

AN UNDERGRADUATE THESIS

**THE USE OF NEWSPAPER
TO IMPROVE THE STUDENTS' READING COMPREHENSION ABILITY
AT SMA YAYASAN ISLAM MIFTAHUL HUDA (YASMIDA)
AMBARAWA PRINGSEWU IN THE ACADEMIC YEAR OF 2016/2017**

By:

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**Tarbiyah Faculty
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Presented as a Partial Fulfillment of the Requirements

for the Degree of Sarjana Pendidikan (S.Pd)

in English Education Department

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ABSTRACT

**By:
KHOLIDATUL BAROROH**

Reading comprehension ability is the process of constructing meaning involving the written language by interpreting textual information in the light of prior knowledge and experiences using appropriate and efficient comprehension ability. The process of constructing meaning is the process in which the reader combines their prior knowledge with the additional information from a text, draw the meaning of words, and connect it to reach the clear understanding of the written text. The objective of this research is to find out and to know whether the using of newspaper can improve students' Reading Comprehension Ability at the eleventh graders of SMA Yayasan Islam Miftahul Huda Ambarawa in Academic Years 2016/2017.

In this case, the researcher conducted classroom action research (CAR). In this research, the researcher conducted the research in two cycles. Between one cycle with the other has relationship. They are including planning, action, observation, and reflection. The subject of this research was twenty-seven elevent graders students of SMA YASMIDA. In collecting data, the researcher used the test, documentation and observation. The tests consist of pre-test and post-test. The purpose of tests are to know how far the students' reading comprehension ability before and after being given the treatment.

The result of pre-test and post-test show that there is improved from the pre-test and post-test. The average score of the post-test is higher than pre-test. The average score of pre-test is 52.59, then the average score of post-test I is 63.33, and the average score of post-test II is 78.15. So, there is progress from 52.59 to 63.33 to 78.15. From pre-test to the post-test cycle I, there is increase for about 37.74 points, and from the post-test cycle I to the pot-test cycle II, there is increase for about 14.82 points. It is clear that by using newspaper as the media of teaching, the students will be able to increase their reading comprehension ability.

Key Words : Newspaper, Reading Comprehension Ability.

**PENGUNAAN SURAT KABAR UNTUK MENINGKATKAN
KEMAMPUAN PEMAHAMAN MEMBACA SISWA
DI SEKOLAH SMA YAYASAN ISLAM MITHAUL HUDA (YASMIDA)
AMBARAWA PRINGSEWU TAHUN AJARAN 2016/2017**

**ABSTRAK
OLEH:
KHOLIDATUL BAROROH**

Kemampuan pemahaman membaca adalah sebuah proses pembentukan makna yang melibatkan bahasa tertulis dengan menafsirkan informasi tekstual dalam pengetahuan dan pengalaman menggunakan kemampuan pemahaman yang tepat dan efisien. Proses pembentukan makna adalah sebuah proses dimana pembaca menggabungkan pengetahuan mereka sebelumnya dengan informasi tambahan dari sebuah teks. Itu semua dilakukan untuk mendapat pemahaman yang jelas dari teks tertulis. Tujuan dari penelitian ini adalah untuk menemukan dan mengetahui apakah penggunaan surat kabar dapat meningkatkan kemampuan pemahaman membaca siswa di sekolah SMA Yayasan Islam Mithaul Huda (YASMIDA) Ambarawa Pringsewu Tahun Ajaran 2016/2017.

Dalam kasus ini, peneliti mengambil PTK sebagai pendekatan. peneliti melaksanakan dua siklus. Antara siklus satu dengan siklus lainnya saling berkaitan seperti rencana, tindakan, observasi dan refleksi. Subjek dari penelitian ini adalah kelas 11 yang berjumlah 27 siswa di SMA YASMIDA. Dalam pengumpulan data, peneliti menggunakan tes dokumentasi dan observasi. Tes itu sendiri terdiri dari pre tes dan post tes. Tujuan dari tes tersebut adalah untuk mengetahui seberapa jauh kemampuan pemahaman membaca siswa sebelum dan sesudah diberikan materi.

Hasil pre-test dan post-test menunjukkan bahwa ada peningkatan dari pre-test dan post-test. Skor rata-rata dari post-test lebih tinggi daripada pre-test. Skor rata-rata pre-test 52.59, kemudian skor rata-rata post- test 1 adalah 63.33 dan skor rata-rata post-test II adalah 78.15. jadi ada peningkatan dari 52.59 ke 63.33 ke 78.15. dari pre-test ke post-test siklus pertama terdapat peningkatan 37.74 poin dan dari pos-tes siklus pertama ke post-tes siklus kedua terdapat peningkatan skor 14.82 poin. Ini jelas bahwa dengan menggunakan koran sebagai media mengajar, siswa dapat meningkatkan kemampuan pemahaman membaca mereka.

Key words : Koran, Kemampuan Pemahaman Membaca.

MOTTO

...إِنَّ اللَّهَ لَا يُغَيِّرُ مَا بِقَوْمٍ حَتَّىٰ يُغَيِّرُوا مَا بِأَنفُسِهِمْ

“Allah does not change a people’s not unless they change what is in their hearts.”
(Q.S Ar-Ra’d: 13:10)

The most dangerous enemy in the world is timid and indecisive.

The most loyal friends, is courage and strong faith.

(Andrew Jackson)

CHAPTER I INTRODUCTION

A. Background of The Study

Language is a system of arbitrary conventionalized vocal, written, or gestural symbol that enable members of a given community to communicate intelligibly with one another. Many languages are used in this world, one of which is English. Nowadays, it has become an international language that is almost used by all countries as the first, the second or the foreign language. Moreover, it has been declared as a formal language on international communication for a long time ago.

Reading is not easy to be learned because it needs maximal reading skill. Many problems are faced by reader when they want to achieve a purpose of reading. Those problems are about reading habit, reading technique, motivation and reading interest. Motivation is needed by reader to read texts or books. Unfortunately, most of readers do not have motivation to read, they think that reading is something bored.

Reading is very important because by mastering reading skill, people can get information and add their knowledge from the text. There are many different purposes for reading. Sometimes we read a text to learn material, sometimes we read for pure pleasure, and sometimes we need to follow a set of directions. As a student, much of reading will be to learn assigned material. We get information from everything we read and yet we don't read everything for the same reason or in the same way or at the same rate.

Nowadays, the students study English language by certain media, such as; book, newspaper, television and others. It proves that English is an important language that should be mastered by students either through or reading skill. They can acquire information and knowledge by reading all related information or knowledge through written of book, newspaper, and magazine, spreading in many places or certain language courses. The act of reading facilitates them more expand their knowledge and mastery of English language proficiency without being limited by times, or other people like teacher.

Unaccommodating conditions above lead the students have a difficult situation in learning and acquiring the English lesson, particularly reading comprehension. That's why the student's assignment or work result is always poor and bare minimum incompetence reading comprehension ability. It can be seen from the result of pre survey which was conducted by the researcher on 29th August, 2016.

Table 1
The Score of the Students' Reading Comprehension Ability

No	Score	Explanation	Students	Percentage
1	≥ 75	Passed	6	23,8 %
2	< 75	Failed	21	76,2 %
	Total		27	100%

Source: The result of pre survey which was conducted on 29th August, 2016 at the eleventh graders of SMA YAYASAN ISLAM MIFTAHUL HUDA (YASMIDA) AMBARAWA Academic Year 2016/2017.

Referring the table above, it can be inferred that the student's reading comprehend ability is low because of the standard of minimum completeness of mastery learning (Standard Competency) in Senior High School Yayasan Islam Miftahul Huda Ambarawa 75. It can be seen that just 6 of the student that have a good score of getting score more than 75 and 21 are failed because they have not reach the standard of minimum completeness of mastery learning (Standard Competency) yet or getting score under 75.

The researcher's observation at SMA Yayasan Islam Miftahul Huda (YASMIDA) Ambarawa, there is a low motivation in studying English, the students are passive in learning English and they does not have self confidence in reading. The researcher thinks that the students also need a new and a creative media to increase their motivation and grades. In this case, newspaper is a kind of media that can solve the problem. So it can be a solution to solve this problem.

The researcher intends to conduct the research focusing on the use of newspaper in teaching English especially in reading comprehension ability. The researcher wants to prove the use of newspaper to improve students' in reading comprehension ability at SMA Yayasan Islam Miftahul Huda (YASMIDA) Ambarawa, Pringsewu.

B. Problem Identification

Based on the background above, the problem can be identified as follows:

1. The students still have difficulties to find main idea or general structure from the text.
2. The students still have difficulties to understand the text in English well.

3. The students have low motivation in reading comprehension ability.
4. The students do not know how to learn reading well.
5. The students have low vocabulary.
6. Using of media in the learning process is not suitable enough.

C. Problem Limitation

Based on the problem identification mentioned above, the writer would like to limit the problem only to the students do not know how to learn reading well and using of media in the learning process is not suitable enough.

D. Problem Formulation

In reference to the background of the problem above, the writer tries to state the problem raise of this research as follow:

“Can the use of newspaper improve students reading comprehension ability text at the eleventh grade students of SMA Yayasan Islam Miftahul Huda (YASMIDA) Ambarawa in the Academic Year of 2016/2017.?”

E. Objectives and Benefits of The Study

1. Objective of the Study

The objective of study is:

- To find out whether the use of newspaper can improve students' Reading Comprehension Ability at the eleventh graders of SMA Yayasan Islam Miftahul Huda Ambarawa in the Academic Year of 2016/2017.
- To know whether the using of newspaper can improve the students' learning activity specially Reading Comprehension Ability at the eleventh graders of SMA Yayasan Islam Miftahul Huda Ambarawa in the Academic Year of 2016/2017.

2. Benefit of the Study

- For the students

As motivations for students to improve their interest in reading comprehension ability subject

- For the teacher

There is an alternative media to teach reading comprehension ability in learning activity. There is solution in reading comprehension ability. It is also gives English teacher some ideas of various media of teaching reading in the classroom.

- For the headmaster

As an information to facilitate the English teacher in learning reading comprehension ability.

