

**INCREASING THE STUDENTS' READING COMPREHENSION
THROUGH AUTHENTIC MATERIALS OF THE SECOND YEAR
STUDENTS OF SMP NEGERI 02 MASAMBA**

SKRIPSI

By

**RAHMAWATI. S.
NIM 4511101173**

BOSOWA



**ENGLISH EDUCATION DEPARTMENT FACULTY OF
TEACHERSHIP AND EDUCATIONAL SCIENCE
UNIVERSITY "45" MAKASSAR
2012**

**INCREASING THE STUDENTS' READING COMPREHENSION
THROUGH AUTHENTIC MATERIALS OF THE SECOND YEAR
STUDENTS OF SMP NEGERI 02 MASAMBA**

SKRIPSI

**Submitted to the Faculty Of Teachership and Educational Science
in partial Fulfillment of the Requirement for the Sarjana Degree**

BOSOWA

**RAHMAWATI. S.
NIM 4511101173**

**ENGLISH EDUCATION DEPARTMENT
FACULTY OF TEACHERSHIP AND EDUCATIONAL SCIENCE
UNIVERSITY "45" MAKASSAR
2012**

SKRIPSI

**INCREASING THE STUDENTS READING COMPREHENSION
THROUGH AUTHENTIC MATERIALS OF THE SECOND YEAR
STUDENTS OF SMPN 02 MASAMBA**

Arranged and submitted by

**RAHMAWATI S.
NIM 4511101173**

Has been defended in front of Skripsi Examination
Committee at 20th December 2012

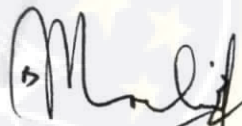
Supervisor I

Approved By

Supervisor II



Drs. H. Herman Mustafa, M.Pd.
NIDN. 093 1126 306



Dra. Dahlia D. Moelier, M.Hum
NIDN. 091 2096 701

Known By

Dean of Faculty Teachership
and Educational Science

Head of English
Education Department



Drs. H. Herman Mustafa, M.Pd.
NIDN. 093 1126 306



Rampeng, S.Pd., M.Pd.
NIDN. 091 6047 806

ABSTRAK

Rahmawati, S. 2012. Increasing The Students' Reading Comprehension Through Authentic Materials of the Second year students of SMP Negeri 02 Masamba. Skripsi. Jurusan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas "45" Makassar. (Pembimbing I Drs. H. Herman Mustafa, M.Pd. and Pembimbing II Dra. Dahlia D. Moelier, M.Hum.)

Tujuan dari penelitian ini dimaksudkan untuk mengetahui kemampuan dan prestasi dalam keterampilan menyimak pemahaman dengan Meningkatkan Pemahaman membaca siswa Melalui Bahan Authentic (Penelitian Tindakan Kelas pada siswa kelas II SMP Negeri 2 Masamba).

Metode penelitian ini adalah Penelitian Tindakan Kelas yang terdiri dari dua siklus. Satu siklus terdiri dari empat pertemuan. Ini berarti bahwa ada delapan pertemuan selama dua siklus. Penelitian tindakan kelas dilakukan pada mahasiswa tahun kedua SMP Negeri 2 Masamba. Subjek penelitian ini adalah kelas VIII-5 pada tahun 2011-2012 tahun akademik dengan menggunakan teknik random. Ini terdiri dari 40 siswa, 21 perempuan dan 19 laki-laki. Instrumen penelitian ini mendengarkan tes atau evaluasi dan lembar observasi.

Temuan penelitian ini adalah peningkatan kemampuan pemahaman mendengarkan melalui bahasa Inggris Top-Down dan partisipasi siswa dalam proses belajar mengajar. Para siswa skor dalam mendengarkan sebelum penerapan menggunakan bahasa Inggris dalam Pemahaman Membaca Melalui strategi Bahan Authentic adalah 65,00 (miskin), tapi setelah menerapkan metode siswa skor pada siklus I menjadi 63,00 (cukup baik) dan pada siklus II siswa skor meningkat sampai 60,00 (Baik). Partisipasi siswa dalam proses belajar mengajar mendengarkan juga meningkat setiap pertemuan, dimana dalam pertemuan pertama siklus I

ACKNOWLEDGEMENTS

By reciting Bismillahi Rahmani Rahim, the writer started the process of this activity including the primarily observation, literature review, writing process, getting research, and consultation. Therefore, the very gratefulness is adhered to almighty God (Allah SWT) and his messenger Muhammad SAW, who has given me the best everything to complete the whole process of this work.

The writer realizes that in carrying out and writing this skripsi, many people have given her valuable suggestions, guidance, assistance and advice for the completion of this skripsi.

Further, the writer also expresses sincerely unlimited thanks to:

1. Drs. H. Herman Mustafa, M.Pd., as the Dean Faculty of teachership and Education Science.
2. Drs. H. Herman Mustafa, M.Pd., as the first Supervisor and Dra. Dahlia D. Moelier M.Hum., as second supervisor for giving me guidance and helps to finish this skripsi.
3. All lectures at English Education Department for their support, help, and encouragement during my study.
4. All staff at English Education Department Ir. Hj. Halijah, Saphia, and Bustanul Abdul, Se., for their administrative.

CHAPTER III RESEARCH METHOD

A. Research Setting	25
B. Classroom Action Research Preparation	26
C. Research Subject	26
D. Research Procedure	26
E. Research Instrument	30
F. Data Sources	30
G. Technique of Data Collection.....	31
H. Data Analysis	31

CHAPTER IV FINDINGS AND DISCUSSION

A. Findings	33
B. Discussion	36

CHAPTER V CONCLUSION AND SUGGESTION

A. Conclusion	39
B. Discussion	39

BIBLIOGRAPHY	41
---------------------------	----

APPENDIXES

LIST OF TABLES

Table 1. The percentage Score of cycle I	33
Table 2. The Percentage Score of Cycle II	34
Table 3. the students' improvement in vocabulary : noun, verb, adjective	35



These materials can be a media; it can be create a comfortable atmosphere interest and to stimulate the students' motivation during the classroom process. In the other hand, most high motivation is needed to learn reading. They should have an effective.

Related to the statements above, the researcher did observation that was done at the eight grade students of SMP Negeri 2 Masamba, the researcher faces many problems in teaching learning English. The crucial problems are the students' problems in reading is the students' comprehension. The problems are; first, the students are bored to read a text because it is not interesting. Second, the students have limited vocabulary so they are difficult to understand the reading text. Thirdly, the students do not know the structure of sentence, it makes the students to work hard to translate the word in sentence of the text.

Based on the result interview of the English teacher at VIII-5 of SMP Negeri 2 Masamba stated that the mean score of the students' achievement in reading English is very low. It is about 5.7 mean score but the standard of curriculum 6.5 and the target score is 7.5.

From the problems above the researcher will apply one of teaching strategy. This is an interesting strategy and it can increase the student's reading ability, namely authentic material. This strategy is designed to create the students'

Authentic material are interesting material taken from magazine, newspaper, brochure and other teacher resources that are not specially prepared for pedagogical purpose. The material can be challenging and interesting for the students where it is inline nowadays ,authematically the student can interest to read authentic material.

The role materials only one of the important factor in teaching process that is closely linked to the students learning success, as Richard and Rodgers (1986:26) state that the role of instructional materials within an individualized instructional system might include the following specifications:

1. Material will allow learners to progress of them own rates of learning.
2. Material will allow for different style of learning.
3. Material will provide opportunities for independent style and use.
4. Material will provide opportunities for self, evaluation, and progress in learning.

Relating to the case above, the writer conducted a research under the title : " Increasing the students' reading comprehension through authentic materials at the eight Year Students of SMP Negeri 2 Masamba"

B. Problem Statements

Related to the background above, the writer formulates a research questions as :

How is the implementation of authentic material in increasing the students' reading comprehension to the eight years student at SMP Negeri 2 Masamba?

C. Objective of the study

Based on the research problems above, the objective of the research are as follows:

To find out the implementation of authentic materail in increasing the students' reading reading comprehension to the eight years students at SMP Negeri 2 Masamba.

D. Significance of the Study

The result of this research are expected to be useful information and a reference for the English students in general, and for the teacher to add information of teaching learning in the class especially for reading skill. It is also.

E. Scope of the Study

The research limited to the use of authentic material. Such as : magazine, newspaper, advertisement, and can be undertaken in all skills in teaching English to increasing students' reading comprehension .

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Reading

1. Definition of Reading

There are many definition of reading given by some experts as follow:

- a. Law and Brothers (2010 :89) states that reading is ability to recognize word, phrases, sentences, and paragraphs.
- b. Anderson et al.(1985) states that reading is the process of constructing meaning from written texts. It is a complex skill requiring the coordination of a number of interrelated sources of information
- c. Smith in Lamuhiddin (1988:22) explains that reading is complex proces in which the reader uses mental content to obtain the meaning from writing materials.
- d. Heldi Byrnes (1998:7) state that reading is an interactive process that goes on between the readers and text, resulting in comprehension. The text present letters and paragraphs that encode meaning.
- e. Weber & Roeber (1987) gives the definition of Reading is the process of constructing meaning through the dynamic interaction among:

- (1) the reader's existing knowledge;
- (2) the information suggested by the text being read; and
- (3) the context of the reading situation

Based on the definition above, the researcher concludes that the definition of reading is interactive process of getting information and ideas from the writer with the writing text.

