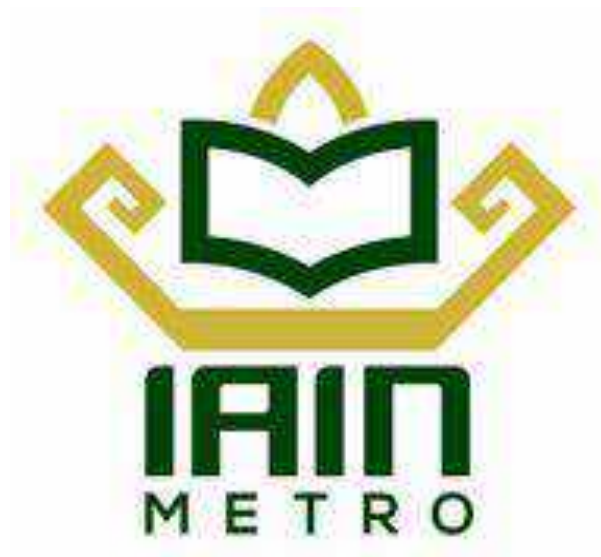


**AN UNDERGRADUATE THESIS**

**THE INFLUENCE OF USING PRINTED MASS MEDIA ON THE  
STUDENTS' READING COMPREHENSION ABILITY AMONG THE  
ELEVENTH GRADE OF MADRASAH ALIYAH NURUL ULUM  
PAYUNG REJO CENTRAL LAMPUNG**

**BY :**

**SUKMA SURYA SAPUTRA**  
**Student Number: 1701070145**



**TARBIYAH AND TEACHER TRAINING FACULTY  
ENGLISH EDUCATION DEPARTMENT**

**STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO  
1442 H / 2021 M**

**THE INFLUENCE OF USING PRINTED MASS MEDIA ON THE  
STUDENTS' READING COMPREHENSION ABILITY AMONG THE  
ELEVENTH GRADE OF MADRASAH ALIYAH NURUL ULUM  
PAYUNG REJO CENTRAL LAMPUNG**

Presented as a Partial Fulfillment of the Requirements  
for the Degree of Sarjana Pendidikan (S.Pd)  
in English Education Department

**BY:**

**SUKMA SURYA SAPUTRA  
Student Number: 1701070145**

**Tarbiyah and Techers Training Faculty  
English Education Department**

**Sponsor : Ahmad Subhan Roza, M.Pd  
Co-sponsor : Trisna Dinillah Harya, M.Pd**

**STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO  
1442 H / 2021 M**



**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI METRO  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111  
Telp. (0726) 41507; Faksimili (0726) 47298; Website: [www.metrouniv.ac.id](http://www.metrouniv.ac.id) E-mail: [iaimetro@metrouniv.ac.id](mailto:iaimetro@metrouniv.ac.id)

**NOTA DINAS**

Nomor :  
Lampiran :  
Perihal : **Pengajuan Munaqosyah  
Sukma Surya Saputra**

Kepada yth,  
Dekan Fakultas Tarbiyah dan Ilmu Keguruan  
Institut Agama Islam Negeri (IAIN) Metro  
di-  
Tempat

***AssalamualaikumWr.Wb.***

Setelah membaca dan mengadakan bimbingan serta perbaikan seperlunya maka Skripsi yang disusun oleh:

Name : Sukma Surya Saputra  
Students Number : 1701070145  
Judul Skripsi : THE INFLUENCE OF USING PRINTED MASS MEDIA ON THE STUDENTS' READING COMPREHENSION ABILITY AMONG THE ELEVENTH GRADE OF MADRASAH ALIYAH NURUL ULUM PAYUNG REJO CENTRAL LAMPUNG

Sudah kami dapat setuju dan dapat diajukan untuk dimunaqosyahkan, demikian harapan kami atas perhatiannya kami ucapkan terima kasih.

***Wassalmu'alaikum Wr. Wb***

Metro, 23 Juni 2021

Co-sponsor

Sponsor

**Ahmad Subhan Reza, M.Pd.**  
NIP. 19750610 200801 1 014

**Trisna Dinillah Harva, M.Pd.**  
NIP. 19830511 200912 2 004

The Head of English Education Department

**Andianto, M.Pd.**  
NIP. 19871102 201503 1 004



**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI METRO  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111  
Telp. (0726) 41507; Faksimili (0725) 47296; Website: [www.metrouniv.ac.id](http://www.metrouniv.ac.id) E-mail: [iaimetro@metrouniv.ac.id](mailto:iaimetro@metrouniv.ac.id)

**APPROVAL PAGE**

Title : THE INFLUENCE OF USING PRINTED MASS MEDIA ON THE STUDENTS' READING COMPREHENSION ABILITY AMONG THE ELEVENTH GRADE OF MADRASAH ALIYAH NURUL ULUM PAYUNG REJO CENTRAL LAMPUNG

Name : Sukma Surya Saputra

Students Number : 1701070145

Department : English Education

Faculty : Tarbiyah and Teacher Training

**APPROVED BY:**

To be examined in Munaqosyah in Tarbiyah Faculty of State Institute of Islamic Studies (IAIN) of Metro.

Sponsor

Ahmad Subhan Roza, M.Pd.  
NIP. 19750610 200801 1 014

Metro, 23 Juni 2021

Co-sponsor

Trisna Dinillah Harya, M.Pd.  
NIP. 19830511 200912 2 004

The Head of English Education Department

Andianto, M.Pd.  
NIP. 19871102 201503 1 004



**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI METRO  
FAKULTAS TARBİYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111  
Telp. (0726) 41507; Faksimili (0725) 47296; Website: [www.metrouniv.ac.id](http://www.metrouniv.ac.id) E-mail: [iainmetro@metrouniv.ac.id](mailto:iainmetro@metrouniv.ac.id)

**NOTIFICATION LETTER**

Number :  
Appendix : -  
Matter : **In order to hold the Munaqosyah of Sukma Surya Saputra**

To:  
The Honorable of the Dean of Tarbiyah and Teacher Training Faculty  
of the State Institute for Islamic Studies of Metro

*Assalamu'alaikum, Wr. Wb*

We have given guidance and enough improvement to research thesis script which is written by:

Name : Sukma Surya Saputra  
Students Number : 1701070145  
Faculty : Tarbiyah and Teacher Training  
Department : English Education  
Title : THE INFLUENCE OF USING PRINTED MASS MEDIA ON THE STUDENTS' READING COMPREHENSION ABILITY AMONG THE ELEVENTH GRADE OF MADRASAH ALIYAH NURUL ULUM PAYUNG REJO CENTRAL LAMPUNG

It has been agreed so it can be continued to the Tarbiyah and Teacher Training Faculty in order to be discussed on the Munaqosyah. Thank you very much.

*Wassalmu'alaikum Wr. Wb*

Metro, 23 June 2021

Sponsor

**Ahmad Subhan Raza, M.Pd.**  
NIP. 19750610 200801 1 014

Co-sponsor

**Trisna Dinillah Harya, M.Pd.**  
NIP. 19830511 200912 2 004

The Head of English Education Department

**Andianto, M.Pd.**  
NIP. 19871102 201503 1 004





**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI METRO  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111  
Telp. (0726) 41507; Faksimili (0725) 47296; Website: [www.metrouniv.ac.id](http://www.metrouniv.ac.id) E-mail: [lainmetro@metrouniv.ac.id](mailto:lainmetro@metrouniv.ac.id)

**RATIFICATION PAGE**

No. B-2608/111-28-1/D/PP-00-g/07/2021

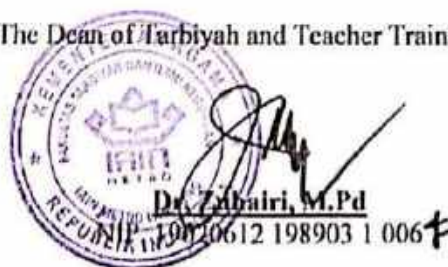
An Undergraduate thesis entitled: THE INFLUENCE OF USING PRINTED MASS MEDIA ON THE STUDENTS' READING COMPREHENSION ABILITY AMONG THE ELEVENTH GRADE OF MADRASAH ALIYAH NURUL ULUM PAYUNG REJO CENTRAL LAMPUNG. Written by: Sukma Surya Saputra, Student Number 1701070145, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teacher Training Faculty on Friday, July 02<sup>nd</sup> 2021 at 13:00 – 15:00 p.m

**BOARD OF EXAMINERS:**

Chairperson : Ahmad Subhan Roza, M.Pd.  
Examiner I : Dr. Widhiya Ninsiana, M.Hum  
Examiner II : Trisna Dinillah Harya, M.Pd.  
Secretary : Yeni Suprihatin, M.Pd.



The Dean of Tarbiyah and Teacher Training Faculty



**THE INFLUENCE OF USING PRINTED MASS MEDIA ON THE  
STUDENTS' READING COMPREHENSION ABILITY AMONG THE  
ELEVENTH GRADE OF MADRASAH ALIYAH NURUL ULUM  
PAYUNG REJO CENTRAL LAMPUNG**

**ABSTRACT**

**BY:**

**SUKMA SURYA SAPUTRA**

Newspapers as part of printed mass media is become one of the printed media that can help the students to comprehend the text easily. The objectives of this research were to know whether Printed Mass Media influence the students' reading comprehension ability among the eleventh grade of Madrasah Aliyah Nurul Ulum Payung Rejo Central Lampung. To collect the data the researcher used test, observation and documentation, to get the students' score the researcher used written test in multiple choice form.

In this research, the researcher used Quantitative research. It aimed to find out whether by using Printed Mass Media could influence the students' reading comprehension ability. This research involved students with given pre-test, treatment and post-test. The researcher used T-test formula to analyze the data.

Finally, the data indicated that  $T_{\text{observed}} = 19,564$  was higher than  $T_{\text{table}} = 2,042$  (5%), and 2,750 (1%). It means that Printed Mass Media can give positive and significant influence on the students' reading comprehension ability among the eleventh grade of Madrasah Aliyah Nurul Ulum Payung Rejo Central Lampung.

*Key words: Reading, Reading Comprehension Ability, Printed Mass Media, and Qualitative Research*

**PENGARUH PENGGUNAAN MEDIA MASSA CETAK TERHADAP  
KEMAMPUAN MEMBACA SISWA KELAS XI MADRASAH ALIYAH  
NURUL ULUM PAYUNG REJO LAMPUNG TENGAH**

**ABSTRAK**

**Oleh:**

**SUKMA SURYA SAPUTRA**

Surat kabar sebagai bagian dari media massa cetak menjadi salah satu media cetak yang dapat membantu siswa untuk memahami teks dengan mudah. Tujuan penelitian ini adalah untuk mengetahui apakah Media Massa Cetak berpengaruh terhadap kemampuan pemahaman membaca siswa kelas XI Madrasah Aliyah Nurul Ulum Payung Rejo Lampung Tengah. Untuk mengumpulkan data peneliti menggunakan tes, observasi dan dokumentasi, untuk mendapatkan nilai siswa peneliti menggunakan tes tertulis dalam bentuk pilihan ganda.

Dalam penelitian ini, peneliti menggunakan penelitian Kuantitatif. Hal ini bertujuan untuk mengetahui apakah dengan menggunakan Media Massa Cetak dapat mempengaruhi kemampuan pemahaman membaca siswa. Penelitian ini melibatkan siswa dengan diberikan pre-test, treatment dan post-test. Peneliti menggunakan rumus T-test untuk menganalisis data.

Terakhir, data menunjukkan bahwa  $T_{\text{observed}} = 19.564$  lebih tinggi dari  $T_{\text{tabel}} = 2.042$  (5%), dan 2.750 (1%). Artinya Media Massa Cetak dapat memberikan pengaruh positif dan signifikan terhadap kemampuan pemahaman membaca siswa kelas XI Madrasah Aliyah Nurul Ulum Payung Rejo Lampung Tengah.

*Kata kunci: Membaca, Kemampuan Pemahaman Membaca, Media Massa Cetak,  
dan Penelitian kualitatif*



## STATEMENT OF RESEARCH ORIGINALITY

The undersigned:

Name : Sukma Surya Saputra

Std. Number : 1701070145

Program Study : English Education Department (TBI)

Faculty : Tarbiyah and Teacher Training

States that this undergraduate thesis is originally the result of the writer's research, in exception of certain part which are excerpted from the bibliographies mentioned.

Metro, June 24<sup>th</sup> 2021

The writer,



**Sukma Surya Saputra**  
Std. Number: 1701070145

## ORISINALITAS PENELITIAN

Yang bertanda tangan dibawah ini:

Nama : Sukma Surya Saputra

NPM : 1701070145

Jurusan : Tadris Bahasa Inggris (TBI)

Fakultas : Tarbiyah dan Ilmu Keguruan

Menyatakan bahwa Skripsi ini secara keseluruhan adalah asli hasil penelitian penulis, kecuali pada bagian-bagian tertentu yang dirujuk dari sumbernya dan disebutkan dalam daftar pustaka.

Metro, 24<sup>th</sup> Juni 2021

Penulis,



**Sukma Surya Saputra**

NPM: 1701070145

## MOTTO

فَإِنَّ مَعَ الْعُسْرِ يُسْرًا {٥} إِنَّ مَعَ الْعُسْرِ يُسْرًا {٦}

*“So verily, with the hardship, there is relief. Verily, with the hardship, there is relief” (QS. Al Insyirah:5-6)*

*Another person said that “Enjoy difficulties. Because of the difficulties behind it must be easy”*

*Then I say that “The harder the conflict, the more glorious the triumph”*

## DEDICATION PAGE

*“I highly dedicate this undergraduate thesis to:*

*Firstly, my beloved parents Mr. Sunaryo and Mrs. Suryati.*

*Secondly, my sponsor Mr. Ahmad Subhan Roza, M.Pd and my co- sponsor Mrs.*

*Trisna Dinillah Harya, M.Pd.*

*Thirdly, my beloved older sisters Agustina, Murni Yuningsih, and Tantri Lestari,*

*S.Pd.*

*Finally, my beloved older brothers Siswandi, Ruswanto, and Abu Sujak, A.Md.”*

## ACKNOWLEDGEMENTS

In the name of Allah SWT, the Most Gracious, the Most Merciful, Praise is to Allah SWT, the Lord whom without His Mercy and Blessing none of these would be came true. This undergraduate thesis entitled “The Influence of Using Printed Mass Media on the Students' Reading Comprehension ability among the Eleventh Grade of Madrasah Aliyah Nurul Ulum Payung Rejo Central Lampung”. The researcher was realizing that this undergraduate thesis would not be able accomplished without any helps and supports from many helpful individuals. In this lovely chance, the researcher would like to sincerely acknowledgement his gratitude.

In this research, the researcher cannot stand alone, there were many persons who contributed their meaningful hands in accomplishing his undergraduate thesis that the researcher could not mention one by one. Firstly, his big thanks to Sponsor Mr. Ahmad Subhan Roza, M.Pd., and also to Co-Sponsor Mrs. Trisna Dinillah Harya, M.Pd., May Allah SWT gives them His better reward for their spending time to support and guidance during the undergraduate thesis writing process. Secondly, his big thanks to Mrs. Rofiqotul Maula, S.Pd. as a English teacher who has been ready to be collaborator and Mrs. Siti Umi Rihanah, S.Pd.I as a headmaster who has allowed the researcher conducted this research in Madrasah Aliyah Nurul Ulum Payung Rejo. Thirdly, his big thanks for the students among the Eleventh Grade of Madrasah Aliyah Nurul Ulum Payung Rejo who has been ready to spend their time for researcher.

Finally, his deepest gratitude goes to his parents and all family who are never tired to empower his spirit. Furthermore, the researcher also would like to express his thanks to the honorable lecturers of English Education Department, who helps him, also the students of English Education Department who become a good partner in studying English.

Nobody is perfect. The researcher do apologizes for all mistakes that he has made in writing and presentation items. Hopefully, this undergraduate thesis can be a meaningful benefit for the researcher especially and all readers generally.

Metro, June 24<sup>th</sup> 2021

The writer,



**Sukma Surya Saputra**

Std. Number: 1701070145

## TABLE OF CONTENTS

<b>COVER .....</b>	<b>i</b>
<b>TITLE .....</b>	<b>ii</b>
<b>NOTA DINAS .....</b>	<b>iii</b>
<b>APPROVAL PAGE .....</b>	<b>iv</b>
<b>NOTIFICATION LETTER.....</b>	<b>v</b>
<b>RARIFICATION PAGE.....</b>	<b>vi</b>
<b>ABSTRACT .....</b>	<b>vii</b>
<b>ABSTRAK.....</b>	<b>viii</b>
<b>STATEMENT OF RESEARCH ORIGINALITY.....</b>	<b>ix</b>
<b>ORISINALITAS PENELITIAN .....</b>	<b>x</b>
<b>MOTTO .....</b>	<b>xi</b>
<b>DEDICATION PAGE.....</b>	<b>xii</b>
<b>ACKNOWLEDGEMENT .....</b>	<b>xiii</b>
<b>TABLE OF CONTENTS.....</b>	<b>xv</b>
<b>LIST OF TABLES.....</b>	<b>xviii</b>
<b>LIST OF FIGURES .....</b>	<b>xix</b>
<b>LIST OF APPENDIXES.....</b>	<b>xx</b>
<b>CHAPTER I INTRODUCTION .....</b>	<b>1</b>
A Background of study .....	1
B Problem of Identification.....	5
C Problem Limitation .....	5
D Problem formulation.....	6
E Objective and Benefit of the Study .....	6
F Prior Research .....	7
<b>CHAPTER II THEORETICAL REVIEW .....</b>	<b>10</b>
A. The Concept of Reading.....	10
1. The Definition of Reading .....	10
2. The Types of Reading.....	12



3. The Concept of Reading Comprehension .....	15
4. The Concept of Reading Comprehension Ability .....	21
B. The Concept of Printed Mass Media .....	24
1. The Definition of Printed Mass Media .....	24
2. The Definition of Newspapers .....	25
3. Using Newspaper for Teaching .....	26
4. Types of News Article On Newspaper .....	27
5. Profile The Jakarta Post .....	29
6. The Advantages and the Disadvantages of Newspaper .....	31
C. Theoretical Framework and Paradigm .....	34
1. Theoretical Framework.....	34
2. Paradigm .....	35
D. Hypothesis Formulation .....	36
1. Alternative hypothesis ( $H_a$ ).....	37
2. Null hypothesis ( $H_0$ ).....	37
<b>CHAPTER III RESEARCH METHODOLOGY .....</b>	<b>38</b>
A. Research Design .....	38
B. The Operational Definition of variables.....	39
1. Independent Variable.....	39
2. Dependent Variable .....	40
C. Population, Sample, and Sampling Technique... ..	41
1. Population .....	41
2. Sample and Sampling Technique .....	42
D. Data Collection Method .....	42
1. Test .....	42
2. Documentation.....	43
3. Observation .....	43
E. Research Instrument.....	44
1. Instrument Blueprint.....	44
2. Instrument Calibration .....	45
3. Data analysis Technique .....	46

<b>CHAPTER IV RESEARCH RESULTS AND DISCUSSION.....</b>	<b>47</b>
A. Research Result.....	47
1. Description of The Research Location .....	47
2. Description of Research Data.....	54
3. Hypothesis Testing .....	61
B. Discussion.....	66
<b>CHAPTER V CONCLUSION AND SUGGESTION .....</b>	<b>67</b>
A. Conclusion .....	67
B. Suggestion.....	68
<b>BLIBLIOGRAPHY .....</b>	<b>69</b>
<b>APPENDIXES.....</b>	<b>74</b>
<b>CURRICULUM VITAE .....</b>	<b>134</b>

## LIST OF TABLES

1. The Result of Students' Data Score on Pre survey among the Eleventh Grade of MA Nurul Ulum Payung Rejo, Central Lampung.....	4
2. Passing Score Criteria.....	41
3. Data of the Teachers and Employers.....	50
4. Recapitulation of students in Madrasah Aliyah Nurul Ulum Payung Rejo.....	53
5. Recapitulation of facilities in Madrasah Aliyah Nurul Ulum Payung Rejo.....	53
6. The students' pre-test result of the eleventh grade of Madrasah Aliyah Nurul Ulum Payung Rejo, Central Lampung....	54
7. Table of frequency distribution of students' pre-test result at the eleventh grade of Madrasah Aliyah Nurul Ulum Payung Rejo, Central Lampung.....	57
8. The students' post-test result of Newspapers method as a kind of printed mass media at the eleventh grade of Madrasah Aliyah Nurul Ulum Payung Rejo, Central Lampung.....	58
9. Table of frequency distribution of students' post-test result at the eleventh grade of Madrasah Aliyah Nurul Ulum Payung Rejo, Central Lampung.....	60
10. The Scores of Pre-Test and Post-Test Result of Printed Mass Media on the Students' Reading Comprehension Ability at the Eleventh Grade of Madrasah Aliyah Nurul Ulum Payung Rejo Central Lampung.....	62
11. Critical Value of $t_{table}$ .....	64

## **LIST OF FIGURES**

Figure of Paradigm 1 .....	35
The Structure Organization of Madrasah Aliyah Nurul Ulum Payung Rejo .....	51
Location Sketch of Madrasah Aliyah Nurul Ulum Payung Rejo .....	52

## LIST OF APPENDICES

Appendix 1	Syllabus .....	75
Appendix 2	Lesson Plan.....	81
Appendix 3	Instrument of Pre-test .....	90
Appendix 4	Key Answer of Pre-test .....	93
Appendix 5	The Students' Score of Pre-test .....	99
Appendix 6	Answer Sheet Pre-test .....	95
Appendix 7	Instrument of Post-test.....	99
Appendix 8	Key Answer of Post test .....	104
Appendix 9	The Students' Score of Post-test.....	105
Appendix 10	Answer Sheet Post-test.....	106
Appendix 11	T Table .....	110
Appendix 11	Undergraduate Thesis Guidance Letter.....	111
Appendix 12	Permit of Pra-Survey.....	112
Appendix 13	Response Letter of Pra-Survey .....	113
Appendix 14	Permit of Research .....	114
Appendix 14	Letter of Assignment.....	115
Appendix 15	Response Letter of Research .....	116
Appendix 16	The Proposal Guidance Consultation Card .....	117
Appendix 17	The Undergraduate Thesis Guidance Consultation Card .....	119
Appendix 18	Nota Dinas for Proposal Seminar .....	123
Appendix 19	Approval Page for Proposal Seminar .....	124
Appendix 20	Notification Letter for Proposal Seminar .....	125
Appendix 21	Ratification Page for Proposal Seminar .....	126
Appendix 22	The Free Library License Letter .....	127
Appendix 16	Documentation.....	128
Appendix 17	Curriculum Vitae.....	134

# CHAPTER I

## INTRODUCTION

### **A. Background of the study**

English as an international language is very important to be learned. And in Indonesia English come to be a foreign language that shows an important role in many aspects of life like education, economy, international relationship, technology, etc. And then, English in Indonesia becomes one of the compulsory subject lessons, starting from the junior high school level up to the university level. Furthermore, by learning English, the students can help themselves to face their future because English is one of the languages in the world that are very useful if mastered and known globally.