CHAPTER II THEORETICAL REVIEW

A. The Concept of Reading Comprehension Ability

1. Reading Ability

a. The Definition of Reading Ability

In this regard, reading is viewed as a kind of dialogue between the reader and the text. Understanding of reading is best considered as the interaction that occurs between the reader and the text, an interpretive process.¹ Reading gives the way for the human to get information about something even though it is not natural part of human development.

There are some experts that have different definitions for reading, but here the writer will take several definitions according to the expert as follows:

According to Elizabeth reading is about understanding written texts. It is a complex activity that involves both perception and thought. Reading consists of two related processes: word recognition and comprehension. Word recognition refers to the process of perceiving how written symbols correspond to one's spoken language.²

Moreover Jeremy Harmer states reading programme is that students should be reading material which they can understand. If they are struggling to understand every word, they can hardly be reading for pleasure – the main goal of this activity. This means that we need to provide books which either by chance.³

Much of what we know about reading is based on studies conducted in English and other alphabetic languages. Reading is useful

¹ Teguh Budiharso, "Reading Strategies In Efl Classroom" dalam *READING STRATEGIES IN TEACHING*", (Samarinda: Universitas Mulawarman dan penerbit Cendekia), Volume 8, No. 2/Oktobre 2014, p. 191.

² Elizabeth S. Pang, et.al, *Teaching Reading* (Switzerland: Palais des Academies), 2003 p. 6.

³ Jeremy Harmer, *The Practice of English Language Teaching*. (China: Pearson Education Limited), 4th Edition, 2007 p. 283

for other purpose too: any exposure to English (provided students understand it more or less) is a good thing for language students.⁴

Based on the quotations above, the researcher can make a conclusion that reading is a complex activity which is very important involving the language and thought in order to get meaningful message, science or information which is sent by the writer through printed language or text such as graphic, symbols, written verbal symbols, it is the interaction between text and reader in making meaning. Reading is used to ease people get information from the text, book, and newspaper, magazine and other.

b. The Process Of Reading

As it is mentioned before, reading comprehension ability is the process in which the reader constructs meaning from the text. There are at least three types of constructing meaning processes proposed by some experts. The three processes of constructing meaning of the text are presented below.

1) Top-Down Processing

In top-down processing, the reader involves their knowledge of syntax and semantic to create meaning of the text. The reader constructs meaning by bringing their early thought to the text being read. It means that the reader's background knowledge is very important in getting the meaning of the text.

Michael Dambacher state top-down influences that guide the way words are understood. They permit the integration of word meaning into a wider context and hold the potential to bias expectations about upcoming words⁵

2) Bottom-Up Processing

Bottom-up processing views the process of reading as phonemic units. In bottom-up processing, the reader must recognize a multiplicity of linguistic signal such as letters, morphemes, syllables, words, phrases, grammatical cues, and discourse markers.⁶ It means that the reader has to scan from letters

⁴ Jeremy Harmer, *How to Teach English*. (Malaysia: Addison Wesley Logam Limited) 1998, p. 68

⁵ Michael Dambacher, *Bottom-Up And Top-Down Processes In Reading*, (Zugleich: Universitätsverlag Potsdam), 2010 p. 1

⁶ H. D. Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy*. (San Francisco, California: Pearson Education Company), 2nd Edition, 2000, p.299

to letters, recognize the words from one to another, associate among phrases, clauses, and sentences.

According to Michael Dambacher bottom-up processes transmit neural codes of sensory input to increasingly complex levels. On success, the appropriate word representation in the long-term memory is activated and semantic information associated with a word becomes available.⁷

3) Interactive Processing

According to Thomas, interactive model is argues that both top-down and bottom-up-down reading processes occur when person reads a text⁸. It means combination between top-down and bottom-up process.

From the discussion above, it can be concluded that there are three types in the process of reading. Bottom-up processing is deal with the word recognition. Top-down processing deals with the readers' background knowledge. The last, interactive processing combines the top-down and bottom up processing. Here, interactive processing combines word recognition and background knowledge of the readers.

c. Reading Purpose

The essential purpose of reading generally is to get new information and/or for pleasure. Reading for information requires that we understand the meaning of a passage.

Many different things can be going on when a reader reads with a different purpose of reading. Basically, reading experts divide reasons of reading into two broad categories:⁹

- 1) Instrumental: a large amount of reading takes place because it will help us to achieve some clear aim. For example, we read a road signor instruction on a ticket machine because we want to know how to operate it. In other words, we read because we have some kind of utilitarian or instrumental purpose.¹⁰

⁷ Michael Dambacher, *Bottom-Up And Top-Dow.*, p. 1

⁸Thomas S.C.Farrell, "Reflecting on Teaching the Four Skills" dalam *60 STRATEGIES FOR PROFESIONAL DEVELOPMENT* (Minchigan: ELT) , 2012 p.3

⁹ Jeremy Harmer, *The Practice of English Language Teaching*, (Cambridge: Longman) 3rd Edition, 2000, p. 200.

¹⁰ Ibid,

2) Pleasurable: another kind of reading and listening takes place largely for pleasure¹¹. Such as read a magazine or poetry. Familiar sensations: you are at the wheel of your car, waiting at traffic light, you take a book out of the bag, rip off the transparent wrapping, and start reading the first line.

2. Reading Comprehension Ability

a. The Definition of Reading Comprehension Ability

Cunningham states that comprehension is making sense of what we read.¹² Meaning to say, comprehension is the ability that making sense to understand the information according to our insight.

Comprehension is the process of deriving meaning from connected text. It involves word knowledge (vocabulary) as well as thinking and reasoning. Therefore, comprehension is not a passive process, but an active one.¹³

Reading comprehension involves much more than readers' responses to text. Reading comprehension is a multi component, highly complex process that involves many interactions between readers and what they bring to the text (previous knowledge, strategy use) as well as variables related to the text itself (interest in text, understanding of text types).¹⁴

Moreover, Kristin Lems defines that Reading comprehension is the ability to construct meaning from a given written text. Reading comprehension is not a static competency; it varies according to the purposes for reading and the text that is involved.¹⁵

Furthermore, Anderson in Janette states that reading comprehension is the process of constructing meaning by coordinating

¹¹ Ibid,

¹² Andie Cunningham and Ruth Shagoury, *Starting with Comprehension: Reading Strategies for the Youngest*, (Boston: Stenhouse Publishers), 2006 p.11

¹³ Elizabeth S. Pang et.al, *Teaching Reading.*, p.14

¹⁴ Janette K.Klinger. et.al, *Teaching Reading Comprehension to Students with Learning Difficulties*, (United States of America: The Guilford Press), 2007 p. 8

¹⁵ Kristin Lems, et. al., *Teaching Reading to English Language Learner Insights from Linguistics*, (New York: The Guilford Press.), 2010 p.170

a number of complex processes that include word reading, word and world knowledge, and fluency.¹⁶

Besides, Lapp and Fisher state that comprehension is reader's ability to interact with information in the text and also the reader's background experiences with the topic and language of the text.¹⁷

Based on the quotation above, it can be concluded that comprehension is to understand that encompasses ability to construct meaning and knowledge related of the activities that include the purpose associated with reading.

The word ability in Oxford Advanced Learner's Dictionary can be defined as to do something the fact that somebody/something is able to do something and a level of skill or intelligence.¹⁸ Therefore, reading ability is the skill to express ideas, thoughts, and feelings to other people in reading symbols to make other people or readers understand the ideas conveyed. The word "ability" means the mental or physical capacity, power or skill required to do something.

Not only that, the word ability can be defined as:

1. The quality of being able to do something, especially the physical, mental, financial, or legal power to accomplish something.
2. A natural or acquired skill or talent.
3. The quality of being suitable for or receptive to a specified treatment; capacity: the ability of a computer to be configured for use as a file server.

Based on the definition above, the writer can conclude that ability is a talent or skill which is owned by a person to do activities in her or his life.

b. Kind of Reading Comprehension Ability

¹⁶ Janette K.Klingner, et. al, *Teaching Reading*, p.2

¹⁷ Diane Lapp and Douglas Fisher, *Essential Reading on comprehension*, (Newark: International Reading Association, 2009), p.2

¹⁸ A. S, Homby, *Oxford Advanced Learner's Dictionary*, (New York, Oxford University Press, 2010), p.2

Comprehension is the activity of understanding what is being read by the reader. Related to the kind of reading comprehension abilities, they are broadly categorized into three kinds which depend on the reader's level of comprehension. They are the following:

a. Literal comprehension

According to Dorn and Soffos, literal comprehension is the ability to recall factual information in the text.¹⁹ Meanwhile, Anderson, *et.al* states that literal comprehension entails the understanding the information that is explicitly stated in reading material.²⁰ It means that literal comprehension involves the understanding of the text to gain the information which can be directly found by the reader at the surface part of the text.

b. Inferential comprehension

Inferential comprehension is closely related to making inference. According to Mickulecky and Jeffries making inference is the ability to find out text clues and to guess the topic that is not directly stated in the text.²¹ Besides, Anderson states that inferential comprehension is related to the ability to read between the lines and infer the meaning using what the author has provided.²²

Based these statements, it can be inferred that inferential comprehension is different from literal comprehension because it deals with the reader's interpretation how they infer the things that are not be directly stated in the text which needs good comprehension to gain the meaning or information.

c. Critical or evaluative comprehension

Critical comprehension has higher complexities than previous kind of reading comprehension. According to Scanlon, critical comprehension entails the ability to evaluate the information in the text relative to what it means to the reader and relative to the

¹⁹Linda J. Dorn and Carla Soffos, *Teaching for Deep Comprehension*, (Portland: Stenhouse Publishers, 2005), p. 14

²⁰Linda Anderson, *et.al*, *CliffsTestPrep® NYSTCE®:Multi-Subject Content Specialty Test (CST)*, (New Jersey: Willey Publishing, 2007), p. 13

²¹Beatrice S Mickulecky and Linda Jeffries, *More Reading Power*, (New York: Longman, 1996), P. 150

²²Linda Anderson, *et.al*, *Cliffs Test Prep* p. 14

intentions, expertise and author's perspective.²³ It means that critical comprehension needs deeper thinking to map the message or information.

Concerning about kind of reading comprehension abilities, effective reading comprehension will be accomplished if the reader becomes more proficient in literal, inferential, and critical and it depends on the reader's level of comprehension to achieve in what category they will be intended. Regarding that kind of reading comprehension abilities are various.

