

**THE USE OF PRINTED MASS MEDIA IN TEACHING READING FOR
THE TENTH GRADE OF ISLAMIC SENIOR HIGH SCHOOL (MA)
DARUL FALAH BATU JANGKIH IN ACADEMIC YEAR 2018/2019**



A THESIS

**Presented as A Partial Fulfillment of the Requirement for Bachelor Degree in
English Language Teaching**

By

**KAMALUDIN
11512A0029**

**MUHAMMADIYAH UNIVERSITY OF MATARAM
FACULTY OF TEACHER TRAINING AND EDUCATION
ENGLISH EDUCATION PROGRAM
MATARAM
2020**

APPROVAL SHEET

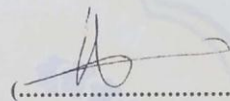
THE USE OF PRINTED MASS MEDIA IN TEACHING READING FOR
THE TENTH GRADE OF ISLAMIC SENIOR HIGH SCHOOL (MA)
DARUL FALAH BATU JANGKIH IN 2018/2019 ACADEMIC YEAR

A Thesis by : Kamaludin
Student Number : 11512A0029
Approved on : July, 2020

By

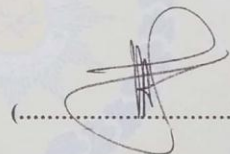
First Consultant

Asbah, M.Hum
NIDN. 0808078301

()

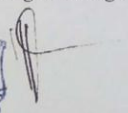
Second Consultant

Moh. Fauzi Bafadal, M.Pd
NIDN. 0813028501

()

FACULTY OF TEACHER TRAINING AND EDUCATION
MUHAMMADIYAH UNIVERSITY OF MATARAM

Head of English Program

()
HIDAYATI, M.Hum
FK: NIDN.0820047301

ACCEPTANCE

THE USE OF PRINTED MASS MEDIA IN TEACHING READING FOR
THE TENTH GRADE OF ISLAMIC SENIOR HIGH SCHOOL (MA)
DARUL FALAH BATU JANGKIH IN 2018/2019 ACADEMIC YEAR

A Thesis by : Kamaludin
Student Number : 11512A0029
Approved on : July, 2020

By

The Board of Examiners Committee

Moh. Fauzi Bafadal, M.Pd
NIDN. 0813028501

(.....)

Rima Rahmaniah, M.Pd
NIDN.0821118601

(.....)

Hidayati, M.Hum
NIDN.0820047301

(.....)

FACULTY OF TEACHER TRAINING AND EDUCATION
MUHAMMADIYAH UNIVERSITY OF MATARAM



Dean

Dr. Hj. Maemunah, S.Pd. M.H
NIDN. 0802056801

DECLARATION

The autographed below, I am the student of English Department, Faculty of Teacher Training and Education, Muhammadiyah University of Mataram state that:

Name : Kamaludin


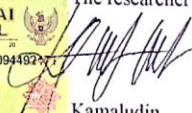
Nim : 11512A0029

Address : Desa Batu Jangkih, Kec. Praya Barat Daya, Kab. Lombok Tengah.

This thesis pure of opinion, the formulation and research of the researcher made by himself without made by other people, if there are creations or opinions of other people that have been published, it is true as the resource and be include into bibliography. If later, this declaration is not true, the researcher, the researcher is ready to accountable with all consequences. Thus, this declaration made by the researcher consciously without influence from other people

Mataram, 31 July 2020

The researcher



Kamaludin
11512A0029



UNIVERSITAS MUHAMMADIYAH MATARAM
UPT. PERPUSTAKAAN

Jl. K.H.A. Dahlan No. 1 Mataram Nusa Tenggara Barat
Kotak Pos 108 Telp. 0370 - 633723 Fax. 0370-641906
Website : <http://www.lib.ummat.ac.id> E-mail : upt.perpusummat@gmail.com

SURAT PERNYATAAN PERSETUJUAN
PUBLIKASI KARYA ILMIAH

Sebagai sivitas akademika Universitas Muhammadiyah Mataram, saya yang bertanda tangan di bawah ini:

Nama : Kamaludin
NIM : 11512.A00.29
Tempat/Tgl Lahir : Batu Jangkik, 12 Maret 1993
Program Studi : Bahasa Inggris
Fakultas : FKIP
No. Hp/Email : 085 337 920 504
Jenis Penelitian : Skripsi KTI

Menyatakan bahwa demi pengembangan ilmu pengetahuan, menyetujui untuk memberikan kepada UPT Perpustakaan Universitas Muhammadiyah Mataram hak menyimpan, mengalih-media/format, mengelolanya dalam bentuk pangkalan data (*database*), mendistribusikannya, dan menampilkan/mempublikasikannya di Repository atau media lain untuk kepentingan akademis tanpa perlu meminta ijin dari saya selama *tetap mencantumkan nama saya sebagai penulis/pencipta dan sebagai pemilik Hak Cipta* atas karya ilmiah saya berjudul:

THE USE OF PRINTED MASS MEDIA IN TEACHING READING FOR THE TENTH GRADE OF ISLAMIC SENIOR HIGH SCHOOL (MA) DARUL FALAH BATU JANGKIK IN 2018/2019 ACADEMIC YEAR

Segala tuntutan hukum yang timbul atas pelanggaran Hak Cipta dalam karya ilmiah ini menjadi tanggungjawab saya pribadi.

Demikian pernyataan ini saya buat dengan sebenar-benarnya tanpa ada unsur paksaan dari pihak manapun.

Dibuat di : Mataram

Pada tanggal : 07 September 2020

Penulis



KAMALUDIN
NIM. 11512A0029

Mengetahui,
Kepala UPT. Perpustakaan UMMAT

Iskandar, S.Sos., M.A.
NIDN. 0802048904

MOTTO

يَا أَيُّهَا الَّذِينَ آمَنُوا لِمَ تَقُولُونَ مَا لَا تَفْعَلُونَ
كَبُرَ مَقْتًا عِنْدَ اللَّهِ أَنْ تَقُولُوا مَا لَا تَفْعَلُونَ

“O you who have believed, why do you say what you do not do? Great is hatred in the sight of Allah that you say what you do not do.”

