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
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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

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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


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
2.2.2 News Item Text

News Item is one of factual genres. Its social function is to inform 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

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:

![Cyclical Action Research Model](image)

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:
grade X students of SMAN 9 Semarang

students still found any difficulties related to reading habit, so they could not improving their reading news item text

students need to improve their reading news item text by reading attractive materials

Teaching news item text by enhancing students reading motivation through authentic text materials

Action Research

cycle 1 & 2

planning
action
observation
reflection

New way of teaching news item text was found

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 used 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
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

<table>
<thead>
<tr>
<th>No</th>
<th>Date</th>
<th>Reading Material Title</th>
<th>New Vocabulary Sources</th>
<th>Summary</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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)

<table>
<thead>
<tr>
<th>OBSERVATION</th>
<th>INTERVIEW</th>
<th>ARTIFACT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Checklist</td>
<td>Questionnaire</td>
<td>Student work</td>
</tr>
<tr>
<td>Digital photography</td>
<td></td>
<td>Test scores</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Attendance records</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>PART A (reading comprehension questions)</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>PART B (vocabulary mastery)</td>
<td>5</td>
</tr>
<tr>
<td>PART C (imaginative questions)</td>
<td>5</td>
</tr>
</tbody>
</table>

Table 3.4

Writing Imaginative Paragraph Rubric

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

\[ G_n = \frac{V_{g_1}}{N_g} \times 100 \]

Note:

\( G_n = \text{Score} \)
\( V_{g_1} = \text{number of correctly answers} \)
\( N_g = \text{number of total questions} \)

### 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 fist 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>
<thead>
<tr>
<th>Step 1</th>
<th>Students made a group for 4 to 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Step 2</td>
<td>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.</td>
</tr>
<tr>
<td>Step 3</td>
<td>Every group did jigsaw method from cooperative learning discussing the authentic reading materials.</td>
</tr>
<tr>
<td>Step 4</td>
<td>Each group wrote a journal.</td>
</tr>
</tbody>
</table>

Table 3.5

Group Technique in Reading Authentic Text Materials (cycle 1)
Table 3.6
In Pair Technique in Reading Authentic Text Materials (cycle 2)

<table>
<thead>
<tr>
<th>Step 1</th>
<th>Made a group of two (in pair).</th>
</tr>
</thead>
<tbody>
<tr>
<td>Step 2</td>
<td>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.</td>
</tr>
<tr>
<td>Step 3</td>
<td>Every pairs did think-pair-share method from cooperative learning discussing the authentic reading materials.</td>
</tr>
<tr>
<td>Step 4</td>
<td>Each group wrote the reading journal.</td>
</tr>
<tr>
<td>Step 5</td>
<td>Students did pair reading by themselves. They could choose their own place and time. They read two authentic reading materials.</td>
</tr>
<tr>
<td>Step 6</td>
<td>Students write the result in their group reading journal.</td>
</tr>
</tbody>
</table>

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.
REFERENCES


Brumfit, Christopher. 1984. *Communicative methodology in language teaching*, CUP


Chapman Publishing.


Appendix 1

Permission Letter from University

[Letter Content]
Appendix 2

Permission Letter from Department of Education Semarang

PEMERINTAH KOTA SEMARANG
DINAS PENDIDIKAN
Jl. Dr. Wahidin 118 Semarang Telp. 84121868, Fax. 8317752, Kode Pos 50224

SURAT IJN KEPALA DINAS PENDIDIKAN KOTA SEMARANG
Nomor : 079 / 989

TENTANG IJN PENELITIAN

Dasar : Surat dari Universitas Negeri Semarang (UNNES) No. 737/JN37.1.2/LT/2015, Tgl 10 Februari 2015
Penolak : 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 Student’s 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. Mematuhi peraturan dan ketentuan yang berlaku di tempat penelitian tersebut.
3. Menyampaikan laporan/pemberitahuan kepada Kepala Dinas Pendidikan Kota Semarang setelah selesai penelitian tersebut.

