THE COMPARISON BETWEEN USING NEWSPAPER AND CONVENTIONAL MEDIA TO IMPROVE STUDENTS' READING ABILITY AT THE FIRST GRADE OF SMA 11 MAKASSAR

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Abstract: This research aimed to see the effect of using newspaper and conventional media (textbook) in reading ability at the first grade of SMA 11 Makassar 2014/2015 Academic Year. Then the researcher compared both of these media to know which one is more effective.

This research employed the quasi experimental design, with two groups as the sample. They were experimental class (X3) and controlled class(X9). This research consists of two variables including the Students' Reading ability as dependent variable and the independent variables were newspaper and conventional media (textbook).

The population of this research was the first grade of SMA 11 Makassar which consisted 10 classes. Each class consisted 38 pupils. The total number of population was 380 pupils. The number of respondent chosen to be the sample was 76 pupils by using purposive sampling; it was equal to 20% of the population. 38 pupils were taken as experimental class and 38 pupils were taken as controlled class.

The instrument of this research was a written test used in pre-test and post-test. The result of the data indicated that there was a significant difference between students' post -test in experimental class and controlled class. The mean score of post-test (92.1) in experimental class was higher than the mean score of post-test (80) in controlled class. From t-test, the researcher found that the value of the t-test (3.667) was higher than t-table (1.992) at the level of significance 0.05 with degree of freedom (df) = 74.

Based on the finding and discussion of the research, the researcher concluded that the re is a significant difference between the students' reading ability taught using newspaper and those taught using conventional media (textbook).

Keywords: *Newspaper, Coventional media, Reading Ability*

A. Introduction

Reading is one of the four skills in language. Nowadays, Reading is a key word for people in everywhere they are finding something to read. When someone reads, he or she tries to figure out the content of reading. He or she wants to get information through reading. As the students of language, they have to be able to read to know what happen, but if learners do not figure out a reading the students will be left behind because the information will be found in a reading. Many language learners want to develop their reading because it is crucial to their studies for several reasons. First, reading is essentially process of comprehending the words of English and recognizing the words. Second, reading is one of the primaries to obtain information that we have read from the newspaper, book.

Many students consider the reading class to be boring and it's hard to follow the lesson. It can be seen that students have low enthusiasm in reading class, and learning condition did not support them to improve their reading ability. The researcher suggests that the problems are caused by several factors that come from the teacher, students and media.

From the students, an assumption that reading is difficult subject makes them to be lazy follow the lesson. The problem that comes from teacher is the method applied in teaching reading. Teacher's method in teaching reading does not lead students to learn more effectively and does not attract student's attention to learn more. The researcher assumption when students master reading, it will affect another skill such as speaking and writing. Reading also called as a receptive skill or passive skill. They will not speak up without reading something, so does writing. The writer will not be a good writer if they did not figure reading out.

Furthermore, the first step is what you know about something is started from a reader first. Krashen and Terrel in Richard (2001:180) "The input hypothesis states that in order for acquirers to progress to the next stage in the acquisition of the target language, they need to understand input language that includes a structure that is part of the next stage". Comprehensible input known I+1. It means input that will be given for students have slightly above than their level. In providing comprehensible input you need authentic material as a sample in teaching reading. Jack C. Richard (2007: 48) Material refers to types of text through written language to convey meaning like magazine, newspaper, book, schedule, application form, billboard, advertisement, labels and so on.

A media is one the best solution for the English teachers. Azhar Arsyad (2002) at least a teacher can use a cheap and efficient tool in spite of plain and uncomplicated but it is a must in gaining teaching objective in which hoped. Furthermore, between teacher and student have to use a media to get a lot better in learning process in the classroom. It is also expected can help the teachers to be more creative in finding an interesting book which automatically help the students to eliminate the assumption that reading class is boring and hard to follow. To cover the student who does not have capability about reading. We have to know of student background like social background, economical background, level of competence and interest because different student will be different background as well.

Levie and lentz in Azhar Arsyad (2002) stated that 4 functions teaching media especially visual media. At first, attentive function. The function of attention is a core, being interesting and to engage of attention student to concentrate to the content in which connected in visual meaning which showed or to enclose content. Second, affective function can be seen from the enjoyability of students when learning especially reading of drawing text. A picture or visual sign can change emotional and students attitude. Third, cognitive function shown from finding of research that reveal visual sign or picture can speed up accomplishment of objective to comprehend and recall information or message in the picture. In the end, kompensatory function can be seen from the result of researching that visual media gives context to figure text out. To help student in reading to organize information in a text and keeping in mind.

There are many media in learning process. That's why the researcher would like to use two types of media. In this case, printed media of newspaper and conventional book. Actually both of them are good which used to assess the sudents' reading ability but until now we did not know which one of them is effective and significant difference between them.