(QS. As-Shaff: 2-3)



DEDICATION

This thesis is dedicated to:

1. For the first, I would like to praise and gratitude to Allah S.W.T, and our prophet Muhammad SAW.
2. My beloved mother Suminah and my beloved father DR (HC) TGH. M. Syar'i (alm) who always love and give the best of everything for me, thanks for all the support, guidance, trust, finance, encouragement, and everlasting prayer.
3. My beloved family thank you so much for everything.
4. To my best friends who always support me in every case and condition.
5. To all of my beloved English teachers and lecturers thank you so much.
6. To all people that I can not mention them one by one who had helped and supported me not only finishing this thesis but also in other things, may Allah records it your kindness as acts of worship, Aamiin .

ACKNOWLEDGEMENT

In the name of Allah SWT the Most Beneficent and the Most Merciful, all praises are to Allah SWT for all blesses for the completion of this thesis. In addition, my peace and salutation be given to Prophet Muhammad SAW who has taken all human beings from the darkness to the lightness.

The researcher would like to say deep thanks to every party who have given the supports, guiding, and helping the research conducted. Therefore, the researcher would like to say thank you and give appreciate belongs to:

1. Dr. H. Arsyad Abd. Gani, M.Pd as the Rector of Muhammadiyah University of Mataram who had given the opportunity to follow study in this college
2. Dr. Hj. Maemunah, S.Pd., MH as the Dean of Faculty of Teacher Training and the Education Muhammadiyah University of Mataram who has given permission to research which has done
3. Mrs. Hidayati, M.Hum., the Head of English Education Program who has given permission to write this thesis
4. Asbah, M. Hum as the first consultant and Moh. FauziBafadal, M.Pd as the second consultant, who has helped the researcher for teaching, guiding, and advising this thesis until this thesis has finished
5. All of my lecturers at the MuhammadiyahUniversity of Mataram for their knowledge during my study.
6. The headmaster, the teachers, the employers, and the students of Islamic Senior High School (MA) Darul Falah Batu Jangkih.

Finally, this thesis is expected to be able to provide useful knowledge and information for the readers. The researcher is pleased to accept more suggestion and contribution from the reader for the improvement of the thesis

Mataram, July 2020
The Researcher

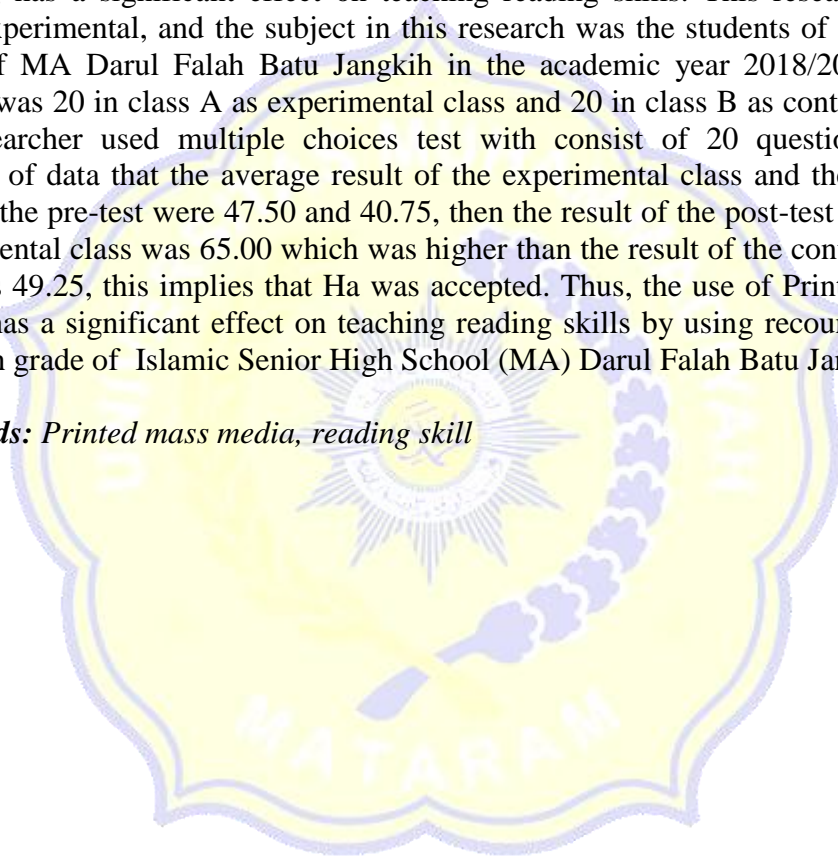
Kamaludin
11512A0029

Kamaludin, 2020: “*The Use of Printed Mass Media in Teaching Reading for the Tenth Grade of Islamic Senior High School (MA) Darul Falah Batu Jangkih in 2018/2019 Academic Year*”. English Education Program Faculty of Teacher Training and Education at the Muhammadiyah University of Mataram.

ABSTRACT

Printed Mass Media is a teaching media used in teaching reading. The Printed Mass Media can help the students with reading interest so the students can understand the texts. The researcher tried to conduct the Use Of Printed Mass Media in Teaching Reading at the MA Darul Falah Batu Jangkih. The researcher focused to investigate whether the use of Printed Mass Media in Teaching Reading has a significant effect on teaching reading skills. This research used quasi-experimental, and the subject in this research was the students of the tenth grade of MA Darul Falah Batu Jangkih in the academic year 2018/2019. The sample was 20 in class A as experimental class and 20 in class B as control class, the researcher used multiple choices test with consist of 20 questions. The analysis of data that the average result of the experimental class and the control class in the pre-test were 47.50 and 40.75, then the result of the post-test from the experimental class was 65.00 which was higher than the result of the control class that was 49.25, this implies that H_a was accepted. Thus, the use of Printed Mass Media has a significant effect on teaching reading skills by using recount text at the tenth grade of Islamic Senior High School (MA) Darul Falah Batu Jangkih.

Keywords: *Printed mass media, reading skill*



Kamaludin, 2020: *“The Use of Printed Mass Media in Teaching Reading for the Tenth Grade of Islamic Senior High School (MA) Darul Falah Batu Jangkih in 2018/2019 Academic Year”*. Program Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Mataram.

