THE EFFECTIVENESS OF THE USE OF KANG GURU MAGAZINE *"THE JOEY'S CLUB"* AS AN AUTHENTIC MEDIUM IN TEACHING READING COMPREHENSION

(The Case of the Eighth Grade Students of SMP N 3 Talang)

A final Project

Submitted as a Partial Fulfillment of the Requirement for the Degree of

Sarjana Pendidikan in English

by

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PERNYATAAN

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Fakultas Bahasa dan Seni Universitas Negeri Semarang, menyatakan dengan sesungguhnya bahwa skripsi/tugas akhir/final project yang berjudul :

THE EFFECTIVENESS OF USE OF KANG GURU MAGAZINE "THE JOY'S CLUB" AS AN AUTHENTIC MEDIUM IN TEACHING READING COMPREHENSION

Saya tulis dalam rangka memenuhi salah satu syarat untuk memperoleh gelar sarjana pendidikan ini merupakan karya saya, yang saya hasilkan setelah melalui penelitian, pembimbingan, diskusi, dan pemaparan ujian. Semua kutipan baik yang langsung maupun tidak langsung, baik yang diperoleh dari sumber kepustakaan, wahana elektronik, maupun sumber lainnya, telah disertai keterangan mengenai identitas sumbernya dengan cara yang lazim dalam penulisan karya ilmiah. Dengan demikian, walaupun tim penguji dan pembimbing penulisan skripsi/tugas akhir/*final project* ini membubuhkan tanda tangan sebagai tanda keabsahannya, seluruh karya ilmiah ini tetap menjadi tanggung jawab saya sendiri. Jika kemudian ditemukan pelanggaran terhadap konvensi tata tulis ilmiah yang berlaku, saya bersedia menerima akibatnya. Demikian harap pernyataan ini digunakan dengan seperlunya.

Semarang, 24 Januari 2011
Yang membuat pernyataan,

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APPROVAL

This final project has been approved by the board of examiners of the English Department of Languages and Arts Faculty of Semarang State University (UNNES) on February 7, 2011.
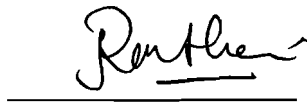
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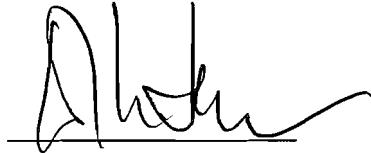Drs. Januarius Mujiyanto, M. Hum
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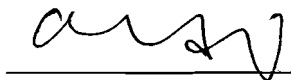First Examiner:

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Motto:

Success is a Journey Not Destination

This final project is conceitedly dedicated to:

My beloved parents (Mr. Sahali and Mrs. Jaetun)

My beloved young sister (Alya)

My beloved brothers (Trio n' Yadi)

My dearest love (Kartono)

For all of their support

and telling me the meaning of the love

ABSRACT

Azizah, S.W. A Final Project. *The Effectiveness of the Use of Kang Guru Magazine "The Joy's Club" as an Authentic Medium in Teaching Reading Comprehension.* **English Department. Languages and Arts Faculty. Semarang State University. The First Advisor: Prof. Dr. Mursid Saleh, M.A., the Second Advisor: Maria Johana Ari W., S.S., M.Si.**

This final project tried to examine the use of Kang Guru Magazine *"The Joy's Club"* as a medium to develop students' reading comprehension skill in junior high school for the eighth grade of SMP N 3 Talang in academic year 2010/2011. The objective of this study was to find out whether Kang Guru Magazine can improve the students' achievement in reading comprehension skill or not.

The subject of the study was the eighth grade of junior high school students of SMP N 3 Talang. She chose two classes from class VIII A and VIII C for her experiment. The one was as an experimental group and the other was as a control group. The writer used multiple-choice reading test to collect data.

The result of the final test showed that there was an improvement of the students' reading comprehension skill after the students were taught by using Kang Guru Magazine *"The Joy's Club"*. It can be seen from the average of post test of the experimental group was higher than the control group. Besides, the result of t-test was 6.33 and the theoretical t-value for the degree of freedom of 44 was 1.66. Therefore, the obtained t-value at significant level of 0.05 was greater than the critical value. This means that the improvement was significant. Based on the result above, Kang Guru Magazine *"The Joy's Club"* can be interesting and appropriate reading material for the junior high school students. Hence, it may be said that the Kang Guru Magazine *"the Joy's Club"* will have a better role to improve the students' ability in reading comprehension.

AKNOWLEDGMENTS

The first and foremost I wish to take the opportunity to express my greatest gratitude to Allah SWT the mighty for the blessing and inspiration in leading me to complete this study.

My deepest and sincere appreciation goes to Prof. Dr. H. Mursid Saleh, M.A, my first advisor, who has given me the best guidance during the advisory sessions of this study. I would also present my gratitude to my second advisor, Maria Johana Ari W, S.S, M.Si, for her assistance and correction during the writing.

My sincerest appreciation is also extended to Samukri, S.Pd, the headmaster of SMP N 3 Talang and all teachers of SMPN 3 Talang for the cooperation during completing this study.

My gratitude also goes to my beloved mother and father; for their endless love and never-ending supports. Besides, I am also grateful that I am constantly supported by my deepest husband-would be; Kartono, who has given his joy, loyalty, and meaningful love.

Finally, I should also express my appreciation to those who cannot be mentioned personally one by one here for their support and help in leading me to complete this study.

The writer,

Siti Wati Azizah

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CHAPTER 1

INTRODUCTION

Chapter 1 presents an introduction. It includes background of the study, reasons for choosing the topic, statement of the problem, objectives of the study, significant of the study, hypothesis, and outline of the study.

1.1 Background of the Study

Man is a social being, who always needs company in his life. It can be imagined hardly that he should live all alone by himself without anyone to help him. As the social being, he lives in a community. For adapting in the community, human being has to cooperate with one another. It is for the purpose of this cooperation that he needs a means of communication in his social group, which is called "language". With language man can express his minds, ideas, and wishes to others.

For the time being, English gets an important role in the wide world. Most media of science and technology use it, such as magazines, computers, internets, etc. So, everyone was hoped mastery it.

Since English is the most common international language that is used in the world, Indonesia also chooses English as the first foreign language. One thing that can be done by foreign language learners to master a foreign language is reading. It is one of the channels of communication for someone in mastering the

foreign language and also a channel of communication with the global community.

As the foreign language in Indonesia, English is taught at schools. Reading in language learning plays an important role. The goals of teaching at junior high school are mainly to prepare the students to be able to read and write English well. Moreover, the curriculum of the secondary school in Indonesia states that one of the aims of it is that the students in reading are expected to be able to grasp the meaning of the texts.

Unfortunately, reading for students in Indonesia is one of the most poorly developed skills, primarily reading English books, magazines, or other texts. Reading is unusual habit for students, whereas, it is known as one of the skills to improve students' in learning the foreign language besides listening, speaking, and writing.

Ramelan (1992: 1) stated that Teaching English in Indonesia is teaching language to students whose native language is quite different both phonologically and grammatically from that of foreign language. Therefore, why is it difficult for Indonesian students to learn English.

The Indonesian Government always makes effort to improve the education. The quality of the teachers and other components which are involved in educational process are improved from time to time. There are many ways to make improvement and one of them is by making better media in the teaching learning process.

Media will be very useful if they are prepared by teacher carefully, and then used effectively to support the teaching learning process. As we know, learning reading gives us boredom, moreover in reading English. So, as a teacher has to make the atmosphere in learning reading becomes interesting and fun. Because it is a must for English teachers to motivate their students in order that they like reading very much.

Based on consideration above, the writer thinks that the Kang Guru Magazine *"The Joy's Club"* can motivate students to read more, enrich students' vocabulary and knowledge. It also can be used as a material in teaching reading comprehension since the magazine is colorful, the paragraphs are short, and the story is simple, interesting, and easy to be understood so it is suitable for students in the basic level of reading. SMP students can improve their English skills. Hopefully by reading Kang Guru Magazine *"The Joy's Club"*, the students will be more motivated in reading an English text.

1.2 Reasons for Choosing the Topic

The reasons of the writer for choosing the title 'The Effectiveness of the Use of Kang Guru Magazine *"The Joy's Club"* as an Authentic Medium in Teaching Reading' are as follow:

(1) Kang Guru Magazine especially on *"The Joy's Club"*, as the authentic medium in teaching reading is very interesting with the colorful pictures and able to give students motivation to read in English.

(2) Kang Guru Magazine *"The Joy's Club"* as the authentic medium in teaching reading can be useful and gives students the great knowledge in learning English. Since they find new words, they will try to look up the meaning of words. So it will enrich their vocabularies or improve reading comprehension.

(3) *"The Joy's Club"* on Kang Guru Magazine as the authentic medium in teaching reading can break the boredom in the learning process.

1.3 Statement of the Problems

The problems stated in this research are:

(1) How does the control group perform in the test of reading comprehension?

(2) How does the experimental group perform in the test of reading comprehension?

(3) Does the experimental group perform better than the control group?

1.4 The Objectives of the Study

The main objectives of the study are:

(1) To find out how Kang Guru Magazine *"The Joy's Club"* can improve students' reading comprehension.

(2) To know the significant difference on reading comprehension achievement between two groups?

1.5 Hypothesis

The hypothesis of this study is the use of the Kang Guru Magazine *"The Joy's Club"* is effective on improving the student's reading comprehension of the eight grade students of SMP N 3 Talang-Tegal in academic year 2010/2011.

1.6 Significance of the Study

Significance of the study is that it can help both the teachers and the students in the teaching and learning process. Not only Kang Guru Magazine *"The Joy's Club"* can be used to test the readability of texts, it can also be used for teaching to develop the reading skill.

1.7 Outline of the Report

This study is arranged systematically as follows:

Chapter I is an introduction. It includes background of the study, reasons for choosing the topic, statement of the problem, objectives of the study, and outline of the study.

Chapter II deals with the theoretical foundation of the study obtained from reviewing related literature which discusses about definition of reading, purpose of reading, definition of reading comprehension, strategies in teaching reading comprehension, definition and the role of media, and experimental research.

Chapter III presents method of investigation, which consists of research design, population and sample, research procedure, research instrument, and techniques of data analysis.

Chapter IV contains the analysis and the discussion of research findings.

Chapter V consists of the conclusions of the research and suggestions based on the results of the research findings.

CHAPTER II

REVIEW OF THE RELATED LITERATURE

Chapter II deals with the theoretical foundation of the study obtained from reviewing related literature which discusses about definition of reading, purpose of reading, definition of reading comprehension, strategies in teaching reading comprehension, definition and the role of media, and experimental research.

2.1 Reading

2.1.1 Definition of Reading

Reading is one of the best ways to learn new things. It plays an important role in learning English as a foreign language. English texts enrich the readers with new vocabularies, structure of English sentences and also the knowledge of its culture. Reading is described in a variety of ways, depending on the concepts underlying the definitions. Different experts may have different definitions of reading.

