

CHAPTER I

INTRODUCTION

A. Background of Problem

Language is one of the most important things in communication and it is used as a tool of communication among the nations in all over the world.

According to Jeremy Harmer, language is social construct as much as it is a mental ability. It is important for students to be just as aware of this in a foreign or second language as they are in their own.¹

English is very important and has many interrelationships with various aspects of life owned by human being. In Indonesia, English considered as the first foreign language and taught formally from elementary school up to the university level.

English has important position in daily life because it can raise the Indonesian prestige as educated nation. If less in mastering English, the nation would worry about the slow progress of the nation as pursuing a mastery of English is important for competition in global society.

¹ Jeremy Harmer, *The Practice of English Language Teaching, third edition*, (Longman :Person Education Limited, 2001), p.25

So the more people who are interested in learning English, and it is supported by the development of the English language that has touched many areas of public life. Such as school environment, the business environment, the work environment, and so forth.

There are four main skills in English, they are listening, reading, speaking, and writing. Listening and reading are as input the knowledge of English, in which the people need the ability to receive the language when people do it. Otherwise, speaking and writing are as output the knowledge of English, in which the people need the ability to produce the language.

The reading skill become very important in the education field, students need to be exercised and trained in order to have a good reading skill. Reading skill is one of the important part in learning English and includes an important part of curriculum in school. Reading skill needed to communicate, get information and transfer knowledge from one to other.

Since the rise of social media, reading skill is very vital in providing information, because people have to more reading for get the information than speaking. This certainly makes the student need reading skill to socialize with people as part of community members.

Authentic material is the materials which are used in genuine communication in the real world, and not specifically prepare for the teaching and learning of english. Besides that there are many discussion of the use of authentic text or material in english as foreign language (EFL) classroom. It is good for the learner to know the real situation world, it is means the learner do not only can train their ear but also get new knowledge that they did not know ever, they can transfer the knowledge that they knew to their friends. One of authentic material is newspaper.

Newspaper contains a very wide variety of types and immense range information such as advertisements, articles, public news etc. A newspaper in general is an unbound or a printed publication and as a source of information issued daily or weekly (at regular interval) with news, article, sports, etc on various subject that seek to inform, explain and interpret, influence and service they need advertising².

Descriptive texts are the opposite of texts which are narrative in the broader sense. Descriptive texts represent states: they describe conditions, draw pictures or portraits, portray social milieus, or categorize natural and social phenomena. They represent a single

² Djamal H. Murni, *Improving Reading Skill In English*, (Jakarta: Kencana: 2006)p. 51-52

moment in time and a single state of affairs. Description is also found in texts which represent more than one state of affairs if those states of affairs lack the double bond of similarity and contrast or are not connected to a single identical agent or element of setting³.

Descriptive text is a text which says what a person or a thing is like. Its purpose is to describe and reveal a particular person, place or thing. Descriptive is about sensory experience-how something like looks,sound, taste. Mostly it is about visual experience, but description also deals with other kinds of perception.

Descriptive text that describes what kind of person or an object described,its form,its properties,the amount and others. Objectives (purpose) of the descriptive text was clear,namely to explain,or describe the person or an object revealed.

The purpose of descriptive text is to describe particular person, place, or thing.

SMA N 7 kota Serang has stood since 2012. This school just stand about 2 years ago, so not a lot of appreciation in this school get.

³ Schmid Wolf, *NARRATOLOGY an Introduction*, (German: Walter de Gruyter GmbH: 2010)p5

SMA N 7 kota Serang using kurikulum KTSP with reference to the national curriculum, the implementation of this curriculum includes the following subjects such as English lesson.

The teacher English when teaching learning activities in the use bilingual language, because many students still confuse about what the teacher said and the students lack of vocabulary. So, the teacher must be translated about his speaking because, the students always to use speak mother tongue in daily activity.

Learning English in SMA N 7 kota Serang hasn't gratified yet because some of students haven't been able yet to communicate each other by using English well although they have learned English in for some years.

In teaching practice program in SMA N 7 kota Serang that has been done, the researcher found some students' got difficulties in reading comprehension. The researcher is not as English teacher, but just researcher. Many students didn't understand well when they read English text. They are not serious to study English and fill bored. Although they used dictionary to look for the meaning of the words and expressions, they still faced difficulty to take what is the meaning of

words from the text, because most of them cannot always guess the meaning of unknown words from the contexts.

From the explanation background of problem above, the researcher has motivation to research the students' reading comprehension and the researcher is interested in conducting action research entitled **“Using The Media of Authentik Reading Material to Improve Student’s Reading Comprehension” (A Classroom Action Research at Second Grade of SMAN 7 Serang Banten Academic Year 2014-2015)”**

B. Limitation of Problem

Referring to the identification of problem above, the researcher determines the limitation of problems by focusing on **“Using The Media of Authentik Reading Material to Improve Student’s Reading Comprehension” (A Classroom Action Research at Second Grade of SMAN 7 Serang Banten Academic Year 2014-2015)”**

C. Statement of The Problem

To easy administer his research, the writer started the problem as follows :

1. How is the students reading skill at second grade of SMAN 7 Serang?
2. Can the authentic reading material applied for improving student's reading comprehension at SMAN 7 Kota Serang?
3. Are the students interested in reading comprehension through the authentic reading material at second grade of SMAN 7 Serang?

D. The Objectives of The Research

The research is intended to know the answer of the question stated in the statement of the problem.

1. To know the students reading skill at second grade of SMAN 7 Serang.
2. To know improvement the student's reading comprehension by using the authentic reading material at second grade of SMAN 7 Serang
3. To know the students interested in reading comprehension through the authentic reading material at second grade of SMAN 7 Serang.

E. Previous Study

The researcher finds some previous studies of researches in academic research as follows:

1. The first previous study of research is arranged by Asep pudoli. His student register number is 082300426. His title about research is “developing students’ reading skill using the Jakarta Post Newspaper articles” (An Experimental Research at the eleventh Grade of SMAN 8 Pandeglang). From the research he concluded that: “from the result of analyzed above we known teaching reading comprehension using the Jakarta Post newspaper articles has given a positive influence, shown from the result of reading pre test and post test between experiment class and control class. and the students got the suggestion to read newspaper to increase knowledge, information, and developing their vocabularies. It simply illustrates that teaching reading comprehension using newspaper articles gives more advantages than teaching reading using English textbook.

The writer concludes that using the Jakarta post newspaper as media in learning English reading, is very effective to improve

students reading skills especially to improve their reading comprehension, for the high school .

The difference of my research and Asep pudoli research is that Asep Pudoli research focuses on Reading skill by using experimental research while my research focuses on reading comprehension by using CAR

2. The second previous study of research is arranged by Inayatul Fuaida. Her students' register number is 11308032. Her title about research is "The Application of "in the news" Strategy to Improve Students' Reading Comprehension (A Classroom Action Research in the third year Students of SMP Bumi Madania Salatiga in the Academic year of 2012/2013).

This research was done in two cycles in CAR (A Classroom Action Research). The data was taken from observation, interview and test. The techniques of data analysis included descriptive and statistical technique. The finding of this research indicated that the application of "in the News" strategy was able to improve students reading comprehension in the third year students of SMP Bumi Madania Salatiga.