ABSTRAK

Media Massa Cetak merupakan media pembelajaran yang digunakan dalam pembelajaran membaca. Media massa cetak dapat membantu minat baca siswa sehingga siswa dapat memahami teksnya. Peneliti mencoba melakukan Pemanfaatan Media Massa Cetak dalam Pembelajaran Membaca di MA Darul Falah Batu Jangkih. Peneliti fokus untuk menyelidiki apakah penggunaan Media Massa Cetak dalam Pengajaran Membaca memiliki pengaruh yang signifikan terhadap pengajaran keterampilan membaca. Penelitian ini menggunakan eksperimen-kuasi, dan subjek dalam penelitian ini adalah siswa kelas X MA Darul Falah Batu Jangkih tahun ajaran 2018/2019. Sampel berjumlah 20 di kelas A sebagai kelas eksperimen dan 20 di kelas B sebagai kelas kontrol, peneliti menggunakan tes pilihan ganda yang terdiri dari 20 pertanyaan. Analisis data menunjukkan bahwa hasil rata-rata hasil pre-test kelas eksperimen dan kelas kontrol adalah 47.50 dan 40.75, kemudian hasil post-test dari kelas eksperimen adalah 65.00 yang lebih tinggi dari hasil kelas kontrol yaitu 49,25, ini berarti H_0 diterima. Dengan demikian, penggunaan Media Massa Cetak berpengaruh signifikan terhadap pengajaran keterampilan membaca dengan menggunakan teks recount di kelas X Sekolah Menengah Atas Islam (MA) Darul Falah Batu Jangkih.

Kata kunci: Media massa cetak, keterampilan membaca

TABLE OF CONTENT

TITLE PAGE	i
APPROVAL SHEET	ii
ACCEPTANCE	iii
MOTTO	iv
DEDICATION	v
DECLARATION	vi
ACKNOWLEDGEMENT	vii
ABSTRACT	ix
TABLE OF CONTENT	xi

CHAPTER I INTRODUCTION

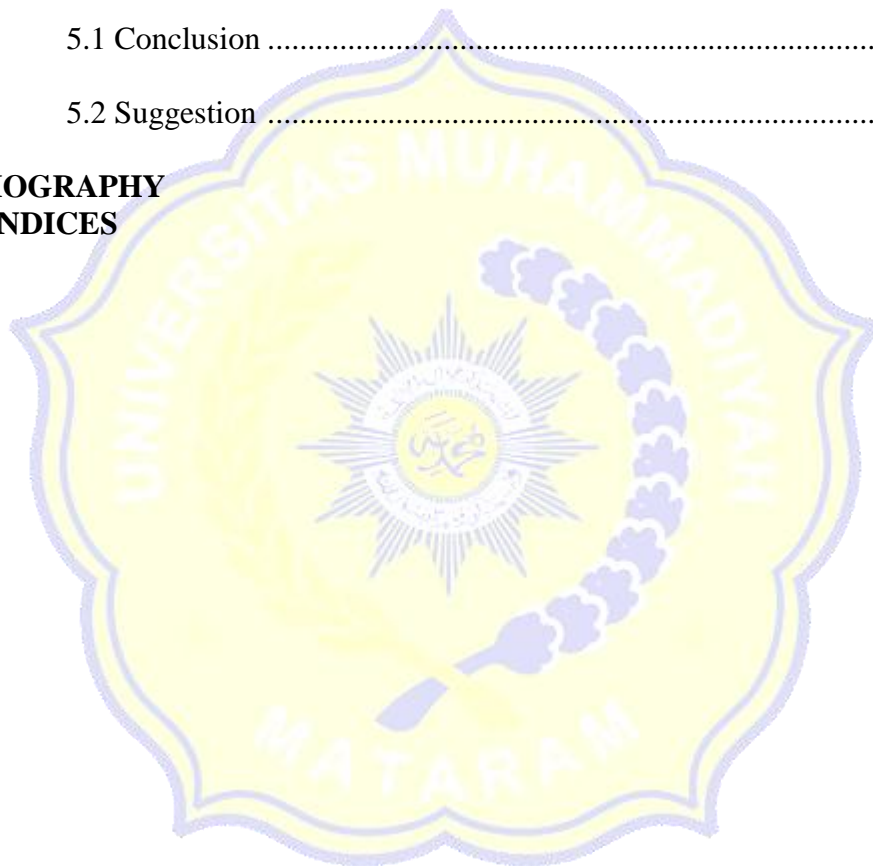
1.1 Background of the Study.....	1
1.2 Statement of the Problem	5
1.3 Purpose of the Study	5
1.4 Scope and Limitation of the Study.....	5
1.5 Significances of the Study.....	5
1.6 Hypothesis of the study.....	6
1.7 Definition of Key Terms	6

CHAPTER II REVIEW OF RELATED LITERATURE8

2.1 Review on reading ability	8
2.1.1 The Nature of reading ability	8
2.1.2 Models of reading	10
2.1.3 Techniques of reading	12
2.2 Text	13
2.3 Text Types.....	13
2.4 Recount Text	14
2.5 Teaching Media.....	15

2.5.1 Definition of Teaching Media	15
2.5.2 The Function of Teaching Media	15
2.6 Review on printed mass media.....	16
2.6.1 Definition of printed mass media.....	16
2.6.2 Types of printed mass media	18
2.6.3 Definition of magazine.....	20
2.6.4 Teaching by using printed mass media	22
2.7 The previous study.....	23
CHAPTER III RESEARCH METHODOLOGY	27
3.1 Research design	27
3.2 Population and sample	27
3.2.1 Population	27
3.2.2 Sample.....	28
3.3 Research instrument.....	29
3.4 Technique of data collection	29
3.4.1 Pre-test	29
3.4.2 Treatment	30
3.4.3 Post-test.....	30
3.5 Technique of data analysis	30
CHAPTER IV FINDING AND DISCUSSION	34
4.1 Finding	34
4.1.1 The Descriptive of Data	34
4.1.2 Descriptive Statistic	36

4.1.3 Normality Test	37
4.1.4 Paired Sample Test.....	38
4.1.5 Homogeneity Test	39
4.1.6 Independent Test	39
4.2 Discussion	40
CHAPTER V CONCLUSION AND SUGGESTION	43
5.1 Conclusion	43
5.2 Suggestion	43
BIBLIOGRAPHY	
APPENDICES	



CHAPTER I

INTRODUCTION

This chapter presents a discussion on the background of the study and explains why the researcher conducts the research. Moreover, the researcher wants to discuss statements of the problem, purpose of the study, the significance of the study, the hypothesis of the study, the scope of the study and the definition of key terms.

