

**THE USE OF CABLE NEWS NETWORK (CNN) INDONESIA
APPLICATION IN TEACHING READING COMPREHENSION
AT SMP NEGERI 1 MASAMBA**

A Thesis

*Submitted to the English Education Study Program of Tarbiyah and Teacher
Training Faculty of State Islamic Institute of Palopo Undergraduate Degree of
English Education*



IAIN PALOPO

**Written By :
RIZKHA AMALIA NOERSYAMSI. S
19 0202 0117**

**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
TARBIYAH AND TEACHERS TRAINING FACULTY
STATE ISLAMIC INSTITUTE OF PALOPO**

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STATE ISLAMIC INSTITUTE OF PALOPO**

2024

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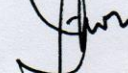
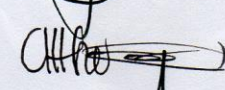
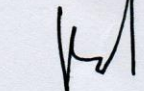
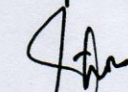

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THESIS APPROVAL

This thesis entitled The use of CNN Indonesia Application in Teaching Reading Comprehension at SMPN 1 Masamba, which is written by Rizkha Amalia Noersyamsi S, Registration Number 1902020117 the student of English Language Education Study Program of Education and Teacher Training Faculty at State Islamic Institute of Palopo has been examined in Thesis Examination/*Munaqasyah* which was carried out on Tuesday, 8th October 2024/Rabi' al-Akhir 8rd 1445 H. It has been approved by the examiners as requirement to pursue the title of *Sarjana Pendidikan* (S.Pd).

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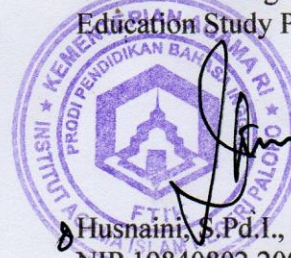
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The researcher recognizes that this thesis is still not perfect. Therefore, the researcher welcomes suggestions and input from readers for improvement. Finally, the researcher hopes that Allah SWT will always bless us all.

Palopo, 7 August 2024

Rizkha Amalia Noersyamsi, S
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ABSTRAK

Rizkha Amalia, 2024. *“Penggunaan Aplikasi CNN Indonesia dalam Pengajaran Reading Comprehension di SMPN 1 Masamba”*. Skripsi, Program Studi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Palopo. Dibimbing oleh Husnaini dan Fadhliyah Rahmah.

Penelitian ini bertujuan untuk mengetahui peningkatan pemahaman membaca siswa melalui penggunaan Aplikasi CNN Indonesia di SMPN 1 Masamba. Penelitian ini menggunakan jenis penelitian pra-eksperimen dengan metode one group pre-test and post-test. Populasi penelitian ini adalah siswa kelas IX SMPN 1 Masamba tahun ajaran 2023/2024. Sampel penelitian ini adalah kelas IX.6 dengan jumlah siswa 25 orang sebagai kelas eksperimen. Peneliti menggunakan purposive sampling. Instrumen penelitian ini adalah tes membaca, peneliti menggunakan tes pilihan ganda yang terdiri dari 10 pertanyaan tentang teks berita. Nilai rata-rata pre-test adalah 56,80 (cukup) yang tergolong cukup, post-test 84,00 (baik) yang tergolong baik dan terjadi peningkatan. Hasil peningkatan tersebut juga dibuktikan dengan nilai t-test. Hasil penelitian menunjukkan bahwa nilai t-test (15,269) lebih tinggi dari nilai t-tabel (2,064). Disimpulkan bahwa penggunaan membaca terbimbing dapat meningkatkan pemahaman membaca siswa.

Kata kunci : *CNN Indonesia, Pengajaran, Pemahaman Membaca*

ABSTRACT

Rizkha Amalia, 2024. *“The Use of CNN Indonesia Application in Teaching Reading Comprehension at SMPN 1 Masamba”*. Thesis, English Language Education Study Program Tarbiyah and Teacher Training Faculty State Islamic Institute of Palopo. Supervised by : Husnaini and Fadhliyah Rahmah.

This study aims to applied determine the improvement of students' reading comprehension through the use of CNN Indonesia Application at SMPN 1 Masamba. This research used a type of pre-experiment research with one group pre-test and post-test method. the population of this study were IX grade students of SMPN 1 Masamba in the academic year 2023/2024. The sample of this study was class IX.6 with 25 students as an experimental class. The researcher used purposive sampling. The instrument of this study was a reading test, the researcher used a multiple choice test consisting of 10 questions about the news text. The average value of the pre-test was 56.80 (sufficient) which was classified as sufficient, the post-test was 84.00 (good) which was classified as good and there was an increase. The results of the increase are also evidenced by the t-test value. The results showed that the t-test value (15.269) was higher than the t-table value (2.064). It is concluded that the use of guided reading can improve students' reading comprehension.

