com/topic/subject/berlin-airlift-194849>

G. Learning Activities

Steps	Teacher Activities	Student Activities	Time
Set Induction (Pre-reading activities)	-Greeting to the students.	-Answering the teacher's greeting.	1'
	-Checking the students' attendance list.	-Raising hand when the student's name called.	1'
	-Showing the picture related to the topic.	-Paying attention.	1'
	-Asking some leading questions related to the topic.	-Answering the leading questions.	1'
	-Stating the objectives of the lesson.	-Paying attention.	1'
While reading activities (Observing)	-Distributing two reading recount texts to the class.	-Observing the reading texts.	1'
	-Asking the students to read two recount texts given.	-Reading two recount texts.	4'
(Questioning)	-Guiding the students to ask about definition of a recount text, the functions of a recount text, the generic structure of a recount text, and the language features of a recount text.	- Asking about definition of a recount text, the functions of a recount text, the generic structure of a recount text, and the language features of a recount text.	5'
(Exploring)	- Asking to the students to analyze the functions, the generic structure, and the language features of a recount text that they have read.	-Analyzing the functions, the generic structure, and the language features of a recount text that they have read.	5'
	- Asking to the students to find out the difficult or unfamiliar words related to the two text in pair.	-Mentioning the difficult or unfamiliar words related to the two text in pair.	5'

(Associating)	-Distributing the students' worksheets to the students. -Asking the students to do the students' worksheet individually.	-Receiving the answer sheet. -Doing the students' worksheet individually.	1' 44'
(Communicating)	-Asking the student to discuss the students' worksheet with the class.	-Discussing the answer.	5'
Post-reading activities	-Guiding the students to draw a conclusion by giving oral questions related to the main points. -Parting to the students.	-Drawing conclusion. -Parting to the teacher.	4' 1'

H. Assessment

1. Assessment technique : Affective monitoring
2. Instrument type : Affective monitoring sheet and the rubric
3. Scoring rubric : Affective aspect

No.	Students' Names	Indicators					Categories	
		1	2	3	4	5	Active	Passive
1.								
2.								
3.								
4.								
5.								

Notes :

1. The students listen to the teacher attentively.
2. The students ask questions to the teacher in the teaching learning process of reading comprehension.
3. The students answer the teacher's questions by raising their hands in the teaching learning process of reading comprehension.
4. The students discuss about the text given with their partner.
5. The students do the exercises based on the text given individually.

Active : if the students performs three (as compulsory indicators) or more indicators

Passive : if the students performs less than three indicators of compulsory indicators.

Jember, 2018

The researcher

Annisa Yuniartiningsih

120210401075

INSTRUCTIONAL MATERIAL

Leading Questions



1. What pictures are they?
2. I will give the clue what war they are if none of you cannot answer the questions.
Here is the facts about picture 1:
 - The war was when Germany bombed Great Britain in order to try and destroy their air force and prepare for invasion.
 - On September 15, 1940 Germany launched a large bombing attack on the city of London.
 - Hitler finally stopped bombing London because he needed his bombers to invade Russia. What war is that?

Here is the facts about picture 2:

 - The war was the last major battle in Europe during World War II.
 - The war began on April 16, 1945 and lasted until May 2, 1945.
 - The war left over a million Germans without homes, clean water, or food. What war is that?
3. Have you ever known about what happened on the picture 1 and picture 2 in the past?

Recount Text

Recount text is a text telling the reader about one story, action or activity. Its goal is to inform the reader or retell event or experiences in the past.