2. Kinds of reading

(Dolores in Aulia 2005:7) classified reading into three kinds, namely: reading aloud, silent reading, and speed reading.

a. Reading Aloud

Reading aloud is important and the students should be taught to read aloud. Reading aloud is a kind of reading where a reader expressed orally every word in the text. The purpose of reading aloud is to improve the students' ability in pronouncing the words, stressing the words, and having a good intonation about every sentence in the passage.

A further classification of reading aloud is the devotion onto unison reading and individual reading. Reading in unison is done with whole group reading aloud together. The purpose of reading individually is to checking pronunciation reading individually stimulates the students' ability to read, moreover, reading

individually help the teacher to find out who among her students has difficulty in reading.

b. Silent Reading

Silent reading tends to reinforce the readers to find out the meaning of words. This kind of reading leads to the readers to better comprehension. Silent reading is a skill to criticize what is written to discuss something written means to draw inferences and conclusion as well as to express new ideas on the basis of what is read. To develop the students' understanding in the silent reading, we give them short reading passages at the beginning and ask questions after words.

c. Speed Reading

This kind of reading is used to improve speed and comprehension in reading. This skill is very important for students. The speed reading must run the side comprehension. The role of reading speed, however, depends on the kind of reading material. The rate of speed is a reading scientific material.

Kasha divides people who read into two groups:

- 1) For children, reading is about to develop vocabulary and build new connections on additional sections.
- 2) For adults, reading is a mental exercise to know whole new things at the same time to develop a time learning system in learning:

emotional, social, cognitive, and reflection. Through reading we create the ability of empathy to feel what other people have, get along with the social place and to interact with other wide new world, develop the plan to do the productive action, stimulate the wonder to do exploration and experimental.

3. Steps of Reading

A good method of approaching these problems look at the reading session in term of three phases : pre- reading, while-reading, and post-reading. In line with the three phases in teaching reading and focuses on reading as follows:

a. Pre-reading

A teacher who starts the lesson in the way is hardly to motivate the learners. Some examples of learning activities that can be adapted to the pre-reading activities are follows:

- 1) Teacher writes down some key words on the blackboard and explain to the students by using the words into context.
- 2) Teacher shows the picture related to the topic and ask the students some question based on the given picture.
- 3) Teacher writes down key words of context in the black board and ask students.
- 4) Teacher writes such themes (e.g : sports) in the board, then asks the to generate the theme into lost of some topics .

Teacher, further ask the students to predict the title of the reading text material

- 5) Teacher ask students some questions orally. The question should tend to the topic of the reading material.
- 6) Teacher writes down such topic (e.g: entertainment) in the board, then ask students to predict some vocabulary that will be used in the reading text.
- 7) Teacher writes down some by words of the reading text on the board, then ask the students to predict the topic of the text.

b. While-reading

While reading activities are such learning activities in order to develop reading comprehension. In this phase, students understand or comprehend the content of reading text materials. This comprehensive activity can offer some activities, such as:

- 1) Reading Quickly in order to gain:
 - (a). General ideas (skimming)
 - (b). Specific ideas (scanning)
- 2) Reading intensively in order to gain:
 - (a). Detailed information
 - (b). Referred
 - (c). Word, phrases, and sentences references

(d). The meaning of certain word, phrases, and sentences based on the

Text.

c. Post-reading

Post reading activities are such as activities to use correlate the students' gaining knowledge or information after reading the text and their prior knowledge. Some activities that can use in this phase:

- 1) Find out synonym and antonym or some words in the text.
- 2) Find out the meaning of certain symbol, abbreviation, and technical terms related to the text.
- 3) Identifying advantages or disadvantages of something (e.g. the advantages and disadvantages of travelling by plane, by bus, by car)
- 4) Telling folk story (in culture them) find out exactly, province in the map (in theme of geography of Indonesia)

4. Reading Principles

Jeremy Harmer (2007, 101) divides six reading principles. They are:

1. Encourage students to read as often and as much as possible.

The more students read, the better. Everything we do should encourage them to read extensively as well as if not more than intensively. It is a good idea to discuss this principle with students.

2. Students need to be engaged with what they are reading.

Outside normal lesson time, when students are reading extensively, they should be involved in joyful reading. We should try to help them get as much pleasure from it as possible. But during lesson, too, we will do our best to ensure that they are engaged with the topic of a reading text and the activities they are asked to do while dealing with it.

3. Encourage students to respond to the content of a text.

It is important for students to study reading texts in class in order to find out such things as the way they use language, the number of paragraphs they contain and how many times they use relative clause. But the meaning, the message of the text, is just as important as this. As a result, we must give students a chance to respond to that message in some way.

4. Prediction is major factor in reading.

When we read texts in our own language, we frequently have a good idea of the content before we actually start reading. Book covers give us a clue what is in the book; photographs and headlines hint at articles are about; we can identify reports as reports from their appearance before we read a single word.

5. Match the task to the topic when using intensive reading text.

Once a decision has been taken about what reading text the students are going to read (based on the topic of the text), we need

to choose good reading tasks the right kind of questions, appropriate, activities before during and after reading, and useful study exploitation. The most useful and interesting text can be undermined by boring and inappropriate tasks.

6. Good teachers exploit reading text to the full.

Any reading text is full of sentences, words ideas, description, etc. Good teachers integrate the reading text into interesting lesson sequences, using the topic for discussion and further tasks, using the language for the study and then activation , and using a range of activities to bring the text to life.

5. Reading Rules

Laid Law Brothers (2010 : 84) divides three reading rules that can improve the reading skill:

a. Cultivate the habit of reading

Someone never learn to become an efficient reader or to evaluate what you have read unless you have first become a steady reader.

b. Learning to read actively

This means, thinking while you read, you learned that mistake in reasoning are easy to make but often hard to spot. Thus, when you read especially when you read anything of controversial nature, you must be on alert for pitfalls in reasoning. if you try to absorb material

without thinking about it, the scope of your reading ability will remain very narrow.

c. Learning to apply a principle of subordination to what you read

It means that you must learn to recognize important ideas and to separate them from less important ideas and details.

When reading to learn, students need to follow four basic steps:

- 1) Figure out the purpose of reading. Active background knowledge of the topic in order to predict or anticipate content and identify appropriate reading strategies
- 2) Attend to the parts of the next text that are relevant to the identified purpose and ignore the rest. This selectivity enables students to focus on specific items in the input and reduce the amount of information they have to hold in short-term memory
- 3) Select strategies that are appropriate to the reading task and use them flexibly and interactively. Students' comprehension improves and their confidence increases when they use top-down and bottom-up skills simultaneously to construct meaning
- 4) Check comprehension while reading and when the reading task is completed. Monitoring comprehension helps students detect inconsistencies and comprehension failures, helping them learn to use alternative strategies.

6. Reading Process

According to Woryodijoyo ET, al in Andi Nurmasita 2009 :6) put forward some strages on reading process as follow :

a. Perception

The perception here indicators the ability to read word a significant word.

b. Comprehension

The comprehension refers to the ability to make the authors or writers' word conductive to useful through as read in context.

c. Reaction

The reaction is the action that requires consideration in connection with what has been by the reader.

d. Integration

The integration refers to the ability comprehend or understand through concept towards he experienced background of the writer thst csn be useful as a part of the readers' experiences.

7. Goals and Techniques for Teaching Reading

Teacher want to produce students who, even if they do not complete control of the grammar or an extensive lexicon, can fend for themseleves in communication situations. In this case reading, this means producing students who can use reading strategies to maximize

their comprehension of text, identify relevant information, and tolerate less than word-by-word comprehension.

Heldi Byrnes (1998:12) states that to accomplish this goal, instructor focus on the process of reading rather than on its product.

- a. They develop students' awareness of reading strategies by asking students to think and talk about how they read in native language.
- b. They allow students to practice the full repertoire of reading strategies by using authentic reading tasks. They encourage students to read to learn and have authentic purpose of reading by giving students some choice of reading material.
- c. When working with reading tasks in class, they show students the strategies that will work best for reading assignments. They explain how and why students should use the strategies
- d. They have students practice reading strategy in class and ask them to practise outside of class in their reading assignments; they encourage students to be conscious of what they are doing while they complete reading assignments.
- e. They encourage students evaluate their comprehension and self-report their use strategies. They build comprehension checks into in class reading assignments, and periodically review how and when to use particular strategies.

- f. They encourage development of reading skill and the use of reading strategies by using the target language to convey instructions and course-related information in written form : office hours, homework, assignments, and test content.
- g. They do not assume that the students will transfer strategy use from one task to another. They explicitly mention how a particular strategy can be used in a different type of reading task or with another skill.

