THE EFFECT OF USING NEWS AND MESSENGER MEDIA ON STUDENTS ACHIEVEMENT IN READING COMPREHENSION

SKRIPSI

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ABSTRACT

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The objectives of this study was to find out the effect of using news and messenger on students' achievement in reading comprehension. The population of this resesarch was conducted at class X of SMA PAB 4 Sampali Medan. Cluster random sampling technique was applied to determine the samples. The samples chosen are X-1 as experimental group and X-3 as control group. So, total number are 61 students. Quantitative research was considered by implementing was randomized pre-test and post-test group design. The experimental group was treated by News and Messenger Media, meanwhile control group was taught by Message Secret Media. Based on the research result, the data showed a significant difference on reading achievement between the students who were taught by News and Messenger media and those who were taught by message secret .the mean difference was 1.75 while the value of t- test was 3.27. It means that the t-test (3.27) was higher than the t- table the level of significant of 0.05 (1.67 or 3.27 > 1.67. News and Messenger media gave significant effect on reading descriptive paragraph. In other words, the use of News and Messenger media gave a positive effect on student' achievement in reading, especially in form of descriptive paragraph. The News and Messenger media could guide and motivate the students to gather information, and to develop it into good reading.

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CHAPTER I

INTRODUCTION

A. Background of the Study

Reading is the one of the most important skills in learning a language besides listening, reading, speaking and writing. Reading can be thought as a way to draw information from an interpretation of that information. In teaching reading, the teacher should realize that there are many goals of reading is to develop the students study. According to Burhan, reading is a physic and mental activity to reveal the meaning of the written texts, while in that activity there is a process of knowing letters. It says a physic activity because the parts of the body, our eyes particulary, do it.

Reading comprehension is the ability to read the text, process it and understand its meaning. An individuals ability to comprehend text is influenced by their traits and skills, one of which is the ability to make inferences. If word recognition is dificult, students use too much of their processing capacity to read individual words, which interferes with their ability to comprehend what is read. There are number of approaches to improve reading comprehension, including improving reading either in their first language or a foreign language. With the instances in normal day to day life that require a person to read a written text being numerous, reading becomes essential for everyone. Since reading was an important language skill to be mastered by the students, the educators needed to develop their ability in teaching reading.

Besides that, Reading comprehension is the process of extracting meaning from text. The goal, therefore, is to gain an overall understanding of what is described in the text rather than to obtain meaning from isolated words or sentences. The students were not able to write a good imperative verb. The instruction to do something or to give caustion was presented by imperative verb. Imperative verb have the strong relation to procedure text, but some students are not able to write a good imperative verb. Second, the teachers way in teaching writing procedure text was not interesting activity.

Based on the researcher's experience in teacher's practising (PPL), there were some problems as difficulties faced to the students in learning reading, they were (a) The students did not know about the meaning words. It caused they were poor in vocabulary, so they felt difficult to know the mean of the text, (b) The students were not able to remember every sentences which consist of some informations in the text, and (c) The students were not able to read fluently. It caused they were seldom to open the dictionary and read their book. In this case, the teacher should be able to apply a suitable strategy that could easily be understood by the

Teachers teach the students by asking the students only to read the text and answer the questions. These activities do not give any oppurtunities to improve students' knowledge. It cannot give contribution to the students reading comprehension. Therefore, students cnnot comprehend their reading text and becomes passive in the teaching learning process. In this case most of the

students still find it difficult to comprehend a reading text. This situation must be overcome by the teacher, teacher should make variations and choose a suitable technique in teaching reading comprehension in order to make the students interest.

A technique will help the students learn and remember information for a long period of time building bridges in the students. In reading, people are suggested not only to have their own reading techqniue, which can be different depend on the texts genre but also to increase their comprehension that enables them to reading a variety of text. This condition made the students become bored about reading lesson. The aim of teaching reading was to develop the students' skill so that the students could read every sentences in the text fluently and also they could read in English text effectively and effeciently.