Semarang, 25 Februari 2015

A.N. Kepala Dinas Pendidikan
Kota Semarang
Kepala Sekolah dan Pembinaan

[Signature]

Tembusan Yth:
1. Walikota Semarang (sebagai laporan)
2. Kepala Sekolah ytd.
Appendix 3

Letter of Research

PEMERINTAH KOTA SEMARANG
DINAS PENDIDIKAN
SMA NEGERI 9 SEMARANG

SURAT - KETERANGAN
Nomor: 421/3/132/2015

Yang bertanda tangan di bawah ini Kepala SMA Negeri 9 Semarang

Nama: Drs. Wharto, M.Si
NIP: 196710031998031099
Pangkat, Gelar/bugas: Pembina, IV/a
Jabatan: Kepala SMA Negeri 9 Semarang

Menyampaikan bahwa
Nama: Citra Indra Putri. Ardana Reawari
NIM: 2201411099
Fak. / Program Studi: Bahasa dan Seni / Fisik Pendidikan Biologi

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 pergunaan sebagaimana mestinya.

Semarang, 30 Maret 2015

Kepala
Appendix 4

Participants of the Study
Class : X-IPS 2
Year : 2015

<table>
<thead>
<tr>
<th>NO</th>
<th>NAME OF PARTICIPANT</th>
<th>CODE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Adam Prakoso</td>
<td>S1</td>
</tr>
<tr>
<td>2</td>
<td>Adi Christian Prakoso</td>
<td>S2</td>
</tr>
<tr>
<td>3</td>
<td>Adrian Janitratama</td>
<td>S3</td>
</tr>
<tr>
<td>4</td>
<td>Afrizal Ardi Nugraha</td>
<td>S4</td>
</tr>
<tr>
<td>5</td>
<td>Aldrie Melody Parera</td>
<td>S5</td>
</tr>
<tr>
<td>6</td>
<td>Ami Tya Widayanti</td>
<td>S6</td>
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<tr>
<td>7</td>
<td>Arul Panji Saputro</td>
<td>S7</td>
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<tr>
<td>8</td>
<td>Aryandho Herdiyanto Ratno P</td>
<td>S8</td>
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<tr>
<td>9</td>
<td>Auralie Putri Arsyna</td>
<td>S9</td>
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<td>10</td>
<td>Bening Pusparani</td>
<td>S10</td>
</tr>
<tr>
<td>11</td>
<td>Citra Hallyma Maharaniita W</td>
<td>S11</td>
</tr>
<tr>
<td>12</td>
<td>Cupu Kencanamananik Silugangga</td>
<td>S12</td>
</tr>
<tr>
<td>13</td>
<td>Diana Agista</td>
<td>S13</td>
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<tr>
<td>14</td>
<td>Farel Nabil Gustan</td>
<td>S14</td>
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<tr>
<td>15</td>
<td>Firmando Saragih</td>
<td>S15</td>
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<tr>
<td>16</td>
<td>Ghofur Nur Mirza</td>
<td>S16</td>
</tr>
<tr>
<td>17</td>
<td>Hafidz Nafi Ramadhan</td>
<td>S17</td>
</tr>
<tr>
<td>18</td>
<td>Ikhsa Aziz Khoiri</td>
<td>S18</td>
</tr>
<tr>
<td>19</td>
<td>Ilham Maulana</td>
<td>S19</td>
</tr>
<tr>
<td>20</td>
<td>Ivan Rahmatir Arieska</td>
<td>S20</td>
</tr>
<tr>
<td>21</td>
<td>Jed Nadim Nazeh</td>
<td>S21</td>
</tr>
<tr>
<td>22</td>
<td>Kezia Elvaretta Anggen</td>
<td>S22</td>
</tr>
<tr>
<td>23</td>
<td>Lolyta Milenia Ganeswara Wijaya</td>
<td>S23</td>
</tr>
<tr>
<td>24</td>
<td>Luthfi Ridho Ardhi Aldava</td>
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<td>Melati Yustika Widya Pratiwi</td>
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<td>26</td>
<td>Muhammad Faridhon</td>
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<td>Nindya Rastra Samara</td>
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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. “...killing 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

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### Appendix 7

**STUDENTS OBSERVATION CHECKLIST**

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<td>- The students can deliver the material well.</td>
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<td>- Students understand the news item text without teacher’s help.</td>
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<td>Good = 26 – 37 students</td>
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Appendix 8

End – of – Course Questionnaire

CODE:

OPEN – ENDED QUESTIONNAIRE


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

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|   | Students’ participations during the treatment | V | Poor = 0 – 12 students
Enough = 13 – 25 students
Good = 26 – 37 students

There are 3 indicators:

a. Students are not disruptive when the other member speak
b. students can deliver the material well.
c. Students understand the news |   | indicator
Enough = reach 2 indicator
Good = reach 3 indicator