3. The third previous study of research is arranged by Jauharotus Solichatin. Graduate program in English Language Teaching, State University of Malang. Her title about research is “ The Effectiveness of Using Authentic texts in the teaching of Reading Comprehension. (Thesis)”. (An Experimental Research at the second Grade of SMPN 1 Playon Gunung Kidul Yogyakarta in the 2010/2011 academic year). Based on the result of research findings, it can be concluded that using authentic texts in teaching reading comprehension proved to be effective in increasing the students’ reading comprehension achievement. Thus, it is suggested that English teachers/instrutors to utilize authentic texts in teaching reading comprehension. besides, for future researchers, it is suggested to conduct research on authentic texts in higher level. Since for those of higher level students are having much more linguistic knowledge and having much wider world knowledge than students of Junior High, suitable and challenging authentic materials with miscellaneous topics is much easier to find. moreover using authentic materials in ‘authentic’ presentation becomes possible. “Authentic” presentation means we do not

present the materials (articles/texts) in copies, instead we present it as the way it is. for example when we are going to use articles from newspaper, we should bring the newspaper consist of the articles in class not in copies. this enable for future researchers to give authentic materials taken from magazinez or newspaper to students as the way they are.

F. The Use of The Research

Regarding the formulation of the research, the researcher purposed the use of the research as follows:

1. To the researcher, operationally it can increase the knowledge related to reading comprehension using the authentic material through reading newspaper and also give the information about using alternative learning material.
2. To the teacher, to provide the beneficial information for English teacher about using alternative learning material
3. To the reader, as abstract about using authentic material through reading newspaper and also can be used as reference for future research.

G. The Scope of Research

The writer used qualitative research through implementation of the Classroom Action Research (CAR). This research was conducted by using reading newspaper material for improving students' reading comprehension.

H. The Operational Definition

This study focuses on reading comprehension and reading newspaper.

1. The definition of Reading Comprehension

According to Grabe and Stoller (2002:9) "Reading is the ability to draw meaning from the printed page and interpret this information appropriately".

From the explanation above, it can be concluded that reading is an interactive activity between the reader and the text which is the reader gets the science, knowledge and comprehension in processing reading the text.

2. The definition of Newspaper

Newspaper contains a very wide variety of types and immense range information such as advertisements, articles,

public news etc. A newspaper in general is an unbound or a printed publication and as a source of information issued daily or weekly (at regular interval) with news, article, sports, etc on various subject that seek to inform, explain and interpret, influence and service they need advertising⁴.

I. The Organization of Writing

This research paper is systematically divided into five chapters as follows:

Chapter one is introduction which is divided into nine sections: the background of the problem, the statement of problem, the limitation of the problem, the objectives of the research, previous study, hypothesis, the uses of the research, scope of the research, operational definition and organization of writing.

Chapter two is theoretical framework. This chapter describes the definition of reading, purposes of reading, definition of reading comprehension, definition of authentic reading material, the kind of authentic material, the advantages and disadvantages of using authentic

⁴ Ibid.

reading material, definition of newspaper, and the advantages of using newspaper.

Chapter three is research methodology. It consists of methodology of research, place of research, research instrument, the procedure of action research and data analysis.

Chapter four is the result of the research. It describes the data and discussion.

Chapter five is conclusion and suggestion that enclosed the references and appendixes.

CHAPTER II

THEORETICAL FRAMEWORK

A. Definition of Reading

Reading is one of the language skills and concurrently of the basic subjects of the English Department. This subject is given in the second semester of the study program until the fifth semester and it's usually given by different lecturers in different semesters. Reading is private. It is a mental, or cognitive, process which involves a reader in trying to follow and respond to a message from a writer who is distant in space and time⁵.

Reading may be defined as an individual's total interrelationship with symbolic information. Reading is a communication process requiring a series of skills. As such reading is a thinking process rather than an exercise in eye movements. Effective reading requires a logical sequence of thinking or thought patterns, and these thought patterns require practice to set them into the mind. They may be broken down into the following seven basic processes:

⁵ Naf'an, Tarihoran. *Reading (Basic Reading Skills)*, first Edition, (Serang: Loquen Press, 2010), p.³

1. **Recognition:** The reader's knowledge of the alphabetic symbols.
2. **Assimilation:** The physical process of perception and scanning.
3. **Intra-integration:** Basic understanding derived from the reading material itself, with minimum dependence on past experience, other than knowledge of grammar and vocabulary.
4. **Extra –integration:** analysis, criticism, appreciation, selection and rejection. These are all activities which require the reader to bring his past experience to bear on the task.
5. **Retention:** This is the capacity to store the information from memory storage.
6. **Recall:** The ability to recover the information from memory storage.
7. **Communication:** This represents the application of the information and may be further broken down into at least 4 categories, which are:
 - a. Written communication;
 - b. Spoken communication;
 - c. Communication through drawing and the manipulation of objects;

- d. Thinking, this is another word for communication with the self.

B. The Reading Process

Reading is a problem-solving process. As readers, we try to discover what the author means while, at the same time, we build meaning for ourselves. We use our own language, our own thoughts, and our own view of the world to interpret what the author has written. These interpretations are limited by what we know.⁶

1. Purposes for Reading

Reading to search for simple information, reading to skim quickly, reading to learn from texts, reading to integrate information, reading to write (or search for information needed for writing), reading to critique texts, reading for general comprehension⁷.

⁶ Yetta M. Goodman & Carolyn Burke. *Reading Strategies Focus on Comprehension*. (USA: Library of Congress Cataloging in Publication Data), P.³

⁷ William Grabe and Fredricka L. Stoller. *Teaching and Researching Reading*, (Longman: Pearson Education Limited, 2002), p.¹³

C. Definition of Reading Comprehension

1. Reading Comprehension

According to Grabe and Stoller (2002:9) “Reading is the ability to draw meaning from the printed page and interpret this information appropriately.”

From the explanation above, it can be concluded that reading is an interactive activity between the reader and the text which is the reader gets the science, knowledge and comprehension in processing reading the text.

Reading is often referred to as a complex cognitive process. in fact, Edmund Burke Huey, in 1908, believed that if we could understand the mysteries of the human mind. Edward Thorndike (1917) wrote an article entitled. “Reading as Reasoning...” David Russell in 1961, considered reading to be an application of basic cognitive processes⁸.

In this works, Reading comprehension is viewed as a process subject to the same constraints as human memory and problem solving. itis not difficult to see why so many scholars and lay persons have thought of reading especially reading comprehension as a reflection of

⁸ *Op. Cit* p¹⁹

the inner workings of the human mind. Reading comprehension seems to involve language, motivation, perception, concept development, the whole of experience it self.

Our major goal in this chapter is modest. We want to convince you that the essence of comprehension is captured in one simple principle: Comprehension is building bridges between the new and the known. Beneath this simple metaphor lies a rich and complex set of implications about the process itself and about the process of teaching comprehension. Just to cite a few as a way of foreshadowing what is to come:

1. Comprehension is active, not passive; that is, the reader cannot help but interpret and alter what he reads in accordance with prior knowledge about the topic under discussion. Comprehension is not simply a matter of recording and reporting verbatim what has been read.
2. Comprehension involves a great deal of inference making. In fact the number of inferences required to comprehend even the simplest prose passage is staggering.