In learning English, there are four basic language skills namely, speaking, reading, listening, and writing that must be mastered by the students. One of the skills that have to be mastered well by students is reading, because reading is a crucial factor that influences one's activity in understanding the texts. Reading is considered as a process of decoding written symbols, working from smaller units (individual letters) to larger ones (words, clauses, and sentences), it's used to interpreting texts into ideas, information, and knowledge for the reader. Consequently, the existence of reading is very important for the life of human beings. People consider reading as an important activity, so that people commonly say that reading is the window of the world. By reading, people can get the information extensively without going anywhere. Furthermore, people can get

the information by reading from various media of communication such as internet, television, radio, newspaper, magazines and also books.

Meanwhile, Reading is not easy to be learned because reading needs maximal reading skill. Many problems that are faced by the reader when they want to achieve purpose a reading. The researcher found the problem faced when doing preliminary research conducted at the eleventh grade of MA Nurul Ulum Payung Rejo, Central Lampung. Based on the interviews on preliminary research with the teacher and the students, there are some problems faced by the student in learning English, especially in reading. First problem found in preliminary because English as foreign language in Indonesia which is not utilized as the principal language during the day by day action, yet it just turns into a side language or a language of learning at school. It implies that students only learn English in a classroom setting, which is uncommon to discover an English public activity outside the classroom.

Second, most students can understand reading text separately but difficult to understand the entire texts include the deeper meaning of it. It has happened because of the limited vocabularies that students have. Third, the teachers have limited text sources of information for use in learning activities. She just asked the students to read certain text in the book or students' exercises book (LKS). Fourth, the teachers rarely ask students to actively read with interesting text sources, teacher's only use textbooks or workbooks monotonously as a source of reading text. The students only listen to the teacher's explanation without any innovation which then it has become an influence on students' boredom. Fifth, the



students could not read the text fluently. There were some students who feel difficult to comprehend the text especially in finding main idea and the detail information. Besides, there were students that lack of mastering the vocabularies. The students did not focus and not enthusiast read the text. The students got difficult to finish the problem while they are studying individually.

On the other hand, the problems are the students' reading habit and the students' reading comprehend, some students were lazy and less enthusiasm to read and comprehend although the text seemed simple, they needed much time to read and to translate it. Many students become frustrated when they have difficulties in reading comprehension of English language. By seeing the result of the interview in preliminary research that, the most common problem frequently found in the language background which English as a foreign language for students. The basic problem to comprehend the text faced by the students is the differences pattern between English and Indonesia when they want to compare it. And because of the problems, then influences to the scores of the students' English assignments. Because most the assignment are in the form of written text. So, the students have to read the text and can be able to comprehend it to answer the question inside.

It means that low ability in reading comprehension immediately influences to the students' score. In preliminary research, the researcher found some students have low scores in reading. The students' data score among the eleventh grade of MA Nurul Ulum Payung Rejo, Central Lampung as follows:

**Table 1**

The Result of Students' Data Score on Pre survey among the Eleventh Grade of MA Nurul Ulum Payung Rejo, Central Lampung.

No	Score	Explanation	Frequency	Percentage
1	$\geq 70$	Passed	11	35 %
2	$\leq 70$	Failed	20	65 %
<b>Total</b>			31	100 %

Source: English teacher's archives, taken on the January 7, 2021

Based on the result of students' data score above, it could be concluded that the reading skill of the students were still low because of the minimum mastery criteria (KKM) of English subject in MA Nurul Ulum Payung Rejo, Central Lampung was 70. It could be seen that 11 students passed the test and 20 students are failed because they were not reach the standard mastery criteria (KKM).

And then, from the set of problems and the students' data score above the researcher interested for using printed mass media and chose newspaper (Jakarta Post) as media for helping students' reading comprehension. Newspaper (Jakarta Post) is one kind of printed mass media, which has been known for a long time ago. It is understandable since newspapers are published in various types according to the need of the society. There are newspapers especially published for politics, women, men, and teenagers. There are also newspapers, which

specialize in news, hobby, housekeeping, sport, health, and so on. Newspapers are motivating since it offers so many interesting materials to read.

Finally, the researcher uses printed mass media and chose newspaper (Jakarta Post) as media in this research, so that it should be more effective to encourage students to learn English and also more interesting. In this research, the researcher wants to investigate whether newspapers as one kind of printed mass media gives a positive effect on the students' reading comprehension among the eleventh grade of MA Nurul Ulum Payung Rejo, Central Lampung.

## **B. Problems of Identification**

Related to the background of the study before, the researcher identifies the problem as follows:

1. The reading ability of the students was still low.
2. The vocabulary that the students have is lacking.
3. In understanding the English text, students still face difficulties.
4. In identifying topics and main ideas students still have difficulties.
5. Newspapers have never been used by teachers in the learning process.

## **C. Problem Limitation**

From the problems of identification above, the researcher limits the problem only focuses on the students who have a difficulty to identify the topic and the main idea in reading a text at the eleventh grade of MA Nurul Ulum Payung Rejo, Central Lampung in Academic Year 2020/2021.

#### **D. Problem Formulation**

Based on the background of the study and problem identification above the researcher formulates the problem in this research is "Is there any positive and significant influence of using Printed mass media on the students' reading comprehension ability among the eleventh grade of Madrasah Aliyah Nurul Ulum Payung Rejo, Central Lampung"?

#### **E. The Objectives and Benefit of the Study**

At the end of this research, the researcher hopes that it can have some advantages to the teaching and learning process.

##### **1. The Objectives of the Study**

In appropriate with the problem formulation, the objective of this research is find out whether there is any positive and significant of using Printed mass media on the students' reading comprehension ability among the eleventh grade of Madrasah Aliyah Nurul Ulum Payung Rejo, Central Lampung.

##### **2. The Benefit of the Study**

###### **a. For the students**

By using printed mass media, it is hoped that the student will be more interested and motivated in learning English. So that the students' reading comprehension ability will be rise.

###### **b. For the English teachers**

- 1) They can use printed mass media (Jakarta Post) strategy as an alternative strategy in teaching reading.
- 2) The result of this study can be used as a starting point of being creative students in doing something, especially in reading the English texts.

c. For the headmaster

The result of this research is the considering in learning process in the school and the headmaster can convey to the teacher that they should know students' problem in order to reach learning process effectively.

## **F. Prior Research**

To helping this research, this research will be conducted by considering a prior research. First prior research arises from an academic research international journal, volume 2, number 3. This journal is arranged by Wisdom I. Jude and Alice E. Udosen with the title: "Print Media Strategies and Development of Students' Competence in Reading". Wisdom I. Jude and Alice E. Udosen sought to investigate the influence of print media strategies (magazines and Novels) in determining the development of students' reading competence in AkwaIbom State, Nigeria by using qualitative research method.<sup>1</sup>

Furthermore, Wisdom I. Jude and Alice E. Udosen concluded that print media (magazines and novels strategies) significantly enhance the development of students' reading competence which is needed for intellectual excellence.

---

<sup>1</sup> Wisdom I Jude and Alice E Udosen, "PRINT MEDIA STRATEGIES AND DEVELOPMENT OF STUDENTS' COMPETENCE IN READING" Vol 2, no. 3 (2012).p.474.

Therefore, instead of viewing them as distractions, parents and teachers should monitor and encourage children to read good print materials that can enrich their language competence and broaden their horizons for meaningful interaction in their environment.<sup>2</sup>

Second prior research was conducted by the student of State Islamic University Raden Intan Lampung. His name is Dhini Febri R, from the English Education Department. His quantitative research is associated with applied Jakarta Post to improve students` reading comprehension in the learning process, and the title of his research is: “The Effectiveness of Using Jakarta Post to Improve Students’ Reading Comprehension at the Tenth Grade of the Second Semester of SMAN 01 Abung Semuli North Lampung in the Academic Year of 2017/2018”.<sup>3</sup> Based on the result of this prior research, the researcher concluded that there was the effectiveness of using Jakarta post article to improve students reading comprehension. It is proven by the score that students achieve.<sup>4</sup>

From the previous researches above, the first prior research has similarities and differentiation with this research. The first difference is the different research locations. Previous research was carried out at AkwaIbom State, Nigeria. While in this research, the researcher will apply it at MA Nurul Ulum Payung Rejo. The media of Independent variable in previous studies is the magazines and novels, while on the research this time media of Independent variable is a newspaper

---

<sup>2</sup> *Ibid.*,p.480.

<sup>3</sup> Dhini Febri R, “The Effectiveness of Using Jakarta Post to Improve Students’ Reading Comprehension at the Tenth Grade of the Second Semester of SMAN 01 Abung Semuli North Lampung in the Academic Year of 2017/2018” (LAMPUNG, STATE ISLAMIC UNIVERSITY RADEN INTAN LAMPUNG, 2018),p.1.

<sup>4</sup> *Ibid.*,p.74.

(Jakarta post). The similarity between the first prior research and this research lies in the use of print media strategy in teaching reading. The next similarity is in the research methodology that is qualitative research.

Moreover, the differences between the second prior researches with this research are; first, the different research locations. Previous research was carried out at SMAN 01 Abung Semuli North Lampung. While in this research, the researcher will conduct it at MA Nurul Ulum Payung Rejo. The variables measured in previous studies is the effectiveness, while on the research this time measured variable is the influence in the results of the study. Moreover, the similarity between the first prior research and this research lies in the use of print media strategy and using Jakarta post as media in teaching reading. The next similarity is in the use of qualitative research methodology.

Based on the differences and similarities of the variable previous with thesis research in which the researcher will do this time, the researcher is optimistic that the implementation of the Influence of Using Printed Mass Media on the Students' Reading Comprehension Ability among the Eleventh Grade of Madrasah Aliyah Nurul Ulum Payung Rejo, Central Lampung is definitely succeeds.



## CHAPTER II

### THEORETICAL REVIEW

#### A. The Concept of Reading

This chapter contains the theories which support the research; it includes more explanation about reading comprehension ability and printed mass media (Jakarta post) strategy to influence students' reading comprehension ability. Therefore, the researcher tries to explain all of those items as follows:

##### 1. The Definition of Reading

Reading is the activity to read, that has a purpose to get information from the reading material. If we want to learn language especially English, we have to study reading because reading is very important to get information when learn English as a foreign language.

If we understand the concept of reading, it can be easy for us to get information or ideas when we read something. Meanwhile, Nunan indicated that the reader's background knowledge integrated with the text to create the meaning.<sup>5</sup> And then, the act of reading includes deciphering, or decoding, written words and letters, transforming them into recognizable language, and understanding their meaning.<sup>6</sup> Constructed on that statement it can be explains that reading is an activity to analyze every codes or pattern of

---

<sup>5</sup> David Nunan, *Practical English Language Teaching*, Firts Edition (New York: McGraw-Hill Companies, 2003).p.68.

<sup>6</sup> Marian Sainsbury, Colin Harrison, and Andrew Watts, *Assessing Reading from Theories to Classrooms* (NFER, 2008).p.2.

language of text then transform it to recognizable language or reader native language to understand the meaning of text completely.

According to Willis, reading is not a natural part of human development.<sup>7</sup> It is part of skills in learning language that is effective to learn to improve language development. Reading gives the way for the human to get information about something even though it is not natural part of human development.

Reading is useful for language acquisition. Provided that students more or less understand what they read, the more they read, the better they get at it. Reading also has a positive effect on students' vocabulary knowledge, on their spelling and on their writing.<sup>8</sup> While Caroline T Linse states that reading is a set of skill that involves making sense and deriving meaning from the printed word.<sup>9</sup>

Based on the statement above, it can be inferred that reading is an important skill in English that can be developed to get the meaningful message, science, or information sent by the writer through printed language such important as graphic symbols and written verbal symbols. Therefore, if their reading skill is good, it will be easier to them to master other skills.

---

<sup>7</sup> Judy Willis, *Teaching the Brain to Read: Strategies for Improving Fluency, Vocabulary, and Comprehension* (ASCD, 2008), p.3.

<sup>8</sup> Jeremy Harmer, *How to Teach English*, Sixth Impression (England: Pearson Education Limited, 2010), p.100.

<sup>9</sup> Caroline T. Linse and David Nunan, *Practical English Language Teaching: Young Learners* (New York: McGraw-Hill/Contemporary, 2005), p.80.

## 2. The Types of Reading

There are some types of reading as follows:

### a. Intensive Reading

According to Brown intensive reading is usually a classroom-oriented activity in which students focus on the linguistic or semantic detail of passage.<sup>10</sup> There is a difference between learning to read and reading to learn. Both of these are valid forms of reading but they have different aims. When students read to learn it can be called intensive reading. So it can be concluded that intensive reading is students' reading activity to learn something about the language itself like new words, some grammatical forms, discourse markers, and other surface structure details for the purpose of understanding literal meaning, implications, rhetorical relationships, and so on.

### b. Extensive Reading

Extensive reading is carried out to achieve a general understanding of a usually somewhat longer text (book, long article, or essays, etc).<sup>11</sup> Most extensive reading is performed outside of class time like reading novels, fables, and other narrative stories. The aim of this reading helps the reader become fluent in reading because this technique allows them to process language faster and improves their comprehension skills which is caused by their enjoyment.

---

<sup>10</sup> H. Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy* (Longman, 2001), p.312.

<sup>11</sup> *Ibid*, p.313.

**c. Aloud Reading**

Patel assumed that reading aloud must be given at primary level because it is the base of words pronunciation.<sup>12</sup> Therefore, reading aloud play important role in teaching English. The teacher should know that reading aloud is important to give the knowledge for student how to pronounce the words correctly.

**d. Silent Reading**

Silent reading is a very important skill in teaching English. This reading should be employed to increase reading ability among students. According to Patel and Praveen silent reading is done to acquire a lot of information.<sup>13</sup> From the theory it can be concluded that teacher has to make students read silently as and when they are able to read without any difficulties. It is part of habit in which students are enabled to read without any audible whisper.

**e. Bottom-up model**

This model is considered to result in a passive reader who is limited by the narrow confines of the printed page, without putting to use any context or knowledge already acquired. So, bottom-up model is a reading model which suggests that a reader reads the words, sentences and looks at the organization of the text (without relating it to experience or prior

---

<sup>12</sup> M.F. Patel and Praveen M. Jain, *ENGLISH LANGUAGE TEACHING (METHODS, TOOLS TECHNIQUES)* (Jaipu: SUNRISE PUBLISHERS & DISTRIBUTORS, 2008).p.120.

<sup>13</sup> Ibid.p.122-123.

knowledge) in order to construct meaning from what was written in the text, meaning depends both on vocabulary and syntax.<sup>14</sup>

**f. Top-down Model**

Top-down model is a reading model which argues that readers bring prior knowledge and experiences to the text and that they continue to read as long as the text confirms their expectations. It means that the comprehension of the text concerns only the reader, who has his/her own knowledge, points of view, expectations, and questions. In top-down processing, we draw on our own intelligence and experience to understand a text.

**g. Interactive Model**

The Interactive is a combination of top-down and bottom-up processing, both top-down and bottom-up processes occur when a person reads a text. Interactive reading is almost always becoming a primary ingredient in successful teaching methodology because this process is important in reading.<sup>15</sup>

So, in practice, a reader continually shifts from one focus to another, now adopting a top-down approach to predict probable meaning, then moving to the bottom-up approach to check whether that is really what the writer says if this method used.

---

<sup>14</sup> Martha Vazaka, "The International Journal of Learning: Annual Review," *Common Ground Research Networks* 15, no. 12 (2009).p.46.

<sup>15</sup> H. Douglas Brown, *Teaching by Principles*.p.299.

### 3. The Concept of Reading Comprehension

#### a. The Definition of Reading Comprehension

Reading comprehension of texts is a basic competency in the Indonesian Subject Curriculum.<sup>16</sup> Reading comprehension skill is really important for EFL students to comprehend every text they read. Then, reading comprehension is a vital skill for English learners. Meanwhile, Eskey as quoted by Bogoya & Paulo says that reading comprehension as an experience that involve the reader's emotions, beliefs, and thoughts resulting not only from the reader's individual characteristics but also his/her experience.<sup>17</sup> Then, Grabe stated that reading comprehension in general is the ability to understand the information in a text and interpret it correctly. Although the actual understanding is itself a complex capability.<sup>18</sup>

In line with the definitions above, Danielle S explains that comprehension is not always effortless and fast, of course. When beginning readers struggle over individual words, reading is slowed to near halt and deeper levels of comprehension are seriously compromised.<sup>19</sup>

Klingner et al defined that reading comprehension is a multicomponent, highly complex process that involves many interactions

---

<sup>16</sup> Meilani Sari et al., *Understanding the Level of Students' Reading Comprehension Ability*, 2020.p.1.

<sup>17</sup> Bogoya González and Alethia Paola, "Fostering Fifth Graders' Reading Comprehension through the Use of Intensive Reading in Physical Science," *Colombian Applied Linguistics Journal* Volume. 13, no. 1 (2011).p.37.

<sup>18</sup> Yudi Juniardi, "STUDENTS' CRITICAL THINKING AND THEIR READING COMPREHENSION ABILITY," 2018.p.37.

<sup>19</sup> "Danielle S. McNamara - Reading Comprehension Strategies\_ Theories, Interventions, and Technologies (2007, Psychology Press) - Libgen.Lc.Pdf," n.d.p.4.

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.<sup>20</sup> Reading comprehension is the search for meaning, actively using our knowledge of the world and of texts to understand each new thing we read.<sup>21</sup>

Based on the quotations above it can be inferred that reading comprehension ability is the activities that require the reader to read meticulously in order to understand the total meaning of a reading selection. In reading comprehension, the learners are trained to obtain the information from the text so learners understand what they read. So, the more knowledge the reader can bring, the more likely it is that the material will be understood.

#### **b. Teaching Reading Comprehension**

Knowing how to read words has ultimately little value if the students are unable to construct meaning from text. Meaning, learning, and pleasure are the ultimate goals of learning to read. Although fundamental skills such as phonics and fluency are important building blocks of reading, reading comprehension is the “sine qua non of reading. In an attempt to improve comprehension instruction, there are three several theories have been proposed that suggest ways to influence understanding

---

<sup>20</sup> Janette K. Klingner, Sharon Vaughn, and Alison Boardman, *Teaching Reading Comprehension to Students with Learning Difficulties*, What Works for Special-Needs Learners (New York: Guilford Press, 2007).p.8.

<sup>21</sup> Jean Wallace Gillet et al., *Understanding Reading Problems: Assessment and Instruction* (Allyn & Bacon, Incorporated, 2012).p.40.

of the teaching of reading comprehension, the three several theories are; schema theory, reader-response theory, and direct instruction.

1) Schema theory

Schema theory suggests that what we know about a topic or construct influences how much we can or will learn by reading a passage that addresses that topic. Thus, our knowledge and experiences related to key ideas in the text we read influence what we learn and remember about what we read.

2) Reader response theory

Reader response theory related to the individual's experiences and interpretations about what readers read in a text. This subjective component makes for a dynamic interaction between the reader and the text. Thus, what readers learn or how they respond to a text is individualistic.

