



**THE USE OF AUTHENTIC MATERIALS IN TEACHING
NEWS ITEM TEXT: AN ACTION RESEARCH OF TENTH
GRADE STUDENTS OF SMAN 9 SEMARANG**

a final project
submitted in partial fulfillment of the requirements
for the degree of *Sarjana Pendidikan*
in English

by
Girindra Putri Ardana Reswari
2201411099

**ENGLISH DEPARTMENT
FACULTY OF LANGUAGES AND ARTS
SEMARANG STATE UNIVERSITY
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APPROVAL

This final project entitled *The Use of Group and Pair Technique in Extensive Reading to Improve Students' Reading Comprehension (An Action Research of Tenth Grade Students of SMAN 9 Semarang)* has been approved by a board of examiners and officially verified by the Dean of the Faculty of Language and Arts on

The Board of Examiners

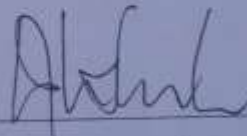
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NIP. 195301121990021001



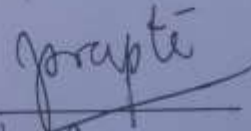
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NIP. 196207131990032001



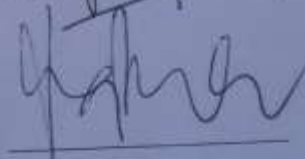
3. First Examiner
Dr. Djoko Sutopo, MSi
NIP. 195403261986011001



4. Second Examiner
Dra. Sri Suprapti, M.Pd
NIP. 195911241986032001



5. Third Examiner/First Examiner
Fatma Hetami, S.S., M.Hum
NIP. 197708272008122002



Approved by
The Dean of the Languages and Arts Faculty

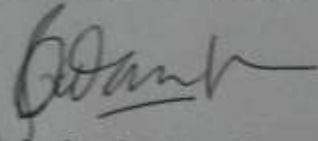
Agus Nuryatin, M.Hum
NIP. 196008031989011001



DECLARATION OF ORIGINALITY

I Girindra Putri Ardana Reswari hereby declare that this final project entitled *The Use of Authentic Materials in Teaching News Item Text: An Action Research of Tenth Grade Students of SMAN 9 Semarang* is my own work and has not been submitted in any form for another degree or diploma at any university or other institute of tertiary education. Information derived from the published and unpublished work of others has been acknowledged in the text and a list of references is given in the references.

Semarang, 24 July 2015



Girindra Putri Ardana Reswari

MOTTO AND DEDICATION

It always seems impossible, until it's done

(Nelson Mandela)

To:

My parents

My sisters and My brothers

My best friends

All friends of English Department '11

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ABSTRACT

Reswari, Girindra Putri Ardana. 2015. *The Use of Authentic Materials in Teaching News Item Text (An Action Research of Students of X IS 2 of SMAN 9 Semarang)*. Final Project. English Education Department, Faculty of Language and Arts, Semarang State University. Advisor: FatmaHetami, S.S., M.Hum.

Key Words: Authentic Materials, News Item Text

This study is about the use of authentic materials in teaching news item text. The purpose of the study is to find out the effectiveness of authentic materials in introducing students with real literacy practice by reading some newspaper articles of various topics related to disabilities, valentine days, football club, National Commission on Human Rights, and North Korea military parade.

The subject of this action research study were 37 students of XI IS 2 in SMAN 9 Semarang. The treatment was given in two cycles. It used cooperative learning and vocabulary guessing technique in the practice. First cycle was teaching news item text using authentic materials in groups and second cycle was teaching news item text using authentic materials in pairs. This study was begun by giving pretest and ended by giving post-test. Those tests were given in order to assess the improvement of students' competence in understanding news item texts. In order to know the students' opinion and interest toward the learning process, the open-ended questionnaire was given. The students' behavior was also recorded in observation checklist.

The result of this study shows that there is an improvement of the students in understanding news item text. This improvement is proved by the comparison between the average score of Pre-test (58.45) and that of Post-test (69.35). The results of the observation checklists shows that the students' attitude in cycle 2 is better compare to the students' attitude in cycle 1. Based on the finding of open-ended questionnaire, the students also support the use of authentic materials in teaching news item text. It is demonstrated by their positive responses in relation to the use of that medium. With regard to the previous results it is concluded that the use of authentic materials in teaching news item texts was effective since the findings reveal two results. Firstly, by this strategy the students are able to comprehend news item texts easily. It can be seen by the result of the post test. Secondly, there are some students' positive behaviors towards the application of the use of authentic materials in teaching news item text in terms of participation and interest in the class. They are active, motivated and interested in doing the reading activities. Therefore, the use of authentic materials in teaching news item text is recommended.

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CHAPTER I

INTRODUCTION

This chapter consists of six sub chapters they are background of the study, reasons for choosing the topic, research questions, purposes of the study, significance of the study, and outline of the report.

1.1. Background of the Study

Teaching reading for students is aiming to give extra knowledge as a source to develop their ideas. By comprehending the reading skill, students may master the language aspects such as vocabulary and along with the information inside the text it can help students develop in mastering other skills such as writing, speaking, and listening.

One of reading types in 2013 curriculum for tenth grade students of Senior High School is news item text. News item text is a kind of genre that is used to inform readers about events of the day. The events are considered newsworthy or important.

However, during the process of understanding, Indonesian students as English as Foreign Language (EFL) learners, usually face various problems since the interpretation is influenced by the reader's past experiences, language background, and cultural framework (Hundelson, 1994:130).

To deal with those problems, an English teacher of SMAN 9 Semarang attempts to make reading as a habitual activity for them in. It is in line with the

previous claimed Palani (2012:91) by stating that, effective reading is important avenue of effective learning and reading is interrelated with the total educational process and hence, educational success requires successful reading habit. He believes reading is the identification of the symbols and the association of appropriate meaning with them.

However, it was relatively hard to make students interested in having reading habit. Kusumarasdyati (2008) study implicitly found that the reasons for not having regular English reading practices are that they do not understand the content of the text in English and encounter a lot of unfamiliar words that obstruct reading.

Students today have become more passive and reluctant in regard to reading, doing no more than what is required. Educators are concerned with students' disinterest and, therefore, are endeavoring to find ways and sources to encourage students to read. Textbooks are widely adopted in classroom teaching because they cater for specific language needs and gradual mastery of language skills (Wang, Lin, & Lee, 2011:96). But perhaps because textbooks materials often break down language to discrete linguistic points, it may be too formulaic for students. "While [textbook] materials provide valuable information to learners, students seem to have little interest in them" (Guo, 2011:246); hence, the source for English learning does not need to be limited to a specific set of textbooks and practices (Griffiths & Keohane, 2000), and Widdowson (1990) suggests the incorporation of authentic materials for learners.

Based on the problems, I am encouraged to find a new way of teaching news item text. I used authentic materials in teaching news item text. Steps and rules of using authentic materials in reading are being matched with the syllabus of 2013 curriculum for X grade students of Senior High School. To enhance students' motivation, the students will work together in pairs or in groups with their friends. Having a group and pair reading can help students to understand reading materials since they can have discussion related to reading materials.

Cohen (1994:6) states that “Group work is an effective technique for achieving certain kinds of intellectual and social learning goals. It is a superior technique for conceptual learning, for creative problem solving, and for increasing oral language proficiency.”

Thus, I was encouraged to conduct an action research entitled *The Use of Authentic Materials in Teaching News Item Text*. The framework I used for the action research was integrated action, as proposed by Phillips and Carr (2010: 78).

1.2. Reasons for Choosing the Topic

The topic I would like to propose in this research is “The Use of Authentic Text Materials in Teaching News Item Text (An action research of tenth grade students of SMAN 9 Semarang)”.

Therefore, the reason in choosing the topic of this study can be stated as follows:

1. The main purposes of using authentic materials in the classroom is to “expose” students to as much real language as possible.

2. Authentic materials are helping the students in learning updated and real news item text.

1.3. Research Question

In line with the background of the study, the research question is as follows:

How is the use of authentic materials in teaching news item text?

1.4. Purpose of the Study

With regard to the research question, the objectives of the study can be stated as follows:

To find out the use of authentic text materials in teaching news item text.

1.5. Significance of the Study

The result of the study can contribute some benefits related to theoretical, pedagogical and practical significance as follow:

(1) Theoretically

The finding of this research can be used to deepen the existing theory of the use of authentic materials in learning news item text in teaching English for EFL students.

(2) Practically

For English Teachers: Teacher can improve students motivation in reading as a way of learning language by giving authentic text in reading materials and find a new way in teaching news item text.

(b) For the Researcher: It is hoped that this study may answer my curiosity about how useful is reading authentic text in teaching news item text. This research also presented as my final project after studying English for more than three years at English Department of Semarang State University.

1.6. Outline of the Report

The research is entitled The Use of Authentic Materials in Teaching News Item Text (An Action Research of X IS 2 Students of SMAN 9 Semarang Academic year 2014/2015). In order to give the readers a complete description of what this writing is about, I present the general outline as follows:

Chapter I is Introduction. This chapter includes information about background of the study, reasons for choosing the topic, research problems, purpose of the study, significance of the study, and outline of the study.

Chapter II is Review of Related Literature. This chapter gives review of previous studies, review of the theoretical study, and theoretical framework.

Chapter III is Methods of Investigation. This chapter deals with the method of the research. It consists of research design, object of the study, population and sample, roles of researcher, setting of the study, research variable and hypothesis, type of data, method of collecting data, and method of analyzing data.

Chapter IV is Data Analysis, Findings, and Discussion. This chapter provides the details of the analysis which consist of general description, data analysis and findings, and discussion.

Chapter V or the last chapter covers conclusions and suggestions.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents literatures including theories and studies which support those theories as the fundamental concept and reference of conducting the research. Studying this literature can be considered as planning stage of the research. These literatures give much influence in deciding what points should be taken into consideration, what action could be done to solve the problem, what assumption associated with the action, and how the research should be carried out.

This chapter presents review of the previous studies, theoretical background related to general explanation of authentic materials in reading, news item text, group and pair activity, general concept of correlation between authentic text materials in reading and reading comprehension, correlation between reading group and pair activity, action research, and also framework of the present study.

2.1 Previous Studies

Several studies have been conducted dealing with the use of authentic text materials in reading to improve students reading comprehension.

The first study was conducted by Apsari (2014). She noticed from the analysis and findings of her research, the use of authentic reading text in comparison to created materials (non-authentic reading text) did not produce significantly better learning outcomes. It was indicated by the fact that significant

values were less than 0.05. Additionally, the effect size was small. This conclusion suggested that the students' reading comprehension was affected not only by the reading materials, but also by other factors. Nevertheless, it is recommended that teachers use authentic reading materials for a change. Furthermore, when bringing authentic materials into classroom, they should be used in accordance with students' ability, as well as with suitable tasks being given.

The second study was conducted by Gilmore (2007) who said that besides the linguistic advantages, authentic materials have some non-linguistic advantages, too. Authentic materials have a strong positive effect on motivation. Motivation is regarded as the key element in the success of learning in general, and in learning languages in particular. Using authentic materials helps increase learners' motivation for learning a language, because they feel that they are practicing a real language used beyond the classroom.

The third study was held by Marwan (2014). Based on his research, it can be concluded that the authentic materials themselves worked well in maintaining the students' willingness. Furthermore, the accompanying action also successfully prompted the students in doing their job effectively. In terms of quantitative data, there was an improvement on the students' reading comprehension. It could be seen from the result of pre-test and post-test. The mean of the students' scores improved from 6,7 on pre-test to 7,5 on post-test. It showed that authentic materials were successful in improving the students' reading comprehension.

Based on the previous studies above, it is clear that the students' reading comprehension could be well improved by using authentic materials in reading. However, research about the use of authentic materials in teaching news item text has never been conducted so far. Therefore, I chose authentic materials as medium to teach news item text.

2.2 Theoretical Background

Theoretical background presents theories underlying issues or reference of this study to guide and keep the study on the right track.

2.2.1 Authentic Materials

The most common sources of authentic materials that can be used in the classroom are newspaper, magazine, songs, literature and materials from the internet. Wallace (1998: 145) defines authentic texts as “real-life texts, not written for pedagogic processes”. One of the main purposes of using authentic materials in the classroom is to “expose” students to as much real language as possible. Therefore, the students can gain real information and know what is going on in the world around them.

Moreover, Gebhard (1996) sees authentic materials as a way to contextualize language learning. It means that authentic materials are also effective in providing the students with the context of every text. When they normally study the pedagogical materials, they tend to focus more on content and meaning rather than the context. On the other hand, authentic materials provide

rich source of context in language instead of the language which are only provided by the teacher.

2.2.2 News Item Text

News Item is one of factual genres. Its social function is to for the readers, listeners, or viewers about events of the day, which are considered newsworthy or important (Gerot and Wignel, 1995:200). They also list the characteristic of news item as follows:

A. The generic structure:

- a. Newsworthy event(s), recounts the event in summary form
- b. Background events(s), elaborate what happened to whom in what circumstances
- c. Source, comments by participants in, witnesses to and authorities" expert on the events

B. The significant grammatical patterns

- a. Short, telegraphic information about story captured in headline.
- b. Use of material processes to retell the event
- c. Use of projecting verbal processes in sources stage.
- d. Focus on circumstances

2.2.3 Group and Pair Activity

Working in a group children are more engaged not only intellectually but emotionally as well. They have to think, contribute to the group, evaluate what other members of the group say, share information, ask friends for clarification, and prepare a presentation together. "Group work gives learners exposure to a

range of language items and language functions." (Krall,1989-1993:161). Students use and experiment with the language items they already know in order to develop fluency; they also use some items taught by the teacher or contributed by the members of the group to express themselves more fully and improve the quality of their performance. Preparing the presentation they learn the new items, process them and make them more personal. They also have to use different strategies to compensate for the items they do not know.