3. Comprehension is a dialogue between writer and reader⁹.

Reading comprehension involves taking meaning to a text in order to obtain meaning from that text. An individual may be said to comprehend a text fully when he can:

1. Recognize the words and sentences of the text and know what these words and sentences mean (obtain literal meaning).
2. Associate meanings, both denotative and connotative, from personal experiences with the printed text (obtain inferential meaning).
3. Recognize how all these meanings and/or his perceptions of them fit together contextually.
4. Make value judgments about, and based on, the reading experience (read critically).

To understand reading comprehension one should begin by analyzing what comprehension involves and how it relates to the entire reading process. Smith (1975a, p. 185) contends that fluent reading entails two fundamental skills: (1) prediction of meaning and the “sampling” of surface

⁹ P. David Pearson & Dale D. Johnson. *Teaching Reading Comprehension*, (USA: Library of Congress Cataloging in Publication Data 1978), p.²⁴

structure sufficiently to make predictions certain and (2) making the most efficient use of visual information, which is all the cues to meaning available in the printed text. Smith's position is that a child learns to read by reading materials in which he has an opportunity to test hypotheses. As a child becomes better able to predict or hypothesize what the text will say, he becomes a better reader.

Comprehension is an unobservable mental process. Reading comprehension centers on the ability to derive meaning from what is read. Without comprehension, a child does not really read. Researchers disagree as to whether comprehension is a single general skill or competency composed of several differentiated skills. Though Davis (1968) identified a number of distinct comprehension skills, recalling and identifying word meanings appears to be the single most important skill. Drawing inferences: recognizing author tone, mood, attitude, and purpose; and following passage structures are among the other skills research has suggested to be important.

A number of factors are believed to influence reading comprehension. Although it is true that readers with a fast rate do not comprehend less well than readers with a slower rate, the ability to

adjust rate is important. Reading instruction can actually retard growth in reading comprehension if it draws the pupil's attention exclusively to such factors as word recognition or oral reading or if it gives insufficient guidance. Setting purposes for reading that are meaningful and motivating to the pupil facilitates comprehension.

Among the most significant developments in comprehension research and theory in recent years have been schema theory, which stresses the importance of previous experience to reading comprehension, and metacognition, which stresses understanding how one thinks about a reading selection. If the reader fits a passage into a structural framework in his mind, he is more likely to comprehend a reading passage better.

Approaches to developing comprehension are numerous and differ according to the length of the passage. Children need to become aware of the basic structural patterns of reading material. This knowledge will help them anticipate and understand the order of elements in their reading.

D. Assessing Reading Comprehension

Reading is an extraordinary achievement when one considers the number of levels and components that must be mastered. To assess reading comprehension in a second or foreign language, must be including the aspect such as: main idea, structure or grammar, vocabulary and cohesive.

According to Jack C Richard and Richard Schmidt in Longman book is those basic aspects of language vocabulary and grammar, which a learner needs to now what ever his or her peruses in learning the language.¹⁰

While the assessment will also include items that measure vocabulary knowledge as an aid to comprehension:

- a. Reading literary texts. Literary passages will come from three categories of literary texts: fiction, literary non fiction.
- b. Reading informational text. Informational texts will come from three categories: exposition, argumentation and persuasion, and procedural texts and documents.

¹⁰ Jack C. Richard Schmidt, *Dictionary of Language Teaching and Applied Linguistics*, (Longman: British Library Cataloguing in Publication Data, 1985), p⁴⁴³

- c. Reading multiple text. Reading and integrating information from more than one text is a common task for students at all grade levels.

Reading comprehension ideally, any assessment would include more than one of the methods. There are also various principles that might be able to apply in reading comprehension assessment:

- a. Choose a text with a familiar topic that is interesting, an appropriate length. The text can help to clarify a confused message.
- b. Where appropriate, allow students to do some or extensive conceptualizing in their language
- c. Determine the reasoning behind the students conclusions
- d. Design the assessment task so that students can demonstrate the schemata that they have for the content
- e. Be flexible about that students may have for text.

To analyze for assessing reading comprehension according to Gilliam, Magliano in Danielle S. Mc. Namara's book there are three methods¹¹:

- a. Multiple – choice tests of comprehension
- b. Short- answer questions designed to measure examine understanding of the explicit content or the implied situation of a text
- c. The Reading skills Assessment Tools.

E. Definition of Authentic Reading Material

English teachers have a lot of choices in term of textbook, and it is surprising that many of them on uninteresting textbook, and some teachers assume that they can achieve the aim of communicative teaching simply by giving learners an authentic text.

Authentic material is the materials which are used in genuine communication in the real world, and not specifically prepare for the teaching and learning of english¹². Besides that there are many

¹¹ Danielle S. Mc. Namara, *Reading Comprehension Strategies*, (London: Lawrence Erlbaum Associated)P.¹⁰⁸

¹² Viola Wong, *“The Use Of Authentic Materials At Tertiary Level”*, ELT journal, Vol.49, No.4 (January, 1995). p.1

discussion of the use of authentic text or material in English as foreign language (EFL) classroom. It is good for the learner to know the real situation world, it means the learner do not only can train their ear but also get new knowledge that they did not know ever, they can transfer the knowledge that they knew to their friends.

F. Authenticity in Language Learning: The Historical background

With this in mind, sifting through the history books reveals many precedents for authenticity in language learning, and these can be seen to fall into three groups: ‘communicative approaches’ in which communication is both the objective of language learning and the means through which the language is taught, ‘materials focused’ approaches, in which learning is centred principally round the text, and ‘humanistic approaches’ which address the ‘whole’ learner and emphasise the value of individual development.¹³

¹³ Freda Mishan, *Designing Authenticity into language learning materials* (Bristol, UK: Intellect TM 2005) p¹

G. Materials-Focused Approaches

As with communicativeness, materials-focused approaches also have a long history, with instances of the use of authentic texts for language learning occurring as early as 9th-century England. At that time, Latin was the international (European) language of communication. However, there were attempts to improve the education of the common people by integrating the vernaculars - Old English, Anglo-Saxon - into the education system, through translation of books into the vernaculars (some translations were done by the famous King Alfred himself, according to Pugh 1996: 160). Both the texts and methods of learning may be defined as authentic; long stretches of text were read in what has been called a 'holistic, reading for meaning approach' (Pugh 1996: 163).

Based on the definition above, the writer concludes that authentic material may refer to material which are gathered from real life of real reading text of english and not design particularly for the use of teaching learning english. Such materials can be used by english teacher to present context of english in daily communication.

The use of the authentic materials early in instruction provided that text can be related to the learners' experience are chosen the text length is not too great (James 1986; bacon 1989; Lund 1990)¹⁴.

Ferit Kilickaya explains that the common definition of the authentic text is 'exposure' to real language and its use in its own community. He wrote:

“many teachers have discussed that English presented in the classroom should be the authentic, not produce for instructional purpose. generally what this means is materials which involve language naturally occurring as communication in native speakers context use”¹⁵.

H. The Kind of Authentic Material

The materials is very interesting it will arouse the students willingness to read and answer the question from the text given. There are the kinds of authentic material:

1. Authentic Listening

Silent film, TV Commercial, Quiz show, cartoon, news, comedy show, dramas, movie, radio news, pop, rock, children's song, home video, and sales pictures.