B. The Concept of Newspaper

1. Newspaper

a. The Definition of Newspaper

Dr. Reena Mittal statement newspapers are one of the most powerful sources of sharing information and up gradation of knowledge bank.²⁴

Newspaper is considered to be the one of the cheapest forms of print media.²⁵ A newspaper is a publication that is issued daily or weekly and includes local and international news stories, advertisements, announcements, opinions, cartoons, sports news and television listings. It is an important media of letting the public knows everything that is happening in their local area and around the world. Even with the advancements in computer technology, newspapers continue to be an important aspect of everyday life.

Since the newspaper is a ready source, many teachers like students to find articles in the newspaper that are allied in some way with the book that they are reading. This newspaper linkage helps bring the reader a greater scope of comprehension.²⁶

²³Donna Scanlon, *et.al*, *Early Intervention for Reading Difficulties*, (New York: The Guildford Press, 2010), p. 278

²⁴Reena Mittal, "Role of Newspaper in English Language Learning" dalam *DAK DEGREE COLLEGE* (India: International Journal of Research (IJR)) Vol-1, Issue-6, July 2014, p. 690

²⁵C. Vijaya Bhaskar And S.Soundiraraj," Application Of Reading Strategies Through Newspaper To Develop The Reading Ability Of Engineering Students" dalam *MAN IN INDIA* (India: Serials Publications), 1994, p. 705

²⁶Darla Shaw, *Thoughtful Literacy Using the Newspaper* (Unites States of America: Newspaper in Education Institute), 2004. p.57

According to Cheyney newspaper are the textbook that provides up-to-date information on local, state/provincial national, and world affairs; the most current analysis and criticism on executive and legislative decision-making. Newspapers are among the most accessible texts available to the vast majority of people – literate, illiterate, young and old, students, workers, elites and peasants – in any community²⁷

It means that newspaper is sources of sharing information and up gradation of knowledge bank. Information about many sub topics of real life discussed including the national or international current affairs.

b. Using Newspaper for Teaching

Newspapers are also a great media for *ESP teachers*. They can be used as teaching materials to develop students' language skills. They can be used effectively with a wide range of levels from Elementary to Advanced, either interpreting them or using them as they are. Some newspapers are easy to read, easy to use.²⁸

A typical English language lesson in composition, comprehension or summary can start with reading of newspapers. When students read the newspapers they will set goals for reading (they can be led by the teacher), relate their past knowledge to the article, think critically about what they have read, form new concepts and understandings from their reading.²⁹

Based on the quotations above, the writer can make a conclusion when students read the newspapers they will set goals for reading (they can be led by the teacher), relate their past knowledge to the article, think critically about what they have read, form new concepts and understandings from their reading.

c. Types of News Article On Newspaper

One must have an understanding of the different types of articles contained in a newspaper. Most news articles are news stories and focus only on the facts but editorials and columns are not considered

²⁷ Emmanuel Taiwo Babalola “ Newspapers As Instruments For Building Literate Communitie” dalam *THE NIGERIAN EXPERIENCE* (Nigeria: Nordic Journal of African Studies), No. 11/2002 p. 403

²⁸ Vilma Tafani “Teaching English Through Mass Media” dalam *ANALYZING THE IMPORTANCE OF USING MASS MEDIA* (Unterricht: Acta Didactica Napocensia), Volume 2 No. 1/30 March 2009, p.84

²⁹ Emmanuel Taiwo Babalola “ *Newspapers As.*, p.408

real news stories and usually reflect the opinion of their writer. There are several types of news articles:³⁰

- A local news article focuses on what's going on in your neighborhood. An example of a local news story would be an article on a city council meeting.
- A national news article focuses on what's happening in the country. An example of a national news article would be an article on the Canadian government passing a new bill.
- An international news article focuses on news that's happening outside the country. A story on an influenza outbreak in China would be considered an international news story.

Based on the statement above, it can be concluded that types of news article on newspaper are local, national, international. So the writer focuses on national newspaper because of focuses on what's happening in the country that is Jakarta Post.

The Jakarta Post is a daily English written newspaper published in Indonesia. This English newspaper is aimed to improve the standard of English language media in Indonesia.³¹ There are several ways to make the newspaper are usable for the common levels of students, one of them is selecting interesting topic or issues of newspaper. The variety of topics are attracting and motivating students to work.

Based on the definition above, the writer use report text to improve students reading comprehension ability, and definition of report text:

Report Text

A report provides factual information about a specific subject like social phenomena (e.g. riot, demonstration, and unemployment), nature (e.g. earthquakes, floods, storm, animal, plants) and man-made thing.

³⁰ Cigelske, Azor. "How to Write a Newspaper Article." 2004 URL: http://www.cuw.edu/WritingCenter/writecenter_pdf/newspaper.pdf diunduh pada 23 October 2016

³¹ UCLA international institute, "The Jakarta Post.com," (<http://www.international.ucla.edu/asia/article/28037>, accessed on January, 1th 2017)

The Purpose of report text: To give factual information about a specific subject. Example of Report Text: Science reports, weather reports.

Text Organization

- General Classification : introduction the topic of the report.
- Identification : describes the subject in detail, e.g. its qualities, appearances, uses, habits or behaviors³².

d. Advantages and Disadvantages of Newspaper

There are many advantages and disadvantages of reading the newspaper. People read newspaper to find out information, news, and what going on around there world. However, there are many pro and con about reading the newspaper.

1. The Advantages of Using Newspapers

Newspapers have fulfilled this requirement. First, it can be used as cross cultural medium, because newspapers probably the best single source of information about the host culture and about the most important people in the host society. Second, the realistic characters and actions may motivate students for reading. Third, newspapers can be used to teach other language skills: listening, speaking and writing.

Good teaching material can be used to teach many aspects of language. Again, newspapers have this qualification. As stated by Joe Pemagbi: “Newspaper can be used to teach many aspects of language and communication skills³³.”

2. The Disadvantages of Using Newspapers

Roy Pearse stated “there are other useful expressions which are often metaphoric and sometimes border on the cliché. They are used very frequently and are essential for students to know, e.g. go/be on strike, and break the deadlock. Work out an agreement, streamline, play a role, rate prospects, lay off workers, boycott,

³² Linawati Setiadi, Risuli Hutaauruk, et.al, *SPM Bahasa Inggris SMA dan MA Siap Tuntas Menghadapi Ujian Nasional*, (Erlangga: 2008) p. 36

³³ Joe Pemagbi “Using Newspaper and Radio in English Language Teaching” dalam *THE SIERRA LEONE EXPERIENCE* (Njala University College: University of Sierra Leone), Vol.33 No 3/July – September 1995, p. 53

suffer a setback, agree to terms, peace talks, peace settlement, cease-fire”.³⁴

For the first time, students will be discouraged when they read headlines and paragraph headings because they will probably mean nothing to students. On the other hand, may be ambiguous. “They are often compounds of nouns, needing a tree diagram to make the meaning clear.”³⁵

All the problems above come from the language of newspapers. Other disadvantages are unavailability of English newspapers in small cities. Those English newspapers are only produced in big cities like Jakarta; moreover, English newspapers from target countries are still limited in Indonesia.

2. Action Hypothesis

Based on the frame of theories and assumptions the researcher formulates the hypothesis is by using newspaper, the students at SMA Yayasan Islam Miftahul Huda Ambarawa can improve their reading comprehension ability.

³⁴ Roy Pearse, *Reading Newspapers in English, Second Selection, from Modern English Teacher*, (London: Modern English Publisher Ltd., 1983), p. 42

³⁵ *Ibid.*, p. 43

CHAPTER III

RESEARCH METHODOLOGY

A. Variables and the Operational Definition of Variables

1. Operational Definition of Variables

Operational definition of variables is explained about variables that used in this research. Operational definition is the definition which based on characteristic of the thing that will be defined, and it can be observed or measured. Therefore, operational definitions of variable in this research are :

a) Independent Variable

According to Evelyn Hatch, “the major variable which you hope to investigate that is the independent variable. The researcher can select, manipulate, and measure the variable.”³⁶ Independent variable of this research is newspapers which are defined as a media. In this research, wants to know the students’ activeness during teaching and learning process, in the reading ability lesson especially at using newspaper to improve students reading comprehension ability.

There are some indicators which indicate the students are able to success the objective of media as follow:

- a. The students are able to understand well material from newspaper.

³⁶Evelyn Hatch and Hossein Farhady, *Research Design and Statistic for Applied Linguistics*,(U.S.A.: Newbury House Publishers, Inc, 1982), p.15.

- b. The students are able to get new experience from the newspaper as a teaching media in teaching learning process.
 - c. The students are able to get new example to practice reading comprehension well in the class.
- b) Dependent Variable

According to Evelyn Hatch, “The dependent variable is the variable which you observe and measure to determine the effect of the independent variable.”³⁷

Dependent variable of this research is reading comprehension ability. To measure students’ reading comprehension ability, the researcher gives the test in form the explanation of the students. The indicator of this variable is:

- a. The students are able to understand material of newspaper in reading comprehension ability test.
- b. The students are able to get new experience from newspaper as a teaching media in teaching reading comprehension ability.
- c. The students are able to identify the information of newspaper in reading comprehension ability test.

B. Setting of the Study

This research is the classroom action research type, and was conducted at the eleventh grade students of SMA Yayasan Islam Miftahul

³⁷ *Ibid.*,89

Huda (Yasmida) Ambarawa located in Jl. Utama No. 05 Ambarawa Kecamatan Ambarawa Kabupaten Pringsewu in Academic years 2016/2017 on the first semester. Action research is concerned with a social practice, aimed towards improvement, a cyclical process, participative, determined by practitioners.

C. Subject of the Study

The subjects of this research are the students of SMA Yayasan Islam Miftahul Huda Ambarawa, this research are twenty seven students of class XI in SMA Yayasan Islam Miftahul Huda Ambarawa. The researcher selects class XI IPA¹ because the students have low English ability in Especially in reading. They also have low interest in learning English. The researcher choose this class because most of students did not fulfill the grade minimum requirement of English especially in reading comprehension ability. More detail clearly explore at the table as follows :

Table 2
The Subject of the Research

No.	Class	Gender		Total
		Male	Female	
1.	XI ¹	11	16	27
Total				27

D. Research Procedure

Action research is a method for improving and modifying the working system of a classroom in school.³⁸ It means that action research is a research

³⁸ Anne Burns, *Doing Action Research in English Language Teaching*, (New York: Routledge, 2010) p. 5.

that is used to investigate and evaluate their work in teaching and learning with the aim of collecting information about what they want.

