***The Powers of English Newspaper to Improve Reading Comprehension***

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**ABSTRACT**

Syahrul.2016.Using English Newspaper as authentic material to Improve Reading Comprehension at the Second Grade Students of Madrasah Aliyah Muhammadiyah Salaka*.*(Supervised by Arifuddin Hamra and Sukardi Weda.

This research presents an experimental study deals with the use Authentic Material Model and Conventional Method in teaching reading. The objective of this research was to prove English Newspaper is more effective to enhance the students’ comprehension of the Second Grade Students of Madrasah Aliyah Muhammdiyah Salaka.

This research employed experimental design which involved two classes. The experimental class was taught by using English Newspaper and the Control class was taught by using Conventional Method. The instruments of this research was reading test. The population of this research was the X student grade of MA Muhammadiyah Salaka. This research took 41 students as the sample. X.A as samples in experimental class and X.B as samples in control class.

The result of this research can be seen the students’ comprehension in teaching reading which were taught by using English Newspaper model is higher than the class was taught by using conventional method. It is supported by the mean score of the s Experimental Class was 69.71 higher than the mean score of Control Class was 63.33.Therefore, H1 (alternative hypothesis) of this research which said English Newspaper is more effective to increase the students’ reading comprehension achievement was accepted.

**INTRODUCTION**

In English, reading, listening, speaking and writing are four skills that the students need to learn, they are reading, listening, speaking, and writing. Beside the four skills, there are also language components should be attained by students such as structure, vocabulary, spelling and pronunciation.

Reading is important thing that is needed in education. Reading will take the students to know some new information or knowledge. In general, reading also means opening up the possibility of new possibilities about something or open new windows of knowledge. The reading material available in textbooks is very difficult to be understood by students. The school, students often has difficulties in learning English as a foreign language (EFL) without appropriate learning materials in teaching and learning process. Teachers never care when they give students about reading text and the student can’t comprehend about the text.

Reading is the aspects of English that should be mastered in English. If we want to improve our comprehension in reading we must have enough vocabulary and read some text like news magazine and novel(Ibrahim Manda page 2, 2011).

Nuttal(1996: 172) States that in giving different text to the students, it means that it is a good way to attract the students in reading. In other word it can make the students interested to read many texts.. Reading will be habit. And addition, if the text interests the learners, they will feel more confident and more secure when reading the texts. It means that, they not only improve their language level but also confidence.

Authentic material is a way to improve reading comprehension, because it is suitable for every level, just by reading the authentic material the students can improve their reading comprehension. Apsari (2014 ) states by using of authentic material in teaching reading was significantly improve students’ reading comprehension. She recommended that teachers should use authentic reading materials for a change.Rashid et.al (2014) on their research state Authentic materials are known as an important learning tool which must use in teaching learning process. On the other word it aims to make the teacher’s teaching is meaningful and it is effective in transferring the knowledge to the learners.

**REVIEW OF RELATED LITERATURE**

**Previous of Related Studies**

Zoghi et.al (2014) in her article entitled ‘The Effect of Authentic Materials on Vocabulary Development’ found that there was significant with t-test 7.32 and t-tabel 2,086 while the value of t-test (7.32 > 2.086). It means that the method could improve the students’ achievement in comprehending the reading material.

Manda (2011) in his thesis entitled “Using The Use of Authentic Materials to Improve Reading Vocabulary in Teaching Reading Comprehension at Second Semester of SMA 5 Makassar found that there was significant with t-test 7.32 and t-table 2,086 while the value of t-test (7.32 > 2.086). It means that the method could improve the students’ achievement in comprehending the reading material.

Otte (2006) had already done his research the effect of authentic texts on listening comprehension skill of some students are the samples at a university in USA.He found that the use of authentic materials increase the students’ listening comprehension skill and their motivation as well.

**Some Pertinent Ideas**

**Concept of reading**

 Definition of Reading

According Gu in Erten (2007),reading is defined as the most important thing and it is one of the four skill in English for EFL learners to be an indicators for the students in getting the target language, in other word it is expected to be valuable thing to build the students’ language proficiency. Reading is also called as a form in starting the communication because it brings many information as a references in communicating.