This is expressed by William Grabe and Fredricka L. Stoller in *Teaching and Researching Reading* (2002:9) in their statement, that reading is the ability to draw meaning from the printed page and interpreted this information appropriately. However, without quibbling over the exact wording of such a definition, it is, nonetheless, insufficient as a way to understand the reading ability.

A reading activity needs a process in which people comprehend what they have already read. The process happens when the reader faces written symbols,

look at them through their eyes and then process them into their mind. Reading is

a process of sequences of graphic symbols traveling from the pages of a book into

compartment of the brain (Brown, 2004:186).

By some means or other, there will be the writer's intention and the

reader's interpretation in reading process. The writer puts the meaning of the text

through printed or written verbal symbols. Then the reader will interpret what is

meant by writer. As stated by Nunan (in Linse; 2005:59), reading is a set of skills

that involves making sense and deriving meaning from the printed word.

Based upon the definitions above, it can be concluded that reading is not

only a process of reading word by word but also it is an interaction between the

writer and reader through the graphic symbol of writer and the language skill of

the reader to comprehend the writer's intention.

2.1.2   The Purposes of Reading

According to William Grabe and Fredricka L. Stoller in *Teaching and*
Researching Reading (2002; 13), the purposes of reading are:

(1)   Reading to search for simple information and reading skim. It is used so

often in reading tasks that it is probably best seen as a type of reading

ability. In reading to search, typically we scan the text for a specific piece

of information or a specific word. Reading skim is a common p   art   of

many reading tasks and a useful skill in its own right. It involves, in

essence, a combination of strategies for guessing where important

information might be in the text, and using basic reading comprehension skills on those segments of the text until a general idea is formed.

(2)   Reading to learn from the texts. It typically occurs in academic and professional contexts in which a person needs to learn a considerable amount of information from a text.

(3)   Reading to integrate information. It requires additional decisions about the relative importance of complementary, mutually supporting or conflicting information and   the likely restructuring of rhetorical frame to accommodate information from multiple sources.

(4)   Reading for general comprehension. It is the most basic purpose for reading, underlying and supporting most other purpose for reading; general reading comprehension is actually more complex than commonly assumed.

Building on the statements above are known that the purpose of reading cannot merely be regarded as gaining information from the printed symbols but also developing the reader's ability, skills, and techniques in comprehending the writer's idea.

2.1.3   Reading Comprehension

As stated by William Grabe and Fredricka L. Stoller in *Teaching and Researching Reading* (2002:17) that reading for general comprehension is, in its most obvious sense, the ability to understand information in a text and interpret it appropriately.

However, comprehension abilities are much more complex than this definition suggests.

Reading comprehension is techniques for improving students' success in extracting useful knowledge from text (Mayer, p.34).

As defined by *Partnership for Reading* (2005), reading comprehension is understanding a text that is read, or the process of "constructing meaning" from a text. Comprehension is a "construction process" because it involves all of the elements of the reading process working together as a text is read to create a representation of the text in the reader's mind.

Hence, the statements above show that the readers have to understand the writer's idea of text in reading comprehension. The reader must also be intentional and thoughtful while reading, monitoring the words and their meaning as reading progresses.

2.2   Teaching Reading

2.2.1   Teaching Reading Comprehension

Teaching is the activities of educating or instructing that impart knowledge or skill. It is a circular activity done by a teacher in the classroom. A teacher's job is bringing about transformation in learners. In line with his role, a teacher should have students see the advantage of learning to read so that they will be motivated to learn this skill. If the students have already known the advantage and the value of reading in their daily activities, they will have a greater motivation to learn more about reading. In this case, a teacher should make the students realize the

value of reading and help them to comprehend and keep focus on the text. The techniques are providing meaningful context by discussing in the classroom, motivating the students to learn words that they want to know about, using the message of the text as a point of departure rather than the syntactic feature (http://www.google.com/). A teacher should develop meaning from the text comparatively by using a problem solving method, creating a learning climate where students feel comfortable about making mistakes and therefore willing to venture interpretation.

The U.S. National Reading Panel conducted a comprehensive literature search on teaching reading comprehension. They concluded that (1) vocabulary knowledge, (2) reading comprehension instruction based on reading strategies, and (3) practices were critical to effective reading comprehension teaching (http://www.readingcomprehension/.htm).

From the above statements we can say that teachers do not only employ a good method or approach to encourage the students to give full attention to the subject or the text but also they should have an appropriate technique and strategy to build students' comprehend

2.2.2 Strategies in Teaching Reading Comprehension

According to K. Mattis on (www.readingcomprehension/search.htm), there are several strategies for teaching reading comprehension focusing on three strategies, they are:

(1)   Making Connections

Readers make connections between books they read to their own lives. Teachers can help their students connect on a larger scale. They can connect things from books to real world happenings. By doing this, it enhances the students' understanding.

(2)   Questioning

Questions are the key to understanding. They take us into understanding. Students need to feel that their questions are important. We as teachers need to model by asking and answering questions. When students ask questions they have a desire to learn for understanding. This leads to comprehension.

(3)   Visualizing and Inferring

Visualizing is creating pictures in our minds. When students visualize, they create their 'own movie' in their minds. Teachers can use picture books that do not have words to help the students make their mental movies.

When we read we create an image in our mind. We create an amalgam -the conclusion we draw, the interpretation we create (Keene, p 126). We read and create this image with what we know or have experienced. Things come alive when we use sensory images. Teachers can help give these images through lessons that evoke the thought processes.

Meanwhile, Inferring is being able to read body languages and expressions while reading the text. To help the students find inferences in picture books is to focus on the illustrations. The pictures give clues to help gain meaning.

According to (Keene, p 153), inferring is the process of taking that which is stated in text and extrapolating it to one's life to create a wholly original interpretation that, in turn, becomes part of one's beliefs or knowledge. It is also using one's imagination or the use of prediction. Teachers need to have their students try to make conclusions about the reading and make reasonable predictions.

Those are some effective strategies for building students' comprehension. Yet, reading different types of texts requires the use of different reading strategies and approaches. Making reading an active, observable process can be very beneficial to struggling readers. A good reader interacts with the text in order to develop an understanding of the information before them. Some good reader strategies are predicting, connecting, inferring, summarizing, analyzing and critiquing.

2.3 Media

2.3.1 The definition of media

There are many definitions of media. Different expert has different definition. Some experts define the media based on the parentage of the word.

According to Gerlach & Ely (1971), the word "Media" is from *Latin,* that is *medius,* it means mediator. In particularly, media in the teaching and learning process can be defined as graphic, photographic, or electronic tools to catch, process, and reconstruct visual and verbal communication.

As stated by National Education Association (NEA), media is communication types either printed or audio visual as well as tools.

While, Rahardjo (1991) defined media as instruments that is used by teacher to motivate the students in the learning activity, make the material be clear, and give variation in teaching activity.

Based on the definitions, we can say that media is anything that can delivery message, ideas, focus, and interest of the students in order to achieve the goals of the learning process.

2.3.2   The Role of Media

G. L. Kreps and B. C. Thornton believe media extend "people's ability to communicate, to speak to others far away, to hear messages, and to see images that would be unavailable without media" (1992, p. 144).

In the link to the students, Media can cut boredom, that is the students will be interested in the learning process in order to make them be happy and it will be expected to help them understanding material that they learned (Ur 1998).

Furthermore, Depoter and Hernacki (2000) stated that media can help to make optimal environment in learning, support students to be active in class

interaction by suggesting the opinion written and orally, and interlacing more intensive relation between the teacher and the students.

Thereby, media have the important role in teaching activity. Media are used to connect functional interaction between the teacher and the students in the teaching and learning process, to help the students in understanding the material, facilitate the students in the learning process. Media can also improve motivation of the students in the teaching and learning process.

2.3.3   Selecting Tex for Materials

The selection of appropriate reading materials is an important part of the teaching reading since effective reading instruction reading instruction is effected by the kind of materials utilized. The use of appropriate reading materials can facilitate successful reading comprehension before students begin reading assignment.

According to Gebhard (1987:21-23), there are three areas of concern in selecting appropriate materials.

(1)   Level of Difficulty

Gebhard (1987:21) states that relatively easy material is more appropriate than difficult material. In teaching reading, however, teachers should provide students with materials at the right level of difficulty.

(2)   Cultural Content

Reading materials reflect the cultural perception of the writer. Therefore, many reading materials, especially non-scientific ones, are cultural biased. In such case, the teachers can explain the differences in cultural behaviors

to students before they read (Gebhard, 1987: 22). If the teachers believe the content of culture will interfere with the students' comprehension, such material can be avoided. Instead, the teacher can utilize the reading materials to provide an opportunity for the students to get awareness of culturally behaviors.

(3)   The Interest Factor

Teachers should utilize interesting materials in teaching reading since students' comprehension is greater when the materials interest them. The topics may include the students' favorite movies, sport, hobbies, etc. or those which are close to their experience. The students may as well be allowed to select materials that interest themselves (Gebhard, 1987:23).

Kang Guru Magazine *"The Joy's Club"* is chosen by writer as an authentic medium in teaching reading comprehension because it is easy material for level of difficulty and it has many valuable lessons as well as colorful with the pictures so that it will interest the students of junior high school.

2.4 Experimental Research

Arikunto (2003:272) states that experimental research has a purpose to investigate whether there is an effect on "something" that is treated as the subject of the research. In other words, an experimental research tries to observe the cause and effect relation. Comparing one or more experimental groups which get a treatment with one or more control groups which get no treatment is the way to conduct experimental research. Experimental research provides a systematic and logical

method of answering the question, "If this is done under carefully controlled conditions, what will happen?"

In a research, a condition or a situation is arisen in order to find out the effect. In other words, the experiment is the way to find out the cause and effect relation between two factors that are intentionally arisen by the researcher by eliminating, decreasing, or separating out the factors that may disturb. Thus, an experiment is conducted in order to know the effect of the treatment.

Basically, the strategies and the steps in conducting experimental research are similar to the strategies and the steps in conducting research in general. An experimental research is conducted in the following steps:

(1) Reading literature sources to get the problems of the research,

(2) Identifying and stating the problems,

(3) Determining the limitation of terms and variable, hypothesis, and supported theory,

(4) Arranging the plan of the experiment,

(5) Conducting the experiment,

(6) Choosing the appropriate data that can represent the experimental group and the control group,

(7) Finding out the significant relation to get the result of the experiment using the appropriate technique.