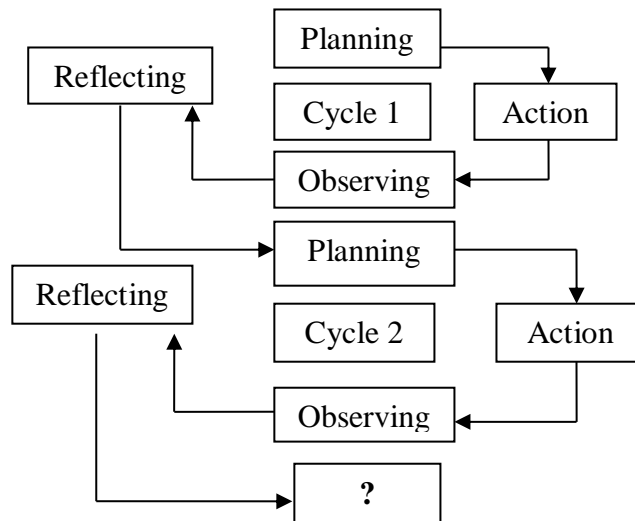
Furthermore, Classroom action research is the inquiry about teaching and learning process by action in the class. It means that classroom action research is a form of enquiry that enables practitioners everywhere to investigate and evaluate their work in the class.

There are four components in one cycle for conducting classroom action research. It consists of planning, action, observation, and reflection. The four phases of the classroom action cycle were conducted integrated like spiral. Each phase was concluded based on the previous one and the next. It means that the activities in the classroom action research were based on planning, action, and observation, then, the researcher could make a reflection to determine the next cycle.

In the classroom action research, there is a relationship between one and the other. They are planning, acting, observing, and reflecting. It means that, action research consist of four steps include: planning, action, observation, and reflection.

Figure 1

Design of classroom action research by Suharsimi Arikunto model:³⁹



Based on design above, model design from Suharsimi there are four steps in action. They are planning, action, and reflection and the last evaluation. Which is all activity has relationship with the other.

1. Cycle I

a. Planning

Planning is the first step before we are going to teach in the learning program. The material must suitable with the syllabus, and the instrument of evaluation. Planning a lesson is more than just setting out a program of learning.⁴⁰ A teacher must take into account not only the information or skills to be learned, but also the characteristics and capabilities of the students in the class. Here is the step that the writer can make in planning:

³⁹ Suharsimi Arikunto, et al, *Penelitian Tindakan Kelas*, (Jakarta : Bumi Aksara, 2007) p.74

⁴⁰ Ernest T. Stringer, *“Integrating Teaching, Learning, and Action Research”*, (United States: SAGE Publications.Inch, 2010), p. 4.

- 1) The teacher determine the research class.
- 2) The teacher identified the problem and found the problem solving.
- 3) The teacher prepares the learning programs.
- 4) The teacher prepares the suitable appropriate materials with the curriculum.
- 5) The teacher prepare evaluations instrument.

b. Acting

The second step in the action research is acting. It is the implementation of the plan. It is the realization from the planning the researcher has made.⁴¹ Without the action the planning just imagination that never can be real. After finishing the planning, the learning process has done in the eleventh grade of SMA Yasmida Ambarawa. It described about teaching procedures of the research. There are the steps that the researcher did in the action:

- 1) The teacher applied the lesson plan.
- 2) The teacher explained the advantages of using newspaper in teaching reading.
- 3) The teacher explained the strategies of learning reading.
- 4) The teacher asked the students to read about the lesson or materials.
- 5) The teacher guided the students in teaching learning process based on the lesson plan.

⁴¹ *Ibid*, p. 18

c. Observing

The third step is observing. In observing the researcher must be able to analyze the learning process, the student's activities, the teacher performance, the material and the result in learning process. Based on the observing, the researcher decides whether there is anything that the researcher has to be increase soon in order that action achieve the aim of the researcher goals. The researcher observes them in every activity.

d. Reflecting

The last activity is reflecting, after observation process is done, the researcher made a reflection to evaluate teaching learning process and the improvement of students' reading comprehension ability.

Reflection is an activity to analyze, understand, and make conclusions based on observation. The researcher will know the strength and weakness from action by reflecting. The researcher applies the data for evaluation of making improvement the next cycle.

2. Cycle 2

a. Planning

Planning is the first step in each activity, without planing the activity that the writer does will not focus. Here is step that the writer can make in planning :

- 1) The researcher determine the research class.

- 2) The researcher identified the problem and found the problem solving.
- 3) The researcher prepares the learning programs.
- 4) The researcher prepares the suitable appropriate materials with the curriculum.
- 5) The researcher prepare evaluations instrument.

b. Acting

The second step in the action research is acting. It is the implementation of the plan. It is the realization from the planning the researcher has made.⁴² Without the action the planning just imagination that never can be real. After finishing the planning, the learning process has done in the eleventh grade of SMA Yayasan Islam Miftahul Huda Ambarawa. It described about teaching procedures of the research. There are the steps that the researcher did in the action:

- 1) The teacher applied the lesson plan.
- 2) The teacher explained the advantages of using newspaper in teaching reading.
- 3) The teacher explained the strategies of learning reading.
- 4) The teacher asked the students to read about the lesson or materials.

⁴² *Ibid*, p. 18

5) The teacher guided the students in teaching learning process based on the lesson plan.

c) Observing

In this step, the researcher observes the process of teaching learning by using format of observation to collect the data.

d) Reflecting

In this step, the researcher compared the score of pre-test and post test. The researcher reviewed and reflected on students' activity and teacher performance whether it is positive or negative, the second cycle enough or need for the next step.

E. Data Collection Technique

The instruments are using to collect data in this research as the followings:

1. Test

In this research, the writer will give the students two test, that is pre test and post test. The tests will give to know the students achievement before and after the learning process.

a) Pre test

At the first meeting, the researcher gave the students some question, it was called pre-test. The purpose was to know the students' reading comprehension ability. Thus, the researcher conducted the treatment after gave pre-test to the students.

b) Post test

The post-test gave in the last meeting after did treatments to find out whether the treatments gave any contribution to the students' achievement in the class or not. The improvement could be seen if the average score of the post-test was higher than pre-test.

2. Observation

Seltiz that observations can be defined as election, alteration, registration and coding series of action and situation connecting with organism which is suitable with empiric purpose. In this present research, observation is used to know the teacher's performance (in teaching by using newspaper) and students' activities.

3. Documentation

Another technique to collect the data is documentation. Documentation is a tool to collect some information in the form of written source or documenter such as books, magazines, daily notes, etc. The writer uses the documentation technique to get detail information about, condition teachers and official employee, the quantity of the students and the structure organization of the SMA YASMIDA AMBARAWA in the academic year of 2016/2017.

F. Instrument of Research

Gery Anderson defines “an instrument includes test and questionnaire, observations schedules and any other tool used to collect data.”⁴³

Furthermore, the research instrument involves:

1. Instrument Blueprint

The writer used Pre-test before treatment as a control and Post-test instrument after treatment as an experimental. The research about newspaper in reading comprehension so the research instrument which is used in present research is in the form of written test, here is the blue print:

Table 3
Instrument Blueprint of the Test

No	Variable	Indicator	Item	Form of Test	Types Of The Test
1)	Variable X: Newspaper	a) The students are able to infer the text.	4,5,9,10	Written Test	Multiple Choice
2)	Variable Y: Reading Comprehension Ability	a) Students are able to determine the topic of text.	1,6	Written Test	Multiple Choice
		b) Students are able to find detail information of the text.	2,3,7,8	Written Test	Multiple Choice
	Total		10		

⁴³Gary Anderson with Nancy Arsenault, *Fundamental of Educational Research*, (USA: Falmer Press, 2005), p. 94.

- a. The instrument which was used in test in this research, it included the pre – test and post – test about reading comprehension ability text result. The writer uses the objective test that is written tests. And give the text to the students. After getting the data from the student, the writer compared the scores in order to measure whether there is any significant influence between using newspaper to improve the students reading comprehension ability.
- b. The instrument which was used in documentation technique was documentation guidance, as follow;
 - 1) Documentation about condition of the teachers and officials in the SMA YASMIDA AMBARAWA in the academic year of 2016/2017.
 - 2) Documentation about the students of SMA YASMIDA AMBARAWA in the academic year of 2016/2017
 - 3) Documentation about the organization structure of SMA YASMIDA AMBARAWA in the academic year of 2016/2017.
- c. The instrument which was used in observation technique is observation guidance. In this technique, the data is taken from the observation list about everything happened during teaching learning process which are about the teacher's treatment to the students, which media the teacher use and how the process worked. The observation also is about students' responses and participation in teaching learning process.

2. Instrument Calibration

In this research, the writer used the logical validity in the form of content validity. "Content validity for an instrument is show a condition of an instrument which composed based on the subject matter content which evaluated."⁴⁴

The researcher had composed the instrument based on subject matter content which was researched. The instrument which was composed had represented the subject that was measured. Before gave the test, the researcher had consulted to the lecturer who have competence in reading comprehension ability. It is called expert judgement. Therefore it can be inferred that the test have good validity.

G. Data Analysis Technique

To analyze the data, the researcher computed data of the average rates of pre-test (X-pre) and post-test (X-post) by using formula as follows:⁴⁵

$$\bar{X} = \frac{\sum X}{N}$$

\bar{X} : Mean of average score

$\sum X$: Total of number the respondents

N : Total of the students that follow the test.

⁴⁴*Ibid*, p. 66

⁴⁵ Timothy C. Urdan, *Statistic in Plain English 2nd*, (London :Lawrences Erbaulm Associates Publisher,2005) p.8.