Since reading the text was not easy, teacher should develop the students' reading ability. They tried give students more materials in order to the students dilligent to read the text. A certain technique could make reading process more interesting and read easier. It was hoped that teacher enrich themselves to be creative in creating or choosing method, which were formed in techniques. According to the researcher if we wanted to find out the results reading process as the strategy in teaching the students in reading the information of text effectively. Research had shown an advantage for reading process on such factors as motivation, heightening, self-esteem, relationship, lowering anxiety, and prejudice. Moreover, group work as one way in reading process was a suitable strategy because as the abilities students, they shared the informations that would

be remembered. Learning is a process to acquire knowledge. It needs hard work and sometimes will make students frustrated and get bored, so that they lose their attention to a lesson. In this case, the use of media in teaching- learning process is needed to attract students' attention and to make teaching- learning activities more interesting and also effective. The use of media in teaching- learning process is not a new thing. Many teachers know that media will be helpful. Media give students something new, but not all of teachers know how to implement it correctly, so sometimes media disturb learning process instead of helping students in learning process. This situation causes a problem. The use of media is questioning whether it really helps teaching- learning activities or not. Based on that assumption, the writer wants to find out the fact of the use of media in teaching- learning process, whether media can help teaching- learning process or not. By reading this article, readers will get a real experience of the use of media, which can help learning process. Besides, they will also know some obstacles that may arise from the use of media, how to overcome them, and detail example of how to conduct teaching- learning process by using media, especially globe and map. This article will provide an interview of a teacher's experience in implementing media for teaching social studies.

Teachers can use different kinds of techniques to make the teaching process be more interesting. It is a must for a teacher to choose an appropriate technique in teaching reading comprehension in order to make the students to be able to develop their reading comprehension. By recognizing the view above, the technique that was suitable to be used in reading the text was by using News and

Messenger media. However, empirical evidences an its effectiveness needed to be find, especially in the context of teaching reading to the students who learn English as a foreign language. To obtain such evidences a research, especially an experiment needed to be conducted.

By using media in teaching, students' improvement can be seen clearly. The use of media leads students to learn by doing. In other word we can say that in learning by doing process, students improve themselves from know nothing to know something, from know something to understand the concept. When students use media in learning then they will have the experience of learning and directly involve in the learning process. It makes what they have acquired will be saved in their long- term memory. As a result, students get good mark on certain subject and enhance their thinking skill. It is different from the result of non- media learning that leads students to get good mark and rarely enhance their thinking skill.

Similar to other learning processes, learning using media also has obstacles. Ida as a teacher also experienced it. She said that there were some obstacles when she taught students using media. The first obstacle was the letters on the globe, which are too small to be read by the students. When the students were asked to point on the location on the globe, they got confused because it was hard for them to read the small letters on the globe. The next obstacle was students became too interest to the media.

Based on the reason above, the researcher are interested in making a research entitled: **"The Effect of Using News and Messenger Media on Students' Achievement in Reading Comprehension"**.

B. Identification of the Problem

The problems of these studies were formulated as having relation to:

1. The students had limitation vocabulary so that they were difficult to understand the reading text especially report text.

2. The students had not mastered reading comprehension so that they did not understand what they read.

3. The students were bored to read the text because it was not interesting.

C. Scope and Limitation

The scope of this research was reading. The limitation of this research was focused on using news and messenger.

D. Formulation of the Study

The problems of these studies were formulated as follow was there any significant effect of using news and messenger on students' achievement in reading comprehension.

E. Objectives of the Study

Based on the formulation of the problem, the objective of the studies was as follow to find out the effect of using news and messenger on students' achievement in reading comprehension.

F. Significances of the Study

The significances of the study were expected to be

a. Theoretically

Theoretically the study gave valuable information to develop the reading achivement by applying news and messenger.

b. Practically

1. For the students by reading this research they can increase their knowledge so they can improve their reading achivement.

2. For the teachers, they can use news and messengers as one of media in teaching reading.

3. For the readers, by reading this research they can increase their knowledge and able to apply this knowledge for their own use.

4. For other researchers, it can be used as a comparative study to the researcher.

CHAPTER II

REVIEW OF LITERATURE

A. Theoritical Framework

The theoritical framework was aimed to giving concepts applied in this research. These concepts lead to a better analysis of the given theories because they help the writer limit the scope of the problem. In this part, the researcher was explain about all of the theories that used to strengthen the research. So that, the reader sure, understands, and encourage them to read.