3) Direct instruction

Direct instruction approaches provide for more explicit and systematic instruction related to the key ideas associated with improved reading comprehension. Therefore, teachers should identify keywords in a passage and teach their meaning prior to reading.<sup>22</sup>

Then, Brown stated that readers understand what they read because they are able to take the stimulus beyond its graphic

---

<sup>22</sup> Janette K. Klingner, Sharon Vaughn, and Alison Boardman, *Teaching Reading Comprehension to Students with Learning Difficulties, What Works for Special-Needs Learners* (New York: Guilford Press, 2007).p.2-3.



representation and assign it membership to an appropriate group of concepts already stored in their memories.<sup>23</sup>

### c. Strategies for Reading Comprehension

Brown stated that reading comprehension is primarily a matter of developing appropriate, efficient comprehension strategies.<sup>24</sup> To get a good comprehension in reading, Brown explains ten strategies for reading comprehension, the strategies as follow:

#### 1) Identifying the purpose in reading

Efficient reading consists of clearly identifying the purpose in reading something. By doing so, the readers know what they're looking for and can weed out potential distracting information. Furthermore, whenever you are teaching a reading technique, make sure students know their purpose in reading something.

#### 2) Use graphemic rules and patterns

At the beginning level of English, one of the difficulties students encounter in learning to read is making the correspondences between spoken and written English. While you can often assume that one-to-one grapheme-phoneme correspondence will be acquired with ease, other relationships might prove difficult. Consider how you might provide hints and pointers on such patterns as these: "short" vowel sound in VC patterns (bat, bim, leg, wisb, etc), "long" vowel sound in VC (final silent e) patterns (late, time, bite, etc).

---

<sup>23</sup> H. Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy* (Longman, 2001), p.299.

<sup>24</sup> *Ibid.* p.306.

3) Use efficient silent reading techniques

This technique can help student increase efficiency in reading but not for the beginning levels. Because they are still struggling with the control of vocabulary and grammatical patterns.

4) Skim the text for main ideas

Skimming is one of the precious reading strategies. Skimming consists of quickly running one`s eye across a whole text (such as an essay, article, or chapter) for its gist. Skimming gives readers the advantage of being able to predict the purpose of the passage, the main topic, or message, and possibly some of the developing or supporting ideas.

5) Scan the text for specific information

The second precious reading strategy is scanning. Scanning is used to search some specific pieces of information in a text quickly. The purpose of scanning is to extract certain information without reading through the text completely.

6) Use semantic mapping or clustering

This strategy can help the readers to give some order to the chaos. To encourage learners to be accurate guessers, teachers can help them by using effective compensation strategies in which they fill gaps in their competence by intelligent experimentation to get whether hints are available to them.<sup>25</sup>

---

<sup>25</sup> *Ibid.*,p.307-308.

## 7) Guessing when the readers aren't certain

Teacher can help learners to become accurate guessers by encouraging them to use effective compensation strategies in which they fill gaps in their competence by intelligent attempts to use whether clues are available to them.

## 8) Analyze vocabulary

Here the several technique for leaners to make guessing pay of when they do not immediately recognize a word; 1. Look for prefixes ( co-, inter, un, etc), 2. Look for suffixes (-tion, tive, -ally, etc), 3. Look for roots that are familiar, 4. Look for grammatical contexts that may signal information, 5. Look at the semantic contexts.

## 9) Distinguish between literal and implied meaning

This requires the application of sophisticated top-down processing skills. The fact that not all language can be interpreted appropriately by attending to its literal, syntactic surface structure makes special demands on readers. Furthermore, implied meaning usually has to be derived from processing *pragmatic* information.

## 10) Capitalize on discourse markers to process relationships

A clear comprehension of such markers can greatly enhance learners reading efficiency. In English signal relationship among ideas as expressed through phrase, clause, and sentence.<sup>26</sup>

---

<sup>26</sup> *Ibid.*,p.309-310.

#### 4. The Concept of Reading Comprehension Ability

##### a. The Definition of Reading Comprehension Ability

Profiling students' reading comprehension ability provides essential data to educators to identify students struggling with reading. However, tertiary-level test-takers and test-givers are not always aware of the makeup and design of profiles, which creates real challenges in the use of profiling of test results to diagnose problem areas in reading.<sup>27</sup> Moreover, McNamara as quoted by Karwan Saeed et al defines that comprehension as the ability to perform the reading tasks of going beyond the words and understand the relationships between ideas conveyed in a text.<sup>28</sup>

According to Carroll as quoted by David F. Lohman explained that ability is in common usage in both everyday talk and in scientific discussions, its precise definition is seldom explicated or even considered.<sup>29</sup>

The ability of the word in the Oxford Advanced Learner's dictionary can be described as:

1. To do something the fact that somebody/something is able to does something.
2. A level of skill or intelligence.<sup>30</sup>

---

<sup>27</sup> Karwan Saeed, Siaw Kho, and Thapanee Khemanuwong, "Reading Comprehension Ability of Future Engineers in Thailand" 44 (November 1, 2020).p.1.

<sup>28</sup> *Ibid.*p.2.

<sup>29</sup> David F. Lohman, "Issues in the Definition and Measurement of Abilities" (USA : The University of Iowa, 1997).p.7.

<sup>30</sup> A. S. Hornby, *Oxford Advanced Learner's Dictionary* (New York: Oxford University Press, 2010).p.2.

Based on the definition above, the researcher can conclude that ability is a talent or skill which is owned by a person to do activities in her or his life. Moreover, the ability is inferred from the comparison of one individual's performance to that of other individuals or to an external standard, process is inferred from the comparison of performance in one condition to performance in another condition.

Based on quotation above, it can be concluded that reading comprehension ability is the activities that require the reader to read meticulously in order to understand the total meaning of a reading selection. In reading comprehension the learners are trained to obtain the information from the text so learners understand what they read.

#### **b. Measurement of Reading Comprehension Ability**

The reading assessment can be used to test the achievement of the reading comprehension ability. And then, Klingner et al stated that uses of available reading comprehension assessments typically range from determining a student's reading comprehension competence relative to a normative group to determining students' general strengths and weaknesses to assessing a student's reading level, and to assist teachers, researchers, and others in determining the effects of an intervention on reading comprehension.<sup>31</sup>

---

<sup>31</sup> Janette K. Klingner, Et al, *Teaching Reading Comprehension*.p.15.

Teachers should consider numerous factors when choosing a test or assessment procedure:

1. The purpose of the testing.
2. The specific information needed about the student's reading comprehension.
3. The number of students being.
4. The length of the test.
5. Whether the test is an individually or group administered test.
6. The number of forms available with the test, particularly if multiple administrations are needed.
7. For norm-referenced tests, the extent to which the norming sample is similar to the students to whom the test will be administered.
8. The examiner's qualifications.
9. The amount of training needed to administer a test, score it, and interpret results.

According to Williams as quoted by Klingner et al explained that reading comprehension measures should help teachers monitor the comprehension of their students over time and provide information that is useful in designing reading comprehension intervention programs. So, teachers can ask themselves about what tasks are most appropriate for evaluating whether my students really comprehend what they read? Or do these tasks provide useful information for instructional purposes?<sup>32</sup>

---

<sup>32</sup> *Ibid.* p.16-18.

## B. The Concept of Printed Mass Media

### 1. The Definition of Printed Mass Media

Printed media are very important to help students in understanding English as the foreign language. Printed media that can be used by the teacher in English teaching-learning process to the young learners such as book, magazine, and newspaper.<sup>33</sup> Then, Onukaogu perceived that the mass media have had the greatest influence on youths; because they learn about the world through print and non-print media. By extension, the content obtained from print media acts as a reservoir of energy for those who are introduced to it and it supports them in familiar interaction and a general change of life.<sup>34</sup>

Print media have been serving many important responsibilities in all fields of learning especially in education for the last five hundred years. Printed mass media was providing abundant reading material in the form of newspapers and magazines. A wide variety of English newspapers are also available in the world today.<sup>35</sup>

According to Assimonye as quoted by Wisdom and Alice explained that print media is an important tool for learning. This includes textbooks in all subjects taught in class, as well as novels, magazines, and newspapers which offer information and entertainments in all spheres of life.<sup>36</sup>

---

<sup>33</sup> Regina Rahmi, "THE IMPLEMENTATION OF VISUAL PRINTED MEDIA IN ENGLISH LANGUAGE TEACHING," n.d.p.50.

<sup>34</sup> Onukaogu A. A., "Literacy Development, the Mass Media and Governments: Unfortunate Trends in Cross River and AkwaIbom States," *Literacy and Reading in Nigeria*. Vol. 9, no. 1 (2002).p.7-9.

<sup>35</sup> Malik Ajmal Gulzar, "Significance of Print Media: A Study of Reading Skills Among School Students," *Biannual Journal of Gender and Social Issues* Volume. 9, no. 1 (2010).p. 2.

<sup>36</sup> Wisdom I Jude and Alice E Udosen, "PRINT MEDIA STRATEGIES AND DEVELOPMENT OF STUDENTS' COMPETENCE IN READING" Vol 2, no. 3 (2012).p.475.

From the quotation above, the researcher concludes that print media is very useful for education, because print media can give authentic information that contains a wide variety of text types, language styles easily found as reading materials, contain many more recent things in this world, and contain a lot of information to educate students in teaching reading.

## 2. The Definition of Newspapers

Reena stated that newspapers are one of the most powerful sources of sharing information and up gradation of knowledge bank. A daily reading of English newspaper will be a world of quality learning for students.<sup>37</sup> Then, a newspaper is an influential medium which helps to spread up-to-date information on local, national and international happenings.<sup>38</sup>

In line with the definition above, Cheyney stated as quoted by Raju Ahmed that newspaper is the textbook that provides up-to-date information on local, provincial, national and world affairs.<sup>39</sup> In addition, Ranwa and Joumana stated that newspapers use can be adapted to fit the teaching of many linguistic skills. These skills can be taught collectively in a simple newspaper-based task. On the other hand, each linguistic skill can be taught individually using specifically tailored newspapers based activities.<sup>40</sup>

---

<sup>37</sup> Reena Mittal, "Role of Newspaper in English Language Learning," *International Journal of Research* Vol-1, Issue-6 (2014).p.690-691.

<sup>38</sup> Wisdom Awuttey, "A Study of Newspaper Reading Habits Among Members of the Debaters' Club of Okuapemman School, Akropong-Akuapem.," *E-Journal of Humanities, Arts and Social Sciences*, June 9, 2020.p.59.

<sup>39</sup> Raju Ahmmmed, "Effectiveness of Reading English Newspapers for Improving Vocabulary and Reading Skills of Students of Dhaka University," January 1, 2016.p.68.

<sup>40</sup> Ranwa Khorsheed and Joumana Rassoul, "The Role of Using English Newspapers in Enhancing Pre-Intermediate Level Learners' Reading Comprehension Skills," *Academy Publication* Vol. 8, no. 10 (October 1, 2018).p.1370-1371.



Furthermore, according to Darla he says that 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.<sup>41</sup>

From the quotation above the researcher conclude 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. Reading English newspapers can help students learn a lot of vocabulary, and raise their reading comprehension ability. So, the English newspapers can be learners` personal English classroom and can help students acquire higher level of proficiency in English, especially in reading.

### **3. Using Newspaper for Teaching**

Many instructors and educators have incorporated the use of newspapers as an effective learning tool whether in the language classroom or in other subjects since they are up to date and can easily replace the old typical outdated learning textbooks.<sup>42</sup>

Newspapers have become a relevant print media to teach students. The teachers can use newspapers in their teaching reading. Because newspapers contain much material that young students can read to develop oral expression. The advertisements and comics like cartoons, jokes, stories,

---

<sup>41</sup> Darla Shaw, Thoughtful *Literary Using the Newspaper* (Unites States of America: Newspaper in Education Institute, 2004).p.57.

<sup>42</sup> Ranwa Khorsheed and Joumana Rassoul, “The Role of Using English Newspapers”.p.1370.

poems, and so on are especially useful for developing this skill. Almost every aspect of language arts can be taught with the aid of a newspaper: new words, spelling, acronyms, abbreviations, parts of speech, tense, punctuation, idioms, figures of speech, etc.<sup>43</sup>

In addition, 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.<sup>44</sup>

Based on the above quotes, the researcher may conclude that students read newspapers that set their reading targets (they can be guided by the teacher), apply their previous experience to the story, think objectively of what they have read, develop new ideas and understandings through their reading.

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

---

<sup>43</sup> Emmanuel T. Babalola, "Newspapers as Instruments for Building Literate Communities: The Nigerian Experience," *Nigeria: Nordic Journal of African Studies* Vol. 11, no. 3 (2002), p.408.

<sup>44</sup> Vilma Tafani, "Teaching English Through Mass Media," *Acta Didactica Napocensia* Vol. 2, no. 1 (March 30, 2009), p.84.

- a. 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.
- b. 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.
- c. 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.<sup>45</sup>

On the basis of the aforementioned, it can be inferred that the categories of newspaper news articles are local, national and international. So the researcher focuses on the national newspaper and focuses on what's going on in the country by choosing Jakarta Post as a piece of printed mass media that give many topics and information to Influence students` reading comprehension ability.

Jakarta Post is one kind of a daily English newspaper published in Indonesia and it provided the most easily accessible archives. This English newspaper is aimed to improve the standard of English language media in Indonesia.<sup>46</sup> There are many ways to make a newspaper available to the popular level of students, one of them choosing an interesting subject or newspaper question. The diversity of subjects attracts and motivates students

---

<sup>45</sup> Cigelske Azor, "How to Write a Newspaper Article" (Course Hero, 2004).p.1-2.

<sup>46</sup> Charupatanapongse Tassaya and Jarvis Andrew, "Evictions in Jakarta Through the Lens of the Media," *Aleph, UCLA Undergraduate Research Journal for the Humanities and Social Sciences* Vol. 15, no. 0 (2018).p.103-104.

to work. Based on the explanation before, the researcher uses newspaper for education to influence students on their reading comprehension ability.

## **5. Profile The Jakarta Post**

Jakarta Post is a daily newspaper in English in Indonesia. This newspaper is owned by PT Bina Media Tenggara which is headquartered in Jakarta. The Jakarta Post started as collaboration between four Indonesian media under the direction of Minister of Information Ali Moertopo and politician Jusuf Wanandi.

After its first publication on April 25, 1983, The Jakarta Post was published for several years with few advertisements and increased circulation. After the change of editor-in-chief in 1991, the paper began to take a pro-democracy position. The Jakarta Post is one of the English-language Indonesian dailies that survived the 1997 Asian financial crisis and currently has a circulation of 40,000 copies and had 41,049 subscribers as of December 1998. The Jakarta Post also has weekly and online editions, the contents of which are not found in the daily print editions.

Therefore, this daily newspaper targets both foreigners and educated Indonesians, although the number of Indonesian readers from the middle class continues to increase. The Jakarta Post is well-known as a training ground for local and international reporters; The Jakarta Post has also won a number of awards and has been dubbed "Indonesia's leading English daily newspaper."<sup>47</sup>

---

<sup>47</sup> Kustin Ayuwuragil D, "Profil - The Jakarta Post," merdeka.com, accessed March 7, 2021, <https://m.merdeka.com/the-jakarta-post/profil/>.

Jakarta Post is a piece of writing about recent issues consists of particular topic, for example education, politic, financial, entertainment, cultures, etc. In this study, the researcher will use newspaper as a source of news item material.<sup>48</sup> Using a Jakarta Post to teach English will add a vibrant and contemporary topic to the classroom while at the same time motivating students. They often provide English learners with a wide range of genres of writing written in authentic languages, such as novels, tales, letters, reports and ads, etc., frequently rich in collocations, recent English vocabulary and idioms. News article can serve as examples of writing and use to help train students' writing, reading and oral communication.

Moreover, news article like Jakarta Post provide various materials for students to broaden their knowledge, as they contain a wide range of topics, including politics, sport, economy, education, health, entertainment, science and technology.<sup>49</sup> Jakarta Post is the most famous daily English newspaper published in Indonesia. There are so many things students can get from newspaper articles, such as up-to-date news and advertisements. From these articles, students can improve their vocabulary by reading them. Thus, newspapers can help instill reading habits among students with interesting news as well as help them in language learning. It can also be understood that the use of newspapers in classrooms with middle school students is a useful strategy that deserves attention for increasing vocabulary.

---

<sup>48</sup> Nurmala Cahyani, "The Effectiveness of Using Authentic Material in Teaching Students' Reading Comprehension" (Jakarta, UIN Syarif Hidayatullah, 2015).p.13.

<sup>49</sup> Andri Patrianto, "The Use of Jakarta Post News to Improve Students' Reading Comprehension Skill," *Academia.Edu*, 2015.p.5.

Its means that Jakarta Post article is a print media to be used share information about recent issues consists of a particular topic, for example, education, politic, financial, entertainment, cultures, etc.

## **6. The Advantages and the Disadvantages of Newspaper**

There are also advantages and disadvantages of reading a newspaper. People read a newspaper to find out about facts, news, and what's going on around their world. There are, however, a lot of pros and cons about reading the newspaper.

### **a. The Advantages of Using Newspapers**

- 1) Newspaper-based activities engage students in interesting and enjoyable activities and they also encourage them to further reading.
- 2) Newspapers also reflect the changes in the language as well, and in doing so, help students and teachers keep up pace with such changes.
- 3) Newspapers provide a wide range of various text types and language styles, which are not always found in textbooks.
- 4) Newspapers can serve as a motivating medium in encouraging and stimulating students to read further and to engage themselves in the activities organized.
- 5) Newspapers report real-life events that are of actual importance and emotional value to the students, and this arouses their curiosity.<sup>50</sup>

---

<sup>50</sup> Vavla Laureta, "Benefits of *Using* Newspapers, Magazines and Books in Classroom," *LCPJ Publishing* Vol. 2, no. 2 (2009).p.13-14.

- 6) Newspapers play a key role in motivating the English language learners positively and they attract the learners to concentrate more on learning the English language in a congenial atmosphere.
- 7) The learners show more interest on the materials since newspapers have been selected and designed according to the learners' needs.
- 8) Another major advantage of using newspapers in ESL/EFL classrooms is that they offer a wide range of language contexts, registers, styles, and genres of both written as well as spoken discourses and the materials certainly enrich the knowledge of learners' linguistic resources.<sup>51</sup>

From the advantages above, the researcher concluded that newspaper is very useful in teaching reading. There is no doubt that newspapers will give a significant influence on the learners in their reading comprehension ability.

#### b. The Disadvantages of Using Newspapers

While the use of newspapers as authentic materials in the teaching of a foreign language is advocated by many scholars, journals are not necessarily appropriate for all students at all levels. There are some disadvantages of using the newspaper in the classroom to achieve reading comprehension. Then, Adel et al clarified as cited by Emeliya in her journal that authenticity is not an independent feature of language and language use to be used as a criterion against which language materials and language use are evaluated but an outcome of the process of helping

---

<sup>51</sup> Parupalli Srinivas Rao, "The Role of Newspapers and Megazines to Teach English in the ESL/EFL Classroom in the Digital Era: A Comprehension Study," *JOELL Veda Publication* Vol. 6, no. 2 (2019).p.166-167.

the learners achieve the goals they have set for themselves. As far as the needs of the learner, whether pedagogical or target, which in turn are affected by different factors including the context and the goals are met, authenticity has been taken into account.<sup>52</sup>

Moreover, Rashid and Majid stated that one important point is that when using authentic materials, we must bear in mind the learners' level. This is vital to obtain the highest level of benefit from using authentic materials in the classroom. In other words, if the materials are beyond the learners' ability or level, it might lead to demotivation and discourage learners from learning the target language.<sup>53</sup>

This means that the teacher would think carefully before giving the student newspaper material, whether or not the newspaper article is suitable for the student level. In reality, the level of the student decides their ability. In order to solve this challenge, the instructor must select a newspaper content that is appropriate for the stage of the learner.

In addition, Matinez explained as cited by Siva and Rao in their journal that authentic materials often contain difficult language, unnecessary vocabulary, grammar, and too many structures, so the lower

---

<sup>52</sup> Emeliya Sukma Dara Damanik, "Using Authentic Material in Increasing Student Reading Ability," *VISION Journal of Language, Literature and Education* Vol. XII, no. 12 (2017).p.6.

<sup>53</sup> Rashid Hamed Al Azri and Majid Hilal Al-Rashdi, "The Effect Of Using Authentic Materials In Teaching," *International Journal of Scientific & Technology* Vol. 3, no. 10 (October 2014).p.252.



level students might have a hard time decoding the texts. Students might be less motivated.<sup>54</sup>

Furthermore, it will happen when the teacher gives materials that are not appropriate for the student class. To solve this problem, the instructor must choose the subject, vocabulary and so on that is suitable for the level of the students.

## **C. Theoretical Framework and Paradigm**

### **1. Theoretical Framework**

There are two variables in this research. They are independent variable (X) and dependent variable (Y). The independent variable (X) is Printed Mass Media and the researcher choose Newspapers (Jakarta Post). Moreover, the dependent variable (Y) is the students' Reading Comprehension Ability.

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. Reading English newspapers can help students learn a lot of vocabulary and make it easier for students in learning reading. The teachers can use newspapers in their teaching reading. Because newspapers contain much material that young students can read to develop oral expression. And the researcher believes that it can give a significant influence on students reading comprehension ability.