1.1 Background of the Study

Reading, one of the language skills, should be mastered well by the students because reading is an essential factor that influences one's activity in communication. Reading is regarded as a decoding skill, that is, interpreting codes into ideas. People consider reading as an important activity so that people usually say that reading is the window of the world. By reading, people can get the information widely without going anywhere.

The researcher has made a preliminary observation of the tenth grade of MA Darul Falah Batu Jangkih before writing the Research Proposal. From the result of the preliminary observation, it revealed that the tenth grade of Islamic Senior High School (MA) students have a problem in reading. When the researcher asked about the students' reading, the teacher said that some students are still weak in reading ability. It can be seen from the students' achievement reading scores. There were some facts that indicated the problem. The media used in teaching learning process especially reading was monotone. That made students' interest in reading was still

weak. Students have difficulties in understanding the text. They have it difficult in understanding sentences, finding the meaning of the sentences, or only understand the broad outline of the text content they don't use a chance to read English text either at home or in English lessons. Finally, the students have difficulties in doing exercises. Those all made their achievement becomes low and causes failure in the teaching and learning process.

After finding the cause of the problem, the researcher proposes to conduct research in teaching reading by using printed mass media as one solution to the problem. As a press means of mass education, or printed mass media covers some highly valued articles, which can be read by the public to improve their knowledge and reading skills. The function of educating is served in the form of an editorial essay, letter to the editor, and all of the writing conveying opinions. Besides educating, the press also influences the public to do certain things.

The use of printed materials especially magazines can be a suitable medium in teaching English for senior high school students since magazines appear in interesting materials and contain several kinds of information that are related to the fact about real life. Besides that, magazines are also provided with information about hobbies, music, gossip about artists, several advertisements, etc. All of the content of magazines are usually interesting for the reader because of its appearance in full color, full picture, etc.

The magazine is one kind of printed mass media, which has been known for a long time ago. It is understandable since magazines are published in various types according to the need of society. There are magazines especially published for women, men, and teenagers. There are also magazines, which specialize in news, hobby, housekeeping, sport, health, and so on. Magazines are motivating since it offers so many interesting materials to read.

Many kinds of research about the use of printed mass media in teaching reading conducted in the previous study show that teaching reading using printed mass media can be one of the solutions to increase students' reading skills. One of them is a research conducted by Nur Hikmah Laila entitled "Improving Students' Reading Ability by Using Printed Mass Media (A Classroom Action Research Conducted in the Eighth Grade Students of SMP N 3 Colomadu Karang anyar in 2008/2009 Academic Year), shows the result from pre-test mean score was 5.8, increasing to 6.5 in the first post-test and increasing again to 7.6 in the final post-test. So it can be concluded that teaching reading by using printed mass media especially magazines can increase students' reading skills.

The other research was conducted by Hartini entitled Improving Student's Ability by Using Printed Mass Media "Newspaper" (Jakarta Post, "Features" In July 2015 Edition) With Technique Of Reading Aloud For The Eleventh Grade At SMA Negeri 4 Langsa. Thesis, Langsa: Tarbiyah Faculty, State Institute for Islamic Studies (IAIN), 2009. This thesis

purpose is to figure out whether printed mass media “Newspaper” (Jakarta Post, “features” in July 2015 edition) with the technique of reading aloud can improve students’ reading ability. From t-test analysis, the researcher found that the score (2,844) was higher than the table by using 5% and 1% alpha of significance (2,02)(2,71). Since $t_{score} > t_{table}$, it proved that there was a significant difference between the teaching of reading using printed mass media and teaching without using printed mass media.

Considering the phenomena of mass media especially the press in education and the curriculum of senior high school that emphasizes reading in the teaching of English, the researcher is interested in conducting research in teaching reading by using printed mass media which entitled “The Use of Printed Mass Media in Teaching Reading for the Tenth Grade of Islamic Senior High School (MA) Darul Falah Batu Jangkih in Academic Year 2018/2019”.

1.2 Statement of the Problem

Based on the limitation of the study, the researcher formulates the problem of the study as follows: “Does the use of printed mass media have effect in teaching reading at the tenth grade of Islamic Senior High School (MA) Darul Falah Batu Jangkih?”.

1.3 Purpose of the Study

This research is aimed to investigating how printed mass media has an effect in teaching reading at the tenth grade of Islamic Senior High School (MA) Darul Falah Batu Jangkih.

1.4 Scope and Limitation of the Study

Since there are many problems that arise in the problems above, the researcher limits the problems on the use of printed mass media in teaching reading of the tenth grade of Islamic Senior High School (MA) Darul Falah Batu Jangkih. Here the researcher limits the use of printed mass media only magazines, especially teenage magazines. In this research, the researcher used High End Teen magazines vol. 14 no. 60 October 2013 “Childhood Fantasy”.

1.5 Significances of the Study

The research result is expected to be able to give some benefits, such as the following:

1.5.1 Theoretically

This research may give some information in acquiring an alternative solution in teaching reading. To support the previous theory about teaching reading by using printed mass media.

1.5.2 Practically

The student would be interested in studying English, especially in learning reading. The result of this research is hoped will provide many informations for the improvement of the quality in teaching learning process and teaching reading using printed mass media will be a way for teachers to teach in the learning process on their school.

1.6 The hypothesis of the Study

This study is designed to test the following hypothesis:

- a. The Null Hypothesis (Ho): the use of printed mass media has no effect on students' reading skills at the tenth grade of Islamic Senior High School (MA) Darul Falah Batu Jangkih year 2018/2019.
- b. The Alternate Hypothesis (Ha): the use of printed mass media has an effect on students' reading skills at the tenth grade of Islamic Senior High School (MA) Darul Falah Batu Jangkih Year 2018/2019.