¹⁴ Alice Omaggio, *Teaching Language In Context*, (London; Illionis university, 2001) p.189

¹⁵ Ferit Kilickaya, “Authentic Materials And Cultural Content In EFL Classroom”, 5th April 2007, <http://www.metu.edu.tr/~kilickaya/>. P. 1

2. Authentic Printed Material

Newspaper articles, cartoon, advertisement, movie advertisement, astrology columns, sports reports, history book, short story, novel, book photograph, lyric, restaurant menu, street sign, and post card.

3. Authentic Visual Material

Photograph, painting, sketches, wordless street sign, calendar pictures, news, pictures from travel and popular magazine¹⁶.

In this study, newspaper and magazine will be the focus of teaching reading. The students can find the two kinds of reading material in their daily real life since it is easy to get like in bookstore or library.

I. The Advantages And Disadvantages Of Using Authentic Reading Material

1. The main advantages of using authentic materials are (Philips and Shettle Worth 1978; Clarke 1989; Peacock 1997, Cited in Richards, 2001):
 - a. They have positive effect on learner motivation.
 - b. They provide authentic cultural information.

¹⁶ Jerry G, Teaching English as a Foreign or Second Language, (America: university of Michigan press, 2009) p.103-104

- c. They provide exposure to real language.
 - d. They relate more closely to learners' needs.
 - e. They support a more creative approach to teaching¹⁷
2. Martinez (2002) mentions that the disadvantages using those materials are:
- a. Sometime the material are too difficult to understood by people who are out of the community.
 - b. The materials are quit difficult for the lower level students, because they contain many mixed structure of language
 - c. Time consuming

J. Definition Of Newspaper

Material should expose the learners to language in authentic use, the example we can use the newspaper as material to expose students ability and be master in language. The learners' attention should be draw to linguistic features of the input.

Newspaper contains a very wide variety of types and immense range information such as advertisements, articles, public news etc. A

¹⁷ ferit kilickaya, loc cit. P.1

newspaper in general is an unbound or a printed publication and as a source of information issued daily or weekly (at regular interval) with news, article, sports, etc on various subject that seek to inform, explain and interpret, influence and service they need advertising¹⁸

Most people are familiar with newspaper. They read either for entertainment or just killing their spare time at home, at the office, or any where they have time to read it. It usually has attractive picture, advertisement and information that make the reader interested in reading. However the teacher can use the interesting passage from newspaper because they can arouse the students interest to read.

Newspaper are particularly essential to our democratic way of life. Without them, democratic government, industry, charities, cultural, activity, and education would be seriously crippled¹⁹.

Newspaper are one printed media beside magazine. According to webster's dictionary, newspaper are one of printed mass media published daily or weekly, they contain local, regional or international

¹⁸ Djamal H. Murni, *Improving Reading Skill In English*, (Jakarta: Kencana: 2006)p. 51-52

¹⁹ Alexander Scharbach, *Chritical Reading Amd Writing*, (newyork : Mcgraw Hill) p.76

news, opinion, job, vacancy, small advertisement, and other general interest such as: music, art, sport, food, shopping, technology, etc²⁰.

K. The Advantages Of Using Newspaper

When teacher selects materials for teaching, he/she decide either the materials is appropriate for him/her student or not. It can be judged appropriate if the materials is meaningful if it is related with students need, experience, interest, morality principle and their future. Newspaper have fulfilled this requirement. First, it can be used as cross cultural medium, because newspaper probably the best single source of informations about the house culture and about the most important people in the host society.

L. Descriptive Text

Descriptive texts are the opposite of texts which are narrative in the broader sense. Descriptive texts represent states: they describe conditions, draw pictures or portraits, portray social milieus, or categorize natural and social phenomena. They represent a single moment in time and a single state of affairs. Description is also found

²⁰ Noah Webster, *webster's News Twentieth Century Dictionary Unabridge*, Ohio: Gulf and Western Corporation 1979), p.1209

in texts which represent more than one state of affairs if those states of affairs lack the double bond of similarity and contrast or are not connected to a single identical agent or element of setting.²¹

Descriptive text is a text which says what a person or a thing is like. Its purpose is to describe and reveal a particular person, place or thing. Descriptive is about sensory experience-how something like looks,sound, taste. Mostly it is about visual experience, but description also deals with other kinds of perception.

Descriptive text that describes what kind of person or an object described,its form,its properties,the amount and others. Objectives (purpose) of the descriptive text was clear,namely to explain,or describe the person or an object revealed.

The purpose of descriptive text is to describe articular person, place, or thing.

²¹ Schmid Wolf, *NARRATOLOGY an Introduction*, (German: Walter de Gruyter GmbH: 2010)p5

CHAPTER III

RESEARCH METHODOLOGY

A. Method of The Research

The researcher conducted a Classroom Action Research (CAR) as a research methodology according to Robert C. Bogdan & Sari Knop Biklen, (1982) they write the definition of action research that

“Action research is the systematic collection of information that is designed to bring about social change. Action research is a type of applied research in which the research is conducted. Both qualitative and quantitative methods can be used in action research.”

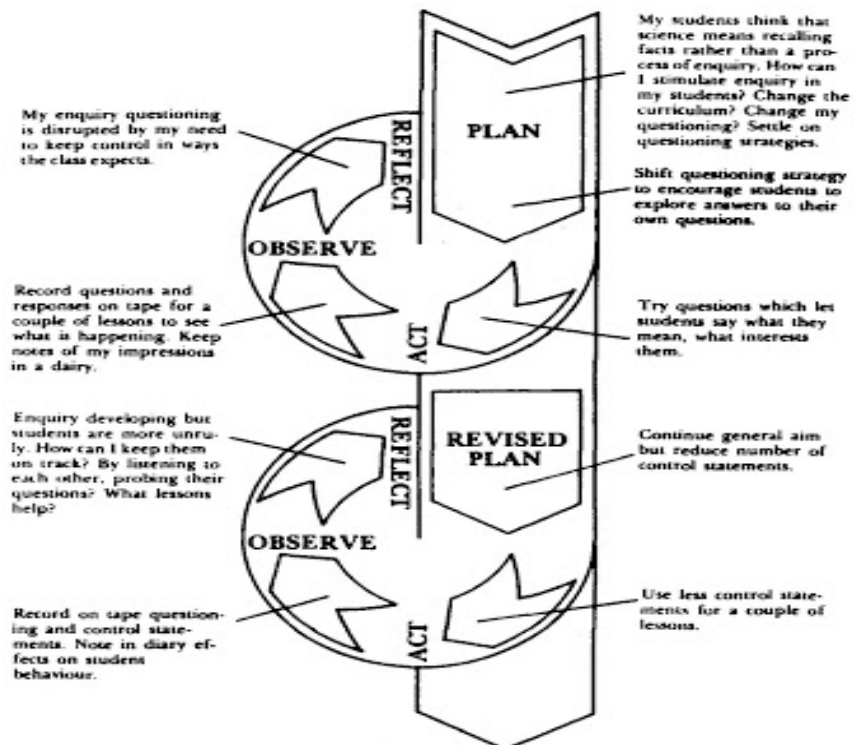
Classroom Action Research (CAR) is a method to solve a problem that is present in the classroom. There are several designs in the CAR are:

1. Kurt Lewin design
2. Kemmis Mc. Taggart design
3. John Elliot design
4. Hopkins design
5. Mckernan design²²

²² Prof. Dr. Syamsuddin AR. *Metode Penelitian Pendidikan Bahasa*. (UPI-PT Remaja Rosdakarya, 2006), p²³⁰

This action research was developed by Kemmis and McTaggart (1988) in Burns (1999:32). Action research occurs through a dynamic and complementary process, which consists of four essential 'moments': of planning, action, observation, and reflecting.