Brumfit says that pair work and group work are the most effective techniques of classroom organization which combine aspects of communication learning and natural interaction in a stress free environment (Brumfit, 1984:78).

Pair work and group work also in line with the use of cooperative learning in practicing the reading of authentic text materials. Larsen-Freeman and Anderson (2011:186) states that cooperative learning (sometimes called collaborative learning) essentially involves students learning from each other in groups. But it is not the group configuration make the group distinctive; it is the way that students and teachers work together that is important. As we have just seen, with learning strategy training, the teacher helps students learn how to lean more effectively. In cooperative learning, teachers teach students collaborative or social skills so that they can work together more effectively. Indeed, cooperation is not only a way of learning, but also a theme to be communicated about and studied.

Introduced by Aronson (2000), Jigsaw, as one of cooperative learning method is a grouping strategy in which the members of the class are organized

into "jigsaw" groups. The students are then reorganized into "expert" groups containing one member from each jigsaw group. The members of the expert group work together to learn the material or solve the problem, then return to their "jigsaw" groups to share their learning. In this way, the work of the expert groups is quickly disseminated throughout the class, with each person taking responsibility for sharing a piece of the puzzle.

On the other hand, in pair activity, the think, pair, share strategy is a cooperative learning technique that encourages individual participation and is applicable across all grade levels and class sizes. Students think through questions using three distinct steps:

1. Think: Students think independently about the question that has been posed, forming ideas of their own.
2. Pair: Students are grouped in pairs to discuss their thoughts. This step allows students to articulate their ideas and to consider those of others.
3. Share: Student pairs share their ideas with a larger group, such as the whole class. Often, students are more comfortable presenting ideas to a group with the support of a partner. In addition, students' ideas have become more refined through this three-step process.

2.2.4 Correlation between Authentic Text Materials and News Item Text

Authentic materials are often more interesting because they reflect real life phenomena. It is in line with Brown (2001) s' statement that the learners are more eager to learn when the language is authentic or meaningful. It is supported by Nuttall (1996: 172) who states that "authentic texts can be motivating because

they are proof that the language is used for real life purposes by real people”. Moreover, they have a positive effect on comprehension and learner satisfaction (Berado, 2006). Thus, it can be implied that the use of authentic materials can help the students in learning news item text.

Authentic materials potentially prompt the students’ motivation in comprehending texts. Here these are some arguments in using authentic materials:

- 1) Authentic materials have a positive effect on learner motivation.
- 2) They provide authentic cultural information.
- 3) They provide exposure to real language.
- 4) They relate more closely to learners ' needs and interests.
- 5) They support a more creative approach to teaching.
- 6) They provide a wide variety of text types, language styles not easily found in conventional teaching materials.
- 7) Unlike traditional teaching materials, authentic materials are continuously updated.
- 8) They have a positive effect on comprehension and learner satisfaction.

(Wong, Kwok, & Choi, 1995; Berado, 2006)

Moreover, The use of authentic texts (newspaper articles, advertisements, letters, news broadcasts) and less traditional literacy texts (graffiti, cartoons, commercials, television sitcoms) also appeals to the students’ interests and helps for a communicative approach to critical reading. The authentic texts from different genres serve to provoke optimal arousal and create a sense of competency; and the practice of involving the students in the process of text

selection provides an increased sense of student control in the EFL classroom. Wallace (1999:98-110).

2.2.5 Correlation between Reading and Group and Pair Activity

Newman and Green (2004:24-29) recommend book clubs for learners opportunities to band socially, share insights and impression communally, and select reading materials for free reading materials for free reading outside the class. These built – in support groups enhance motivation by offering them choices among graded learners read and later discussed together in groups. These are easier than many intensive readings, and stress reading for pleasure, as well as developing such skills as re – telling, summarizing, reflecting, clarifying, recalling details and vocabulary, and saving their reactions to the study.

2.2.6 Action Research

I used an action research in this study. Skytt in Hamilton (1997:3) states that “action research is a process of systematic inquiry into a self-identified teaching or learning problem to better understand its complex dynamics and to develop strategies geared towards the problem’s improvement”.

Koshy, (2005: 38) explains some advantageous of action research. Action research is a powerful and useful model for practitioner research because:

- 1) Research can be set within a specific context or situation;
- 2) Researchers can be the participants – they don’t have to be *distant* and *detached* from the situation;
- 3) Action research involves continuous evaluation and modifications can be made as the project progresses;

- 4) There are opportunities for theory to emerge from the research rather than always follow a previously formulated theory;
- 5) The study can lead to open-ended outcomes;
- 6) Through action research, the researcher can bring a story to life.

2.2.7 Steps of Action Research

Kemmis and McTaggart cited by Burns (2010: 7), in action research, a cycle consists of four steps. The cycles can be repeated as necessary. They are planning, acting, observing, and reflecting. The steps can be seen in the following figure

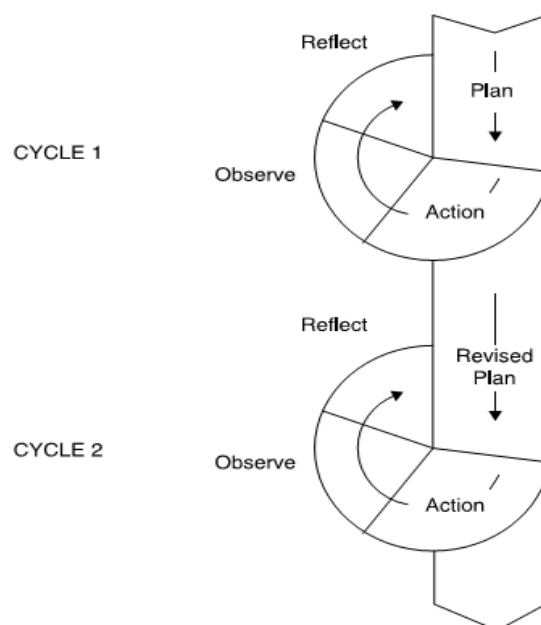


Figure 2.1 Cyclical Action Research Model by Kemmis and McTaggart

(Cited in Burns, 2010:9)

The steps above will be explained as follow:

(1) Planning

Planning is the first step in doing action research. In this step, the researcher or the teacher identifies the problem or issue and develop a plan of action in order to improve specifics area of the research context.

(2) Action

In this step, the researcher or teacher executes carefully the plan that is made before through some treatments. The action uses certain methods or material suitable with the situation and the main issue. This step is the main step of action research. In other words, this is the implementation of the planning.

(3) Observation

In the observation, the researcher or teacher observes the process of the action step. The purpose of this step is to find out whether the improvement or the change has reached or not throughout the action.

(4) Reflection

In the last step, reflection, the research or the teacher evaluates the effect of the action in order to know what has happened and to understand the problem and describe whether there is any positive or negative result for the study improvement. Based on the reflection, the researcher revises the previous plan to be applied for the next cycle.

2.3 Framework of the Present Study

In this part, a brief conclusion from both previous studies and theoretical studies will be explained. Authentic text itself had been well-known as one of the best materials in teaching reading that many researchers had been succeed in proof that.

The importance of teaching reading in English is the main reason for me to conduct this research. In teaching reading, the teacher should be able to make reading as a habit to the students. Therefore, it needs an attractive material in order to create a reading desire among the students. Thus, I intend to improve students reading habit to help the process of teaching news item text using action research in a research entitled The Use of Authentic Materials in Teaching News Item Text. The following scheme illustrates this theoretical framework:

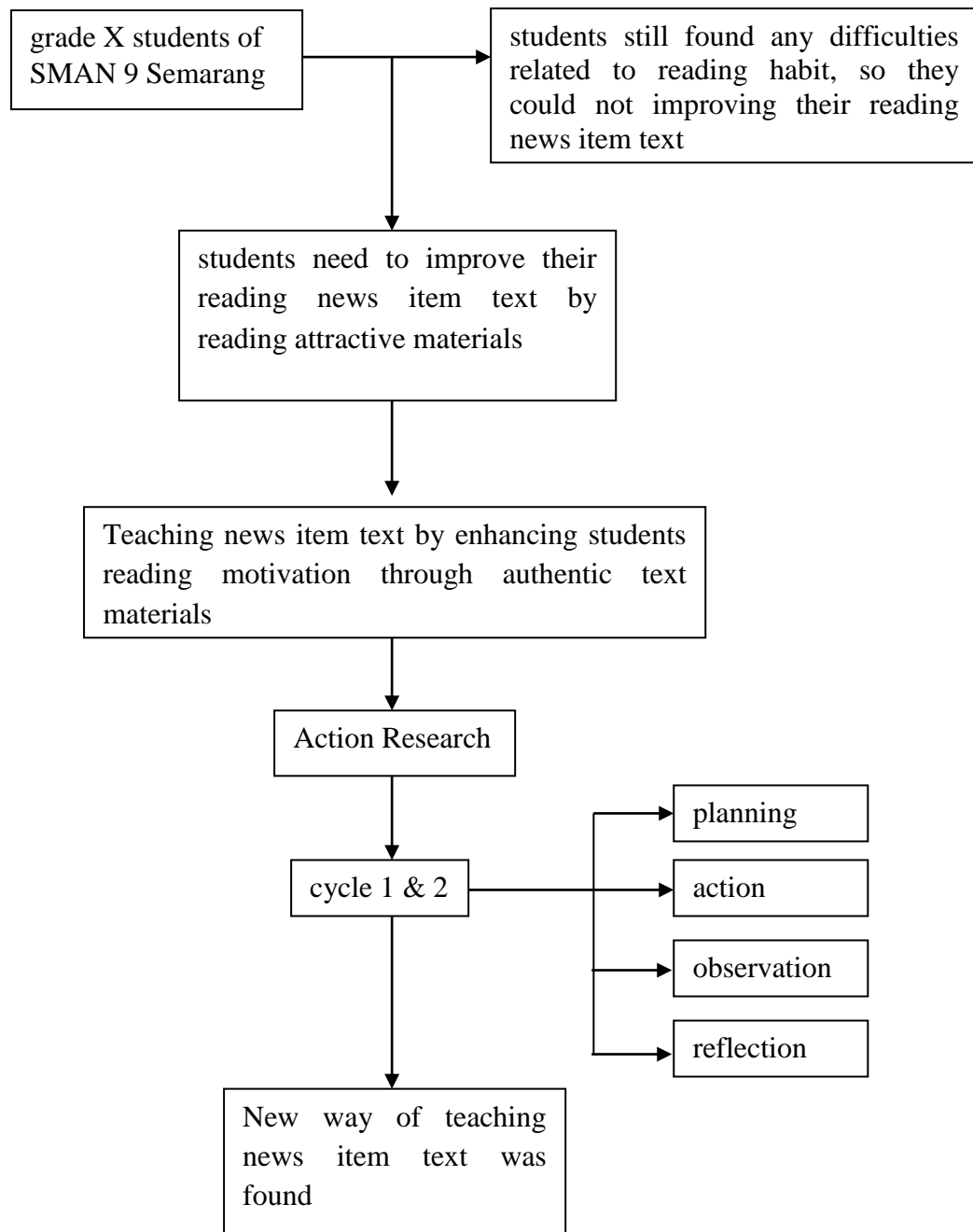


Figure 2.2

Framework of the Present Study

CHAPTER III

METHODS OF INVESTIGATION

This chapter presents the description of methodology used in conducting the research of *action research*. This point presents subject of the study, roles of the researcher, population and sample, research variables, types of data, instrument for collecting data, method of collecting data, method of analyzing data, and research design.

3.1 Subject of the Study

The subject of the study was 32 students of X IS 2 of SMAN 9 Semarang. They were chosen using random sampling method. The selection of tenth grade students instead of other grade was considering that the study of news item text was in tenth grade of senior high school. SMA N 9 Semarang was selected as the generalized subject of the study since the teacher had already tried to build reading habit to the students in English teaching-learning process, but then they found that the students got difficulties in did that. Therefore, I was encouraged to conduct this research in the school.

3.2 Role of the Researcher

The role of the researcher in this study is as the following:

3.2.1 Researcher as the Teacher

In this study, before the students did reading authentic materials without my guidance, I taught them how to do it correctly. The purpose of the treatment is students have a clear understanding about how to do reading activity using authentic materials.

3.2.2 Researcher as the Observer

During the study, I observed students' behaviour and activities occurred in the classroom that might be important for the study. The result of the observation was recorded on notes or audio recording.

3.2.3 Researcher as a Tool of Confirmation

The final step reading activity using authentic materials was confirmation. At that stage, students were checking the individual reading journal in order to make sure that every student was contributed. Therefore, my duty during the study was to confirm the verity of the journal.

3.2.4 Researcher as Collector of the Data, Interviewer, and Analyzer

During the study, I collected the data by collecting students' worksheet, feedbacks, and results of the interview. Then, the data were analyzed to determine whether the research was complete or need to be developed. Therefore, my role here was also as the collector of the data, interviewer, and analyzer of the data.