Newspaper is one of types of media which easily can be obtained whenever and wherever you live. Such as in the school, instance public place that you always find like train station, bus station, airport and library. Furthermore Newspaper has to be brought in real in the class when teaching a reading. In addition, the researcher found most teachers when teaching in the class just asking the students to open page without considering using the other media to convey message. Hence, the researcher wants to know in case. Mark Ellis and Christine Johnson (1994: 158) authentic material is any kind of material that taken from the real word not especially created for the purpose of language teaching. It includes magazine, advertisement, newspaper, or graphic and visual source such as maps, pictures, symbols and chart. Using of newspaper in the classroom can make a major

contribution to this growth of ability and interest in reading. Stone and Grusin in Edwar L. Vockel and Kathleen Cusick (1995: 359) Students who read and use newspaper have better comprehension and vocabularies than those who do not. Furthermore, "skillful and reflective use of the newspaper can stimulate a desire to read" (Heitzmann1986, 11). Newspapers also gives students the opportunity to apply skills used in the classroom and to be exposed to more up-to-date information than that found in textbooks (American Newspaper 1986). Related the case above, the writer wants to compare the way of developing students' reading between using printed media both of newspaper and conventional media. The writer conducts a research under the title "The comparison between Using Newspaper and Conventional Media to Improve Reading Ability at the First Grade of SMA 11 Makassar".

Based on the problem statement above, the objectives of this research are to find out.

1. To find out the reading ability of the first grade SMA 11 Makassar by using Newspaper.
2. To find out the reading ability of the first grade SMA 11 Makassar by using Conventional Media
3. To compare whether or not the reading ability at the first grade students of SMA 11 Makassar of using Newspaper significantly different from that of using Conventional Media.

B. Research Method

In this research, the researcher applied quasi-experimental design with two groups as the sample. They were experimental group and control group. In quasi-experiment, the researcher does not have an opportunity for random assignment of subject because the subject are already intact (Schreiber & Asner-self, 2011:14). Each group would be given pretest and posttest. The pretest was conducted to find out the prior knowledge of students. The posttest of experimental group was administered to find out the improvement of English teaching which focused on reading ability by using newspaper while the posttest for control group to find out their improvement by using conventional media. Posttest scores compared to determine the effectiveness of the new treatment. Gay: 2006, say that The research design formulated as follows:

E:	O1	X1	O2
C:	O1	X2	O2

Where:

E = Experimental group
C = Control group
O1 = Pretest
X1 = Treatment by using newspaper
O2 = Posttest
X2 = Treatment by using Conventional book

In this research, the researcher used purposive sampling technique , Population in this research was the first grade of SMA 11 Makassar. The number of classes in the population was ten classes. Each class consists of 38 students. The total number of population was 380 students.M The researcher selected two classes at the first grade of SMA 11 Makassar to be the sample of the research. The number of respondents chosen to be the sample was 76 students; it was equal to 20% of the population. One class (X 3) was the experimental class and the other (X 8) was the controlled class. Patricia L. Carrel, Joanne Devine, & David E. Eskey (2011: 120) reveal research instrument is the tool you

will use in your research for measuring purpose. The tool that helps you to collect data in relating research variable. You are able to use so many ways to measure such as: tests, questionnaires, interviews, observations, rating scales, sociograms or documentations. To help to obtain the data, the research used tests as the instrument in this research. A test is to measure knowledge, skill, feeling, intelligence, aptitude of individual or group (L.R. Gay 1981:109).

The test consisted of achievement tests. Achievement tests were given teacher after explaining. It was used to know the students' ability in reading by using newspaper and conventional media in teaching and learning process. The achievement test consisted of 10 questions covering the questions about essential information. Then, the researcher collected the data after students answered the questions. After that, a researcher analyzed the data of two classes. The results will be scored and tabulated for the next analysis To analyze the data, the researcher used descriptive statistics and inferential statistics.

C. Result and Discussion

1. The Classification of Students' Score for Pretest in the Experimental Class and Control Class

Table 1

No	Classification	Range	EXPERIMENTAL CLASS		CONTROL CLASS	
			F	%	F	%
1	Excellent	80-100	2	5.3	0	0
2	Good	60-80	14	36.8	9	23.7
3	Enough	40-60	19	50	3	7.9
4	Fair	20-40	3	7.9	3	7.9
5	Poor	0-20	0	0	23	60.5
	Total		38	100	38	100

Table 1 above shows that for experimental group there are 2 (5.3%) students get excellent classification, 14 (36.8%) students get good classification, 19 (50%) students get enough classification and 3 (7.9%) students get fair classification but none students get poor classification. In control group, the findings shows that from 38 students, 9 (23.7%) students are categorized into good classification, 3 (7.9%) students are categorized into both enough and fair classification, 23 (60.5%) students are categorized into poor classification and none of the students are categorized into excellent.

In this table it can be seen most students 19 (50%) from experimental group get fair classification. While in control group, most students 23 (60.5 %) get poor classification. None get poor classification in experimental group but different from control grup none get excellent in control group.

2. The classification of the students' Post Scores Test in Experimental Class and Control Class

Table 2

No	Classification	Range	EXPERIMENTAL CLASS		CONTROL CLASS	
			F	%	F	%
1	Excellent	80-100	25	65,8	13	34,2
2	Good	60-80	11	28,9	13	34,2
3	Enough	40-60	2	5,3	11	29
4	Fair	20-40	0	0	1	2,6
5	Poor	0-20	0	0	0	0
	Total		38	100	38	100

Table 2 above shows that for experimental group there are 25 (65.8%) students get excellent classification, 11 (28.9%) students get good classification, 2 (5.3%) students get enough classification, but none students get both fair and poor classification.