Figure 1
The Action Research Spiral



The 'Action Research spiral' (based on Kemmis and McTaggart 1988)

Explanation the CAR method:

1. Planning

In this study, the researchers prepare things planned including learning approach, teaching methods, techniques or learning strategies, media and learning materials, and so on. All were found in the Lesson Plan / RPP. So researchers have to prepare a lesson plan as well as possible²³.

2. Action.

The action is the realization of an action that has been planned in before.

3. Observations

Observation is done to monitor all events in the classroom study. For example, regarding the performance of teachers, classrooms, behaviors and attitudes of students, discussion of the material, etc.

4. Reflection

Reflection is an evaluation efforts undertaken by participants in this study were students. Reflection is done by discussing the

²³ Prof. Dr. Hamzah B. Uno, dkk. *Menjadi Peneliti PTK yang Profesional*. (BUMI AKSARA, 2011), p⁷⁵

various problems that occurred during the study. Thus, the reflection is done after actions and observations.

5. The step above was fundamental steps in a spiraling process through which participants in action research group undertake to: develop a plan of critically informed action to improve what is already happening, act to implement the plan, observe the effects of the critically informed action in the context in which it occurs, and reflect on these effects as the basis for further planning, subsequent critically informed action and so on, through a succession of stages²⁴.

Finally, it can be concluded that Classroom Action Research (CAR) is a specific process for problem solving, which conducted systematically in learning activity, they are planning, acting, observing, and reflecting. So the researcher provided action planned to solve the students' problem in teaching and improving the quality of students' reading comprehension through Reading Newspaper.

²⁴Rochiati Wiriaatmadja. *Metode Penelitian Tindakan Kelas*. (PT REMAJA ROSDAKARYA, 2005), p⁶⁶

The Status Of Action Research

To some readers, it may seem that we have come a long way round to a statement of the obvious. However, the role of action research as an activity for practising teachers is by no means obvious. It is likely that the attitude of the majority of teachers varies between indifference and downright hostility. So it has to be made clear precisely what is being argued for here²⁵.

B. The Place

The researcher will focus to the research in SMAN 7 Serang. Its address located on Jl. Raya Petir Kp. Limpar kel/Kec. Curug Kota Serang. The researcher choice the school because near with herhome. The researcher chose XI IPS, which consists of 28 students. The researcher tried to improve students' reading comprehension because the students had some difficulties in reading comprehension that they didn't understand well when they read the English text. This action research did in two cycles. Each cycle consisted of three meeting.

²⁵Wallace. J. Michale. *Action Research for Language Teachers*. (Cambridge University Press, 2008). p.¹⁷

C. The Research Instrument

a. Observation

Observation is a technique to collect the data through to observe this systematically toward phenomena that to be researched. There are four types of observations, they are: open-air observation, focused observation, structured observation, and systematic observation.

In this study, researchers will use a focused observation, because researchers will act as a teacher who plunge into the learning process. Observations are focused enough observations that point to something specific aspects of teacher or student actions in the learning process.

One example is the possibility of observation focus dimensions of strategy asks in the part of learning²⁶.

The researcher will observe the students' reading comprehension using newspaper.

²⁶ Prof. Dr. Hamzah B. Uno, dkk. *Menjadi Peneliti PTK yang Profesional*. (BUMI AKSARA, 2011), p⁹⁵

b. Interview

The writer makes an interview to English Teacher and 28 students in SMAN 7 Kota Serang. According to David Nunan interview is the elicitation of data by one person from another through person-to-person encounters. By interview, to get valid information the students' condition and situation of the teaching and learning process of English Subject.

c. Test

Test is a method of measuring a person's ability, knowledge, or performance in a given domain.²⁷ From the explanation above the writer will get the empirical data then measure the data based on the method used by the researcher in the study. The application of the test will be divided into two steps, pretest and posttest with essay question. Pre test will be organized before the treatment given and the post test will be given when the students passed the treatment. The test is used to see and measure. Test is one of material that important for the research. In this paper the writer uses pre-test and post-test.

²⁷ Brown. H. Douglas. *LANGUAGE ASSESSMENT Principles and Classroom Practice*. (Longman, 2004). p.³

d. Research Procedure

a. Teachers and researchers are planning actions in a collaborative plan of action, action planning steps include the following activities:

1. Application for permission to the principal and teacher class XI IPS, as well as other classroom teachers as research partners.
2. Conduct preliminary research to obtain data.
3. Introducing the learning model is considered more effective for the achievement indicators.
4. Develop a model lesson plan.
5. Prepare a data collection instrument for use in the implementation of the action.

b. Implementation actions

In the implementation phase carried out collaboratively between researchers with classroom teachers SMAN 7 Kota Serang grade teacher with researchers carry out learning reading by using Jakarta Post Newspaper. If the learning goal is not reached at the stage or the first cycle then continued on the next phase or cycle.

c. Analysis and reflection

In this stage the author will analyze and interpret data from observations, whether the action taken has achieved a predetermined target or not, so it can be determined next lesson plan.

This classroom action research is conducted in 4 meetings which divided into two cycles. Every cycle consisted of 2 meeting, 1 meetings used for delivering the materials and 1 meeting for the test.

The researcher used the procedure of the research as follow:

- 1) The researcher chose one class to observe the improvement of students' reading comprehension through newspaper.
- 2) The researcher conducted steps by steps with uses newspaper to improve students reading comprehension.
- 3) The researcher used classroom action research by using cycle.
The researcher did at least two cycles and each cycle consisted of 2 meetings and to improve students reading production followed by lesson plan.

Table 1
Classroom action research

Cycle1	1. Planning	<ul style="list-style-type: none"> ▪ Writing down the lesson plan based on Basic Competence (KD) ▪ Preparing the instruments for students ▪ Preparing the format of material ▪ Providing the media for learning process
	2. Acting	<ul style="list-style-type: none"> ▪ Doing apperception, motivation to instruct the students at the lesson would be studied. ▪ Explaining the aim of study to be achieved. ▪ Explaining the material based on the lesson plan through Jakarta Post Newspaper ▪ Asking the students to read the text and answer the question that already given to them
	3. Observing and evaluating	<ul style="list-style-type: none"> ▪ Observing the students' activity in learning process. ▪ Evaluating the result of test
	4. Reflecting	<ul style="list-style-type: none"> ▪ Reporting the result of evaluation and observation
		In cycle 1, it can be said successful if it achieves the indicators as follow:

The indicator of success in cycle 1	<ul style="list-style-type: none"> ▪ The instruments have been prepared and implemented well. ▪ Learning activity based on lesson plan. ▪ The students achievement and students activity are increased ▪ The tests can be answered well. 	
Cycle 2	1. Planning	<ul style="list-style-type: none"> ▪ Writing down the lesson plan based on Basic Competence (KD) using different material. ▪ Preparing the instruments for students ▪ Preparing the format of material ▪ Providing the media for learning process
	2. Acting	<ul style="list-style-type: none"> ▪ Doing apperception, motivation to instruct the students at the lesson would be studied. ▪ Explaining the aim of study to be achieved. ▪ Explaining the material based on the lesson plan through Jakarta Post Newspaper ▪ Giving the question based on material ▪ Having the test.
	3. Observing and evaluating	<ul style="list-style-type: none"> ▪ Observing the students' activity in learning process.