8. Reading Comprehension

Reading comprehension is the activity between the reader and the writer's idea. Where the writer sends his/her idea in the written symbols and then the reader catches the idea it. Reading is an activity cognitive process of interactive with printing and monitoring comprehension to establish meaning (Kustaryo in Abdullah, 2006:22)

Comprehension is specific kinds of thinking process. The reader comprehends by actively constructing meaning internally from interacting with material that is reading. According to John Langan (1978 : 271) identifies five categories of skill through comprehension passage, namely :

- a. The ability to summarize a selection in a several word title or heading
- b. The ability to determine the main idea of selection.
- c. The ability to recognize key supporting details

- d. The ability to identify vocabulary on concept
- e. The ability to make interferences and draw reasonable conclusion based upon information presented.

B. Authentic Material

1. The Nature of authentic material

Ellis and Johnson (1994:157) state that authentic material is any kind of material taken from real world and not specially created for the purpose of language teaching. It can be text, visual or audio material, it can be real such as tickets, menus, map, and timetables, or it can be an object such as product, equipments or models.

Authentic materials are material which are originally used in real situation and not designed for use in language teaching. Such materials are used in the classroom to expose the learners to language in real use (Cunnings worth in Jemma, 2000:18). In relation to this Nunan (2008:23) noted that:

“ Authentic materials as spoken or written language data that has been produced in the course of genuine communication, and not specially writtin for purposes of language teaching. In fact, in his teaching he encourages his students to bring into the classroom their oen samples of authentic language”

Richard and Rodgers (1986 : 80), state that authentic materials are “from-life” materials may include language based regalia, such as signs, magazines, ‘advertisement, newspaper, or graphic and visual

sources around and which communicative activities can be built such as maps, picture, symbols, and graphs.

2. The importance of Authentic Material

Ellis and Johnson (1994 : 157-158) states that there are several reasons a trainer might use authentic materials.

- a. Authentic materials text (audio or written) will have a number of features that are often lacking in texts and dialogue created for learning English. Authentic text will include the type of language, which the learners may need to be exposed to develop skill for understanding and possibly even to produce.
- b. The materials provide information about real life situations or events. It may also be relevant to the learner's special interest and can be used to fill gaps in material published for learners of English.

3. The Advantages of Authentic material

There are some advantages of authentic materials according to Richards (2000 : 252 -253), they are:

- a) They have a positive effect on learner motivation because they are intrinsically more interesting and motivating.
- b) They provide authentic cultural information about the target culture.
- c) They provide exposure to real language.
- d) They relate more closely to learners' level and hence provide a link between the classroom and students' needs in the real world.

- e) They relate to the learners level and also may not represent and kind of real-life reading purpose.
- f) They support a more creative approach to teaching activities, teachers can develop their full potential a teachers, developing activities and task that better match their teaching style and the learning style of their students.

4. Students Activity in Authentic Material

According Richards and Rodges (1986:79) state that learners have four kinds of responsibilities in natural approach classroom:

1. Provide information about their specific goal so that acquisition most relevant to their needs.
2. Take and active role in ensuring comprehensive input they should learn and use conversational management techniques to regulate input.
3. Decide when start producing speech and when to upgrade it.
4. Where learning exercise (example: grammer) is to be part of the program, decide with the teacher the relative amount of time to be devoted to them and perhaps even complete and correct them independently.

Student activity in authentic material is participate activity in the discussion make eclassroom interaction running well, a key variable here is the amount initiative and control which learners are allowed to

exercise and the extent to which they are active participants in the learning process.

Nursinah (2004:12) state that learners have some certain characteristic that support learning class:

a. Personality

Lerners may be quite, or ekstrovert

b. Motivation

Lerners may have choosen to lern, they obliged t take a course or an examination, and they should perceive relevant materials

c. Attitude

Lerners have attitude to learning, to target language and fir classroom.

d. Intellegence

Lerner should have cognitive material and cognitive ability.

5. Selecting material

Teacher of English language are challenged to be creative and innovative. Selecting and then presenting materials creatively and using a wide variety of resources can enhance, tester, and motivate students learn English. In reletaion to how to select language learning materials, Richard and Rodgers (1996 :26) give specification:

a. Material will allow learners to progress at their own rates of learning.

b. Material will allow for different styles of learning.

- c. Material will provide opportunity for evaluation and progressing learning.
- d. Material will provide opportunity for evaluation and progressing learning.

Further, Ellis and Johnson (1994:64-71) state that when selecting materials to use, there are questions to keep in mind:

- a. Who is for?
- b. What is the training purpose?
- c. How can the material be explained?

The sources of authentic materials that can be used in the classroom are infinite, but the most common are newspapers, magazines, TV programs, movies, songs and literature. Whereas newspapers and any other printed material date very quickly, the Internet is continuously updated, more visually stimulating as well as being interactive.

6. Technique of presenting materials.

The process of presenting material in the classroom is an aspect that should be paid attention by a teacher. As we know that, the teacher as primary source of transferring knowledge to students cannot be denied his/her existence. Kemp and Dayton (1985:36) noted that ;

“the effective teacher is forever searching in the audio visual center, in the library in educational catalogs, in the old store room, down hall, for materials that will enhance the instructional process.”

In reality, the teacher and textbook writer will probably juggle topic, text and task elements in creating materials, beginning, perhaps with or it can be object such as writing texts relating to the topic, and then creating activities which reflect the communicative needs of the learner in relation to the topic. This procedure is one of way by teacher with access to authentic material.

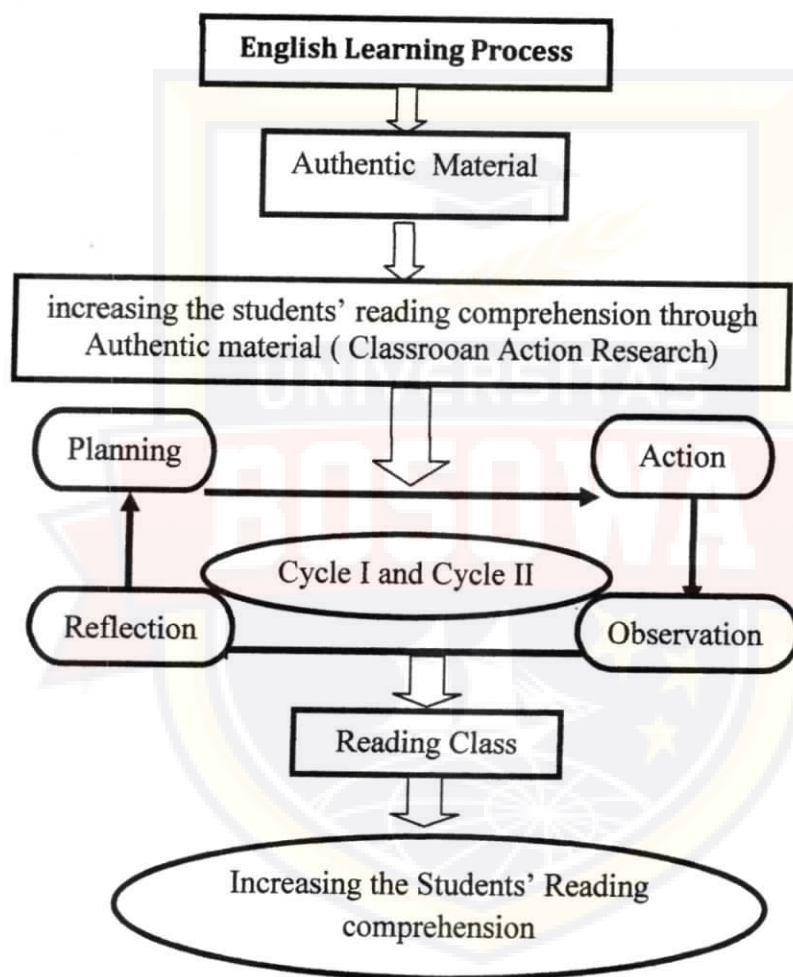
One of the main reason for using authentic materials in the classroom is once outside the "safe", controlled language learning environment, the learner will not encounter the artificial language of the classroom but the real world and language how it is really used. The role of the teacher is not delude the language learner but to prepare her/him, giving the awerness and necessary skills so as to understand how the language is actually used.

The use of authentic materials in classroom is what many teachers involved in foreign language teaching have discussed in recent years. We have heard persuasive voices insisting that the English presented in the classroom should be authentic, not produced for instructional purposes.

Generally, what this means is materials which involve language naturally occurring as communication in native-speaker contexts of use, or rather those selected contexts where standard English is the norm:

real newspaper reports, for example, real magazine articles, real advertisements, cooking recipes, horoscopes, etc.

C. Conceptual Framework



Learning process is the main activity in this research. There is interaction between teacher and the students and valuable educative. Teaching and learning process is done and guided to reach the maximal

result. To each the maximal result, the teacher must be able to design the learning model based on the material subject and to practice the students' reading.

The teacher designs and plans teaching activity based on the teaching program. The teacher should master the technique; in order the students can understand the subject easily. The role of teacher as educator is very complex not just limited when the learning and teaching process running out, but the teachers also as administer, evaluator, counsellor and so on, based on their capability.