Then, the researcher will calculate the percentage of students' activities during teaching learning process in each cycle. The formula of calculating the percentage is as follows:⁴⁶

$$P = \frac{F}{N} \times 100\%$$

P = Class Percentage

N = Number of Student

F = Total presentage score

Then, to know the result the researcher will compare between pre-test and post test. The result will be matched by the minimum standard in this school at least 75. If from cycle I there are some students not successful, so we would conducted cycle II. The minimum cycle in CAR (Classroom Action Research) is two cycles, if from cycle II all of the students were successful, the cycle able to be stopped until cycle II.

H. Indicator of Succes

From the result of the research, researcher has been successes. Indicator it can be stated successful in learning process, the result of the cycle 2 more successful than cycle 1. Aspects that are inspected of the research are students' activity and students' performance of learning activity in the class. The parameters are:

- 1) The students can understand the material.

⁴⁶ *Ibid.*

- 2) The students to be more active;
- 3) The students can give attention;
- 4) The students do the assignment.

Indicator of success research is if $\geq 70\%$ of the students got score minimum 75 in the post test. It means that the using of newspaper is success to improve the students in reading comprehension ability and to improve students' learning activities.

CHAPTER IV

RESULT OF THE RESEARCH AND INTERPRETATION

A. Result Of The Research

1. Description of Research Location

a. The History of SMA YASMIDA AMBARAWA

SMA YASMIDA AMBARAWA is located in Jl. Utama No. 05 Ambarawa Kec. Ambarawa Kab. Pringsewu. It was established on 1976/1977. SMA YASMIDA AMBARAWA has accreditation status of B and had been lead by the following principals:

- 1) Drs. M. Masdar MS on 1991 – 1996.
- 2) Vakum on 1996 – 2002.
- 3) M. Khamdani, B.A on 2002 – 2004.
- 4) Drs. Suyadi on 2004 – 2010.
- 5) M. Khamdani, S.Pd.I., M.MPd on 2010 – 2016.
- 6) Wildan, S. Pd on 2016 until now.

SMA Yasmida Ambarawa established with school statistic number 30 2 12 06 11 031. Now, SMA Yasmida Ambarawa has three levels of class. Those are the tenth; eleven, twelve grades with the total class are 4. SMA Yasmida Ambarawa has 23 teachers and 4 official employees.

b. The Condition of Teacher and Official Employees at SMA YASMIDA Ambarawa

The number of teacher and official employee in SMA YASMIDA in academic year 2016/2017 are 23 teachers and 4 official employees that can be identified as follows:

Table 4
The Condition of Teachers and Official Employers
In SMA YASMIDA Ambarawa in the Academic Year of 2016/2017

No	Name	Educator	Subject	Profession
1	Wildan, S. Pd.	S-1	Mathematics	Headmaster
2	Saryono, S. E.	S-1	Economy	Wakasek.
3	Sutiran, S. Pd. I.	S-1	Health	Wakasek.
4	Ari Trisianto, S. Pd. I.	S-1	Arab	Wakasek.
5	Srikanti Rahayu, S. Kom.	S-1	TIK	Teacher
6	Sutriana, S. Kom.	S-1	TIK	Teacher
7	A. Nita Putri S., S. Pd.	S-1	Mathematics	Teacher
8	Eli Milawati, S. Pd.	S-1	Physics	Teacher
9	Yulia Prasetyowati, S. Pd.	S-1	Geography	Teacher
10	Nila Nifrani, S. Pd.	S-1	Mathematics	Teacher
11	M. Khamdani, S.Pd.I., M.Mpd	S-2	PAI	Teacher
12	Isnani Wijayanti, S. Pd. I.	S-1	PAI	Teacher
13	Budianto, S. E.	S-1	Health	Teacher
14	Henudin, S. Pd.	S-1	English	Teacher
15	Agus Salim, S. Pd.	S-1	Physics	Teacher
16	Agus Indri Yanti, S. Pd.	S-1	Indonesia	Teacher
17	Sugiarti, A. Md.	D-3	English	Teacher
18	Mukhtar Abidin, S. S.	S-1	Indonesia	Teacher
19	Cory Kurniawati, S. Pd.	S-1	Kimia	Teacher
20	Khozimatul Asror, S. Pd.	S-1	Biology	Teacher
21	Eka Zurida Aupal Fitri, S. Pd.	S-1	English	Teacher
22	Muhtarom, S.Pd., M.Sc.	S-2	Sociology	Teacher
23	Umu Maghfiroh, S. Pd. I.	S-1	Aswaja	Teacher
24	Drs. Rudi Purnomo	S-1		BK
25	Siti Samsiyah, S. Pd.	S-1		Staff Administration
26	Febi Kelana, S. Pd.	S-1		Staff Administration
27	Ahmad Taufik	Sma		Ka. Tu

c. Students Quantity of SMA YASMIDA Ambarawa

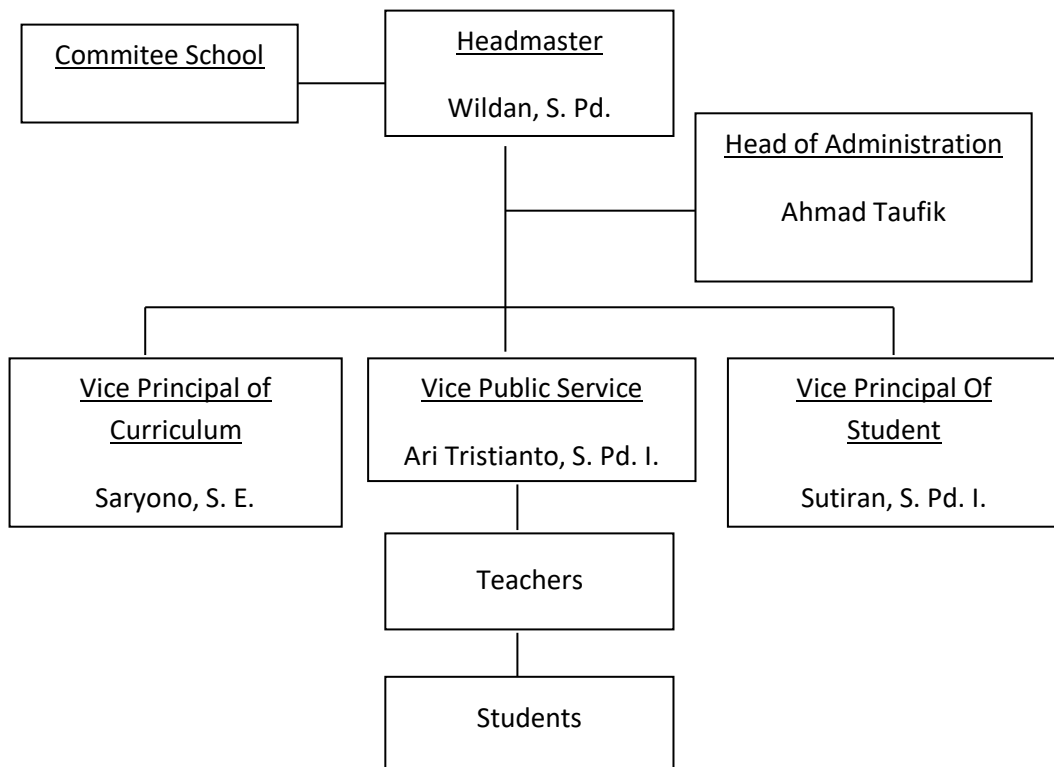
The student's quantity of SMA YASMIDA Ambarawa in the academic year of 2016/2017 is that can be identified as follows:

Table 5
The Students Quantity of SMA YASMIDA
in the Academic Year of 2016/2017

NO	CLASS	MALE/FEMALE	TOTAL
1.	Class X	11 / 24 students	35 students
2.	Class XI IPA	11 / 16 students	27 students
3.	Class XI IPS	16 / 16 students	32 students
4.	Class XII	20 / 20 students	40 students
TOTAL		58 / 76 students	134 students

d. Structure Organisation of SMA YASMIDA Ambarawa

Figure 2.
Structure Organization of SMA SMA YASMIDA Ambarawa
in academic year 2016/2017



2. Description of the Research

In this research, the researcher as an English teacher and Mr. Henudin S.Pd the collaborator conducted the research in two cycles and each cycle consists of planning, acting, observing and reflecting.

a. Cycle

Cycle 1 consist of planning, acting, observing and reflecting. The researcher conducted pre-test to know the students' reading comprehension ability in report text before giving treatment and it used as the comparison score with post-test. The students were given task to answer the test about report text. After they finished the pre-test, the researcher asked them to submit the answer sheets. The result of pre-test could be seen on the table below:

Table 6
The Pre Test Score

NO	NAME	PRE-TEST	NOTE
1	AK	80	Passed
2	AS	40	Failed
3	AAA	60	Failed
4	AP	50	Failed
5	AWN	60	Failed
6	DMZ	50	Failed
7	E	60	Failed
8	ES	80	Passed
9	EL	40	Failed
10	ID	60	Failed
11	IS	50	Failed
12	LH	60	Failed
13	MS	20	Failed
14	MIB	60	Failed
15	MM	60	Failed
16	NIB	80	Passed
17	NI	40	Failed
18	O	60	Failed
19	RR	60	Failed
20	RW	40	Failed
21	RS	60	Failed
22	RJ	40	Failed

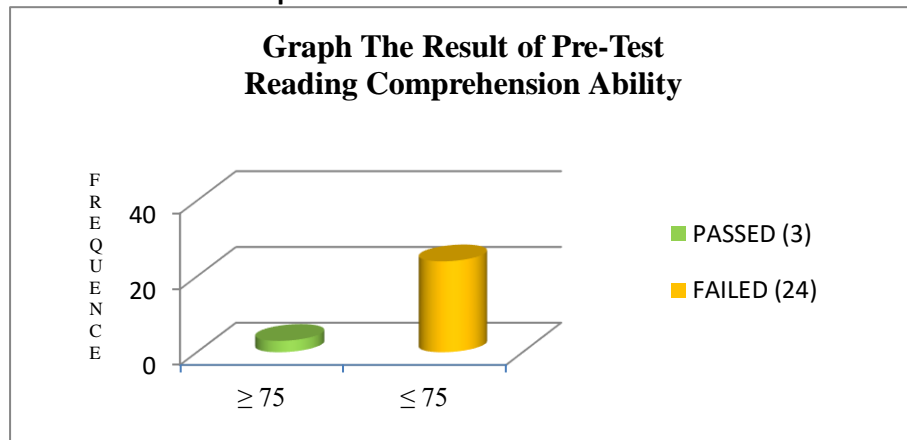
NO	NAME	PRE-TEST	NOTE
23	SF	60	Failed
24	SI	40	Failed
25	SM	20	Failed
26	UAAP	60	Failed
27	YS	50	Failed
Total Score		1440	
Average		53.33	
Highest Score		80	
Lowest Score		20	

Table 7
Students' Mark of Pre-test
Of Reading Comprehension Ability

No	Mark	Frequency	Percentage	Category
1	≥ 75	3	11.11%	Passed
2	≤ 75	24	88.89%	Failed
Total Students		27		

Based on the table, it could be analyzed that there were 3 students (11,11%) who passed the pre-test and 24 students (88,89%) who failed the pre-test. The lowest score in pre-test was 20 and the highest score was 80. It means that the students did not fulfill the minimum standard at SMA YASMIDA and the students' reading comprehension ability was low. Besides, from the result of pre-test, the researcher got the average 53.33. So, it was the reason why the researcher used newspaper to improve the students' reading comprehension ability.

