

**IMPROVING STUDENTS' READING COMPREHENSION THROUGH
ENGLISH NEWSPAPERS FOR THE EIGHTH-GRADE STUDENTS OF MTS
ISLAMIYAH MALO IN THE ACADEMIC YEAR 2022/2023**

THESIS

BY

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**ENGLISH EDUCATION DEPARTMENT
FACULTY OF LANGUAGES AND ARTS EDUCATION
IKIP PGRI BOJONEGORO**

2023

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THESIS
Presented to
IKIP PGRI Bojonegoro
In partial fulfillment of requirements
For the degree of Sarjana in the English Education Department

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**ENGLISH EDUCATION DEPARTMENT
FACULTY OF LANGUAGE AND ART EDUCATION
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APPROVAL SHEET

THESIS

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LEGITIMATION

THESIS

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This is to certify that Sarjana's thesis
Has been approved by the Board of Examiners
as the requirement of the degree of Sarjana in English Language Education
8th August 2023

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STATEMENT OF AUTHENTICITY

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Declare that this skripsi and the work presented in it are my own and have been generated by me as the result of my own original research.

If in the future it is proven or can be proven that this skripsi is the result of plagiarism, in whole parts, than I am willing to accept sanctions for such actions in accordance with applicable regulations.

Bojonegoro, 28 July 2023

The Researcher



Siti Nur Rohmah

ABSTRACT

Rohmah, Siti Nur. 2023 Improving Students' Reading Comprehension Through English Newspapers for Eight Grade of MTs Islamiyah Malo In the Academic Year 2023/2024. Skripsi, English Education Department, Faculty of Language and Arts Education, IKIP PGRI Bojonegoro, Advisor Dr. Refi Ranto Rozak M.Pd., M.Pd. (II) Chyntia Heru Woro Prastrwi, M.Pd.

Key Word: English newspapers, Reading comprehension

Reading comprehension is typically the most fundamental goal of reading, underpinning and supporting the majority of other reading-related objectives. In truth, it is more complicated than is generally believed. The word "general" does not necessarily indicate "simply" or "easily." Reading calls for quick and automatic word processing, strong ability to convey important ideas in general terms, and effective coordination of activities within relatively constrained time frames. When reading texts from their textbooks in reading lessons, students frequently feel uninterested and bored. In addition to the available textbooks, newspapers can be used as supplemental materials to combat students' boredom and lack of interest. Newspapers include a wide range of subjects, making them excellent reading material.

This study sought to determine how students' reading comprehension skills were growing as seen from the eighth grade of MTS Islamiyah Malo. This study was a classroom action research project with two cycles. Three good items were included in one cycle. Six sessions were held over the course of two cycles. At VIII MTS Islamiyah Malo, this classroom action research was carried out. The research participants were the 11 pupils in class VIII during the 2022–2023 academic year. The instruments of this research were a reading test questionnaire, an interview, and an observation.

According to the researcher's findings, using the reading English newspapers technique could help students become more adept readers while reading texts from a reading comprehension perspective. It was demonstrated by the students' average test score for cycle 2 (83.6), which increased by 91% from cycle I's average (73.1) with a percentage of 45.4%. It had a high level of development compared to the pretest mean score of 55.4, with a 9% percentage. The students' growth in cycle 2 showed that they had achieved the KKM score (75), which is regarded as a successful criterion for strengthening the students' capacity for text comprehension. As a result, students' reading comprehension of English-language newspapers that deal with main themes, general structure, and word meanings improved.

ABSTRAK

Rohmah, Siti Nur. 2023 Improving Students' Reading Comprehension Through English Newspapers for Eight Grade of MTs Islamiyah Malo In the Academic Year 2023/2024. Skripsi, English Education Department, Faculty of Language and Arts Education, IKIP PGRI Bojonegoro, Advisor Dr. Refi Ranto Rozak M.Pd., M.Pd. (II) Chyntia Heru Woro Prastrwi, M.Pd.