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**Cycle 2**

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<td>a. Less than 75%</td>
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<td>(less than 26 students) = poor</td>
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<td>b. 75% - 90% = 26 – 37 students = enough</td>
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<td>c. 100% (37 students) = good</td>
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<td>b. Students speak in their group</td>
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<td>c. Students discuss in group in answering the question.</td>
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Poor = reach 1 indicator
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understand the text
## Appendix 10

### Pretest and Posttest Score

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A = Reading Questions Correct Answers  
B = Vocabularies Correct Answers  
C = Critical Thinking Correct Answer
Appendix 11

Cycle 1 Reading Materials

Disabled residents strive to be more mobile with modifications

City Hall and Indah Setiawati

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

"I was once dropped by a Metro 444. It doesn't go below 1.65 meters, which is why I had to leap onto the bus," she told the Jakarta Post recently.

She said Transjakarta buses were accommodating, but the bridges leading to the bus stops were too low, especially for disabled people who walked with a cane. Nina said she would have trouble entering a bus with a step higher than 10 cm.

"It's a little harder to get on the bus if you have to climb up to 10 cm. However, I've been going to Pilipiring, East Jakarta, where she usually stays, and there are no difficulties," she said.

"I don't have a modified motorcycle at home, but the motorcycle workshop owner allowed me to take the modifications," she said.

Sutanman Sitanggang, the owner of a workshop specializing in motorcycle modifications for disabled people in Maganggar, 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 motorcycles in my workshop at this month," he said.

Suwarno, who started modifying motorcycles 10 years ago, said modification prices ranged from Rp 4 million (US$620) 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 Puncak Raya, 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 lane on Jl. Mh. Thamrin and Jl. Medan Merdeka Barat in Central Jakarta.

"The city administration does provide for 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
- Activists suggest disabled people remain as active as possible

Indonesia Independent Disabled Foundation (IYDI), head Sudarmi H. Sitanggang 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 ease their hands to pedal them.

"Many members of our foundation also get their wheelchairs modified because the wheelchairs at Pancak Market or Rangkas Market are generally the "runti" type," he said over the phone recently, referring to two markets in Tanah Abang, South Jakarta that are known for affordable manual wheelchairs.

He said some patients, who usually came to see him, said they usually did not need any medical treatment.

When asked about the use of power wheelchairs, Sudarmi said that they might be helpful, but not always. He also created a very simple wheelchairs for those who can't afford to buy a new one.

"Electric wheelchairs are expensive for us," he said.

Online shops now offer electric wheelchairs at prices ranging from Rp 15 million to Rp 20 million. Meanwhile, Jelita Foundation offers electric chairs at a slightly lower price,

Hery, a 43-year-old wheelchair user, said that if the price is still too high, it is better to use a bicycle because there are many types of bicycles available.

According to the Indonesian Disabled People's Association, there are 1.5 million disabled people in Indonesia.
Voters with disabilities want greater access

Hans Nicholas Jong
THE JAKARTA POST/JAKARTA

Boy Tonggor Siahmad 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 criteria 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 Affudin 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]," Affudin 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).
Single Jakartans the least happy? Not really

Corry Elyda

For Anggi, 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 Centrals Statistics Agency (BPS), Jakarta’s brand of happiness index 2014, among married couples, divorces 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.

Anggi said she had lost friends to hangout with during weekends, to watch movies or try new restaurants with.

“you don’t have a 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 Ilham Hamzah said she was in college having a boyfriend seemed like a man, especially when Valentine’s Day came around, but that changed after she started work.

“Now I have many other things to focus on,” she said.

Ilham said being single allowed her to do the things she liked, like traveling and watching concerts.

“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 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 common 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.

Dezan Roseljan, Jakarta, or the Jakarta Local Council (DKJ) is a Facebook fan page set up by a group of men.

The group celebrates being single by posting humorous quotes from well-known figures like Pramugya Aranza Toer and Tan Malaka.

One post juxtaposes the song “Single Bella” with the line “Single all the way.”

A co-founder of the fan page, known as Miko, said DKJ was formed as a form of protest against friends who were mostly single.

The group also sends every Feb 14 an “ApaGunaPakaiChok” — with jen- jen meaning single — to remind the day. Its fan page has reached more than 12,000 likes since it was created in November.

MORE STORIES P5, P6
Appendix 12

Cycle 2 Reading Materials
Komnas HAM digs into 'shaman' killings

Waluyo Budiwardhana
THE JAKARTA POST/SUHARTO

Mass Murders

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

Komnas HAM commissioner and research team leader for the case, Muhammad Nurkholis, 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, in 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 evidence 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," Nurkholis 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 Sumberaja and Jember in February this year.