		<ul style="list-style-type: none"> ▪ Evaluating the result of test
	4. Reflecting	<ul style="list-style-type: none"> ▪ Reporting the result of evaluation and observation
The indicator of success in cycle 2		<p>In cycle 2, it can be said successful if it achieves the indicators as follow:</p> <ul style="list-style-type: none"> ▪ The instruments have been prepared and implemented well. ▪ Learning activity based on lesson plan ▪ Having the better data in the form of observation and achievement test in reading comprehension.

E. Technique Of Data Analyzing

After data is collected, the data is processed, analyzed, interpretation and finally concluded. The writer will apply the following techniques:

1. Preparing the key
2. Correcting and scoring the students' answer sheet
3. Computing the students' correct answer on the test
4. Computing the percentage of the correct answer on the test

5. The students' score is used to determine the level of their skill in reading English in particular. To score the right answers of the students, the researcher used this formula:

$$S = \frac{R}{N} \times 100\%$$

S = students' score

R = the sum of the right answer

N = the sum of the item

CHAPTER IV

THE RESULT OF RESEARCH

A. The Introduction of Activities

The first step from this research was doing observation about situation of the class at the second grade of SMAN 7 Kota Serang. At that moment, the researcher explained the material about descriptive text from the definition, generic structure until language features. The students had to comprehend the text memorized it. Most of the students found the difficulties to understand the text and felt uninteresting to read the text. Moreover, they also could not do the students' worksheet because lack of information about the text and they did not know what they want to answer. Their score was far from perfection. Most of students only got 30 or 60 just in the minimum score.

Moreover, the situation of the class made the teacher difficult to deliver the material because most of the students were lazy to read. They had difficulties in comprehending the text and to find the mean ideas of the text.

Based on the situation above, the researcher did pre test to know the score of students in reading comprehension in form of personal letter before the cycles are done. The result of that test is used as the based to the researcher in preparing lesson plan and material while the cycles are done. The score of the students' in pre test was very low, most of the students only got score in about 30 until 60

Table 2: The Result of Students' Reading Comprehension

No	Name	Criteria				Score
		Main idea	grammar	Vocabulary	cohesive	
1	A	2	10	15	8	35
2	AN	3	8	8	10	29
3	AH	2	10	15	8	35
4	AS	3	9	16	8	36
5	AR	2	10	16	10	38
6	BS	2	8	16	8	34
7	D	2	12	12	8	34
8	DK	3	12	12	8	35
9	FRZ	3	18	20	10	51
10	F	2	12	16	8	38

11	G	2	12	20	8	42
12	H	2	10	20	8	40
13	HY	2	12	12	10	36
14	IN	3	12	16	8	39
15	J	2	12	16	10	40
16	NA	2	12	16	8	38
17	NY	2	12	16	8	38
18	RF	2	12	16	10	40
19	RM	3	12	20	7	42
20	RS	2	12	12	8	34
21	RA	2	18	20	9	49
22	S	2	18	20	8	48
23	SAF	2	12	20	10	44
24	SNF	2	18	12	8	40
25	SB	2	12	12	8	34
26	SM	2	12	20	9	43
27	SR	3	12	20	8	43
28	U	2	10	8	8	28

The data above showed that most of students were not suitable with teaching and learning process. Moreover, the score above became the basic motivation for the researcher to improve students' reading comprehension in descriptive text using different media that they found in teaching and learning process before.

The researcher designed the research in 4 meetings where divided into two cycles. Every cycle consisted of 2 meeting, 1 meeting used for delivering the materials and 1 meeting for the test. In the learning process, Jakarta Post used as the media in order to improve students' reading comprehension.

In cycle one, the researcher gave the material about descriptive text from the definition, generic structure (identification and Description), language feature and the purpose of the text. In the first meeting, the researcher used familiar descriptive text, such as "Bunaken, The best places to learn to dive " that most of students had already known about this place from their prior knowledge. In this meeting, the students read the text individually and the researcher only showed the clues of the text using the picture and short

explanation from paragraph of the text. After that, the students had to do their worksheet with themselves.

In the second meeting, the students still learned about “Bunaken, the best place to learn to dive”, the students had to do the task by themselves then they might read the text in the silent and checked the answer. All activities in the first and the second meeting showed how far they understood the text and used their prior knowledge to answer the question about what is the text about from the newspaper. To know the result score of the improvement students’ reading comprehension in descriptive text through newspaper, the researcher gave the test to the students as the end of cycle 1 and cycle 2. The activities in both cycles was same, students did the task, paid attention with the clues, read the text and answer the questions.

B. Time of Research

This classroom action research was implemented based on the schedule that had been planned by the researcher. The researcher conducted the research started at february 02 until 11 2015. The implementation of classroom action research was divided into two cycles of four meetings.

C. The Implementation of Teaching Learning Proses

1. Cycle I

Based on the identification and observation, the researcher decided the learning of indicators and to know the students' reading comprehension. Before the researcher did the cycle 1, the researcher prepared lesson plan for two times meeting, the material by title "Bunaken, The best places to learn to dive", the test instruments in every cycle, and the observation sheet. The researcher conducted the first meeting. In this meeting, the researcher adapted the situation of the students that most of them were busy talking with their friend at class and the other was busy to prepare their learning activity.

Therefore, the teacher began the learning and teaching activity by greeting, check students' attendance list and giving the objective of the material to the students. Because there is changed of curriculum from kurikulum 2013 to KTSP, so the teacher has not explain about descriptive text in second grade. So the researcher has to explain about descriptive text from the definition, generic structure (identification and description), language feature and the purpose of the text. After finishing the

process, the researcher gave the task to the students so they did the activities directly.

In second meeting, the activities were same with the first meeting that used descriptive text by same title. The researcher began the activity by asking the students about the previous material in first meeting (remind). So the researcher ask to students to read the text one by one in front of their friends. They had to read the text with good concentration and suitable situation so that they get comprehend in reading comprehension. After that the students had to answer the question with essay answer.