Historical Recount Text

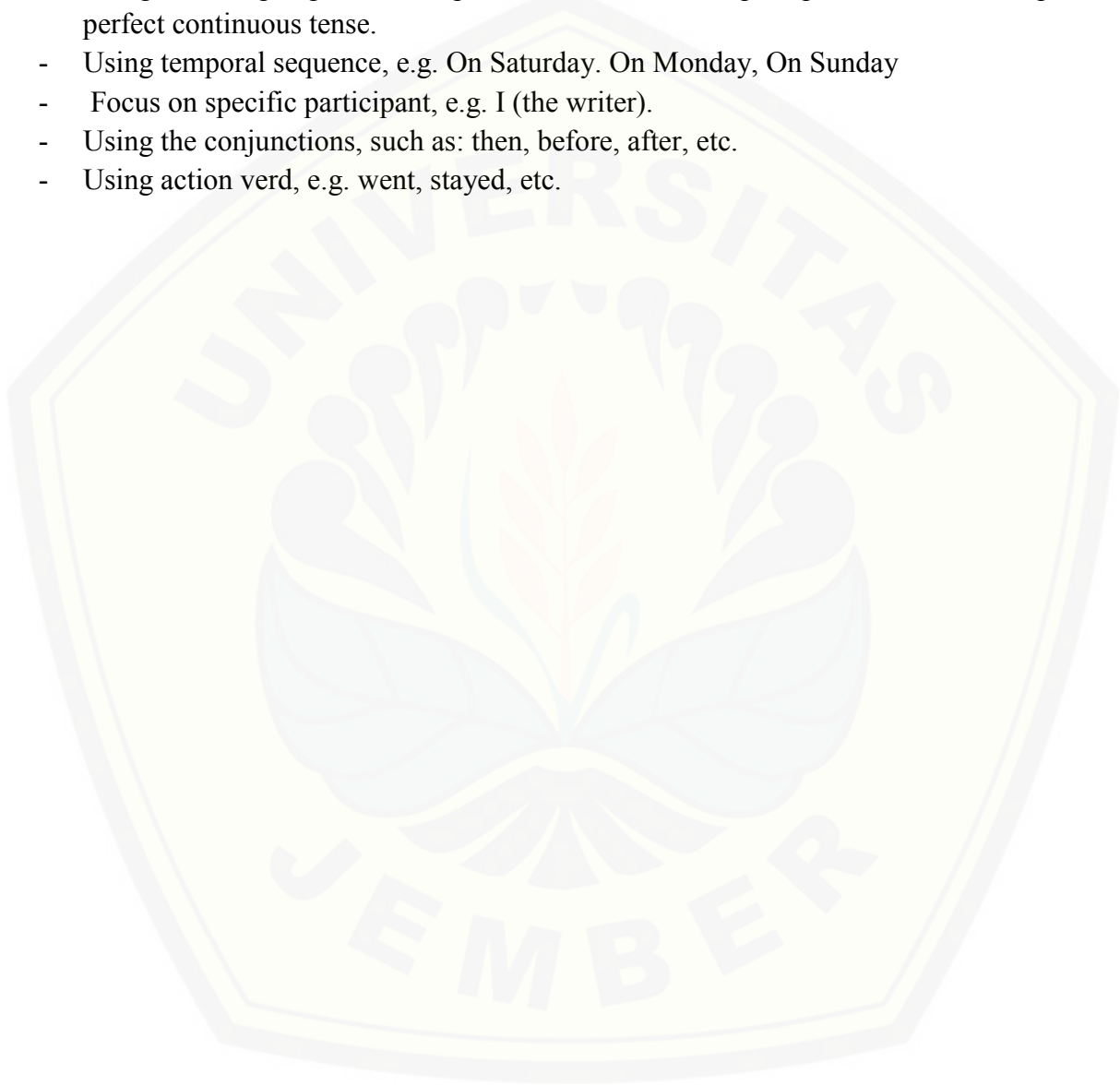
A historical recount is note an event that discusses about history such as history explanation, historical places, historical objects, and historical events.

Generic Structure of Recount Text

- Orientation : It gives the readers the background information needed to understand the text, such as who was involved, where it happened, and when it happened.
- Events : A series of events, ordered in a chronological sequence.
- Re-orientation : A personal comment about the event or what happened in the end.

Language Features of Recount Text

- Using the simple past tense, past continuous tense, past perfect tense, and past perfect continuous tense.
- Using temporal sequence, e.g. On Saturday. On Monday, On Sunday
- Focus on specific participant, e.g. I (the writer).
- Using the conjunctions, such as: then, before, after, etc.
- Using action verb, e.g. went, stayed, etc.