3.3 Research Variable

There were two kinds of variable in this research. Those are independent variable and dependent variable. The independent variable is authentic materials in, while the dependent variable is the news item text.

3.4 Types of Data

Action research was being used in this research. There for it used two forms of the data. The first was quantitative, and the second was the qualitative. They would be explained as follows:

3.4.1 Quantitative Data

Any numerical data collected in the research was accounted as quantitative data (Phillips and Carr, 2010: 26). The quantitative data of this study was the students' reading score. To get their score a Pre-test and a Post-test were conducted in each cycle. Then, the results of those scores were compared to know whether or not the result of reading news item text of tenth grade students of SMAN 9 Semarang improved.

3.4.2 Qualitative Data

Qualitative data included any information collected in a non-numerical form of data. The qualitative data was the students' attitude during the teaching and learning process and their response after the treatments. Their attitude was collected by using observation checklist when the teaching and learning process was going on.

Second, their response to the use of authentic materials in teaching news item text was collected by giving them a questionnaire after the treatment was end. This qualitative data at the end would be use to support the quantitative data to know how was the students' behavior in reading authentic materials in teaching news item text.

3.5 Instrument for Collecting Data

The instrument of this study was used to know how is the use of authentic text materials in teaching news item text for students The instruments used in this study are explained as follows:

3.5.1 Authentic Text Materials

I gave them a news item text as the reading materials to practice reading authentic materials. I got the reading material from updated "*The Jakarta Post, February 14, 2015*". There are six reading materials in this research. The title of the materials is as follows:

1. Disabled Residents Strive to be more Mobile with Modifications
2. Voters with Disabilities want Greater Access
3. Single Jakartans the Least Happy? Not Really
4. Van Gaal Struggling with United Identity Crisis
5. Komnas HAM Digs into 'Shaman' Killings
6. North Korea to Hold Giant 'Grand Style' Military Parade

3.5.2 Test

Pre-test and Post-test was used in this research. Pre-test was conducted at the first meeting before the students were treated with the treatment while the post-test was given after the cycle of research was done. The students was given a text and should answered reading comprehension questions, vocabulary questions, and should wrote a simple paragraph about if they were one of the stake holders in the reading passage to check their critical thinking. The purpose of these tests was to see their improvement as the effect of reading authentic text materials in teaching news item text.

3.5.3 Checklist

Students' observation checklist was used in this research. Based on Aiken (1996) cited in Arhar et al. (2001), checklists are structured observation tools used when specific, predictable results are expected. Items on the checklist help the observer remain focused on key points by asking for the frequency, absence, or presence of specific events. Category, numeric, graphic, and pictorial rating scales help the observer record information. The use of scales and offer a continuum of options help decrease bias as does the use of multiple raters. Due to the explanation above, in using the checklist, I made some aspects becoming the focus of the observation. These were students' attendance during the teaching and learning process, students' activeness during the process, students' participations in teaching and learning process activity, students' role play in doing the task given by the teacher whether in a group or individually and students' problems in the process like asking for a difficult words, got problem during the group activities and also feel confused and do not understand about the text.

3.5.4 Questionnaire

Open-ended questionnaire was given to the students after both the treatment and post test were conducted. Arhar et al. (2001) state that open-ended questions allow the participants to provide more complete or comprehensive response. It is also said that although open-ended responses are difficult to analyze, they often provide specific and meaningful information. In addition to it, open-ended questionnaire could be also employed as a feedback to enhance the technique as well as to find its strengths, weaknesses, advantages, and disadvantages.

3.5.4 Student's Worksheet

Reading journal was made by every student in order to report their reading activity. The journal was given information about reading material, difficult vocabulary and meaning that they found, and summary of the reading materials.

Table 3.1

Reading Journal

NAME :
STUDENT NUMBER :
CODE :

| NO | DATE | READING MATERIAL | | NEW VOCABULARY | SUMMARY |
|----|------|------------------|---------|----------------|---------|
| | | TITLE | SOURCES | | |
| | | | | | |

3.6 Method of Collecting Data

There were four data that I used to collect in this research. The method of collecting data would be explained as follows:

3.6.1 Library Research

This research was done by using a library research. Library research is a research carried out by using either literature books, records, and reports of the results from previous research (Hasan, 2005:11). I used some books and many other sources as references that I thought related to the subject matter that was being analyzed. I also browsed some important journal, electronic book of literature and previous study from the internet to add my understanding.

3.6.2 Field Research

According to Phillips and Carr (2010:77), to collect necessary data, there were three methods that an action researcher could use: observation and artifacts. Observation meant that the researcher had to critically and deliberately watch as a participant in the classroom. Meanwhile, artifacts were any kinds of physical documents that provided information about the research. The following table explains the information related to some data collection tools or instruments used in this research. They are classified according to the three methods as the following:

Table 3.2

Data Collection Tools (Instruments) by Phillips and Carr (2010: 78)

| OBSERVATION | INTERVIEW | ARTIFACT |
|---------------------|------------------|--------------------|
| Checklist | Questionnaire | Student work |
| Digital photography | | Test scores |
| | | Attendance records |

3.6.2.1 Observation

Checklist was used in observing students behaviour during reading the authentic text materials, while the process of doing the treatment would be recorded in digital photography.

3.6.2.2 Interview

Questionnaire was used for asking for students' opinion regarding to the use of authentic text materials in reading. The questionnaire that was used is writing questionnaire in open-ended questionnaire.

3.6.2.3 Artifacts

I used pre-test to collect the score of reading comprehension before the treatment. There were several questions to be tested. The score was recorded individually. After that, I used post-test. The material for this test was the same with those of pre-test so that I could see the improvement. The score was recorded individually supported by the attendance records. Meanwhile, the reading journal was used as the students' work to see the improvement of the use of authentic materials in teaching news item text.

3.7 Method of Analyzing Data

Data were analyzed through several methods as the following:

3.7.1 Pre Test and Post Test Score

Pre test and post test were scored by using a rubric as a guidance. The analysis of the result was conducted as follows:

Table 3.3

Reading Comprehension Rubric

| | |
|--|---|
| PART A (reading comprehension questions) | 5 |
| PART B (vocabulary mastery) | 5 |
| PART C (imaginative questions) | 5 |

Table 3.4

Writing Imaginative Paragraph Rubric

| CRITERIA | 2 | 3 | 4 | 5 |
|----------------------------------|---|--|---|--|
| TASK COMPLETION | Information was either missing, not needed or off task. | Task was completed, but could be better. Some information is needed and some was on-task. | Task was completed well. Most of the information was needed and on-task. | Task was completed very well. All of the information was needed and on-task. |
| ORGANIZATION | Poor organization of ideas. No paragraphs and sentence marker errors. | Little organization of ideas. Paragraphs and sentence markers were used, but with some errors. | Good organization of ideas. Good use of paragraphs and sentence markers. | Excellent organization of ideas. Excellent use of paragraphs and sentence markers. |
| VOCABULARY & SPELLING | Poor use or range of vocabulary. Many spelling | Adequate (fair) use of vocabulary. Some spelling | Good use of vocabulary. A few spelling errors. | Excellent use of spelling. Very few spelling |

| | | | | |
|----------------------------------|---|--|--|---|
| | errors. | errors persist. | | errors. |
| GRAMMAR & PUNCTUATION | Poor use of grammar and punctuation. Many errors. | Adequate (fair) use of grammar and punctuation. Some errors still present. | Good use of grammar and punctuation. A few errors still present. | Excellent use of grammar and punctuation. Very few errors are present |

TOTAL SCORE :

$$G_n = \frac{V_{g1}}{N_g} \times 100$$

Note:

G_n = Score

V_{g1} = number of correctly answers

N_g = number of total questions

3.7.2 Checklist Result

To analyze the students' observation checklist, the first thing to do was determining the point. Next, I counted the mean score and match mean score to the criteria. The result of checklist in first cycle and second cycle was being compared and analyzed.

3.7.3 Questionnaire Result

Participants' answers in open-ended questionnaire were compiled and analyzed to find out their opinion about the technique, the strength and weaknesses of using authentic text materials in reading, and what the students had learnt from the

reading activity. After being compiled and analyzed, the result of the students' questionnaire would be interpreted with the theories that have been written in review of related literature in chapter 2.

3.7.4 Students Improvement in Using Authentic Text Materials in Teaching News Item Text

Pretest and posttest means were then compared and analyzed how reading authentic text materials is working in teaching news item text. To measure the improvement, I used the following method:

$$\text{Improvement} = \frac{\text{Posttest} - \text{Pretest}}{\text{Pretest}} \times 100\%$$

It was expected the percentage of the participants' improvement was relatively high. The result of this calculation was then used to justify that the technique did help the process of teaching news item text.

3.8 Method of Reporting Data

An action research project was used qualitative and quantitative form, which means that the researcher should be carefully to analyze and interpret the collected information. The process of quantitative analysis includes finding data, calculating the finding of data from the test to determine the improvement of the students.

When producing reports, it is not enough only to offer the numerical data. The descriptions and explanations need to be given for the activities, in terms of the students' response and behavior related to the activities of reading the

authentic text materials. The result of the analysis of test and students' questionnaire and observation checklist was used to determine the effectiveness of authentic text materials in teaching news item text. This reflection could also be used to improve the technique and determined whether the research should be further conducted or completed.

3.9 Research Design

I adapted the essence of action research design proposed by Kemmis and McTaggart and the steps of action research by Grabe and Stoller (2002: 160) to determine the research design of *The Use of Authentic Text Materials in Teaching News Item Text* since I included pre-test and post-test to determine the effectiveness of reading authentic text materials.

This research would use two cycles. The first cycle would use three reading materials from the authentic text and in groups consist of four to five students. Second cycle would use the other three reading materials but students do it in pairs in hope that students read more and know more if they do it in limited number of group members. Guessing vocabulary technique would also be introduced to the students in order to help the students in reading the long passage and understanding unfamiliar vocabularies.

3.9.1 Step One: Pre-test

The purpose of the test is to identify students' competence in understanding news item text by answering some questions from a news item text reading passage including the comprehension questions and also their ability in writing a

paragraph of the imagination questions like “If you were one of the stake holders in the reading passage” to check their critical thinking. The result of the pre-test would be compared to the post-test to determine the effectiveness of authentic text materials in teaching news item text.

3.9.2 Step Two: Treatment

Students were exposed to using authentic text materials in reading in this part of the research. The treatment will be conducted in four stages:

a. Stage One: Planning

This stage was dealing with the researcher only. The researcher determined the steps of doing group and pair reading authentic text materials according to experts’ theories and previous studies (see chapter 2: Review of Related Literature).

The following is the steps in doing group and pair in reading authentic text.

Table 3.5

Group Technique in Reading Authentic Text Materials (cycle 1)

| | |
|--------|---|
| Step 1 | Students made a group for 4 to 5 |
| Step 2 | Students did reading authentic text material in the classroom together with the guidance of the researcher as a teacher as a model and training before the students did the reading out of the school time. |
| Step 3 | Every group did jigsaw method from cooperative learning discussing the authentic reading materials. |
| Step 4 | Each group wrote a journal. |

| | |
|--------|--|
| Step 5 | Students did group reading by themselves. They could choose their own place and time in reading two authentic texts. |
| Step 6 | Students wrote the result in their group journal. |

Table 3.6

In Pair Technique in Reading Authentic Text Materials (cycle 2)

| | |
|--------|--|
| Step 1 | Made a group of two (in pair). |
| Step 2 | Students did reading authentic text materials in the classroom under the guidance of the researcher as a teacher as a model and training before the students did by their shelves. |
| Step 3 | Every pairs did think-pair-share method from cooperative learning discussing the authentic reading materials. |
| Step 4 | Each group wrote the reading journal. |
| Step 5 | Students did pair reading by themselves. They could choose their own place and time. They read two authentic reading materials. |
| Step 6 | Students write the result in their group reading journal. |

Students would also be introduced to the use of vocabulary guessing technique. Steps of doing vocabulary guessing were based on Clarke and Nation in Lai (2005: 20) who presented an inductive five-step approach to guess, including:

1. Finding the part of speech of the unknown word.

2. Looking at the immediate context of the unknown word and simplify this context if necessary.
3. Looking at the wider context of the unknown word. This means looking at the relationship between the clause containing the unknown word and surrounding clauses and sentences.
4. Guessing.
5. Checking the guess.

They also added several ways to check the guess which are:

1. checking that the part of speech of the guess is the same as the part of speech of the unknown word.
2. breaking the unknown word into parts and see if the meaning of the parts relate to the guess.
3. substituting the guess for the unknown word. Does it make sense in context?
4. looking in a dictionary.

b. Stage Two: Action and Observation

Each action and observation would be prompted in one meeting (1x45 minutes) while the research was planned to be completed on its fourth meeting.

This stage includes:

1) Training

Students were to do reading authentic materials in the classroom according to table 1 and 2 with my guidance and assistance. My role at this

point is as a teacher. The purpose of this step is so the students understand how to apply the technique properly. Therefore, this step would be conducted once only in every cycles.

2) Practice

Students were to do reading according to table 1 and 2 without my assistance. The purpose of this step is to build the students' reading habit. My role at this stage was as an observer and gave the reading material.