Experimental design is the blueprint of the procedures that enable the researcher to test hypotheses by reaching valid conclusions about relationships between independent and dependent variable (Best, 1981: 68). Based on Campbell

and Stanley in their book "Experimental and Quasi-Experimental Designs for Research", as quoted by Arikunto (2003: 276), there are two kinds of experimental research, true experiment and quasi experiment. Selection of a particular design is based upon the purposes of the experiment, the type of variables to be manipulated, and the conditions or limiting factors under which it is conducted (Best, 1981: 68). There are three models of true experiment as follows:

a. Pretest-posttest control group design with one treatment

Pretest is given to both the control and experimental group to measure the condition before treatment (O1). Next, the treatment (X) is given to the experimental group. There is no treatment given to the control group. After finishing the treatment, the test is given to both groups as the posttest (O2). The scheme of the first model is:

$$
\begin{array}{ll}
E & : O_1 \quad X \\
& \;\; O_2 \\
P & : O_3
\end{array}
$$

In which,

E   : the symbol for experimental group

P   : the symbol for control group

The effectiveness of the treatment is shown by the differences between (O2 – O1) in the experimental group and (O4 – O3) in the control group.

b. Pretest-posttest control group design with two treatment

This model is the expansion from the first model but in this model, there are two kinds of treatment. So, the scheme of the second model is:

$$
\begin{array}{llll}
E_1 & : O_1 & X & O_2 \\
E & : O_1 & X & O_2 \\
P & : O_1 & & O_2 \\
\end{array}
$$

With this second model, hopefully, the research can show the effectiveness of the treatment more accurately.

c. Solomon four-group design

This model adds two groups from the original group in the first model. The treatment is given to one of these new groups too. There is no pre-test here because it is expected that the last measurement will not be inferred by the pre-test. In other words, the researcher wants to check the effect of the pretest to the post-test by eliminating the pre-test to one of the groups. The scheme is as follows:

$$
\begin{array}{llll}
E_1 & : O_1 & X & O_2 \\
C_1 & : O_1 & & O_2 \\
E_2 & : & X & O_2 \\
E_2 & : & & O_2 \\
\end{array}
$$

The models of quasi experiment are as follows:

a. One shot case study

This experiment is conducted without any control group and without any pre-test.

The scheme is as follows:

$$
\boxed{\quad X \quad\quad O \quad}
$$

With this model, the researcher has a simple purpose that is to know the

effect of the treatment given to the group by ignoring the effect of other factors.

b. One group pre-test post-test design

This experiment is conducted to only one group without any control group. This model is more perfect than the first model because it uses pre-test. So, the effect can be measured more accurately.

The scheme is as follows:

O_1	X	O_2

c. Posttest only control group design

This model is similar to the last two rows of the Solomon's model. The use of this model is based on the assumption that both the experimental and control groups are absolutely equivalent.   The scheme is as follows:

E	:	X	O
C	:		O

In this study, the writer chooses the posttest only control group design to be conducted in investigating whether the Kang Guru Magazine *"The Joy's Club"* can be used to improve reading comprehension of the students of junior school.

CHAPTER III

METHOD OF INVESTIGATION

Chapter III presents method of investigation, which consists of research design, population and sample, research procedure, research instrument, and techniques of data analysis.

3.1 Research Design

The experimental design is used in this research. According to Hornby (2000: 135) states that quantitative is connected with amount of number of something rather than with how good it is. In this term quantitative data, the writer uses statistical analysis to calculate the numeral data that were gathered and to analyze them. These data are expression in the language of mathematics and must be evaluated and interpreted by means of appropriate statistical procedures.

3.2 Population and Sample

3.2.1   Population

Population is the group of interest to the researcher, the group to which he or she would like the result of the study to be generalized, Gay (1987: 102). Population is the entire group of individuals from which we want to get information (http://www.google.com/).

It can be said the population is a set of all the elements in a study. In this research the writer selected the eighth year students of SMP N 3 Talang in the academic year 2009/2010 as the target of the population.

3.2.2 Sample

A sample is taken from the population but not the whole. The part of population that is observed is called a sample. According to Brown (1988:114), "sample is a sub group taken from the population to represent it."

The writer took two classes from the population of SMP N 3 Talang as samples. On average each class had 44 students, so the writer took 88 students as the sample. Because there are five classes in the eighth grade, it means 40% as the sample of the study.

3.1.3 Variable

A variable is something that may vary or differ (Brown, 1993:58). It is also defined as condition or characteristics that the experimenter manipulates, controls, or observes. The two most important variables are:

(1)   Dependent Variable

Dependent variable is a variable which depends on one or more variables which may control it or relate to it, in other words, that may be seen as a function of another variable (http://www.geographydictionary.com/).

The dependent variable of this study, according to the definition above, is students' achievement which is indicated by the score of reading comprehension test.

(2) Independent Variable

As expressed by Nunan (1992:25), "independent variable is the variable that the experimenter expects to influence the other." In other hand, independent variable is the condition or characteristic that is manipulated by the researcher in order to explain the relation with the observed phenomena (Narbuko, 2004:119).

Based on the definitions, the independent variable in this study is the use of Kang Guru Magazine *"The Joy's Club"* in teaching reading comprehension.

3.3 Research Procedure

This research was held at SMP N 3 Talang. Before conducting the study, the writer formally negotiated with the headmaster of SMP N 3 Talang to get permission so that the eighth grade students of the school could be used as the respondents of this study. Then, the writer composed an instrument of the study and administered it to the students to collect the data.

The instrument of this study is a reading test in which it would be used to measure the students' achievement in reading comprehension.

Before conducting the test, the writer gave a treatment for the experimental group that will be taught by using Kang Guru Magazine *"The Joy's*

Club" as a medium. It began on Monday, 2nd August 2010 and ended on Saturday, 14th August 2010. Then the post test was conducted on Monday, 16th August 2010.

3.4 Research Instrument

Research instrument is a device used by the researcher to collect the data (Sugiyono, 2004:267). In this research the writer used a test as the instrument. A test is a set of questions, or other practice used to asses the skills, knowledge, intelligence, and talent of an individual or a group. The type of test used in this study is achievement test. Achievement tests attempt to measure what an individual has learned—his or her present level of performance (Best, 1981: 193).

In this research the writer used one test type only as the instrument. It is multiple-choice items. This type of the test was chosen by the writer because the technique of scoring is easy and it is more practical for the students to answer.

3.4.1 Try-Out

The quality of the data, whether it is good or bad, is based on the instrument that is used to collect the data. A good instrument fulfills two important qualifications. Those are reliability and validity. Therefore, before the test was utilized as an instrument to collect the data, it had been tried out first to the students in another class. After the result of the try out was gained, the analysis was made to find out the validity and reliability of the items of the test. Some items remained to be used while some others were left out.

3.4.2 Validity of the Test

Validity is a standard or criterion that shows whether the instrument is valid or not. In this research, the validity of each item was calculated by using the product moment formula:

$$r_{xy} = \frac{N\sum xy - (\sum x)(\sum y)}{\sqrt{\{N\sum x^2 - (\sum x)^2\}\{N\sum y^2 - (\sum y)^2\}}}$$

In which,

r_{xy} : coefficient of correlation between x and y variable or validity of each item

N : the number of students participating in the test

$\sum x$: the sum of score in each item

$\sum x^2$: the sum of the square score in each item

$\sum y$: the sum of total score from each student

$\sum y^2$: the sum of the square score from each student

$\sum xy$: the sum of multiple of score from each student with the total score in each item

3.4.3 Reliability of the Test

Reliability shows whether an instrument is reliable and can be used as a device to collect the data. To measure the reliability of the test, the writer used used the Kuder- Richardson Formula. The formula is as follows:

$$r_{11} = \left(\frac{n}{n-1}\right)\left(\frac{S^2 - \sum pq}{S^2}\right)$$

In which,

    r_{11} = the reliability of the test

    n   = the number of the items

    p   = the percentage of the students who answered the items correctly

    q   = the percentage of the students who answered the items incorrectly

    S^2 = variance

3.4.4 Difficulty Level

After the try out was conducted and got the result, each item is classified into difficulty level by using this formula:

$$ID = \frac{R}{T}$$

In which,

    ID = item difficulty

    R = the number of the students who answered the item correctly

    T = the total number of the students

    The level of difficulty of each item was determined by using these following categorizations:

Interval of difficulty level	Criteria
$0.00 < ID \leq 0.30$	Difficult
$0.30 < ID \leq 0.70$	Medium
$0.70 < ID < 1.00$	Easy

3.4.5 Discriminating Power

The discriminating power measures how well the test items arranged to identify the differences in the students' competence.

The formula is:

$$DP = \frac{RU - RL}{\frac{1}{2}T}$$

In which,

DP : discriminating power

RU : the number of the students in the upper group who answered the item correctly

RL : the number of students in the lower group who answered the item correctly

T : the total number of the students

The criteria of the discrimination index are:

Interval DP					Criteria
0.00	<	DP	≤	0.20	Poor
0.20	<	DP	≤	0.40	Satisfactory
0.40	<	DP	≤	0.70	Good
0.70	<	DP	≤	1.00	Excellent

CHAPTER IV

RESEARCH FINDINGS AND ANALYSIS

In chapter IV, the writer would like to discuss the try-out findings, result of the study, and discussion of the result.

4.1 Try- out Findings

Discussion of the try-out findings covered validity, reliability, and item analysis. Followings are the example of the calculation of them.

4.1.1 Validity of the Instrument

As mentioned in the previous chapter, validity refers to the precise measurements of the test. In this research, item validity was used to see the index validity of the test. To find out the validity of the instrument, the writer used the Pearson Product Moment formula to analyze each item.

After calculating using Pearson Product Moment, it was obtained that from 20 test items; there were 18 test items which were valid and 2 test items which were invalid. They were on number 7 and 17. Both of them were to be said invalid with the reason that the computation results of the r_{xy} value was lower than the r_{table} value.

The following is an example of the validity computation for item number 1, with $N = 45$, $\sum X = 26$, $\sum Y = 468$, $\sum Y^2 = 5372$, and $\sum XY = 296$, and for the other items would be calculated by the same formula.

$$r_{xy} = \frac{N\sum xy - (\sum x)(\sum y)}{\sqrt{\{N\sum x^2 - (\sum x)^2\}\{N\sum y^2 - (\sum y)^2\}}}$$

$$= \frac{45(296) - (26)(468)}{\sqrt{\{45(26) - (26)^2\}\{45(5372) - (468)^2\}}}$$

$$= \frac{13320 - 12168}{\sqrt{(1170 - 676)(241740 - 219024)}}$$

$$= \frac{1152}{\sqrt{(494)(22716)}}$$

$$= \frac{1152}{\sqrt{11221740}}$$

$$= \frac{1152}{3345}$$

$$= 0.344$$

From the computation above, the validity of the item number 1 was 0,344. Then the writer consulted the result to the table of r product moment with the number of subjects (N) = 45 and significance level 5%, it was obtained 0,293. Because r_{xy} was higher than r in the table, the index of validity of the item number 1 was considered to be valid. The list of the index of validity for each item could be seen in Appendix 5.

4.1.2 Reliability of the Instrument

In addition to the index of validity, the writer would like to compute the reliability of the test by using Kuder- Richarson formula 20 (K-R 20). Before computing the

reliability of the test, the writer computed variance (S^2) first with the following formula:

$$S^2 = \frac{\sum y^2 - \frac{(\sum y)^2}{N}}{N}$$

$$= \frac{5372 - \frac{(468)^2}{45}}{45}$$

$$= \frac{5372 - \frac{219024}{45}}{45}$$

$$= \frac{5372 - 4867.2}{45}$$

$$= \frac{504.8}{45}$$

$$= 11.22$$

The result of the variance computation (S^2) was 11.22. Then the writer computed the reliability of the test as follows:

$$r_{11} = \left(\frac{n}{n-1}\right)\left(\frac{S^2 - \sum pq}{S^2}\right)$$

$$= \left(\frac{20}{20-1}\right)\left(\frac{11.22 - 3.9417}{11.22}\right)$$

$$= \left(\frac{20}{19}\right)\left(\frac{7.2783}{11.22}\right)$$

$$= 0.68$$

From the computation above, the result was obtained that r_{11} (the total of reliability test) was 0.68, whereas the number of subjects were 45 and the critical value for r in table with significance level 5% was 0.293. It indicated that the

result of the computation was higher than its critical value and it could be concluded that the instrument used in this research was reliable.