Reading as a practicing that involves brain and eyes, the brain works the message and eyes accepted the message. Simanjuntak (1998) states the reading is the process of putting the readers in contact and communication with ideas.

**Steps of reading**

 Skimming

It is a useful skill to be applies in teaching the reading skill. According to Abbot et al (1981) the eyes run quickly over the text to discuss what it is about, However, a reader should look quickly across and vice versa to find specific information he wishes.

Scanning

Serge Mikhailov (2011) states that scanning is done quickly to find the information, namely: scanning telephone books, catalogs, dictionaries, event calendars, book indexes, etc.

Intensive Reading

Anita (2010:1) explains that intensive reading is called study reading; it involves reading of the text as the amount of comprehension should be high. The speed of reading is correspondently slower. The intensive is used to the text shorter to extract the specific information. It covers the reading accurately

Extensive Reading

**Barfield**(1996:2) defines the extensive reading use to catch a general comprehension of a lesson and involves reading longer texts for pleasure, as well as business books. By using the extensive reading in teaching and learning process, it is aimed to improve the students’ knowledge.

**Kinds of reading**

Reading aloud

It is very important divides cannot look in achieving the goals because of a great aid in developing our habits to practice as many times as possible in producing sound that is practice.

Shared reading

Shared reading is very similar to reading aloud. The teacher still reads the story to the students but in shared the teacher allow the students to read part of the story.

Silent reading

Silent reading is known as reinforcement in other to find out the word meaning, this reading is amied to criticize what we are writing to be discussed, it covers inference and making conclusion to exprees a new idea based on what we are reading.

Guided reading

Guided reading is a switch responsibility the students reads the text silently and softly while the teacher offers prompts and enforcement to help the students learn strategies to become an independent reader.

**Concept of Reading comprehension**

Reading comprehension is the activity between the reader and the writer’s idea. Where the writer sends his/her idea in the written symbols and then the reader catches the idea it.

Reading Comprehension

Reading is on activity cognitive process of interactive with printing and monitoring comprehension to establish meaning (Kustaryo in Hasriani, 2006).Reading comprehension is usually a primary focus of instruction in the post-primary grades, after readers have largely mastered word recognition skills, although comprehension of text should be an integral part of reading instruction with beginning readers as well.

Level of reading comprehension

Reading comprehension can be divided into three different levels. As Burns, et.al (1984:177) explains the level of comprehension into some levels, those are: literal, critical reading and creative reading and interpretive comprehension.

Literal Reading

literal comprehension could be defined that is the most fundamental in reading comprehension kinds because the readers must first understand what the author expresses before drawing an inference, making an evaluation, or gaining an appreciation.

Interpretative comprehension

Interpretative comprehension: Reading in order to find information which is not explicitly stated in the passage. To make a complete inference, the readers must read the passage carefully, put ideas and facts together to draw a conclusion, then inference it by using their experience and intuition.

Critical Reading

Critical reading compares previous experience to element in the new material such as content style, expression, information, and ideas or values of the author. In this level of reading skill.

**The Concept of Authentic Material**

**The definition of authentic material**

According YanuartiApsari( 2014) authentic material refers to those takenfrom real life sources and they are not designed for teaching and learning purposes. authentic materials that are able to be used in the classroom are newspaper, magazine, songs, literature andmaterials from the internet. Wallace (1998: 145) defines authentic texts as “real-life texts, not written for pedagogic processes”.

According to Robinson (1991:54) authentic material in ELT refers to the use of print, audio, video, and practical materials originally produced for a purpose other than the teaching of language.

Ellis and Johnson (1994:157) Ellis and Johnson (1994:157),the authentic materials is a material used which is used in teaching and learning process that is not created for teaching and learning process.

**Kinds of authentic material**

There are several kinds of authentic material that can be used as teaching device for teaching device for teaching practice namely:

1. Brochures
2. Product Labels
3. Recipes
4. Print Medias
5. Post and Greeting Cards
6. Maps

**How to Choose the Authentic Material**

1. Students’ Interest
2. Purpose of Language Learning
3. Cultural Appropriateness
4. Language Level
5. Quality of the Material

**METHOD**

**Design and samples**

The Research on the used of Using English Newspaper in Reading Comprehension adopts a quasi-experimental research design with the nonequivalent control group design. There was a pre test, a treatment and a post test used in collecting and analyzing the data. It was a formal, objective, systemic process in which numerical data will be utilized to obtain information about the study and a common research approach in educational research.