Key Word: Teks berita Bahasa Inggris, Pemahaman Membaca

Pemahaman bacaan biasanya merupakan tujuan membaca yang paling mendasar, yang mendasari dan mendukung sebagian besar tujuan membaca lainnya. Sebenarnya, hal ini lebih rumit daripada yang diyakini secara umum. Kata "umum" tidak selalu berarti "sederhana" atau "mudah". Membaca membutuhkan pemrosesan kata yang cepat dan otomatis, kemampuan yang kuat untuk menyampaikan ide-ide penting secara umum, dan koordinasi kegiatan yang efektif dalam kerangka waktu yang relatif terbatas. Ketika membaca teks dari buku pelajaran mereka dalam pelajaran membaca, siswa sering merasa tidak tertarik dan bosan. Selain buku pelajaran yang tersedia, surat kabar dapat digunakan sebagai bahan tambahan untuk mengatasi kebosanan dan kurangnya minat siswa. Surat kabar memuat berbagai macam topik, sehingga menjadi bahan bacaan yang sangat baik.

Penelitian ini bertujuan untuk mengetahui bagaimana kemampuan membaca pemahaman siswa yang dilihat dari kelas delapan MTS Islamiyah Malo. Penelitian ini merupakan penelitian tindakan kelas dengan dua siklus. Tiga butir soal yang baik dimasukkan dalam satu siklus. Enam sesi diadakan selama dua siklus. Penelitian tindakan kelas ini dilaksanakan di kelas VIII MTS Islamiyah Malo. Partisipan penelitian ini adalah 11 siswa di kelas VIII pada tahun ajaran 2022-2023. Instrumen penelitian ini adalah kuesioner tes membaca, wawancara, dan observasi.

Menurut temuan peneliti, menggunakan teknik membaca koran berbahasa Inggris dapat membantu siswa menjadi pembaca yang lebih mahir saat membaca teks dari perspektif pemahaman bacaan. Hal ini ditunjukkan dengan nilai rata-rata tes siswa untuk siklus 2 (83,6), yang meningkat 91% dari rata-rata siklus I (73,1) dengan persentase 45,4%. Nilai ini memiliki tingkat perkembangan yang tinggi dibandingkan dengan nilai rata-rata pretest yang hanya sebesar 55,4 dengan persentase 9%. Perkembangan siswa pada siklus 2 menunjukkan bahwa mereka telah mencapai nilai KKM (75), yang dianggap sebagai kriteria keberhasilan untuk memperkuat kapasitas siswa dalam pemahaman teks. Hasilnya, pemahaman membaca siswa terhadap koran berbahasa Inggris yang berhubungan dengan tema utama, struktur umum, dan makna kata me

MOTTO

Everyone becomes a teacher, every home becomes a school."

“KI HAJAR DEWANTARA”

"Schools alone cannot advance society, but the family at home must also work. It is especially from the home that the power to educate must come."

“RA KARTINI”

DEDICATION

Thank God I pray to the presence of Allah Subhanahu wa Ta'ala for all His mercy, guidance and grace, I was given the opportunity to finish this thesis with all the shortcomings. I hereby dedicate this thesis to:

1. My beloved family who are always patient in educating, loving, caring, praying, and always supports me in working on this thesis and she also does not forget to always pray for me all this time.
2. My friends and colleagues who always support and help me when I have difficulty revising my thesis.
3. All English Language Education Lecturers who for 4 years gave me their knowledge in taking this Education.
4. My advisors are Dr. Refi Ranto Rozak, M.Pd. and Mrs. Chyntia Heru Woro Prastiwi, M.Pd. who have been patient and sincere in providing guidance and passing on their knowledge to me during the preparation of this thesis.

ACKNOWLEDGMENT

In the name of Allah, the most gracious and the most merciful. Firstly, the researcher would like to thank unto Allah SWT because of His blessings, the researcher can finish this skripsi as a partial fulfillment of the requirements for the Undergraduate Degree of education in English Department. Although there are many difficulties faced, the researcher realizes that those are the ways to reach success. Therefore, the researcher would like to express its special gratitude to:

1. Dr Junarti, M.Pd. as the rector of IKIP PGRI Bojonegoro
2. Mrs. Fitri Nurdianingsih. M.Pd. as the dean faculty of Language and Art Education
3. Chyntia Heru Woro Prastiwi, M.Pd. as Head of the English Language Study Program.
4. My first advisor Oktha Ika Rahmawati, M Pd. who has supported me, guidance me and given correction me in completing my skripsi patiently.
5. My second advisor Chyntia Heru Woro Prastiwi, M.Pd. who has been guidance me and given correction me in completing my thesis.