EXERCISE

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

Text for questions number 1 – 10

World War II

The Battle of Britain

What was it?

The Battle of Britain was an important battle in World War II. After Germany and Hitler had conquered most of Europe, including France, the only major country left to fight them was Great Britain. Germany wanted to invade Great Britain, but first they needed to destroy Great Britain's Royal Air Force. The Battle of Britain was when Germany bombed Great Britain in order to try and destroy their air force and prepare for invasion.

Germany needed to prepare for the invasion of Britain, so they first attacked towns and army defenses on the southern coast. However, they soon found that Britain's Royal Air Force was a formidable opponent. The Germans decided to focus their efforts on defeating the Royal Air Force. This meant they bombed airport runways and British radar.

On September 15, 1940 Germany launched a large bombing attack on the city of London. They felt that they were closing in on victory. The British Royal Air force took to the sky and scattered the German bombers. They shot down a number of German planes. It was clear from this battle that Britain was not defeated and that Germany was not being successful. Although Germany would continue bombing London and other targets in Great Britain for a long time, the raids began to slow as they realized they could not defeat the Royal Air Force.

Who won the Battle of Britain?

Although the Germans had more planes and pilots, the British were able to fight them off and win the battle. This was because they had the advantage of fighting over their own territory, they were defending their homeland, and they had radar. Radar allowed the British to know when and where German planes were coming to attack. This gave them time to get their own planes in the air to help defend.

(taken from: <http://www.bbc.co.uk/archive/battleofbritain/11435.shtml>)

1. " The *battle* of Britain was an important battle in World War II" (line 1). The antonym of the italic word is ...
 - a. peace
 - b. war
 - c. combat
 - d. fight
2. Which country can fight Germany?
 - a. France
 - b. Soviet Union
 - c. Great Britain
 - d. Cuba
3. We could know that Germany bombed airport runways and British radar on the paragraph ...
 - a. 2
 - b. 1
 - c. 4
 - d. 3
4. Which statement is NOT TRUE based on the text?
 - a. The British Royal Air force took to the sky and scattered the German bombers.
 - b. Radar did not allow the British to know when and where German planes were coming to attack.
 - c. Germany wanted to invade Great Britain.
 - d. Germany first attacked towns and army defenses on the southern coast.

5. "... the only *major* country left..." (line 2). The antonym of the italic word is
- minor
 - main
 - primary
 - principal
6. What did Germany do to defeat the Royal Air Force?
- They bombed main port and British radar.
 - They bombed station and British radar.
 - They bombed downtown and British radar.
 - They bombed airport runways and British radar.
7. What is the main idea of third paragraph?
- The battle of Britain was an important battle in World War II.
 - Germany first attacked towns and army defenses on the southern coast.
 - Germany launched a large bombing attack on the city of London on September 15, 1940.
 - . Radar allowed the British to know when and where German planes were coming to attack.
8. Which statement is TRUE based on the text?
- The battle of Britain was an important battle in World War I.
 - The only major country left to fight Germany was Great Britain.
 - Germany wanted to invade France.
 - The British were not able to fight the Germans off and lose the battle.
9. "...needed to *destroy* Great Britain's Royal Air Force" (line 4). The antonym of the italic word is
- crush
 - build
 - ruin
 - shatter
10. Who did win the battle of Britain?
- France
 - Germany
 - Great Britain
 - Soviet Union

Text for questions number 11 – 20

World War II Battle of Berlin

The Battle of Berlin was the last major battle in Europe during World War II. It resulted in the surrender of the German army and an end to Adolf Hitler's rule.

When did the Battle of Berlin take place?

The battle began on April 16, 1945 and lasted until May 2, 1945.

Who fought in the Battle of Berlin?

The battle was primarily fought between the German Army and the Soviet Army. The Soviet army vastly outnumbered the Germans. The Soviets had over 2,500,000 soldiers, 7,500 aircraft, and 6,250 tanks. The Germans had around 1,000,000 soldiers, 2,200 aircraft, and 1,500 tanks.