3) Observation

During this stage, I observed classroom activity and record important behaviour that might be useful for the development of the research using observation checklist. I also asked for students' thought of the technique.

c. Analysis and Reflection

The result of the exercise would be analyzed to figure out how successful the students in doing group and pair technique in reading authentic text reading materials. Checklist would also be used to discover the technique strengths and weaknesses.

The result of the analysis in cycle 1 would be used as the reflection to develop the technique in the next cycle.

3.9.3 Step Three: Post-Test

The material for post-test is same with that of pre-test. Its result would be compared to the result of pre-test in order to determine the effectiveness of using authentic materials in teaching news item text. Post test would be given after cycle 2 was already done.

3.9.4 Step Four: Report

All the result of the research would be reported in a form of journal, quantitative data and further explanations in qualitative data.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

Based on the results of the data analysis and those reflection, some conclusions and suggestions can be offered.

5.1 Conclusions

Before this study was conducted, the students of XI IS 2 of SMAN 9 Semarang had problems in learning news item text. The teacher then tried to give them additional task in reading to increase their reading habit, but the students still lack of motivation in doing that.. It was proved by the result of observation in the classroom and the result of the pre-test.

In order to help the students in learning news item text, the students need the new way of reading that they were know before. In this study, reading authentic materials was able to improve the students in understanding news item text. It was proved by the improvement of the students' reading news item text score, attitude, and motivation in reading which gradually increased.

The improvement of the students' reading score was significant. It was proved by the increasing mean score of post-tests. In the Final Post-test, the students got a better mean score (69.35) than that of the Pre-test (58.45). They could improved every aspects of reading comprehension in the test which were answering reading questions, vocabulary, and also critical thinking.

The use of reading journal to the students showed that reading authentic text could influence the students' motivation in doing reading and helped them to improve their reading comprehension. The checklist result also showed that the students' participant, activeness, and motivation were increased.

5.2 Suggestions

First, it will become a good alternative for the teacher to look up some interesting material like updated news to be given to the students as their guidance to enhance their reading habit. It will make the students feel interesting in discussing the material that they are familiar with.

The students are suggested to be accustomed learning reading using group and pair technique because the technique can motivate them to have reading habit. They will be easier to find the difficult meaning so that they can understand the text since they have partner in doing reading. They can freely share their opinion, thought, and ideas along the reading process. They also will be easier to comprehend the reading comprehension since they are habituated to read a long of reading passage, understand it and mastering the vocabulary more.

Third, is for the researcher. It is needed to conduct further research related to other techniques in helping the students to improve their reading comprehension. It is important since most of the English test will use reading comprehension started from national examination to the English proficiency test.

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Appendix 1

Permission Letter from University



KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN
UNIVERSITAS NEGERI SEMARANG
FAKULTAS BAHASA DAN SENI
 Gedung B0, Kampus Sekaran, Gunungpati, Semarang 50229
 Telp./Fax (024) 8508010, Email: fbs@unnes.ac.id
 Laman: <http://fbs.unnes.ac.id>

Nomor : 737/UN37.1.2/LT/2015
 Lamp. : -
 Hal. : Permohonan Izin Penelitian

Yth. Kepala SMA Negeri 9 Semarang
 di tempat

Dengan hormat kami beritahukan bahwa dalam rangka penyusunan skripsi mahasiswa kami,

| | |
|----------------|--|
| nama | : GIRINDRA PUTRI ARDANA RESWARI |
| nim | : 2201411099 |
| jurusan | : BAHASA DAN SASTRA INGGRIS |
| program studi | : PENDIDIKAN BAHASA INGGRIS |
| jenjang | : S1 |
| tahun akademik | : 2015/2016 |
| judul | : THE USE OF GROUP AND PAIR EXTENSIVE READING TO IMPROVE STUDENTS READING COMPREHENSION. |

akan mengadakan penelitian di **SMA Negeri 9 Semarang**, waktu pelaksanaan **Februari s.d. April 2015**. Untuk itu kami mohon Saudara berkenan memberikan izin kepada mahasiswa di atas untuk keperluan tersebut.

Atas perhatian dan kerja sama Saudara, kami sampaikan terima kasih.



Semarang, 10 FEBRUARI 2015
 Dekan

Prof. Dr. Agus Nuryatin, M.Hum.
 NIP.196008031989011001

Tembusan:
 1. Pembantu Dekan Bidang Akademik
 2. Ketua Jurusan
 3. Perlinggal

FM-05-AKD-24

Appendix 2

Permission Letter from Department of Education Semarang



PEMERINTAH KOTA SEMARANG
DINAS PENDIDIKAN
Jl. Dr. Wahidin 118 Semarang Telp. 8412180, Fax. 8317752, Kode Pos 50234

SURAT IJIN KEPALA DINAS PENDIDIKAN KOTA SEMARANG
Nomor : 070 / 995

TENTANG IJIN PENELITIAN

Dasar : Surat dari Universitas Negeri Semarang (UNNES)
No. 737/UN37.1.2/LT/2015, Tgl 10 Februari 2015

Perihal : Ijin penelitian

Berdasarkan hal tersebut di atas, Kepala Dinas Pendidikan Kota Semarang mengijinkan Mahasiswa sebagai berikut :

Nama : **GIRINDRA PUTRI ARDANA RESWARI**
NIM : 2201411099
Perguruan Tinggi : Universitas Negeri Semarang
Fakultas : Bahasa Dan Seni
Program Studi : Pendidikan Bahasa Inggris
Judul : "The Use Of Group And Pair Extensive Reading To Improve Students Reading Comprehension".

Untuk melaksanakan penelitian di **SMA N 9 Kota Semarang**.
Dengan memperhatikan hal-hal sebagai berikut:

- 1 Kegiatan penelitian tidak mengganggu kegiatan belajar di sekolah tersebut.
- 2 Mentaati peraturan dan ketentuan yang berlaku di tempat penelitian tersebut.
- 3 Menyampaikan laporan/pemberitahuan kepada Kepala Dinas Pendidikan Kota Semarang setelah selesai pelaksanaan kegiatan penelitian.
- 4 Kegiatan penelitian dilaksanakan sejak dikeluarkannya surat ijin Kepala Dinas Pendidikan Kota Semarang sampai dengan selesai.

Semarang, 25 Febuari 2015

A.n. Kepala Dinas Pendidikan
Kota Semarang
Kabid. Monitoring dan Pengembangan


Drs. **TAUFIK DAYAT, MT.**
Pembina
NIP. 19640224 198903 1 010



Tembusan Yth.

1. Walikota Semarang (sebagai laporan)
2. Kepala Sekolah ybs.

Appendix 3

Letter of Research

PEMERINTAH KOTA SEMARANG
DINAS PENDIDIKAN
SMA NEGERI 9 SEMARANG
Jl. Cemara Raya Padangari Banyumartik Semarang 50267 Telp. (024)7472812 Fax. (024)7462790
Website : <http://www.sman9semarang.sch.id> Email : smn9@smn9.sch.id

SURAT - KETERANGAN
Nomor : 421.3/132/2015

Yang bertanda tangan di bawah ini Kepala SMA Negeri 9 Semarang

| | |
|---------------------|---|
| Nama | : Drs. Wiharto, M.Si |
| NIP | : 19631003 198803 1 009 |
| Pangkat, Golongan | : Pembina, IV/a |
| Jabatan | : Kepala SMA Negeri 9 Semarang |
| Menerangkan bahwa | |
| Nama | : Girindra Putri Ardana Reswari |
| NIM | : 2201411099 |
| Fak / Program Studi | : Bahasa dan Seni / Pendidikan Bahasa Inggris |

Telah melaksanakan penelitian di SMA Negeri 9 Semarang dalam rangka menyusun Skripsi dengan judul " The Use Of Group And Pair Extensive Reading To Improve Students Reading Comprehension "

Adapun pelaksanaannya pada tanggal 5, 12 dan 26 Maret 2015.

Surat keterangan ini di keluarkan agar dapat di pergunakan sebagaimana mestinya.

Semarang, 30 Maret 2015
Kepala,


Drs. Wiharto, M.Si
Pembina
NIP. 19631003 198803 1 009

Appendix 4

Participants of the Study

Class : X-IPS 2
Year : 2015

| NO | NAME OF PARTICIPANT | CODE |
|----|---------------------------------|------|
| 1 | Adam Prakoso | S1 |
| 2 | Adi Christian Prakoso | S2 |
| 3 | Adrian Janitratama | S3 |
| 4 | Afrizal Ardi Nugraha | S4 |
| 5 | Aldgrie Melody Parera | S5 |
| 6 | Ami Tya Widayanti | S6 |
| 7 | Arul Panji Saputro | S7 |
| 8 | Aryandho Herdiyanto Ratno P | S8 |
| 9 | Auralie Putri Arsyna | S9 |
| 10 | Bening Pusparani | S10 |
| 11 | Citra Hallyma Maharanita W | S11 |
| 12 | Cupu Kencanamanik Silugangga | S12 |
| 13 | Diana Agista | S13 |
| 14 | Farel Nabil Gustan | S14 |
| 15 | Firmando Saragih | S15 |
| 16 | Ghofur Nur Mirza | S16 |
| 17 | Hafidz Nafi Ramadhan | S17 |
| 18 | Ikhsa Aziz Khoiri | S18 |
| 19 | Ilham Maulana | S19 |
| 20 | Ivan Rahmatir Arieska | S20 |
| 21 | Jed Nadim Nazeh | S21 |
| 22 | Kezia Elvaretta Anggen | S22 |
| 23 | Lolyta Milenia Ganeswara Wijaya | S23 |
| 24 | Luthfi Ridho Ardhi Aldava | S24 |
| 25 | Melati Yustika Widya Pratiwi | S25 |
| 26 | Muhammad Faridhon | S26 |
| 27 | Nindya Rastra Samara | S27 |
| 28 | Oktavia Dina Praharsiwi | S28 |
| 29 | Randi Irfananda | S29 |
| 30 | Reyhan Nuriman | S30 |
| 31 | Ricky Wahyu Bagaspratama | S31 |
| 32 | Tanaya Dhara Pratita | S32 |
| 33 | Tosinaga Jatimas Soesatiyo | S33 |
| 34 | Tsaniya Hafizha | S34 |
| 35 | Vania Raissa Pratiwi | S35 |
| 36 | Zulfaisah Fadhilah P | S36 |
| 37 | Alvien Gibran | S37 |

Appendix 5

Instrument of Pretest and Post Test

CODE :

Bridge breaks in Central Java, killing 5 people and injuring 29 others

A footbridge packed with tourists broke at a mountainous resort on Java Island Wednesday, killing five people and injuring 29 after they plunged into a rocky riverbed, police and tourist officials said.

The victims were evacuated to three nearby hospitals, said Surono, an employee at the Baturaden resort in Central Java province, adding that they fell more than 20 meters (yards) after one of the steel cables holding the small bridge snapped. Local police, chief Emron Putra Agung said five people were killed and 29 injured. The accident occurred as the country enjoys a weeklong holiday marking the end of the Islamic month Ramadan, when people traditionally flock to holiday sites. Baturaden, located 300 kilometers (190 miles) east of the capital Jakarta, is one of the most popular resorts on the slopes of Mount Slamet (3,428 meters, 11,246 feet), Java's second-highest peak.

((from the Jakarta Post, Tuesday Feb, 5, 2013))

A. Answer the question according to the text.

Choose the best answer according to the text

1. The text tells us about
 - A. The evacuation of the victims.
 - B. The tourist resort in Central Java.
 - C. The killing of five visitors in Baturaden.
 - D. The accident on the broken bridge in Baturaden.
 - E. The popular tourist resort in Central Java.
2. Some local tourist were killed and injured in Baturaden when
 - A. They were swimming in the river.
 - B. They were enjoying the view on the small bridge.
 - C. They were in the riverbed.
 - D. They were climbing Mount Slamet, Central Java.
 - E. They were swinging on the small bridge over the Rocky River.
3. The footbridge in Baturaden broke because

- A. It couldn't afford supporting overload.
 - B. It had been too old to walk on.
 - C. It had not been used for long time.
 - D. It lied on the slope of Mount Slamet.
 - E. It was used to evacuate the victims.
4. How many victims were in this accident?
- A. Five
 - B. Twenty nine
 - C. Thirty
 - D. Twenty four
 - E. Thirty four
5. Which of the following statement is NOT TRUE according to the text?
- A. The broken footbridge killed five visitors.
 - B. The accident happened at the end of Ramadhan.
 - C. The victims were left behind without relief.
 - D. The visitors were killed because of falling into a rocky riverbed.
 - E. The bridge broke because of one of the broken steel cables.
6. "... *kill*ing five people"
- Which is the synonym of the underlined word?
- A. slapping
 - B. murdering
 - C. thieving
 - D. deranging
 - E. picking
7. "... injuring 29 after they plunged into a rocky riverbed"
- The word "injuring" has the same meaning as
- A. avoiding
 - B. bombing
 - C. topple
 - D. concerning
 - E. hurting
8. "when people traditionally flock to holiday sites."
- The opposite of the underline word is . . .
- A. simply
 - B. gradually
 - C. currently
 - D. constantly
 - E. usually
9. "The *accident* occurred as the country enjoys a weeklong holiday marking the end of the Islamic month Ramadan."

The italic word means . . .