1. Reading

Reading is one of the basic skills of language learning. It can not be separated from other skilss of language learning besides writing, speaking, and listening. Those skills must be learned all by English language learners. Reading skill can help improve other language skills. Generally, the skill of reading is developed in societies with litarery taste, because it can lead to develop comprehension. Reading as with other skill is more enjoy able to do. Reading is an important activity in life with which one can update his/her knowledge. Reading skill is an important tool for academic success.

Reading is not only a source of information and a pleasurable activity but also as a means of consolidating and extending one's knowledge of the language.

Reading is very necessary to widen the mind, again and understanding of the foreign culture.

2. Comprehension

Comprehension is the goal of reading, but it can be the most difficult skill to master, especially for English language learners (ELLs). ELLs often have problems mastering science, math, or social studies concepts, for example, because they cannot comprehend the textbooks for these subjects. Among the major goals of reading instruction today, the students need some abilities to comprehend reading well. First, to understand the concepts presented in print. Second, to think about the reading material and the last to use that which is read for relevant purpose.

3. Reading Comprehension

According to Fitriah Colifah "reading comprehension is the process of costructing meaning by coordinating a number of complex prosessesthat include word reading, word and world knowledge, and fluency". Reading comprehension involves much more than readers' responses to text. Reading comprehension is a multicomponent, highly complex process that involves many interactions between readers and what they bring to the text (previous knowledge, strategy use) as well as variables related to the text itself (interest in text, understanding of text types).

So, before the readers read a new text, first understanding is come from their prior or background and understand the gist of it without worrying too much about the detail.

Reading comprehension is a complex process which comprises the successful or unsuccesful use of many abilities.

4. Levels of Reading

4.1 Careful Reading

May also be described as critical, analytical or thoughtful to detail, reflective, and evaluative. This type of reading is usually employed in studying or reading thoughtprovoking material.

4.2 Usual Reading

The most habitual manner of reading, applies in a wide variety of situation reading newspaper articles, novels, or magazines in which the reader usually does not have a clearly defined purpose that demands either detailed comprehension or rapid completion. Literal comprehension requires a lower level of thinking skills than the other three levels because the reader must only recall from memory what the book said. Still it is the foundation for content-area courses and remains the most frequently tested comprehension category. It consumes the bulk of instructional time in the classroom and is the level that struggling readers and ELLs strive to attain.

4.3 Accelerated Reading

Accelerated reading is the type of reading most often attempted when time is limited. The reader is alert, reads aggressively, and attempts to cover material

sacrificing comprehension. To do this, the reader must, of course, expend extra energy.

4.4 Selective Reading

In order to benefit from selective reading, students should be proficient in the first three levels of reading. Skimming and scanning is that type of reading in which the reader locates and deals with only those parts of the content that serves their purposes. Skimming and scanning are alike in that the reader alternates in the following ways:

a) Scanning: in scanning, the reader has a specific question in their mind or information that is needed. The reader goes to the content and searches through it until the information is found.

b) Skimming: in skimming, the reader passes quickly through an article or chapter to get a general impression of the whole. A person might preview skim before reading material more carefully. This type of skimming, called surveying by many people is often used in studying and in reference work. A general impression is sufficient. The reader does not feel the need to read the material previously read, going back over material to study for a test or to prepare a report.

5. Reading Strategy

The reader needed to distinguish given versus new information in the text and implicitly acknowledge what was shared among most readers in a community.

At more global levels, the reader needed to identify the genre, rhetorical structure, plot, perspective of different characters, narrator, theme, story point, and sometimes the attitude of the author. The coding, interpretation, and construction of all of these levels were effortlessly achieved at a rate of 250 to 400 words per minute by a proficient adult reader.

Reading strategies were perticularly important when there was breakdown at any level of comprehension. A successful reader implemented deliberate, conscious, effortful, time-consuming strategies to repair or circumvent a reading component that was not intact. Reading teachers and program explicitly teach such reading strategies to handle the challenges of reading obstacle. On reading instruction, reading strategies play an important role in the promotion of reading comprehension, especially for poor readers who are always struggling in reading.

Comprehension strategies are routines and procedures that readers use to help them make sense of texts. Struggling readers need direct, explicit instruction in comprehension strategies to improve their reading comprehension. So we can say that teacher/instructor has also a role on teaching students how to use these strategies effectively and appropriately in different content area texts through applying some explicit instructions such as introducing word, giving feedback, providing friendly explanation, and promoting student's ability on using reading strategies in different situations etc. Practicing these strategies will help students not only to use them flexibly but also solve problem of reading comprehension.