1.7 Definition of Key Terms

a. Printed Mass Media

Print media means newspapers, magazines, journals, books, pamphlets, leaflets, and any other printed materials, etc. (SK Sharma, 2009:17). Print media is a rather commonly used term referring to the medium that disseminates printed matter (Bala Saroj, 2017:2).

b. Magazine

The magazine may be defined as bound pamphlets, published periodically. They are issued in various sizes with a variety of formats and contain miscellaneous subject matter which frequently has entertainment as its primary objectives (Mott, 1996).

c. Reading

Reading is an active and communicative process. It is also an interactive process that goes on between the reader and the text,

resulting in skill. It is a means of communication between the reader and the researcher. Grellet (1998:7) defines reading as an active skill that constantly involves guessing, predicting, checking, and asking oneself questions. Wallace (1992: 4) reading is interpreting which means reacting to a written text as a piece of communication.



CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Review on Reading Ability

2.1.1 The Nature of Reading Ability

Reading is more than just referring to the activity of pronouncing the printed material or following each line of the written page. It involves various and mixed activities. People have their own purposes on why they read. It is also more than recognizing words within a sentence; it includes the whole ability of thinking process to evaluate the information. The following are some definitions of reading proposed by some experts:

Aebersold and Field (1997: 15) say that reading is what happens when people look at a text and assign meaning to the written symbols in that text, further, the text and the reader are the two physical entities necessary for the reading process to begin. So, there is an interaction between the text and the reader that constitute actual reading. While Davies (1995:1) says that reading is a private activity. It is a mental or cognitive process, which involves a reader in trying to follow and respond to a message from a researcher, who is in distant space and time. Due to this privacy, the process of reading and responding to a researcher is not directly observable.

Grellet (1998:7) defines reading as an active skill that constantly involves guessing, predicting, checking, and asking oneself questions. Wallace (1992: 4) adds that reading is interpreting which means reacting to a written text as a piece of communication.

Based on the definitions above, it can be concluded that reading is an active and communicative process. It is also an interactive process that goes on between the reader and the text, resulting in skill. It is a means of communication between the reader and the researcher. The process involves the reader, the text, the interaction between reader and text. The text presents letters, words, sentences, and paragraphs that encode meaning. The reader uses knowledge, skills, and strategies to determine to mean.

Hornby (1987: 2) defines “ability as (1) capacity or power (to do) something physical or mental; (2) cleverness; intelligence; (3) special natural power to do something well; talent. Meanwhile, in Longman's dictionary, the ability is defined as the mental skill or physical power to do something” (1998: 1). He uses ability refers to a broader set of factors which – given similar motivation and opportunities – make some people better at learning than others

From the explanation above, it can be concluded that ability is someone's competence as a result of learning. Therefore, reading ability means someone's ability to communicate or make sense of

written or printed symbols and to extract information in the text by using his knowledge, skills, and strategies to achieve the purpose of the reading activity itself.

According to Williams (1996: 51), there are three main phases needed to be followed in reading activity, namely:

- a. Pre-reading: Aimed to introduce and arouse learners' interest in the topic. Giving reason to read and some questions that related to learners' background knowledge ideas and opinion would motivate learners' eagerness to read the whole text.
- b. Whilst reading: Aimed to help students understanding the purpose and texts' structure and to clarify texts' content. Some activities like answering skill questions, completing diagrams or maps, making lists, and taking notes are whilst reading type work.
- c. Post-reading: aimed to consolidate what has been read with learners' own knowledge, interest, or ideas.

2.1.2 Models of Reading

In looking for ways to describe the interaction between reader and text, scientists have also created models that describe what happens when people read (Aebersold and Field, 1997: 17). Barnett (in Aebersold and Field, 1997: 17-18) provides a thorough summary of

three main models of how reading occurs. They are bottom-up theory, top-down theory, and interactive school of theorists.

- a. The bottom-up theory argues that the reader constructs the text from the smallest units (letters to words phrases to sentences, etc.) and becomes automatic that readers are not aware of how it operates. It means that readers have to understand the passage by reading word by word to reach the whole understanding.
- b. The top-down theory argues that readers bring a great deal of knowledge, expectation, assumption, and questions to the text and given a basic understanding of the vocabulary and check when new information appears. The reader has known about the passage so they just want to know if there is any new information in the passage.
- c. The interactive school of theories argues that both top-down and bottom-up processes are occurring either alternately or at the same time. It describes a process that moves both bottom-up and top-down depending on the type of the text as well as on the readers' background knowledge, language proficiency level, motivation strategy use, and culturally shaped beliefs about reading. Readers use both models in their reading activity depend on the situation that they faced.

2.1.3 Techniques of Reading

Different readers may have their own ways and technique in reading in accordance with their favor and purpose. Some linguists have proposed many ways of reading, which the mainly used in Francoise Grellet (1998: 40) summarized as follows:

- a. Skimming: quickly running one's eyes across a whole text (an essay, article, or chapter) to get the gist of it. The reader goes through the text extremely quickly. The purpose of skimming is simply to see what a text is about. The reader skims in order to satisfy a very general curiosity about a text.
- b. Scanning: reading quickly going to a text to find a particular piece of information. Scanning occurs when a reader goes through a text very quickly in order to find a particular point of information (Williams, 1996: 100). The purpose of scanning is to extract certain specific information without reading the whole text (Brown, 1994: 293).
- c. Extensive Reading: reading longer text usually for someone's pleasure. This is a fluency activity, mainly involving global understanding.
- d. Intensive Reading: reading short text to extract specific information. This is more on accuracy activity involving reading for detail. In this course, each text is read carefully and thoroughly for maximum skill.

2.2 Text

Text refers to any written record of a communicative event. The event itself may involve oral language (for example, a sermon, a casual conversation, a shopping transaction) or written language (for example, a poem, a newspaper, advertisement, a wall poster, a shopping list, a novel). Text consists of more than one sentence and the sentences combine to form a meaningful whole that is convey a complete message.

Mario Klarer (1991:1) stated that the word text is related to “textile” and can be translated as “fabric” just as single threads form a fabric, so words and sentences form a meaningful and coherent text.

2.3 Text Types

According to Macken (1990: 12), there are 2 kinds of genre as story genre and factual genre. Story genre consists of five genres; they are narrative, news story, exemplum, anecdote, and recount. Factual genre is divided into procedure, explanation, report, exposition, and discussion.