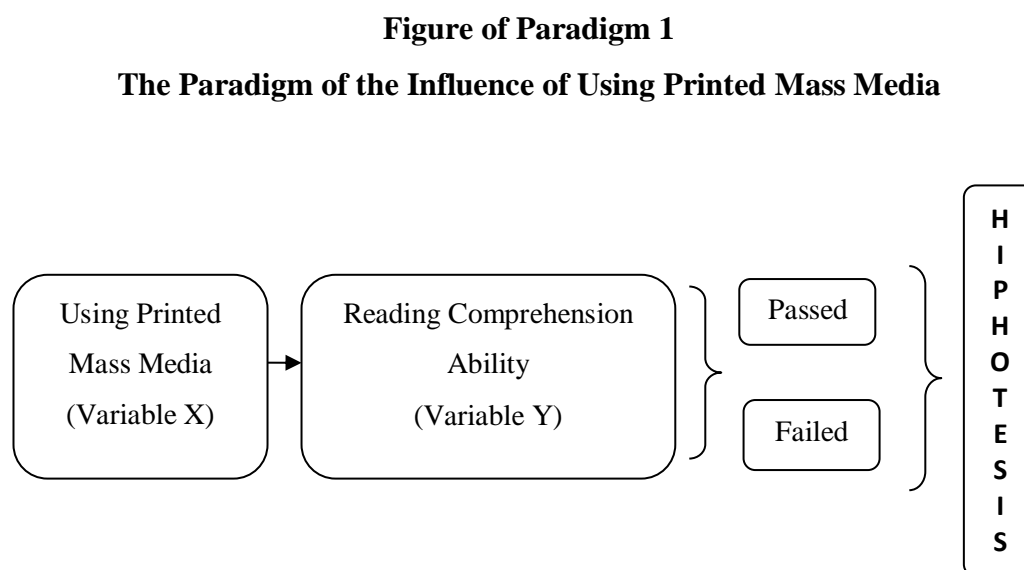
---

<sup>54</sup> Siva Nagaiah and Nageswara T. Rao, "Authentic Texts as Pedagogic Tools in English Language Classroom," *Scholar Critic: An International Journal of Language, Literature and Culture Studies* Vol. 01, no. 01 (2014).p.54.

Reading comprehension is the activities that require the reader to read meticulously in order to understand the total meaning of a reading selection. Strong reading comprehension skills help in all the other subjects and in the personal and professional lives. The high stake test that controls advancement through the elementary, middle, and high school and which determine entrance to college are in large parts, a measure of reading comprehension skills. Therefore, by using printed mass media will be able to influence on the students' reading comprehension ability among the eleventh grade of Madrasah Aliyah Nurul Ulum Payung Rejo, Central Lampung.

## 2. Paradigm

Paradigm is the correlation pattern among variables that will be researched. Based on the theoretical framework above the researcher describes the paradigm as follows:



Based on the figure of paradigm above the researcher explained that the criteria of paradigm can describe: if the students score of reading comprehension ability is passed, its means that the printed mass media method is good to be applied, so there is positive and significance by using printed mass media. But, if the students' score of reading comprehension ability is failed, its means that the printed mass media method is cannot be applied. So there is no positive and significant influence by using printed mass media on the students reading comprehension ability.

#### **D. Hypothesis Formulation**

Hypothesis are possible answer we expect to get after we have carried out our research project.<sup>55</sup> Based on the statement above, there are two forms of hypothesis. The first one is an alternative hypothesis and the second one is a null hypothesis. The null hypothesis suggests that the variables do not work. Alternative hypothesis means there really is correlation between two variables and the two variables is worked. Therefore, the researcher formulates the hypothesis and alternative hypothesis. It is safe to assume that there is still a positive impact or influence of using printed mass media on the students' reading comprehension ability among the eleventh grade of Madrasah Aliyah Nurul Ulum Payung Rejo, Central Lampung.

Then, the researcher formulates the hypotheses, focuses on the conceptual assumptions as follows:

---

<sup>55</sup> *Ebrahim Khodadady, Research Principles, Method And Statistics In Applied Linguistics* (Ferdowsi University of Mashhad, 2013).p.33.

**1. Alternative hypothesis ( $H_a$ )**

"There is positive and significant influence of using printed mass media on the students' reading comprehension ability among the eleventh grade of Madrasah Aliyah Nurul Ulum Payung Rejo, Central Lampung".

**2. Null hypothesis ( $H_0$ )**

There is no positive and significant influence of using printed mass media on the students' reading comprehension ability among the eleventh grade of Madrasah Aliyah Nurul Ulum Payung Rejo, Central Lampung".

## CHAPTER III

### RESEARCH METHODOLOGY

#### A. Research Design

The writer has been conducting quantitative research. Quantitative research is explaining phenomena by collecting numerical data that are analyzed using mathematically based methods (in particular statistics).<sup>56</sup> In experiment research form, one or more variables may be deliberately manipulated and result analyzed and rationalized.<sup>57</sup> Then, in this research, the researcher uses Pre-Experimental Design as a qualitative research method.

It is said to be pre-experimental design because there is still external variables that influence the formation of the dependent variable. So the experimental results which are the dependent variable are not solely influenced by the independent variable.<sup>58</sup> Moreover, the researcher applies a one-group pretest-posttest design, because in this design there is a pretest, before being given treatment. Thus the treatment results can be found to be more accurate, so they can compare with the circumstances before being given treatment.<sup>59</sup>

In addition, the pretest and posttest were intended to investigate whether using printed mass media can significantly influence students about their Reading Comprehension ability. Furthermore, the pretest and posttest will conduct to find

---

<sup>56</sup> Daniel Muijs, *Doing Quantitative Research in Education* (London: Sage Publications, 2004).p.1.

<sup>57</sup> James E. Mauch and Namgi Park, *Guide to the Successful Thesis and Dissertation*, Fifth Edition (New York: Marcel Dekker, 2003).p.129.

<sup>58</sup> Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, dan R&D* (Bandung: Alfabeta, 2013).p.74.

<sup>59</sup> *Ibid.*

out the progress before and after treatment. This research uses eleventh grade class by using total sampling (Sampling Jenuh). This class had both pretest and posttest.

Based on the explanation above, the researcher can assume that quantitative research is research that can be measured by statistical method. The writer uses quantitative research because data which is collected by the researcher include in the numerical data.

## **B. The Operational Definition of variables**

Operational definition is the definition which based on characteristic of the thing that will be defined, and it can be observed or measured. Meanwhile, a variable can be defined as an attribute of a person or of an object which ‘varies’ from person to person or from object to object.<sup>60</sup> Variable is a construct or a characteristic that can take on different.<sup>61</sup>

Based on the meaning each variable above, the operational definitions of variable as follow:

### 1. Independent Variable

According to Evelyn Hatch, The independent variable is the major variable which you hope to investigate. It is the variable which is selected, manipulated, and measured by the researcher. The Independent variable of this research is Printed Mass Media. Printed Mass Media is used to support

---

<sup>60</sup> Evelyn Hatch and Hessein Farhady, *Research Design and Statistic for Applied Linguistics* (Los Angeles: Rahnama Publications, 1981).p.12.

<sup>61</sup> Donald Ary, *Introduction to Research in Education*, Eighth Edition (USA: Wadsworth, Cengage Learning, 2010).p.37.

the traditional approach used by researcher with apply ability-based reading groups. And newspaper will be used by researcher as a kind of printed mass media.

The Independent variable (X) of this research is Printed Mass Media. In this research, the students can read by using a Newspaper as a kind of printed mass media that apply by the researcher in this research. Moreover, to measure this variable, the researcher will conduct based on pretest and post-test. The researcher will take on a class where the students are given a pretest before they were given explanations and material about printed mass media.

Furthermore, they also will be given post test after they was given treatment. The indicators of this variable are:

- a. The students have many vocabularies.
- b. Students can answer questions based on the questions that will arise.
- c. The student competes to answer the questions.

## 2. Dependent Variable

According to Evelyn Hatch, The dependent variable is the variable that you observe and measure to determine the effect of the independent variable.<sup>62</sup> Moreover, McNamara as quoted by Karwan Saeed et all defines that comprehension as the ability to perform the reading tasks of going beyond the words and understand the relationships between ideas conveyed in a text.<sup>63</sup>

---

<sup>62</sup> Evelyn Hatch and Hessein Farhady, *Research Design*, p.15.

<sup>63</sup> Karwan Saeed, Siaw Kho, and Thapanee Khemanuwong, "Reading Comprehension Ability of Future Engineers in Thailand" 44 (November 1, 2020.p.2.

There are some indicators of reading comprehension that determined by the researcher, namely:

- a. The students can identify the topic/title of the text.
- b. The students can identify the main idea of the text.
- c. The students can identify the detailed information of the text.
- d. The students can identify the purpose of the text.
- e. The students can determine the moral value of the text.

Therefore, the researcher used to several ways to measure the students reading comprehension based on the score of the text.

**Table 2**  
**Passing Score Criteria**

Score	Categories
$\geq 70$	Passed
$\leq 70$	Failed

### C. Population, Sample, and Sampling Technique

#### 1. Population

Ziana O'leary defines that population is the total membership of a defined class of people, object, or events.<sup>64</sup> In addition Donal Ary stated that a population is defined as all members of any well defined class of people, event or objects.<sup>65</sup>

---

<sup>64</sup> Zina O'leary, *The Essential Guide to Doing Research* (London: SAGE Publications, 2004),p.102.

<sup>65</sup> Donald Ary, *Introduction to Research*.,p.148.



The population of this research is all students of the eleventh grade of Madrasah Aliyah Nurul Ulum Payung Rejo, Central Lampung. The total population in this research is 31 students, because in the eleventh grade only have one class.

## 2. Sample and Sampling Technique

Sample is best represents a large population.<sup>66</sup> The sample of this research is all students of the eleventh grade of Madrasah Aliyah Nurul Ulum Payung Rejo, Central Lampung. This class is the experiment and control class. In this class, the researcher teaches reading by using newspapers as a kind of printed mass media.

Moreover, in this research, this research uses eleventh-grade as population and objects sampling, because eleventh-grade only has one class with thirty-one students (17 female and 14 male). This technique sampling called total sampling (Sampling Jenuh), because all population uses to be sampling.<sup>67</sup>

## D. Data Collection Method

The researcher formulates the collecting data as follows:

### 1. Test

Anderson explained that instrument includes test and questionnaire, observation schedules and any other tool used to collect data.<sup>68</sup>

---

<sup>66</sup> Zina O'leary, *The Essential*, p.103.

<sup>67</sup> Sugiyono, *Metode Penelitian*, p.85.

<sup>68</sup> Gary Anderson, *Fundamentals of Educational Research*, 2nd Edition (USA: Falmer Press Place, 2005), p.94.

Test was usually performed by using that element of the survey and determining how it works. Two tests have been used in this study as follows:

a. Pre-test

The researcher gives multiple choice in pre test in order to know their basic knowledge. In this case the students' Reading Comprehension that they have achieved.

b. Post-test

The post-test is held in order to know the students' Reading Comprehension after apply printed mass media as a treatment in teaching reading. The post-test has been done after the treatments, in order to know whether the printed mass media is effective or not, to influence the students' Reading Comprehension Ability.

2. Documentation

Documentation as the method which is used to get information from written language or documents.<sup>69</sup> The writer used this method to support and to get detailed information from the data from observation such as the data of English teachers at Madrasah Aliyah Nurul Ulum Payung Rejo, Central Lampung, about the method in the English classroom.

3. Observation

Observation is a systematic method of data collection that relies on a researcher's ability to gather data through his or her senses. Observation also

---

<sup>69</sup> Zina O'leary, *The Essential Guide*.,p.177.

defines as technique collecting data it done with doing observation with detail note and systematic.

In addition, observation involves more than simply studying the world around us in the light of science to get inspiration for research. This strategy was hoped to get information about the process of studying, the services there and the others. In this research, the researcher used the non-participant observation because the researcher only observed it and noted it. The writer observed the location of the research, the condition of the students directly to get the data. The researcher used the observation sheet to note information in that observation.

## **E. Research Instrument**

An instrument is a mechanism for measuring phenomena, which is used to gather and record information for assessment, decision making, and ultimately understanding.<sup>70</sup> Thus, research instrument is helping tool of method in collecting data. The research instrument that used in this research is bellow:

### **1. Instrument Blueprint**

- a. The instrument which has been used in observation method is observation guidance, as follow; 1) Observation the location sketch of Madrasah Aliyah Nurul Ulum Payung Rejo, Central Lampung; 2) Observation the establishment of Madrasah Aliyah Nurul Ulum Payung

---

<sup>70</sup> David Colton and Robert W. Covert, *Designing and Constructing Instruments for Social Research and Evaluation* (San Fransisco: Jossey-Bass, 2007).p26.

Rejo, Central Lampung; 3) Observation about building of Madrasah Aliyah Nurul Ulum Payung Rejo, Central Lampung.

- b. The instrument which has been used in documentation method is documentation guidance, as follow; 1) Documentation about teachers and official at Madrasah Aliyah Nurul Ulum Payung Rejo, Central Lampung; 2) Documentation about students of Madrasah Aliyah Nurul Ulum Payung Rejo, Central Lampung; 3) Documentation about the organization structure of Madrasah Aliyah Nurul Ulum Payung Rejo, Central Lampung.
- c. The instrument which has been used in test in research, it include the pre-test and post-test about English learning result. The researcher used the objective test that is multiple choice tests. It consist of 10 items, each item consist of four options: A, B, C, D.

## 2. Instrument Calibration

The researcher used test form by using multiple choices which consist of 10 items it is multiple choice tests which consist of four options (A, B, C, D). Multiple choices used to give the right answer from the questions that given through the test. The researcher used the instrument with using the pre-test and post-test. The pre-test used to get the score before the treatment conducted. This test used to know the knowledge of students in reading comprehension. The researcher uses objective tests.

## F. Data analysis Technique

The researcher has been used to simple statistical formula to comparing the result of the pre-test and post-test. The data was been analyzed by using T-test formula to know the significant and treatment effect. The T-test formula that used by researcher as follow:

$$t = \frac{\bar{D}}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}$$

$t = t$  value for correlation sample.

$\sum D =$  the sum of the differences between each pair ( $X_2 - X_1 = D$ ).

$\sum D^2 =$  different scores squared, then summed.

$N =$  the number of sample / students who took the test.

$D =$  (differences), differences between pre-test score with post-test score.

$D^2 =$  square of  $D$ .<sup>71</sup>

---

<sup>71</sup> Donald Ary, *Introduction to Research in Education*, Eighth Edition (USA: Wadsworth, Cengage Learning, 2010), p.117.

## **CHAPTER IV**

### **RESEARCH RESULTS AND DISCUSSION**

#### **A. Research Result**

##### **1. Description of The Research Location**

###### **a. The History of Madrasah Aliyah Nurul Ulum Payung Rejo**

Madrasah Aliyah Nurul Ulum Payungrejo, better known as MANU Payungrejo, was founded by Nahdlatul Ulama (NU) Payungrejo figures on July 15, 1988. The figures in question are: Kyai Ibrahim Sururi, Kyai Baderi, Kyai Amin Suryanto, Ustad Masykur Asyhari, Ustad Mashud Yunus, and Mutaqin.

Moreover, Madrasah Aliyah Nurul Ulum Payungrejo is under the auspices of the Central Lampung Ma'arif (LP. Ma'arif) Education Institute, which is in the city of Metro. Then, starting from 2002 until now, Madrasah Aliyah Nurul Ulum Payungrejo has been under the auspices of the Nurul Ulum Lampung Foundation, with the notaries deed Imran Ma'aruf, SH, number 17, on January 29, 2002. This foundation is located at Jln KH. Ahmad Dahlan No. 04 Payungrejo, Pubian District, Central Lampung. Postal code 34176.

However, the development of Madrasah Aliyah Nurul Ulum Payungrejo is very fast and good, so in 2003 this madrasah was recognized with an accredited status. Furthermore, public trust is getting better and more enthusiastic; this is evidenced by the inclusion of their

children to this Institute. So, in 2007 this institution was accredited with the status of type B (good).

Since it was established the leader headmaster of the school had been changed as follow:

1. Tahun 1988 - 1989 = Drs. Suharja
2. Tahun 1990 - 1993 = Darmadi
3. Tahun 1993 - 1997 = Amin Suryanto
4. Tahun 1998 - 2003 = Drs. Hi. Baidowi
5. Tahun 2004 - 2012 = Ladi, S. Ag
6. Tahun 2013 - 2016 = Sujarwoto, SE,. MM
7. Tahun 2017 - 2019 = Sutikno, S.Pd.I
8. Tahun 2020 – Now = Siti Umi Rihanah, S.Pd.I

#### **b. School Profile**

1. School Name : Madrasah Aliyah Nurul Ulum Payung Rejo
2. Address / Village : Payung Rejo  
District : Pubian  
Regency : Central Lampung  
Province : Lampung  
No. Phone : 0852 6747 2623
3. School Status : Accredited B
4. Email : [ma.payungrejo@gmail.com](mailto:ma.payungrejo@gmail.com)
5. Website : [www.masnurululumpayungrejo.sch.id](http://www.masnurululumpayungrejo.sch.id)

6. NPSN : 69752346
7. NSM : 131218020035
8. Year Established : 1988
9. Land Status : Owned
10. Program Study : IPS
11. Name of Principal : Siti Umi Rihanah, S.Pd.I
12. Working Period : 1 year 5 months

**c. Vission and Mission of Madrasah Aliyah Nurul Ulum Payung Rejo**

1. Vision

The realization of Madrasah Aliyah Nurul Ulum Payung Rejo, Pubian District, Central Lampung Regency as a Madrasah with quality, faith, piety, virtue and culture.

2. Mission

- a) Carry out coaching and guidance learning in accordance with the applicable curriculum.
- b) Provide motivation and help each student to recognize his / her potential.
- c) Empowering intensively to all madrasa citizens.
- d) Growing understanding and appreciation of the teachings of Islam.



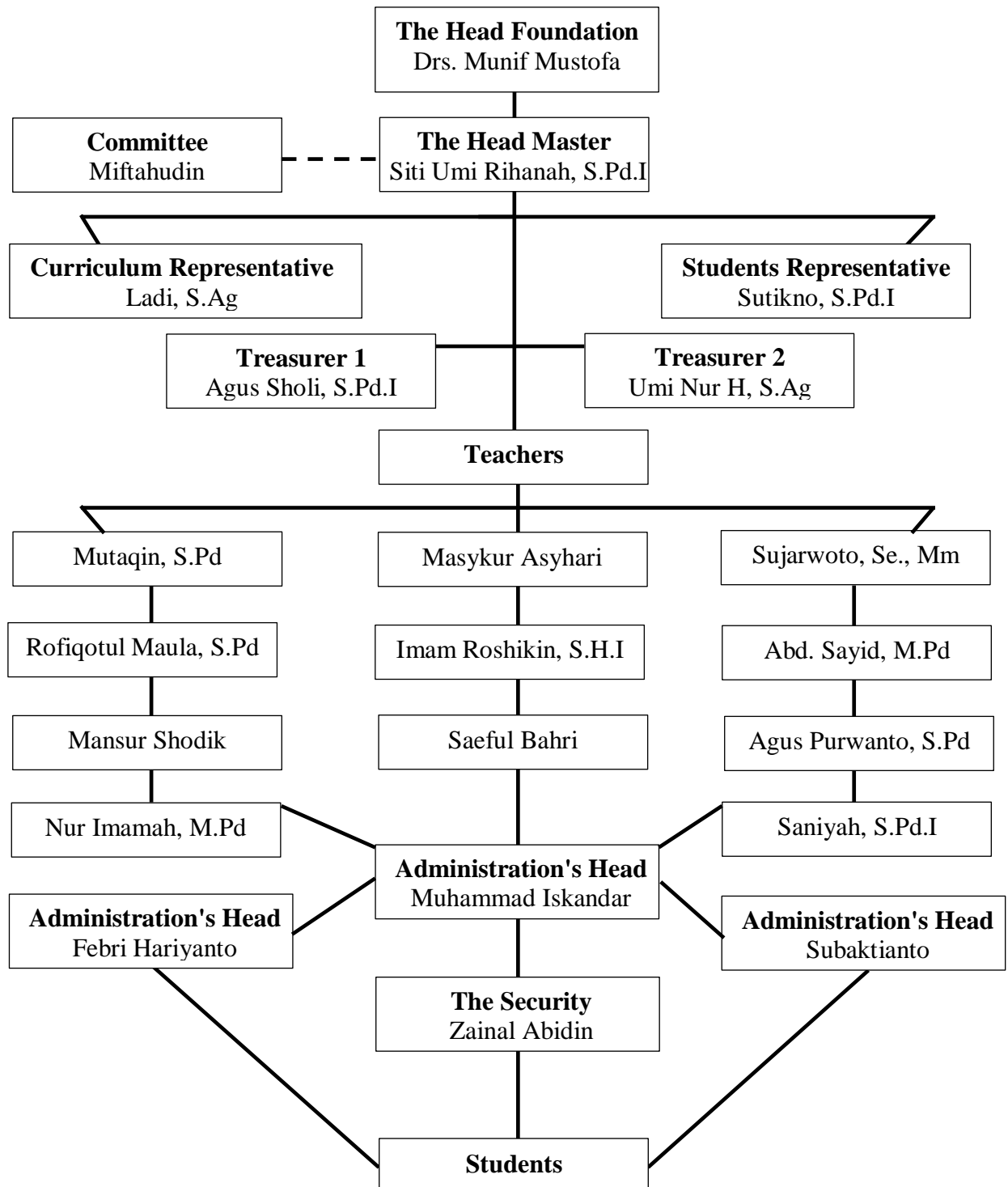
**d. The Data of the Teachers and Employers in Madrasah Aliyah Nurul  
Ulum Payung Rejo**