By April 20th the Soviets began bombing Berlin. They worked their way around the city and had it completely surrounded in a few days. At this point, Hitler began to realize that he was going to lose the battle. He desperately tried to move a German army from western Germany to Berlin in order to save the city.

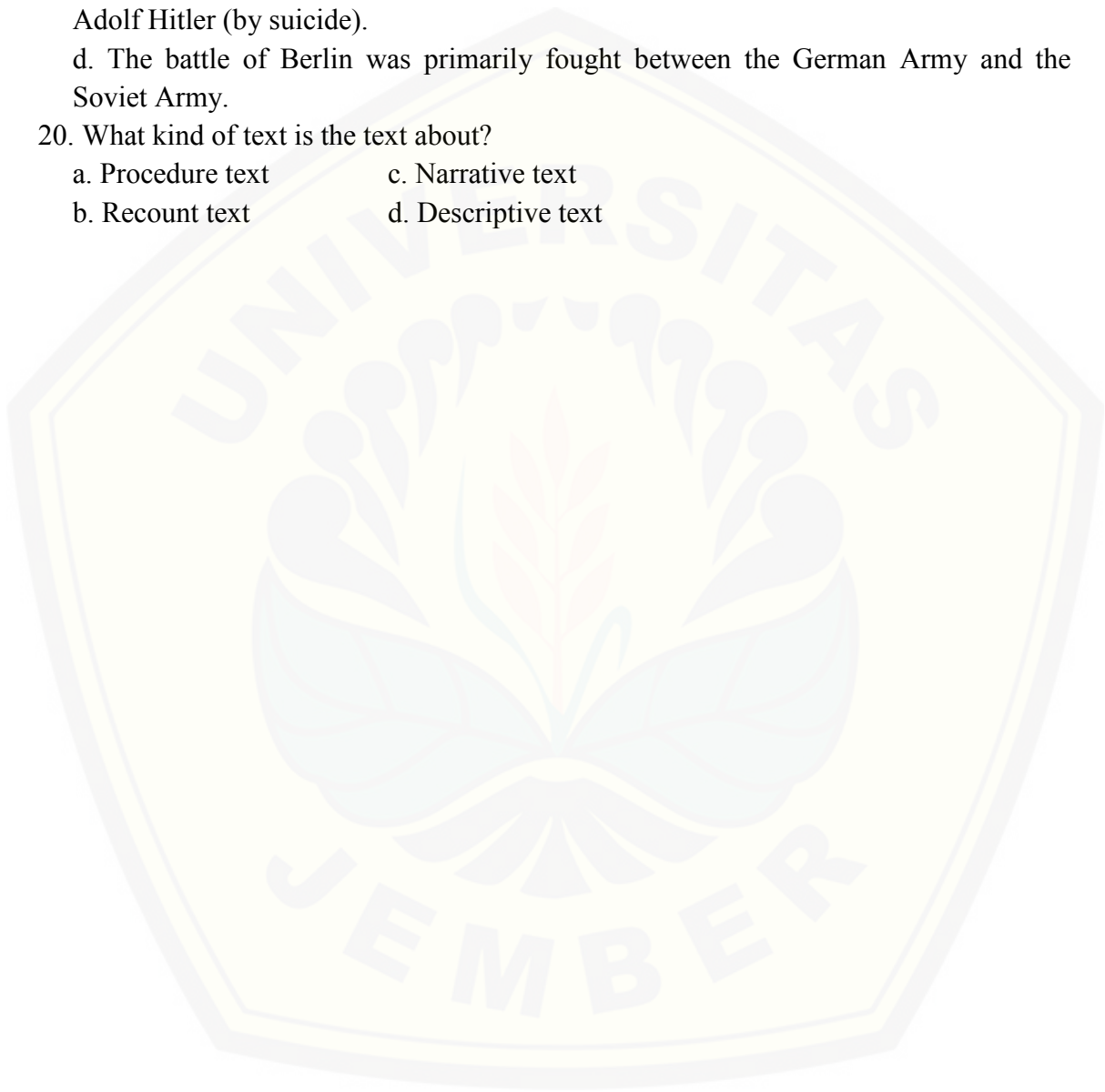
Once the Soviets entered the city, the fighting became fierce. With the city in ruins and the streets full of rubble, tanks were of little use and much of the fighting was hand-to-hand and building-to-building. By April 30, the Soviets were approaching the center of the city and the Germans were running out of ammunition. At this point, Hitler admitted defeat and committed suicide along with his new wife, Eva Braun.