Keywords : *CNN Indonesia, Teaching, Reading Comprehension*

ملخص

رزخا أماليا، ٢٠٢٤. ”استخدام تطبيق سي إن إن إندونيسيا في تدريس فهم القراءة في أطروحة، برنامج دراسة تعليم اللغة الإنجليزية، كلية التربية وتدريب المعلمين، ”SMPN 1 Masamba“ معهد أجاما إسلام نيجيري بالوبو. تحت إشراف: حسيني وفاضلية رحمة

CNN يهدف هذا البحث إلى معرفة مدى تحسين فهم القراءة لدى الطلاب من خلال استخدام تطبيق ماسامبا. اعتمدت الدراسة على البحث شبه التجريبي باستخدام تصميم SMPN 1 إندونيسيا في مدرسة ماسامبا للعام SMPN 1 الاختبار القبلي والبعدي لمجموعة واحدة. شملت الدراسة طلاب الصف التاسع في الدراسي ٢٠٢٣/٢٠٢٤، وتم اختيار الصف التاسع ٦ كمجموعة تجريبية مكونة من ٢٥ طالبًا باستخدام استخدمت الدراسة اختبار فهم القراءة كأداة بحث، وهو اختبار متعدد الخيارات مكون من ١٠ العينة الهادفة أسئلة حول النصوص الإخبارية. أظهرت النتائج أن متوسط درجة الاختبار القبلي كان ٥٦,٨٠ (مستوى كافٍ)، بينما ارتفع متوسط درجة الاختبار البعدي إلى ٨٤,٠٠ (مستوى جيد)، مما يشير إلى تحسن كبير في المحسوبة (١٥,٢٦٩) أعلى من قيمة t هذا التحسن، حيث كانت قيمة (t -test) مهارات الفهم. وأثبت اختبار الجدولية (٢,٠٦٤). خلصت الدراسة إلى أن استخدام القراءة الموجهة يعزز من فهم الطلاب للنصوص t

إندونيسيا، تعليم، فهم القراءة CNN: الكلمات المفتاحية

CHAPTER I

INTRODUCTION

A. Background

As facilitators, teachers should encourage students to be active participants in the classroom. However, many teachers still rely on traditional teaching methods, positioning themselves as the central figure in the learning process. This approach limits students' opportunities to actively engage in class, leading to a more passive learning experience. When teachers ask questions, students often do not respond, and even when given the chance to ask questions themselves, they remain silent. For instance, in reading lessons, a conventional method might involve the teacher reading and translating the entire English text, which restricts students from expressing their own ideas. They merely listen to the teacher's explanation without participating.

In the modern era, learning a foreign language has become essential to education, particularly for high school pupils. In order to raise student motivation and interest in English and to draw attention to its significance, efforts are still being undertaken to improve language proficiency. In terms of student motivation and interest, the reality is that a large number of students continue to be lazy and disinterested in learning English since they find the subject challenging and dislike following boring study regimens.¹ Through the researcher's observation, it was noted that students face challenges in reading comprehension due to several factors.

¹ Husnaini, H., & Yahya, A. (2023). “*Peningkatan Kemampuan Bahasa Inggris Melalui Fun With English Pondok Pesantren Nurul Ummah-Morowali*”. *Community Development Journal : Jurnal Pengabdian Masyarakat*, 4(1), 533–537. <https://doi.org/10.31004/cdj.v4i1.12363>

The primary issue is their limited vocabulary. Even those who have learned some vocabulary struggle because they rarely practice applying it to understand English texts or engage in discussions. The complexity of the English texts often frustrates them, as expressed by their complaints, "It's too hard for us to read and understand the English text." This situation highlights the need for teachers to develop more effective learning strategies. To enhance the quality of English learning, it's crucial to identify and implement appropriate methods. the good learning strategy to build the students' role. The use of learning method must be appropriated with situation and condition.

Since the early 1970s, technology has been employed in English language teaching and learning, and its applications have grown rapidly. The use of technology in EFL instruction is widespread. The need for students to integrate new methods into their education has grown, and they now have greater control over the pace, location, and time of their studies. Thanks to technical improvements, users and learners of online language learning environments can now take advantage of a multitude of innovative and fascinating features.²

With the advancement of technology, mass media is evolving, particularly with the emergence of the internet. A significant change many print newspapers have transitioned to online news articles. This shift allows people to access not just local news but also global news. In the context of teaching English, incorporating

²AAA Ahmed, T Kumar, M Iksan, S Subrahmanyam, (2022) “*Comparing the effectiveness of massive open online course (MOOC) and flipped instruction on EFL learners’ reading comprehension*” Education Research International, <https://doi.org/10.1155/2022/6543920>.

advanced technology can enhance students' learning experience, especially by incorporating news articles. Accessing authentic materials on diverse topics enables learners to better grasp the discourse and culture of the target language.

Today, authentic materials, especially newspaper articles, are easily accessible online in both written and spoken forms, helping students improve their English skills. Reading these articles allows students to explore various genres and social issues from countries where English is spoken. Unlike traditional textbooks, newspaper articles tend to be more up to date and offer a wider variety of information, making them great learning tools. Online news articles introduce learners to different countries, cultures, and people, covering topics like politics, economics, culture, the environment, travel, sports, and science. Because of their varied content, news articles can be an effective educational resource, encouraging students to engage with what they are studying in school.

In EFL (English as a Foreign Language) contexts, news articles have taken on a new role. Teachers can utilize online news articles as a resource to supplement the material taught in class and as an alternative to traditional textbooks. These articles are easily accessible to both students and teachers online and can make learning more enjoyable for students. Additionally, incorporating news articles into classroom activities offers educational benefits, such as enhancing language skills, and they can be used by learners of all levels. for improving language proficiency, and students at all levels can utilize them. According to some instructors, one benefit of utilizing newspapers in English classes is that they give pupils access to up-to-date material, which helps them develop the language. To ensure that the

students have the background knowledge needed to comprehend the events covered, teachers should choose articles that are pertinent to the students' everyday life³

However, news articles can become very effective teaching materials in EFL classes provided they are organized properly and serve a specific goal. In order to accomplish this, educators can select news articles from online sources that match the learning materials, considering factors like students' topic interests, ensuring that the language used in the articles is understandable for students and includes functional grammar components, and making sure the content is relevant to the students' local context. Teachers should keep these selection criteria in mind.