Such strategies were the direct focus of their chapter, and indeed this entire volume. One could argue that reading strategies were also important for

many students who consider themselves to be skilled readers. There were basically three arguments to bolster this claim.

6. Genre of Reading

The term "genre" is used to refer particular text types. It is a type or kind of text defined in terms of its social purposes, also at level of context dealing with social purpose. Genre is a term for grouping text together, representing how writers typically use language to respond to recurring situations. here are many kinds of genre (text type). They are:

1. Spoof

Spoof is kind of genre that has social function to retell an event a humorous twist.

2. Recount

It is kind of genre that has social function to retell event for the purpose of informing people entertaining.

3. Report

Report is kind of genre that has social function to describe the way things are with reference to range natural, man-made and social phenomena in our environment.

4. Analytical Exposition

Analytical exposition is a genre which has social function to persuade the reader or listener that something is the case.

5. News Items

   News items is a genre which has social function to inform the readers, listeners, or viewersabout events of the day which are considered newsworthy or important.

6. Anecdote

   Anecdote is genre which has social function to share with others and account of an unusual or amusing incidents.

7. Narrative

   Narrative is genre which has social function to amuse, entertain and to deal with actual or vicarious experience in different ways: narrative deal with problematic events which lead to a crisis or turning point of some kind, which in turn find a resolution.

8. Procedure

   Procedure is a genre which has social function to describe how something is accomplished through a sequence of actions or steps.

9. Description

   Description is a genre which has social function to describe a particular person, place or thing.

10. Hartatory Exposition

   Hartatory exposition is a genre which has social function to persuade the reader or listener that something should or should not be the case.

11. Explanation

Explanation is a genre which has social function to explain the process involved in the formation or workings of natural or social cultural phenomenon.

12. Discussion

Discussion is a genre which has social function to present (at least) two points of view about issues.

7. Teaching Media

Teaching aids are valuable instructional tools that can help make learning more effective and interesting. Instructional media can be defined as the physical means including traditional means such as chalk, blackboard, textbooks and modern means such as videos, tape, recorders, computers, overhead projectors, and others presenting instructional activities delivered to the students. The selection of teaching media/ material is an integral part of curriculum planning and delivery in schools. In teaching media, there are some aspects that teacher or listener should know. Media education has developed from a fringe concern to a global movement. Teaching and learning about the mass media have rapidly been introduced to school and college curricula in many countries. The mass media are not mere vehicles of communication but they constitute a real environment which conditions thought and determines behavior.

The education system must, therefore, respond to the "invisible curriculum" of the mass media. Therefore, media education is regarded as importance to train independent and critical media consumers. The media also

support an inclusive curriculum thus helping students to gain awareness and the importance of respectful relations with the other. The media also can motivate students to examine their attitudes and behavior. The media are relevant for the age of students for whom they are selected. The media provide opportunities to develop the critical capacities. The media should represent a range of views on all issues. t means that teachers should consider the availability of the media and the practically of the media, whether they are easily used in the instructional environment, and what will be the time and the cost involved containing in obtaining them. Second, the instructional media should be appropriate to the students characteristics because they perceptions about the media will affect their learning.

The last, the instructional media should be a good means of presenting a particular instructional activity. It means that the media should support the activity that will be presented in the classroom. Medias are useful in the process of language teaching It means in teaching English language we can use video to make students not bored and like to study English language. Katchen stated that more and more video are being produce for language teaching, in other hand, teacher can use video to help students become better speaker in English. Educational media and technology can be defined as all means of communication like prints, graphics, animations, audios and audiovisuals. Educational multimedia technology incorporates all the qualities of prints, graphics, animations, audio and audiovisuals and technology is defined as any object or process of human origin that can be utilised to convey media and multimedia. In this sense, technology

includes phenomena as diverse as books, films, television, and the internet. In education, media are the symbol systems that teachers and learners utilise in representing knowledge and technologies are the tools that allow them to share their knowledge representations with others.