Based on the population, the researcher uses purposive technique and the sample will take from 2 classes. The certain reason take the XA and XB as a sample because on this level the students have passed reading still be fear of making summerize and comprehension mistakes. One of two groups will choose as experimental group include XA as a sample of experimental class and XB as a sample of control class.

**Instruments and Procedures**

In this research, the researcher was use instruments collecting data the following test sheet, for knowing and taking data about skill of students on Reading (Students’ Reading Comprehension). Test sheet was reading test that which consists of essay test where it was administrated in pretest and post-test as the instrument of the research.

*Experimental*

The action of the treatment was as follows:

1. In the first teaching the teacher started class.
2. The teacher introduced the material to the students.
3. The teacher explained to the students about English Newspaper.
4. The teacher explained to the students about context material.
5. The teacher gave some examples of English Newspaper.
6. Teacher asked the students to read the text.
7. Teacher asked the students to find the difficult words and their meaning by using dictionary.
8. The next, the activities were designed by the teacher as feedback:
9. The teacher discussed the English Newspaper Model and context material with the students.
10. The teacher explained and asks questions that relate to the context materials through Authentic Material.
11. Teacher instructed the students to make conclusion about the context materials through English Newspaper.

*Control Group*

The process of this control group could be conducted in chronological order as follows:

1. In the first teaching the teacher started class.
2. The teacher introduced the material to the students.
3. The teacher explained to the students about News Item
4. The teacher explained to the students about context material.
5. The teacher gave some examples of News Item.
6. Teacher asked the students to read the text.
7. Teacher asked the students to find the difficult words and their meaning by using dictionary.
8. The next, the activities were designed by the teacher as feedback:

1). the teacher discussed the news item and context material with the students.

2). the teacher explained and asks questions that relate to the context materials through news item.

3). Teacher instructed the students to make conclusion about the context materials through News Item.

**Data Analysis**

The answers of the students were scored through the following ways:

* + - 1. Scoring the students correct answer at pre-test and post-test.
			2. Classifying the students’ scores answer.

 The scores were classified into seven level classifications which addapted to the scoring system from Depdiknas (2006:38).

* + - 1. Calculating the students’ score, standard deviation and the t-test value between the pre-test and the post-test of both groups, the researcher used *statistical package for social sciences* (SPSS) program.

**RESULT AND DISCUSSION**

**The Effectiveness of using Newspaper**

Having conducted the treatment, the researcher found the score of both groups on the students’ reading comprehension achievement result in Pre and postetes. In this part, the researcher reports the result of each group by comparing pretest and posttest.

1. Scoring Classification of the Students’ Pretest and posttest between Control Group and Experimental Group

In this classification, the researcher presents the frequency and percentage of the students’ pretest between control group and experimental group.

Table 1 Frequency and Percentage of Students’ Pre-Test between Experimental and Control Group.

|  |  |  |
| --- | --- | --- |
| Classification | Range Of Score | Experimental Control |
| F | % | F | % |
| Excellent  | 96-10 | 0 | 0 | 0 | 0 |
| Very Good | 86-95 |  |  |  |  |
| Good | 76-85 |  |  |  |  |
| Fairly good | 66-75 |  |  |  |  |
| Fair | 56-65 | 2 | 9.5 |  |  |
| Poor | 36-55 | 19 | 90.5 | 20 | 100 |
| Very Poor | 0-35 | 0 | 0 | 0 | 0 |
| Total |  | 21 | 100 | 20 | 100 |

The table 4 shows that most of students’ pretest result in experimental group are classified as fair and poor category before treatment. In Experimental Group, the data of Pre-test showed are 2 student got students or 9.5 % are in fair and 19 students or 90 % were in poor classification. And in control group are classified fairlygood before giving the treatment. While the data of Pre-test can be seen that there are 20 student or 100 % in Posttest which is classified as poor classification.

Based on the result it show the students improvement in experimental group before giving treatment by using English Newspaper than control group which use conventional method. So, it is able to be be concluded that the mean score of students for both groups is almost same.