In teaching and learning activity, many factors that can improve the students' reading ability, one of them is using authentic material. Authentic material will be used in the class to improve the students' reading ability. So, the result of the research, the researcher can draw conclusion that authentic material can improve the students' reading comprehension because the main purpose of this teaching and learning process is to get increase.

CHAPTER III

RESEARCH METHOD

A. Research Setting

This research uses classroom action research (CAR). It covers research location, research time and classroom action research cycles as follows

1. Research Location

This classroom action research will be conducted at SMP Negeri 2 Masamba. The subject of this research is the second year students in class VIII-5 in 2011-2012 academic years. The class consists of 40 students with 21 women and 19 men.

2. Research Time

This research will be conducted in February- April 2011-2012 academic year. This research time is determined based on school academic calendar because classroom action research requires two cycles.

3. Classroom Action Research Cycles

This classroom action research will be conducted through two cycles. It aims at observing Teaching Reading Comprehension through Authentic Material.

B. Classroom Action Research Preparation

1. Observation

The observer observes research subject for one week namely pre-action. The observer analyzes the students' reading comprehension in order to apply technique well.

2. Lesson Plan

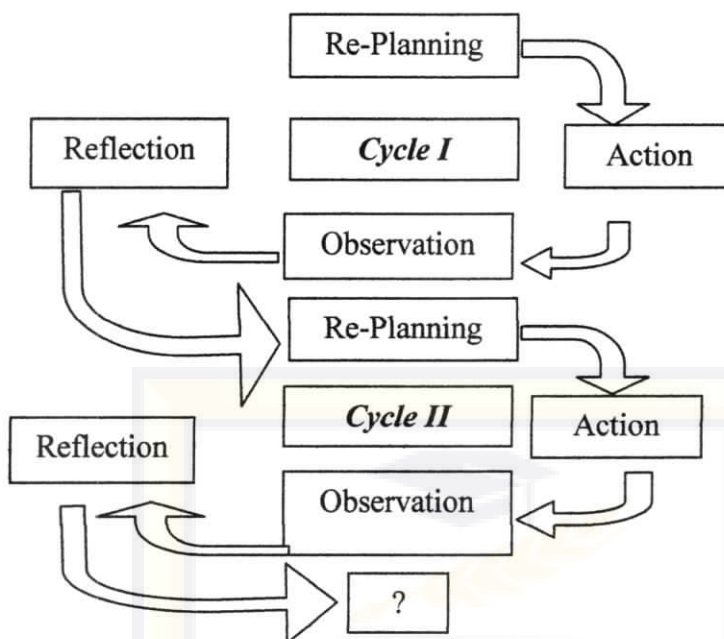
Before doing classroom action research, the observer prepares lesson plan.

C. Research Subject

The subject of this research is the second year students in class VIII-5 in 2011-2012 academic years. The class consist of 40 students with 21 women and 19 men.

D. Research Procedures

In this Classroom Action Research (CAR), the researcher uses the CAR principle to collect the data, with some cycle in procedure planning, action, observation, and reflection.



The cycle of Classroom Action Research (Hopkins, 1993: 52)

a. Cycle I

1. Planning

- a. Understanding the curriculum of the school that it used for the school in the second year 2011/2012.
- b. The teacher prepare the material about reading comprehension will give the students.
- c. The teacher make lesson planning for the first meeting, the second meeting, the third meeting, the fourth meeting, and the fifth meeting about reading comprehension material.
- d. Making observation paper to observe the students activity
- e. Make reflection angket for the students' learning process.

2. Action

- a. The researcher introduces and explain the objectives and techniques of authentic materials to the students,
- b. The researcher give instruction to the students to read on text.
- c. The researcher collect some material take from newspaper, magazine, and advertisment and then giving the material in the classrom.
- d. The reseracher giving the material to know the capability student to asked of difficult words that they do not understand.
- e. The reserarch give task to the student and discussed about the materials in order to make it clear from them.

3. Observation

Basically, the steps of observation will do since research by using observation paper that has made. Things observation as follow:

- a. Students' present
- b. Students' learning process
- c. The students' respond of the material
- d. The students' active in doing the task

4. Refelction

The value of the observation steps will gathered for data analysis and evaluation by the observer, and then will can reflect herself about the successssful of action research. These data will use to do the next cycle.

b. Cycle II

1. Planning

In this section will do the next action base the value of cycle I reflection, namely :

- a. In the palnning section, the teacher prepare material will give to be students about reading comprehension material
- b. Make lesson planning, for the first meeting, the second meeting, the third meeting, and the fourth meeting
- c. Make again observation paper to observe the students' activity
- d. Make students' reflection angket toward learning process

2. Action

The action i n the second cycle will do by continuing the first cycle's steps base on the second cycle planning. The material and learning model is the same namely read the passage but in different topic.

3. Observation

In generally, in this section observation of the sedond cycle is continous action in the firs section.

4. Reflection

The value of the observation steps will gathered for data analysis and evaluation by the observer, and then will can reflect herself about the successsful of action research. These data will use to do the next cycle.

E. Research Instrument

The Instrumen that can used, there are:

1. True-false test

The researcher give 10 number of question in form true-false.

2. Multiple choice test

The reseaecher give 10 number multiple choice that consist of five choosen, and the students must choose one answer that correct

3. Essay test

The researcher give 5 number test, and the students must be answer according to the text and use the sentence appropriate grammatical.

F. Data Sources

In this classroom action research, data sources will be get from:

1. Students

Studets give data about their participation, response and ability in leraning reading comprehension trough authentic material.

2. Teacher

Teacher as the monitor of the implementation of authentic material and students' participant, response and competence in learning reading comprehension.

G. Tehnique of Data Collection

The tehnique of data collection done in this research is as follow:

- a. Observation ; it aims at finding out the students' participation during the teaching and learning process.
- b. Interviewing ; it aims at finding out the students' responses during the teaching and learning process by interviewing srudents and teacher.
- c. Questionnaire ; ions tit aims at finding out the students' responses during the teaching and learning process by giving questions to students
- d. Test ; it aims at finding out the students' competence in learning English reading comprehension.

H. Data Analysis

The data get from cycle I and cycle II is analyzed through the following steps :

1. Scoring the students answer :

$$\text{Score} : \frac{\text{the correct answer}}{\text{total number of item}} \times 100$$
2. To score the student's answer the researcher use the following formula
 - a. Multiple choice and true false test

Indicator	Score
correct	1
incorrect	0

b. Essay test

Indicator	Score
- The answer is gramatically correct and idea is true	3
- Some grammatical errors but the idea is true	2
- Many grammatical errors and the idea is really true	1
- Many grammatical errors and the idea is false	0

3. The classification of the students score

1. 90 to 100 will be classified as excellent
2. 80 to 90 will be classified as very good
3. 70 to 80 will be classified as good
4. 60 to 70 will be classified as fairly good
5. 50 to 60 will be classified as fair
6. 40 to 50 will be classified as poor
7. 0 to 40 will be classified as very poor

4. Calculating the mean score of students' reading comprehension tes by

formula :

$$Md = \frac{\sum d}{N}$$

Notes :

Md : Mean score

$\sum d$: Total number of the students score

N : The number of student

(Arikunto, 2005)

CHAPTER IV

FINDINGS AND DISCUSSION

In this chapter, the result of the study is presented and discussed by the researcher related to the actions that have been applied.

A. Findings

1. Result of the students' increase in reading comprehension

a. The students' reading comprehension in using authentic material

The increase of the students' reading comprehension at the eight year in class VIII-5 of SMP Negeri 2 Masamba through authentic material as result of the students' assessment, described as follow:

Table 1. The percentage Score of cycle I

Classification	Range	Pre-test		Application of AM	
		F	%	Cycle I	
				F	%
Excellent	90 – 100	0	0	0	0
Very good	80 – 90	3	10	3	10
Good	70 – 80	3	10	6	20
Fair good	60 – 70	6	40	10	33.3
Fair	50 – 60	12	20	7	23.3
Poor	40 – 50	6	20	4	13.3
Very Poor	0 – 40	0	0	0	0
Means Score		4.2	14.2	4.2	14.2

The data of the results of the observation indicate that some of the students know understand the reading text, the table above

medicates that before using Authentic Material (AM) strategy (10%) got very good score, (10%) got good score, (42 %) although (40%) got fair good score, and (20%) got fair score, also (20%) got poor score. After applying treatment, the last evaluation show that in cycle I one of them (10%) got very good score, (33.33%) got good score, (23.33%) ggot fair score, (13.33%) got poor score.