The team recorded the number of civilian victims of the murders — accused of practicing black magic — as well as the presence of systematic elements in the case, as proven by the presence of a radiogram issued by the Banyuwangi regent MT Purwosinoto 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, as they would be protected.

"However, after the radiogram was issued, murders against civilians named satanic in villages which submitted the data," said Nurkholis.

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

The Brawijaya 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 Nurkholis.

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

Kadin chairman arrested

PAGEL: The chairman of the Indonesian Chamber of Commerce (Kadin) chapter in Boeung Regency, Mr. Tendel opened the office of the daily Sinjau.

Ahmad Abul was arrested at his home in Boeung Regency. Ahmad is facing charges of possessing huge quantities of methamphetamine.

"Pole Police chief said an arrest warrant was processed at the home of the owner of the newspaper, but similar to Ahmad's case, the warrant was different," the police said.

Mind the gap

111
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.

The last such event was held in July 2013 — an intimidating, two-hour spectacle of military might and patriotic fervor, involving waves after waves 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-mindedly 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 highlighted last month by the launch of a rocket that successfully put a satellite into 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 execution of his uncle and one-time nemesis Jong Song-thaek.

The party resolution underlined the need to impose “strenuous organizational discipline” within the party to shore up the “rock-solid, single-hearted unity” behind Kim’s leadership.

Beforehand, it was reported that North Korea had unveiled an inscription on a bronze pillar li of its new political slogans covering every conceivable topic, from the glories of the ruling Kim dynasty and socialism to the importance of dependable wives and “offensive” sports.

Ok, and the perennial need to wipe out US imperialism.

Political slogans are an intrinsic part of the regime; daily propaganda formulas that North Koreans are weaned on almost from birth.
Appendix 13

Example of Test
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 Suroto, 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 Enron Purwanto 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

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 tourists 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

Appendix 14

Example of Group Journal
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EXTENSIVE READING JOURNAL

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<table>
<thead>
<tr>
<th>NO</th>
<th>DATE</th>
<th>SUMMARY</th>
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<tbody>
<tr>
<td>1</td>
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</tbody>
</table>

A disabled student who used to live in an orphanage is now adjusting to life outside. Although he finds it difficult at times, he is determined to make the best of it. He has started a small business and has begun to support himself.

NEW VOCABULARY

- Affected
- Institution
- Strive
- Detained
<table>
<thead>
<tr>
<th>NO</th>
<th>DATE</th>
<th>READING MATERIAL</th>
<th>NEW VOCABULARY</th>
<th>SUMMARY</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>3/3/15</td>
<td>Komnas HAM digs into “shaman” killings</td>
<td>Occurred ≠ peristiwa</td>
<td>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 santri (black magic) in East Java in 1996 and 1997. The Komnas HAM leader said his team would further update information. They use special study teams to help them. There were 147 people killed in 26 districts.</td>
</tr>
<tr>
<td>NO</td>
<td>DATE</td>
<td>READING MATERIAL</td>
<td>NEW VOCABULARY</td>
<td>SUMMARY</td>
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<td>----</td>
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</tr>
<tr>
<td>4</td>
<td>5-3</td>
<td>Disabled residents strive to become mobile with modifications</td>
<td>Disabled; Gas; bridges; motorcycle</td>
<td>In Indonesia many happen 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 disable people like motor cycle with trike, one business man make motorcycle is Sujam a whose work can be used to modify the motor for disable. Sujam who started modifying motor cycles 10 years ago said modification price ranged from Rp. 8 million (US $626) to more than Rp. 15 million, depending on the type or modification.</td>
</tr>
</tbody>
</table>
# Appendix 15