1.1 The Result of The Test

Cycle I had been done and the results of test that had reached in cycle one had increased from 40.71 to 61.60. It was up 28.57 points than before. It means that explanation of the material in cycle 1 had influenced toward reading comprehension. Here were the results of test in cycle 1:

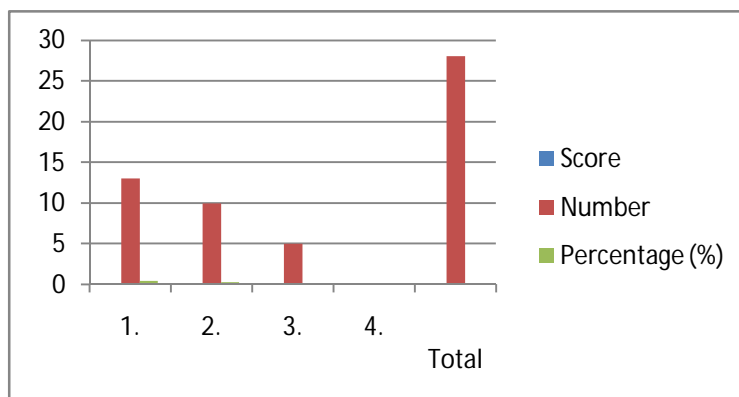
Table 5: Score of Post Test I

No	Student's code	Student's score
1.	A	65
2.	AN	60
3.	AH	65
4.	AS	80
5.	AR	80
6.	BS	65
7.	D	60
8.	DK	70
9.	FRZ	65
10.	F	75
11.	G	80
12.	H	80
13.	HY	75
14.	IN	60
15.	J	80
16.	NA	70
17.	NY	65
18.	RF	70
19.	RM	75
20.	RS	65
21.	RA	60
22.	S	70
23.	SAF	70
24.	SNF	60
25.	SB	65
26.	SM	75
27.	SR	75
28.	U	60
	Total score	1940
	Average	69.28
	%	69.28%

Table 5: The Result of Post Test I

No	Score	Number	Percentage (%)	Average
1.	60-69	13	46 %	69.28
2.	70-79	10	28%	
3.	80-89	5	17%	
4.	90-100	0	0%	
Total		28		

The average of score in test of cycle one was 69.28. The test in cycle one was given when the material had delivered by the researcher as the teacher

Graphic 2: The Result of Post Test 1

Post test 1

Range (R) = High score-low score

= 80-60

= 20

$$\begin{aligned}
 \text{Class (k)} &= 1+(3,3) \log N \\
 &= 1+ (3,3) \log (30) \\
 &= 1+ (3,3) 1.4771 \\
 &= 1+5, 7771 \\
 &= 6,7771 \\
 &= 7
 \end{aligned}$$

$$\begin{aligned}
 \text{Interval class} &= R:K \\
 &= 20:7 \\
 &= 2,8571 \\
 &= 3
 \end{aligned}$$

1.2 Reflecting

Teaching English in reading comprehension through newspaper as a media in cycle 1 had been implemented and the success of indicator in it cycle could be said achieved successfully. It's proved with the result table of students test in reading comprehension of descriptive text was increased from the test before.

Moreover, in cycle 1 the researcher also found some problems where the condition were not favorable for researcher. There were issues where most students felt hard

in exploring the ideas for their answer because they were lack of the vocabulary and tend to feel unsecure to interact in learning with teachers and with fellow students. The researcher had to pay attention to the students and made sure they worked according their ability.

Furthermore, based on the analysis that had been done by the researcher in teaching english of reading comprehension in descriptive text using newspaper, the casual factors of reading were students' interest to the material and students' self confident with their ability to exploring their idea with their friends and produce it to other friends in discussion section in the classroom.

From that condition, the researcher had to pay attention in this research and it was improved in learning activity on cycle two. In cycle two the researcher revised the plans, the researcher as a teacher more influence students motivation to explore their imagination and more confidence to produce the result and discuss it to the other. The resercher also gave explanation more deeply than before and gave more example.

2. Cycle II

After cycle I begin to do and got the test, then the researcher revised the plan in cycle II. Teaching learning process in cycle II was almost the same with cycle I, but in cycle II, the researcher revised the plan in activities and changed the material.

The first meeting in cycle II, the researcher as a teacher delivered the material of reading comprehension in descriptive text with the title “Roti gempol, Best old bakery in Bandung”. Here the teacher facilitated the students to do the task used sort paragraph of descriptive text, and the other clues were from the picture given by the teacher. Students allowed making a discussion with their friends.

Teaching learning process in cycle II at second meeting, the researcher saw the students became enthusiastic to learn English mainly on comprehending descriptive text. The step of teaching and learning activity was same with the meeting before, they were serious to read the text given. Teaching learning process in cycle II at two meeting, the

writer saw the students became enthusiastic to learn English mainly on descriptive paragraph. They were serious to hear the researcher's explanation about the material. Moreover, after the whole processes are finished, the writer gave the last test to measure their ability in reading descriptive text through newspaper on cycle II. From the last step, the writer would know their achievement in learned reading subject.

2.1 The Result of The Test

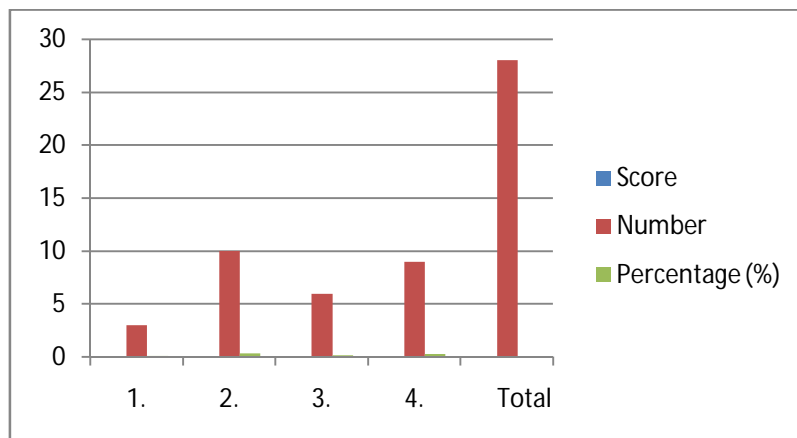
The result of the test in cycle II increased from 69.28 to 79.10. The students felt more enthusiastic in studying English reading comprehension of descriptive text through newspaper, and the situation in the classroom became conducive to study for the researcher as the teacher and for the students. The researcher had more view to pay attention to the students in the class. Here was the result of test on cycle II

Table 6: Score of Post Test II

No	Student's code	Student's score
1.	A	80
2.	AN	70
3.	AH	80
4.	AS	100
5.	AR	90
6.	BS	60
7.	D	70
8.	DK	80
9.	FRZ	100
10.	F	90
11.	G	70
12.	H	90
13.	HY	70
14.	IN	80
15.	J	70
16.	NA	70
17.	NY	100
18.	RF	60
19.	RM	80
20.	RS	90
21.	RA	90
22.	S	100
23.	SAF	60
24.	SNF	70
25.	SB	75
26.	SM	70
27.	SR	80
28.	U	70
	Total score	2215
	Average	79.10
	%	79.10%

Table 7: The Result of Post Test II

No	Score	Number	Percentage (%)	Average
1.	60-69	3	10 %	79.10
2.	70-79	10	35%	
3.	80-89	6	21%	
4.	90-100	9	32%	
Total		28		

Graphic 3: The Result of Post Test II

Pre test 2

Range (R) = High score-low score

$$= 100-60$$

$$= 40$$

Class (k) = $1+(3,3) \log N$

$$= 1+ (3,3) \log (30)$$

$$= 1+ (3,3) 1.4771$$

$$= 1+5, 7771$$

$$= 6,7771$$

$$= 7$$

$$\text{Interval class} = R:K$$

$$= 40:7$$

$$= 5,71$$

$$= 6$$

2.2 Reflecting

The result test on cycle II showed that the success of indicator which had been targeted by the writer was successful. The score that reached by the students were increased quite significant than in cycle I. The learning activity itself was more active, effective and efficient.