Mark and Kathy (1997:3) categorize genre into two types, literary genre and factual genre. Literary genre consists of narrative, poetry, and drama. Factual genre has seven types of genre; they are recount, explanation, discussion, information report, exposition, procedure, and response.

2.4 Recount Text

Recount text is kind of text to retell the readers about past events or experiences. Recount is a text which retells events or experiences in the past. Its purpose is either to inform or to entertain the audience. Recount text can tell about events, experiences, biography, letter, diary and anything that happen in the past. In recount text, the story being told is explained as clearly as possible to make the readers or listeners able to understand the story and they can imagine it on their own mind. And it is hoped, the readers can make their own story based on their experiences that is happened in the past. Then, they can tell their own story as clearly as they heard before. In order to completely comprehend the story, the reader should apply clue words, among clues are: Who is used to describe the character in the story, what is used to describe what the story tell about, when is used describe the time of the event happen, connectives is use to combine each sentence in the story, (Depdiknas, 2006).

It is said that recount text also has social function. The function is intended to inform or to retell the students about events or experiences which is happened in the past. To achieve that purpose, the recount text has a set of generic structures:

1. Orientation: Introducing the participants involves in the story, such as character in the event, place about the location and time is about when the event happen.

2. Event: Describing series of event that happened in the past.
3. Re-orientation: Stating personal command of the writer to the story and its involve the conclusion of the story.

2.5 Teaching Media

2.5.1 Definition of Teaching Media

Teaching aids are valuable instructional tools that can help to make learning more effective and interesting. Harmer says that a range of objects, pictures and other things that can be used as instructional media to present and manipulate language and to involve students in the activities (Jeremy Harmer, 2007 : 177).

Popular print media offer good opportunities for improving learners' reading and writing skills in particular. Popular electronic media provide teachers with excellent resource for improving language skills, such as listening and speaking. It means that there are so many media that can be used in teaching especially reading.

Reiser and Dick designate instructional media as one of the instructional planning that should be prepared by teachers before coming in classroom (Robert A. Reiser and Walter Dick, 1996 : 67).

2.5.2 The Function of Teaching Media

Reiser and Dick explain some advantages or importance of the media (Robert A. Reiser and Walter Dick, 1996 : 70). One of the advantages of using media is that media can motivate students in

learning activity. Some media can be used to invite students' attention and to arouse their curiosity by presenting various images and sounds. Media can be used to present information that is needed to deliver the message to the students. Heinich and friends assumed , instructional media gives students' required experiences to build their prior knowledge (Heinich, Mollenda, and Russel, 1982 : 7).

Medias are useful in the process of language teaching. Heinich and friend claims instructional media as medium that is used in instruction to deliver material to the learner (Heinich, Mollenda, and Russel, 1982 : 5).

2.6 Review on Printed Mass Media

2.6.1 Definition of Printed Mass Media

Many experts have defined the definition of media. Gagne and Briggs (1979: 175) give their opinion that media is the physical means of communication (book, printed modules, programmed texts, computers, slide/tape presentation, film, videotapes, and so on) which enable students to learn.

Reading meets needs, which the newer media cannot fully satisfy, Gray and Rogers (1956) in De Boer (1964: 4) have expressed this thought well: It is an indispensable factor in modern life, interwoven with work, recreation, and other activities of young people and adults. Its great value lies in two facts; printed materials provide the most illuminating and varied record of human

experiences that are now available, and they can be examined and restudied time and again at the readers' convenience in acquiring clear understandings in developing rational attitudes and in reaching sound conclusions. Some of these values can not be attained so effectively through other media because the individual is not free to pause and deliberate at will.

Mass media as part of visual aids are used as teaching aid in teaching English at junior high school. It gives a lot of contribution because, with mass media, the teacher can find authentic texts that are used for reading material. According to Michael (1998: 14), the mass media teach, and their lessons are cumulative. Another expert Emery, Ault, and Agee (1968: 12) gives their opinion about another advantage of using mass media as the teaching aid. They say :

“The mass media have a common need for men and women with creative minds, who can use words and pictures effectively to transmit information and ideas. This is true whether the communication is intended to enlarge the recipient's knowledge, entertain him, or convince him through advertising that he should purchase a commercial product or service.”

Generally, there are two types of mass media. First, electronic media consisting of television, radio, internet, and so forth. Second,

printed media or press covering newspapers, magazines, bulletins, etc. In this thesis, the researcher limits mass media only in magazines, especially teenage magazines.

2.6.2 Types of Printed Mass Media

Print media include all printed forms of the press are newspaper, newsletters, booklets, magazines, and pamphlets as well as other printed publications such as books and printed literature. The vast majority of print media refers to the publications that sell advertising space to raise revenue (Bala Saroj, 2017:3). The publishing industry, a synonym with print media, could be classified in general terms into three distinct categories:

a. Book

A book is a collection of sheets of paper, parchment, or other material with a piece of text written on them, bound together along one edge within covers. A book is also a literary work or a main division of such a work. A book produced in electronic format is known as an e-book.

b. Magazine

A magazine is a periodical publication containing a variety of articles, generally financed by advertising and/or purchase by readers. Magazines are typically published weekly, biweekly, monthly, bimonthly, or quarterly, with a date on the cover that is in advance of the date it is actually published. They are often

printed in color on coated paper and are bound with a softcover. Magazines fall into two broad categories: consumer magazines and business magazines. In practice, magazines are a subset of periodicals, distinct from those periodicals. Produced by scientific, artistic, academic, or special interest publishers which are Subscription -only, more expensive, narrowly limited in circulation, and often have little or no advertising.

Magazines can be classified as general-interest magazines (e.g. Frontline, India Today, The Week, The Sunday Times, etc.) Special interest magazines (women's, sports, business, scuba diving, etc.)

c. Newspaper

A newspaper is a publication containing news and information and advertising, usually printed on low-cost paper called newsprint. It may be a general or special interest, most often published daily or weekly. The first printed newspaper was published in 1605, and the form has thrived even in the face of competition from technologies such as radio and television.

2.6.3 Definition of Magazine

Magazines are printed media besides newspapers, books, pamphlets, direct mail, and billboards. Magazines can be found in many countries with many types and sizes. Mott (1996) says,

“magazine may be defined as bound pamphlets, published periodically. They are issued in various sizes with a variety of formats and contain miscellaneous subject matter which frequently has entertainment as it’s primary objectives”.