To know that the items were good or not to be used, the writer utilized the following formula:

$$DP = \frac{RU - RL}{\frac{1}{2}T}$$

$$= \frac{17 - 9}{22.5}$$

$$= 0.35$$

Based on the criteria, the item number 1 was satisfactory, because it was in the interval 0.20< D≤ 0.40.

After computing 20 items of the try-out test, there were 2 items were considered to be good, 15 items were satisfactory, and 3 items were poor.

Based on the analysis of validity, reliability, difficulty level, and discriminating power, finally 17 items were accepted and 3 new items were made to be used as replacement of the poor items. They were number 7, 14, and 17.

4.2 Result of the Study

4.2.1 Test Result

After conducting the research, the result of this study can be seen below after calculation.

4.2.2 Significant Different between Two Groups

The significant difference between two groups could be seen through the difference of the two means. The writer used the following formula to get the means:

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

In which,

$\bar{x}$: mean

$\sum X$: sum of all scores

N : number of scores in a group

The complete data of the score distribution of the two groups, experimental and control groups, could be seen in appendix 9.

The computation of the two means score of the experimental and control groups as follows:

$$\bar{x}_1 = \frac{3405}{44}$$

$$= 77.39$$

The mean score of the experimental group was 77.39.

$$\bar{x}_2 = \frac{2915}{44}$$

$$= 66.25$$

The mean score of the control group was 66.25.

Based on the calculation above, it can be seen that the mean of the experimental group was higher than the other one, the control group. The

difference between two means was 11.14. It indicated that the treatment was effective.

After getting the means of the two groups, the writer calculated the standard deviation by using the following formula:

$$S = \sqrt{\frac{(n_1 - 1)S_1{}^2 + (n_2 - 1)S_2{}^2}{n_1 + n_2 - 2}}$$

$$= \sqrt{\frac{(44 - 1)69.1728 + (44 - 1)108.2849}{44 + 44 - 2}}$$

$$= \sqrt{\frac{2282.7024 + 3537.4017}{86}}$$

$$= \sqrt{\frac{5856.1041}{86}}$$

$$= \sqrt{68.09}$$

$$= 8.25$$

Afterward, t- test formula was applied to calculate the effectiveness of the treatment.

$$t = \frac{X_1 - X_2}{S\sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

$$= \frac{77.39 - 66.25}{8.25\sqrt{\frac{1}{44} + \frac{1}{44}}}$$

$$= \frac{11.14}{8.25\sqrt{0.04545}}$$

$$= \frac{11.14}{1.76}$$

$$= 6.33$$

With α=5% and df=44+44-2=86, it was obtained $t_{(0.95)(86)}$=1.66

From the calculation above, t-calculation is 6.33 and t-table is 1.66. Since t-calculation > t-table, it means there is a significant difference between two groups on reading comprehension, the experimental group is higher than the control group.

4.3 Discussion of the Result

The intention of the test was to know the students' achievement in reading comprehension test. Through this research, the writer would like to compare the students' ability that taught by using Kang Guru Magazine *"The Joy's Club"* as a medium with those without Kang Guru Magazine *"The Joy's Club"*, which more effective. Based on the analysis above, the result of the students' reading achievement in the experimental group was higher than the control group. It is indicated by the two means, in which the experimental group's is higher than the control one. The mean of the experimental group is 77.39 and 66.25 is for the control one.

The hypothesis testing indicates there is any significant difference between experimental class (using Kang Guru Magazine) and control class. It can be said that the experimental group is better than the control group. Finally, the research finding reveals that Kang Guru Magazine *"The Joy's Club"* is more effective as material in teaching reading comprehension for the junior high school students.

CHAPTER V

CONCLUSION AND SUGGESTION

Chapter V consists of the conclusions of the research and suggestions based on the results of the research findings.

5.1 Conclusion

Before giving the conclusion, the writer would like to review the objective of this study. The objective of this study was to know the improvement of the students' achievement in reading comprehension after giving treatment using Kang Guru Magazine *"The Joy's Club"* as reading material.

In order to gain the objective of the study, the writer conducted an experiment. After conducting the experiment, the writer analyzed it and found out the significant difference between the two groups. The mean of the experimental group is higher than the mean of the control group.

After finishing the experiment and getting the result, the writer concluded that the use of Kang Guru Magazine *"The Joy's Club"* was more effective to improve the students' reading comprehension and it gave the students a great enthusiasm during the lesson. The class was fun because reading material interested them.

5.2 Suggestions

Based on the conclusion above, the writer would like to offer some suggestions. First, English teachers especially in junior high school, should be able to select text as reading material in order to raise their students' interest and enthusiasm in following their teaching.

The second suggestion offered by the writer is using Kang Guru Magazine *"The Joy's Club"* in teaching reading comprehension recommended as an alternative reading material for the English teachers, especially for the junior high school teachers to attract the students' interest and motivation in learning English.

In order to get the wider generalization of the result of the study, the writer offers the suggestions that such activity should be conducted in other classes of other school, and the writer hopes, there will be many researches about how to use some techniques or media in improving students' reading comprehension in the future.

Next researcher should be accurate in conducting the research, because accurate study will be very useful for readers who want to do research with the same topic.

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Kang Guru Magazine, December 2008

Kang Guru Magazine, December 2009

Kang Guru Magazine, March 2010

The Students List of the Try-Out Test

No	Name	Code
1	Astri Risqi M	UC-01
2	Abdu Rohman	UC-02
3	Anis Komariah	UC-03
4	Amalia	UC-04
5	Akhmad Yani	UC-05
6	Akhmad Zainur Rizki	UC-06
7	Aris Ardianto	UC-07
8	Ata Aprilina	UC-08
9	Chirul Amri Wijayanto	UC-09
10	Dea Putri Amalia	UC-10
11	Dede Hidayati	UC-11
12	Dio Alif	UC-12
13	Fajar Angkoso	UC-13
14	Farida Aeni	UC-14
15	Fatma Setyaningrum	UC-15
16	Feni Fianan	UC-16
17	Fifit Kurniasih	UC-17
18	Friska Dini A.	UC-18
19	Fuja Ana M.	UC-19
20	Hadi Muamar	UC-20
21	Hendri Setio	UC-21
22	Indah Ningsih	UC-22
23	Intan Kurnia	UC-23
24	Leli Nur Indah Sari	UC-24
25	Mariana Utami	UC-25
26	M. Budi Supri Yanto	UC-26
27	M. Fahrur Rozi	UC-27
28	M. Faradis	UC-28
29	M. Khoerul Hidayat	UC-29
30	M.Mahda Rifqi	UC-30
31	M.Taufik H.	UC-31
32	M.Zaenudin	UC-32
33	Mutia Fitriani	UC-33
34	Nurul Affiani	UC-34
35	Putri Prastiwi Wulandari	UC-35
36	Rian Kurniawan	UC-36
37	Rio Aryanto	UC-37
38	RohmatunNazilah	UC-38
39	Saeful Ristato	UC-39
40	Sefi Arizah	UC-40
41	Siti Nuryani	UC-41
42	Siti Rohikmatul Janah	UC-42
43	Sri Purwanti	UC-43
44	Tutyanus M	UC-44
45	Yoga Eko P	UC-45

The Students List of the Post Test

No	Experimental group	Code	Control group	Code
1	Ali Siswandi	E-01	A Muzaki	C-01
2	Aprilia K.	E-02	Asmaul Khusna	C-02
3	Asri Apriliani	E-03	Ayu Nur Afifah	C-03
4	Chaerul Hadi K.	E-04	Bagus Hariyanto	C-04
5	Chalimatun Sadiyah	E-05	Cholifah	C-05
6	Diana Awaliyah	E-06	Devi Novitasari	C-06
7	Didiet Arief P.	E-07	Dicky Sudarmaji	C-07
8	Dodo Kanamar	E-08	Dimas Aditya	C-08
9	Eka Safitri	E-09	Dina Fatul Ma'rufah	C-09
10	Fatimah	E-10	Dita Sri Ayu	C-10
11	Feri Wibowo	E-11	Elok Larasati	C-11
12	Fifi Jayanti	E-12	Fendy Pratama I.	C-12
13	Fiki Yuliana	E-13	Hadiyantoro	C-13
14	Imam Santoso	E-14	Heru Prasetyo	C-14
15	Ine Kustanti	E-15	Ikhwan Amri H.	C-15
16	Ismy Istifalati	E-16	Kartika Dewi	C-16
17	Kartini	E-17	Khaerul Alatas	C-17
18	Khirrini Nur Amalia	E-18	Laela Maghfiroh	C-18
19	Khusna Syafa'ati	E-19	Laelatul Hidayah	C-19
20	Lia Sabarti	E-20	Linda Karmila	C-20
21	Lisnawati	E-21	M. Abdul Jafar	C-21
22	Lukman H.	E-22	M. Rizqi Maulana	C-22
23	Moh. Ilham Awaludin	E-23	Moh. Robi	C-23
24	Melinda Sari	E-24	M. Riza	C-24
25	Miftachul Amin	E-25	Muldiana Agustina	C-25
26	Moh. Rizki	E-26	Nur Alipudin	C-26
27	M. Adi Ruchmanah	E-27	Puput Purnamasari	C-27
28	Musyarofah	E-28	Retno Aryani	C-28
29	Nabilah N.	E-29	Reza Barokah	C-29
30	Nok Suprihatin	E-30	Risma Dewi	C-30
31	Nur Ashiyah	E-31	Riswanto	C-31
32	Nurul Fitriyani	E-32	Robiatul A.	C-32
33	Prawiro Diarjo	E-33	Rozak Saefudin	C-33
34	Rizki Maulana	E-34	Santi Lutfiana	C-34
35	S. Abdul Aziz	E-35	Santo Wibowo	C-35
36	Sigit Afandi	E-36	Siti Daryanti	C-36
37	Siti Samawiyah	E-37	Sri Ayu Wulandari	C-37
38	Slamet Tafani	E-38	Sri Widiawati	C-38
39	Sri Astuti	E-39	Tiana Ayu Lestari	C-39
40	Suleman	E-40	Toni Arifin	C-40
41	Sulton Amin	E-41	Veronica Amita Putri	C-41
42	Susilawati	E-42	Wantoro	C-42
43	Tanti Tri Ashari	E-43	Winarningrum	C-43
44	Winda Irkhamna	E-44	Wulan Khaerunnisa	C-44

Reading Comprehension Test

Subject   :
Day/Date   :
Time   :
Name   :
Class   :

Chose either a, b, c, or d for the correct answer!

Read the following text and answer question 1 to 4.