The Battle of Berlin resulted in the surrender of the German army and the death of Adolf Hitler (by suicide). It was a resounding victory for the Soviet Union and the Allies. The battle took its toll on both sides, however. Around 81,000 Soviet Union soldiers were killed and another 280,000 were wounded. Around 92,000 German soldiers were killed with another 220,000 wounded. The city of Berlin was reduced to rubble and around 22,000 German civilians were killed.

(taken from: http://www.bbc.co.uk/history/worldwars/wwtwo/berlin_01.shtml)

11. Which statement is NOT TRUE based on the text?
 - a. The battle of Berlin was the last major battle in Europe during World War II.
 - b. The battle of Berlin was primarily fought between the Soviet Army and the British Army.
 - c. The Soviets began bombing Berlin by April 20th.
 - d. The Battle of Berlin resulted in the surrender of the German army and the death of Adolf Hitler.
12. We can find out when did the battle of Berlin begin on the paragraph
 - a. 3
 - b. 4
 - c. 1
 - d. 2
13. "...resulted in the *surrender* of the German army..." (line 2). The synonym of the italic word is
 - a. attack
 - b. strike
 - c. bombard
 - d. give up
14. Who did the supreme commander of the Soviet army?
 - a. Georgy Zhukov
 - b. Adolf Hitler
 - c. Vasily Chuikov
 - d. Gotthard Heinrici
15. We could know that Hitler admitted defeat and committed suicide along with his new wife, Eva Braun on the paragraph
 - a. 1
 - b. 2
 - c. 3
 - d. 4
16. Which statement is TRUE based on the text?
 - a. The Battle of Berlin was a resounding victory for the Germany.
 - b. The battle of Berlin lasted for 10 days.
 - c. Vasily Chuikov and Ivan Konev are the Soviet Army.
 - d. The Soviets were approaching the center of the city and the Germans were running out of ammunition by May 2, 1945.
17. "The *supreme* commander of the Soviet army was Georgy Zhukov." (line 5). The antonym of the italic word is
 - a. top
 - b. minimum
 - c. prime
 - d. premier
18. How many of German civilians were killed in the Battle of Berlin?
 - a. around 22,000
 - b. around 81,000
 - c. around 220,000
 - d. around 280,000

19. What is the main idea of the second paragraph?
- a. The battle of Berlin was the last major battle in [Europe](#) during World War II.
 - b. By April 20th the Soviets began bombing Berlin.
 - c. The Battle of Berlin resulted in the surrender of the German army and the death of Adolf Hitler (by suicide).
 - d. The battle of Berlin was primarily fought between the German Army and the Soviet Army.
20. What kind of text is the text about?
- a. Procedure text
 - b. Recount text
 - c. Narrative text
 - d. Descriptive text



Answer Key

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

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

Appendix J

Reading Comprehension Test Cycle 2

School	: SMP Negeri 5 Bondowoso
Subject	: English
Level/ Semester	: VIII/ Even semester
Language Skill	: Reading Comprehension
Materials	: Recount text
Theme	: Major events on world war 1
Time allocation	: 2 x 40 minutes

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

Text 1 for questions number 1 – 10

World War I

Sinking of the Lusitania

The sinking of the Lusitania was an important event in World War I. The death of so many innocent civilians at the hands of the Germans galvanized American support for entering the war, which eventually turned the tide in favor of the Allies.

What was the Lusitania?

The Lusitania was a British luxury cruise ship. At one point in 1907, it held the title as the largest ship in the world. It mostly traveled across the Atlantic Ocean between Britain and the United States carrying passengers and cargo. The ship was 787 feet long and could carry 3,048 passengers and crew.