According to Michael (1998: 498), a magazine is a living-breathing organism and must meet its readers’ needs in more fundamental, more emotional, and more empathetic ways. Magazines are cheap and the magazine will have to continue to offer an intelligent perspective on the world.

In contrast to the daily newspaper, magazines have several strong points. The magazine never appears more frequently than once a week. Thus, they have more time to dig into issues and situation than the daily newspaper, and consequently, they have a better opportunity to brings events into focus and interpret their meaning (Emery, 1968: 251)

From the explanation above, magazines can give authentic information that contains a wide variety of text types, language styles easily found as reading materials contain many stories and lots of advertisements that sell products.

a. **Strength** of Magazine

- Can select targeted audiences
- Ad size flexibility

- High-quality printing
- Prestigious editorial environment
- Long-life – prospect keep magazines and reread them
- Magazines provide authentic information that contains a wide variety of text type
- Language styles easily found as reading materials and specialized reading on a variety of topics.

b. Weakness of Magazines

- Wide geographic circulation usually cannot be used to limit recruiting to a specific area
- Long lead time for ad placement
- Costs can be high

NCCN. (2018). Advantages and Disadvantages of Major

Types Media. Cited 30 February 2019,

from <http://www.ga.unc.edu/NCCN/recruitmentandretention/youth/docword/AdvantagesandDisadvantage>

c. High End Teen Magazine

HET Magazine is a luxury magazine for international teenagers' lifestyles. Focusing on both the enjoyment value and on serving the readers with carefully chosen information, the magazine uses the English language to deliver smart articles, up-to-date news, and things beyond the ordinary. HighEnd Teen (HET) and its sister magazine, HighEnd, are published by PT

MNI Entertainment. They are part of the highly respected PT Global Mediacom Tbk family which includes PT Media Nusantara Citra Tbk (MNC Group) (which is one of the largest and the most integrated media group in Southeast Asia), RCT, Global TV, MNCTV, Indovision television networks, the influential daily newspaper Seputar Indonesia, popular tabloid Genie, Mom & Kiddie and Just For Kids Magazine.

HighEndTeen Magazine. (2019, 3 March). *About Us*. Cited 03 March 2019, from <http://www.highendteen.com/site/aboutus>.

2.6.4 Teaching by Using Printed Mass Media Especially Magazine

Print media helps to enhance students' interest and broaden their perspectives towards global activities. Thus using newspapers and magazines not only teach English better but give current knowledge of world happenings (Bala Saroj, 2017:1-2).

Gulzar APDMA (2015: 8) in his research confirms that the teacher's positive views about the effectiveness of print media as an essential tool for developing reading skills. Limited reading material of prescribed textbooks is one of the main causes of student's limitations of reading competence.

At the higher secondary level, appropriate use of the print media would enable the learners to introduce them with the journalistic language. When a piece of news is presented in the newspapers and

magazines this will increase students' knowledge also. The tasks accompanying each text from the print media used in classrooms would give the learners sufficient confidence to read and view news items in the English language through print media outside the classroom.

The researcher constructed some lesson plans that consisted of three terms. They are opening, main activity, and closing. The steps took 45 minutes in one meeting. Researcher prepared the texts from “**HighEndTeen** magazines”. The meeting was set for 8 meetings.

2.7 The Previous Study

- a. Nur Hikmah Laila. Improving Students' Reading Ability by Using Printed Mass Media (A Classroom Action Research Conducted in the Eighth Grade Students of SMP N 3 Colomadu Karanganyar in 2008/2009 Academic Year). Thesis, Surakarta: Teacher Training and Education Faculty, Sebelas Maret University, 2009.

The objective of this research is to improve students' reading skills ability by using text from magazines. The result of the action showed that after the researcher conducted the actions, the students' reading skill ability improved as shown in the result of both the preliminary observation on the students' activity during the actions and their pre-test and post-test mean scores.

From the reading skill test, the students' pre-test mean score was 5.8, increasing to 6.5 in the first post-test and increasing again to 7.6 in the final post-test. So, it can be concluded that teaching reading by using texts from magazines can improve the students' reading ability.

The objective of the research conducted by Nur Hikmah Laila is to improve students' reading skills ability by using text from magazines. Meanwhile, this research proposal aims to investigate the use of Printed Mass Media especially Magazine in the Tenth grade of MA Darul Falah Batu Jangkih in 2018/2019 Academic Year. The research method used in the research above is Classroom Action Research whereas in this research used Experimental Research. The research above conducted in Junior High School students, while this research conducted in Senior High School students.

- b. Hartini. Improving Student's Ability by Using Printed Mass Media "Newspaper" (Jakarta Post, "Features" in July 2015 Edition) With Technique of Reading Aloud for the Eleventh Grade at Sma Negeri 4 Langsa. Thesis, Langsa: Tarbiyah Faculty, State Institute for Islamic Studies (IAIN), 2009.

This thesis purpose is to figure out whether printed mass media "Newspaper" (Jakarta Post, "features" in July 2015 edition)

with the technique of reading aloud can improve students' reading ability.

The form of the test is reading a text. From t-test analysis, the researcher found that the score (2,844) was higher than t-table by using 5% and 1% alpha of significance (2,02)(2,71). Since $t\text{-score} > t\text{-table}$, it proved that there was a significant difference between the teaching of reading using treatment (the technique of reading aloud) and the teaching of reading without demonstration (treatment) for the eleventh-grade students of SMA Negeri 4 Langsa. Thus, it is concluded that the implementation of the technique of reading aloud can improve students' reading ability by using printed mass media "newspaper" (Jakarta post, "features" in July 2015 edition) for the eleventh grade at SMA Negeri 4 Langsa.

The purpose of the thesis by Hartini is to figure out whether printed mass media "Newspaper" with the technique of reading aloud can improve students' reading ability. Meanwhile, this research proposal aims to investigate the use of Printed Mass Media especially Magazine in the Tenth grade of MA Darul Falah Batu Jangkih in Academic Year 2018/2019. The research method used in the research above is Classroom Action Research whereas in this Research used Experimental Research. The research above conducted in Eleventh Grade of Senior High School Student, while

this research conducted in the Tenth Grade of Senior High School
Student.