**Example of Pair Journal**

<table>
<thead>
<tr>
<th>NO</th>
<th>DATE</th>
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<th>SOURCES</th>
<th>NEW VOCABULARY</th>
<th>SUMMARY</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>9/15</td>
<td>Korova HAM Assas</td>
<td>, Quran</td>
<td><em>Furor</em></td>
<td>The Korova HAM team also found evidence of systemless elements in the case, as shown by the presence of a fatwa issued by the Jama'at leader, which would be considered as the facilitator to the development in the case. Told it would overcome the issue moving further.</td>
</tr>
<tr>
<td></td>
<td></td>
<td><em>Assassins</em></td>
<td></td>
<td><em>Al-Mujahid</em></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>9/15</td>
<td>North Korea to</td>
<td>South</td>
<td><em>Rumpa</em></td>
<td>Three teams has conducted three nuclear tests and threatened to launch as many as 100 of a nuclear weapon and missile program than it has spread through a barrier of interception services.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>hold games, among</td>
<td></td>
<td><em>Rumpa</em></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>daily military</td>
<td></td>
<td><em>Rumpa</em></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>parade.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NO</td>
<td>DATE</td>
<td>READING MATERIAL</td>
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<td>Title</td>
<td>Sources</td>
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<tr>
<td>1</td>
<td>9/3</td>
<td>North Korea to</td>
<td>Agence</td>
<td>North Korea will need one of its</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>hold giant</td>
<td>Finance-press</td>
<td>gains aside of ordinary muscle.</td>
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<tr>
<td></td>
<td></td>
<td>&quot;Grand Style&quot;</td>
<td></td>
<td>This year, the ruling Workers’</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Military parade</td>
<td></td>
<td>Party will essays its</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td>&quot;Dear Son, Friday,&quot; breaching the</td>
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<td>need for &quot;contrary orders&quot; to keep</td>
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<td>the party free shore up the</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td>&quot;rock-solid, single-hearted”</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td>unity” behind Kim’s leadership.</td>
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<td>READING MATERIAL</td>
<td>NEW VOCABULARY</td>
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</tr>
<tr>
<td>1/02</td>
<td>4/02</td>
<td>Tony Elda: the least happy? The Saarinen Post</td>
<td>works: karya</td>
<td>Alexi was a single, 25-year-old woman who works in a government institute. Alexi said she had never really celebrated Valentine's Day. &quot;I'm happy with my life. Having a boyfriend isn't a necessity and being single doesn't mean I have to be miserable,&quot; she said. According to the National Statistics Agency (NSA), South Africa's happiness rankings vary, with more married couples divorces and widows/seniors being the least happy in the capital. The result was in contrast to the national average, which shows women residing in the countryside have the highest happiness scores. Alexi said she had lots of friends to hang out with during weekends, and she often watched movies or attended new restaurants. &quot;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,&quot; she said. Badington, twenty-five, an old man in the village, said when she was in college having a boyfriend seemed like a luxury.</td>
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<td>READING MATERIAL</td>
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<td></td>
<td></td>
<td>Single Parent</td>
<td>Finance mini</td>
<td>new</td>
<td>single woman was not so bad, they are always</td>
</tr>
<tr>
<td></td>
<td></td>
<td>The least happy</td>
<td>TRY</td>
<td>60</td>
<td>lonely, but they are happier than those with</td>
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<td></td>
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<td>for really</td>
<td>Hourof representation</td>
<td>partner. But when on the road to</td>
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<td>friends, free singles have many friends and</td>
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<td></td>
<td>hang out at the cinema, watch movies, and try</td>
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<td></td>
<td></td>
<td>restaurants. At the day it is common to hear</td>
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<td>anecdotes of singles who supposedly feel</td>
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<td>miserable when they see couple planting their</td>
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<td></td>
<td></td>
<td></td>
<td>feet. On the day, several self-deprecating men</td>
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<td></td>
<td></td>
<td>appeared on social media and lost of people</td>
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<td>started a group which contain the theme of &quot;real</td>
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<td>purpose is to entertain the single person. One</td>
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<td></td>
<td></td>
<td>complaints the song &quot;Single belive with the</td>
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<td></td>
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<td>single all the way.</td>
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## EXTENSIVE READING JOURNAL

**NAME:** Unknown  
**STUDENT NUMBER:** 6  
**CODE:** 2.9

<table>
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<tr>
<td></td>
<td></td>
<td><strong>TITLE</strong></td>
<td><strong>SOURCE</strong></td>
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</tr>
<tr>
<td></td>
<td></td>
<td><em>Why do you love him?</em></td>
<td><em>The Internet</em></td>
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<td></td>
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<td><em>divorce is</em></td>
<td><em>love</em></td>
<td></td>
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<td></td>
<td></td>
<td><em>it's not</em></td>
<td><em>suffering</em></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><em>it's not</em></td>
<td><em>happiness</em></td>
<td></td>
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<td></td>
<td></td>
<td><em>it's not</em></td>
<td><em>desire</em></td>
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<td><em>it's not</em></td>
<td><em>contradiction</em></td>
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<td></td>
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<td><em>it's not</em></td>
<td><em>latching</em></td>
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<td></td>
<td><em>it's not</em></td>
<td><em>revenue</em></td>
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<td></td>
<td></td>
<td><em>it's not</em></td>
<td><em>dealing</em></td>
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Although an Valentine's Day is celebrated by many, it is not a day for everyone. However, it is a day to enjoy with loved ones. The celebration being single by parodying celebrities who are famous for being single. Quotes like Marley's or Jim Morrison's.
Example of End – of – Course Questionnaire

OPEN-ENDED QUESTIONNAIRE

Apakah Anda menikmati kegiatan Group and Pair in Extensive reading? Kenutakan 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?