- A. an event not intended by anyone but which has the result of injuring someone or damaging something.
- B. an event causing great harm, damage, or suffering.
- C. a sudden, violent movement of the earth's surface, often causing damage and sometimes deaths.
- D. physical harm or damage done to a living thing.
- E. the state or condition of being ill.

10. "The victims were evacuated to three nearby hospitals, . . ."

The underline word means . . .

- A. to remove people from a dangerous place
 - B. the process of making two people or groups of people friendly again after they have argued seriously or fought and kept apart from each other, or a situation in which this happens
 - C. to move to a new place
 - D. to make or keep someone or something safe from danger or harm, or to bring something to a satisfactory condition
 - E. If something helps a difficult or painful situation, it improves it or makes it easier or less painful
- B. The following is an open ended question for you to answer. Please give your brief and critical answer related to the question below.

If you were the employee of Baturaden resort, what would you do in order to help the victim?

Assessment 6**Extensive Reading Journal****EXTENSIVE READING JOURNAL**

NAME :
STUDENT NUMBER :
CODE :

| NO | DATE | READING MATERIAL | | NEW VOCABULARY | SUMMARY |
|----|------|------------------|---------|-------------------|---------|
| | | TITLE | SOURCES | | |
| | | | | | |

Appendix 7

STUDENTS OBSERVATION CHECKLIST

| No | Students' Activities | Scoring Scale | | | Notes |
|----|---|---------------|--------|------|--|
| | | Poor | Enough | Good | |
| 1. | The Number of Students Attending the Class | | | | <p>For Number 1</p> <ul style="list-style-type: none"> - Less than 75% (less than 26 students) = poor - 75% - 90% = 26 – 37 students = enough - 100% (37 students) = good |
| 2. | Students' activeness during the learning teaching process | | | | <p>Indicator:</p> <ul style="list-style-type: none"> - Students ask for confirmation - Students speak in their group - Students discuss in group by answering the question. <p>Poor = reach 1 indicator</p> <p>Enough = reach 2 indicator</p> <p>Good = reach 3 indicator</p> |
| 3. | Students' participants in answering the questions from the teacher. | | | | <p>Poor = 0 – 12 students</p> <p>Enough = 13 – 25 students</p> <p>Good = 26 – 37 students</p> |

| | | | | | |
|---|---|--|--|--|--|
| 4 | Students' role play in group | | | | <p>For number 4:</p> <p>There are 3 indicators:</p> <ul style="list-style-type: none"> - Students are not disruptive when the other member speak - The students can deliver the material well. - Students understand the news item text without teacher's help. <p>Poor = reach 1 indicator</p> <p>Enough = reach 2 indicator</p> <p>Good = reach 3 indicator</p> |
| 5 | The number of the students who asks about the meaning of the difficult word to the teacher. | | | | <p>Poor = 0 – 12 students</p> <p>Enough = 13 – 25 students</p> <p>Good = 26 – 37 students</p> |
| 6 | The number of students who got problem during the group activities | | | | <p>Poor = 27 - 37 students</p> <p>Enough = 17 – 27 students</p> <p>Good = less than 17 students</p> |
| 7 | The number of students who feel confused and do not understand about the text | | | | |

Appendix 8

End – of – Course Questionnaire

CODE :

OPEN – ENDED QUESTIONNAIRE

1. Apakah Anda menikmati kegiatan *Group and Pair in Extensive reading*?
Kemukakan alasan Anda.

2. Kesulitan apa saja yang Anda hadapi selama melakukan *Group and Pair technique in extensive reading* yang berhubungan dengan:
 - (a) kerjasama di dalam grup;

 - (b) mengartikan kata-kata?

3. Kemudahan apa saja yang Anda dapat selama melakukan *Group and Pair technique in extensive reading* yang berhubungan dengan: (a) kerjasama di dalam grup; (b) mengartikan kata-kata?

4. Secara individu, manfaat apa saja yang Anda dapatkan dari kegiatan ini?

5. Apakah melakukan extensive reading secara kelompok (group) dan berpasangan (in pair) lebih membantu anda dalam melakukan extensive reading?

6. Apakah melakukan extensive reading secara kelompok (group) dan berpasangan (in pair) lebih membantu anda dalam mengerjakan soal reading comprehension?

7. Beri komentar/kesan/saran/kritik terhadap kegiatan *Group and Pair technique in extensive reading*.

Appendix 9

Result of Students Observation Checklist

cycle 1

| No | Students' Activities | Scoring Scale | | | Notes |
|----|--|---------------|--------|------|--|
| | | Poor | Enough | Good | |
| 1 | The Number of Students Attending the Class | | | V | <p>For Number 1</p> <p>a. Less than 75% (less than 26 students) = poor</p> <p>b. 75% - 90% = 26 – 37 students = enough</p> <p>c. 100% (37 students) = good</p> |
| 2 | Students' activeness during the treatment | | V | | <p>Indicator:</p> <p>a. Students ask for confirmation</p> <p>b. Students speak in their group</p> <p>c. Students discuss in group in answering the question.</p> <p>Poor = reach 1</p> |

| | | | | | |
|---|---|---|--|--|---|
| | | | | | <p>indicator</p> <p>Enough = reach 2</p> <p>indicator</p> <p>Good = reach 3</p> <p>indicator</p> |
| 3 | Students' participations during the treatment | V | | | <p>Poor = 0 – 12</p> <p>students</p> <p>Enough = 13 – 25</p> <p>students</p> <p>Good = 26 – 37</p> |
| 4 | Students' role play in group | V | | | <p>students</p> <p>For number 4:</p> <p>There are 3</p> <p>indicators:</p> <p>a. Students are not disruptive when the other member speak</p> <p>b. students can deliver the material well.</p> <p>c. Students understand the news</p> |

| | | | | | |
|---|---|--|---|--|---|
| | | | | | <p>item text without teacher's he</p> <p>Poor = reach 1 indicator</p> <p>Enough = reach 2 indicator</p> <p>Good = reach 3 indicator</p> |
| 5 | The number of the students who asks about the meaning of the difficult word to the teacher. | | V | | <p>Poor = 26 - 37 students</p> <p>Enough = 13 – 25 students</p> <p>Good = 0 – 12 students</p> |
| 6 | The number of students who got problem during the group activities | | V | | <p>Poor = 27 - 37 students</p> <p>Enough = 17 – 27 students</p> <p>Good = less than 17 students</p> |
| 7 | The number of students who feel confused and do not understand the text | | V | | |

Cycle 2

| No | Students' Activities | Scoring Scale | | | Notes |
|----|--|---------------|--------|------|--|
| | | Poor | Enough | Good | |
| 1 | The Number of Students Attending the Class | | | V | <p>For Number 1</p> <p>a. Less than 75% (less than 26 students) = poor</p> <p>b. 75% - 90% = 26 – 37 students = enough</p> <p>c. 100% (37 students) = good</p> |
| 2 | Students' activeness during the treatment | | | V | <p>Indicator:</p> <p>a. Students ask for confirmation</p> <p>b. Students speak in their group</p> <p>c. Students discuss in group in answering the question.</p> <p>Poor = reach 1 indicator</p> |

| | | | | | |
|---|---|--|---|--|--|
| | | | | | <p>Enough = reach 2 indicator</p> <p>Good = reach 3 indicator</p> |
| 3 | Students' participations during the treatment | | V | | <p>Poor = 0 – 12 students</p> <p>Enough = 13 – 25 students</p> <p>Good = 26 – 37 students</p> |
| 4 | Students' role play in group | | V | | <p>For number 4:</p> <p>There are 3 indicators:</p> <p>a. Students are not disruptive when the other member speak</p> <p>b. students can deliver the material well.</p> <p>c. Students understand the news</p> |

| | | | | | |
|---|---|--|---|---|--|
| | | | | | <p>item text without teacher's help.</p> <p>Poor = reach 1 indicator</p> <p>Enough = reach 2 indicator</p> <p>Good = reach 3 indicator</p> |
| 5 | The number of the students who asks about the meaning of the difficult word to the teacher. | | V | | <p>Poor = 26 - 37 students</p> <p>Enough = 13 – 25 students</p> <p>Good = 0 – 12 students</p> |
| 6 | The number of students who got problem during the group activities | | | V | <p>Poor = 27 - 37 students</p> <p>Enough = 17 – 27 students</p> <p>Good = less than 17 students</p> |
| 7 | The number of students who feel confused and do not | | | V | |

| | | | | | |
|--|---------------------|--|--|--|--|
| | understand the text | | | | |
|--|---------------------|--|--|--|--|

Appendix 10

Pretest and Posttest Score

| No | Code | | A | B | C | Score | | A | B | C | Score |
|----|------|---|---|---|---|-------|---|---|---|---|-------|
| 1 | S-1 | C | 3 | 3 | 2 | 53 | C | 5 | 3 | 3 | 73 |
| 2 | S-2 | Y | 4 | 4 | 0 | 53 | Y | 4 | 3 | 4 | 73 |
| 3 | S-3 | C | 4 | 3 | 2 | 60 | C | 4 | 4 | 2 | 66 |
| 4 | S-4 | L | 2 | 3 | 0 | 33 | L | 4 | 2 | 2 | 53 |
| 5 | S-5 | E | 5 | 4 | 4 | 86 | E | 5 | 5 | 5 | 100 |
| 6 | S-6 | - | 1 | 3 | 0 | 26 | - | 4 | 4 | 1 | 53 |
| 7 | S-7 | 1 | 4 | 3 | 2 | 60 | 2 | 5 | 3 | 3 | 73 |
| 8 | S-8 | | 3 | 4 | 1 | 53 | | 4 | 3 | 3 | 66 |
| 9 | S-9 | | 4 | 5 | 2 | 73 | | 5 | 5 | 3 | 86 |
| 10 | S-10 | | 2 | 2 | 2 | 40 | | 4 | 4 | 0 | 53 |
| 11 | S-11 | | 5 | 3 | 3 | 73 | | 5 | 3 | 1 | 60 |
| 12 | S-12 | | 5 | 3 | 5 | 86 | | 4 | 5 | 5 | 93 |
| 13 | S-13 | | 3 | 4 | 3 | 66 | | 4 | 4 | 3 | 73 |
| 14 | S-14 | | 5 | 3 | 3 | 73 | | 5 | 4 | 4 | 86 |
| 15 | S-15 | | 3 | 2 | 1 | 40 | | 4 | 2 | 2 | 53 |
| 16 | S-16 | | 2 | 4 | 3 | 60 | | 5 | 2 | 1 | 53 |
| 17 | S-17 | | 3 | 2 | 3 | 53 | | 3 | 5 | 3 | 73 |
| 18 | S-18 | | 2 | 5 | 2 | 60 | | 4 | 4 | 5 | 86 |
| 19 | S-19 | | 2 | 4 | 2 | 53 | | 5 | 3 | 3 | 73 |
| 20 | S-20 | | 1 | 4 | 2 | 46 | | 5 | 3 | 0 | 53 |
| 21 | S-21 | | 4 | 4 | 0 | 53 | | 4 | 4 | 2 | 66 |
| 22 | S-22 | | 4 | 4 | 1 | 60 | | 5 | 3 | 3 | 73 |
| 23 | S-23 | | 2 | 2 | 1 | 33 | | 5 | 4 | 0 | 60 |
| 24 | S-24 | | 2 | 2 | 2 | 40 | | 4 | 3 | 3 | 66 |
| 25 | S-25 | | 5 | 4 | 3 | 80 | | 5 | 3 | 3 | 73 |
| 26 | S-26 | | 2 | 5 | 2 | 60 | | 3 | 5 | 1 | 60 |
| 27 | S-27 | | 4 | 5 | 0 | 60 | | 3 | 5 | 1 | 60 |
| 28 | S-28 | | 4 | 4 | 3 | 73 | | 5 | 4 | 4 | 86 |
| 29 | S-29 | | 5 | 4 | 3 | 80 | | 5 | 4 | 3 | 80 |
| 30 | S-30 | | 2 | 3 | 2 | 46 | | 4 | 4 | 2 | 66 |
| 31 | S-31 | | 3 | 1 | 2 | 40 | | 3 | 3 | 3 | 60 |

| | | | | | | | | | | | |
|--------------------|------|--|-------------|-------------|-------------|--------------|--|-------------|-------------|-------------|--------------|
| 32 | S-32 | | 4 | 4 | 3 | 73 | | 5 | 5 | 0 | 66 |
| 33 | S-33 | | 4 | 5 | 2 | 73 | | 5 | 4 | 2 | 73 |
| 34 | S-34 | | 3 | 4 | 3 | 66 | | 4 | 5 | 2 | 73 |
| 35 | S-35 | | 5 | 4 | 2 | 73 | | 4 | 5 | 5 | 93 |
| 36 | S-36 | | 2 | 2 | 0 | 26 | | 3 | 1 | 0 | 26 |
| 37 | S-37 | | 4 | 4 | 4 | 80 | | 5 | 3 | 4 | 86 |
| Total Score | | | 122 | 129 | 75 | 2163 | | 160 | 136 | 91 | 2566 |
| Mean Score | | | 3.29 | 3.48 | 2.02 | 58.45 | | 4.32 | 3.67 | 2.45 | 69.35 |
| Max Score | | | 5 | 5 | 5 | 86 | | 5 | 5 | 5 | 100 |
| Min Score | | | 1 | 1 | 0 | 26 | | 3 | 1 | 0 | 26 |