The dining room in the Lusitania
Photo by Unknown

World War I had begun in 1914. On the western front, the British and the French were fighting against the advancing Germans. New supplies for the war effort were transported using shipping lanes around Britain. At first, the Germans tried to gain control of the shipping lanes using their navy, but the British managed to keep the German navy in check.

The situation in the waters around Britain changed as the Germans began to use submarines to attack ships. They called their submarines "Unterseeboots" or "undersea boats". This name was shortened to U-boats. On February 4, 1915, the Germans declared the seas around Britain a war zone and said they would attack any Allied ship that entered the region.

On May 7, 1915 the Lusitania was approaching the coast of Ireland. The voyage was almost over, but it had reached its most dangerous point. It was soon spotted by the German u-boat U-20. The u-boat moved in to attack and fired a torpedo. A lookout on the Lusitania spotted the wake of the torpedo, but it was too late. The torpedo made a direct hit on the side of the ship and a huge explosion was felt throughout the ship.

The Lusitania immediately began to sink. The captain of the Lusitania, Captain William Turner, ordered that the ship head for the Irish coast, but it was no use. Within a few minutes the captain gave the order to abandon ship. Many people had difficulty in getting off the ship because it was tilted so far to the side and sinking so fast. Within twenty minutes of being struck, the Lusitania had sunk. Of the 1,959 people on board, only 761 survived and 1,198 were killed.

Results

The killing of so many innocent people by the German u-boat caused outrage in many countries of the world. Support for the Allies against Germany grew in many countries including the United States, who later joined the Allies in the war against Germany.

(taken from: <https://www.bbc.com/news/uk-england-merseyside-32020234>)

1. "The sinking of the Lusitania was an *important* event in World War I." (line1). The antonym of the italic word is
 - a. meaningless
 - b. necessary
 - c. substantial
 - d. valuable
2. When did world war 1 begin?
 - a. 1911
 - b. 1912
 - c. 1913
 - d. 1914
3. What is the main idea of the third paragraph?
 - a. The sinking of the Lusitania was an important event in World War I.
 - b. The Lusitania was approaching the coast of Ireland on May 7, 1915.
 - c. The Lusitania immediately began to sink.
 - d. The killing of so many innocent people by the German u-boat caused outrage in many countries of the world.
4. Which statement is NOT TRUE based on the text?
 - a. Support for the Allies against Germany grew in many countries including the United States.
 - b. The sinking of the Lusitania was an important event in World War II.
 - c. The Germans called their submarines "Unterseeboots" or "undersea boats".
 - d. The Germans declared the seas around Britain a war zone on February 4, 1915.
5. "...of so many *innocent* civilians at the hands of the Germans..." (line 2). The synonym of the italic word is ...
 - a. fault
 - b. guilty
 - c. blameless
 - d. sinful
6. When did the Germans declare the seas around Britain a war zone?
 - a. On January 19, 1914
 - b. On May 7, 1915
 - c. On February 4, 1915
 - d. On February 7, 1915
7. We could know that within twenty minutes of being struck, the Lusitania had sunk on the paragraph
 - a. 1
 - b. 2
 - c. 3
 - d. 4
8. Which statement is TRUE based on the text?
 - a. The captain of the Lusitania ordered that the ship head for the American coast.
 - b. The United States joined the central block in the war against Germany.
 - c. The sinking of the Lusitania was an important event in World War II.
 - d. The Germans called their submarines "Unterseeboots" and this name was shortened to U-boats.
9. "...for entering the *war*..." (line 3). The antonym of the italic word is ...
 - a. peace
 - b. battle
 - c. combat
 - d. fight
10. Who did the captain of the Lusitania?
 - a. Captain William Turner
 - b. Captain William Smith
 - c. Captain Charles Turner
 - d. Captain Charles Smith

Text 2 for questions number 11 – 20

Battle of Iwo Jima

The Battle of Iwo Jima took place during World War II between the United States and Japan. It was the first major battle of World War II to take place on Japanese homeland. The island of Iwo Jima was a strategic location because the US needed a place for fighter planes and bombers to land and take off when attacking Japan.