CHAPTER III

RESEARCH METHODOLOGY

The research method used in the study, which is: research design, population, and sample, the method of data collection, and the method of data analysis.

3.1 Research Design

This research is used in quasi-experimental research. According to Johnson and Christensen (2008:41) in the quasi-experimental research, the researcher manipulates the independent variable and is interested in showing cause and effect. This research consists of two classes, they are experimental and control classes. The experimental class was taught by using the Printed Mass Media. This research was conducted at Islamic Senior High School (MA) Darul Falah Batu Jangkih, which is located at Desa Batu Jangkih, Kec. Praya Barat Daya, Kab. Lombok Tengah in 2018/2019 Academic Year.

3.2 Population and Sample

3.2.1 Population

A population is an object or subject which has the quality and characteristic use by the researcher to study then make the conclusion (Sugiyono, 2014: 80). The population of this research is the tenth-grade

students of MA Darul Falah Batu Jangkih in the academic year 2018/2019.

The number of the population there's.

The number of student students divided into 2 classes. Each class consists of students.

Tabel. 3.1 Population of students

Class	Number of students
X A	20
X B	20

3.2.2 Sample

The sample is the part of the quantity and characteristics that have by the population (Sugiyono, 2014: 118). The researcher used cluster sampling in taking the sample from the population. The researcher took two classes which consist of 40 students as a sample.

This sample is considered to represent at the tenth grade students of MA Darul Falah Batu Jangkih in 2018/2019 academic year, which consisted of two classes.

A number of students as a sample.

Table 3.2 Sample of Students

Class	Number of students
-------	--------------------

X A	20
X B	20
Total	40

3.3 Research Instrument

The test is a set of questions or exercises or other instruments used to measure the individuals or group skills, knowledge, intelligence, ability, or attitude of a group or individual (Arikunto, 2014: 193). In this research, the researcher used the test as an instrument. The researcher gave post-test recount text after giving treatment and pre-test before giving treatment. The test in the form of multiple-choice questions items, the sources of the instrument will be taken from High End Teen Magazine and Book. The score for the student's correct answer will give 5 and the incorrect will give 0.

3.4 Technique of Data Collection

In collecting data, the researcher takes data from pre-test, treatment, and post-test. The researcher gave pre-tests to the subject before giving material from printed mass media. Meanwhile, the researcher gives a post-test after gaining treatment using the technique of the data collection. The steps of collecting data as follows:

3.4.1 Pre-test

The researcher gave the pre-test to both groups (experimental group and control group) as the sample of the research. The pre-test aims to know the student's ability before use printed mass media as media of treatment. The pre-test consists of multiple choices in order to know the student before the researcher teaching by using printed mass media.

3.4.2 Treatment

In the process of treatment after the pre-test was done, the researcher gave different treatment to both groups. The researcher taught students by using Printed Mass Media in reading to the experimental group and without Printed Mass Media to the control group.

3.4.3 Post-test

In this part, after the students treated by using Printed Mass Media in reading for experimental group and without using Printed Mass Media in reading for the control group, the researcher gave a test of post-test to all students as the sample, both experimental group, and control group. The post-test consist of multiple choices in order to know the students' reading skill after teaching by using Printed Mass Media in reading.

3.5 Technique of Data Analysis

To analyze the data the researcher used SPSS V.26, the data was collecting from pre-test and post-test.

a. Descriptive Data

Descriptive statistical data is useful for explaining and describing research data including the amount of data, maximum score, minimum score, average score, and other.

b. Normality Test

- a. A normality test is done to find out whether the research data is normally distributed or not.
- b. Normal data is an absolute requirement before we do parametric statistical analysis.
- c. In parametric statistics, there are two types of normality tests that are often used, namely the Kolmogorov-Smirnov test and Sharpie-Wil test.

If significance (Sig) score is more $>$ (great) than 0.05 then the data is normally distributed, while if significance (Sig) score is more $<$ than 0,05 then the data is not normally distributed.

c. Paired Test

- a. Test paired sample t-test is used to determine whether there are differences in the average of two samples in pairs
- b. Requirements in the paired sample t-test are normal distribution data

- c. For homogeneous variant data, it is not a requirement in the paired sample t-test.
- d. The paired sample t-test in this research is used to answer the problem statement.
- e. To answer the formulation of the problem, a paired sample t-test is conducted on the pre-test experimental class data with the post-test experimental class, then the pre-test control class data with the control class post-test data.

d. Wilcoxon Test

- a. Test Wilcoxon aims to determine whether there is a difference in the average of two samples paired in pairs
- b. The research data used in the Wilcoxon test is ideally ordinal or interval data
- c. Wilcoxon test is part of non-parametric statistics, so in the Wilcoxon test there is not needed for research data that are normally distributed
- d. Wilcoxon test is used as an alternative to the sample t-test diagnostic test if there is a study that is not normally distributed.

e. Homogeneity Test

- a. Homogeneity test aims to determine whether a data variant of two or more groups is homogeneous or heterogeneous
- b. Homogeneous data is one of the requirements in the independent sample t-test.
- c. In this research, the homogeneity test is used to determine whether the variant of the post-test data of the experimental class and the post-test

data of the control class are homogeneous or not. If significance (Sig) score based on mean $> 0,05$ then the data variant is HOMOGEN, while if significance (Sig) score based on mean $< 0,05$ then the data variant is NOT homogenous.

f. Independent Test

- a. The independent sample t-test is used to determine whether there are differences in the average of two unpaired samples.
- b. The basic requirements in the independent sample t-test are data that is normally distributed and homogeneous.
- c. The independent sample t-test in this research is used to answer the problem formulation.
- d. To answer the formulation of the problem, the independent sample t-test was conducted on the post-test data of the experimental class with control class post-test data.

g. Mann Whitney Test

- a. Mann Whitney test aims to determine whether there is the differences in the average of two unpaired samples
- b. The number of samples used does not have to be the same
- c. Mann Whitney test is part of non-parametric statistics, so in Mann Whitney test there is not needed for research data that is normally distributed and homogenous

- d. Mann Whitney test is used as an alternative to independent sample t-test if the research data is not normally distributed and not homogeneous.