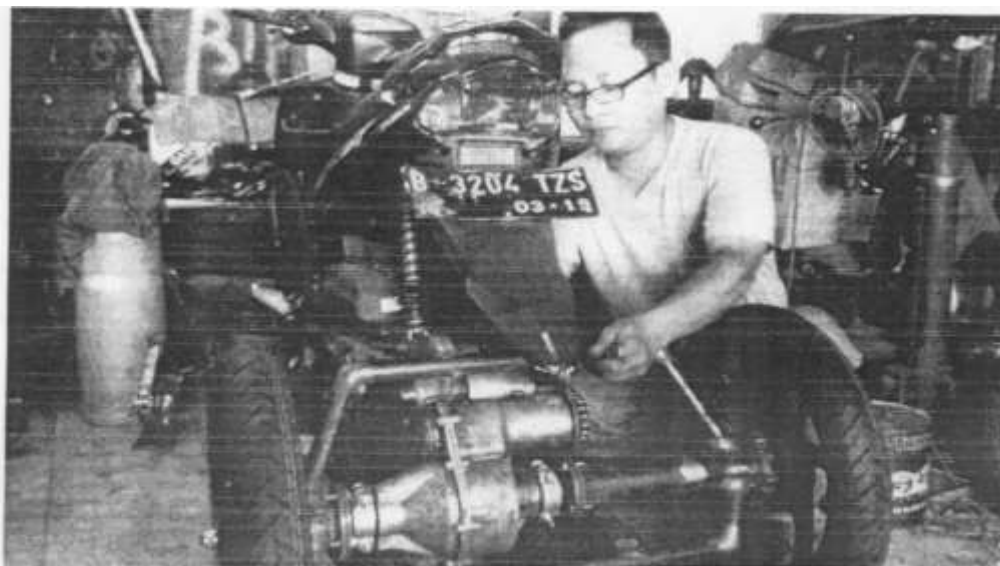
A = Reading Questions Correct Answers

B = Vocabularies Correct Answers

C = Critical Thinking Correct Answer

Appendix 11

Cycle 1 Reading Materials



Modified ride: Sutarnan Sirya Al Banjawi fixes the gears of a modified motorcycle that will be used by a disabled client in his workshop in Manggarai Jakarta, recently. Sutarnan has been receiving orders to turn motorcycles into three-wheeled vehicles for the disabled for 10 years.

Disabled residents strive to be more mobile with modifications

Orry Elyda and Indah Setiawati
© JAKARTA POST/JAKARTA

Since one of her legs was amputated because of bone cancer in 1997, entering the house had been a constant struggle for 43-year-old social worker Nina Kusumawati.

"I was once dragged by a Metro taxi. It drove off before I had fully stepped onto the bus," she told *The Jakarta Post* recently.

She said Transjakarta buses were accommodating, but the bridges leading to the bus shelters were too high, especially for disabled people who walked with a cane. Nina said her daily journey became more bearable in 2010 when a friend suggested that she use a modified motorcycle to aid in getting around.

"I couldn't afford a modified motorcycle at first, but the motorcycle workshop owner allowed me to make installment," she said.

Sutarnan Sirya Al Banjawi, the owner of a workshop specializing in motorcycle modifications for disabled people in Manggarai, South Jakarta, said he received one to two

orders every month as modifications could take two weeks to one-and-a-half months to complete. "I have four customers on my waiting list this month," he said.

Sutarnan, who started modifying motorcycles 10 years ago, said modification prices ranged from Rp 8 million (US\$632) to more than Rp 15 million, depending on the type of modification.

"The cheapest is a simple modification without an axle," he said, adding that prices increased as modifications became more complicated.

Nina, who lives in Pulo Gebang, East Jakarta, said she usually looked for accessible parking spots for the disabled. However, finding an appropriate parking spot became a bigger challenge after the implementation of a motorcycle ban on Jl. MH Thamrin and Jl. Medan Merdeka Barat in Central Jakarta.

"The city administration does provide a free bus, but accessing the bus from the parking lot is not easy," she said, adding that she hoped disabled people could be exempt from the policy.

- » Modified motorcycles, bicycles gain popularity among disabled community
- » Power wheelchairs too expensive for many
- » Activist suggests disabled people remain as active as possible

Indonesia Independent Disabled Foundation (YDMI) head Subandi H. Bonmat said many members of the foundation benefited from modified motorcycles and modified bicycles as they helped disabled people become more independent. He said some members owned modified bicycles that allowed them to use their hands to pedal them.

"Many members of our foundation also get their wheelchairs modified because the wheelchairs at Pramuka Market or Rumpuk Market are generally the regular ones," he said over the phone recently, referring to two markets in East and South Jakarta that are known for af-

fordable manual wheelchairs.

He said polio patients, for example, usually did not need arm

When asked about the pros of power wheelchairs, Subandi said they might be helpful but also created for a very niche market. "Electric wheelchairs are expensive for us," he said.

Online shops such as *idnet* offer electric wheelchairs between Rp 17 million and 20 million. Meanwhile, *Sella* (sella.co.id) offers electric chairs at a slightly lower price, Rp 16 million, available with installment payment plan.

Hery Prabaningrum, director of United Cerebral Palsy (UCP), an organization that provides customized wheelchairs, said that if any part of the body still be used, she suggested disabled people use them.

"If their hands can still work well, it is better to actively use them to keep them healthy," she said.

According to UCP, at least 100 disabled people in 11 districts are in need of wheelchairs.

ELECTION

Voters with disabilities want greater access

Hans Nicholas Jong

THE JAKARTA POST/JAKARTA

Boy Tonggor Siahaan has cast his vote in every election since he was in high school. The 46-year-old has not missed a single legislative, presidential or regional election.

For him, keeping up with the latest political news has made him a well-informed voter.

"I have never been an absentee voter. I am well-informed because I have always followed the political scene in the country," said Boy, who lives in Jati Asih, Bekasi.

But it is his limbs that stand in the way of exercising his political rights.

"My problem is that if I want to use my hand [to punch a hole in the ballot paper], it is not strong enough," said Boy.

Boy was born with deformities to both of his arms. "I was forced to use my feet. I punch a hole by holding the nail with my feet," he said.

Boy, however, considered himself lucky with his still-functioning arms.

"What about those who don't have limbs at all?" he said.

Cases like Boy's were documented in a study conducted by the General Election Network for Disability Access (AGENDA), a consortium of civil society organizations and disabled people's organizations across Southeast Asia.

The study was aimed at improving access for disabled people to meet their political rights.

The study found that in the July 9, 2014 presidential election, 84 percent of 470 polling stations monitored in five provinces were inaccessible for disabled voters.

The study found that only 16 percent of polling stations in Aceh, Jakarta, Central Java, South Kalimantan and South Sulawesi were accessible for people with disabilities.

A polling station is deemed to be accessible only if it meets seven cri-

teria surrounding access pathways, location, entry and exit points from polling station, space to maneuver inside the polling station, voting booth pedestal, ballot box and braille template.

"We observed the election in a very technical way by asking our observers to come early morning [on voting day] and observe disabled people who were registered [to vote]," AGENDA coordinator Muhammad Afifudin said.

The study also found that some polling station attendants were not well-prepared to aid disabled voters, with 43 percent of officers not offering any help at all to disabled voters, and only 38 percent actually helping voters with disabilities.

"Sometimes the attendants also did not ask what kind of disability [that voters had]," Afifudin said. "Sometimes they want to have a disabled person be able to vote but they don't know how."

The study also monitored and interviewed 789 people with disabilities, some of whom did not exercise their voting rights.

Also, 290 eligible disabled voters said they did not cast their votes because they were not able to get to a polling station on election day.

Meanwhile, 188 said there was no dedicated polling station for people with disabilities or mobile polling station option.

The General Elections Commission (KPU) is planning to rectify the problem of limited access for disabled people for this year's regional elections, scheduled for Dec. 16 in 204 regions.

Data from the International Labor Organization (ILO) said that there are 24 million people with disabilities in the country, more than the 23,681,471 votes secured by the winner of the 2014 legislative election, the Indonesian Democratic Party of Struggle (PDI-P).

zanichelli

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is no more

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MIRKEE ASIAN REVIEW

VALENTINE'S DAY

Single Jakartans the least happy? Not really

Corry Elvda

THE JAKARTA POST/JAKARTA

For Angeli, a single, 25-year-old woman who works in a government institute, Valentine's Day is just another ordinary, busy day, despite it being a Saturday this year.

"I have meetings the whole day," she told *The Jakarta Post*, adding that she was out of town for work. Anggi said she had never really celebrated Valentine's Day, even when she happened to be seeing someone.

"I'm happy with my life. Having a boyfriend isn't a priority and being single doesn't mean I have to be miserable and lonely," she said.

According to the Central Statistics Agency (BPS) Jakarta branch's Happiness Index 2014, among married couples, divorcees and widowers, singles were the least happy in the capital. The result was in contrast to the national average, which shows singles nationwide are the happiest.

Arzuff said she had lots of friends to hangout with during weekends, to watch movies or try new restaurants

"The only disadvantage of having no boyfriend is when I'm stuck in traffic [with no one to talk to] or I need to attend a wedding reception," she said, laughing.

Twenty-five-year-old writer Elina Hiamah said when she was in college having a boyfriend seemed like a farce, especially when Valentine's Day came around, but that changed after she started work. "Now I have many other things to romance," she said.

"When you have a partner, you need to compromise on many things," she said.

Every year, hotels and restaurants in Jakarta offer romantic dinners for couples while chocolate producers try to woo men into buying their girlfriends sweet treats weeks before Valentine's Day.

Although the day is not a traditional celebration for many Indonesians, many young couples make an effort to make the day special.

As the day approaches, it is com-

...to hear of anecdotes of singles who supposedly feel miserable when they see couples flaunting their happiness on the day.

Several self-deprecating memes have appeared on social media, but one group is trying to go against the grain.

Dewan Kesenian Jakarta, or the Jakarta Lonely Council (TOKJ) is a Facebook fan page set up by a group of men.

Our poet lampoons the song "Single Bells" with the line "Single all the way"

A co-founder of the fan page known as Minko, said DJJ was formed as a focal point among friends who were mostly single.

The group also deems every Feb. 14 as a *LovePrinDay* – with jam-able meaning single – to embrace the day. Its fan page has reached more than 6,200 likes since it was created.

• MORE STORIES ON P. 66

den of the premium that reflects the cost of

This year, total state revenue will hit 1.76 quadrillion, most of which will come from tax revenue that is targeted to reach \$1.48 quadrillion.

higher, an ambitious goal that Finance



2015 revised state budget h

| 2015 state Budget (original) | 2015 state Budget (revised) |
|--------------------------------|--------------------------------|
| 1.2% gasoline | 1.2% gasoline |
| 44 billion | 44 billion |
| 201 bond issue | 201 bond issue |
| 276 billion | 276 billion |
| Capital projects for state hwy | Capital projects for state hwy |
| 9 billion | 9 billion |

Matto-sconimr as

| | |
|--|--|
| Foreign growth (%/year) | |
| Inflation (%/year) | |
| Interest rate for 3-month (cert. debt) papers in % | |
| Exchange rate (¥/\$) | |
| Crude oil price (\$/bbl) | |
| Oil lifting (thousand barrels per day) | |

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Appendix 12**Cycle 2 Reading Materials**

van Gaal struggling with United identity crisis

Murphy Hermann
REPORTS, LONDON

The table suggests Louis van Gaal is making progress at Manchester United but winning matches has never been good enough on its own at the Theatre of Dreams.

Van Gaal's team have lost only once in their last 16 games, are eighth in the Premier League, five points behind champions Manchester City and are on course to begin Europe's elite.

Yet the fans who down the years have saluted over some of the world's great managers praising their skills at Old Trafford and beyond are feeling as though they are watching a bunch of second-class improvisers.

Experienced Dutchman Van Gaal has been reduced to waving around pieces of paper at news conferences to explain his team's style of play after West Ham United manager Sam Allardyce said United were playing long-ball tactics against his side.

While Van Gaal may have steered the Old Trafford ship back in the right direction, he is yet to solve the identity crisis that coincided with the recruitment of Alex Ferguson in 2003.

For the vast majority of Ferguson's trophy-hauling 26-year reign at Old Trafford, United played the kind of football the late Matt Busby craved.

Putting it briefly

Fox, Telemundo Awarded another World Cup

NEW YORK: FIFA is sticking with its American TV partners through another World Cup.



Louis van Gaal

"At Manchester United we strive for perfection and if we fall we might just have to settle for excellence," Busby, one of United's greatest managers, once said.

Ferguson, expansive football, played with pace and panache was the United way.

The personnel changed during the Ferguson era, but the blueprint stayed the same. "You score, we'll score more," was the ethos ingrained in the great United side.

Thrill-seekers revelled in watch-

ing the likes of Andrei Kanchelskis, Ryan Giggs, Paul Scholes, Eric Cantona, David Beckham and Cristiano Ronaldo blow away opponents.

Now, it has all become a bit of a grind.

After the fortunate 1-1 draw against West Ham which revealed the "long-ball" accusations, United beat struggling Burnley 2-1 on Wednesday but for large parts of the match were outplayed.