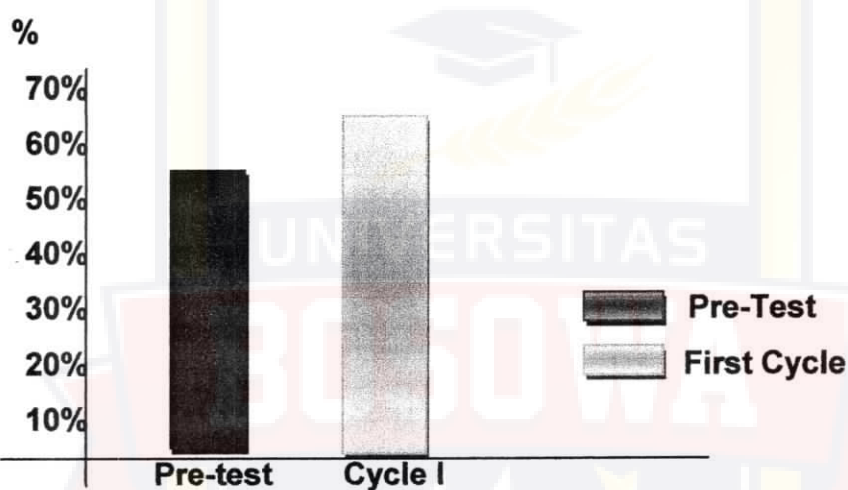


Table 2. The Percentage Score of Cycle II

No.	Classification	Range	Frequency	Percentage
1	Excellent	90-100	6	20 %
2	Very good	80-90	10	33.3 %
3	Good	70-80	5	16.6 %
4	Fairly good	60-70	3	10 %
5	Fair	50-60	6	20%
6	Poor	40-50	0	0
7	Very poor	0-40	0	0
Total			30	100%

The table above shows that (20%) got excellent score, (36.6 %) got very good score, (16.6%) got good score, (10%) got fairly good score, (16.6 %) got fair, and (none of them got poor, and very poor.

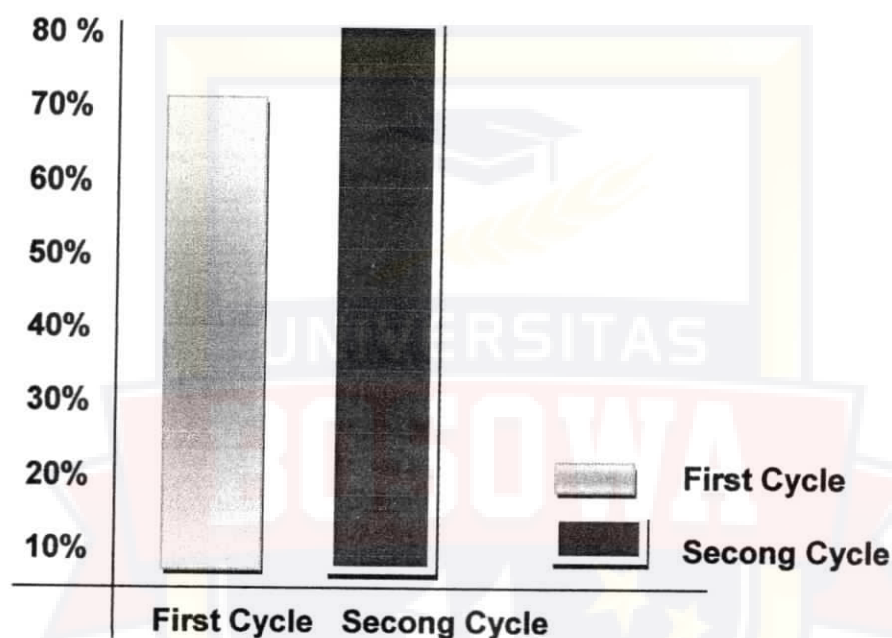
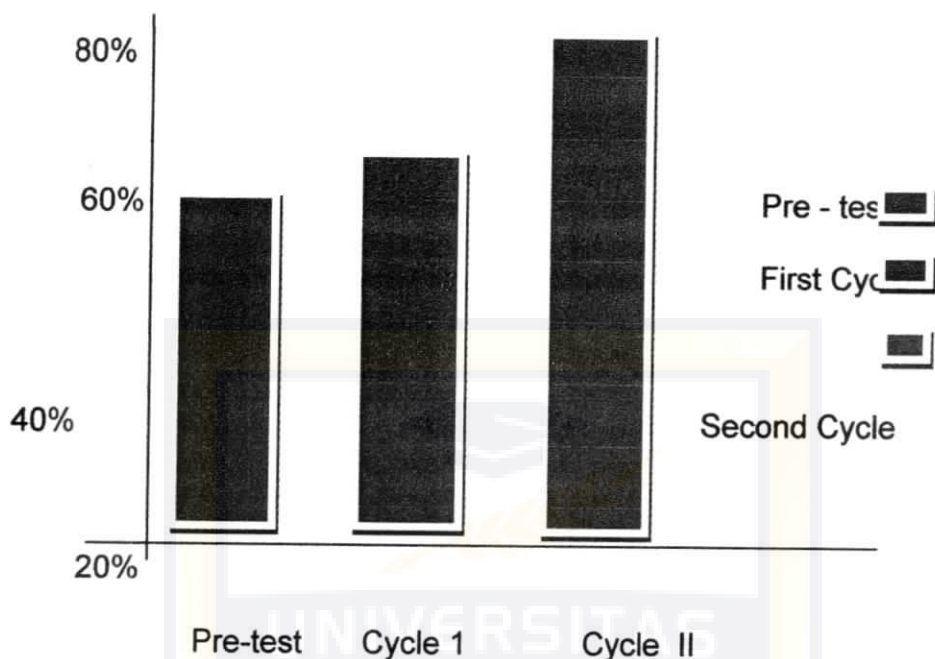


Table 3. the students' improvement in vocabulary : noun, verb, adjective

D-test	Cycle	Reading Comprehension	
		score	%
59.06%	I	6.3	63,3
	II	8.0	80
Increase		1.7	17.00



B. Discussions

This part presents the result of the data analysis. The data was found on two tests; these are cycle I and cycle II reading as follows:

Implementation of authentic material in the class, the researcher found that the successful minimal criteria (KKM) were 65. In the cycle 1, the students just got 63% and in the cycle 2, the students got 80%. Meanwhile the target score was 65, it means that the target score could be achieved in the cycle 2.

The researcher taught about the report text in the cycle 1 through implementation of authentic material in the class. The researcher found that the students had difficulty to find the idea. The students have less skill in translate to reading text.

Authentic material of title, general statement and description. Meanwhile, the result of the students' reading is still feeling afraid and worried to know the material given in fully English and without translation in the written form. For example, the title of the text "PLASTIC BAGS", in the first the students should read the text to understand the entire text given then they move to do answer the question based on the text with always ask to translate the text and the question. The fact, they cannot catch the meaning or the point of the idea of the text with always asks to translate the meaning of the text and the questions.

Based on the unsuccessful teaching in the cycle 1, the researcher decided to do cycle 2. In the cycle 2, the researcher revised the lesson plan. Where, when the researcher explained about text the researcher should explain more clearly, if needed gave the students occasion to ask about the material. Besides that, the researcher had to give better guidance for the student in organizing their idea.

Based on the findings above, the researcher found that the students could be more understand about text to understand the entire text given, for example: the report text of their "TECHNOLOGY & INVENTIONS", the students explained about structure of the text and answer the question based on the text without many ask me.

Finally, the students' mean score of the students' cycle I was 63 (fairly good) and the mean score of the students' cycle II was 80 (very

good), it means that the target that had been said in the chapter 1 could be achieved. In the other word, teaching reading ability through authentic material able to increase the achievement of the eight years students of SMP Negeri 2 Masamba



CHAPTER V

CONCLUSION AND SUGGESTION

This chapter contains conclusion and suggestion based on the research findings and discussion in previous chapter, the writer puts forward the following conclusion and suggestions:

A. Conclusion

1. Authentic material assessment as one of strategy in teaching was effective and significant in increasing the students' reading ability.
2. The eight years students of SMP Negeri 2 Masamba have good achievement in reading. This provided by the mean score of the students where the result of the cycle I is 63 (fairly good) in the cycle II is 80 (very good).

B. Suggestion

Based on the findings, the writer stated suggestions to increase the students's reading comprehension through authentic material as follows:

1. The English teacher to apply authentic material as one of the strategy ways in reading skill and to give attention at the interesting strategy in teaching to make students interested in learning english, especially to teaching reading for comprehension.
2. The students are expected to improve their intensity in learning reading through Authentic material

3. The library should prepare many books related to reading comprehension to facilities the students to increase their ability in reading.
4. The English teacher to maximize in giving guidance to the students in learning and teaching reading process.



BIBLIOGRAPHY

- Arikunto, Suharsini. 2005. ***Procedure Penelitian (suatu pendekatan praktik, Ediri revisi IV)***. Jakarta. PT RINEKA CIPTA
- Nilawati, Aulia.2005. ***Improving reading comprehension by using Directed Activities Related to Text***. Makassar
- Basri D, Muhammad. H. Prof. Dr. M. Hum. 2007. ***Fundamental of Research Methodology***. Makassar.
- British National Corpus , 2003. ***Oxford Advanced Learner's Dictionary***. Oxford
University of Chicago and London
- Brothers, laid law,2010. ***Volume 10,11,12, New jersey***. Laid law brother published.
- Brown , George and Atkins, Madeleine. 2008. ***Effective Teaching In Higher Education***. London and New year.
- Bowen, J. Donald. 2007. ***Tesol Techniques and Procedures***. London: Newbury House Publishers, INC.
- Cenoz, Jasone. 2009. ***Towards Multilingual Education: Basque Educational Resaerch in International Perspective***.
- Gay, L. R. 2006. ***Educational Research Competencies Analysis and Application***, 3rd ed. Singapore: Macmillan Publishing Company.
- Harmer, Jeremy.2007.***How to teach english***. .England, Longman
- Harmer, Jeremy. 2001. ***The Practice in English Teaching***. New York : Longman
- Khaeruddin, Akip Erwin. 2006. ***Methodology Penelitain***. Makassar. CV Berkah Berani.