**Table 3  
Data of the Teachers and Employers**

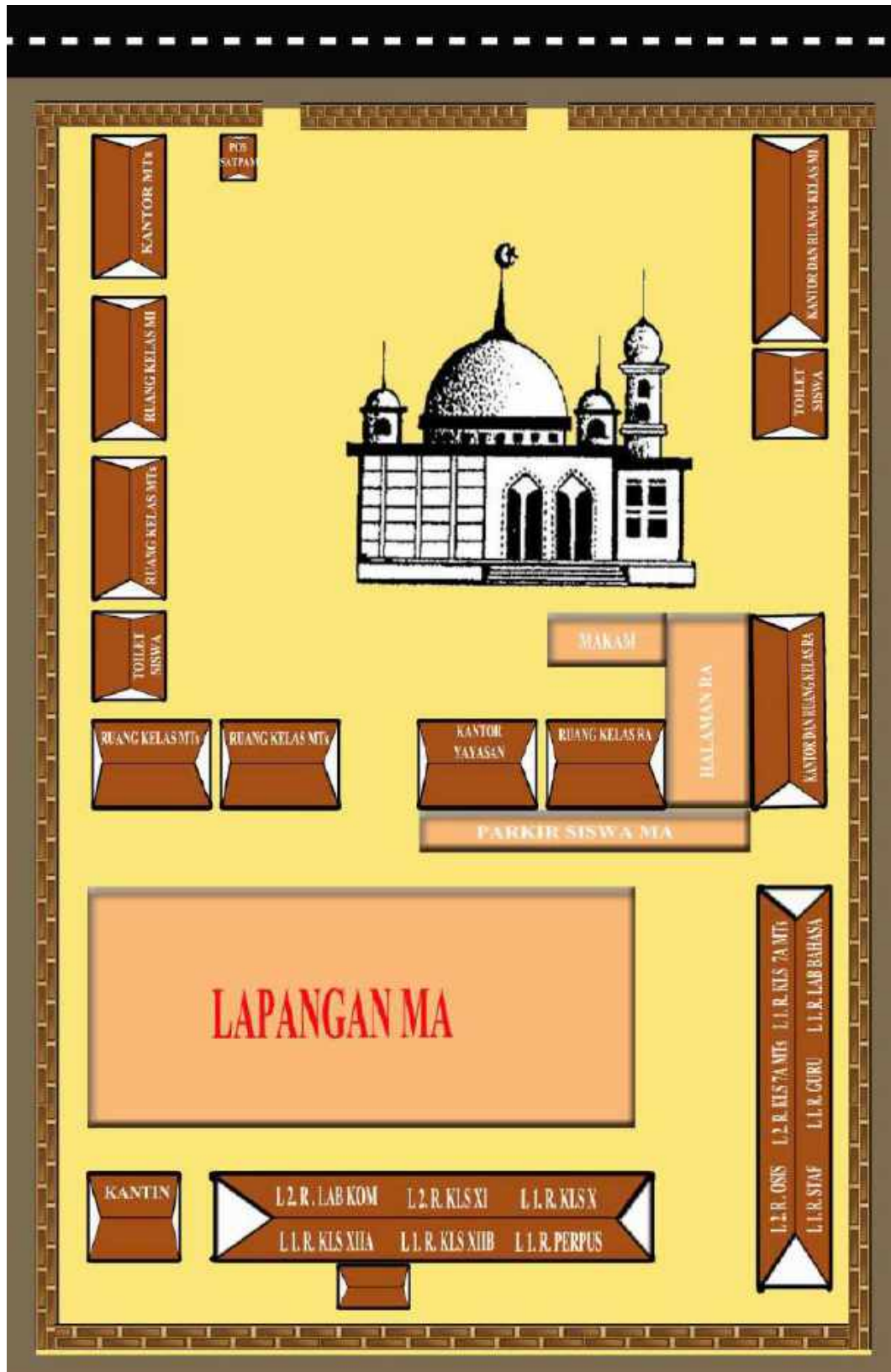
No	Name	Sex	Propiciency
1	Siti Umi Rihanah, S.Pd.I	Female	Head Master
2	Ladi, S.Ag	Male	Al-Qur'an Teacher
3	Sutikno, S.Pd.I	Male	Art Teacher
4	Mutaqin, S.Pd	Male	Geography Teacher
5	Masykur Asyhari	Male	Aswaja Teacher
6	Sujarwoto, Se., Mm	Male	Economics Teacher
7	Rofiqotul Maula, S.Pd	Female	English Teacher
8	Imam Roshikin, S.H.I	Male	Fiqh Teacher
9	Abd. Sayid, M.Pd	Male	Islamic History Teacher
10	Mansur Shodik	Male	Arabic Teacher
11	Saeful Bahri	Male	Sociology Teacher
12	Agus Purwanto, S.Pd	Male	Maths Teacher
13	Agus Sholi, S.Pd.I	Male	Indonesian Teacher
14	Nur Imamah, M.Pd	Female	Islamic Teacher
15	Dwiagus Yulianto, S.Kom	Male	Sport Teacher
16	Saniyah, S.Pd.I	Female	Sociology Teacher
17	Muhammad Iskandar	Male	Craft Teacher
18	Umi Nur Hidayati, S.Ag	Female	Civics Teacher
19	Zainal Abidin	Male	Security
20	Subaktianto	Male	Official Employer
21	Febri Hariyanto	Male	Official Employer

e. The Structure Organization of Madrasah Aliyah Nurul Ulum Payung

Rejo



f. Location Sketch of Madrasah Aliyah Nurul Ulum Payung Rejo



**g. Students Data at Madrasah Aliyah Nurul Ulum Payung Rejo**

The data of students in Madrasah Aliyah Nurul Ulum Payung Rejo is stated as follows:

**Table 4**  
Recapitulation of students in Madrasah Aliyah Nurul Ulum Payung Rejo

NO	Classes	Sex		Total
		Male	Female	
1.	Class X	8	5	13
2.	Class XI	14	17	31
3.	Class XII	7	9	16
<b>Total</b>		<b>27</b>	<b>33</b>	<b>60</b>

Source: Documentation of Madrasah Aliyah Nurul Ulum Payung Rejo gathered on 04<sup>th</sup>, June 2021.

**h. The Conditions of Facilities**

The condition of facilities in Madrasah Aliyah Nurul Ulum Payung Rejo is stated below:

**Table 5**  
Recapitulation of facilities in Madrasah Aliyah Nurul Ulum Payung Rejo

NO	FACILITIES	QUANTITY
1	Classroom (ClassX-XII)	6
2	Headmaster Room	1
3	Teacher Room	1
4	TU Room	1
5	Library	1

6	OSIS Room	1
7	Parking Area	1
8	Teacher Toilet	2
9	Student Toilet	2
10	Canteen	2

Source: Documentation of Madrasah Aliyah Nurul Ulum Payung Rejo gathered on 04<sup>th</sup>, June 2021.

## 2. Description of Research Data

### a. The students pre-test result

To know the ability of the students before giving the treatment without Newspapers as a printed mass media that the researcher use in Reading Comprehension, the students were giving a pre-test that must be done individually.

The researcher asked them to do 10 items of multiple choices and the time given 40 minutes. To measure the Students' Reading Comprehension about the English text materials.

The result of pre-test about the student's Reading Comprehension can be identified as follows:

**Table 6**

The students' pre-test result of the eleventh grade of Madrasah Aliyah Nurul Ulum Payung Rejo, Central Lampung.

No	Codes of Respondents	Pre-test Scores
1	A	50
2	AP	60
3	ADR	60

4	AI	40
5	AS	40
6	AM	50
7	DH	60
8	DP	50
9	ES	60
10	FD	60
11	FNA	70
12	HNS	50
13	IF	60
14	IN	50
15	KLS	70
16	LNA	60
17	MRB	70
18	MS	60
19	MN	50
20	M	50
21	NDI	70
22	RRS	40
23	RI	50
24	ST	40
25	SM	50
26	S	70
27	WSK	40
28	WR	40
29	YODA	60
30	YF	40
31	ZSS	70
<b>Total</b>		<b>1690</b>
<b>Avarage</b>		<b>54,52</b>
<b>The highest score</b>		<b>70</b>
<b>The lowest score</b>		<b>40</b>
<b>The number of the students who passed KKM</b>		<b>6</b>
<b>The number of the students who failed KKM</b>		<b>25</b>

Source: The Result of Students' Pre-Test on June 14<sup>th</sup>, 2021.

From the data above, it could be found that the highest scores were 70 and the lowest scores were 40. In line with the data, the researcher measured the class interval using Sugiono's formula as follows:

$$R = \text{the highest score} - \text{the lowest score}$$

$$= 70 - 40$$

$$= \mathbf{30}$$

$$K = 1 + 3.3 \log n$$

$$= 1 + 3.3 \log 21 = 5,921$$

$$= \mathbf{6}$$

$$I = \frac{R}{K}$$

$$= \frac{30}{6} = \mathbf{5}$$

Where:

K = number of interval class

R = distance of maximum and minimum scores

I = length of interval class (total of interval class)

N = total participants/students

The total of interval class (I) in this research was 5. Then, it was used to measure the data by presenting it on the table of frequencies distribution below:

**Table 7**

Table of frequency distribution of students' pre-test result at the eleventh grade of Madrasah Aliyah Nurul Ulum Payung Rejo, Central Lampung

No	Interval Classes	Frequencies	Percentages
1	70-74	6	19%
2	65-69	0	0%
3	60-64	8	26%
4	55-59	1	3%
5	50-54	8	26%
6	45-49	0	0%
7	40-44	8	26%
	<b>Total</b>	<b>31</b>	<b>100%</b>

Based on the table frequency distribution above, it can be inferred those 31 students as the research sample can be divided:

1. For the class interval of 40-44, there were 8 students or 26%
2. For the class interval of 45-49, there were 0 students or 0%
3. For the class interval of 50-54, there were 8 students or 26%
4. For the class interval of 55-59, there were 1 students or 3%
5. For the class interval of 60-64, there were 8 students or 26%
6. For the class interval of 65-69, there were 0 students or 0%
7. For the class interval of 70-74, there were 6 students or 19%

Based on the table above, it can be seen that the students who passed the test was the students got score 70 in MMC or more than 70. There were 6 students or (19,35%) who got it. Then, the students who failed the test was the students got score under 70 in MMC and there were 25 or (80,65%) students got it.



### b. The students post test result

After considering the pre-test result of reading comprehension in multiple choices, the researcher conducted the treatment of using Newspapers as a kind of printed mass media that the researcher uses to help the students getting a better understanding of reading comprehension. Furthermore, the researcher identified the students' difficulty in comprehension and offered method Newspapers as a kind of printed mass media to give the treatment and to know if there is a positive and significant influence of it.

Furthermore, after the students in the eleventh grade of Madrasah Aliyah Nurul Ulum Payung Rejo had been given the treatment of using Newspapers to help the students get a better understanding of reading comprehension, and they had understood already. So, for the next step, the researcher gave the post-test to measure their reading comprehension in multiple choices. The post-test consist of 10 multiple choices and the time gave 40 minutes to finish. The result of the post-test could be seen below:

**Table 8**

The students' post-test result of Newspapers method as a kind of printed mass media at the eleventh grade of Madrasah Aliyah Nurul Ulum Payung Rejo, Central Lampung

No	Codes of Respondents	Pre-test Scores
1	A	70
2	AP	80
3	ADR	70
4	AI	60
5	AS	60
6	AM	70
7	DH	80

8	DP	70
9	ES	80
10	FD	80
11	FNA	90
12	HNS	70
13	IF	70
14	IN	70
15	KLS	80
16	LNA	80
17	MRB	80
18	MS	70
19	MN	70
20	M	70
21	NDI	90
22	RRS	50
23	RI	70
24	ST	60
25	SM	70
26	S	90
27	WSK	60
28	WR	70
29	YODA	80
30	YF	60
31	ZSS	80
<b>Total</b>		<b>2260</b>
<b>Avarage</b>		<b>72,90</b>
<b>The highest score</b>		<b>90</b>
<b>The lowest score</b>		<b>50</b>
<b>The number of the students who passed KKM</b>		<b>26</b>
<b>The number of the students who failed KKM</b>		<b>5</b>

Source: The Result of Students' Post-Test on June 17<sup>th</sup>, 2021.

From the data above, it could be found that the highest scores were 90 and the lowest scores were 50. In line with the data, the researcher measured the class interval by using Sugiono's formula as follows:

$$R = \text{the highest score} - \text{the lowest score}$$

$$= 90-50$$

$$= \mathbf{40}$$

$$K = 1+3.3 \log n$$

$$= 1+4,921 = 5,921$$

$$= \mathbf{6}$$

$$I = \frac{R}{K}$$

$$= \frac{40}{6} = \mathbf{6,67} = \mathbf{7}$$

Where:

K = number of interval class

R = distance of maximum and minimum scores

I = length of interval class (total of interval class)

N = total participants/students

The total of interval class (I) in this research was 7. Then, it was used to measure the data by presenting it on the table of frequencies distribution below:

**Table 9**

Table of frequency distribution of students' post-test result at the eleventh grade of Madrasah Aliyah Nurul Ulum Payung Rejo, Central Lampung

<b>No</b>	<b>Interval Classes</b>	<b>Frequencies</b>	<b>Percentages</b>
1	86 – 92	3	10%
2	79 – 85	9	29%
3	72 – 78	1	3%
4	65 – 71	12	35%
5	58 – 64	3	13%
6	50 – 57	3	10%
	<b>Total</b>	<b>31</b>	<b>100%</b>

Based on the table frequency distribution above, it can be inferred that 31 students as the research sample can be divided:

1. For the class interval of 50-57, there were 3 students or 10%
2. For the class interval of 58-64, there were 3 students or 13%
3. For the class interval of 65-71, there were 12 students or 35%
4. For the class interval of 72-78, there were 1 students or 3%
5. For the class interval of 79-85, there were 9 students or 29%
6. For the class interval of 86-92, there were 3 students or 10%

Based on the data above, it can be seen that there are 26 students or (83,87%) who passed the test in 70 Minimum Mastery Criteria and there were 5 students or (16,13%) who failed the test.

### **3. Hypothesis Testing**

After gathering the data, the researcher analyzed the data by using t-test in order to prove whether there was a positive and significant influence of using Newspapers as a kind of printed mass media that the researcher uses to help the students getting a better understanding of reading comprehension at the eleventh grade of Madrasah Aliyah Nurul Ulum Payung Rejo, Central Lampung:

### a. Getting the data into the formula of t-test

To find whether there was positive and significant influence of using printed mass media on the students' reading comprehension ability at the eleventh grade of Madrasah Aliyah Nurul Ulum Payung Rejo Central Lampung. The researcher used the t-test formula. The researcher prepared the table and put the data into the formula of t-test below to get observed.

**Table 10**

The Scores of Pre-Test and Post-Test Result of Printed Mass Media on the Students' Reading Comprehension Ability at the Eleventh Grade of Madrasah Aliyah Nurul Ulum Payung Rejo Central Lampung

No	Codes of Resp	Pre-test ( $X_1$ )	Post-test ( $X_2$ )	D ( $X_2 - X_1$ )	$D^2 = (X_2 - X_1)^2$
1	ADR	50	70	20	400
2	AI	60	80	20	400
3	AS	60	70	10	100
4	AM	40	60	20	400
5	DH	40	70	30	900
6	DP	50	70	20	400
7	ES	60	80	20	400
8	FD	50	70	20	400
9	FNA	60	80	20	400
10	HNS	60	80	20	400
11	IF	70	90	20	400
12	IN	50	70	20	400
13	KLS	60	70	10	100
14	LNA	50	70	20	400
15	MRB	70	80	10	100
16	MS	60	80	20	400
17	MN	70	80	10	100
18	M	60	70	10	100
19	NDI	50	70	20	400
20	RRS	50	70	20	400
21	RI	70	90	20	400

22	ST	40	50	10	100
23	SM	50	70	20	400
24	S	40	60	20	400
25	WSK	50	70	20	400
26	WR	70	90	20	400
27	YODA	40	60	20	400
28	YF	40	70	30	900
29	ZSS	60	80	20	400
30	ADR	40	60	20	400
31	AI	70	80	10	100
N = 31		$\sum X_1 = 1690$	$\sum X_2 = 2260$	$\sum D = 570$	$\sum D^2 = 11300$

$$\text{Average of } \bar{D} = \frac{\sum D}{N} = \frac{570}{31} = 18,39$$

Therefore, the data was put into the formula of t-test then calculated it. It could be calculated by using the formula below:

$$t = \frac{\bar{D}}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}$$

$$t = \frac{18,39}{\sqrt{\frac{11.300 - \frac{(570)^2}{31}}{31(31-1)}}$$

$$t = \frac{18,39}{\sqrt{\frac{11.300 - \frac{324.900}{31}}{930}}}$$

$$t = \frac{18,39}{\sqrt{\frac{11.300-10.480,65}{930}}}$$

$$t = \frac{18,39}{\sqrt{\frac{819,35}{930}}}$$

$$t = \frac{18,39}{\sqrt{0,88}}$$

$$t = \frac{18,39}{0,94} \quad t = 19,564$$

To be known,  $t_{\text{observed}}$  was 19,564 as the result of counting by using t-test formula above. Meanwhile, the critical value of t-test ( $t_{\text{table}}$ ), the researcher firstly counted df, df is degree of freedom. The formulation of  $df = N - 1$ .<sup>72</sup> N is the number of research population:

$$\begin{aligned} df &= N - 1 \\ &= 31 - 1 \\ &= 30 \end{aligned}$$

After considering the  $t_{\text{table}}$  by using df which was 30. The critical value of  $t_{\text{table}}$  was as follows:

**Table 11**  
Critical Value of  $t_{\text{table}}$

Degrees of Freedom	Level of Significant	
	5%	1%
df 30	2,042	2,750

<sup>72</sup> Donald Ary, *Introduction to Research*.p.173.

- 1) The critical value of t-test ( $t_{table}$ ) for the 5% level is 2,042
- 2) The critical value of t-test ( $t_{table}$ ) for the 1% level is 2,750

Based on the data analysis above, it can be found that:

- 1) “ $t_{observed}$ ” = 19,564
- 2) “ $t_{table}$ ” level of 5% = 2,042
- 3) “ $t_{table}$ ” level of 1% = 2,750

It means that “ $t_{observed}$ ” higher than “ $t_{table}$ ” or it can be written as follows:

- 1) If  $t_{observed} > t_{table}$ ,  $H_a$  is accepted and  $H_o$  is rejected.
- 2) If  $t_{observed} < t_{table}$ ,  $H_a$  is rejected and  $H_o$  is accepted.

Furthermore, the data confirmed that  $t_{observed} = 19,564$  were higher than  $t_{table}$  2,042 in the level of 5% and 2,750 in the level of 1%. It meant that  $H_a$  was accepted and  $H_o$  was rejected. Therefore, it could be concluded that “there was a positive and significant influence of using printed mass media on the students' reading comprehension ability among the eleventh grade of Madrasah Aliyah Nurul Ulum Payung Rejo Central Lampung”.



## B. Discussion

The researcher created and applied a pre-test which was used to assess the students' reading comprehension ability at the beginning of the research, which aimed to apply the treatment in this study. From the results of the pre-test, the writer can conclude that the students' reading comprehension ability is still low; it is evident that there are only 6 students who passed the MMC 70 out of 31 students who took the test.

Then the researcher chose and applied the newspaper as a part of the printed mass media as a treatment to find out whether the printed mass media could have a positive and significant influence on the students' reading comprehension ability. The writer conducted the treatment which was carried out in two meetings. The first treatment has been held on June 15, 2021. The next meeting has been held on June 16, 2021. After the treatment was completed, the next researcher applied a post-test.

Furthermore, the data obtained in the post-test, it can be seen that the scores was increasing. The students' scores on the post-test were higher than the pre-test. This is evidenced by 26 students who successfully passed MMC 70. Then the data are strengthened by using the t-test formula. The results of the test by using t-test formula stated that  $t_{\text{observed}} 19,564 > t_{\text{table}} 2,042$  (5%) &  $t_{\text{table}} 2,750$  (1%), or it can also be stated that, If  $t_{\text{observed}} > t_{\text{table}}$ ,  $H_a$  is accepted and  $H_o$  is rejected. This means that the treatment of printed mass media has a positive and significant influence on the students' reading comprehension ability. In addition, it will inspired students to read texts in English.

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

After implementing Quantitative research among the eleventh grade of Madrasah Aliyah Nurul Ulum Payung Rejo Central Lampung and according to the result of pre-test and post-test, it could be summarized that there was a positive and significant influence of using printed mass media on the students' reading comprehension ability. It means that using printed mass media (Newspapers) in teaching reading is helpful. It could be shown from the result of pre-test and post-test.

There was a significant influence of using printed mass media on the students' reading comprehension ability among the eleventh grade of Madrasah Aliyah Nurul Ulum Payung Rejo Central Lampung. It could be seen from the data that calculated by using t-test formula, data confirmed that “ $t_{\text{observed}}$ ” = 19,564 was higher than “ $t_{\text{table}}$ ” in 5% = 2,042, and 1% = 2,750.

Based on the data analysis above, the researcher concluded that “there was a positive and significant influence of using printed mass media on the students' reading comprehension ability among the eleventh grade of Madrasah Aliyah Nurul Ulum Payung Rejo Central Lampung in Academic Year 2020/2021.”