In recent years, technology-enhanced learning tools, particularly in the form of multimedia and interactive platforms, have gained traction in educational settings. Among these tools, Convolutional Neural Networks (CNN) a type of deep learning algorithm originally developed for image recognition and processing have shown promise in educational applications, including reading comprehension. CNN can analyze and categorize large amounts of text data, providing personalized learning experiences and supporting students in recognizing patterns, identifying main ideas, and improving their overall comprehension skills.

Using CNN in reading comprehension tasks can offer students a more interactive and engaging way to approach texts. By breaking down complex passages into manageable sections, highlighting key themes, and providing instant feedback, CNN technology has the potential to transform traditional reading

³ Chandler, C. E, "*Using Newspapers in the ESL Literacy Classroom*". ERIC Digest, 1990.

instruction. This innovative approach can help students not only improve their reading comprehension but also foster critical thinking and analytical skills.

Despite the growing interest in using CNN for educational purposes, there is limited research on their direct impact on reading comprehension. This study aims to explore how CNN technology can enhance students' reading comprehension skills, providing insights into its effectiveness and potential as a modern educational tool. Understanding the role of CNN in improving reading comprehension can lead to more effective teaching strategies and better learning outcomes for students.

The news sources which function online used for teaching reading comprehension is "CNN Indonesia news articles." Cable News Network Indonesia or (CNN Indonesia) is a station television and news website owned by Trans Media (PT Trans News Corpora) in collaboration with Turner International. As a well-known name in Indonesian television news, a study found that CNN's selection of articles is much more variety and culturally different because their reporters and correspondents are located in various important places worldwide. As a result, CNN Indonesia offers thorough reporting on world events and viewpoints both domestically and internationally, which might not be available from other news sources. This allows students not only to read domestic news but also to learn about global events, helping them gain broader cross-cultural knowledge and improve their English language skills. A wide variety of news articles is available, has correspondents and reporters stationed to provide the most recent news and information on politics, business, entertainment, travel, culture, and other topics

around the world. This enables them to provide detailed reports on events from different parts of the globe. CNN Indonesia news is an innovative medium that can capture students' interest in reading authentic texts, boost their vocabulary, and increase their enthusiasm for learning.

Additionally, CNN Indonesia provides up-to-date information about Indonesia, which is one of its main focus areas, and offers a variety of subjects and articles that would work well as instructional materials for students and are easy for them to understand. Moreover, news articles from CNN Indonesia, written by native authors, can assist students in learning the general framework and application of grammatical elements in everyday language, and staying updated with current news topics.

Given this context, the present study examines the suitability of CNN Indonesia news articles for teaching reading comprehension and suggests classroom activities that can be implemented using these articles. The focus is on using local news media, which teachers often prefer over international sources, and offering activity ideas to make learning more engaging for students. Additionally, CNN is a familiar name to students. A survey found that most Indonesians read between four and twelve news articles on their phones every day. The analysis uses standards derived from experts' theories to evaluate the suitability of CNN news articles and to explore activities that English teachers can use with these articles in the classroom. The findings of this study can provide valuable insights to teachers by highlighting the effectiveness of CNN Indonesia news articles and suggesting activities using the CNN Indonesia app to enhance reading comprehension.

Based on the indicators of this learning issue, the author attempted to use the CNN Indonesia app to improve students' reading comprehension. This method enables students to actively participate in the learning process and address their concerns about the topic. The approach involves peer teaching, where each student takes on the role of a teacher for their peers. This approach produces an abundance of content and knowledge that all students can discuss in class. The teacher asks students to find articles on a specific topic using the CNN Indonesia app. The students are then divided into small groups to discuss the articles and later present their findings. During the presentations, the teacher selects headlines to guide the class discussion.

To overcome the students' problems above, the author is encouraged to conduct research in an attempt to enhance pupils' comprehension of what they read by use of CNN Indonesia application. Therefore, the author is interested in writing a thesis with the title **“The Use of Cable News Network (CNN) Indonesia Application in Teaching Reading Comprehension at SMP Negeri 1 Masamba”**

B. Research Question

Based on the identification of the problem above, the researcher proposes the following research questions as follows :

1. Does the use of CNN Indonesia application significantly improve students reading comprehension at the third grade of SMP Negeri 1 Masamba in the academic year of 2023/2024?

2. How are the students response on the use of CNN Indonesia application in teaching reading comprehension at the third grade of SMP Negeri 1 Masamba in the academic year of 2023/2024 ?

C. Objective of the Research

According to the formulation, the researcher found that this research objective are:

- 1) To find out whether of the use of CNN Indonesia application significantly improve reading comprehension at the third grade of SMP Negeri 1 Masamba in the academic year of 2023/2024.
- 2) To identify the students respons of the use CNN Indonesia application in teaching reading comprehension at the third grade of SMP Negeri 1 Masamba in the academic year of 2023/2024.

D. The Significance of the Research

The findings of this study can help teachers, students, and future researcher.

1. For teachers

This research offers valuable insights into the effectiveness of using CNN Indonesia Application news as an authentic teaching material for English instruction. It demonstrates that CNN news articles can be a reliable resource for teaching news texts and supports the idea that they can effectively enhance students' reading comprehension. Additionally, teachers can create activities based on the CNN Indonesia Application to improve reading comprehension skills in the classroom.