8. News and Messenger

8.1. News

According to Melvin de Fleur and Everette Dennis, news is current or fresh knowledge about an event that is gathered, processed and disseminated via medium to a sinificant number of interested people. This definition includes three elements. Firstly, the time aspect the event in the news must be current, secondly it must be processed by medium, thirdly it must be targeted at interested recipients. A news will atract attention when the information is news whorthy it is something new. All media will try to post information as soon possible. In obtaining and presenting news or reports of actual events, the media mobilized all its resources from journalist to be carrying capacity of the most modern and sophisticated equipment to reach sources and reported it to the public as widely and radiply as possible. Actually is one of the main characteristics of mass media. Novelty or timeliness was divided into three categories, namely calendras actually, the actuality of the problem.

8.2. Messenger

According to Harper Collin, messenger is a person who takes messages from one person or group to another or others, a person who runs errands or is employed to run errands.

Reading news is a good habit that can provide a great sense of educational value. It carries information about politics, economy, entertainment, sports, business, industry, trade and commerce. With this habit, it will not only enchance your knowledge about general information but it will likewise improve your English skills and vocabulary.

8.3. The Disadvantages of News and Messenger

Some disadvantages would be that many websites are scams or not reliable, the internet may not be stable due to crashing or power loss and the fact that since they can fit power loss, and the fact that since they can fit more infromation, they add more infromation and people could lose interest.

8.4. The Procedure of Applying News and Messenger in Teaching Reading Comprehension

Divided students into several group, one group consist of 3-5 students. Then one students as a news and messenger. In group have one person as news and one person as messenger. The paper will be placed on the board, every reader forbidden to carry weapons such as pens, pencil, or mobile to cheat the sentences from the text. Every readers get chance times for five minutes to read the sentence

and remember the sentences that has been read and spoken back to messenger. All person can get chance as reader. If all groups have advanced the paper from each group will be distributed randomly. And after that will be examined together.

B. Conceptual Framework

Now a days many students study English because they believe that I will benefit them in feature. When they are assigned to write a report text in the classroom, most of them do not give much attention and enthusiasm. They have many difficulties in expressing their ideas. Therefore, this study is conducted to find out the using News and Messenger Media to achievement in reading report text on the second years students of 2017/2018 at the SMA PAB 4 SAMPALI.

C. Hypothesis

The hypothesis is formulated as follows:

Ha   : If alternative hypothesis is accepted its means the students' achievement in reading comprehension.

Ho   : If hypothesis is rejected then the students' students' achievement in reading comprehension.

CHAPTER III

METHOD OF RESEARCH

A. Location and Time

This research was conducted at SMA PAB 4 Sampali Medan on Jalan Sampali Ujung Percut Sei Tuan Kabupaten Deli Serdang in academic year 2016/2017. The reason of choosing because the students had limit vocabulary so that were difficult had not mastered reading comprehension so that they did not understand what they read, the students were bored to read the text because it was not interesting.

B. Population and Sample

The population of this resesarch will be conducted at class X of SMA PAB 4 Sampali Medan. Cluster random sampling technique is applied to determine the samples. The samples chosen are X-1 as experimental group and X-3 as control group. So, total number are 64 students. The design figured as follow:

Table 3.1

Population and Sample

Class	Population	Sample
X-1	32	32
X-2	33	
X-3	32	32
Total	97	64

C. Research Design

Quantitative research is considered by implementing was randomized pre-test and post-test group design. The experimental group was treated by News and Messenger Media, meanwhile control group was taught by Message Secret Media. The designis figured as follow:

Table 3.2

Research Design

Groups	Pre-test	Treatment	Post-test
Experimental	ü	News and Messenger Media	ü
Control		Message Secret Media	ü

D. The Instrument of Research

1. Pre-Test

Pre-test was given to both of groups, they were experimental group and control before treatment. It was meant to find out the quality and homogenity of the sample.

2. Treatment

The treatment was conducted after pre-test. In the experimental group, the students was taught by using news and messenger while control group, the students were taught by using messenger media. Both experimental and control group was taught with the same material.

The teaching procedure in Experimental Group can be seen as the following.