## **B. Suggestion**

1. For the teacher
  - a. The teachers can using printed mass media (Newspapers) as a variation in comprehending the reading text which can help them to read well, because Newspapers as a kind of printed mass media have never been used by teachers in the learning process in Madrasah Aliyah Nurul Ulum Payung Rejo Central Lampung.
2. For the students
  - a. Students are advised to expand their knowledge by understanding the reading text well. Students are also advised to use newspapers as a part of printed mass media for their learning media.
3. For the headmaster
  - a. The headmaster is suggested to support the English learning process by preparing the facilitation and instrument completely.
  - b. The headmaster is suggested to concedere the English syllabus based on the real problems faced by the students.

## BLIBLIOGRAPHY

- A. A., Onukaogu. "Literacy Development, the Mass Media and Governments: Unfortunate Trends in Cross River and AkwaIbom States." *Literacy and Reading in Nigeria* 9, no. 1 (2002).
- Ahmmmed, Raju. "Effectiveness of Reading English Newspapers for Improving Vocabulary and Reading Skills of Students of Dhaka University," January 1, 2016.
- Ajmal Gulzar, Malik. "Significance of Print Media: A Study of Reading Skills Among School Students." *Biannual Journal of Gender and Social Issues* Volume. 9, no. No. 1 (2010).
- Al Azri, Rashid Hamed, and Majid Hilal Al-Rashdi. "The Effect Of Using Authentic Materials In Teaching." *International Journal of Scientific & Technology* Vol. 3, no. 10 (October 2014).
- Anderson, Gary. *Fundamentals of Educational Research*. 2nd Edition. USA: Falmer Press Place, 2005.
- Ary, Donald. *Introduction to Research in Education*. Eighth Edition. USA: Wadsworth, Cengage Learning, 2010.
- Awuttey, Wisdom. "A Study of Newspaper Reading Habits Among Members of the Debaters' Club of Okuapemman School, Akropong-Akuapem.
- Ayuwuragil D, Kustin. "Profil - The Jakarta Post." merdeka.com. Accessed March 7, 2021. <https://m.merdeka.com/the-jakarta-post/profil/>.
- Azor, Cigelske. "How to Write a Newspaper Article." Course Hero, 2004.
- Brown, H. Douglas. *Teaching by Principles: An Interactive Approach to Language Pedagogy*. Longman, 2001.

- Cahyani, Nurmala. "The Effectiveness of Using Authentic Material in Teaching Students' Reading Comprehension." UIN Syarif Hidayatullah, 2015.
- Colton, David, and Robert W. Covert. *Designing and Constructing Instruments for Social Research and Evaluation*. San Fransisco: Jossey-Bass, 2007.
- "Danielle S. McNamara - Reading Comprehension Strategies\_ Theories, Interventions, and Technologies (2007, Psychology Press)
- Dara Damanik, Emeliya Sukma. "Using Authentic Material in Increasing Student Reading Ability." *VISION Journal of Languange, Literature and Education* Vol. XII, no. 12 (2017).
- E. Mauch, James, and Namgi Park. *Guide to the Successful Thesis and Dissertation*. Fifth Edition. New York: Marcel Dekker, 2003.
- F. Lohman, David. "Issues in the Definition and Measurement of Abilities." USA : The University of Iowa, 1997.
- Febri R, Dhini. "The Effectiveness of Using Jakarta Post to Improve Students' Reading Comprehension at the Tenth Grade of the Second Semester of SMAN 01 Abung Semuli North Lampung in the Academic Year of 2017/2018." STATE ISLAMIC UNIVERSITY RADEN INTAN LAMPUNG, 2018.
- Gillet, Jean Wallace, Charles Temple, Alan Crawford, and Codruta Temple. *Understanding Reading Problems: Assessment and Instruction*. Allyn & Bacon, Incorporated, 2012.
- González, Bogoya, and Alethia Paola. "Fostering Fifth Graders' Reading Comprehension through the Use of Intensive Reading in Physical Science." *Colombian Applied Linguistics Journal* Volume. 13, no. Number. 1 (2011).
- Harmer, Jeremy. *How to Teach English*. Sixth Impression. England: Pearson Education Limited, 2010.
- Hatch, Evelyn, and Hessein Farhady. *Research Design and Statistic for Applied Linguistics*. Los Angeles: Rahnama Publications, 1981.

- Hornby, A. S. *Oxford Advanced Learner's Dictionary*. New York: Oxford University Press, 2010.
- Jude, Wisdom I, and Alice E Udosen. "PRINT MEDIA STRATEGIES AND DEVELOPMENT OF STUDENTS' COMPETENCE IN READING" Vol 2, no. 3 (2012).
- Juniardi, Yudi. "STUDENTS' CRITICAL THINKING AND THEIR READING COMPREHENSION ABILITY," 2018.
- Khodadady, Ebrahim. *Research Principles, Method And Statistics In Applied Linguistics*. Ferdowsi University of Mashhad, 2013.
- Khorsheed, Ranwa, and Joumana Rassoul. "The Role of Using English Newspapers in Enhancing Pre-Intermediate Level Learners' Reading Comprehension Skills." *Academy Publication* Vol. 8, no. No. 10 (October 1, 2018).
- Klingner, Janette K., Sharon Vaughn, and Alison Boardman. *Teaching Reading Comprehension to Students with Learning Difficulties. What Works for Special-Needs Learners*. New York: Guilford Press, 2007.
- Laureta, Vavla. "Benefits of Using Newspapers, Magazines and Books in Classroom." *LCPJ Publishing* Vol. 2, no. 2 (2009).
- Linse, Caroline T., and David Nunan. *Practical English Language Teaching : Young Learners*. New York: McGraw-Hill/Contemporary, 2005.
- Mittal, Reena. "Role of Newspaper in English Language Learning." *International Journal of Research* Vol-1, no. Issue-6 (2014).
- Muijs, Daniel. *Doing Quantitative Research in Education*. London: Sage Publications, 2004.
- Nagaiah, Siva, and Nageswara T. Rao. "Authentic Texts as Pedagogic Tools in English Language Classroom." *Scholar Critic: An International Journal of Language, Literature and Culture Studies* Vol. 01, no. 01 (2014).

- Nunan, David. *Practical English Language Teaching*. First Edition. New York: McGraw-Hill Companies, 2003.
- O`leary, Zina. *The Essential Guide to Doing Research*. London: SAGE Publications, 2004.
- Patel, M.F., and Praveen M. Jain. *ENGLISH LANGUAGE TEACHING (METHODS, TOOLS TECHNIQUES)*. Jaipur: SUNRISE PUBLISHERS & DISTRIBUTORS, 2008.
- Patrianto, Andri. "The Use of Jakarta Post News to Improve Students' Reading Comprehension Skill." *Academia.Edu*, 2015.
- Rahmi, Regina. "THE IMPLEMENTATION OF VISUAL PRINTED MEDIA IN ENGLISH LANGUAGE TEACHING,"
- Saeed, Karwan, Siaw Kho, and Thapanee Khemanuwong. "Reading Comprehension Ability of Future Engineers in Thailand" 44 (November 1, 2020).
- Sainsbury, Marian, Colin Harrison, and Andrew Watts. *Assessing Reading from Theories to Classrooms*. NFER, 2008.
- Sari, Meilani, Susetyo, Noermanzah Noermanzah, Dain Wardhana, and Dewi Kusumaningsih. *Understanding the Level of Students' Reading Comprehension Ability*, 2020.
- Shaw, Darla. *Thoughtful Literary Using the Newspaper*. United States of America: Newspaper in Education Institute, 2004.
- Srinivas Rao, Parupalli. "The Role of Newspapers and Magazines to Teach English in the ESL/EFL Classroom in the Digital Era: A Comprehension Study." *JOELL Veda Publication* Vol. 6, no. 2 (2019).
- Sugiyono. *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*. Bandung: Alfabeta, 2013.

- T. Babalola, Emmanuel. "Newspapers as Instruments for Building Literate Communities: The Nigerian Experience." *Nigeria: Nordic Journal of African Studies* Vol. 11, no. 3 (2002).
- Tafani, Vilma. "Teaching English Through Mass Media." *Acta Didactica Napocensia* Vol. 2, no. 1 (March 30, 2009).
- Tassaya, Charupatanapongse, and Jarvis Andrew. "Evictions in Jakarta Through the Lens of the Media." *Aleph, UCLA Undergraduate Research Journal for the Humanities and Social Sciences* Vol. 15, no. 0 (2018).
- Vazaka, Martha. "The International Journal of Learning: Annual Review." *Common Ground Research Networks* 15, no. 12 (2009).
- Willis, Judy. *Teaching the Brain to Read: Strategies for Improving Fluency, Vocabulary, and Comprehension*. ASCD, 2008.



# APPENDICES

## SILABUS

Sekolah : Madrasah Aliyah Nurul Ulum Payung Rejo

Kelas : XI

Mata Pelajaran : Bahasa Inggris

Semester : 2

Standar Kompetensi : 11. Membaca

Memahami makna teks tulis fungsional dan soal pilihan ganda sederhana berbentuk *Report Text* yang berkaitan dengan kejadian-kejadian di Indonesia

Kompetensi Dasar	Materi Pokok/ Pembelajaran	Kegiatan Pembelajaran	Indikator	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		



		<ul style="list-style-type: none"> <li>- Menjawab pertanyaan bacaan secara lisan individual</li> <li>- Membaca nyaring bergiliran</li> </ul>	<ul style="list-style-type: none"> <li>- Merespon berbagai informasi dalam teks fungsional pendek</li> <li>- Membaca nyaring teks fungsional / pendek.</li> </ul>			<i>aloud.</i>		
11.2 Merespon makna dan langkah retorika	Teks Report Text berbentuk <i>Newspapers</i>	I. Mendengarkan dan merespon <i>introduction</i>	Mengidentifikasi berbagai informasi dalam	Tes lisan	Daftar pertanyaan	<i>Read the text carefully and then answer the</i>	4x40 menit	Buku teks Yang relevan

secara akurat, lancar dan berterima dalam soal pilihan ganda yang berkaitan dengan lingkungan kejadian-kejadian di Indonesia	Kosakata terkait tema / jenis teks.  Ciri kebahasaan teks : - <i>report</i> - <i>descriptive</i>	tentang Teks Report Text berbentuk <i>Newspapers</i> dengan topik materi yang akan dibaca. 2. Memperhatikan penjelasan tentang kosakata dan tatabahasa yang berkaitan dengan teks report/deskriptif	teks <i>report</i> dan <i>descriptive</i>  • Mengidentifikasi langkah retorika dalam teks <i>report</i> dan <i>descriptive</i>  • Mengidentifikasi fungsi komunikatif teks <i>report</i> dan deskriptif	Tes tulis	Memilih Jawaban dari Pertanyaan yang telah disediakan	<i>following</i>  <i>questions briefly!</i>  <i>Answer the</i> <i>questions based</i> <i>on the text.</i>	Teks otentik (Source by Jakarta Post)
--	--	--	--	-----------	--	---	---

		<p>yang akan dibaca</p> <p>3. Memperhatikan penjelasan tentang langkah retorika teks report/deskriptif</p> <p>4. Mengidentifikasi langkah retorika dalam kerja kelompok</p> <p>5. Mengidentifikasi berbagai informasi dalam kerja kelompok</p>	<ul style="list-style-type: none"> <li>• Mengidentifikasi langkah retorika teks <i>report dan deskriptif</i></li> <li>• Menyebutkan ciri kebahasaan teks <i>report dan descriptive</i></li> </ul>					
--	--	--	---	--	--	--	--	--

		6. Mengidentifikasi langkah retorika dan berbagai informasi secara mandiri						
--	--	--	--	--	--	--	--	--

## **Lesson Plan**

<b>Nama Sekolah</b>	<b>: Madrasah Aliyah Nurul Ulum Payung Rejo</b>
<b>Mata Pelajaran</b>	<b>: Bahasa Inggris</b>
<b>Kelas/Semester</b>	<b>: XI / II</b>
<b>Topik</b>	<b>: Report Text</b>
<b>Skill</b>	<b>: Reading</b>
<b>Pertemuan</b>	<b>: 2</b>
<b>Alokasi Waktu</b>	<b>: 2 x 45 menit</b>

### **A. Kompetensi Inti (KI):**

KI 1 : Menghargai dan menghayati ajaran agama yang dianutnya.

KI 2 : Menunjukkan perilaku jujur, disiplin, tanggung jawab, peduli (gotong royong, kerja sama, toleran, damai), santun, responsif, dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.

KI 3 : Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.



KI 4 : Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain serta mampu menggunakan metode sesuai kaidah keilmuan.

**B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi :**

Kompetensi Dasar	Indikator Pencapaian Kompetensi
<p>1.1 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial report teks dengan memberi dan meminta informasi, menyampaikan pendapat / pikiran terkait isu aktual, sesuai dengan konteks penggunaannya.</p> <p>1.2 Menangkap makna dalam teks deskriptif lisan dan tulis, pendek dan</p>	<p>1.1.1. Siswa dapat menerapkan stuktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial teks report dengan memberi dan meminta informasi, menyampaikan pendapat / pikiran terkait isu aktual, sesuai dengan konteks penggunaannya.</p> <p>1.1.2. Siswa dapat menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan dalam bentuk report teks.</p>

<p>sederhana.</p>	
<p>2.1 Mengidentifikasi dan mendeskripsikan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial.</p>	<p>2.1.1 Siswa dapat mengidentifikasi dan mendeskripsikan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial.</p>
<p>2.2 Menafsirkan report teks lisan dan tulis, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p>	<p>2.1.1 Siswa dapat menafsirkan report teks secara lisan maupun tertulis, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai dengan konteksnya.</p>

### **C. Tujuan pembelajaran**

1. Siswa dapat memahami tujuan belajar tentang teks deskriptif.
2. Siswa dapat mengidentifikasi serta menjelaskan secara rinci sesuatu yang akan di deskripsikan.
3. Siswa dapat menyusun dan menulis teks secara sederhana untuk mendeskripsikan suatu benda, orang atau tempat.
4. Siswa dapat menjawab pertanyaan pertanyaan tentang informasi yang terdapat dalam bacaan atau gambar.

### **D. Materi Pembelajaran**

Report Text adalah salah satu jenis teks dalam bahasa Inggris yang menjelaskan detail suatu objek. Detail dalam teks ini adalah detail ilmiah yang meliputi penjabaran objek, baik fisik maupun nonfisik dari fakta-fakta ilmiah tentang objek tersebut.

Report Text termasuk ke dalam Descriptive Text yang memiliki tujuan untuk memberikan informasi-informasi kepada pembaca mengenai objek dari teks ini sendiri. Meskipun Report Text dan Description Text memang hampir sama, namun sebenarnya dua teks ini berbeda. Report Text cenderung mengarah ke teks faktual ilmiah dan lebih umum dibandingkan dengan Description Text sehingga tidak ada opini subjektif dari penulis.

#### Ciri-ciri Report Text

1. Berisi fakta-fakta
2. Judul teks terlihat lebih umum
3. Menggunakan Simple Present Tense

#### Generic Structure of Report Text

Report Text ini mempunyai generic structure yang sama dengan Descriptive Text, yaitu:

1. General Classification

Bagian ini berisi pernyataan umum yang menjelaskan keterangan objek dari Report Text ini.

## 2. Description

Bagian ini biasanya memberikan gambaran fenomena atau situasi yang terjadi, baik bagian-bagiannya, sifat, kebiasaan ataupun tingkah lakunya. Pada intinya, bagian ini menjabarkan klasifikasi yang disajikan secara ilmiah.

Contoh:

### **“Ruling on religious dress code in state schools threatens freedom”**

A recent ruling by the Supreme Court to revoke a joint ministerial decree that banned state schools from prescribing religious attire has been met with criticism from rights activists and experts, who said it would put schoolgirls back into discriminatory dress codes.

The Supreme Court ruled last Monday in favor of petitioners from the Minangkabau Customary Institution (LKAAM), a West Sumatra administration-sanctioned organization that protects the local culture, and declared the decree null and void. The Supreme Court justices presiding over the case were Yulius, Is Sudaryono and Irfan Fachruddin.

The panel found the decree was made without following the proper procedures to issue a regulation, in violation of the 2011 law on drafting of laws and regulations, according to Supreme Court spokesperson and justice Andi Samsan Nganro who cited the ruling. The court als...

## **E. Metode Pembelajaran:**

- Pendekatan : Scientific

- Metode : cooperative learning ( one by one )

#### F. Media dan sumber belajar

- Kamus Bahasa Inggris
- Buku yang relevan
- Jakarta Post Koran Bahasa Inggris

#### G. Langkah – Langkah Pembelajaran

Setiap kegiatan pertemuan dikemas dalam 3 tahapan:

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pendahuluan	a. Mengucapkan salam dengan ramah kepada siswa ketika memasuki ruang kelas ( <i>nilai yang ditanamkan: santun,peduli</i> )”Assalamualaikum”, good morning, How’s life this morning?” b. Guru memberikan intruksi agar siswa berdo’a terlebih dahulu sebelum memulai pelajaran. c. Guru mengecek daftar kehadiran siswa, kebersihan dan kerapihan kelas dan mempersiapkan siswa untuk mengikuti pelajaran.	10 menit

Inti	<p><b>a. Mengamati</b></p> <ol style="list-style-type: none"> <li>1. Guru menjelaskan beberapa materi tentang report teks dan stukturanya.</li> <li>2. Guru memberikan contoh tentang report text.</li> </ol> <p><b>b. Menanya</b></p> <p>Siswa diberi kesempatan untuk mengajukan pertanyaan yang berkaitan dengan report text.</p> <p><b>c. Mengumpulkan informasi</b></p> <p>Dengan berdiskusi siswa diajak menjelaskan pengertian tentang report text.</p> <p><b>d. Mencoba (latihan)</b></p> <p>Siswa mengerjakan tugas untuk mengidentifikasi report text.</p> <p><b>e. Mengkomunikasikan</b></p> <p>Siswa dapat mempresentasikan dan mendiskusikan atau mengumpulkan hasil dari latihannya.</p>	30 menit
Penutup	<p>Dalam kegiatan penutup, guru:</p> <ul style="list-style-type: none"> <li>• Bersama siswa guru menyimpulkan/merangkum materi yang telah dipelajari</li> <li>• Siswa diberikan pekerjaan rumah (PR) untuk</li> </ul>	5 menit

	<p>mencari dan mengidentifikasi report teks.</p> <ul style="list-style-type: none"> <li>• Siswa diberikan penguatan positif “ Don’t forget to study hard”</li> <li>• Guru menutup pelajaran dengan mengucapkan salam, “Assalamualaikum, good morning, see you next week”.</li> </ul>	
--	--	--

## H. Penilaian Hasil Belajar

Bentuk instrumen : tes tertulis

**Tabel Penilaian Aspek Keterampilan:**

No	Aspek yang Dinilai	Kriteria	Score
1	Pengucapan	Passed	$\geq 70$
		Failed	$\leq 70$
2	Kosa kata	Passed	$\geq 70$
		Failed	$\leq 70$
3	Tata bahasa (grammatical)	Passed	$\geq 70$
		Failed	$\leq 70$

### Passing Grade Criteria

Score	Categories
$\geq 70$	Passed
$\leq 70$	Failed

Metro, 09 Mei 2021

**Mengetahui,**

Guru Mata Pelajaran



**Sukma Surya Saputra**  
NPM. 1701070145

Kepala Sekolah  
MA Nurul Ulum Payung Rejo



**Siti Umi Rihanah, S.Pd.I**  
NUPTK. 6944759660300042



## Pre-Test

### Direction:

1. Write your name on your answer sheet!
  2. Read the text then answer the question by crossing a, b, c, or d!
  3. You may not cheat with your friends!
  4. Check your answer before submitting!
- 

Name : .....

Class : .....

### Text for number 1-6

I love dogs very much. I keep some dogs in my house. They are Casper, Midas, Brwonie And Dottie. Casper is dachshund. He's short with long body and four strong legs. Brwonie is a collie. She has long and thick fur. What color is her fur? Brown, of course that's why I call her Brwonie. Dottie is a dalmatian. She has a slim body and four long legs. She has thin fur and dots all over her body. The last is Midas. He is a bulldog. He has a large head, a short neck and thick short legs. He is very strong. I always take care of my dog everyday.

1. 'They are Casper,Midas,Brwonie and Dottie' The sentence is the....of the text.
  - a. Description
  - b. Identification
  - c. Orientation
  - d. Events
2. 'He's short with long body and four strong legs''. The sentence is one of the .... of the text.
  - a. Events
  - b. Description

- c. Orientetion
  - d. Identivication
3. How many dogs does the writer have?
- a. One
  - b. Two
  - c. Three
  - d. Four
4. What does Casper look like?
- a. Short with long body and strong legs
  - b. Brown, with long and thick fur
  - c. Slim body, long legs
  - d. Thin fur and dots
5. Why does the writer call the cillie, brwonie? The writer calls the collie, brwonie. Because....
- a. She likes brwonie
  - b. She has brown
  - c. She has brown ear
  - d. She like it
6. What kind of dog is Dottie? Dottie is a.....
- a. Dalmatian
  - b. Daschun
  - c. Bulldog
  - d. Collie

**Text for number 7-10**

My classroom is very big. There are twenty classroom and forty chairs for students. The teachers table is in front of the classroom. The teacher sit behind the table. Behind her is the whiteboard. Beside the whiteboard is a map of Indonesian archipelago, under the map, there is a bookshelf. There are two windows in the room. Between the windows is a picture of Prambanan tample. I like my classroom very much.