2. For Students

Students can refer to the findings of this study to explore news media available online. By using the CNN Indonesia Application, they can enhance their English reading skills by reading and

3. For Future Researcher

The researcher believe this research will result in valuable insights for future researchers working on the same or related topics, different levels of study, or various strategies. Additionally, this research can serve as a guide for carrying out studies, particularly on the use of the CNN Indonesia Application in the classroom, especially in the context of teaching reading comprehension.

E. Scope of the Research

This research focuses on news texts derived from the use of CNN Indonesia application as alternative media to improve students' reading ability in understanding news texts at the third grade of SMPN 1 Masamba. The researcher attached questions on the themes of national, international, sports, entertainment where the news came from the CNN Indonesia application, where the questions attached were at the interpretive or inferential comprehension reading level and literal comprehension.

F. Operational Definition

Based on the title is “The Use of CNN Indonesia Application In Teaching Reading Comprehension at SMP Negeri 1 Masamba”

The researcher gives definition as follows :

- 1) Reading comprehension means understanding what you read applying the ideas in the text to your existing knowledge.
- 2) Cable News Network (CNN) is an American broadcasting or news media company with a presence in several countries, including Indonesia. The CNN Indonesia application offers news articles that serve as authentic teaching materials for English, reflecting real-world scenarios and providing current event updates. In this study, CNN Indonesia news articles were used as teaching resources to support English instruction, particularly in Reading Comprehension, at SMPN 1 Masamba.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous of Related Findings

While composing this thesis, the researcher discovered multiple researchers who are intimately associated with this study:

Kholidatul Baroroh conducted research titled "The Use of Newspapers to Improve Students' Reading Comprehension Ability at SMA Yayasan Islam Miftahul Huda (Yasmida) Ambarawa Pringsewu in the Academic Year of 2016/2017." The results from the pre-test and post-tests show a significant improvement. The average score of the post-tests is higher than that of the pre-test. The average pre-test score was 52.59, which increased to 63.33 in post-test I, and further improved to 78.15 in post-test II. This demonstrates progress from 52.59 to 63.33, and then to 78.15. Specifically, there was a 37.74-point increase from the pre-test to post-test I, and a 14.82-point increase from post-test I to post-test II.⁴

The difference between research conducted by Kholidul Baroroh and researcher is that Kholidul Baroroh uses newspapers while researcher use online media because the difference between newspapers and online media is that newspapers provide more detailed but less fast news, while online media is faster but less detailed. Both have advantages and disadvantages in terms of speed, completeness of information, and news credibility.

⁴ Kholidatul Baroroh, *The Use Of Newspaper To Improve The Students' Reading Comprehension*, (2022). <https://jurnal.fkip.unismuh.ac.id/index.php/jkip/article/download/405/174> (accessed on 13 January 2024).

Gatot Hadi Waluyo and Wawan Septiawan conducted a study titled "The Effect of Online Newspapers on Students' Reading Comprehension at a Senior High School in Padang." The research revealed a significant improvement in the experimental class, with pre-test scores averaging 76.10 and post-test scores rising to 85.14. These findings suggest that using online newspapers as a learning tool positively impacts reading achievement. The researcher also provided recommendations and suggestions for future studies to further enhance these results.⁵ As for the differences from research conducted by previous researcher and researcher, namely only in the difference in the level of education that will be used to research.

Yanti Ismiyati and Ridho Praja Dinata conducted research titled "The Effectiveness of Using Newspapers in Reading Comprehension for Tenth Grade Students at SMAN 6 Muaro Jambi." The results showed An important disparity in the comprehension of what was read by the students with newspaper articles and those who were not. The study rejected the null hypothesis because the t-test value (1.93) was higher than the t-table value (1.47). Consequently, the alternative hypothesis was accepted, indicating that using the Think-Pair-Share technique with newspaper articles effectively improved reading skills among tenth-grade students at SMAN 6 Muaro Jambi. In conclusion, there was an improvement in scores among students who were taught using newspaper articles, as evidenced by pre-test, treatment, and post-test results. Teaching English with newspaper articles in

⁵ Gatot Hadi Waluyo dan Wawan Septiawaan, *The Effect of Online Newspaper on Students' Reading Comprehension*. (2023) <https://online-journal.unja.ac.id/lange/article/download/24267/15927/80318>. (accessed on 13 January 2024)

the experimental class proved to be effective.⁶ The difference between research conducted by previous studies and researcher is that previous researcher used newspapers while researcher used online media through applications, and also differences in learning techniques, previous researcher used Think Pair Share techniques while researcher used Peer Teaching Strategy.

Rosmaini wrote the researcher “The Influence of Newspaper Media Towards Students’ Reading Comprehension at The First Semester of The Tenth Grade MAN 1 Lampung Selatan in 2019/2020 Academic Year”. After conducting the hypothetical test, it was found that using newspapers significantly impacted the reading comprehension of tenth-grade students at MAN 1 Lampung Selatan. The calculation showed an observed t-value of 5.11, with degrees of freedom calculated as $df = NX + NY - 2 = 32 + 32 - 2 = 62$, and a critical t-value of 1.67. Since 5.11 is greater than 1.67. This suggest that the use of newspapers positively affected the students' scores. Therefore, there is a significant effect of using newspapers on the reading comprehension of tenth-grade students at MAN 1 Lampung Selatan, suggesting that newspapers are an effective resource for teaching reading, particularly in enhancing comprehension skills. The difference between research conducted by previous studies and researcher is that previous researcher used newspapers while researcher used online media through applications, and grade levels.