In control group, there are 13 (34.2%) students are categorized into excellent and good classification, 11 (29%) students are categorized into enough classification, 1 (2.6%) student is categorized into fair classification and none of the students are categorized into poor classification. In this table it can also be seen most students 25 (65.8%) from experimental group get excellent classification. While in control group most students 13 (34.2%) get excellent and good classification. none get poor classification both experimental group and control group.

3. Mean Score and Standard Deviation

After classifying students' by counting the percentage. the mean score and standard deviation of both the experimental and controlled group in table below.

Table 3
The Mean Score and Standard Deviation of the two groups both in the Pre and Posttest

Class	Mean Score		Standard Deviation	
	Pre test	Post test	Pre test	Post test
Experimental	67,9	92,1	14.4	11.9
Controlled	36,8	80	28.1	17.4

The table above shows that the mean score of experimental class in the pretest was 67.9 with the standard deviation 14.4 while the mean score in the controlled class was 36.8 with the standard deviation was 28.1. The mean score of the experimental class in the posttest was 92.1 and the standard deviation was 11.9., while the mean score of the controlled class in the posttest was 80 and the standard deviation was 17.4.

In the experimental class, the mean score of the posttest was higher than the mean score of the pretest. But the post-test standar devation was lower than the pre-test standar deviation.

4. The result of the test from the students who are taught by using Newspaper.

a. The mean score post-test of the students who are taught by using Newspaper (see Appendix A). The total number of the students' post-test score is 3500 and the number of the students who have been researched are 38 students. Hence the mean score was 92.1 (see appendix C)

b. The standard deviation post-test of the students who are taught by using newspaper. The standar deviation of post-test was 11.9 (see Appendix D)

5. The result of the test from the students who are taught by using Conventional Media

a. The mean score post-test of the students who are taught by using Conventional Media (see Appendix B). The total number of the students' post-test score is 3040 and the number of the students who have been researched are 38 students. Hence the mean score was 80 (see appendix C)

b. The standard deviation post-test of the students who are taught by using Conventional media. The standar deviation of post-test was 17.4 (see Appendix D)

6. Test of Significance Testing

The significant score between experimental (Newspaper) and controlled class (Conventional Media) can be calculated by using t-test. The result of the t-test (see Appendix E). The result of t-table is 1.992.

The t-test of students' achievement

Variable	t-test	t-table
$X_1 - Y_1$	3.667	1.992

Table above shows the result of t-test. For the level of significance (p) 0, 05 and the degree of freedom (df) $(N_1 + N_2)$-2 = $(38 + 38) - 2 = 74$, showed that the value of the t-test was higher than t-table. It proved that the Newspaper was affective in improving students' reading ability. It means H1 was accepted and H0 was rejected because the t-test was higher than t-table ($t_{test} > t_{table}$) $3.667 > 1.992$. There is a significant difference between the students' reading mastery taught using Newspaper and those taught using Conventional Media.

In the previous research section, it was stated that the mean score of the students who are taught by using newspaper was 92.1 and the mean score of the students those who are taught by using conventional media is 80. The mean score of post-test of experimental class was higher than the mean score of the post-test of controlled class. the standard deviation of the students who are taught by using newspaper was 11.9 and those who are taught by using conventional media was 17.4. The standard deviation of post-test by using newspaper is lower than the standard deviation of post-test by using conventional media.

The researcher found some findings as follow: First, the researcher found that T_{test} (3.667). Second, it was bigger that T_{table} (1.992) at the degree of freedom (38+38-2) and the level of significance (0.05). Hence, newspaper as media could improve reading ability at the first grade of SMA 11 Makassar.

The mean score of post-test the experimental class was 92.1 and the mean score of post-text the controlled class was 80. It means the gap of the students' score of post-test between experimental class and controlled class is 12.1. Hence, the mean score of post-test by using newspaper is higher than the mean score of post-test by using conventional media.

Using Newspaper in the classroom would be beneficial. It really helps the educators in teaching reading, the information has been conveyed generally making students thinking more and more. News develops every day. The beauty of the newspaper in the classroom

is that it is also up to date each day. The students would agree that the newspaper is the best media in searching information unlike textbooks, which are outdated.

D. Conclusion

Based on the findings and discussion in the previous chapter, the researcher puts forward the following conclusion is the reading ability at the first grade students of SMA 11 Makassar 2014/2015 academic year who are taught by using newspaper was higher than the reading ability at the first grade by using conventional media. It can be seen the mean score of post-test in experimental class was higher than the mean score of post-test in controlled class (92.1 > 80). It was also proved by the result of the t-test was higher than t-table, where the value t-test 3.667 and the t-table value was 1.992. Furthermore H_1 accepted there was a significant difference of the reading ability at the first grade of SMA 11 Makassar 2014/2015 academic year by using newspaper and those by using conventional media

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