7. “ My classroom is very big” the underlined word...
  - a. Large
  - b. Great
  - c. Fat
  - d. Clean
  
8. Where does the teacher sit?
  - a. In front of the classroom
  - b. Behid the whiteboard
  - c. Behind the table
  - d. Under the map
  
9. Where is the whiteboard
  - a. Behind the table
  - b. Beside the teacher
  - c. Behind the wall
  - d. Behind the teacher
  
10. Does the writer like his class very much?

- a. No, it is not
- b. Yes, it is
- c. Yes, I am
- d. Yes, he is

### **Key Answer of Pre-Test**

<b>No</b>	<b>Key</b>	<b>No</b>	<b>Key</b>
<b>1</b>	<b>B</b>	<b>6</b>	<b>A</b>
<b>2</b>	<b>B</b>	<b>7</b>	<b>A</b>
<b>3</b>	<b>D</b>	<b>8</b>	<b>C</b>
<b>4</b>	<b>B</b>	<b>9</b>	<b>D</b>
<b>5</b>	<b>B</b>	<b>10</b>	<b>D</b>

### THE STUDENTS' SCORE OF PRE-TEST

No	Codes of Respondents	Pre-test Scores
1	Afrizal	50
2	Agung Prabowo	60
3	Ahmad Dicky Ramadani	60
4	Andri Irawan	40
5	Anjas Saputra	40
6	Auroraafifah Meinida	50
7	Dedi Handayani	60
8	Dimas Prayoga	50
9	Elis Sya'diatuz Zuhro	60
10	Fierly Dianisa	60
11	Fitra Nisa Alfanisa	70
12	Haqika Nafsa Sabila	50
13	Ihsan Fatoni	60
14	Iin Nuraeni	50
15	Kharisma Laila Sabila	70
16	Lailunnala Afifah	60
17	M. Rizal Bahar	70
18	Maylinda Safitri	60
19	Melliyana	50
20	Miranda	50
21	Nova Dwi Indriani	70
22	Rita Ratna Sari	40
23	Rizki Indriyani	50
24	Sila Turahmi	40
25	Siti Mismawanti	50
26	Slamet	70
27	Wahyu Syifaul Karim	40
28	Wiwit Rizki	40
29	Yoga Oktava Dwi Atma	60
30	Yusron Fanani	40
31	Zahra Syarifatus Sakinah	70
<b>Total</b>		<b>1690</b>
<b>Avarage</b>		<b>54,52</b>
<b>The highest score</b>		<b>70</b>
<b>The lowest score</b>		<b>40</b>
<b>The number of the students who passed KKM</b>		<b>6</b>
<b>The number of the students who failed KKM</b>		<b>25</b>

ANSWER SHEET PRE-TEST

50

NAME : AFRIZAL

CLASS : XI

PLEASE GIVE THE CROSS (X) TO THE RIGHT ANSWER.

<del>1</del>	<del>A</del>	B	C	D
2	A	<del>B</del>	C	D
3	A	B	C	<del>D</del>
4	<del>A</del>	B	C	D
<del>5</del>	A	B	C	<del>D</del>
6	<del>A</del>	B	C	D
<del>7</del>	A	B	C	<del>D</del>
<del>8</del>	<del>A</del>	B	C	D
<del>9</del>	A	<del>B</del>	C	D
10	A	B	C	<del>D</del>

ANSWER SHEET PRE-TEST

40

NAME : Arppi irakhan

CLASS : XI

PLEASE GIVE THE CROSS (X) TO THE RIGHT ANSWER.

1	A	<input checked="" type="checkbox"/>	C	D
2	A	<input checked="" type="checkbox"/>	C	D
<del>3</del>	A	<input checked="" type="checkbox"/>	C	D
4	<input checked="" type="checkbox"/>	B	C	D
<del>5</del>	<input checked="" type="checkbox"/>	B	C	D
<del>6</del>	A	B	<input checked="" type="checkbox"/>	D
<del>7</del>	A	B	<input checked="" type="checkbox"/>	D
8	A	B	<input checked="" type="checkbox"/>	D
<del>9</del>	A	<input checked="" type="checkbox"/>	C	D
<del>10</del>	A	<input checked="" type="checkbox"/>	C	D

ANSWER SHEET PRE-TEST

NAME : FITRA NISA ALFANIA

CLASS : XI (SEBELAS)

70

PLEASE GIVE THE CROSS (X) TO THE RIGHT ANSWER.

<del>1</del>	<del>X</del>	<del>X</del>	B	C	D
2	A	<del>X</del>	C	D	
3	A	B	C	<del>X</del>	
4	<del>X</del>	B	C	D	
5	A	<del>X</del>	C	D	
<del>6</del>	A	B	<del>X</del>	D	
7	<del>X</del>	B	C	D	
8	A	B	<del>X</del>	D	
9	A	B	C	<del>X</del>	
<del>10</del>	A	<del>X</del>	C	D	



ANSWER SHEET PRE-TEST

NAME : LAIUKH NAIA AFIFAH  
CLASS : XI

60

PLEASE GIVE THE CROSS (X) TO THE RIGHT ANSWER.

<del>1</del>	<del>X</del>	B	C	D
<del>2</del>	<del>X</del>	B	C	D
3	A	B	C	<del>X</del>
4	<del>X</del>	B	C	D
<del>5</del>	<del>X</del>	B	C	D
<del>6</del>	A	B	<del>X</del>	D
7	<del>X</del>	B	C	D
8	A	B	<del>X</del>	D
9	A	B	C	<del>X</del>
10	A	B	C	<del>X</del>

## Post-Test

### Direction:

5. Write your name on your answer sheet!
  6. Read the text then answer the question by crossing a, b, c, or d!
  7. You may not cheat with your friends!
  8. Check your answer before submitting!
- 

Name : .....

Class : .....

### Text for number 1-5

A recent ruling by the Supreme Court to revoke a joint ministerial decree that banned state schools from prescribing religious attire has been met with criticism from rights activists and experts, who said it would put school girls back into discriminatory dress codes.

The Supreme Court ruled last Monday in favor of petitioners from the Minangkabau Customary Institution (LKAAM), a West Sumatra administration-sanctioned organization that protects the local culture, and declared the decree null and void. The Supreme Court justices presiding over the case were Yulius, Is Sudaryono and Irfan Fachruddin.

The panel found the decree was made without following the proper procedures to issue a regulation, in violation of the 2011 law on drafting of laws and regulations, according to Supreme Court spokesperson and Justice Andi Samsan Nganro who cited the ruling. The court als... (*Muh. Ibnu Aqil. Jakarta • Sun, May 9, 2021. Source by Jakarta Post*)

1. What is the most appropriate title for the text above?
  - a. Ruling on religious dress code in state schools threatens freedom

- b. The religious dress code in public schools is favored by students
  - c. Teachers like the religious dress code of schools
  - d. With the emergence of a religious dress code in schools students didn't like it
2. Who criticized the Supreme Court's decision to deprive public schools of prescribing religious clothing?
    - a. Students and teachers
    - b. Yulius, Is Sudaryono and Irfan Fachruddin
    - c. Central government
    - d. Activists and experts
  3. What were the roles of Julius, Is Sudaryono, and Irfan Fachruddin in the Case?
    - a. Lawyers
    - b. The Supreme Court justices presiding over the case
    - c. Activists and experts
    - d. The police that handle the case
  4. What the detailed information of the case above?
    - a. The decree was made with following the proper procedures to issue a regulation
    - b. This decision is very right on target
    - c. The decree was made without following the proper procedures to issue a regulation
    - d. The decision was made because the teacher and students had agreed to it

5. Why is the moral value of the text above?
- Because they don't like the Supreme Court
  - Because it would put schoolgirls back into discriminatory dress codes
  - They have problems that have not been resolved before
  - The activists and experts are not invited to make decisions

**Text for number 6-8**

The Yogyakarta administration has urged all government offices and public spaces across the province to play the national anthem “Indonesia Raya” every morning as an effort to “increase the spirit of nationalism”.

In a circular issued on Tuesday, Yogyakarta Governor Hamengkubuwono X, who is also the Yogyakarta sultan, addressed all regents and mayors, government regional office heads, as well as private business owners and encouraged them to play the national anthem every day at 10 a.m.

The program kicked off on Thursday, coinciding with the celebration of National Awakening Day on May 20. The administration played “Indonesia Raya” in several public spaces, including the Yogyakarta Palace and Beringharjo Market.

*(Dio Suhenda. Jakarta • Fri, May 21, 2021. Source by Jakarta Post)*

6. What is the purpose of the text above?
- To inform Yogyakartaans people to sing 'Indonesia Raya' every morning in public spaces, and offices

- b. To argue that play the national anthem is important
  - c. To explain how Yogyakarta administration has urged all government offices and public space
  - d. To convince reader that play the national anthem is good
7. All government offices and public spaces across the province to play the national anthem... What is the similarity from the underline word beside?
- a. Indonesia Raya Song
  - b. Yogyakarta administration
  - c. Public spaces
  - d. Indonesian people
8. When the Yogyakartaans People to sing Indonesia Raya is started?
- a. on Sunday
  - b. at Thursday
  - c. in Thursday
  - d. on Thursday

**Text for number 9-10**

Low-cost carrier Citilink Indonesia has geared up for Ramadhan by unveiling new cabin crew uniforms and special Ramadhan hot meals on Monday. “Starting from May 14, all [Citilink's] cabin crews will wear new uniforms,” said Ranty Astari Rachman, vice president corporate secretary and corporate social responsibility for the airline. The uniforms were first introduced on March 19. Featuring new colors — dark green, lime and gray — it has a Gurdo Aji pattern,

which is the child of a Garuda bird that flies higher and farther. Designed by Luis Vioni, the new uniforms also come with a hijab design.

Ranty told The Jakarta Post that 25 percent of the cabin crew actually wear hijabs in their everyday lives. Previously, they weren't allowed to wear it during work; hence the new design was aimed to cater to them. Furthermore, the airline also flies to Aceh province as well as Jeddah in Saudi Arabia. The two cities require female flight attendants to wear hijabs, adding one more reason to create the new uniforms. Ranty explained that as the airline wanted to expand its routes, they also felt the need to provide a hijab design for female flight attendants. *(Jessicha Valentina. Surabaya, East Java • Tue, May 15, 2021. Source by Jakarta Post)*

9. What is the main idea of text above?
  - a. Featuring new colors - dark green, lime and gray
  - b. The airline also flies to Aceh province as well as Jeddah in Saudi Arabia
  - c. A hijab design for female flight attendants
  - d. New cabin crew uniforms and special Ramadhan hot meals
10. Who is Luis Vioni in the text above??
  - e. Luis Vioni is the pramugary of the airline
  - f. Luis Vioni is the vice president corporate secretary and corporate social responsibility for the airline
  - g. She is a new cabin crew uniforms designer
  - h. She is She is the manager of Citilink Indonesia Airplane

### Key Answer of Post-Test

No	Key	No	Key
1	A	6	A
2	D	7	A
3	B	8	D
4	C	9	D
5	B	10	C

### THE STUDENTS' SCORE OF POST-TEST

No	Codes of Respondents	Pre-test Scores
1	Afrizal	70
2	Agung Prabowo	80
3	Ahmad Dicky Ramadani	70
4	Andri Irawan	60
5	Anjas Saputra	60
6	Auroraafifah Meinida	70
7	Dedi Handayani	80
8	Dimas Prayoga	70
9	Elis Sya'diatuz Zuhro	80
10	Fierly Dianisa	80
11	Fitra Nisa Alfania	90
12	Haqika Nafsa Sabila	70
13	Ihsan Fatoni	70
14	Iin Nuraeni	70
15	Kharisma Laila Sabila	80
16	Lailunnala Afifah	80
17	M. Rizal Bahar	80
18	Maylinda Safitri	70
19	Melliyana	70
20	Miranda	70
21	Nova Dwi Indriani	90
22	Rita Ratna Sari	50
23	Rizki Indriyani	70
24	Sila Turahmi	60
25	Siti Mismawanti	70
26	Slamet	90
27	Wahyu Syifaul Karim	60
28	Wiwit Rizki	70
29	Yoga Oktava Dwi Atma	80
30	Yusron Fanani	60
31	Zahra Syarifatus Sakinah	80
<b>Total</b>		<b>2260</b>
<b>Avarage</b>		<b>72,90</b>
<b>The highest score</b>		<b>90</b>
<b>The lowest score</b>		<b>50</b>
<b>The number of the students who passed KKM</b>		<b>26</b>
<b>The number of the students who failed KKM</b>		<b>5</b>



ANSWER SHEET POST-TEST

NAME : AFRIZAL  
CLASS : XI

70

PLEASE GIVE THE CROSS (X) TO THE RIGHT ANSWER.

1	<del>A</del>	B	C	D
2	A	B	C	<del>D</del>
3	A	<del>B</del>	C	D
<del>4</del>	<del>A</del>	B	C	D
5	A	<del>B</del>	C	D
<del>6</del>	A	B	C	<del>D</del>
7	<del>A</del>	B	C	D
8	A	B	C	<del>D</del>
<del>9</del>	A	<del>B</del>	C	D
10	A	B	<del>C</del>	D

60

ANSWER SHEET POST-TEST

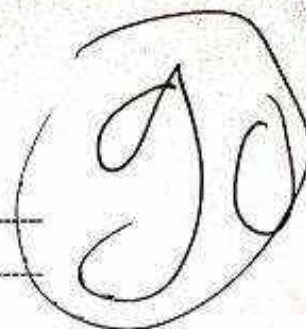
NAME : Andri howan  
CLASS : XI

PLEASE GIVE THE CROSS (X) TO THE RIGHT ANSWER.

<del>1</del>	A	<del>B</del>	C	D
2	A	B	C	<del>D</del>
3	A	<del>B</del>	C	D
4	A	B	<del>C</del>	D
<del>5</del>	<del>A</del>	B	C	D
<del>6</del>	A	<del>B</del>	C	D
<del>7</del>	A	B	<del>C</del>	D
<del>8</del>	A	B	C	<del>D</del>
9	A	B	C	<del>D</del>
10	A	B	<del>C</del>	D

ANSWER SHEET POST-TEST

NAME : ETRA NISA ALFANIA  
CLASS : XI (SEBELAS)



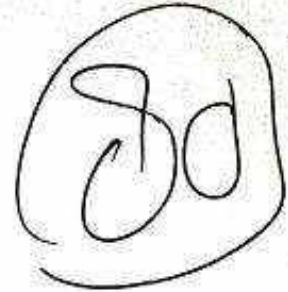
PLEASE GIVE THE CROSS (X) TO THE RIGHT ANSWER.

<del>1</del>	A	B	C	<del>D</del>
2	A	B	C	<del>D</del>
3	A	<del>B</del>	C	D
4	A	B	<del>C</del>	D
5	A	<del>B</del>	C	D
6	<del>A</del>	B	C	D
7	<del>A</del>	B	C	D
8	A	B	C	<del>D</del>
9	A	B	C	<del>D</del>
10	A	B	<del>C</del>	D

ANSWER SHEET POST-TEST

NAME : LAILUH NALA AFIFAH

CLASS : XI



PLEASE GIVE THE CROSS (X) TO THE RIGHT ANSWER.

1	<input checked="" type="checkbox"/>	B	C	D
2	A	B	C	<input checked="" type="checkbox"/>
3	A	<input checked="" type="checkbox"/>	C	D
4	A	B	<input checked="" type="checkbox"/>	D
<del>5</del>	A	B	C	<input checked="" type="checkbox"/>
6	<input checked="" type="checkbox"/>	B	C	D
7	<input checked="" type="checkbox"/>	B	C	D
<del>8</del>	A	<input checked="" type="checkbox"/>	C	D
9	A	B	C	<input checked="" type="checkbox"/>
10	A	B	<input checked="" type="checkbox"/>	D


T Table

d.b	Tarf Signifikansi					
	20%	10%	5%	2%	1%	0.1%
1	3,078	6,314	12,706	31,821	63,657	636,619
2	1,886	2,920	4,303	6,965	9,925	31,598
3	1,638	2,353	3,182	4,541	5,841	12,941
4	1,533	2,132	2,776	3,747	4,604	8,610
5	1,476	2,015	2,571	3,365	4,032	6,859
6	1,440	1,943	2,447	3,143	3,707	5,959
7	1,415	1,895	2,365	2,998	3,499	5,405
8	1,397	1,860	2,306	2,896	3,355	5,041
9	1,383	1,833	2,262	2,821	3,250	4,781
10	1,372	1,812	2,228	2,764	3,169	4,587
11	1,363	1,796	2,201	2,718	3,106	4,437
12	1,356	1,782	2,179	2,681	3,055	4,318
13	1,350	1,771	2,160	2,650	3,012	4,221
14	1,345	1,761	2,145	2,624	2,977	4,140
15	1,341	1,753	2,131	2,602	2,947	4,073
16	1,337	1,746	2,120	2,583	2,921	4,015
17	1,333	1,740	2,110	2,567	2,898	3,965
18	1,330	1,734	2,101	2,552	2,878	3,922
19	1,328	1,729	2,093	2,539	2,861	3,883
20	1,325	1,725	2,086	2,528	2,845	3,850
21	1,323	1,721	2,080	2,518	2,831	3,819
22	1,321	1,717	2,074	2,508	2,819	3,792
23	1,319	1,714	2,069	2,500	2,807	3,767
24	1,318	1,711	2,064	2,492	2,797	3,745
25	1,316	1,708	2,060	2,485	2,787	3,725
26	1,315	1,706	2,056	2,479	2,779	3,707
27	1,314	1,703	2,052	2,473	2,771	3,690
28	1,313	1,701	2,048	2,467	2,763	3,674
29	1,311	1,699	2,045	2,462	2,756	3,659
30	1,310	1,697	2,042	2,457	2,750	3,646
40	1,303	1,684	2,021	2,423	2,704	3,551



## Undergraduate Thesis Guidance Letter

Untitled Document <https://sis.mik.metrouniv.ac.id/v2/page/akademik/bimbingan/akad...>

 **KEMENTERIAN AGAMA REPUBLIK INDONESIA**  
**INSTITUT AGAMA ISLAM NEGERI METRO**  
**FAKULTAS TARBIYAH DAN ILMU KEGURUAN**  
Jalan Ki. Hajar Dewantara Kampus 15 A Iningmulyo Metro Timur Kota Metro Lampung 34111  
Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iaim@metrouniv.ac.id

Nomor : 1446/In.28.1/J/TL.00/05/2021  
Lampiran : -  
Perihal : **SURAT BIMBINGAN SKRIPSI**

Kepada Yth.,  
Ahmad Subhan Roza (Pembimbing 1)  
Trisna Dinillah Harya (Pembimbing 2)  
di-  
Tempat  
*Assalamu'alaikum Wr. Wb.*

Dalam rangka penyelesaian Studi, mohon kiranya Bapak/Ibu bersedia untuk membimbing mahasiswa :

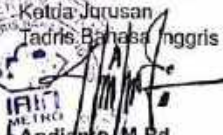
Nama : **SUKMA SURYA SAPUTRA**  
NPM : 1701070145  
Semester : 8 (Delapan)  
Fakultas : Tarbiyah dan Ilmu Keguruan  
Jurusan : Pendidikan Bahasa Inggris  
Judul : **THE INFLUENCE OF USING PRINTED MASS MEDIA ON THE STUDENTS' READING COMPREHENSION ABILITY AMONG THE ELEVENTH GRADE OF MADRASAH ALIYAH NURUL ULUM PAYUNG REJO, CENTRAL LAMPUNG**


Dengan ketentuan sebagai berikut :

1. Dosen Pembimbing membimbing mahasiswa sejak penyusunan proposal s/d penulisan skripsi dengan ketentuan sebagai berikut :
  - a. Dosen Pembimbing 1 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV setelah diperiksa oleh pembimbing 2;
  - b. Dosen Pembimbing 2 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV sebelum diperiksa oleh pembimbing 1;
2. Waktu menyelesaikan skripsi maksimal 2 (semester) semester sejak ditetapkan pembimbing skripsi dengan Keputusan Dekan Fakultas;
3. Mahasiswa wajib menggunakan pedoman penulisan karya ilmiah edisi revisi yang telah ditetapkan dengan Keputusan Dekan Fakultas;

Demikian surat ini disampaikan, atas kesediaan Bapak/Ibu diucapkan terima kasih.

*Wassalamu'alaikum Wr. Wb.*

Metro, 05 Mei 2021  
Ketda Jurusan  
Tadris Bahasa Inggris  
  
Andianto, M.Pd  
NIP. 19871102 201503 1 004



1 dari 1 05/05/2021 14:27

## Permit of Pra-Survey



**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI METRO  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111  
Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metroiniv.ac.id; e-mail: tarbiyah.iain@metroiniv.ac.id

Nomor : B-2626/In.28.1/J/TL.00/11/2020  
Lampiran : -  
Perihal : **IZIN PRA-SURVEY**

Kepada Yth.,  
KEPALA MA NURUL ULUM PAYUNG REJO  
di-  
Tempat

*Assalamu'alaikum Wr. Wb.*

Dalam rangka penyelesaian Tugas Akhir/Skripsi, mohon kiranya Saudara berkenan memberikan izin kepada mahasiswa kami:

Nama : **SUKMA SURYA SAPUTRA**  
NPM : 1701070145  
Semester : 7 (Tujuh)  
Fakultas : Tarbiyah dan Ilmu Keguruan  
Jurusan : Pendidikan Bahasa Inggris  
Judul : THE INFLUENCE OF USING PRINTED MASS MEDIA ON THE STUDENTS READING COMPREHENSION ABILITY AMONG THE ELEVENTH GRADE OF MADRASAH ALIYAH NURUL ULUM PAYUNG REJO, CENTRAL LAMPUNG


untuk melakukan *pra-survey* di MA NURUL ULUM PAYUNG REJO.