Magazines are periodicals that appear weekly, fortnightly, or monthly. They usually contain news articles and stories from various writes. Some magazines are intended for special groups of the readers, like children, teenagers, or woman. Some others specialize in certain fields or interest, like science, music, or computers.

Newspapers are publications that are printed on large sheets of paper. They contain news and articles of general interest. They are issued every day.

Tabloids are similar to newspaper. They look a like, but tabloids are smaller in size. Tabloids are also similar to magazines because they dealt with specific fields of interest. They usually appear weekly, fortnightly, or monthly.

1. The text is about...........
    a. new articles and stories
    b. publication of news and articles
    c. readers of mass media
    d. magazines, newspapers, and tabloid

2. "Magazines are periodicals that appear weekly, fortnightly, or monthly. They usually contain..." paragraph 1.

   What does the word "They" refer to...

a. Magazines

b. New articles

c. Stories

d. Various writers

3. How often newspapers issued?

   a. Every day.

   b. Every week.

   c. Every month.

   d. Every time.

4. They usually appear weekly, fortnightly, or monthly.

   The word "fortnightly" is similar in meaning to…

   a. once a week

   b. once in two weeks

   c. once a month

   d. once a year

Read the following and answer question 5 to 8

Sport

Sport is physical activity in which people compete against each other. Sport also makes us be healthy. Nowadays, sport is supposed to be an industry. All about sports see goes into business, entertainment, and life style. We can see David Beckham! He is famous not only because he is an athlete but also a metro sexual man. Whatever he does outside the football field always influences the world!

5. What is the text mostly about?

   a. Sport.

   b. Health.

   c. Business.

   d. Entertainment.

6. From the text we know that David Beckham is......

    a. an entertainer

    b. a businessman

    c. a football manager

    d. an athlete and metro sexual

7. "He is *famous* not only because he an athlete but also…" Line 4.

The underline word has the same meaning as

    a. happy

    b. popular

    c. handsome

    d. diligent

8. Why Should we do sport?

    a. Because sport can influence other people.

    b. Because sport can make healthy.

    c. Because we can see David Beckham.

    d. Because we can be famous.

Read the following text and answer question 9 to 13

The Indonesian Archipelago

Indonesia is country in Southeast Asia that consists of more than 13,000 islands. The islands lie along the equator and extend more than 5,000 kilometers. Many of the islands cover only a few square kilometers. But about of New Guinea and three quarters of Borneo also belong to Indonesia. Those islands are the second and third largest islands in the world, after Greenland.

:
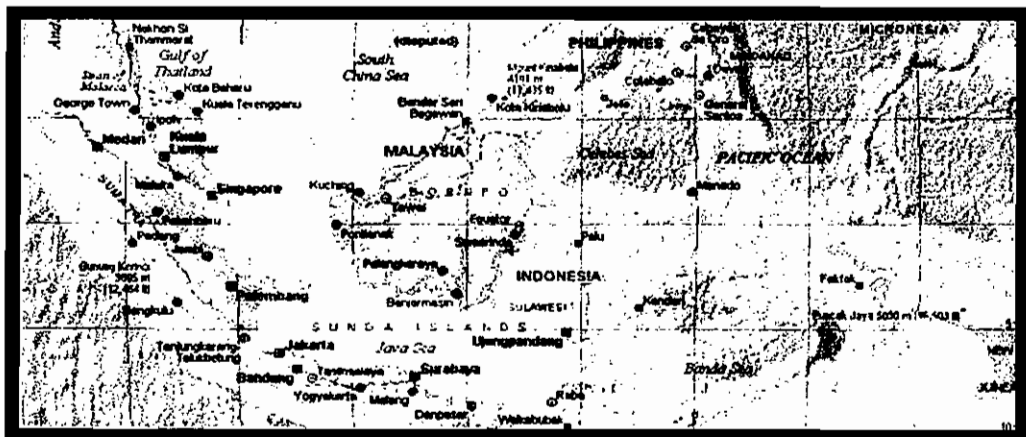
Many geographers divide the more than 13,600 islands of Indonesia into three groups: (1) the Gtreater Sunda Islands, (2) the Lesser Sunda Islands, and (3) the Mollucas. Indonesia also includes Irian Jaya, which is part of New Borneo.

The Greater Sunda Islands include Borneo, Sulawesi, Java, and Sumatra. The Lesser Sunda Islands extend from Bali eastward to Timor. The Mollucas lies between Sulawesi and New Guinea. The western part of New Guinea is Called Irian Jaya, an Indonesian territory. Compared to the other regions, Irian Jaya is the most thinly populated.

9. Where is Indonesia located?
   a. In Southeast Asia.
   b. Along the equator.
   c. Near Mollucas.
   d. In the Greenland.

10. Paragraph two talks about......
    a. the three divisions of Indonesia's islands
    b. the Greater Sunda Islands
    c. the Indonesian geographers
    d. the position of Indonesia

11. Which one of the followings belongs to the first largest island in the world?
    a. Borneo.
    b. Irian Jaya.
    c. New Guinea.
    d. Greenland.

12. Irian Jaya is located in.....
    a. the Greater Sunda
    b. New Guinea
    c. Borneo
    d. the Mollucas

13. The Mollucas lies between........
    a. Sulawesi and Borneo
    b. Sumatra, Java, and New Guinea
    c. New Guinea and Sulawesi
    d. Kalimantan, Sulawesi, Java and Sumatra

Read the following text and answer question 14-20.

Recent Developments at the Post Office

Post offices in industrial countries have a policy to provide their customers with a better service. One of heir better services is the handling of mail. Government also takes part to increase the function of the post offices. Now, the postage rates have risen. Private firms are not normally allowed to handle ordinary mail, although some private carriers have been increasing in circulating catalogues, magazines, and merchandise samples. Private parcel carriers also compete with the post office.
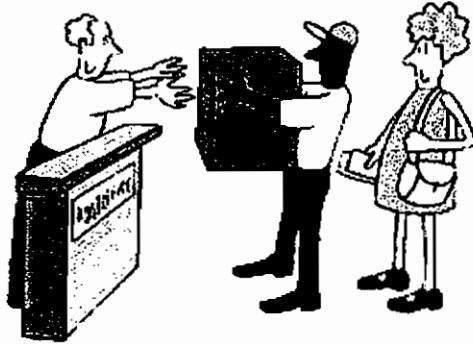
The growth of the electronic postal services has been a major development. In developing countries, the postal services is being extended to rural areas, and modernized into new technological developments. Many small nations earn valuable income from the stamp collectors. However, delivery of letters remains the main job of the post officers and postal workers around the word.

14. In what countries do post offices have a policy?
    a. Developing countries.
    b. Modern countries.
    c. Industrial countries.
    d. a, b, and c are incorrect.

15. "One of their better services is the handling of mail". The underlined word refers to.....
    a. post offices
    b. customers
    c. governments
    d. countries

16. Why have the postage rates risen?
    a. Because the private firms are not normally allowed to handle ordinary mail.
    b. Because the government is involved.
    c. Because it has better services now
    d. Because some private carriers have also increased their services.
17. What is the meaning of the phrase "a major development" in the paragraph 2 line 1?
    a. Important development.
    b. First development.
    c. Single development.
    d. Good development.
18. What is the meaning of the phrase "being extended" in the paragraph 2 line2?
    a. To be stopped.
    b. To be enlarged.
    c. To be continued.
    d. To be delayed.
19. What do small nations get from the stamp collectors?
    a. Great money.
    b. Invaluable income.
    c. Valuable income.
    d. Earning income.
20. What is the main job of the post officers and postal workers?
    a. Delivering mail.
    b. Delivering parcels.
    c. Delivering money.
    d. a, b, and c are incorrect.

Score Analysis of the Try-Out Test

No	Code	Item Number										
		1	2	3	4	5	6	7	8	9	10	11
1	UC-01	1	0	1	1	1	1	0	1	1	1	1
2	UC-02	1	0	1	0	1	1	1	1	1	1	1
3	UC-03	1	1	1	0	1	1	1	0	1	0	0
4	UC-04	0	1	1	0	1	1	0	1	1	1	0
5	UC-05	1	1	1	0	1	1	1	0	1	0	0
6	UC-06	1	0	1	1	1	1	1	0	1	1	0
7	UC-07	1	1	1	1	1	1	0	0	1	1	1
8	UC-08	1	0	1	1	1	0	0	1	1	1	1
9	UC-09	1	1	1	0	1	0	0	1	1	1	1
10	UC-10	0	0	1	1	1	1	0	1	1	0	0
11	UC-11	0	1	1	0	1	1	1	0	1	0	0
12	UC-12	0	1	1	1	1	1	0	0	1	1	1
13	UC-13	1	0	1	0	1	1	1	0	1	0	1
14	UC-14	1	0	1	0	1	1	0	1	0	0	1
15	UC-15	1	0	0	1	1	1	0	0	1	1	0
16	UC-16	1	1	0	0	1	1	1	0	0	1	1
17	UC-17	1	1	1	0	1	1	1	0	1	0	0
18	UC-18	0	1	1	1	1	1	1	0	1	1	0
19	UC-19	1	1	1	1	1	0	1	0	1	0	0
20	UC-20	0	0	1	0	1	1	0	0	1	1	0
21	UC-21	1	1	1	1	1	0	0	0	1	0	1
22	UC-22	1	0	1	1	1	1	1	1	1	1	0
23	UC-23	1	1	1	0	1	0	1	0	1	1	0
24	UC-24	1	1	1	0	1	0	0	0	1	1	1
25	UC-25	0	0	1	1	1	1	0	1	1	0	0
26	UC-26	0	1	1	0	1	1	0	0	1	1	0
27	UC-27	1	0	1	1	0	1	0	0	1	0	0
28	UC-28	0	0	1	1	1	1	0	1	1	0	0
29	UC-29	1	1	1	0	1	0	1	0	1	0	0
30	UC-30	0	1	1	0	0	1	1	0	0	0	0
31	UC-31	0	0	0	0	0	1	0	0	0	0	0
32	UC-32	1	1	1	0	0	1	0	0	0	0	0
33	UC-33	1	0	0	0	1	0	0	0	0	1	0
34	UC-34	0	0	1	0	1	0	0	0	1	0	0
35	UC-35	1	0	0	0	1	0	0	0	1	0	1
36	UC-36	0	1	1	0	1	0	1	0	1	0	0
37	UC-37	0	1	0	0	0	0	1	0	1	0	0
38	UC-38	0	0	1	0	1	0	1	0	1	0	0
39	UC-39	0	0	0	0	1	0	0	0	1	0	1
40	UC-40	1	0	0	1	0	0	1	0	0	0	0
41	UC-41	0	0	1	0	0	1	0	0	0	0	0
42	UC-42	1	0	1	0	1	1	0	0	0	0	0
43	UC-43	0	0	0	0	0	0	0	0	1	0	0
44	UC-44	0	0	1	0	0	0	1	0	1	0	0
45	UC-45	1	0	1	0	1	1	0	0	0	0	0
	Jumlah	26	20	36	15	36	28	20	10	35	17	13
Item Validity	Mp	11,385	11,600	11,278	12,067	11,500	11,286	10,600	13,200	11,257	12,647	12,385
	Mt	10,400	10,400	10,400	10,400	10,400	10,400	10,400	10,400	10,400	10,400	10,400
	p	0,58	0,44	0,80	0,33	0,80	0,62	0,44	0,22	0,78	0,38	0,29
	q	0,42	0,56	0,20	0,67	0,20	0,38	0,56	0,78	0,22	0,62	0,71
	pq	0,24	0,25	0,16	0,22	0,16	0,24	0,25	0,17	0,17	0,24	0,21
	St	68,99	68,99	68,99	68,99	68,99	68,99	68,99	68,99	68,99	68,99	68,99
	r_{phis}	0,34	0,32	0,52	0,35	0,66	0,34	0,05	0,45	0,48	0,52	0,38
	r_{tabel}	0,293	0,293	0,293	0,293	0,293	0,293	0,293	0,293	0,293	0,293	0,293
	Criteria	Valid	Valid	Valid	Valid	Valid	Valid	Invalid	Valid	Valid	Valid	Valid
Item Different	JB_A	17	13	21	11	23	18	12	8	21	14	10
	JB_B	9	7	15	4	13	10	8	2	14	3	3
	JS_A	23	23	23	23	23	23	23	23	23	23	23
	JS_B	22	22	22	22	22	22	22	22	22	22	22
	DP	0,356	0,247	0,231	0,296	0,409	0,328	0,158	0,257	0,277	0,472	0,298
	Criteria	Satisfactory	Satisfactory	Satisfactory	Satisfactory	Good	Satisfactory	Bad	Satisfactory	Satisfactory	Good	Satisfactory
Difficulty	$JB_A + JB_B$	26	20	36	15	36	28	20	10	35	17	13
	$2JS_A$	46	46	46	46	46	46	46	46	46	46	46
	IK	0,565	0,435	0,783	0,326	0,783	0,609	0,435	0,217	0,761	0,370	0,283
	Criteria	Medium	Medium	Easy	Medium	Easy	Medium	Medium	Difficult	Easy	Medium	Difficult
	Prosentase	58%	44%	80%	33%	80%	62%	44%	22%	78%	38%	29%
	Criteria	Used	Used	Used	Used	Used	Used	Unused	Used	Used	Used	Used