Table 3.3 Teaching Procedure in Experimental Group

Teacher	Students
Opened the class by greeting the students and explained what the class was going to do in that meeting.	Responded to the greeting and listened to teacher explanation.
Assigned the students to teams.	Students gathered with the team.
Teacher explain the instruction for using messenger media.	Students listened to teacher explanation.
Teacher ask to students to divided five group, and every groups have five persons.	Students divided five groups and looking for persons to enter in groups.
Teacher will be placed the text on the blackboard and asked the students for choose as a reader and messenger.	Students listened to teacher explanation and choose person as reader and messenger.
Teacher asked to readers stand up in front of the blackboard and read the text.	Students as reader stand up for read the text and remember what his read, after that changed with the student others.
Teacher asked the students as messenger for write what reader read on the text.	Students as messenger write the students as messenger for write what reader read on the text.

3. Post-Test

Post test was given after the treatment has been completed. It was aimed to get the mean scores of experimental group and control group. It was applied to know the effect of teaching in both groups.

E. The Validity and Realibility of the Research Instrument

4. The Validity of the Test

The validity of the test quality of data gathering instrument or procedure that enables to measure what it was supported to measure. For the establishment of the test validity in this study, the items were representative to both curriculum content and behavioral objectives. The validity in this study was content validity. Content validity is the extent to which the instrument provides adequate coverage of the topic under study. Content validity is crucial for knowledge. It concern with how well the test measure the subject matter and learning outcomes covered during the instruction period.

To make the test valid in terms of content, before conducting the research, firstly the test on the instrument was tried out to other group beside experimental group and control group. This was important in order to find out the validity of the test. If the test was valid, it meant the other students can answer the test, it can be given to both control and experimental group. And instrument is valid if it is able to measure what is desirable and it can reveal the data of the variables appropriately. Validity is used to determine how much these instruments have reflected the result. The validity that will be applied in this research are content and construct validity. Content validity should be fixed based on the curriculum

and syllabus. While construct validity is used to examine whether the test has a consistent represntation with theories underlying the material given or not. For construct or valdiity the researcher scored the test by using Sugiyono.

However the reliability refers to the consistency or stability of the test scores. It means if the instrument has a consistent result in the second chances or more, the instrument is reliable.

5. The Reliability of the Test

Reliability is one of the characteristics of good test. It refers to the consistency of measurement. Reliability was the quality of consistency that the instrument of procedure demonstrated over a good period time.

F. The Technique for Analyzing Data

The data was analyzed through two technique, they are:

1. Descriptive Analysis

The descriptive analysis was utilized to describe and interpret the data. The researcher in this case calculated the mean, standard deviation, standard error, and standard error the differences between mean of variable I and variable II.

2. Inferential Analysis

The inferential was used to answering the question if there is a significant effect of using news and messenger on students' in reading comprehension. The inferential analysis will be applied in this reseacrh, they are:

a. Normality Test

Normality test was used to check whether a group of data comes from population having normal distribution. To test the normality of data, the researcher used SPSS Statistics 16.

b. Homogeneity Test

Homogeneity test is used to test the similarity of the sample which is taken from homogenous population. Levene test on IBM SPSS Statistic 22 will be used to test homogeneity of the data.

c. Hyphothesis Test

The hyphothesis test was used to investigate wether ther is significant effect of news a messenger on students' in reading comprehension. The hyphothesis is intepreted toward t_o: df = $(N_1 + N_2) - 2$..then, df score is refered to ttable. If t_o > ttable hyphothesis will be accepted but if $t_o < t_{table}$ hyphothesis will be rejected.

CHAPTER IV

DATA AND DATA ANALYSIS

A. Data Collection

The data were the students score in the pre-test and post test. Both the experimental and control group..

Table 4-1

The result pre-test and post test of the experimental group

No	Student's Initial	Pre-Test	Post-Test
1	AHA	60	65
2	AVS	70	80
3	AA	60	70
4	DS	60	65
5	DF	62	70
6	F	70	75
7	FA	68	75
8	HH	60	65
9	IPS	60	72

10	J	62	72
11	M	62	72
12	MI	60	75
13	MH	60	72
14	TG	60	65
15	M R	60	65
16	R	60	65
17	RSF	70	80
18	SA	60	70
19	M1	70	83
20	IP	70	80
21	AG	70	85
22	KA	60	65
23	M2	60	65
24	NH1	70	75
25	NH2	75	80

26	FRA	70	75
27	VV	70	80
28	SY	75	82
29	SK	75	80
30	A1	72	75
31	A2	65	73
32	CU	65	72

Table 4.1 showed the score of experimental group in the pre-test and post-test. The lowest score for the pre-test was 60 and the highest score was 75 . While for the post-test, the lowest score was 65 and highest core were 80. In calculating the score the five aspects of reading (Content, Organization, vocabulary, language use and, mechanics) was used.