Kami mengharapkan fasilitas dan bantuan Bapak/Ibu untuk terselenggaranya *pra-survey* tersebut, atas fasilitas dan bantuan serta kerjasamanya kami ucapkan terima kasih.

*Wassalamu'alaikum Wr. Wb.*

Metro, 02 November 2020

Ketua Jurusan  
Tadris Bahasa Inggris

  
Ahmad Subhan Roza, M.Pd.  
NIP. 19760610 200801 1 014

## Response Letter of Pra-Survey



**YAYASAN NURUL ULUM PUBIAN LAMPUNG  
MADRASAH ALIYAH NURUL ULUM PAYUNGREJO  
KECAMATAN PUBIAN KABUPATEN LAMPUNG TENGAH  
TERAKREDITASI. B  
NSM: 131218020035 NPSN: 69752346**

*Alamat: Jln. Kh. Ahmad Dahlan No 04 Payungrejo Pubian Lampung Tengah 34176 Telp : 081373643207  
Email : ma.payungrejo@gmail.com – Web : www.masnurululumpayungrejo.sch.id*

Nomor : 023 /46/129/MANU/I/2021  
Lampiran :-  
Perihal : Surat Balasan Izin Pra-Survey

Kepada Yth.  
Ketua Jurusan Tadris Bahasa Inggris  
Di \_\_\_\_\_  
Tempat

*Assalamu'alaikum Wr. Wb.*

Menindak lanjuti surat saudara No : B-2626/In.28.1/IL.00/11/2020, tentang Izin Pra-Survey, dalam rangka menyelesaikan tugas Akhir / Sekripsi, di Ma Nurul Ulum Payung Rejo,

Nama : SUKMA SURYA SAPUTRA  
NPM : 1701070145  
Judul : THE INFLUENCER OF USING PRINTED MASS MEDIA ON THE STUDENTS READING  
COMPREHENSION ABILITY AMONG THE ELEVENTH GRADE OF MADRASAH ALIYAH NURUL  
ULUM PAYUNGREJO, CENTRAL LAMPUNG.

Dengan ini kami mengijinkan untuk melaksanakan Pra-Survey di Madrasah Aliyah Nurul Ulum Payung Rejo,

Demikian kami sampaikan atas perhatian dan kerja sama kami ucapkan terimakasih.





## Permit of Research



**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI METRO  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Inggimulyo Metro Timur Kota Metro Lampung 34111

Telpon: (0725) 41567; Faksimili: (0725) 47206; Website: www.tarbiyah.metroainiv.ac.id; e-mail: tarbiyah.aini@metroainiv.ac.id

Nomor : B-1879/In.28/D.1/TL.00/06/2021  
Lampiran :-  
Penhal : IZIN RESEARCH

Kepada Yth.,  
KEPALA MADRASAH ALIYAH  
NURUL ULUM PAYUNG REJO  
di-  
Tempat

*Assalamu'alaikum Wr. Wb.*

Berdasarkan dengan Surat Tugas Nomor: B-1875/In.28/D.1/TL.01/06/2021, tanggal 10 Juni 2021 atas nama saudara:

Nama : SUKMA SURYA SAPUTRA  
NPM : 1701070145  
Semester : 8 (Delapan)  
Jurusan : Tadris Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di MADRASAH ALIYAH NURUL ULUM PAYUNG REJO, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE INFLUENCE OF USING PRINTED MASS MEDIA ON THE STUDENTS' READING COMPREHENSION ABILITY AMONG THE ELEVENTH GRADE OF MADRASAH ALIYAH NURUL ULUM PAYUNG REJO, CENTRAL LAMPUNG".

Kami mengharapkan bantuan Bapak/Ibu untuk terselenggaranya tugas tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

Demikian surat izin ini kami sampaikan, atas bantuan dan kerjasamanya kami ucapkan terima kasih.

*Wassalamu'alaikum Wr. Wb.*

Metro, 10 Juni 2021  
Wakil Dekan I,  
  
Dr. Yudiyanto S.Si., M.Si.  
NIP 19760222 200003 1 003

## Letter of Assignment



**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI METRO  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Ringmulyo Metro Timur Kota Metro Lampung 34111

Telpon (0725) 41597; Faksimil (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iaim@metrouniv.ac.id

### SURAT TUGAS

Nomor: B-1875/In.28/D.1/TL.01/06/2021

Wakil Dekan Akademik dan Kelembagaan Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro, menugaskan kepada saudara:

Nama : **SUKMA SURYA SAPUTRA**  
NPM : 1701070145  
Semester : **8 (Delapan)**  
Jurusan : **Tadris Bahasa Inggris**

- Untuk :
1. Melaksanakan observasi/survey di MADRASAH ALIYAH NURUL ULUM PAYUNG REJO, guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE INFLUENCE OF USING PRINTED MASS MEDIA ON THE STUDENTS' READING COMPREHENSION ABILITY AMONG THE ELEVENTH GRADE OF MADRASAH ALIYAH NURUL ULUM PAYUNG REJO, CENTRAL LAMPUNG".
  2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

Kepada Pejabat yang berwenang di daerah/instansi tersebut di atas dan masyarakat setempat mohon bantuannya untuk kelancaran mahasiswa tersebut.

Demikian surat tugas ini dikeluarkan untuk dilaksanakan dengan penuh rasa tanggung jawab.

Dikeluarkan di : Metro  
Pada Tanggal : 10 Juni 2021

Mengetahui,  
Pejabat Setempat  
  
Siti Cerri Kibranah, S.Pd.

Wakil Dekan Akademik dan  
Kelembagaan,  
  
Dr. Yudiyanto S.Si., M.Si.  
& NIP 19760222 200003 1 003

## Response Letter of Research



**YAYASAN NURUL ULUM PUBIAN LAMPUNG  
MADRASAH ALIYAH NURUL ULUM PAYUNGREJO  
KECAMATAN PUBIAN KABUPATEN LAMPUNG TENGAH  
TERAKREDITASI B  
NSM: 131218020035 NPSN: 69752346**

Alamat: Jln. Kh. Ahmad Dahlan No 04 Payungrejo Pubian Lampung Tengah 34176 Telp : 081373643207

Email : [ma.payungrejo@gmail.com](mailto:ma.payungrejo@gmail.com) – Web : [www.masnurululumpayungrejo.sbc.id](http://www.masnurululumpayungrejo.sbc.id)

Nomor : 023/89/129 /MANU/2021  
Lampiran :-  
Perihal : Surat Balasan Izin Research

Kepada Yth,  
Ketua Jurusan Tadris Bahasa Inggris

Di \_\_\_\_\_  
Tempat

*Assalamu'alaikum Wr. Wb.*

Menindak lanjut surat saudara No : B-1879/In.28/D.1/TL.00/06/2021, tentang Izin Research, dalam rangka menyelesaikan tugas Akhir / Sekripsi, di MA Nurul Ulum Payung Rejo,

Nama : Sukma Surya Saputra  
NPM : 1701070145  
Judul : **THE INFLUENCE OF USING PRINTED MASS MEDIA ON THE STUDENTS' READING COMPREHENSION ABILITY AMONG THE ELEVENTH GRADE OF MADRASAH ALIYAH NURUL ULUM PAYUNG REJO CENTRAL LAMPUNG.**

Dengan ini kami mengizinkan untuk melaksanakan Research di Madrasah Aliyah Nurul Ulum Payung Rejo.

Demikian kami sampaikan atas perhatian dan kerjasama kami ucapkan terimakasih.

Payung Rejo, 11 Juni 2021  
Kepala Madrasah  
  
**UMI RIHANAH, S.Pd.I**  
Nuptk. 6944759660300042

## The Proposal Guidance Consultation Card



**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI METRO  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Ringmulyo Metro Timur Kota Metro Lampung 34111  
Telepon (0725) 41507; Faksimili (0725) 47298; Website: [www.tarbiyah.metroiaain.ac.id](http://www.tarbiyah.metroiaain.ac.id); e-mail: [tarbiyah.iaain@metroiaain.ac.id](mailto:tarbiyah.iaain@metroiaain.ac.id)

**KARTU KONSULTASI BIMBINGAN PROPOSAL MAHASISWA  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN  
IAIN METRO**

Nama : Sukma Surya Saputra  
NPM : 1701070145

Jurusan : TBI  
Semester : VIII

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1.	Rabu 3/3-2021		✓	Acc ch- I continue to ch- II .	
2	Senin 8/3-2021		✓	Acc ch- II continue to ch- III	
3	Selasa 16/3-2021		✓	Revisi ch- III .	
4.	Senin 29/3-2021		✓	Acc ch- III .	

Mengetahui  
Ketua Jurusan TBI

**Ahmad Subhan Roza, M.Pd.**  
NIP. 19750610 200801 1 014

Dosen Pembimbing II

**Trisna Dinillah Harva, M.Pd.**  
NIDN. 2011058301





KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI METRO  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iaim@metrouniv.ac.id

KARTU KONSULTASI BIMBINGAN PROPOSAL MAHASISWA  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN  
IAIN METRO

Nama : Sukma Surya Saputra  
NPM : 1701070145

Jurusan : TBI  
Semester : VIII

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1.	Rabu 31/3 /21	✓		Revisi Cover, Chapter one, conjunction, preposition	
2.	Kamis 8/4 /21		✓	Revisi Chapter II add more references, and Revisi Chapter III passing score criteria	
3.	Jumat 9/4 /21	✓		Revisi	

Mengetahui  
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd.  
NIP. 19750610 200801 1 014

Dosen Pembimbing I

Ahmad Subhan Roza, M.Pd.  
NIP. 19750610 200801 1 014

## The Undergraduate Thesis Guidance Consultation Card



**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI METRO  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Inggmulyo Metro Timur Kota Metro Lampung 34111  
Telepon (0725) 41507, Faksimil (0725) 47296; Website/ www.tarbiyah.metroain.ac.id; e-mail tarbiyah.lain@metrounkr.ac.id

**KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN  
IAIN METRO**

Nama : Sukma Surya Saputra  
NPM : 1701070145

Jurusan : TBI  
Semester : VIII

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1.	Kabu 2/6 2021		✓	ACC APD	

Mengetahui  
Ketua Jurusan TBI

Andianto, M.Pd.  
NIP. 19871102 201503 1 004

Dosen Pembimbing II

Trisna Dinillah Harva, M.Pd.  
NIDN. 2011058301



**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI METRO  
FAKULTAS TARBİYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Inggmulyo Metro Timur Kota Metro Lampung 34111  
Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

**KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA  
FAKULTAS TARBİYAH DAN ILMU KEGURUAN  
IAIN METRO**

Nama : Sukma Surya Saputra  
NPM : 1701070145

Jurusan : TBI  
Semester : VIII

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1	Kamis 03/2021 /06		✓	Mr. Subhan Roza	S. Saputra

Mengetahui  
Ketua Jurusan TBI

Andiarto, M.Pd.  
NIP. 19871102 201503 1 004

Dosen Pembimbing I

Ahmad Subhan Roza, M.Pd.  
NIP. 19750610 200801 1 014



**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI METRO  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Iningmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47206; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

**KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN  
IAIN METRO**

Nama : Sukma Surya Saputra  
NPM : 1701070145

Jurusan : TBI  
Semester : VIII

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1	Jumat 18/2021 106		✓	Rivise chapter IV table of teacher	
2	Selasa 22/06-2021		✓	Acc ch. 1y 2y	

Mengetahui  
Ketua Jurusan TBI

Andianto, M.Pd.  
NIP. 19871102 201503 1 004

Dosen Pembimbing II

Trisna Dinillah Harya, M.Pd.  
NIDN. 2011058301





KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI METRO  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id, e-mail: tarbiyah.iain@metrouniv.ac.id

KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN  
IAIN METRO

Nama : Sukma Surya Saputra  
NPM : 1701070145

Jurusan : TBI  
Semester : VIII

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1	Sabtu 19/2021 /06	✓		Revise chapter 1 & 3	
2	Selasa 22/2021 /06	✓		Revise chapter 4 & 5	
3	Jumiat 25/2021 /06	✓		ke Muryana	

Mengetahui  
Ketua Jurusan TBI

Andianto, M.Pd.  
NIP. 19871102 201503 1 004

Dosen Pembimbing I

Ahmad Subhan Roza, M.Pd.  
NIP. 19750610 200801 1 014

## Nota Dinas for Proposal Seminar



**KEMENTERIAN AGAMA  
INSTITUT AGAMA ISLAM NEGERI METRO  
FAKULTAS TARBİYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111  
Telp. (0725) 41507; Faksimili (0725) 47296; Website: [www.metrouniv.ac.id](http://www.metrouniv.ac.id) E-mail: [iaimetro@metrouniv.ac.id](mailto:iaimetro@metrouniv.ac.id)

### NOTA DINAS

Nomor :  
Lampiran :  
Perihal : **Mohon diseminarkan Proposal  
Sukma Surya Saputra**

Kepada yth,  
Dekan Fakultas Tarbiyah dan Ilmu Keguruan  
Institut Agama Islam Negeri (IAIN) Metro

*Assalamualaikum Wr. Wb.*

Setelah membaca dan mengadakan bimbingan serta perbaikan seperlunya maka  
Proposal yang disusun oleh:

Name : Sukma Surya Saputra  
Students Number : 1701070145  
Judul Skripsi : THE INFLUENCE OF USING PRINTED MASS MEDIA ON THE  
STUDENTS' READING COMPREHENSION ABILITY AMONG THE  
ELEVENTH GRADE OF MADRASAH ALIYAH NURUL ULUM  
PAYUNG REJO CENTRAL LAMPUNG

Sudah kami dapat setuju dan dapat diajukan untuk diseminarkan, demikian harapan kami atas  
perhatiannya kami ucapkan terima kasih.

*Wassalmu'alaikum Wr. Wb*

Metro, 15 April 2021

Sponsor

Ahmad Subhan Roza, M.Pd.  
NIP. 19750610 200801 1 014

Co-sponsor

Trisna Dinillah Harva, M.Pd.  
NIP. 19830511 200912 2 004

The Head of English Education Department

Ahmad Subhan Roza, M.Pd  
NIP. 19750610 200801 1 014

## Approval Page for Proposal Seminar



**KEMENTERIAN AGAMA  
INSTITUT AGAMA ISLAM NEGERI METRO  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111  
Telp. (0726) 41507; Faksimili (0725) 47296; Website: [www.metrouniv.ac.id](http://www.metrouniv.ac.id) E-mail: [iaimetro@metrouniv.ac.id](mailto:iaimetro@metrouniv.ac.id)

### APPROVAL PAGE

Title : THE INFLUENCE OF USING PRINTED MASS MEDIA ON THE STUDENTS' READING COMPREHENSION ABILITY AMONG THE ELEVENTH GRADE OF MADRASAH ALIYAH NURUL ULUM PAYUNG REJO CENTRAL LAMPUNG

Name : Sukma Surya Saputra

Students Number : 1701070145

Department : English Education

Faculty : Tarbiyah and Teacher Training

### APPROVED BY:

To be discussed in the Proposal (seminar) in Tarbiyah Faculty of State Institute of Islamic Studies (IAIN) of Metro.

Sponsor

Ahmad Subhan Roza, M.Pd.  
NIP. 19750610 200901 1 014

Metro, 15 April 2021

Co-sponsor

Trisna Dinillah Harva, M.Pd.  
NIP. 19830511 200912 2 004

## Notification Letter for Proposal Seminar



**KEMENTERIAN AGAMA  
INSTITUT AGAMA ISLAM NEGERI METRO  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111  
Telp. (0725) 41507; Faksimili (0725) 47296; Website: [www.metrouniv.ac.id](http://www.metrouniv.ac.id) E-mail: [iaimetro@metrouniv.ac.id](mailto:iaimetro@metrouniv.ac.id)

### NOTIFICATION LETTER

Number :  
Appendix : -  
Matter : **In order to hold the seminar of Sukma Surya Saputra**

To:  
The Honorable the Head of Tarbiyah Department  
of State Institute For Islamic Studies of Metro

*Assalamu'alaikum, Wr. Wb*

We have given guidance and enough improvement to research proposal script which is written by:

Name : Sukma Surya Saputra  
Students Number : 1701070145  
Faculty : Tarbiyah and Teacher Training Faculty  
Department : English Education  
Title : THE INFLUENCE OF USING PRINTED MASS MEDIA ON THE STUDENTS' READING COMPREHENSION ABILITY AMONG THE ELEVENTH GRADE OF MADRASAH ALIYAH NURUL ULUM PAYUNG REJO CENTRAL LAMPUNG

It has been agreed so it can be continued to the Faculty of Tarbiyah and Teacher Training in order to be discussed on the seminar. Thank you very much.

*Wassalmu'alaikum Wr. Wb*

Metro, 15 April 2021

Sponsor

Ahmad Subhan Roza, M.Pd.  
NIP. 19750610 200801 1 014

Co-sponsor

Trisna Dinillah Harva, M.Pd.  
NIP. 19830511 200912 2 004

The Head of English Education Department

Ahmad Subhan Roza, M.Pd  
NIP. 19750610 200801 1 014



## Ratification Page for Proposal Seminar



**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI METRO  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

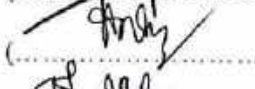
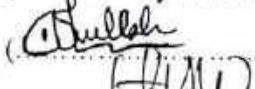
Jalan Ki. Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111  
Telp. (0726) 41507; Faksimili (0725) 47296; Website: [www.metrouniv.ac.id](http://www.metrouniv.ac.id) E-mail: [iaimetro@metrouniv.ac.id](mailto:iaimetro@metrouniv.ac.id)

### RATIFICATION PAGE

*B-1352/ln.28.1/S/pp.00.9/04/2021*

The Research Proposal entitled: THE INFLUENCE OF USING PRINTED MASS MEDIA ON THE STUDENTS' READING COMPREHENSION ABILITY AMONG THE ELEVENTH GRADE OF MADRASAH ALIYAH NURUL ULUM PAYUNG REJO CENTRAL LAMPUNG. Written by: Sukma Surya Saputra, Student Number 1701070145, English Education Department, had been examined (Seminar Proposal) in Tarbiyah and Teacher Training Faculty on Thursday, April 22<sup>nd</sup> 2021 at 11.00 – 12.30 p.m.

#### BOARD OF EXAMINERS:

Chairperson	: Ahmad Subhan Roza, M.Pd.	(  )
Examiner I	: Dr. Widhiya Ninsiana, M.Hum.	(  )
Examiner II	: Trisna Dinillah Harya, M.Pd.	(  )
Secretary	: Eka Yuniasih, M.Pd.	(  )

The Head of English Education Department



Ahmad Subhan Roza, M.Pd.  
NIP. 19750610 200801 1 0141

## The Free Library License Letter



**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI METRO  
UNIT PERPUSTAKAAN**

Jalan Ki Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111  
Telp (0725) 41507; Faks (0725) 47296; Website: digilib.metrouniv.ac.id; pustaka.iain@metrouniv.ac.id

**SURAT KETERANGAN BEBAS PUSTAKA  
Nomor : P-493/n.28/S/U.1/OT.01/06/2021**

Yang bertandatangan di bawah ini, Kepala Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung menerangkan bahwa :

Nama : SUKMA SURYA SAPUTRA  
NPM : 1701070145  
Fakultas / Jurusan : Tarbiyah dan Ilmu Keguruan/ Tadris Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2020 / 2021 dengan nomor anggota 1701070145

Menurut data yang ada pada kami, nama tersebut di atas dinyatakan bebas dari segala administrasi di Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung.

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperlunya.

Metro, 21 Juni 2021  
Kepala Perpustakaan

Dr. As'ad, S. Ag., S. Hum., M.H.  
NIP.19750505 200112 1 002

## DOCUMENTATION

### 2. The researcher asks permission to carry out the research



### 3. Pre-Test





#### 4. Treatment

The researcher gave the treatment and helped the students who didn't understand.





## 5. Post-Test





**The documentation with the students who that request to take a picture together**



## **CURRICULUM VITAE**



The writer's name of this undergraduate thesis is Sukma Surya Saputra. He was born in Payung Rejo, Pubian, Central Lampung on June 26<sup>th</sup> 1997. He comes from simple and harmonic family. He is the last son from Mr. Sunaryo and Mrs. Suryati.

He had taken his kindergarten at TK Nurul Ulum Payung Rejo, taken his elementary school at MI Nurul Ulum Payung Rejo, and taken his Junior High School at SMPN 02 Pubian, Central Lampung. Then, when he had graduated from Junior High School, he continued his Vocational High Scholl at SMKS Daya Bhina Terusan Nunyai, Central Lampung. After graduated from Vocational High School, he continued his study in IAIN Metro with English Education Department as a major study that he had chosen. While he was a student in IAIN Metro, he joined in the Indonesian Moslem Students Movement (PMII) of Rayon PBI in order to improve his skill in English and Sociality. He really hopes that he is able to continue his study to master of degree and to be a successful person that can present happiness for his parents.