Vetika 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 Samalain

(b) Lebih menemukan kata Vocabulary yang baru/belum pernah mendengarnya.

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

lebih mengerfikasi kegunaan Group atau bertukaropin 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.
OPEN ENDED QUESTIONNAIRE

1. Apakah Anda menikmati kegiatan *Group and Pair in Extensive reading*? Kemukakan alasan Anda: *Ya, karena kegiatan ini bermanfaat dan menambah pengetahuan.*

2. Kesulitan apa saja yang Anda hadapi selama melakukan *Group and Pair technique in extensive reading* yang berhubungan dengan:
   (a) kerjasama di dalam grup; *Keterlambatan berkomunikasi.*
   (b) mengartikan kata-kata? *Tidak memahami.*

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 dan mempersoalkan
   b. lebih mudah memahami dan mencapai kesepakatan

4. Secara individu, manfaat apa saja yang Anda dapatkan dari kegiatan ini?
   *Menambah pengetahuan baru.*

5. Apakah melakukan *extensive reading* secara kelompok (group) dan berpasangan (in pair) lebih membantu Anda dalam melakukan *extensive reading*?
   *Ya, sangat membantu.*
OPEN-ENDED QUESTIONNAIRE

1. Apakah Anda menikmati kegiatan Group and Pair in Extensive reading? Kemukakan alasan Anda. MENGHATI BENTUKnya MERAH / MEAHAINYA 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 SAMB KURANG MEMAHAMI
       DIKUTU KADANG, MIRADA SEDEH
   (b) mengartikantika-kata?
       YA, BAI MEMBACA TIBATADA KATA YANG TDE DIMEGERTI
       DIKUTU KADANG, MIRADA SEDEH

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) mengartikantika-kata?
   (a) MIRI MENGESAKKAN KITA BERPANJANG, SAMB SAMA GRUPKITA
   (b) KEMUDIHANA LEBIJ, TAN KATA, KATA YC. SULIT

4. Secara individu, manfaat apa saja yang Anda dapatkan dari kegiatan ini?
   YA MENDBAPAT PENGALAMAN / PENGALAMAN LEBIJ

5. Apakah melakukan extensive reading secara kelompok (group) dan berpasangan (in pair) lebih membantu anda dalam melakukan extensive reading?
   MEMBANTU BGT
OPEN - ENDED QUESTIONNAIRE


2. Kesulitan apa saja yang Anda hadapi selama melakukan Group and Pair technique in extensive reading yang berhubungan dengan:
   (a) kerjasama di dalam grup; 
       Cerdas yang bisa mengorganisir.
   (b) mengartikan kata-kata?
       Tidak, karena kurang fasih.

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) kerjasama di dalam grup; 
       Menemukan ide-ide saat bekerja sama.
   (b) mengartikan kata-kata;
       Menemukan kata-kata baru yang kurang dikenal.

4. Secara individu, manfaat apa saja yang Anda dapatkan dari kegiatan ini?
   (a) meningkatkan keterampilan membaca.
   (b) meningkatkan kemampuan untuk menafsirkan dan memahami pasangan.

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


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 pemahaman yang sama itu suatu dalam sebuah kelompok grup.
   (b) mengartikan kata-kata?
       Saat kita menemukan kata-kata yang tidak Jelas kita jumpai, jadi kita gagal memahaminya.

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 berkompak kita bisa mendiskusikan pendapat unggul kami.
   (b) Kemudahan dalam mengartikan yaitu bermuara kata-kata yang terbaik.

4. Secara individu, manfaat apa saja yang Anda dapatkan dari kegiatan ini?
   Manfaat yang saya dapat, yaitu meningkatkan kemampuan dalam bahasa Inggris, lebih lucu.

5. Apakah melakukan extensive reading secara kelompok (group) dan berpasangan (in pair) lebih membantu anda dalam melakukan extensive reading?
   Ya, lebih membantu.
Appendix 17

Documentation

Meeting I

Pretest
Meeting I

Cycle 1 Treatment
Meeting I
Cycle 2 Treatment

Meeting II

Meeting III
Posttest