Larsen, Diane and Freeman, 2000. **Techniques and Principles in language Teaching**. Oxford University of Chicago and London.

Logman. 2009. **Magazine Style Theme Mag Essentials**. Article. <http://www.pearsonlongman.com/teaching-tips/engage-study-motivate.html>

Mustamin, Nurhuda. 2005. **Teaching Reading Comprehension by using English Magazine Articles at the first years students of Madrasah Aliyah Muhammadiyah Jauhpanandang WAJO**. Thesis. Unismuh Makassar

Nunan, David. 2008. **Language Teaching Methodology**. New York .PHOENIX ELT.

Nurmasita. Andi. 2009. **The effectiveness of pre-questioning on the reading Comprehension Achievement of the first grade student of SMK TRI TUNGGA 45**. Makassar.

Nursinah, 2007. **Improving Vocabulary through reading English Newspaper**. Thesis Unismuh Makassar

Published by Oxford University Press. 2008. **all right reserved**. ELT Journal. http://scholar.google.co.id/scholar?q=learning+vocabulary+using+ESA+method&hl=id&as_sdt=0&as_vis=1&oi=scholar

Richards, Jack.C. 2002. **Methodology in language teaching**. Cambridge : University press.

Tuckman, R. W. 2002. **Conducting Educational Research**. 5th ed. America: Harcourt Brace and Company.

Tweteng. 2009. Teaching English Forum-Topic/PPP-Presentation-Practice-Production. Jurnal. <http://www.teachingenglish.org.uk/forum-topic/ppp-presentation-practice-production>

Ur, Penny. 2003. **A Course in Language Teaching Practice and Theory**, Cambridge University press.

Widdowson, H.G. 2004. **Teaching Language as Communication**. New York: Oxford University press.

Wiriaatmadja, Rochiati. 2008. **Metode Penelitian Tindakan Kelas**. Bandung: PT Remaja Rosdakarya.



APPENDIX

RENCANA PELAKSANAAN PEMBELAJARAN

Sekolah : SMP Negeri 2 Masamba
Mata pelajaran : Bahasa Inggris
Kelas/Semester : VIII-5/ Genap

I. Standar kompetensi

Memahami makna teks tulis fungsional dan essay pendek sederhana berbentuk recount, narrative dan procedure dalam konteks kehidupan sehari-hari.

II. Kompetensi Dasar

Merespon makna dalam teks fungsional pendek secara akurat, lancar dan berterima untuk berinteraksi dalam kehidupan sehari-hari

III. Indikator

1. Membaca teks bacaan dengan baik dan benar
2. Menerjemahkan teks bacaan kalimat per kalimat
3. Menjawab pertanyaan berdasarkan teks bacaan

IV. Tujuan Pembelajaran

1. Siswa dapat membaca teks bacaan dengan baik dan benar
2. Siswa dapat menterjemahkan teks bacaan kalimat perkalimat
3. Siswa dapat menjawab pertanyaan berdasarkan teks bacaan.

V. Materi Pembelajaran

Teks bacaan yang berjudul
"Plastig bags "

VI. Metode Pembelajaran

Three Phase Technique

VII. Langkah-langkah kegiatan

a. Kegiatan awal:

- 1) Absensi

- 2) Tanya jawab berbagai hal yang terkait dalam kondisi siswa
 - 3) Brainstoming (Tanya jawab tentang berbagai hal yang berkaitan dengan topik yang di bicarakan
- b. Kegiatan inti :
- 1) Membaca teks monolog
 - 2) Membahas kosa kata yang digunakan
 - 3) Menjawab pertanyaan tentang isi teks
- c. Kegiatan akhir:
- 1) Menanyakan kesulitan siswa dalam proses belajar mengajar
 - 2) Menyimpulkan materi pembelajaran
 - 3) Memberikan pekerjaan rumah pada siswa

VIII. Sumber belajar

- a. Buku teks bacaan yang relevant
- b. Teks bacaan

IX. Penilaian

- a. Teknik : Teks tertulis
- b. Bentuk : Pertanyaan singkat
- c. Instrument : Report Teks

X. Rubrik Penelitian

Penilaian menjawab soal

No. Soal	Indicator	Score
1 s/d 5	The answer is grammatically correct and the idea is true	3
	Some grammatical errors but the idea is true	2
	Many grammatical errors and the idea is nearly true	1
	Many grammatical errors and the idea is false	0

$$Score = \frac{\text{The correct answer}}{\text{Total number of item}} \times 100$$

MATERI

Technology & Inventions



Plastic Bags



Been shopping lately? Haven't got anything to carry your shopping home in? All you need to do is ask the shop assistant to get some ethene gas, heat it up with a little bit of oxygen and roll the product out into a thin flexible sheet. Well, that's what the scientists at ICI did in 1933 when they invented polythene - the plastic that plastic bags are made from. Plastic bags are great - they're light, cheap, strong, waterproof and they never rot or go mouldy. They're perfect for carrying home shopping, or for stopping your nasi bungkus from getting mixed up with your pisang goreng. But plastic bags have a negative side too - they never disappear! Polythene isn't degradable - this means that it never rots. It stays forever!

Scientists and environmentalists say that thousands of birds, animals and turtles are killed every year because they have eaten plastic rubbish and we all know that plastic rubbish makes our beaches and rivers look dirty and ugly. Scientists are now busy inventing a whole new range of degradable plastics. These plastics will be light and strong and waterproof but they will rot after a few months - just like paper. Until these new plastics are ready, perhaps we ought to copy our grandparents and take our own re-usable bag with us when we go shopping!

(kangaroo Magazine)

Answer the question based on the text

1. When did the scientists find plastic bags?
2. Why are plastic important for modern life ?
3. Why the plastic bags are great?
4. What are the advantages of plastic bags?
5. What are the disadvantages of plastic bags?

KEY ANSWER

1. The scientists find plastic bags in 1933 when they invented polythene
2. The plastic important because the people need to carrying for shopping
3. The plastic bags are great because light, cheap, strong, waterproof and they never rot or go moodily

4. The advantages plastic bags, we can use shopping to bring something, take it easy the job.
5. The disadvantages plastic bags never disappear ! polythene is not degradable.



RENCANA PELAKSANAAN PEMBELAJARAN

Sekolah : SMP Negeri 2 Masamba

Mata pelajaran : Bahasa Inggris

Kelas/Semester : VIII-5 / Genap

I. Standar Kompetensi

Memahami makna teks tulis fungsional dan essay pendek sederhana berbentuk recount, narrative dan procedure dalam konteks kehidupan sehari-hari.

II. Kompetensi Dasar

Merespon makna dalam teks fungsional pendek secara akurat, lancar dan berterima untuk berinteraksi dalam kehidupan sehari-hari

III. Indikator

1. Mengidentifikasi ide pokok atau informasi dalam teks bacaan
2. Menemukan informasi yang tepat untuk menjawab pertanyaan
3. Menjawab pertanyaan berdasarkan isi teks bacaan

IV. Tujuan Pembelajaran

1. Siswa dapat mengidentifikasi ide pokok atau informasi dalam teks bacaan
2. Siswa dapat menemukan informasi yang tepat untuk menjawab pertanyaan
3. Siswa dapat menjawab pertanyaan berdasarkan teks bacaan.

V. Materi Pembelajaran

teks bacaan yang berjudul "What's Merapi going to do and when's it going to do"?

VI. Metode Pembelajaran

Three Phase Technique

VII. Langkah-langkah kegiatan :

- a. Kegiatan awal:
 - 1) Absensi
 - 2) Tanya jawab berbagai hal yang terkait dalam kondisi siswa
 - 3) Brainstorming (Tanya jawab tentang berbagai hal yang berkaitan dengan topik yang di bicarakan)
- b. Kegiatan inti :
 - 1) Membaca teks monolog
 - 2) Membahas kosa kata yang digunakan
 - 3) Menjawab pertanyaan tentang isi teks
- c. Kegiatan akhir:
 - 1) Menanyakan kesulitan siswa dalam proses belajar mengajar
 - 2) Menyimpulkan materi pembelajaran
 - 3) Memberikan pekerjaan rumah pada siswa

VIII. Sumber belajar

- a. Buku teks bacaan yang relevant
- b. Teks bacaan

IX. Penilaian

- a. Teknik : Teks tertulis
- b. Bentuk : Pertanyaan singkat
- c. Instrument : Report Teks

X. Rubrik Penelitian

No. soal	Indicator	Score
1 s/d 5	The answer is grammatically correct and the idea is true	3
	Some grammatical errors but the idea is true	2
	Many grammatical errors and the idea is nearly true	1
	Many grammatical errors and the idea is false	0

$$Score = \frac{\text{The correct answer}}{\text{Total number of item}} \times 100$$

MATERI

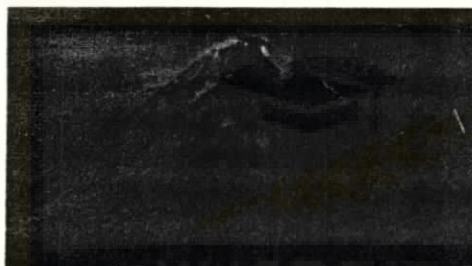


Technology & Inventions

Science and Technology is a very large and very important topic. It always has been but even more so now as we enter the 22nd century. The subject is far too big to be covered by a magazine such as this one, but KGRE hopes that you enjoy the Science and Technology related stories and information spread throughout this magazine. Many thanks to all of those wonderful KGRE-ites who have helped us, especially our wonderful Fiona - KGRE's science expert. Fiona has researched technology and how it is such a daily part of life for almost everybody in Indonesia.