Table 2. Frequency and Percentage of Students’ Post-Test between Both Group

|  |  |  |
| --- | --- | --- |
| Classification | Range Of Score | Experimental Control |
| F | % | F | % |
| Excellent  | 96-10 |  |  | 0 | 0 |
| Very Good | 86-95 |  |  |  |  |
| Good | 76-85 | 1 | 4.8 | 1 | 5 |
| Fairly good | 66-75 | 17 | 81 | 6 | 30 |
| Fair | 56-65 | 3 |  14.3 |  11 | 55 |
| Poor | 36-55 | 0 |  0 |  2 | 10 |
| Very Poor | 0-35 | 0 |  0 |  0 | 0 |
| Total |  | 21 |  100 |  20 | 100 |

The table 2 shows that most of students’ Post Test results in experimental group are fair and poor category after giving treatment. In Experimental Group, the data of Pre-test showed that there are, 2 students or 9.5 % are in fair classification. In Control Group, there are 2 student got students or 9.5% are in fair and 19 students or 90 % were in poor classification.

Based on the result, it show the improvement of the students in experimental group after giving treatment by using English Newspaper than control group which use Conventional Method. So, it can be concluded that the mean score of students for both groups is different.

1. The Mean Score and Standard Deviation of Students’ Pretest and Post test in both groups.

The result of the students’ pretest in both group are indicated by the mean score and standard deviation. The analysis o

f the mean score was meant to know the difference of the students’ pretest score in both groups.

 Table 3. The mean score and standard deviation in both groups.

|  |  |  |
| --- | --- | --- |
|   | Pretest(E) | Posttest(C) |
| O1 | O2 | O1 | O2 |
| N | 21 | 21 | 20 | 20 |
| Mean | 50.48 | 69.71 | 45,60 | 63.33 |
| Std.Deviation | 4.41 | 4.87 | 3.96 | 5.939 |

The table 3 above shows the different students’ score for both two group in pretest and posttest. For Experimental class (E), the students’ mean score improved from 50.48 with standard deviation 4.41 to 69.71 with standard deviation 4.87. For Control Class (C), the students’ mean also improved significantly from 45,60 with standard deviation 3.96 to 63.33 with standard deviation 5.939.

The Inferential Analysis between pretest and posttest for Experimental class

Table 4. The t-test between Pretest and Posttest for experimental Group

|  |  |  |  |
| --- | --- | --- | --- |
| Variable | t-value | Df | Probability Value |
| Pretest and Posttest | 14.9 | 20 | 0.000 |

The table 4 above shows that the *t-value* was 14.9 with Df (Degree of freedom) 20 and *P value* 0.00 , the *t-table* of this research was 1.725. Based on the data, the *t-value* (14.9)*> t-table* (1.725) and *P value* (0.000) < 0.05. It can be concluded that there is a significant different between pretest and posttest for experimental class. In other word, there was an improvement on the students’ reading achievement between pretest and posttest by English Newspaper.

The Inferential Analysis between pretest and posttest for control class

Table 5. The t-test between Pretest and Posttest for control Class

|  |  |  |  |
| --- | --- | --- | --- |
| Variable | t-value | Df | Probability Value |
| Pretest and Posttest | 11.05 | 19 | 0.000 |

The table 5 above explains that *t-value* was 11.05 with degree of freedom 19and *P value* 0.000. From the degree of freedom,it can be known the *t-table* of this research was 1.729. Based on the data, the *t-value* (11.05)*> t-table* (1.729) and *P value* (0.000) < 0.05. It can be concluded that there is a significant different between the students’ score in pretest and posttest for control class.

 The students ‘mean score and standard deviation in pretest.

 Before the treatment conducted, both of classes were given pretest, it is used to know the students’ starting point on reading. the test was aimed to find out whether both groups were in the same level or not. The standard deviation was meant to know how close the scores

Table 6 The Mean Score and Standard Deviation of the Students’ Pretest

|  |  |  |
| --- | --- | --- |
| Group | Mean Score | Standard Deviation |
| Experimental  | 69.71 | 4.85 |
| Control | 63.33 | 5.939 |

Table 6 above explains that the students’ mean score of pretest of experimental class was 69.71and control class was 63.33.Based on the table above, it can be said that the mean score of the students in experimental class was statistically the same with control class.