Figure 3
Graph of the Result of Pre-Test



1) Planning

The first meeting was done on Thursday, January 19th, 2017. It was begun by praying, greeting, checking attendance list, and introducing the researcher as a teacher for the students. At the day, the researcher has taken the students' pre-test score.

Based on the result of pre-test score, the researcher has identified and found the problems after taking the students' pre-test score. Therefore, the researcher and collaborator prepared several things related to teaching and learning process such as the English subject lesson plan, the material, media, work sheet, observation sheet that contains about list of students' names and activity, and evaluation for the second meeting.

2) Acting

The second meeting was treatment. The researcher conducted the treatment on Tuesday, January 24th, 2017. In this meeting, the researcher as an English teacher and Mr. Henudin, S.Pd as a collaborator. The

researcher started the meeting by praying, greeting, checking attendance list and asking the condition of the students. Afterwards, the researcher gave the material about report text.

At the beginning of teaching learning process, the researcher asked to the students about report text. Some of the students forgot and just a little of them have known the definition about report text. Secondly, the researcher explained about definition, generic structure, social function and language feature of report text. After that, the researcher gave some newspaper as media.

After that, the researcher explained about report on newspaper. The students must understand about the text. The researcher guided the students to be active and express their idea. As long as the students studied to understand report text. In the end of meeting, the researcher gave feedback to the students of the learning process. The researcher gave motivation and informed to the students about the activities in the next meeting. Then, the researcher closed the material by praying together.

In the end of meeting, the researcher gave feedback to the students of the learning process. The researcher gave motivation and informed to the students about the activities in the next meeting. Then, the researcher closed the material by praying together.

After did a treatment, the researcher gave post-test to the students. The post test was done to know how the students' reading comprehension ability after giving treatment. The researcher gave 10 multiple choices. The result of post-test in cycle 1 could be seen on the table, as follows:

Table 8
Post-Test 1 Score

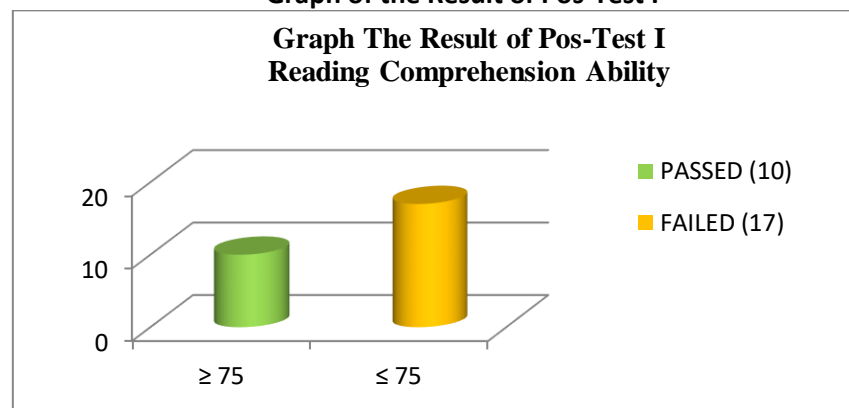
No	Name	Post-test	Note
1	AK	80	Passed
2	AS	50	Failed
3	AAA	80	Passed
4	AP	40	Failed
5	AWN	70	Failed
6	DMZ	80	Passed
7	E	70	Failed
8	ES	80	Passed
9	EL	50	Failed
10	ID	80	Passed
11	IS	60	Failed
12	LH	80	Passed
13	MS	30	Failed
14	MIB	40	Failed
15	MM	60	Failed
16	NIB	80	Passed
17	NI	50	Failed
18	O	80	Passed
19	RR	60	Failed
20	RW	50	Failed
21	RS	70	Failed
22	RJ	40	Failed
23	SF	80	Passed
24	SI	60	Failed
25	SM	50	Failed
26	UAAP	80	Passed
27	YS	60	Failed
Total Score		1710	
Average		63,33	
Highest Score		80	
Lowest Score		30	

Table 9
Students' Mark of Post-Test I
Of Reading Comprehension Ability

No	Mark	Frequency	Percentage	Category
1	≥ 75	10	37.04%	Passed
2	≤ 75	17	62.96%	Failed
Total Students		27		

From the table 9, it could be analyzed that the students' average score was 63.33. The highest score was 80 and the lowest score was 30. Based on the minimum mastery criterion (KKM), there were 10 students that had passed on post-test 1 or got score ≥ 75 . It means that in cycle 1 the students' achievement could improve enough, but it was not successful yet.

Figure 4
Graph of the Result of Pos-Test I



3) Observing

In observation of the researcher action, the collaborator observed the students' activities. The researcher as a teacher gave material about reading especially report text by using newspaper.

In the learning process, there were five used and mentioned to know the students' activity. Every student who was active in learning process gave a tick in observation sheet. Then, the students were not active in learning process, let the observation sheet empty. It can be seen on appendix. The indicators of the students' activities were:

1. The students give attention the explanation from the teacher.
2. Understanding the material.
3. The students to be more active.

4. The students able do the task.

The result of the students' learning activities could be seen as follow:

Table 10
The Students' Activities in Cycle I

No	Students Activities	Frequency	Percentage
1	The students give attention the explanation from the teacher.	17	62,96%
2	Understanding the material.	10	37,03%
3	The students to be more active.	8	29,62%
4	The students able do the task	13	48,14%
Total students		27	

The table showed that not all the students' active in learning process.

There were 17 students (62,96%) who gave attention to the teacher explanation, 10 students (37,03%) who understood the materials, 8 students (29,62%) who more active and 13 students (48,14%) were able to do the task.

4) Reflecting

In this step, the researcher concluded that cycle I did not run well because most of students did not achieve the minimum mastery criteria (KKM). It could be seen from the result of pre-test and post-test I score. However, most of the students' score had improved although the condition of learning process was uncontrolled enough.

From the result of observation in cycle I, there were some problems that found, as follow:

- a) There were some students that shown unenthusiastic to the teacher's explanation.
- b) Some students did not ask and answer the teacher's questions.

c) Some students did not active in learning process.

Based on the result of reflection in cycle I, there were some problems to be revised in cycle II, such as:

- a) The teacher gave more motivation to the students.
- b) The teacher gave more detail explanation and questions after explaining the materials.
- c) The teacher guided the students who they were not active yet in learning process.

Furthermore, the result of the learning result in cycle I before and after doing the treatment could be analyzed in the following table.

Table 11
Students' score at Pre-Test and Post-Test I

No	Name	Pre-Test Score	Post-Test I Score	Improving	Improving Percentage	Explanation
1	AK	80	80	0	0.00	Constant
2	AS	40	50	10	25	Improved
3	AAA	60	80	20	33.33	Improved
4	AP	50	40	-10	-20	Descended
5	AWN	60	70	10	16.66	Improved
6	DMZ	50	80	30	60	Improved
7	E	60	70	10	16.66	Improved
8	ES	80	80	0	0.00	Constant
9	EL	40	50	10	25	Improved
10	ID	60	80	20	33.33	Improved
11	IS	50	60	10	20	Improved
12	LH	60	80	20	33.33	Improved
13	MS	20	30	10	50	Improved
14	MIB	60	40	-20	-33.33	Descended
15	MM	60	60	0	0.00	Constant
16	NIB	80	80	0	0.00	Constant
17	NI	40	50	10	25	Improved
18	O	60	80	20	33.33	Improved
19	RR	60	60	0	0.00	Constant
20	RW	40	50	10	25	Improved
21	RS	60	70	10	16.66	Improved
22	RJ	40	40	0	0.00	Constant

No	Name	Pre-Test Score	Post-Test I Score	Improving	Improving Percentage	Explanation
23	SF	60	80	20	33.33	Improved
24	SI	40	60	20	50	Improved
25	SM	20	50	30	150	Improved
26	UAAP	60	80	20	33.33	Improved
27	YS	50	60	10	20	Improved
Total		1440	1710	270	646.63	
Average		53.33	63.33	10	23.95	

In this research, pre-test and post-test I had done individually. It was aimed to know the ability of the students' reading comprehension before and after the treatment. From the result of pre-test and post-test I, we knew that there was an improving from the students' result score. It could be seen from the average in pre-test 53.33 and post-test I 63.33. Although there was improving of the students' achievement, cycle I was not successful yet because only 10 students (37.04%) who complete in post-test 1. It can be concluded that cycle I was not successful yet because the indicator of success was not reached yet and the researcher had to revise the teaching and learning process in the next cycle. Therefore, this research would be continued in the next cycle.

b. Cycle II

The cycle II was similar with cycle I. It divided into planning, acting, observing, and reflecting. It would be explained more as follow:

1) Planning

Based on the observation and reflection in cycle I, it showed that cycle I was not success yet. Therefore, the researcher and collaborator tried to revise the several problems that appeared in cycle I and arranged the

planning for continuing in cycle II. The researcher prepared the lesson plan, material, media, answer sheet observation sheet and the test for pre-test and post-test II.

2) Acting

The description of the teaching and learning process of cycle II was not different from the previous cycle. In each treatment, the researcher tried to make the students more active. The implementation of this step was conducted in two meetings, namely: treatment and post-test.