What's Merapi going to do and when's it going to do it?

Mount Merapi, an active volcano in Central Java, gets almost as much attention as the President of Indonesia. Merapi is watched night and day by a team of vulcanologists - scientists who study volcanoes. Since the middle of April 2006, Merapi has been showing signs that it might erupt. The vulcanologists are trying to predict when the eruption will happen.



The surface of the Earth (the crust) floats on a layer of hot liquid rock, called magma. Sometimes the magma moves up and pushes against the Earth's crust. If the magma pushes too hard, the crust breaks and the magma escapes as lava in a volcanic eruption. At the moment there is a huge amount of magma building up underneath Merapi.

The vulcanologists are using lots of different techniques to measure the changes that Merapi is experiencing. They use seismographs to measure the earth tremors (*gempa*) and rockfalls (*guguran*) caused by the pressure of the magma building up underneath Merapi. Earth tremors and rockfalls usually happen more frequently and increase in strength just before an eruption.

Every year Merapi is measured using a network of theodolites and reflectors. If there is a big change in the shape of the volcano it is a sign that it is becoming more active. The magma underneath the volcano bubbles and boils just like water in a kettle. This bubbling makes the surface of Merapi expand and contract. Tiltmeters are used to measure these tiny movements. The more magma

there is below Mount Merapi, the larger the movements.

The vulcanologists don't just use scientific instruments to monitor Mount Merapi. Every day a team of vulcanologists climb to the summit of Merapi to take photographs of the crater and to measure the gases escaping from the volcano. They know that if the amount of sulphur dioxide (a gas that smells like rotten eggs) increases, then an eruption is more likely. The vulcanologist's measurements all show that an enormous amount of lava is building up underneath Mount Merapi. The vulcanologists all agree that the volcano will erupt soon but cannot predict when it will happen, it could be in a year's time, or in a month's time, or in a week's time, or maybe it's already happened?

(kangaroo magazine)

Answer the question based on the text

1. Where is the located Mount Merapi?
2. What is the opinion team vulcanologist with Moon Merapi?
3. What is magma?
4. What is techniques the vulcanologist to measure the changes ?
5. When Mount merapi measure using a network of theodolites and reflectors?

KEY ANSWER

1. The located Mount Merapi is central Java
2. Team vulcanologist are trying to predict when the eruption will happen.

3. Magma is the surface of the Earth (the crust) floats on a layer of hot liquid rock
4. They use seismograph to measure the earth tremors (gempa) and rock falls (guguran) caused by the pressure of the magma building up underneath Merapi.
5. If there is a big change in the shape of the volcano it is a sign that it is becoming more active. The magma underneath the volcano bubbles and boils just like water in a kettle.



RENCANA PELAKSANAAN PEMBELAJARAN

Sekolah	: SMP Negeri 2 Masamba
Mata pelajaran	: Bahasa Inggris
Kelas/Semester	: VIII-5 / Genap

I. Standar Kompetensi

Memahami makna teks tulis fungsional dan essay pendek sederhana berbentuk recount, narrative dan procedure dalam konteks kehidupan sehari-hari.

II. Kompetensi Dasar

Merespon makna dalam teks fungsional pendek secara akurat, lancar dan berterima untuk berinteraksi dalam kehidupan sehari-hari

III. Indikator

1. Mengidentifikasi ide pokok atau informasi dalam teks bacaan
2. Menemukan informasi yang tepat untuk menjawab pertanyaan
3. Menjawab pertanyaan berdasarkan isi teks bacaan

IV. Tujuan Pembelajaran

1. Siswa dapat mengidentifikasi ide pokok atau informasi dalam teks bacaan
2. Siswa dapat menemukan informasi yang tepat untuk menjawab pertanyaan
3. Siswa dapat menjawab pertanyaan berdasarkan teks bacaan.

V. Materi Pembelajaran

teks bacaan yang berjudul "profile Vina Panduwinata"

VI. Metode Pembelajaran

Three Phase Technique

VII. Langkah-langkah kegiatan

- a. Kegiatan awal:

- 1) Absensi
 - 2) Tanya jawab berbagai hal yang terkait dalam kondisi siswa
 - 3) Brainstorming (Tanya jawab tentang berbagai hal yang berkaitan dengan topik yang di bicarakan)
- b. Kegiatan inti :
- 1) Membaca teks monolog
 - 2) Membahas kosa kata yang digunakan
 - 3) Menjawab pertanyaan tentang isi teks
- c. Kegiatan akhir:
- 1) Menanyakan kesulitan siswa dalam proses belajar mengajar
 - 2) Menyimpulkan materi pembelajaran
 - 3) Memberikan pekerjaan rumah pada siswa

VIII. Sumber belajar

- a. Buku teks bacaan yang relevant
- b. Teks bacaan

IX. Penilaian:

- a. Teknik : Teks tertulis
- b. Bentuk : Pertanyaan singkat
- c. Instrumen : Descriptive text

X. Rubrik Penelitian

Penilaian menjawab soal

No. soal	Indicator	Score
1 s/d 5	The answer is grammatically correct and the idea is true	3
		2
	Some grammatical errors but the idea is true	1
	Many grammatical errors and the idea is nearly true	0
	Many grammatical errors and the idea is false	0

$$Score = \frac{\text{The correct answer}}{\text{Total number of item}} \times 100$$



Answer the question based on the text

1. Why Vina Panduwinata still exist in entertainment?
2. What the themes of album the power of love (kekuatan cinta)?
3. What is the main idea paragraph 5?
4. Why she choose love as one of the theme in new album?
5. What do you think about Vina Panduwinata?

KEY ANSWER

Because she has characteristic vocal and many people like her song

1. Love
Life
God
2. Paragraph 5 explain about the theme of the power of love album
3. Because love can not be separated from life and God besides that she said, "you can feel a whole new mood in this album.
4. Vina Panduwinata is one of singer still exist until now. Many people like her songs because easy listening and she has special characteristic.

RENCANA PELAKSANAAN PEMBELAJARAN

Sekolah	: SMP Negeri 2 Masamba
Mata pelajaran	: Bahasa Inggris
Kelas/Semester	: VIII-5 / Genap

I. Standar Kompetensi

Memahami makna teks tulis fungsional dan essay pendek sederhana berbentuk recount, narrative dan procedure dalam konteks kehidupan sehari-hari.

II. Kompetensi Dasar

Merespon makna dalam teks fungsional pendek secara akurat, lancar dan berterima untuk berinteraksi dalam kehidupan sehari-hari

III. Indikator

1. Mengidentifikasi ide pokok atau informasi dalam teks bacaan
2. Menemukan informasi yang tepat untuk menjawab pertanyaan
3. Menjawab pertanyaan berdasarkan isi teks bacaan

IV. Tujuan Pembelajaran

1. Siswa dapat mengidentifikasi ide pokok atau informasi dalam teks bacaan
2. Siswa dapat menemukan informasi yang tepat untuk menjawab pertanyaan
3. Siswa dapat menjawab pertanyaan berdasarkan teks bacaan.