The Battle of Iwo Jima took place near the end of World War II. US Marines first landed on the island on February 19, 1945. The generals who planned the attack had thought that it would take around a week to take the island. They were wrong. The Japanese had many surprises for the US soldiers and it took over a month (36 days) of furious fighting for the US to finally capture the island.

The Battle

On the first day of the battle 30,000 US marines landed on the shores of Iwo Jima. The first soldiers that landed weren't attacked by the Japanese. They thought that the bombings from US planes and battleships may have killed the Japanese. They were wrong.

The Japanese had dug all sorts of tunnels and hiding places all over the island. They were waiting quietly for more marines to get on shore. Once a number of marines were on shore they attacked. Many US soldiers were killed.

After 36 days of brutal fighting, the US had finally secured the island of Iwo Jima. They placed a flag on top of Mount Suribachi. When they raised the flag a picture was taken by photographer Joe Rosenthal. This picture became famous in the United States. Later a statue was made of the picture. It became the US Marine Corps Memorial located just outside Washington, DC.

(taken from:

http://news.bbc.co.uk/onthisday/hi/dates/stories/february/23/newsid_3564000/3564547.stm)

11. Which statement is NOT TRUE based on the text?
 - a. The Battle of Iwo Jima took place during World War II between the United States and Japan.
 - b. The Battle of Iwo Jima was the first major battle of World War II to take place on Japanese homeland.
 - c. The Battle of Iwo Jima took place near the begin of World War II.
 - d. US Marines first landed on the Iwo Jima island on February 19, 1945.
12. We could know that the first soldiers from the United States that landed weren't attacked by the Japanese on the paragraph
 - a. 2
 - b. 3
 - c. 4
 - d. 5
13. "The *battle* of Iwo Jima took place during World War II..." (line 1). The antonym of the italic word is ...
 - a. peace
 - b. war
 - c. combat
 - d. fight
14. How long did the US soldiers to finally capture the Iwo Jima island?
 - a. 36 days
 - b. a week
 - c. a month
 - d. a year
15. We could know about how to the Japanese attacked the US marines on the paragraph...
 - a. 2
 - b. 3
 - c. 4
 - d. 5
16. Which statement is TRUE based on the text?
 - a. The US had finally secured the island of Iwo Jima after a month of fighting.
 - b. The US placed a flag on top of Mount Fujiyama.
 - c. The island of Iwo Jima was a strategic location because the US needed a place for fighter planes when attacking Japan.
 - d. US Marines first landed on the Iwo Jima island on February 14, 1945.
17. "It was the first *major* battle of World War II ..." (line 2). The antonym of the italic word is
 - a. minor
 - b. main
 - c. primary
 - d. principal
18. How many did US marines landed on the shores of Iwo Jima on the first day of the battle?
 - a. 30,000
 - b. 3,000
 - c. 300
 - d. 30

Appendix K

Table 4.2 Reading Comprehension Test Score of Class 8C in Cycle 1

No.	The Students' Names (Initial)	Score	Achievement	
			Achieved	Not Achieved
1.	AKF	70	√	
2.	ASH	75	√	
3.	AD	75	√	
4.	BP	85	√	
5.	CMI	65		√
6.	DF	75	√	
7.	EBP	65		√
8.	IW	60		√
9.	MFM	75	√	
10.	MNH	60		√
11.	MR	75	√	
12.	ME	80	√	
13.	MF	70	√	
14.	MIM	75	√	
15.	MKAY	60		√
16.	PDAH	75	√	
17.	SA	70	√	
18.	SNNI	55		√
19.	SN	75	√	
20.	S	75	√	
Total		1415	14	6
Mean Score		$\frac{1415}{20} = 70,75$	70%	30%
$M = \frac{\sum x}{n}$				