No	Code	Item Number							
		13	14	15	16	17	18	19	20
1	UC-01	1	1	1	1	0	1	1	1
2	UC-02	1	0	1	1	0	0	1	0
3	UC-03	1	1	1	1	0	1	1	0
4	UC-04	1	1	0	1	1	1	1	0
5	UC-05	1	1	1	1	0	0	1	0
6	UC-06	0	1	1	1	0	0	1	1
7	UC-07	1	1	1	1	0	0	1	0
8	UC-08	1	1	0	1	1	1	1	0
9	UC-09	1	0	0	0	1	0	1	1
10	UC-10	1	1	0	1	0	0	1	0
11	UC-11	1	1	1	1	0	1	1	0
12	UC-12	1	1	0	1	0	0	1	0
13	UC-13	1	0	0	1	1	1	1	1
14	UC-14	1	1	1	1	0	0	1	0
15	UC-15	1	1	1	1	0	0	1	0
16	UC-16	1	1	0	1	0	0	1	0
17	UC-17	1	0	0	1	0	1	1	0
18	UC-18	1	1	0	1	0	0	1	0
19	UC-19	1	1	0	1	0	1	0	0
20	UC-20	1	1	0	1	0	0	1	1
21	UC-21	1	1	1	0	0	1	0	1
22	UC-22	1	1	0	0	0	0	1	0
23	UC-23	1	0	0	1	0	0	1	0
24	UC-24	1	1	0	1	1	0	1	0
25	UC-25	1	1	0	1	0	0	1	0
26	UC-26	1	1	0	1	0	0	1	0
27	UC-27	1	0	0	1	0	1	1	0
28	UC-28	1	1	0	1	1	0	0	0
29	UC-29	0	1	0	1	1	0	1	0
30	UC-30	1	1	0	1	0	0	1	0
31	UC-31	1	0	0	1	0	0	1	0
32	UC-32	0	1	0	0	0	0	1	0
33	UC-33	1	1	0	1	1	0	1	0
34	UC-34	1	1	0	1	1	1	1	0
35	UC-35	1	0	0	0	1	0	1	0
36	UC-36	0	1	0	0	1	0	1	0
37	UC-37	1	0	0	1	0	0	1	0
38	UC-38	0	1	0	0	0	0	1	0
39	UC-39	0	0	0	1	1	0	0	0
40	UC-40	0	0	0	0	1	0	0	0
41	UC-41	0	1	0	0	0	0	0	0
42	UC-42	0	0	0	0	0	0	0	0
43	UC-43	1	1	1	1	0	0	0	0
44	UC-44	0	1	0	0	0	0	0	0
45	UC-45	0	0	0	0	1	0	0	0
	Jumlah	35	32	10	34	14	13	34	6
	Mp	11,371	11,188	12,800	11,324	9,714	12,462	11,324	13,833
	Mt	10,400	10,400	10,400	10,400	10,400	10,400	10,400	10,400
	p	0,78	0,71	0,22	0,76	0,31	0,29	0,76	0,13
	q	0,22	0,29	0,78	0,24	0,69	0,71	0,24	0,87
	pq	0,17	0,21	0,17	0,18	0,21	0,21	0,18	0,12
	St	68,99	68,99	68,99	68,99	68,99	68,99	68,99	68,99
	r_{pbis}	0,54	0,37	0,38	0,48	-0,14	0,39	0,48	0,40
	r_{tabel}	0,293	0,293	0,293	0,293	0,293	0,293	0,293	0,293
	Criteria	Valid	Valid	Valid	Valid	Invalid	Valid	Valid	Valid
	JB_A	22	18	9	20	5	10	21	6
	JB_B	13	14	1	14	9	3	13	0
	JS_A	23	23	23	23	23	23	23	23
	JS_B	22	22	22	22	22	22	22	22
	DP	0,366	0,146	0,346	0,233	-0,192	0,298	0,322	0,261
	Criteria	Satisfactory	Bad	Satisfactory	Satisfactory	Bad	Satisfactory	Satisfactory	Satisfactory
	JB_A+JB_B	35	32	10	34	14	13	34	6
	$2JS_A$	46	46	46	46	46	46	46	46
	IK	0,761	0,696	0,217	0,739	0,304	0,283	0,739	0,130
	Criteria	Easy	Medium	Difficult	Easy	Medium	Difficult	Easy	Difficult
	Prosentase	78%	71%	22%	76%	31%	29%	76%	13%
	Criteria	Used	Unused	Used	Used	Unused	Used	Used	Used

Calculation of Validity

Formula:

$$r_{xy} = \frac{N \sum xy - (\sum x)(\sum y)}{\sqrt{\{N \sum x^2 - (\sum x)^2\}\{N \sum y^2 - (\sum y)^2\}}}$$

Where,

r_{xy} : coefficient of the correlation between x and y variable or validity of each item

N : the number of the students participating in the test

$\sum x$: the sum of the score in each item

$\sum x^2$: the sum of the square score in each item

$\sum y$: the sum of total score from each student

$\sum y^2$: the sum of the square score from each student

$\sum xy$: the sum of multiple of the score from each student with the total score in each item

Criteria:

If $r_{xy} > r_{table}$, item is valid.

Calculation:

Following is an example of the calculation of validity for item 1 and the others have been also calculated by the same formula.

No	Code	Item 1 (x)	x^2	Total Score (Y)	Y^2	XY
1	UC-1	1	1	17	289	17
2	UC-2	1	1	14	196	14
3	UC-3	1	1	14	196	14
4	UC-4	0	0	14	196	0
5	UC-5	1	1	14	196	14
6	UC-6	1	1	14	196	14
7	UC-7	1	1	14	196	14
8	UC-8	1	1	14	196	14
9	UC-9	1	1	14	196	14
10	UC-10	0	0	12	144	0
11	UC-11	0	0	12	144	0
12	UC-12	0	0	13	169	0
13	UC-13	1	1	14	196	14
14	UC-14	1	1	13	169	13
15	UC-15	1	1	11	121	11
16	UC-16	1	1	11	121	11
17	UC-17	1	1	12	144	12
18	UC-18	0	0	13	169	0
19	UC-19	1	1	12	144	12
20	UC-20	0	0	12	144	0
21	UC-21	1	1	12	144	12
22	UC-22	1	1	12	144	12
23	UC-23	1	1	11	121	11
24	UC-24	1	1	12	144	12
25	UC-25	0	0	11	121	0
26	UC-26	0	0	11	121	0
27	UC-27	1	1	10	100	10
28	UC-28	0	0	11	121	0
29	UC-29	1	1	10	100	10
30	UC-30	0	0	9	81	0
31	UC-31	0	0	4	16	0
32	UC-32	1	1	8	64	8
33	UC-33	1	1	8	64	8
34	UC-34	0	0	8	64	0
35	UC-35	1	1	7	49	7
36	UC-36	0	0	10	100	0
37	UC-37	0	0	6	36	0
38	UC-38	0	0	8	64	0
39	UC-39	0	0	6	36	0
40	UC-40	1	1	5	25	5
41	UC-41	0	0	3	9	0
42	UC-42	1	1	7	49	7
43	UC-43	0	0	4	16	0
44	UC-44	0	0	5	25	0
45	UC-45	1	1	6	36	6
Total		26	26	468	5372	296

Based on the table obtained:

$$r_{xy} = \frac{N \sum xy - (\sum x)(\sum y)}{\sqrt{\{N \sum x^2 - (\sum x)^2\}\{N \sum y^2 - (\sum y)^2\}}}$$

$$= \frac{45(296) - (26)(468)}{\sqrt{\{45(26) - (26)^2\}\{45(5372) - (468)^2\}}}$$

$$= \frac{13320 - 12168}{\sqrt{(1170 - 676)(241740 - 219024)}}$$

$$= \frac{1152}{\sqrt{(494)(22716)}}$$

$$= \frac{1152}{\sqrt{11221740}}$$

$$= \frac{1152}{3345}$$

$$= 0.344$$

For α = 5% and n = 45, r-table = 0.293

because $r_{xy} > r_{table}$, item 1 is valid.

Calculation of Reliability

Formlua:

$$r_{11} = \left(\frac{n}{n-1}\right)\left(\frac{S^2 - \sum pq}{S^2}\right)$$

Where,

r_{11} : the reliability of the test

n : the number of the items

$\sum pq$: the sum of pq

S^2 : variance

Criteria :

If $r_{11} > r_{table}$, the instrument is reliable.