Table 4-2

The result pre-test and post test of the control group

No	Student's Initial	Pre-Test	Post-Test
1	F	75	85
2	H	70	75

3	D	60	65
4	HA	70	75
5	I	65	73
6	MS	70	82
7	MK	65	72
8	S	65	73
9	T	65	73
10	Y	70	80
11	Z	70	80
12	ED	65	70
13	FI	65	72
14	PI	75	80
15	L	65	75
16	MH	60	65
17	JO	70	75
18	MAH	65	73

19	MD	65	70
20	M	60	65
21	NO	70	80
22	N	65	70
23	P	60	65
24	SZ	65	70
25	PC	60	70
26	KL	65	70
27	YJ	60	65
28	IT	70	80
29	Q	65	72
30	A1	75	80
31	A2	65	75
32	FG	70	80

In the pre test the lowest score was 60 and the highest score was 70. Meanwhile, in the post test , the lowest score was 65 and the highest score were 85.

B. The Data Analysis

The data analysis was given by doing calculation of the t-test was presented in following tables:

Table 4-3

The Calculation t-test of the Experimental Group

No	Students	Pre –test	Post - test	d	d^2
1	AHA	60	65	5	25
2	AVS	70	80	10	100
3	AA	60	70	10	100
4	DS	60	65	5	25
5	DF	62	70	8	64
6	F	70	80	5	25
7	FA	68	75	7	49
8	HH	60	70	10	100

9	IPS	60	72	10	100
10	J	62	72	8	64
11	M1	62	72	10	100
12	MI	70	80	10	100
13	MH	60	72	12	144
14	TG	60	65	5	25
15	M R	70	75	5	25
16	R	60	65	5	25
17	RSF	70	80	10	100
18	SA	60	70	10	100
19	M2	70	80	10	100
20	IP	70	80	10	100
21	AG	70	80	10	100
22	KA	60	65	5	25
23	WR	60	65	5	25
24	NH1	70	75	5	25

25	NH2	75	80	5	25
26	FRA	70	80	10	100
27	VV	70	80	10	100
28	SY	75	82	7	49
29	SK	75	80	5	25
30	RQ	70	80	10	100
31	BS	65	75	10	100
32	CU	65	72	7	49
	N = 32			$\sum d = 254$	$\sum d = 2194$

Table 4.3 was the calculation in pre-test. It was shown that the pre-test score was lower than the post-test score. Because the score of post –test was higher than pre-test, the score of post-test decreased with the score of pre-test. In calculation of t- test experimental group $\sum d = 254$ then quadrate $\sum d2 = 2194$.

$$Ma = \frac{\sum d}{Na} \qquad\qquad da^2 = \sum d^2 - \left(\frac{\left(\sum d \right)^2}{Na} \right)$$

$$Ma = \frac{254}{32} \qquad\qquad da^2 = 2194 - \left(\frac{(254)^2}{32} \right)$$

$$Ma = 7,93 \qquad da^2 = 2194\left(\frac{64516}{32}\right)$$

$$da^2 = 2194 - 2016,12$$

$$da^2 = 177,8$$

Table 4-4

The calculation t-test of the control group

No	Students' Initial	Pre-test	Post-test	d	d^2
1	F	75	85	10	100
2	H	70	75	5	25
3	D	70	75	5	25
4	HA	65	72	7	49
5	I	70	80	10	100
6	MS	65	72	7	49
7	MK	70	73	3	9
8	T	65	73	8	64
9	Y	70	80	10	100
10	Z	70	75	5	25

11	ED	65	70	5	25
12	FI	65	72	7	49
13	PI	75	80	5	25
14	L	70	75	5	25
15	MH	60	65	5	25
16	JO	70	75	5	25
17	MAH	65	73	8	64
18	MD	65	70	5	25
19	M	60	65	5	25
20	NO	70	80	10	100
21	N	65	70	5	25
22	P	60	65	5	25
23	SZ	65	70	5	25
24	PC	60	70	10	100
25	KL	65	70	5	25
26	YJ	60	65	5	25