⁶ Yanti Ismiyanti dan Ridho Praja, *The Effectiveness of Using Newspaper in Reading Comprehension*. (2021) <http://dikdaya.unbari.ac.id/index.php/dikdaya/article/view/198>. (Accessed on 13 January 2024)

Hasni Hamzah wrote the researcher “Improving Students’ Reading Comprehension Using Newspaper at The First Grade Students of MA Muhammadiyah palleko, Takalar Regency”. The research findings demonstrated that using English newspapers in teaching reading comprehension was effective. The mean score of the students in the pre-test was 53.0, categorized as poor, while the post-test average was 81.0, classified as good. This reflects an improvement of 52.83% in reading comprehension. Additionally, the researcher noted that the t-test value (4.43) exceeded the t-table value (2.093)⁷ The difference between research conducted by Hasni Hamzah and researcher is that Hasni Hamzah uses newspapers while researcher use online media.

The general distinction between earlier research and the upcoming research conducted by researcher is that previous researcher used more newspapers as research teaching materials, while those used by researcher are online news originating from the application, namely CNN Indonesia Application. Then the next difference is at the level of education, of the 4 previous studies that researcher got, all of them examined at the high school level meanwhile researcher in junior high school.

⁷ Hasni Hamzah, *Improving Students’ Reading Comprehension Using Newspaper*” (2019) https://digilibadmin.unismuh.ac.id/upload/6407-Full_Text.pdf (accessed on 7 September 2024)

B. Some Pertinent Ideas

1. The Concept of Reading

a. Definition of Reading

Reading is a process that involves understanding, interpreting and processing information from text to construct meaning. This process involves technical skills (such as word recognition) as well as cognitive and metacognitive abilities to understand the text in greater depth. Moreover, reading depends not only on the ability to identify words, but also on the ability to make connections between information in the text and prior knowledge.⁸

Reading is an activity that engages both auditory (hearing) and visual (seeing) senses. Children start to develop reading skills when they enjoy exploring books by holding them or flipping through their pages. Books serve as a primary tool for children to communicate their desires and feelings. In addition to speaking, writing, and listening, reading is a crucial language learning ability. It is an endeavor to broaden our understanding and accomplishments.⁹

From the definition of reading above, it can be concluded that reading is an important process that involves understanding and interpreting information from text. It combines technical skills, such as word recognition, with cognitive and metacognitive thinking abilities. In addition, reading also requires the ability to connect information in the text with prior knowledge. From an early age, children

⁸ Catherine Snow, Chair, Reading for Understanding Toward an R&D Program in Reading Comprehension (Arlington: RAN, 2021), xiii 11- 15 element of reading comprehension.

⁹ Rusdiansyah (2019) *Note-Taking as a Technique in Teaching Reading Comprehension*, IDEAS: Journal on English Language Teaching and Learning, Linguistics and Literature, <https://ejournal.iainpalopo.ac.id/index.php/ideas/article/view/1033/1335>.

begin to develop reading skills through interaction with books, which become important tools for self-expression. Thus, reading is not just about recognizing words, but also about expanding our knowledge and abilities.

b. Purpose of Reading

Reading without a specific goal often prevents readers from fully engaging with the text. Having clear reading objectives promotes deeper cognitive involvement and aids in better comprehension, as readers are aware of what to focus on or grasp from the material they are reading.¹⁰ The primary objective of reading is to search for and gather information, which includes comprehending the content and meaning of the text. In addition to what has been stated in above, and there are also several reading purposes others that are closely related to meaning, including:

- 1) Reading for details or facts is the act of reading to gain knowledge about a character's actions, the events that impact them, or their problem-solving techniques.
- 2) Reading to understand why a topic is interesting, the issues presented in the story, and what the character learns or experiences to achieve their goals is referred to as reading for main ideas.
- 3) Reading to discover what happens in each part of the story, such as the order of events, is called reading for sequence or organization.

¹⁰ Snow, C. E. (2020). *Reading comprehension and its development: Conceptualizing and operationalizing the purpose of reading*. Journal of Educational Psychology, 112(2), 223-234.

- 4) Reading to explore why characters feel a certain way, what the author aims to convey, the reasons behind character changes, and the traits that lead to their success or failure is known as reading for conclusions or inferences.
- 5) Reading to identify anything unusual about a character, the story's authenticity, or the facts presented is called reading for classification.

c. Types of Reading

a) Skimming

Reading quickly to get a general overview or summary of the content.

The focus is on understanding the main ideas rather than the details.

b) Scanning

Reading quickly to locate specific information or keywords within the text. The focus is on finding particular data without reading the entire text.

c) Intensive Reading

Reading intently and thoroughly will help you comprehend the text's meaning completely. The emphasis is on deeply understanding particular textual components, like as syntax, subtleties, and terminology.

d) Extensive Reading

Reading large amounts of text quickly for general understanding and enjoyment. The focus is on reading fluency and overall comprehension rather than detailed analysis.

e) Critical Reading

Reading with the purpose of evaluating and analyzing the text's content, arguments, and credibility. The focus is on assessing the validity, bias, and strength of the arguments presented.

d. Components of Reading

a) Phonemic Awareness

The smallest sound units in spoken language are called phonemes, and they join to form syllables and words. The ability of phonemic awareness is to recognizing and manipulating these phonemes within syllables and spoken words. The National Reading Panel reports that instructing children in phonemic awareness greatly enhances their reading skills more effectively than other teaching methods.