Wayne Rooney, reacquainted as a midfield anchor man under Van

Gaal, was lost, striker Robin van Persie started of service and Angel di Maria and Radamel Falcao occupied.

There was no real leadership on the pitch and two of United's goals came from centre half Chris Smalling who did not even warrant a starting place.

Van Gaal is at least honest in his assessment.

"It was not good," Van Gaal said after the Burnley win. "The fans were whistling at halftime [even though we were winning] and that's the first time I hear that."

"I'm happy we can win when we are playing not well. But I didn't see any progression and that's not good."

"Turnkey were the better team, they played the ball along the floor and we didn't."

United revealed a 12 percent drop in revenue for this six months to December on Thursday, the cost of finishing seventh last season and missing out on the Champions League.

So providing Van Gaal achieves a top-four finish and United return to Europe's blue-ribbed tournament, the first part of his remit will have been achieved.

Yet, with arguably none of the current team, Rooney aside, likely to appear in many fans' best eleven from the last 10 years, Van Gaal will need a huge transfer kitty to restore United's reputation as English football's great restaurateurs.

Carroll facing more injury time

LONDON: West Ham United's record signing Andy Carroll faces yet another injury time-out after the club's doctor said he is "not fit to play".

MASS MURDERS

Komnas HAM digs into 'shaman' killings

Wahyoe Boedwardhana
THE JAKARTA POST/SURABAYA

The National Commission on Human Rights (Komnas HAM) will continue a inquiry into alleged gross human rights violations that occurred in relation to mass murders linked to sorcery (black magic) in East Java in 1998 and 1999.

Komnas HAM commissioner and research team leader for the case, Muhammad Nurkhotim, said his team would further update information gathered by a special study team investigating cases of murder, disguised as witch hunts, in East Java in 1998 and 1999, at the investigation level of alleged gross human rights violations.

The research team, formed in October last year, was able to collect facts and data, which indicated that gross human rights violations had taken place in the cases, based

on Article 9 of Law No. 26/2000 on human rights trials.

"This is a pre-investigation. We found elements of crimes against humanity that were massive and systematic in nature. And now we are studying whether or not the elements can be proven in the field," Nurkhotim said in Surabaya on Thursday.

The Komnas HAM team in October and December gathered data and information in the field in Banyuwangi last year and in Surabaya and Jember in February this year.

The team recorded the number of civilian victims of the murders - accused of practicing black magic - at 119, comprising people hailing from Banyuwangi, Jember, Simbokan, Bondowoso, Pasuruan, Pamekasan and Sampang regencies in East Java.

Commission for Missing Persons and Victims of Violence (Kontras) Surabaya chapter coordinator Andy

Irfan said there was a difference in the number of victims cited by Komnas HAM and Kontras.

Kontras has two versions of data. The version by a Nabdul Ulama fact-finding team showed that 147 people were killed in 20 districts in Banyuwangi regency, while a fact-finding team from the Banyuwangi regency administration showed 115 people had been killed.

"We'll coordinate with Komnas HAM. We will study which area we could work on together in the probe," said Andy.

The Komnas HAM team also found evidence of systematic elements in the case, as proven by the presence of a radiogram issued by then Banyuwangi regent HT Purnomo Sidi on Feb. 6, 1998.

The radiogram addressed to government officials from district to village chiefs, contained a request for them to make an inventory of people

with supernatural powers in their respective regions, so they would be protected.

"However, after the radiogram was issued, murders against civilians instead intensified in villages which submitted the data," said Nurkhotim.

In its efforts to obtain data, the team also met with officers of the Branyuwangi Military Command and the East Java Police, who were reluctant to provide documents relating to the case.

"The Branyuwangi Military Command argued the documents had most likely been destroyed, while the East Java Police regarded that incidents before the Reform Era were difficult to open and could spark resistance," said Nurkhotim.

Komnas HAM expected the public would be supportive of the development in the case and said it would oversee the investigation further.

MANUWANGI: The newly formed West Java Police officers, as part of the provincial administration and local government in West Java. We hope the West Police," said West Papuan People's Assembly in Manokwari on Friday.

The establishment of the West Papua Provincial Police, with headquarters in Manokwari, West Papua, on

Friday, the chairman of the Indonesian Chapter in Doregala regency (enclaving the office of the daily Soleng, Alwan Ahmad was arrested at his home

eyewitnesses, Alwan led four men break computers and internet networks with a

Alwan is facing charges of possessing a age, which carry maximum penalties of 12

Police Chief Adj. St. Comr. Basya R. at the newspaper's owner in Putra Basya R. similar to Alwan's now defunct daily Soleng. In Putra said the names were different

war's was Soleng PPS. **D**

Mind the gap

MILITARY

North Korea to hold giant, 'grand style' military parade

Agence France-Presse

SEOUL

North Korea will hold one of its giant displays of military muscle this year, the ruling Workers' Party said Friday, stressing the need for "cutting-edge" hardware to boost the nuclear-armed nation's fighting capacity.

The "grand style" parade involving the army, navy and air force will be held to mark the 70th anniversary of the party's founding on Oct. 10, according to the resolution adopted by the party's central committee plenary.

The last such event was held in July 2013 — an intimidating, two-hour spectacle of military might and patriotic fervor, involving wave after wave of goose-stepping soldiers, tank batteries and missile launchers.

The parades usually held in Kim Il-sung square in Pyongyang are closely watched for glimpses of any new hardware that might signal a new step in the North's military development.

The 2013 event showed off a long-range ballistic missile, although experts debated whether it was a genuine working model or just a mock-up.

The march-past in October will "fully demonstrate at home and abroad the might of the service personnel and people united single-heartedly behind the respected Marshal", the resolution said, referring to leader Kim Jong-un.

Stressing the need to ensure victory in any "final showdown" with the United States, it highlighted efforts to develop the high-precision, "powerful, cutting-edge military

hardware" that was needed to "cope with modern warfare".

North Korea has conducted three nuclear tests and threatened a fourth as part of a nuclear weapons and missile program that it has pursued through a barrage of international sanctions.

Again there is debate among experts as to how far the isolated, reclusive nation has come in developing those weapons, especially the ability to shrink nuclear warheads so that they can fit on a missile.

Its progress in long-range missile technology was hammered home by the launch of a rocket that successfully put a satellite in orbit in 2012.

Since taking over power from his late father Kim Jong-il in 2011, Kim Jong-un has consolidated his grip on power, launching a number of high-profile purges that included the ex-

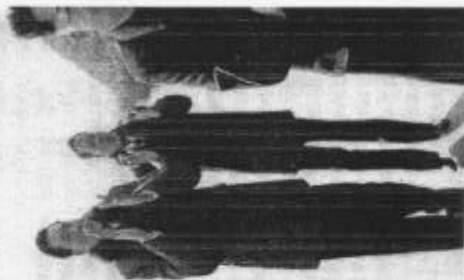
ecution of his uncle and one-time mentor Jang Song-thaek.

The party resolution underlined the need to impose "stringent organizational discipline" within the party to shore up the "rock-solid, single-hearted unity" behind Kim's leadership.

Refrained, it was reported that North Korea had unveiled an "exclamation mark" peppered list of 300 new political slogans covering every conceivable topic, from the glories of the ruling Kim dynasty and mass-room cultivation to the importance of dependable wives and "affectionate" sports.

Oh, and the perennial need to wipe out US imperialist scum.

Political slogans are an intrinsic part of the relentless, daily propaganda formula that North Koreans are weaned on almost from birth.



Leader inspection: This undated photo released by the Korean Central News Agency (KCNA) on Friday shows leader Kim Jong-un during a photo session with the Construction Bureau 8 in Pyongyang. North Korea

Appendix 13**Example of Test**

9 60 : 60
3

CODE : 511

Bridge breaks in Central Java, killing 5 people and injuring 29 others

A footbridge packed with tourists broke at a mountainous resort on Java Island Wednesday, killing five people and injuring 29 after they plunged into a rocky riverbed, police and tourist officials said.

The victims were evacuated to three nearby hospitals, said Surono, an employee at the Baturaden resort in Central Java province, adding that they fell more than 20 meters (yards) after one of the steel cables holding the small bridge snapped. Local police, chief Emron Putra Agung said five people were killed and 29 injured. The accident occurred as the country enjoys a weeklong holiday marking the end of the Islamic month Ramadan, when people traditionally flock to holiday sites. Baturaden, located 300 kilometers (190 miles) east of the capital Jakarta, is one of the most popular resorts on the slopes of Mount Slamet (3,428 meters, 11,246 feet), Java's second-highest peak.

A. Answer the question according to the text.
Choose the best answer according to the text

- The text tells us about
 - The evacuation of the victims.
 - The tourist resort in Central Java.
 - The killing of five visitors in Baturaden.
 - ☒ The accident on the broken bridge in Baturaden.
 - The popular tourist resort in Central Java.
- Some local tourist were killed and injured in Baturaden when
 - They were swimming in the river.
 - ☒ They were enjoying the view on the small bridge.
 - They were in the riverbed.
 - They were climbing Mount Slamet, Central Java.
 - ☒ They were swinging on the small bridge over the Rocky River.
- The footbridge in Baturaden broke because
 - ☒ It couldn't afford supporting overload.
 - It had been too old to walk on.
 - It had not been used for long time.
 - It lied on the slope of Mount Slamet.
 - It was used to evacuate the victims.
- How many victims were in this accident?
 - Five
 - Twenty nine

Appendix 14

Example of Group Journal

EXTENSIVE READING JOURNAL

NAME : denoagista
 STUDENT NUMBER : 14
 CODE : 516

kelompok
 → Clara, Hannyana, M.
 → Diana, Ristika
 → Adam, P.
 → Rany, Wahyu, B. p.

| NO | DATE | READING MATERIAL | | NEW VOCABULARY | SUMMARY |
|----|------|---|---------------------|--|---|
| | | TITLE | SOURCES | | |
| 1 | | disabled freedom to use to vent mobile with modi- fication | The Jakarta Post | Appropriate: <u>agumaci</u> modification: <u>modifikasi</u> pedals prostate | Indonesian independent disabled foundation (IFMI) held a seminar. Several hundred members of the foundation benefited from modification motorcycles and modified bicy- cles as they helped disabled people become more independent. In some cases, members owned modified bicycles that allowed them to use their hands to pedal them. |
| 2 | | single Jakarta the least happy? not really | The Jakarta Post | Peepice Peppercorn | For Anggi, a single 32-year-old woman who works in a government institute, Valentine's Day is just an other ordinary busy day despite it being a Saturday this year. |

EXTENSIVE READING JOURNAL

NAME

: Dwiq

: Adip

: Nongoro

: Yanuar

: Guntur

: A

: Ahmad

: Suluri

: R

: Riky

: P

STUDENT NUMBER

: 10

CODE

: 57

| NO | DATE | READING MATERIAL | | NEW VOCABULARY | SUMMARY |
|----|-----------|---|-------------------------------|--|--|
| | | TITLE | SOURCES | | |
| 1 | 6-03-2018 | Disabled Residents Strive to be more Mobile with Modifications | the Jakarta Post / Jakarta | Disabled = cacat Residents = warga Strive = berjuang Impaired = disabilitas Struggle = perjuangan Stalled = melambat Accommodate = menyesuaikan Dragged = menyeret Flee = melarikan diri Bridges = jembatan Shelter = berlindung Guide = petunjuk, tanda Blind =看不见, buta Afford = mampu Millions = jutaan Installments = angsuran Errors = kesalahan Ranged = berkisar, bervariasi axle = os Rebuilding = membangun Incorporated = menggabungkan Complicated = rumit Accessible = dapat diakses, yang dapat dijangkau Appropriate = sesuai, layak Foundation = dasar Benefiting = menguntungkan Pedal = injak - injakan Referring = mengacu Regular = teratur, biasa Affordable = terjangkau | in Indonesia many happens accidents and there are many disabled people like people who walked with the cane. So they will trouble to go anywhere and they must have vehicle to go anywhere and then created new solutions that vehicle especially for disabled people like motor cycle. One business man made motorcycle is someone whose work can be used to modify the motor for disabled people he said modification prices for ago from Rp. 8 million (USD\$210) to more than Rp. 15 million depending on the type of modification and a crossing the Indonesia independent disabled motor foundation that is modification motor bike was very benefited for disabled people, online shop that motorcycle. Can we visit on lazada.co.id and another web address that online shop |

EXTENSIVE READING JOURNAL

NAME : Agnetha Clara Y , Jihan Tanathia A , Mawar Auro t-t , Maria Rozani S
 STUDENT NUMBER : 02 , 16 , 19 , 20
 CODE :

| NO | DATE | READING MATERIAL | | NEW VOCABULARY | SUMMARY |
|----|--------|---------------------------------------|------------------------------|--|--|
| | | TITLE | SOURCES | | |
| 1 | 3/3/15 | Konnat HAM digi into "Shaman" killing | The Jakarta Post or Surabaya | 1. Occured → peristiwa 2. inquiry 3. further 4. disguised 5. Massive 6. Proven 7. Intensified 8. Gathered 9. Killing 10. Cases- | The national commission on Human Rights will continue an inquiry into alleged gross human rights violation that occurred in relation to mass murders linked to santet (black magic) in east Java in 1998 an 1999. The Konnat HAM leader said his team would further update information. They are special study team to help them. There were 147 people killed in 20 district. |