Table 4.4 Reading Comprehension Test Score of Class 8C in Cycle 2

No.	The Students' Names (Initial)	Score	Achievement	
			Achieved	Not Achieved
1.	AKF	75	√	
2.	ASH	70	√	
3.	AD	80	√	
4.	BP	90	√	
5.	CMI	65		√
6.	DF	80	√	
7.	EBP	75	√	
8.	IW	65		√
9.	MFM	75	√	
10.	MNH	80	√	
11.	MR	80	√	
12.	ME	70	√	
13.	MF	75	√	
14.	MIM	70	√	
15.	MKAY	65		√
16.	PDAH	80	√	
17.	SA	75	√	
18.	SNNI	60		√
19.	SN	75	√	
20.	S	75	√	
Total		1480	16	4
Mean Score $M = \frac{\sum x}{n}$		$\frac{1480}{20} = 74$	80%	20%

Appendix L

The Letter of Research Permission from the Dean of the Faculty of Teacher Training and Education

KEMENTERIAN RISET, TEKNOLOGI, DAN PENDIDIKAN TINGGI
UNIVERSITAS JEMBER
Jalan Kalimantan 37 Kalimas Tiga/boto/KotakPos 159 Jember 68121
Telpun (0331) 330224, 334267, 337423, 333147 * Faksimile (0331)-339029
Laman : www.unj.ac.id

18 JAN 2019

Nomor : 0461 / UN25.1.5 / LT / 2018
Lampiran : -
Perihal : Permohonan Izin Penelitian

Yth. Kepala SMP Negeri 5 BONDOWOSO
di BONDOWOSO

Diberitahakan dengan hormat, bahwa mahasiswa FKIP Universitas Jember di bawah ini,
Nama : Annisa Yuniartrinisah
NIM : 130216401074
Jurusan : Pendidikan Bahasa dan Seni
Program Studi : Pendidikan Bahasa Inggris

Berkontribusi dengan penyeksian studinya, mahasiswa tersebut bermaksud melaksanakan
Penelitian di Sekolah yang Bapak/Ibu pimpin dengan judul: Implementing Authentic Reading
Materials to Enhance Junior High School Students' Reading Comprehension Achievement.



Sehubungan dengan hal tersebut, mohon Bapak/Ibu berkenan memberikan izin dan
sekaliigus memberikan bantuan informasi yang diperlukan.

Dankian atas perhatian dan kerjasama yang baik kami sampaikan terimakasih.

Prof. Dr. Suratno, M.Si
NIP. 19670625 199203 1 001

Appendix M

The Statement Letter of Accomplishing the Research from the Principal of SMPN 5 Bondowoso

 **PEMERINTAH KABUPATEN BONDOWOSO**
DINAS PENDIDIKAN DAN KEBUDAYAAN
SMP NEGERI 5 BONDOWOSO
Jl. A. Yani 136 Kertang Bondowoso Telp (0332) 427850
Email: smpn5bondowoso@yahoo.com
Kecamatan BONDOWOSO Kode Pos : 68219


SURAT KETERANGAN PENELITIAN
Nomor : 422.1/27430.9.9.25.018/2019

Yang bertanda tangan di bawah ini :

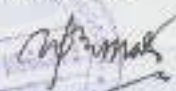
Nama : NOERDEL KOEMALA, S.Pd, MM.Pd
NIP : 19630901 198601 2 005
Pangkat / Gol Ruang : Pembina Tingkat I, IV/b
Jabatan : Kepala Sekolah

MENERANGKAN BAHWA

Nama : ANNISA YUNIARTININGSIH
NIM : 120210401075
Universitas : Negeri Jember
Jurusan / Prodi : FKIP S-1 Bahasa Inggris
Judul Penelitian : Implementing Authentic Reading Materials to Enhance Junior High School Students' Reading Comprehension Achievement

Telah melaksanakan penelitian di SMP Negeri 5 Bondowoso pada tanggal 11 Februari 2019 sampai dengan 23 Februari 2019 di kelas 8C.

Demikian surat keterangan ini dibuat sebagai bukti nama mahasiswa tersebut diatas telah melakukan tugasnya.

Bondowoso, 23 Februari 2019
Kepala Sekolah,

NOERDEL KOEMALA, S.Pd, MM.Pd
NIP. 19630901 198601 2 005