b) Phonics

Phonics is about recognizing how letters or groups of letters in writing relate to specific sounds in spoken language. Teaching phonics helps students learn to read and spell words by using this connection. The National Reading Panel states that structured phonics instruction significantly improves children's reading abilities and is much more effective than methods that provide little or no phonics training.

c) Fluency

Readers who are fluent may read aloud accurately, at the proper tempo, and with expression. The ability to read, speak, and comprehend text fluently means not having to stop to pronounce each word. For students of all ages, supervised and repeated oral reading practice significantly enhances word

recognition, reading fluency, and comprehension, according to the National Reading Panel.

d) Vocabulary

Understanding texts is intimately linked to vocabulary growth. It is easier for a reader to comprehend the meaning of a text the more words they are familiar with, both spoken and written. The National Reading Panel suggests that vocabulary be taught both directly and indirectly and that it can be organically learned through reading books or listening to others. Before beginning to read, students should become familiar with new words through repetition, many exposures, relevant contexts, accidental learning, and technological use.

e) Comprehension

Readers use comprehension, a sophisticated mental process, to make sense of what they've read. Vocabulary development and instruction are essential for comprehension. According to the National Reading Panel, young readers can enhance their comprehension of readings by using a variety of strategies, like responding to questions and summarizing or retelling the story.¹¹

2. The Concept of Reading Comprehension

a. Definition of Reading Comprehension

The procedures readers go through to locate and comprehend information in a reading text are collectively referred to as reading comprehension. The process

¹¹ Read Naturally. (2024). Diakses pada 13 Agustus 2024 dari <https://g.co/kgs/A7KDPA7>

of reading comprehension is intricate and requires integrating the reader's prior knowledge with the text.¹²

Understanding what has been read is known as reading comprehension. It can also be seen of as a set of procedures readers follow in order to find and comprehend the information contained in a book.

Reading comprehension, according to the description given above, is a kind of reading to understand:

- a) Standards or norms: Established criteria or conventions that guide behavior, practices, or evaluation within a particular field or context.
- b) Literature (literary standards): Guidelines or benchmarks used to assess the quality, style, and structure of written works within literature.
- c) Critical review: An analytical evaluation of a work, examining its strengths, weaknesses, and overall contribution to the field.
- d) Written drama (printed drama): The script or text of a dramatic work intended for performance, presented in written or printed form.
- e) Fictional patterns (pattern of fiction): Recurring structures, themes, or techniques commonly found in works of fiction. (tarigan, 2008: 58)¹³

b. Levels of Reading Comprehension

Reading comprehension can be understood at various levels, often categorized to reflect the depth and complexity of understanding. These levels help

¹² P. David Pearson,(2019) *"Reading Comprehension: The Importance of Background Knowledge,"* in The Handbook of Reading Research, New York. Routledge.

¹³ Tarigan, H.G (2008). *Membaca Sebagai Suatu Keterampilan Berbahasa*. Bandung. Angkasa

in assessing how well a reader is able to process and interpret text. Below are the commonly recognized levels of reading comprehension:

1) Literal Comprehension

Ideas and facts that are directly stated on printed pages are referred to as literal reading. The capacity to derive a word, idea, or sentence's literal meaning from its context is known as literal reading comprehension. The primary concepts, supporting information, causes, effects, and the presentation order are all identified in the fundamentals of literal understanding. These stages are necessary because readers cannot make inferences or judgments until they have fully comprehended what the author is saying. For the answers to the literal questions, students just need to recall the content of the book. Consequently, literal comprehension is primarily concerned with comprehending the meaning of each word and sentence in the text.

2) Interpretive or Inferential Comprehension

Interpretive reading involves understanding the deeper meaning of a text or making inferences. It is the process of uncovering ideas that are suggested but not explicitly stated. This level of reading demands higher-order thinking skills, as the questions related to interpretation seek answers that are not directly found in the text.¹⁴ Interpreting requires students to read between the lines, make connections between share thoughts, figure things out, and decide

¹⁴ W. Burhanuddin, "Using Inquiry Method To Improve The Students' Reading Comprehension (A Classroom Action Research)", *English Education Department* 1, no. 1 (2012): 126, <https://doi.org/10.26618/ejpb.v1i1.765.g734>

what it means, and read between the lines to draw conclusions. read between the lines to derive conclusions. At this level, readers can be tested in the following tasks:

- a) Reorganize the ideas or topics discussed in the text
- b) Explain the author's purpose in writing the text
- c) Summarize the main ideas if they are not explicitly stated in the text.¹⁵

3) Critical Comprehension

Critical Comprehension is an approach to reading that involves in-depth analysis and evaluation of text content by considering the arguments presented, evaluating evidence, identifying bias, and understanding context. It focuses not only on understanding the literal meaning of the text, but also includes an assessment of the arguments, evidence, and persuasive techniques used in the text. The goal is to not only understand the information provided but also to evaluate the reliability and validity of the text and broaden understanding by considering multiple perspectives.

c. Factors Affecting Reading Comprehension

Reading comprehension is influenced by both the text and the reader. The way a text is written by the author impacts comprehension, while a reader's background knowledge affects how well they understand the text. Additionally, basic reading skills can cause difficulties in comprehension. Word recognition, fluency in reading, and vocabulary understanding are some of these abilities.