Finally, the researcher realized that this thesis is still far from being perfect, therefore, constructive suggestion is needed for the progress of the next study. Then, the researcher hopes that this research can give an important contribution to the development of education

Bojonegoro, 28 Juli 2023.

The Researcher

Siti Nur Rohmah

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CHAPTER 1

INTRODUCTION

A. Background of The Study

Reading is the most important aspect of English. One of the talents that students must master since reading proficiency is strongly tied to the learning process. Reading is also one of the skills that students must master for kids who desire to have comprehensive interactive skills, reading becomes a key bridge (Springer, Harris, & Dole, 2017). In agreement with the assertion. Reading is a source of knowledge to gain knowledge as an input from the learning process, according to Pang et al. (2012). Reading is a constant process of inference, and what the reader contributes to the text is frequently more significant than what is contained in it, according to Grellet (2010). To put it another way, reading is the interaction between readers and the text that results in the formation of meaning from the text through a difficult process including word knowledge and contextual knowledge. If readers are unable to decipher the meaning of the text, their ability to read words is of little benefit. It implies that the purpose of reading is to be able to understandably infer meaning from written text. Reading for reading's sake is reading to glean an important gist from the book, allowing readers to completely comprehend and know the text's actual content. Reading comprehension involves "extracting the needed information from it as efficiently as feasible," according to Grellet (2014) made a similar argument, asserting that comprehension happens when a reader can extract and blend various pieces of information from the text with what they already know. Since one of the goals of reading comprehension is

to obtain information that is necessary or available in text reading, when someone tries to comprehend the text, it means that she/he combines her/his prior knowledge with the most recent information that she/he learned in text reading in order to achieve that goal. The process of actively creating meaning inside oneself while interacting with the content being read is how the reader comprehends (Anderson and Pearson 2020). So, the ability of readers to engage with the text and extract the necessary information constitutes the essence of reading comprehension.

Reading strategies are "the mental operations or comprehension processes that readers pick and employ in order to make sense of what they read," according to Abbott (2016). The phrase "reading strategy" refers to particular techniques used by readers to understand the intended meaning. An effective learner is conscious of his usage of tactics and the rationale behind them. They employ tactics more frequently than readers who are less effective do. Additionally, they always coordinate their strategies and adjust them as needed. They can also tell when they are reading essential information from details. According to studies on reading development, "excellent readers apply tactics that bad readers do not adopt" (Grabe and Stoller, 2012). Similar to how a reader may find a method helpful with one text, it may not be the best tool for another text if the reader's goals are different.

Moreover, Richards and Renandya (2012) claimed that a variety of characteristics, including age, awareness of one's own learning preferences, and prior experiences, influence the employment of specific tactics. Regardless of their level of proficiency, students must read, but the majority of them struggle to understand the full meaning of the texts they read, particularly academic materials that frequently contain

long paragraphs and numerous unfamiliar words. This is because comprehension is a challenging process that requires students' prior knowledge. Consequently, comprehension won't just happen naturally without the usage of any reading strategies, since doing so really aids students in better comprehending the material and bridging any gaps in their knowledge that may arise throughout reading activities. Reading is a great tool for helping kids learn a language because it gives them access to a wealth of knowledge. Therefore, Brown (2017) claimed that reading is helpful for language acquisition and that the more people read, the better they get at it since reading improves pupils' vocabulary knowledge, spelling, and writing.

Consequently, the goal of reading is to make the underlying message, which is unseen, explicit, and discernible (Kose 2016). According to research, proficient readers actively engage with the text and are conscious of the strategies they employ to comprehend what they read. With the teaching of reading skills, teachers can aid students in improving their comprehension. Research has demonstrated that using techniques like prediction, finding connections, visualizing, inferring, questioning, and summarizing can help readers understand what they are reading (Block & Israel, 2015). It's critical to model the use of the tactics by naming them and explaining how to apply them, practicing them in groups and with partners, and using them independently (Duke & Pearson, 2015).