The Inferential Analysis on Posttest for both groups

The table 7 below indicated the achievement of experimental class and control class before giving the treatment.

Table 7. The t-test of the Students’ Pretest

|  |  |  |  |
| --- | --- | --- | --- |
| Variable | t-value | df | Probability Value |
| Students’ Score | 3.722 | 39 | 0.001 |

The table 7 shows that the *t-value* was 3.722 with Df (degree of freedom) 39 and *P value* 0.001. From the degree of freedom it can be known the*t-table* of this research was 1,685. Based on the data, the *t-value* (3.722) *< t-table*(1,685) and *P value* (0.001) < 0.05. In pretest, there is a significant difference between two groups’ score because the *P value* higher than 0.05 (0.001<0.05). It means thatH0 was accepted and H1 was rejected in pretest. In other word, the students ‘ability or level are same before giving the treatment.

The mean score and standard deviation of the students’ posttest

In this part, the researcher presents the difference of the students’ reading subject after treatment. The students’ mean score of the experimental class and the control class in pretest was not significantly different. It means that they had same ability on the test content before treatment.

After treatment, the researcher gave posttest both experimental class and control class to find out the ability of students in reading subject whether the same or not.

Table 8. The Mean Score and Standard Deviation of Students’ Posttest

|  |  |  |
| --- | --- | --- |
| Group | Mean Score | Standard Deviation |
| Experimental  | 69.71 | 4.87 |
| Control group | 63.33 | 5.93 |

Table 8 shows that the students’ mean scores of both classes were different after the treatment implemented. The mean score of experimental class was 69.71 and control class was 63.33. It means that the students’ score of experimental class is higher than controlclass (69.71>63.33) and standard deviation for experimental class was 4.87 and control class was 5.93.

It showed that after giving the treatment, the students’ result of experimental class was higher than the control class. It proved that the Experimental class with thought by applying English Newspaper is giving significant improvement to the students’ ability in reading than treated with the other way.

The Inferential Analysis on Posttest for both class

The data shown in table 9 below indicated the achievement of experimental and control class after the treatment.

Table 9. The students’ t-test of Posttest

|  |  |  |  |
| --- | --- | --- | --- |
| Variable | t-value | Df | Probability Value |
| Students’ Score | 3.771 | 39 | 0.001 |

The table above shows that the *t-value* was 3.771 with Df (degree of freedom) 39 and *P value* 0.001. it can be known the *t-table* of this research was **1.685**. Based on the data, the *t-value* (3.771)*> t-table* (1.685) and *P value* (0.001) < 0.05. In posttest, there is a significant difference between two groups’ score because the *P value*less than 0.05 (0.001<0.05). It means that H1was accepted and H0 was rejected in posttest. In other words, there was a significant difference of the students’ score between both groups after receiving treatment.

Based on the research question of the first chapter is how to used English Newspaper to improved reading comprehension at the second grade students of Madrasah AliyahMuhammadiyahSalaka. And to know the strictly different both experimental and control class, it needs statistic hypothesis which shows the numerical differences to the two groups. By looking at the numbers, it indicates that experimental class was able to give significantly greater contribution than using Conventional Method have always did almost all teacher.So, it stated that the applying English Newspaper was higher than Conventional Method (69.71 > 63.33) in reading comprehension.

**CONCLUSION AND SUGGESTIONS**

This chapter deals with the conclusion and suggestion relating to this research.

**Conclusion**

Based on the findings and discussion in the previous concluded that English Newspaper is more effective than Conventional Methode to enhance students’ achievement in reading comprehension of the second grade students of MA Muhammadiyah Salaka. It’s proved by the mean score of the students in experimental class was 69.71 higher than the mean score of the students in controlclass was 63.33. In another side, the questioners consist of 15 items which is whether the methods are not interesting and helpful for the students got higher scores compared to the others.

**Suggestion**

Based on the conclusion above, the researcher would like to propose some suggestion as follows:

* The English teacher of MA MuhammadiyahSalaka should share to the other teachers English Newspaper as teaching method in learning English. The teaching learning process should enhance students’ interest and reading achievement.
* Related to the above suggestion, for the next researchers are suggested to explore English Newspaper in engaging the students’ interest and helping enhance the students’ learning achievement in learning English.

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