The treatment in cycle II was conducted on Thursday January 26th, 2017. It was started by greeting and asking the students condition. The researcher as a teacher explained the material about report text. The teacher asked to the students to mention about definition of report text, generic structure, social function, and language features. Moreover, the teacher divided the students in previous cycle based on their score in reading comprehension ability in post-test I. In the end of meeting, the teacher closed the meeting and gave motivation to the students to study hard and try to read more in order to their got good scores especially in English subject.

After giving the treatment in cycle II, the researcher conducted post – test II on Tuesday, January 31, 2017. The test was multiple choices. There were 10 questions. It was same type with the first cycle. After the students finished the test, they collected the answer sheet to the teacher. The result of post-test II could be seen on the table below.

Table 12
Post-Test II Score

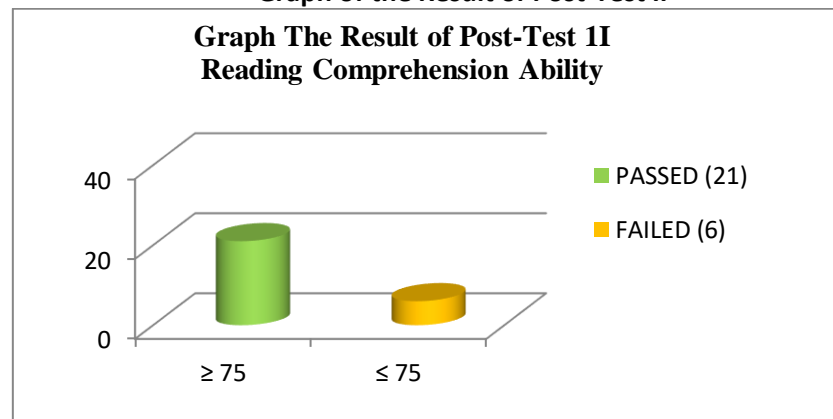
NO	NAME	POST-TEST	NOTE
1	AK	90	Passed
2	AS	80	Passed
3	AAA	80	Passed
4	AP	80	Passed
5	AWN	80	Passed
6	DMZ	80	Passed
7	E	80	Passed
8	ES	80	Passed
9	EL	70	Failed
10	ID	80	Passed
11	IS	80	Passed
12	LH	80	Passed
13	MS	70	Failed
14	MIB	90	Passed
15	MM	90	Passed
16	NIB	90	Passed
17	NI	80	Passed
18	O	80	Passed
19	RR	80	Passed
20	RW	50	Failed
21	RS	90	Passed
22	RJ	60	Failed
23	SF	80	Passed
24	SI	70	Failed
25	SM	60	Failed
26	UAAP	80	Passed
27	YS	80	Passed
Total Score		2110	
Average		78,15	
Highest Score		90	
Lowest Score		50	

Table 13
Students' Mark of Post-Test II
Of Reading Comprehension Ability

No	Mark	Frequency	Percentage	Category
1	≥ 75	21	77.78%	Passed
2	≤ 75	6	22.22%	Failed
Total Students		27		

Based on the table above, it could be seen that the students' average score in post-test II was 78.15. The highest score was 90 and the lowest score was 50. Most of the students could improve their reading comprehension ability. It means that cycle II was successful.

Figure 5
Graph of the Result of Post-Test II



3) Observing

In this step, the researcher presented the material by using newspaper. In learning process, there were also four indicators used to know the students' activities like in learning process previously.

Based on the result of the observation sheet in cycle II, the researcher indicated that learning process in cycle II was successful. The result score of students' learning activities observation, as follow:

Table 14
The Students' Activity in Cycle II

No	Students Activities	Frequency	Percentage
1	The students give attention the explanation from the teacher.	23	85.18%
2	Understanding the material	20	74.07%
3	The students to be more active.	18	66,66%
4	The students able do the task	23	85.18%
Total students		27	

The table above showed that the students' activity in cycle II was improved. The students' activity that had high percentage were pay attention of teacher's explanation (85.18%) and the students able to do the task (85.18%), the second-high percentage was understanding the material (74.07%), and the third was the students more active (66.66%). Based on the result above, the researcher indicated that learning process in cycle II was successful because the six students' activity got percentage $\geq 60\%$.

4) Reflecting

Based on the result of the research in cycle II, it could be inferred that cycle II was successful. The researcher felt satisfied about the result of the research. There were $>70\%$ of students complete the examination. It means the students' reading comprehension ability had improved. From the result above, the researcher concluded that this research was successful and would be not continued in the next cycle.

The students score on reading comprehension ability from pre-test I to post-test II could be seen on the table below:

Table 15
Students' score at post-test I and post-test II

No	Name	Post-Test I Score	Post-Test II Score	Improving	Improving Percentage	Explanation
1	AK	80	90	10	12.5	Improved
2	AS	50	80	30	60	Improved
3	AAA	80	80	0	0.00	Constant
4	AP	40	80	40	100	Improved
5	AWN	70	80	10	14.28	Improved
6	DMZ	80	80	0	0.00	Constant
7	E	70	80	10	14.28	Improved
8	ES	80	80	0	0.00	Constant
9	EL	50	70	20	40	Improved
10	ID	80	80	0	0	Constant

No	Name	Post-Test I Score	Post-Test II Score	Improving	Improving Percentage	Explanation
11	IS	60	80	20	33.33	Improved
12	LH	80	80	0	0	Constant
13	MS	30	70	40	133.33	Improved
14	MIB	40	90	50	125	Improved
15	MM	60	90	30	50	Improved
16	NIB	80	90	10	12.5	Improved
17	NI	50	80	30	60	Improved
18	O	80	80	0	0.00	Constant
19	RR	60	80	20	33.33	Improved
20	RW	50	50	0	0.00	Constant
21	RS	70	80	10	14.28	Improved
22	RJ	40	60	20	50	Improved
23	SF	80	80	0	0	Constant
24	SI	60	70	10	16.66	Improved
25	SM	50	60	10	20	Improved
26	UAAP	80	70	-10	-12.5	Descended
27	YS	60	80	20	33.33	Improved
Total		1710	2110	380	810.32	
Average		63.33	78.15	14.07	30.01	

Based on the result above, it could be inferred that newspaper could improve the students' reading comprehension ability because there was improving from average in post-test I 63.33 became 78.15 in post-test II. In the cycle II, most of the students could develop their reading comprehension ability. It means that cycle II was successful.

Based on the result of students activities in cycle I and cycle II, the researcher indicated that learning process in cycle II was successful. This table is to describe the comparison of the students activities in cycle I and cycle II.

Table 16
The Table of Students' Activity in Cycle I and Cycle II

No	Students Activities	Frequency		Percentage		Improved
		Cycle I	Cycle II	Cycle I	Cycle II	
1	The students give attention the explanation from the teacher.	17	23	62,96%	85,18%	18,52%

2	Understanding the material	10	20	37,03%	74,07%	37,04%
3	The students to be more active.	8	18	29,62%	66,66%	37,04%
4	The students able do the task	13	23	48,14%	85,18%	33,34%
Total Students		27				

Based on the table of students' activity in cycle I and cycle II, there are 23 students (85,18%) who pay attention of the teacher explanation, 20 students (74,07%) who understanding the material, 18 students (66,66%) who more active, and 23 students (85,18%) who able do the task in cycle II. It means that learning process in cycle II was success.

Therefore, the researcher concluded that the research was successful and it could be stopped in the cycle II because the indicator of success (70% of students got score ≥ 75) was reached and improved in students learning activities. It means that it would be stop in this cycle.

B. Interpretation

1. Cycle I

In this research, a researcher gave the students pre-test individually to know the students' reading comprehension ability before giving a treatment. In the pre-test, there were only 3 students (11.11%) who complete the pre-test and 24 students (88.89%) who in complete the pre-test. Furthermore, in the pre-test, the lowest score was 20 and the highest score was 80.

After did the pre-test, the researcher gave the treatment to the students in cycle I. The treatment was conducted by teaching the students using newspaper.

Furthermore, the researcher gave the post-test in the next meeting and the post-test was named post-test I.

Afterwards, by analyzing the result of post-test I, the researcher concluded that there were 10 students (37.04%) students passed the post-test I. The lowest score was 30, the highest score was 80, and the average score was 63.33.

From the result of students' score in pre-test and post-test I, there was an improving from the students' result score. It could be seen from the average in pre-test 53.33 and post-test I 63.33. Although there was improving of the students' achievement, cycle I was not successfully yet because only 10 students (37.04%) who passed in post-test I. It means that in the cycle I, the students' achievement could improve enough but it was not successful because the indicator of success was not reached yet.

2. Cycle II

After analyzing the students' score in the post test of cycle I, the researcher had to conduct the next cycle because only 10 students (37.04%) passed the test and got score ≤ 75 .

In the next cycle, the researcher gave the treatment twice then post-test II. Furthermore, the researcher analyzed the result of post-test II and concluded that there were 21 students (77.78%) passed the test because they got score ≥ 75 . In this post-test, the lowest score was 50, the highest score was 90, and the average score was 78.15.

From the result of the students' score from post-test II, it could be concluded that there were improving scores. The improving score could be seen on the average score. The average score in the post-test I and post-test II were 63.33 and

78.15, then the improving score was 14.82. In the pre-test, post-test I, and post-test II, the total students who got score ≥ 75 were 3, 10 and 21 students. Because the achievement of students had improved enough and the indicator of success was reached, the research was successful and could be stopped in cycle II.