¹⁵ Husnaini, "The Effectiveness of Know –Want-Learn (KWL) Strategy in Teaching Reading Comprehension," IDEAS: Journal on English Language Teaching and Learning, Linguistics and Literature 6, no. 2 (2018): 36–42, <https://doi.org/10.24256/ideas.v6i2.512>.

d. Kinds of Strategies in Reading Comprehension

Reading comprehension tactics come in a variety of forms, including the Porpe Strategy, SQ4R Strategy, Pair Reading Strategy (PR), Choral Strategy, and KWL Strategy.

a) Choral Reading (CR) Strategy

Choral Reading involves a group of readers reading a text aloud together in unison. It is often used in educational settings to build fluency and enhance comprehension.

b) Paired Reading (PR) Strategy

Paired Reading involves two readers working together to read a text. One reader is usually more proficient, and the other is less experienced. They take turns reading and offer support to each other.

c) PORPE Strategy

Predict, Organize, Rehearse, Practice, and Evaluate is shortened to PORPE. It's a structured approach to reading comprehension that helps students engage with and understand text systematically.

d) SQ4R Strategy

The words Survey, Question, Read, Recite, Review, and Reflect are abbreviated as SQ4R. It is a technique meant to increase reading comprehension and retention.

e) KWL Strategy

KWL is an acronym for Know, Want to know, and Learned. It is a strategy used to activate prior knowledge, set learning goals, and assess what has been learned.

3. The Concept of Teaching

a. Definition of Teaching

Teaching is a component and competence of teachers where teachers can only master and be skilled in teaching. In teaching, teachers must be able to arouse students' attention to the lessons given by the teacher and try to bring changes in the behavior of their students. Teaching in principle guides students in teaching activities or implies that teaching is all efforts in order to provide opportunities for students to occur in the teaching process according to the goals formulated.

According to Slameto (2015:29) “Teaching is a multifaceted process performed by the teacher to establish an environment that encourages students to engage in the learning process”.¹⁶

Meanwhile, according to Ahmad Susanto (2016: 26) “Teaching is a complex activity carried out by the teacher to create an environment for students. is a complex activity carried out by the teacher to create an environment so that students want to carry out the learning process”.¹⁷

The conventional concept of teaching was the transfer of knowledge from instructor to pupil. Rather, the focus lies in enabling students to actively connect

¹⁶ Slameto,(2015). *Belajar dan Faktor-Faktor Yg Mempengaruhinya*. Jakarta: PT, Rineka Cipta

¹⁷ Ahmad, Susanto. (2016). *Teori Belajar & Pembelajaran di Sekolah Dasar*. Jakarta: Prenadamedia Group.

with and develop knowledge through the teacher's guidance in the process of facilitating learning. With this method, the development of critical thinking, problem-solving, and self-directed learning are prioritized.¹⁸

In summary, teaching focuses on the teacher's efforts to create and design the learning experience for students. The key aspect of teaching and learning is not just the material provided by the teacher, but how students engage with and learn that material (teachers prioritize the learning process over the results). While students are at the center of this process, the teacher's role is crucial, though it shifts rather than diminishes.

Therefore, a professional teacher is someone who excels in their teaching duties by using special skills to create a learning environment that is active, innovative, creative, effective, and enjoyable.

b. The Purpose of Teaching

In general, the purpose of using teaching methods is to develop students' abilities and skills in solving the problems they face. The other objectives of this teaching method include:

- 1) Make it easier to find, test, and compile the data needed to develop the discipline of a science.
- 2) Helping the learning process to be carried out properly.
- 3) Making learning activities right on target and in accordance with learning objectives.

¹⁸ A Yahya, AHA Zainuddin (2024) “*Class Size in English Language Teaching: Teacher's Perspective*” IDEAS: Journal on English Language Teaching and Learning, Linguistics and Literature

- 4) Turning on a more pleasant and motivating learning atmosphere so that students are easier to understand the material.
- 5) Assist students in developing their potential so that they are more skilled in solving a problem.¹⁹

c. Characteristic of Teaching

- 1) Teaching is a social and cultural activity designed to help individuals learn important life skills.
- 2) Teaching is a comprehensive social process: It is carried out for and by society. Because social ideas are constantly changing, it's hard to define teaching in a fixed or permanent way.
- 3) Teaching involves providing information: It helps students learn things they wouldn't discover on their own. Sharing knowledge is a key part of teaching.
- 4) Teaching is an interactive process: It involves interaction between the student and the teaching materials, which is crucial for guiding, progressing, and developing students.²⁰

4. The Concept of Cable News Network (CNN)

a. The History of Cable News Network (CNN) Indonesia

Under the ownership of Trans Media, a division of Trans Corp and Turner Broadcasting System, Cable News Network Indonesia operates as a 24-hour news channel and news portal. When it debuted in September 2014, this CNN channel in

¹⁹ Ali, M. (2020), *Tujuan dan Paradigma Pendidikan di Indonesia*. Jakarta : Jurnal Pendidikan

²⁰ Ahmad Rofiq. (2018), *Model-Model Pembelajaran*. Jakarta : Bumi Aksara

Indonesian became the first in Asia. Businessman Chairul Tanjung, also known as CT, has had an amazing career in the industry. Following his acquisition of detik.Com and the establishment of Trans Studio in multiple Indonesian cities, he declared a strategic alliance between Turner Broadcasting System and Trans Media to introduce CNN Indonesia.²¹

CNN has partnered with Trans TV, a private television network based in Jakarta, Indonesia. CNN Indonesia made its first broadcast on August 17, 2015, marking its debut on Indonesian television. On December 15, 2015, as Trans TV celebrated its 14th anniversary, Trans Media officially introduced CNN Indonesia as a 24-hour news channel. This channel emerged from the merger with the Detik TV news channel and is available on Trans Vision's pay TV service and via live streaming at cnnindonesia.com. Today, CNN Indonesia can be viewed not only on Trans Vision's pay TV but also on Trans TV through its news program of the same name.²²