27	IT	70	80	10	100
28	Q	65	72	7	49
29	A1	75	80	5	25
30	A1	65	75	10	100
31	A2	70	80	10	100
32	FG	60	65	5	25
	N = 32			$d = 212$	$d^2 = 1558$

Table 4.4 was the calculation in pre-test which show sthe pre-test score was lower than the post- test score. Because, calculation of t-test in control group $\sum d = 212$ then quadrate $\sum d^2 = 1558$.

$$Mb = \frac{\sum d}{Nb} \qquad\qquad db^2 = \sum d^2 - \left(\frac{\left(\sum d\right)^2}{Nb}\right)$$

$$Mb = \frac{212}{32} \qquad\qquad db^2 = 1558 - \left(\frac{(212)^2}{32}\right)$$

$$db^2 = 1558 - \left(\frac{44944}{32}\right)$$

$$Mb = 6.62$$

$$db^2 = 1588 - 1404.5$$

$$db^2 = 153.5$$

From the data presented in the previous. it was obtained that:

Ma   = 7.93

Mb   = 6.62

da^2 = 177.88

db^2 = 153.5

Na   = 32

Nb   = 32

df   = Na + Nb – 2

        = 32 + 32 – 2

        = 62

$$t = \frac{Ma - Mb}{\sqrt{\left(\dfrac{da^2 + db^2}{(Na + Nb) - 2}\right)\left(\dfrac{1}{Na} + \dfrac{1}{Nb}\right)}}$$

$$t = \frac{7{,}93 - 662}{\sqrt{\left(\dfrac{177{,}88 + 153{,}5}{(32 + 32) - 2}\right)\left(\dfrac{1}{32} + \dfrac{1}{32}\right)}}$$

$$t = \frac{1{,}31}{\sqrt{\left(\dfrac{331{,}38}{62}\right)\left(\dfrac{2}{62}\right)}}$$

$$t = \frac{1{,}31}{\sqrt{(5{,}344)(0{,}03)}}$$

$$t = \frac{1{,}31}{\sqrt{0{,}16032}}$$

$$t = \frac{1{,}31}{0{,}40}$$

$$t = 3.27$$

C. Hypothesis Testing

The hypothesis testing was aimed to know whether the hypothesis was accepted or rejected. The hypothesis could be tested as follow.

H_o : $t_{test} \leq t_{table}$

H_a : $t_{test} > t_{table}$

In this study, the calculation of t_{test} for the degree of freedom (df) = 62 at the level of significance 0.05 showed that the critical value (t_{test}) was 1.67. Thus, t_{test} (3.27) > t_{table} (1.67).

Based on the calculation of hypothesis testing above, it was concluded that the value of t-test was higher than the value of t_{table} (3.27 > 1.67). Therefore, the null hypothesis was accepted.

D. Findings

Based on the calculation, the result of t_{test} was 3.27and was higher than t_{test} (1.67). In the hypothesis testing, it was shown that the alternate hypothesis was accepted. It meant that the News and Messenger media gave significant effect on reading report text. It was proved from the data showing that the score of experimental group (using News and Messenger media) was higher than the score of control group (using message secret).

The News and Messenger media gave a better way to gather all information well. It helped the students to learn by experience or real situation. It also encouraged them to be more active and interested in reading.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

Based on the data analysis and the findings, there were some conclusions as follow:

1. News and Messenger media gave significant effect on reading descriptive paragraph. In other words, the use of News and Messenger media gave a positive effect on student' achievement in reading, especially in form of messenger. The data showed a significant difference on reading achievement between the students who were taught by News and Messenger media and those who were taught by message secret the mean difference was 1.75 while the value of t- test was 3.27. It means that the t-test (3.27) was higher than the t- table the level of significant of 0, 05 (1.67) or 3.27 >1.67.

2. News and Messenger media gave significant effect on reading descriptive paragraph. In other words, the use of News and Messenger media gave a positive effect on student' achievement in reading, especially in form of report text.

B. Suggestions

In relation to the conclusion above, it was suggested:

1. To the teacher of English, to use News and Messenger media as an alternative way of teaching, especially in teaching report text.

2. To the students using News and Messenger media as increasing to study.

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