Based on the table of the try-out analysis:

$\sum pq \quad = pq_1 + pq_2 + pq_3 + \ldots + pq20$

$\quad\quad\quad = 0,24 + 0,2469 + 0,1600 + \ldots + 0,1156$

$\quad\quad\quad = 3,9417$

Calculation:

This following is an example of calculation of reliability for item 1 and the others have been calculated by using the same formula.

$$r_{11} = \left(\frac{n}{n-1}\right)\left(\frac{S^2 - \sum pq}{S^2}\right)$$

In which,

$$S^2 = \frac{\sum y^2 - \frac{(\sum y)^2}{N}}{N}$$

$$= \frac{5372 - \frac{(468)^2}{45}}{45}$$

$$= \frac{5372 - \frac{219024}{45}}{45}$$

$$= \frac{5372 - 4867.2}{45}$$

$$= \frac{504.8}{45}$$

$$= 11.22$$

So,

$$r_{11} = \left(\frac{n}{n-1}\right)\left(\frac{S^2 - \sum pq}{S^2}\right)$$

$$= \left(\frac{20}{20-1}\right)\left(\frac{11.22 - 3.9417}{11.22}\right)$$

$$= \left(\frac{20}{19}\right)\left(\frac{7.2783}{11.22}\right)$$

$$= 0.68$$

For $\alpha = 5\%$ and $n = 45$, $r_{table} = 0.293$

Since $r_{11} > r_{table}$, the instruments is reliable.

Appendix 7

Calculation of Difficulty Level

Formula:

$$ID = \frac{R}{T}$$

Where,

ID = item difficulty

R = the number of the students who answered the item correctly

T = the total number of the students

Criteria :

Interval of difficulty level	Criteria
$0,00 < ID \leq 0,30$	Difficult
$0,30 < ID \leq 0,70$	Medium
$0,70 < ID < 1,00$	Easy

Calculation:

Following is an example of the calculation of difficulty level for item 1 and the others have been also calculated by the same formula. And it has been obtained as presented in the table of the item analysis.

Upper			Lower		
No	Code	Score	No	Code	Score
1	UC-1	1	1	UC-24	1
2	UC-2	1	2	UC-25	0
3	UC-3	1	3	UC-26	0
4	UC-4	0	4	UC-27	1
5	UC-5	1	5	UC-28	0
6	UC-6	1	6	UC-29	1
7	UC-7	1	7	UC-30	0
8	UC-8	1	8	UC-31	0
9	UC-9	1	9	UC-32	1
10	UC-10	0	10	UC-33	1
11	UC-11	0	11	UC-34	0
12	UC-12	0	12	UC-35	1
13	UC-13	1	13	UC-36	0
14	UC-14	1	14	UC-37	0
15	UC-15	1	15	UC-38	0
16	UC-16	1	16	UC-39	0
17	UC-17	1	17	UC-40	1
18	UC-18	0	18	UC-41	0
19	UC-19	1	19	UC-42	1
20	UC-20	0	20	UC-43	0
21	UC-21	1	21	UC-44	0
22	UC-22	1	22	UC-45	1
23	UC-23	1	Total		9
Total		17			

$$ID = \frac{R}{T}$$

$$ID = \frac{26}{45}$$

$$= 0.578$$

Based on the criteria, item 1 is easy

Calculation of Discriminating Power

Formula:

$$DP = \frac{RU - RL}{\frac{1}{2}T}$$

In which,

       DP   : discriminating power

       RU   : the number of the students in the upper group who answered the items correctly

       RL   : the number of the students in the lower group who answered the items correctly

       T   : the total number of the students

Criteria :

Interval DP	Criteria
$0,00 < DP \leq 0,20$	Poor
$0,20 < DP \leq 0,40$	Satisfactory
$0,40 < DP \leq 0,70$	Good
$0,70 < DP \leq 1,00$	Excellent

Calculation :

Following is an example of the calculation of discriminating power for item 1 and the others have been also calculated by the same formula. And it has been obtained as presented in the table of the item analysis.

	Upper			Lower	
No	**Code**	**Score**	**No**	**Code**	**Score**
1	UC-1	1	1	UC-24	1
2	UC-2	1	2	UC-25	0
3	UC-3	1	3	UC-26	0
4	UC-4	0	4	UC-27	1
5	UC-5	1	5	UC-28	0
6	UC-6	1	6	UC-29	1
7	UC-7	1	7	UC-30	0
8	UC-8	1	8	UC-31	0
9	UC-9	1	9	UC-32	1
10	UC-10	0	10	UC-33	1
11	UC-11	0	11	UC-34	0
12	UC-12	0	12	UC-35	1
13	UC-13	1	13	UC-36	0
14	UC-14	1	14	UC-37	0
15	UC-15	1	15	UC-38	0
16	UC-16	1	16	UC-39	0
17	UC-17	1	17	UC-40	1
18	UC-18	0	18	UC-41	0
19	UC-19	1	19	UC-42	1
20	UC-20	0	20	UC-43	0
21	UC-21	1	21	UC-44	0
22	UC-22	1	22	UC-45	1
23	UC-23	1		Total	9
	Total	17			

$$DP = \frac{RU - RL}{\frac{1}{2}T}$$

$$DP = \frac{17 - 9}{22.5}$$

$$= 0.35$$

Based on criteria above, it can be concluded that item 1 is satisfactory.

The Result of the Post Test

No	Code	3A	No	Code	3 B
Experiment group			Control group		
1	E-01	85	1	C-01	80
2	E-02	70	2	C-02	70
3	E-03	80	3	C-03	55
4	E-04	70	4	C-04	75
5	E-05	80	5	C-05	50
6	E-06	85	6	C-06	65
7	E-07	90	7	C-07	70
8	E-08	75	8	C-08	80
9	E-09	70	9	C-09	75
10	E-10	80	10	C-10	75
11	E-11	60	11	C-11	60
12	E-12	75	12	C-12	75
13	E-13	80	13	C-13	65
14	E-14	60	14	C-14	45
15	E-15	75	15	C-15	65
16	E-16	70	16	C-16	70
17	E-17	80	17	C-17	85
18	E-18	70	18	C-18	60
19	E-19	75	19	C-19	70
20	E-20	80	20	C-20	50
21	E-21	80	21	C-21	70
22	E-22	60	22	C-22	55
23	E-23	80	23	C-23	55
24	E-24	70	24	C-24	80
25	E-25	85	25	C-25	65
26	E-26	90	26	C-26	80
27	E-27	70	27	C-27	65
28	E-28	80	28	C-28	55
29	E-29	70	29	C-29	80
30	E-30	80	30	C-30	70
31	E-31	70	31	C-31	45
32	E-32	85	32	C-32	50
33	E-33	85	33	C-33	60
34	E-34	75	34	C-34	60
35	E-35	70	35	C-35	75
36	E-36	85	36	C-36	55
37	E-37	95	37	C-37	70
38	E-38	75	38	C-38	65
39	E-39	80	39	C-39	75
40	E-40	85	40	C-40	75
41	E-41	90	41	C-41	65
42	E-42	70	42	C-42	80
43	E-43	90	43	C-43	65
44	E-44	75	44	C-44	60
Total		3405,00	Total		2915,00
Mean		77,39	Mean		66,25
Minimum		60,00	Minimum		45,00
Maksimum		95,00	Maksimum		85,00
Variance		69,17	Variance		108,28
Standard Deviation		8,32	Standard Deviation		10,41

Test of Differences of the Two Groups

Hypothesis

Ho : $\mu_1 \leq \mu_2$

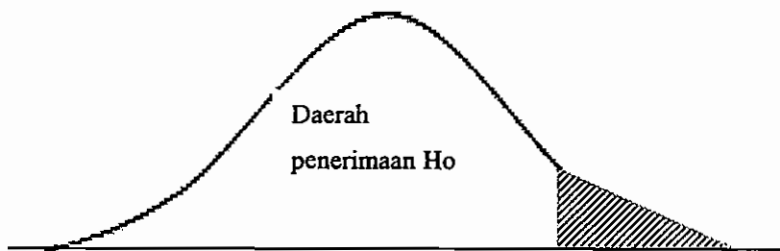Ha : $\mu_1 > \mu_2$

Hypothesis Testing

For testing the hypothesis, the following formula is used:

$$t = \frac{\overline{x}_1 - \overline{x}_2}{s\sqrt{\dfrac{1}{n_1} + \dfrac{1}{n_2}}}$$

Where,

$$s = \sqrt{\frac{(n_1 - 1)s_1^2 + (n_2 - 1)s_2^2}{n_1 + n_2 - 2}}$$

Ha is accepted if $t > t_{(1-\alpha)(n1+n2-2)}$

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From the data:

	Experimental group	Control group
Sum	3405,00	2915,00
n	44	44
$\overline{x}$	77,39	66,25
Variance (s^2)	69,1728	108,2849
Standard deviation (s)	8,31	10,41

Calculation

By using the formula above, got:

$$S = \sqrt{\frac{(44-1)69.1728 + (44-1)108.2849}{44+44-2}}$$

$$= \sqrt{\frac{2282.7024 + 3537.4017}{86}}$$

$$= \sqrt{\frac{5856.1041}{86}}$$

$$= \sqrt{68.09}$$

$$= 8.25$$

Henceforth,

$$t = \frac{\overline{X_1} - \overline{X_2}}{S\sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

$$= \frac{77.39 - 66.25}{8.25\sqrt{\frac{1}{44} + \frac{1}{44}}}$$

$$= \frac{11.14}{8.25\sqrt{0.04545}}$$

$$= 6.33.$$

For $\alpha = 5\%$ and df $= 44 + 44\text{-}2 = 86$, $t_{(0.95)(86)} = 1.66$.

Receipt area of Ho

1.66   6.33
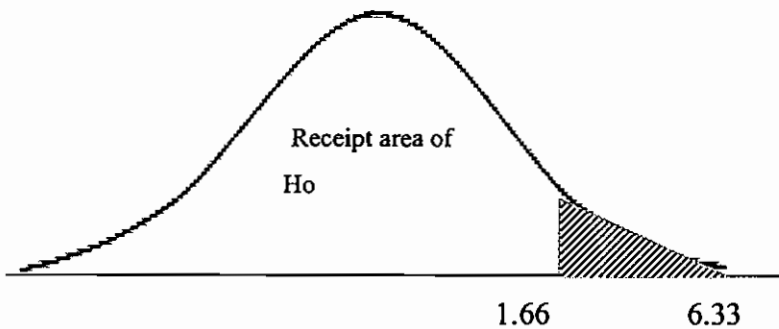
Since t-calculation > t-table, Ha is accepted. It can be said that the experimental group is more effective than the control one.

Answer key

1. D	11. D
2. A	12. B
3. A	13. C
4. B	14. C
5. A	15. A
6. D	16. A
7. B	17. A
8. B	18. B
9. A	19. C
10. A	20. A

Lesson Plan
(Experimental Group)

School   : SMP N 3 Talang
Class / Semester : English
Time Allotment   : 2 x 45'

Standard kompetisi:

Memahami makna teks fungsional pendek dan esai sederhana berbentuk

descriptive, recount, and narrative text dalam konteks kehidupan sehari-hari.

Kompetensi dasar:

Merespon dan mengungkapkan makna dalam teks lisan dan tulis berbentuk

descriptive, recount, and narrative text dalam konteks kehidupan sehari-hari.

Text type:

- Kang Guru Magazine
- Relevant text books

I.   Purpose of the study

> In the end of the study, the students are able to comprehend any
> information and answer some question based on the reading passages.