V. Materi Pembelajaran

teks bacaan yang berjudul

“An Important health partnership tacking maternal mortality”

VI. Metode Pembelajaran

Three Phase Technique

VII. Langkah-langkah kegiatan :

a. Kegiatan awal:

- 1) Absensi
- 2) Tanya jawab berbagai hal yang terkait dalam kondisi siswa
- 3) Brainstorming (Tanya jawab tentang berbagai hal yang berkaitan dengan topik yang di bicarakan

b. Kegiatan inti :

- 1) Membaca teks monolog
- 2) Membahas kosa kata yang digunakan
- 3) Menjawab pertanyaan tentang isi teks

c. Kegiatan akhir:

- 1) Menanyakan kesulitan siswa dalam proses belajar mengajar
- 2) Menyimpulkan materi pembelajaran
- 3) Memberikan pekerjaan rumah pada siswa

VIII. Sumber belajar :

- a. Buku teks bacaan yang relevant
- b. Teks bacaan

IX. Penilaian:

- a. Teknik : Teks tertulis
- b. Bentuk : Pertanyaan singkat
- c. Instrumen : Report Text

X. Rubrik Penelitian

Penilaian menjawab soal

No. soal	Indicator	Score
1 s/d 10	Correct	1
	Incorrect	0

$$\text{Score} = \frac{\text{The correct answer}}{\text{Total number of item}} \times 100$$

MATERI

Choose T if the statements is true and F if the statements is false

1. Maternal mortality is when a women dies during pregnancy
2. Sometime delivery of her baby up to 28 days after
3. Neonatal mortality is appropriate for baby until it is 28 days old
4. As a woman before pregnancy, she must think about the future the baby
5. Health of woman and good nutrition are something that must prepare
6. Maternal or neonatal deaths can also be prevented by having well equipped center
7. The Belanda Indonesia partnership for maternal
8. The located is Maluku
9. The Partnership includes BAPPEDA (Regional Development Planning Board), women's Empowerment.
10. AIPMNH work with patens Posyandu

KEY ANSWER

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

RENCANA PELAKSANAAN PEMBELAJARAN

Sekolah : SMP Negeri 2 Masamba
Mata pelajaran : Bahasa Inggris
Kelas/Semester : VIII-5 / Genap

I. Standar Kompetensi

Memahami makna teks tulis fungsional dan essay pendek sederhana berbentuk recount, narrative dan procedure dalam konteks kehidupan sehari-hari.

II. Kompetensi Dasar

Merespon makna dalam teks fungsional pendek secara akurat, lancar dan berterima untuk berinteraksi dalam kehidupan sehari-hari

III. Indikator

1. Mengidentifikasi ide pokok atau informasi dalam teks bacaan
2. Menemukan informasi yang tepat untuk menjawab pertanyaan
3. Menjawab pertanyaan berdasarkan isi teks bacaan

IV. Tujuan Pembelajaran

1. Siswa dapat mengidentifikasi ide pokok atau informasi dalam teks bacaan
2. Siswa dapat menemukan informasi yang tepat untuk menjawab pertanyaan Siswa dapat menjawab pertanyaan berdasarkan teks bacaan.

V. Materi Pembelajaran

teks bacaan yang berjudul

“TEMPE”

VI. Metode Pembelajaran

Three Phase Technique

VII. Langkah-langkah kegiatan :

a. Kegiatan awal:

- 1) Absensi
- 2) Tanya jawab berbagai hal yang terkait dalam kondisi siswa
- 3) Brainstorming (Tanya jawab tentang berbagai hal yang berkaitan dengan topik yang di bicarakan

b. Kegiatan inti :

- 1) Membaca teks monolog
- 2) Membahas kosa kata yang digunakan
- 3) Menjawab pertanyaan tentang isi teks

c. Kegiatan akhir:

- 1) Menanyakan kesulitan siswa dalam proses belajar mengajar
- 2) Menyimpulkan materi pembelajaran
- 3) Memberikan pekerjaan rumah pada siswa

VIII. Sumber belajar

- a. Buku teks bacaan yang relevant
- b. Teks bacaan

IX. Penilaian:

- a. Teknik : Teks tertulis
- b. Bentuk : Pertanyaan singkat
- c. Instrumen : Report Text

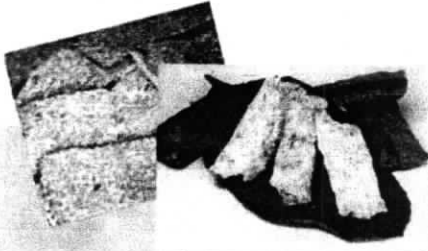
X. Rubrik Penelitian

Penilaian menjawab soal

No. soal	Indicator	Score
1	The answer is grammatically correct and the idea is true	3
s/d		2
5	Some grammatical errors but the idea is true	1
	Many grammatical errors and the idea is nearly true	0
	Many grammatical errors and the idea is false	

$$Score = \frac{\text{The correct answer}}{\text{Total number of item}} \times 100$$

MATERI



beam co
is now b

What happens when you ferment soybeans? The result tastes and feels something like

mushrooms. It's called *tempe* by the Indonesians, who invented this use for the soybean. And what an invention! High in protein and fiber, low in saturated fats, an excellent meat substitute not just for vegetarians. Soybeans are the only food containing isoflavones, which are thought to possibly reduce the risk of cancer. But soybeans also contain phytates, which prevent the absorption of minerals. Cooking doesn't get rid of the phytates, but the fermentation of *tempe* does. And unlike most beans, including soybeans prepared in other ways, *tempe* won't disturb anyone's intestines because fermentation gets rid of the oligosaccharides that can produce gas.

6

Answer the question !

1. What do you feel if you taste tempe?
2. Why tempe good for vegetarian?
3. What is soybeans?
4. What is the function of phytates?
5. Why tempe won't disturb anyone's intestines?

Key Answer

1. The result tastes and feel something like mushrooms
2. Because High in protein and fiber, low in saturated fats, an excellent meat substitute not just for vegetarians.
3. Soybeans are the only containing is flavones, which are thought to possibly reduce the risk of cancer
4. Pytates is which prevent the absorption of minerals
5. Because fermentation gets rid of the oligosaccharides that can produce gas.

24	YULIANA LIEM	.	.	.	.	i	.	.	.
25	RAHMADI	.	.	.	.	.	.	.	.
26	RISALDI	.	.	.	.	.	.	.	.
27	ST FAUSIAH	.	.	.	.	.	.	.	.
28	SUPANDI	.	.	.	.	.	.	.	.
29	SRY NOVITA S	.	.	.	.	.	.	.	.
30	RAHMAT HIDAYAT	.	.	.	.	.	.	.	.
JUMLAH YANG HADIR		30	27	29	30	29	29	29	30



THE STUDENTS' SCORE IN CYCLE I AND CYCLE II

CODE	The Students' Score			
	Cycle I (d_1)	Cycle II (d_2)	d_2-d_1	d^2
A-1	58	59	1	1
A-2	52	59	7	49
A-3	74	90	16	256
A-4	54	78	24	576
A-5	48	58	10	100
A-6	68	80	12	144
A-7	68	92	24	576
A-8	80	91	11	121
A-9	58	59	1	1
A-10	64	82	18	324
A-11	77	92	15	225
A-12	82	98	16	256
A-13	69	58	11	121
A-14	72	89	17	289
A-15	74	79	5	25
A-16	83	96	13	169
A-17	69	84	15	225
A-18	49	89	40	1,600
A-19	57	56	1	1
A-20	77	88	11	121
A-21	76	59	17	289
A-22	66	88	22	484
A-23	66	59	7	2,916
A-24	48	75	17	289

A-25	59	78	27	729
A-26	46	75	29	841
A-27	68	85	17	289
A-28	69	86	17	289
A-29	69	88	19	361
A-30	56	58	2	4
N=30	$\sum d_1=1,979$	$\sum d_2=2,325$	$\sum d=346$	$\sum d^2=11,671$



**THE STUDENTS' SCORE AND CLASSIFICATION IN
CYCLE I AND CYCLE II**

No	Cycle I	Classification	Cycle II	Classification
1	58	fair	59	fairly good
2	52	fair	59	fairly good
3	74	Good	90	very good
4	54	fair	78	good
5	48	poor	58	fairly good
6	68	fairly good	80	very good
7	68	fairly good	92	excellent
8	80	very good	91	excellent
9	58	fair	59	fair
10	64	fairly good	82	Very good
11	77	good	92	excellent
12	82	good	98	excellent
13	69	fairly good	58	fair
14	72	good	89	Very good
15	74	good	79	good
16	83	Very good	96	excellent
17	69	fairly good	84	very good
18	49	poor	89	very good
19	57	fair	56	fair
20	77	good	88	Very good
21	76	good	59	fair
22	66	fairly good	88	very good
23	66	fairly good	59	fair
24	48	poor	75	good
25	59	fair	78	good

26	46	Poor	75	good
27	68	fairly good	85	Very good
28	69	fairly good	86	Very good
29	69	fairly good	88	Very good
30	56	fair	58	fair



A. The mean Score of Cycle I and Cycle II

1. The Mean Score of Cycle I

$$Md = \frac{\sum d}{N} = \frac{346}{30} = 11.53$$

$$Md = \frac{\sum d1}{N} = \frac{1,979}{30} = 65.96$$

2. The Mean Score of Cycle II

$$Md = \frac{\sum d}{N} = \frac{346}{30} = 11.53$$

$$Md = \frac{\sum d2}{N} = \frac{2325}{30} = 77.5$$

3. keseluruhan

B. The Students' Percentage

1. Cycle I

Classification	Frequency	Percentage
Very good	3	$\% = \frac{3}{30} \times 100 = 10\%$
Good	6	$\% = \frac{6}{30} \times 100 = 20\%$
Fairly good	10	$\% = \frac{10}{30} \times 100 = 33.3\%$
Fair	7	$\% = \frac{7}{30} \times 100 = 23.3\%$
Poor	4	$\% = \frac{4}{30} \times 100 = 13.3\%$
Very poor		