EXTENSIVE READING JOURNAL

NAME : Ridho Nur Rizwan
 STUDENT NUMBER : 25061134
 CODE :
 Arif Purwanto
 Fgie Wida, Wisma Untero

| NO | DATE | READING MATERIAL | | NEW VOCABULARY | SUMMARY |
|----|----------|--|----------------------------|--|--|
| | | TITLE | SOURCES | | |
| 4 | 5-3-2025 | Disabled residents in Jakarta strive to become mobile with modifications | the Jakarta Post / Jakarta | Disabled : cacat bridges : jembatan strive : berjuang cone : tongkat afford : mampu allowed : diizinkan ranged : banisan Diperting : legat ban : ban boulder : batu regulator : busa | In Indonesia many happens accidents and there are many disabled people like people who walked with the cane so they will trouble to go anywhere and then created he solutions that vehicle especially for disabled people like motor cycle with tri cycle, one business man made motorcycle is sultan whose work can be used to modify the motor for disabled sultan who started modifying motor cycles 10 years ago, said modification prices ranged from Rp. 8 million (US\$632) to more than Rp. 15 million, depending on the type of modification. |

Appendix 15

Example of Pair Journal

EXTENSIVE READING JOURNAL # Bersemaran

NAME : Rizky Wahyuni - Bungas - Proseman
 STUDENT NUMBER : 21
 CODE : C51

→ Rizky Wahyuni - B. P
 → Rizky Wahyuni - B. P

| NO | DATE | READING MATERIAL | | NEW VOCABULARY | SUMMARY |
|----|--------|--|--------------|-----------------------------|---|
| | | TITLE | SOURCES | | |
| 1. | 9/3/15 | Komnas HAM does into "Sharia" killing | Jakarta Post | - Funder # - Allied | The Komnas HAM team also found evidence of systematic elements in the case, as proven by the presence of a radiogram issued by then Barungwonal agent MT Rurnama Sidik. On February 6, 1988, Komnas HAM expected the public would be supportive of the development in the case & said it would oversee the investigation further. |
| 2. | 9/3/15 | North Korea to hold guns, "strong style" military parade | Seoul | - Pursued # - Reported # | North Korea has conducted three nuclear tests and threatened a launch of a nuclear weapons and missile program that it has received enough a barrage of international sanctions. |

EXTENSIVE READING JOURNAL

NAME : Tn. Astuti, Farah Cantika Rini
 STUDENT NUMBER : 32
 CODE : 13

| NO | DATE | READING MATERIAL | | NEW VOCABULARY | SUMMARY |
|----|--------|---|---------------------|--|---|
| | | TITLE | SOURCES | | |
| 2. | 7/3/15 | North Korea to hold giant "Grand Style" Military parade | Agence France-press | Involving Glimpses Ensure Cope Hammered Converging Conceivable Potential Scum Relentless & weakened. | North Korea will hold one of its giant displays of military muscle this year, the ruling Workers' Party said Friday, stressing the need for "cutting-edge" hardware to boost the nuclear-armed nation's fighting capacity. The party resolution underlined the need impose "stringent or- ganizational discipline" within the party to shore up the "rock-solid, single-hearted unity" behind Kim's leadership. |

EXTENSIVE READING JOURNAL

NAME : Indriyana Nurafika (17)
 STUDENT NUMBER : Novina Elsyu W (23)
 CODE :

| NO | DATE | READING MATERIAL | | NEW VOCABULARY | SUMMARY |
|----|------------|---|--------------------------------|--|--|
| | | TITLE | SOURCES | | |
| | 14/10/2019 | Single Jakartaans the least happy? Not really | Cory Eluda The Jakarta Post | works : karya government : pemerintahan institute : lembaga miserable : sedih lonely : kesepian according : menurut result : hasil average : rata-rata highlight : sorotan stuck : tertangkap traffit : lalu lintas geotied : terikat Especially : terutama although : meskipun effort : usaha society : masyarakat deprecaing : merendahkan grain : butir kitchen : dapur created : dibuat | For Andri, a single, 25 years-old woman who works in a government institute. Andri said she had never really celebrated Valentine's Day. "I'm happy with my life. Having a boyfriend isn't a priority and being single doesn't mean I have to be miserable and lonely," she said. According to the Central Statistics Agency (BPS) Jakarta Branch's Happiness Index 2014, among married couples, divorcees and widowers, singles were the least happy in the capital. The result was in contrast to the national average, which shows singles nationwide are the happiest. Andri said she had lots of friends to hangout with during weekends, to watch movies or try new restaurants with. "The only disadvantage of having no boyfriend is when I'm stuck in traffic with no one to talk to or I need to attend a wedding reception," she said. Meanwhile, 25-year-old writer Yenni Himmah said when she was in college having a boyfriend seemed like a |

EXTENSIVE READING JOURNAL

NAME : U.S. PUTRI KATELLIA AND DEFI DWI RISKIANI
 STUDENT NUMBER : (34)
 CODE :

| NO | DATE | READING MATERIAL | | NEW VOCABULARY | SUMMARY |
|----|------|--|--|--|--|
| | | TITLE | SOURCES | | |
| | | Singles: adaptations the least happy? not really | Finance Mills TV, House of Representatives | lone partner attend seemed miserable building approached reached effort divorce flaunting lambasts allowed | single woman was not so bad, they do alongs and lonely - but they are happier than those partner. but when on the road no friend free singles have many friends and hang out look at the cinema, watch movies and try restaurants. at the day is common to hear a anecdotes of singles who supposedly feel miserable when they see couple flaunting their on the day, several self deprecating men appeared on social media and lots of people a group which contains the meme of single suppose. like dewan besiphan jangko (DJ-J) purpose to entertain the single person. she lambasts the son "single belt" with the single all the way. |

EXTENSIVE READING JOURNAL

NAME : Anurag Vohra F , R noor Surjo P. K
 STUDENT NUMBER : 6
 CODE :

| NO | DATE | READING MATERIAL | | NEW VOCABULARY | SUMMARY |
|----|------|--|-----------------------------|---|---|
| | | TITLE | SOURCES | | |
| | | Single Jokers. the 100th happy? not really | The 100th Post / Kolkata | <ul style="list-style-type: none"> → despite → supposedly → divorces and wrong → total → contrast → hunting → revenue → deems | <p>Although on Valentine's Day has a couple on hand no one's spouse should continue to enjoy with life.</p> <p>the celebrate being single by parodying the famous quotes of well-known figures like Premchand Ananta toer or Jan Malaka</p> |

Example of End – of – Course Questionnaire

CODE : S-20

OPEN – ENDED QUESTIONNAIRE

Apakah Anda menikmati kegiatan *Group and Pair in Extensive reading*? Kemukakan alasan Anda. Senang, karena bisa bermusyawarah dan mengemukakan pendapat

Kesulitan apa saja yang Anda hadapi selama melakukan *Group and Pair technique in extensive reading* yang berhubungan dengan:

(a) kerjasama di dalam grup; lebih mudah karena saling membantu.

(b) mengartikan kata-kata? Ketika menemukan kata Vocabulary yang baru / belum pernah mendengarnya

Kemudahan apa saja yang Anda dapat selama melakukan *Group and Pair technique in extensive reading* yang berhubungan dengan: (a) kerjasama di dalam grup; (b) mengartikan kata-kata?

a) Saling membantu Satu Sama Lain
b) Ketika menemukan kata Vocabulary yang baru / belum pernah mendengarnya.

Secara individu, manfaat apa saja yang Anda dapatkan dari kegiatan ini?

lebih mengerti dari Kegunaan Group atau berkelompok dalam proses pembelajaran

Apakah melakukan *extensive reading* secara kelompok (group) dan berpasangan (in pair) lebih membantu anda dalam melakukan *extensive reading*?

karena Saling membantu Satu dengan yang lain dan mempermudah kerjaan

CODE: S27

OPEN - ENDED QUESTIONNAIRE

1. Apakah Anda menikmati kegiatan *Group and Pair in Extensive reading*? Kemukakan alasan

Anda: Ya, karena kegiatan ini bisa dengan yang lain dan menarik
lebih dari

2. Kesulitan apa saja yang Anda hadapi selama melakukan *Group and Pair technique in extensive reading* yang berhubungan dengan:

(a) kerjasama di dalam grup; kurang memahami kata-kata

(b) mengartikan kata-kata? Sedikit salah karena tidak terlalu memahami kata-kata

3. Kemudahan apa saja yang Anda dapat selama melakukan *Group and Pair technique in extensive reading* yang berhubungan dengan: (a) kerjasama di dalam grup; (b) mengartikan kata-kata?

A. lebih mudah dari menyendiri

B. lebih gampang memahami kata-kata? Ya benar

4. Secara individu, manfaat apa saja yang Anda dapatkan dari kegiatan ini?

Mengerti kata-kata baru

5. Apakah melakukan *extensive reading* secara kelompok (*group*) dan berpasangan (*in pair*) lebih membantu anda dalam melakukan *extensive reading*?

Ya, sangat membantu

CODE: S16

OPEN - ENDED QUESTIONNAIRE

1. Apakah Anda menikmati kegiatan *Group and Pair in Extensive reading*? Kemukakan alasan Anda. MENIKMATI BGT. SOALNYA NGAJAR / MABAHAENYA KALEM.

2. Kesulitan apa saja yang Anda hadapi selama melakukan *Group and Pair technique in extensive reading* yang berhubungan dengan:

(a) kerjasama di dalam grup;

YA KURANG MEMAHAMI SAAT KURANG MEMAHAM
DISITU KADANG SAYA SEDIH.

(b) mengartikan kata-kata?

IYA, BIAS MEMBACA TIBA ADA KATA YANG TDK DIMENGERTI
DISITU KADANG SAYA MERATA SEDIH.

3. Kemudahan apa saja yang Anda dapat selama melakukan *Group and Pair technique in extensive reading* yang berhubungan dengan: (a) kerjasama di dalam grup; (b) mengartikan kata-kata? (a) MISAL ENGGAKTAU KITA BISA TANYA SAMA GRUP KITA

(b) KEMUDAHANNYA LEBIH TAU KATA-KATA YG SULIT.

4. Secara individu, manfaat apa saja yang Anda dapatkan dari kegiatan ini?

YA MENDAPAT PENGALAMAN / PENGALAMAN LEBIH

5. Apakah melakukan extensive reading secara kelompok (group) dan berpasangan (in pair) lebih membantu anda dalam melakukan extensive reading?

MEMBANTU BGT.

CODE : 515

OPEN - ENDED QUESTIONNAIRE

1. Apakah Anda menikmati kegiatan *Group and Pair in Extensive reading*? Kemukakan alasan Anda. Ya, karena menyenangkan, trus jadi open mind, sama ningratin kemampuan bahasa kita.
2. Kesulitan apa saja yang Anda hadapi selama melakukan *Group and Pair technique in extensive reading* yang berhubungan dengan:
 - (a) kerjasama di dalam grup;
kesannya jadi berantak ...
 - (b) mengartikan kata-kata?
nope. Yes, tapi kan ada google translate ...
3. Kemudahan apa saja yang Anda dapat selama melakukan *Group and Pair technique in extensive reading* yang berhubungan dengan: (a) kerjasama di dalam grup; (b) mengartikan kata-kata? Jadi lebih nambah wawasan karena tau berita-berita dari luar gitu, kalok kata-kata ngak.
4. Secara individu, manfaat apa saja yang Anda dapatkan dari kegiatan ini?
Seti nya ningrat. Kemampuan bahasa ningrat, bisa lebih berani untuk public speaking di depan teman. wawasan luas, deper kata-kata baru ...
5. Apakah melakukan extensive reading secara kelompok (group) dan berpasangan (in pair) lebih membantu anda dalam melakukan extensive reading? Ya.

CODE: S-17

OPEN - ENDED QUESTIONNAIRE

1. Apakah Anda menikmati kegiatan *Group and Pair in Extensive reading*? Kemukakan alasan Anda. Sangat menikmati, karena saya merasa senang

2. Kesulitan apa saja yang Anda hadapi selama melakukan *Group and Pair technique in extensive reading* yang berhubungan dengan:

(a) kerjasama di dalam grup;

Untuk mencapai pemikiran yang sama itu sulit dalam sebuah kelompok/grup

(b) mengartikan kata-kata?

Saat kita menemukan kata-kata yang tidak pernah kita jumpai, jadi saya merasa sedih kadang

3. Kemudahan apa saja yang Anda dapat selama melakukan *Group and Pair technique in extensive reading* yang berhubungan dengan: (a) kerjasama di dalam grup; (b) mengartikan

kata-kata? a. Kemudahan yang saya dapat yaitu saat berkeompok kita bisa mengemukakan pendapat untuk jawaban

b. Kemudahan dalam mengartikan yaitu bertemu kata-kata orang yang terkadang kita sudah pernah jumpai

4. Secara individu, manfaat apa saja yang Anda dapatkan dari kegiatan ini?

Manfaat yang saya dapat yaitu menambah wawasan dalam bahasa Inggris lebih luas

5. Apakah melakukan *extensive reading* secara kelompok (group) dan berpasangan (in pair) lebih membantu anda dalam melakukan *extensive reading*?

Tiya lebih membantu

Appendix 17

Documentation

Meeting I

Pretest



Meeting I

Cycle 1 Treatment





Meeting II

Cycle 2 Treatment



Meeting III

Posttest