Predicting is the first technique for raising reading comprehension because it aids in giving the reader a goal for their reading. It has been discovered through research that proficient readers create thoughts and predictions as they read (Block & Israel, 2015). Also, this approach enables more student participation, which raises

student interest and enhances their comprehension of the content (Oczkus, 2013). Comparing the outcome in the real text with the prediction process is crucial since it will help the student have a better knowledge of the material. Without this component, the prediction process loses its significance for enhancing students' comprehension (Duke&Pearson, 2015). Some methods for teaching prediction include teacher modeling, making predictions while you read, working in pairs, utilizing a visual organizer, or using Post-it notes. One method of making predictions is to use the title, table of contents, images, and keywords.

Visualization is another method that proficient readers use to understand a book Adler (2011). In order to visualize, the reader must create an image of what they have read. This picture serves as a reminder of the reader's interpretation of the text in the reader's memory National Reading Panel (2010). Instructors can encourage students to picture the locations, people, and events in a story before asking them to write about or draw the image that appears in their thoughts after doing so. The characters in a story may be compared to people living today, or the text's content could be compared to the state of the world right now Teele (2014). Providing a goal students would understand the concepts in the text more fully if they were asked to make connections as they read.

B. Research Problem

In accordance with the previous, background of the state the researcher formulates the research question:

1. How is the implementation of teaching reading comprehension through English Newspapers to the eighth-grade students of MTs Islamiyah Malo?

2. How can English Newspapers improve reading comprehension in the eighth-grade students of MTs Islamiyah Malo?

C. The Objective of the Study

According to the above statements of the problem, the objectives of the study are as follows:

1. To find out the implementation of English Newspaper on students' reading comprehension at the eighth-grade students of MTs Islamiyah Malo.
2. To find out English Newspapers can improve students' reading comprehension at the eighth grade of MTs Islamiyah Malo.

D. Significance of the Study

1. The Writer

The study is expected to give new information to the writer about how to teach reading comprehension using English newspaper articles.

2. The English teachers

This study is expected to give new information about various techniques used in the teaching-learning process and it is hoped to be applied teaching-learning process.

3. The Further Research

This study is expected to give new knowledge to the further researcher to do better research of teaching and learning cases.

E. Definition of Key Term

a. Reading

The most essential skill for academic success and learning to read well is reading comprehension. A study conducted in the United States found a strong correlation between reading proficiency and a person's potential for success in both their personal and professional lives Block & Israel (2005). This is the rationale for my decision to conduct this action research. An action research project is typically carried out in a school context, according to Brown & Dowling (2011), who defines the word as "projects in which practitioners strive to create reform in their own practices."

According to Corey (2015), the importance of action research lies more in the transformation of daily practice than in its generalization to a larger audience. Action research is a reflective method that addresses the issues that are important to the educators personally and enables them to effect change. Finding solutions to actual issues that arise in schools and looking for ways to enhance student achievement are the key goals of action research. Educators can make well-informed decisions that can result in the intended results by using the action research method to assess needs, document the phases of inquiry, analyze evidence, and make conclusions.

b. Newspaper

According to the (2018) edition of the Cambridge Online Dictionary, a newspaper is "a regularly printed document consisting of big sheets of paper that are folded together, or a website, containing news reports, articles, photographs, and ads." It is regularly given every day, making it quite near to the community. Additionally, customer have the option of purchasing it daily, monthly, at a store, or even having it

delivered homes their homes. By transporting them, it disseminates the information throughout the world. Typically, people read the newspaper in the morning or evening while sipping tea. Because newspapers are inexpensive, anyone may purchase them and read them while eating or doing otherness. Denim (2012) states that reading passages (such as books, journals, newspapers, manual instructions, brochures, etc.) have greater benefits because they can be read repeatedly and serve as written sources, even though it is less interesting than watching a video because there is no animation.

Additionally, unlike television and radio, where individuals cannot receive any information, people can still receive news while they are outside or traveling to work. News is the fastest report of an event or event that is factual, important, and of interest to most readers and concerns their interests. According to Romli (2003) Newspapers are publications that are printed with ink on paper, generally published on a regular schedule, and contain a variety of content. The newspaper has many articles and pictures that can stimulate the student's interest in reading.