3. Students' Score in Pre-test, Post-test I, and Post-test II

English learning process was successfully in cycle I but the students' average score was low. While, the score of the students in post-test I was higher than pre-test. Moreover, in cycle II, the students' average score was higher than cycle I. The following was the table of illustration score in cycle I and cycle II:

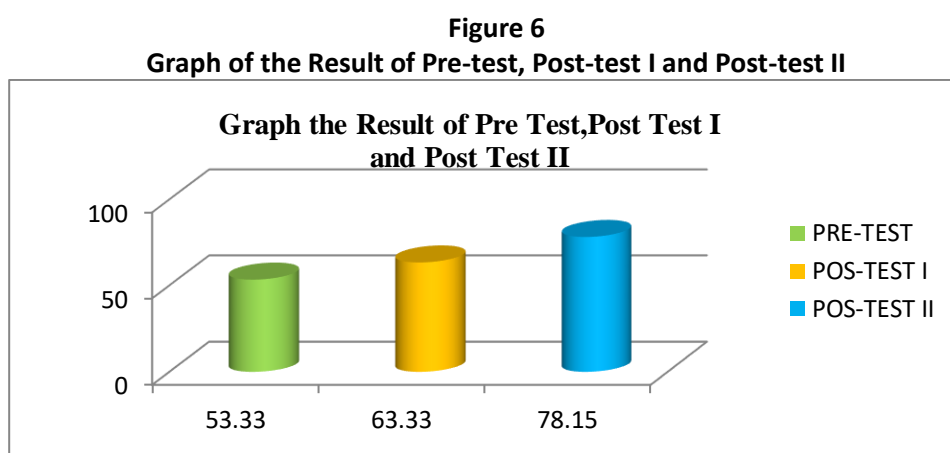
Table 17
Students' Score of Pre-test, Post-test Cycle I, and Post-test Cycle II

No	Name	Pre-Test Score	Post-Test I Score	Post-Test II Score
1	AK	80	80	90
2	AS	40	50	80
3	AAA	60	80	80
4	AP	50	40	80
5	AWN	60	70	80
6	DMZ	50	80	80
7	E	60	70	80
8	ES	80	80	80
9	EL	40	50	70
10	ID	60	80	80
11	IS	50	60	80
12	LH	60	80	80
13	MS	20	30	70
14	MIB	60	40	90
15	MM	60	60	90
16	NIB	80	80	90
17	NI	40	50	80
18	O	60	80	80
19	RR	60	60	80
20	RW	40	50	50
21	RS	60	70	80
22	RJ	40	40	60
23	SF	60	80	80
24	SI	40	60	70

No	Name	Pre-Test Score	Post-Test I Score	Post-Test II Score
25	SM	20	50	60
26	UAAP	60	80	70
27	YS	50	60	80
Total		1440	1710	2110
Average		53.33	63.33	78.15

Based on the result of pre-test, post-test I and post-test II, it was known that there was a positive significant improving of the students' score. It could be seen from the average 53.33 to 63.33 became 78.15. Therefore, the researcher concluded that the research was successful because the indicator of success in this research had been achieved.

The researcher showed the graph of the result of pre-test, post-test I and post-test II, as follow:



Based on the graph 5 above, it can be inferred that newspaper could improve the students' reading comprehension ability. It is supported by improving score of the students from pre-test to post-test I and from post-test I to post-test II.

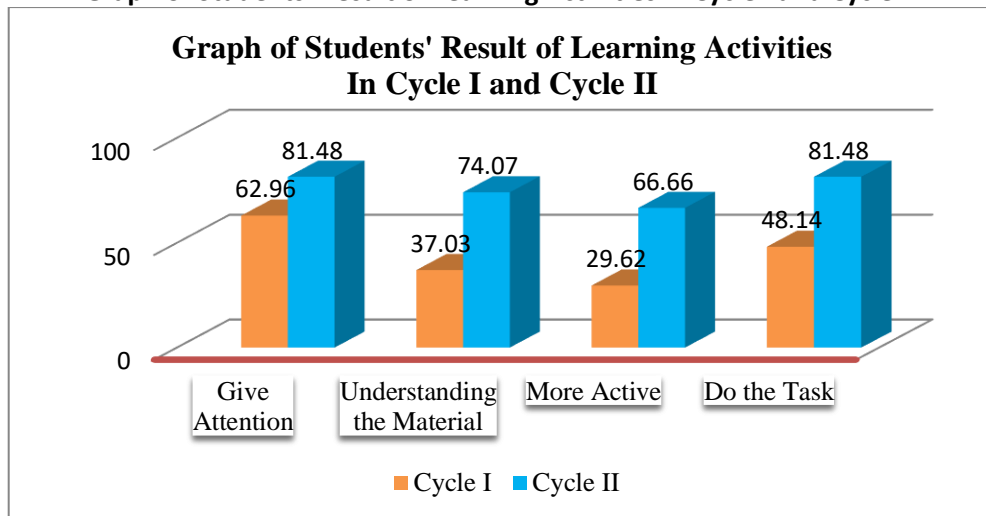
4. Students' Learning Activities in Cycle I and Cycle II

The students' learning activities data was gotten from the whole students' learning activities on observation sheet. The table improvement of it as follow:

Table 18
The Table of Students' Activities in Cycle I and Cycle II

No	Students' Activities	Cycle I		Cycle II		Improved
		F	Percentage	F	Percentage	
1	The students give attention the explanation from the teacher.	17	62.96%	23	81.48%	18.52%
2	Understanding the material	10	37.03%	20	74.07%	37.04%
3	The students to be more active.	8	29.62%	18	66.66%	37.04%
4	The students able do the task	13	48.14%	23	81.48%	33.34%

Figure 7
Graph of Students' Result of Learning Activities in Cycle I and Cycle II



Based on the data had gotten, it can be explained as follow:

- a. The students give attention the explanation from the teacher.

The students' attention to the teacher explanation from the first meeting to next meeting was improved. In cycle I was only 62.96% and in cycle II 81.48%, it improved 18.52%

b. Understanding the material

The students who understood the material from the teacher was improved from the first meeting to next meeting. It showed when the teacher gave the questions to the students; they were brave to answer although not all the questions could be answered well. For this activity was improved 37.04%, from cycle I 37.03% and cycle II 74.07%.

c. The students to be more active.

The students who had activated in a group or pairs also improved. From cycle I 29.62% and cycle II 66.66%, so it improved 37.04%.

d. The students able do the task.

The students who had done the task were improved. It could be seen on the cycle I 48.14% and cycle II 81.48%, it improved 33.34%.

Based on the data above, it could be concluded that the students felt comfortable and active with the learning process because most of the students shown good improving in learning activities when newspaper was applied in learning process from cycle I up to cycle II.

5. The comparison of Pre-test and Post-test

Based on the explanation of cycle I and cycle II, it could be inferred that the use of newspaper could improve the students' reading comprehension ability. There was progress average score from 53.33% to 63.33% and to 78.15%.

From the graph , we could be seen that there was an improving on the average score and total of the students who passed the test from pre-test, post-test I to post-test II. In the graphs above, the average score in the pre-test was 53.33% and only 3 students or (11.11%) passed the test.

Moreover, in the post-test I and II there was 10 students or (37.04%) passed the test with the average 63.33 and 21 students or (77.78%) that passed the test with average 78.15%. From the explanation, the researcher concluded that the research was successful and it could be stopped in the cycle II because the indicator of success (70% of students got score ≥ 75) was reached.

C. Discussion

In teaching reading to the senior high school especially in students of class XI IPA in SMA YASMIDA Ambarawa, based on pre survey there are some problems like some students difficulties to understand the text in English. The researcher choose newspaper as media to improve the students' reading comprehension ability.

There is a positive improving about students' learning activities using newspaper as media. Therefore newspaper as media hopefully is usefull in the learning activities.

Based on the explanation of cycle I and cycle II, it could be inferred that the use of newspaper as media could improve the students' reading comprehension ability. There was progress average score from pre test 53.33%, post test I 63.33% and post test II become 78.15%. We could be seen that there was an improving on the average score and total of the students who passed the test from pre-test, post-test I to post-test II.

Moreover, the standar criteria with the score minimum was 75 in this research, in the post-test I there was 10 students or (37.04%) passed the test with the average 63.33 and in the post-test II was students 21 students or (77.78%) who passed the test with average 78.15. From the explanation, the researcher concluded that the

research was successful and it could be stopped in the cycle II because the indicator of success (70% of students got score ≥ 75) was reached.

The result of the students activities in cycle I and cycle II was increase. Pay attention of the teacher explanation from 62.96% become 81.48%, The Students' understanding the material from 37.03% become 74.07%, The students more active 29.62% become 66.66% and The students able to the task from 48.14% become 81.48%. the result of students activities in cycle I and cycle II, there are improving about students' learning activities.

CHAPTER V

CONCLUSION AND SUGGESTION

A. CONCLUSION

Based on reseach finding and interpretation, the researcher would like to point out the conclusions as follow:

1. In this research use Newspaper as media is an alternative media that can improve the students' Reading Comprehension Ability. It can be seen from the result of the pre-test and post-test. The students at the eleventh graders of SMA YASMIDA Ambarawa, especially class XI IPA¹. They have done pre-test and post-test. Before the post-test I, the researcher gives a treatment to the students in the class. The score that they get before and after the treatment is so different. There was improving of students average score from pre test 52.59 to post test I 63.33 became 78.15 in post test II. In cycle 1, there were 10 students passed the test. Moreover, in cycle II there were 21 students who passed the test. Result of cycle II already reached the indicator of success that was 70% students fulfill the standar criteria with the score minimum was 75. Therefore, the research could be stopped in cycle II.
2. Through using Newspaper as media, the students learn new experience in study English. In brief, there is a positive and significant on using Newspaper as media to improve the students' Reading ComprehensionAbility because after treatments. The fact shows that there

are change at amount of student that get the low category and the high category.

3. By Using Newspaper in teaching reading comprehension ability made students easier in accepting the materials. It could be improving the students' reading comprehension ability through applied Newspaper. By using newspaper the students will be interested so that the students more active in learning process.
4. Furthermore, Newspaper can be solution for the teacher to teach the students in Reading Comprehension Ability, the students will be more active in learning process. They are given much more opportunities to explore all of their skill. By using this media, teaching and learning process is more interesting, enjoyable and relaxed and all of the students will take part actively in teaching and learning process.

B. SUGGESTION

Based on the result of the research, the researcher would like to give some suggestion as follows:

1. The students are suggested to be more active in learning English so they can comprehend the material that teacher given and improve their knowledge especially in reading ability.
2. It is suggested for the English teacher to use newspaper as alternative media in the classroom because this media is effective to increase the students reading ability in the teaching and learning process.
3. The teacher is expected to give motivation to the students in order to be excited in English learning since many students regard that English is

difficult subject to learn. Based on the observation of the class, the students will more active after the teacher gives motivation to the students.

4. It is suggested for the headmaster in order to facilitation the teachers to use this media because it is effective in teaching the material for the teacher.

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