3. Discussion

Based on the researcher's observation in the class, the teacher used traditional media in teaching reading. The students needed a new media to encourage them in learning reading. In teaching reading in the classroom, the teacher should have prepared everything well, such as lesson plan, material, media and test instrument. By preparing those

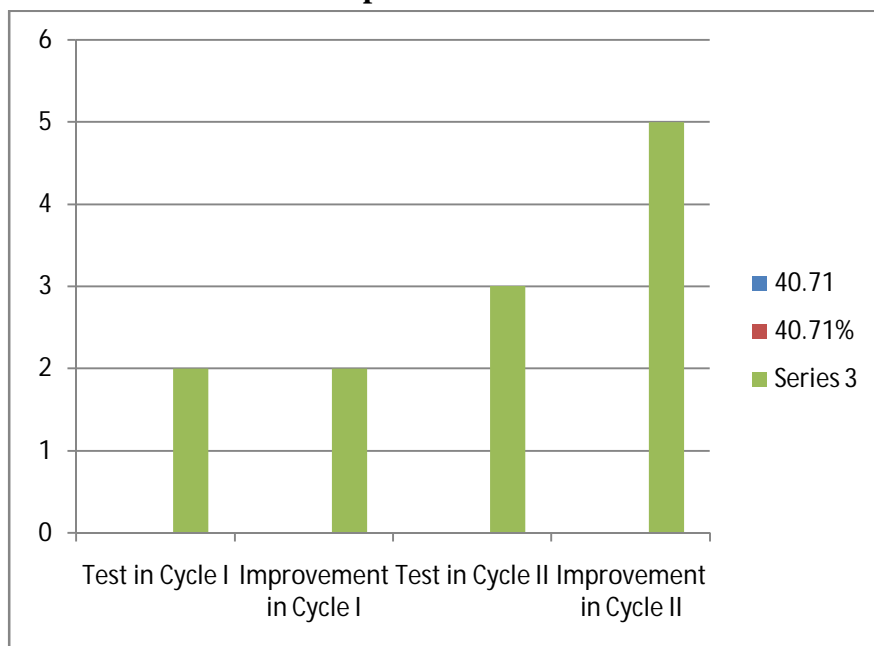
thing well, it could make the teacher easier to conduct the teaching learning process and reach the goal and get the satisfy output.

From the students' score above, the researcher made the average from test, cycle I to cycle II. The researcher found average score below:

Table 8: Students' average In Reading Comprehension Improvement

Test in Cycle I	69.28	69.28%
Improvement in Cycle I	28.57	28.57%
Test in Cycle II	79.10	79.10%
Improvement in Cycle II	9.82	9.82%

Graphic 4: Students' average In Reading Comprehension Improvement



The data above showed that the average of students' score was improved in every cycle. Then score from the entire test are taken from post test cycle I and post test cycle 2. Cycle I on two meetings implemented and improved the average score of students' reading comprehension of descriptive text became 69.28. It was raised more than 28.57% from the test before.

After done the cycle I, the researcher still had cycle II to reach score from the test before. Cycle II was done. The researcher gave the material more interesting. The situation was changed into fun and the researcher could get the amazing result of score. It was up again from 69.28 to 79.10.

The researcher had done classroom action research at the second grade of SMAN 7 Kota Serang. For the first observation, the researcher saw uncontrolled situation in the classroom. she found many difficulties in teaching process on the first observation and the result was disappointed. She could not control her class, most of the students were busy with their activity such as chatting, sleepy, or thinking

something. Most of the students did not pay attention to the teacher, and when did the task and read the text they could not do it well. They were confused about the material. And most of the students lost their time to ask the teacher and their friend about the project.

Finally, teaching reading was able to implement at the eighth grade of SMA 7 Kota Serang and had been proven to improve the average score reading comprehension of descriptive text. Jakarta Post as a media could make the students more happy and enthusiastic to learn about descriptive. The students could explore and share the ideas, and seemed to be confident.

According to Grundy (1993: 9)
“The second affective factor relevant to newspaper reading is motivation. Particularly for the integratively motivated learner, TC newspapers can offer ‘a short-cut to acculturation’ (Grundy 1993: 9)”.

Based on quotations from Grundy that reading newspaper can motivate students to learn English well.

Other quote from Grundy:

“These are notably strategies which are associated with authentic (native speaker) ways of interacting with newspapers (Grundy 1993: 8)”

In second quote of Grundy, he tell that authentic ways or native speaker has a strategies relationship with newspaper. In the classroom situation, personal response to news items can be stimulated via a range of activities. These might include reading (especially reading aloud), responding to and discussing what has been read, adding one's own knowledge of the events, relating the events or repercussions of them to oneself, and so on.

Based the result of interview from 5 students as samples, they tell that English learning by use newspaper (Jakarta Post) is very influence to improve their reading comprehension and they get many vocabularies from it. Such as from the students by intitial name BS

R: Does the Jakarta Post give the influence to improve your reading comprehension?

BS: Yes, it does, I can read English text more well than before.

The explanation is based on interview with one of the students as an example by intitial name BS, study English by using Jakarta Post newspaper give the influence for him

and can improve his reading comprehension. This can be proved by BS score test increased from pre-test to post-test II.

Not only BS but also other students agree that reading newspaper can improve their reading comprehension. This can be proved by their values are continuously increased significantly.

CHAPTER V

CLOSING

A. Conclusion

Based on the observation of the research, it can be concluded that Jakarta Post was effective to improve students' ability in reading comprehension. Jakarta post as an interesting media had successfully motivated the students to comprehend the descriptive text in a joyful way. It showed from the students' score before and after the cycles conducted. In test of cycle I the score was improve to 61.60. At the test of cycle two there was improvement again become 69.28.

From the improvement of students' score of the first and second test, they had improved their reading comprehension ability. They could comprehend the text well. In addition, used of Jakarta Post as an interesting media had influenced the students to improve their learning activity.

Teaching and learning process using Jakarta Post make the students enthusiastic to comprehend the text. The result showed that the students' reading comprehension ability is significantly improved. Furthermore, interest and motivation of the students to comprehend the text especially in descriptive text increased because this media could influence them to read the text. They were reading the text step by step to check and confirm their answer, from this media they had to comprehend the text well. It could be seen from their enthusiasm in exploring their idea and checking their answer when they are reading. After the researcher applied the strategy to the students, they also started to enjoy reading activity.

B. Suggestion

About the result and discussion of this research, the researcher wants to give some suggestion as follows:

1. For teacher
 - a. As a manager of classroom, teacher should give or use an interesting media or strategy when teaching reading. Jakarta Post is one of an interesting media that could influence the students to be more active in

reading learning process activity and also to make students enjoy and not get bored in class.

- b. Classroom is a place to study, so the teacher has to find a way, how to make classroom become an enjoyable place to study.
- c. As a model, teacher should be more active to influence student's motivation in comprehending text.

2. For student

- a. Students must pay attention when the teacher explained materials in class.
- b. The students are expected to be active in teaching and learning.

The students are expected to ask the teacher if they do not understand the material.

- c. The students should enjoy learning activity with their friends and they can freely express their mind.
- d. The students are expected to practice regularly their english language skills especially in reading.
- e. The students should be usually to use dictionary to help them in comprehend the text.

3. For other researcher

For the other researcher who interested in this subject should pay more attention in material and arranged a good lesson plan in order the next research can be perfect than this research.