II.   Materials of Learning

> Reading Passage on Kang Guru Magazine *"The Joy's Club"*.

III.   Method of the Study / Technique

> a. Showing the picture.
> b. Reading the texts of Kang Guru Magazine *"The Joy's Club"*.
> c. Translating the sentences together.
> d. Explanation.
> e. Question and answer.
> f. Exercise.

IV.   Step of Learning Activity

- *Meeting: Opening : the students*

> a. respond the teacher's greeting.

b. Respond the teacher's question about attendance.

c. Respond the question to make conducive condition in the class room.

d. Listen to the teacher's explanation learning goal.

e. Active in learning process.

Main activities: the students

a. The students are divided into six groups.

b. Look at the given picture and give some comments.

c. Answer the teacher's questions.

d. Discuss the question based on the picture together with the teacher.

e. Read the given reading passage in groups.

f. Make some questions in group, at least five questions.

g. Exchange the questions to other groups.

h. Answer the other groups' question.

i. Discuss the answers to the questions based on the given reading passages.

j. Listen to the teacher's explanation.

Closing: the students

a. Respond the teacher's instruction for memorizing the materials.

b. Asking question to the teacher about the material which has not been understood yet.

c. Give comments to support the teaching and learning process.

d. Listen carefully to the teacher's advice and wishes.

– *Meeting 2 : Opening activities: the students*

a. Respond the teacher's greeting.

b. Respond the teacher's question about attendance,

c. Review the last meeting.

d. Respond the question to make conducive condition in the class room.

e. Respond the explanation of teacher about the activities they will do.

f. Respond the teacher's explanation by asking question.

g. Active in learning process.

Main activities: the students

a. The students are divided into six groups.

b. Look at the given picture and give some comments.

c. Answer the teacher's questions.

a. Discuss the question based on the picture together with the teacher.

d. Read the given reading passage in groups.

e. Make some questions in group, at least five questions.

f. Exchange the questions to other groups.

g. Answer the other groups' question.

a. Discuss the answers to the questions based on the given reading passages.

h. Listen to the teacher's explanation.

Closing: the students

a. Respond the teacher's instruction for memorizing the materials.

b. Asking question to the teacher about the material which has not been understood yet.

c. Give comments to support the teaching and learning process.

d. Listen carefully to the teacher's advice and wishes.

- *Meeting 3 : Opening activities: the students*

    a. Respond the teacher's greeting.

    b. Respond the teacher's question about attendance,

c. Review the last meeting.

d. Respond the question to make conducive condition in the class room.

e. Respond the explanation of teacher about the activities they will do.

f. Respond the teacher's explanation by asking question.

g. Active in learning process.

Main activities: the students

a. The students are divided into six groups.

b. Look at the given picture and give some comments.

c. Answer the teacher's questions.

d. Discuss the question based on the picture together with the teacher.

e. Read the given reading passage in groups.

f. Make some questions in group, at least five questions.

g. Exchange the questions to other groups.

h. Answer the other groups' question.

i. Discuss the answers to the questions based on the given reading passages.

j. Listen to the teacher's explanation.

Closing: the students

a. Respond the teacher's instruction for memorizing the materials.

b. Asking question to the teacher about the material which has not been understood yet.

c. Give comments to support the teaching and learning process.

d. Listen carefully to the teacher's advice and wishes.

School	: SMP N 3 Talang
Class / Semester	: English
Time Allotment	: 2 x 45'

Standard kompetisi:

Memahami makna teks fungsional pendek dan esai sederhana berbentuk *descriptive, recount, and narrative text* dalam konteks kehidupan sehari-hari.

Kompetensi dasar:

Merespon dan mengungkapkan makna dalam teks lisan dan tulis berbentuk *descriptive, recount, and narrative text* dalam konteks kehidupan sehari-hari.

Text type:

- Relevant text books

I.   Purpose of the study

In the end of the study, the students are able to comprehend any information and answer some question based on the reading passages.

II.   Materials of Learning

Reading Passage on relevant text books.

III.   Method of the Study / Technique

g. Showing the picture.

h. Reading the texts of relevant text books.

i. Translating the sentences together.

j. Explanation.

k. Question and answer.

l. Exercise.

IV.   Step of Learning Activity

- *Meeting: Opening: the students*

a. respond the teacher's greeting.

b. Respond the teacher's question about attendance.

c. Respond the question to make conducive condition in the class room.

d. Listen to the teacher's explanation learning goal.

e. Active in learning process.

Main activities: the students

a. The students are divided into six groups.

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a. Respond the teacher's instruction for memorizing the materials.

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- *Meeting 2 : Opening activities: the students*

a. Respond the teacher's greeting.

b. Respond the teacher's question about attendance,

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d. Respond the question to make conducive condition in the class room.

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a. Respond the teacher's instruction for memorizing the materials.

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- *Meeting 3 :* *Opening activities: the students*

    a. Respond the teacher's greeting.

    b. Respond the teacher's question about attendance,

    c. Review the last meeting.

d. Respond the question to make conducive condition in the class room.

e. Respond the explanation of teacher about the activities they will do.

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g. Active in learning process.

Main activities: the students

a. The students are divided into six groups.

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Closing: the students

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g. Give comments to support the teaching and learning process.

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Appendix 12

MATERIAL

Global Warming has become a worldwide issue.

Global Warming means that the average temperature of the Earth's near-surface air and oceans is rising and that this is not good for our planet. Global Warming can affect our daily life. If the Earth's temperature is rising there will be water shortages for example. People might not be able to water their gardens. Some forests may die off and become deserts. The increasing heat can cause snow covered mountain peaks to melt causing floods. Many people say that Global Warming is mainly caused by humans. Whether we realise it or not, as humans we are taking advantage of our natural resources and giving nothing back in return. The JOEYS have an important message to give to all the young generation all over Indonesia.

"As the younger generation we should care more about our environment. We don't want to see our environment getting worse and worse as we grow up. That's why each of us should start positive action and help to fight against Global Warming! Start at your school with your friends and teachers and also at home with your family."

If you are an SMP student then please send your answers and comments from this page to KGI. Remember everyone, the Joeys' Page is written especially for junior high-school students.

Can you see the Joeys? The Joeys are giving messages through the actions they are doing in above. It's all related to the environment. As the Joeys want to fight Global Warming. Please Joeys to deliver their messages all across Indon at the clues (the tick or the cross and the verb can use).

Support the JOEYS Global Warming Campaign b environmental messages to your friends across I But first send them to KGI by email before Fel

Do's

Fatimah: ....

Sinta: ....

Budi: "Turn off the lights if you are nat using t

Don'ts

Natalya: "Don't use plastic bags"

Samuel: ....

Ali: ....
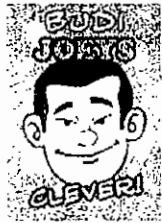
The Joeys' Club

The Joeys RRR Workshop Activity
BE CREATIVE WITH YOUR RUBBISH - *REUSE, REDUCE* and *RECYCLE!*

Rubbish seems to be everywhere! Look around your community, your school, your shopping areas, your local river or beach - can you spot all the rubbish? Bottles and plastic and paper and all sorts of things! Some places seem to have SO much rubbish. Do you agree?

Take a look at the JOEYS - Ali, Budi, Samuel, Sinta, Fatimah and Natalya. They look very busy, don't they? They are inviting their friends from different schools, and you as well, to come to their *3Rs Workshop*. But what exactly is that?

REDUCE *(mengurangi)*

There are so many things that YOU can do to reduce rubbish. Why not bring your shopping home from the supermarket in your own bags and NOT plastic bags. Burying the bags afterwards does not help. Did you know it takes over 200 years for plastic bags to decompose *(membusuk)* in the ground. Reducing the use of plastic bags means you reduce the plastic rubbish that is thrown away or buried OR burnt - this is definitely not a good option.

Did you know that in South Africa people have to pay for each plastic bag they take at the supermarket check-out?

REUSE *(menggunakan kembali)*

Instead of just using something once and then throwing it away or in the rubbish bin, think about using it again. Use your own re-useable bottle to drink from at school instead of buying new water bottles everyday and then throwing them away.

You can reuse plastic food containers, plastic bags, cardboard boxes and bottles. Paper can often be used a second time - check to see if just one side of the paper has been used.

RECYCLE - *(mendaur ulang)*

To recycle means processing the rubbish and making it into something more useful. Paper is a good example - waste paper can be recycled into new paper. Did you know that empty plastic bottles can be made into bags and purses? Car tyres can be used to make gardens look good while empty jars can be used to store things.

Here are same KGI and Joeys suggestions for classroom or school environmental projects. They will be fun to do, and educational at the same time, and will help improve your environment for you and all of your friends.

GOOGLE the internet for news of the latest environmental news in Indonesia and around the world.

The Joeys' Club

BUDI JOEYS — CLEVER!

FATIMAH JOEYS — "Well Done!"
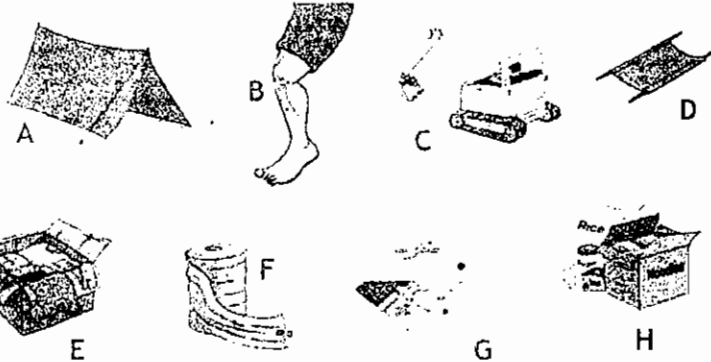
SINTA JOEYS — I ♥ ENGLISH

ALI

SAMUEL — WOW!

NATALYA

Can you match the following words with the pictures?

1. stretcher
2. tent
3. first Aid Kit
4. used clothe
5. bandage
6. staple goods
7. wound
8. digger

A B C D E F G H

A question for all JOEYS. Why do you volunteer?

We volunteer because we want to do something good for the community while we are young. Not only older people can do volunteer work. We can do it as well! And by volunteering we can learn lots of new things, meet lots of new people and the most important thing is do something good for others.

If we can do it, you can do it too! Look around you and give a helping hand to people who need it without expecting anything in return! Reach out and help!

JOEYS TASK 1.
Look at the JOEYS. They are voluntarily helping the earthquake victims. They received some basic training from the Red Cross team before going to the field. Look at the picture and help JOEYS to unjumble these sentences (begin the sentences with their name):

1. is - someone - a - Sinta - broken - arm - helping - with

_____

3. people - need - clothes - is - giving - out - used - Fatimah - to - who - them - some

_____

5. the - is - staple - distributing - shelter - goods - to - the - some - Budi - people - in

JOEYS TASK 2.
Where else can you volunteer? Complete the following headings and make a list of things that you can do as a volunteer. The best list will receive a Macquarie dictionary and a koala toy from Kang Guru! We have given you some examples. Now you can continue and write as many ideas as you can.

Volunteering in your community (kampong)
- Help out in a house of worship (mosque, church, temple, vihara)
- participate in an environment clean up event