CNN Indonesia entered the competitive landscape of news broadcasting, offering fresh and distinctive content compared to existing news channels. Its innovative programming has allowed it to gain acceptance among the public, becoming a trusted source for information and news in Indonesia.²³

²¹ Fahmi, (2016) *Analisis Framing Pemberitaan Media Online Rakyat Merdeka dan CNN Indonesia dalam Isu Penetapan 19 Pondok Pesantren Penyebar Paham Radikalisme oleh BNPT*, repository.uinjkt.ac.id/dspace/bitstream/123456789/33632/1/FAHMI%20-FDK.pdf,

²² Windy Pratiwi, dkk, (2016) *Analisis Wacana Pemberitaan Isu Kenaikan Harga Rokok di CNN Indonesia Periode Agustus 2016*, <https://ojs.unud.ac.id/index.php/komunikasi/article/download/33486/20291/>

The above description illustrates the establishment of CNN Indonesia as a key player in the Indonesian media landscape. By collaborating with Trans TV, CNN Indonesia was launched in 2015 and quickly became a 24-hour news channel. CNN Indonesia differentiates itself from other news stations with its unique and engaging programs. The channel's accessibility through various platforms, such as pay TV and online streaming, makes it a popular choice among the public for reliable information and news.

All CNN offers are broadcast outlines and software. The founder and chairman of CT Corp, which is in charge of Trans Corp, Chairul Tanjung, thinks that this collaboration will improve global understanding of Indonesia and, more significantly, Indonesian understanding of the globe.

CNN Indonesia presents information with long and short delivery formats based on existing facts not just words to attract readers' attention. Just words to attract readers' attention. Information is complemented with graphics, photos and videos. Presenting balanced information without judging certain parties, but conveying based on facts as they are. Presenting information that is appropriate, interesting, and as insightful as possible.

b. Vision and Mission of Cable News Network (CNN) Indonesia

- 1) Extended does not equate to dull. Being brief does not equate to being superficial.
- 2) There is no formula for short length. A brief length is not a restriction.
- 3) Length and briefness are merely modes of transmission. An option.
- 4) A poor delivery is reflected in something shallow and dull.

- 5) Not due to the arrangement.
- 6) As a result, our news may be lengthy or brief.
- 7) In the same way that we decide not to transmit news with words alone.
Videos, images, and graphics are also among our tools. our instruments.
They can be used in tandem or alone to tell a story and stand alone.
- 8) Sensitivity is the only reason we exist. when a topic or event merits being
discussed since it's engaging and can provide valuable insights.
- 9) Our desire is not to serve as judges. We wish to avoid carrying out
executions. We merely want to provide the facts exactly as they are. To
purge them of prejudice.
- 10) When happiness, sorrow, the unknown, and the revealed must be
understood.²⁴

This section outlines a thoughtful approach to delivering news, emphasizing that the length of the content-whether long or short-does not determine its quality. Long news is not always boring, just as short news is not always shallow. Format is a matter of choice, not constraint, and the effectiveness of a story depends on the skill of its presentation, not its length. News organizations highlight their flexibility in storytelling, using not only words but also graphics, photos and videos that can stand alone or work together to enhance the narrative. They position themselves as sensitive and objective reporters, committed to sharing stories that are meaningful, insightful and necessary for the public to know. Their goal is not to judge or sensationalize, but to present facts honestly and without bias, whether they involve

²⁴ CNN Indonesia, *Visi dan Misi*, <https://www.cnnindonesia.com/tentang-kami>.

joy, tragedy or hidden truths. This approach underscores their dedication to responsible journalism that respects the audience's need for clear and unbiased information.

c. The Value of Cable News Network (CNN) Indonesia

CNN Indonesia is controlled by the following values:

1) Fast and Accurate

Talking about digital cannot be separated from speed. CNN Indonesia.com is connected to the world to bring the latest news in a very short time. We realize that saying something can change the world. By working quickly and accurately, we make sure your precious time is not wasted in the slightest.

2) Creative and Innovative

Digital is a futuristic product that is packed full of entertainment and fun. However, CNN Indonesia.com does not only cover good news. CNN Indonesia.com is also committed to facing new challenges. We believe that challenges are opportunities. So, we deliver ideas and concepts with the latest packaging. This is what makes CNN Indonesia.com different from others.

3) Integrity

Without integrity, genius is meaningless. Not only do we need a passionate dreamer or a thoughtful thinker to create a masterpiece, but we also need a worker who sincerely collaborates. a thoughtful thinker, but also a worker who sincerely collaborates. Innovations and ideas that have been

spoken about must become real things and actually done. We believe your actions will define who you really are.²⁵

d. Mobile Application CNN Indonesia

1) CNN Indonesia Logo



Picture 1. Logo of CNN Indonesia

2) CNN Indonesia Home page

The CNN Indonesia application's home page, which is a portion of the opening page, offers both general news and constantly updated news on the hottest subjects.



Picture 2. Home page of Application CNN Indonesia

²⁵ CNN Indonesia, *Tumbuh dan Maju Bersama CNNIndonesia.com*, <https://www.cnnindonesia.com/karir>.

3) CNN Indonesia Watch Page

The watch page is a page that contains videos of live news broadcasts or about updated news in video form.



Picture 3. Watch page of Application CNN Indonesia

4) CNN Indonesia TV schedule

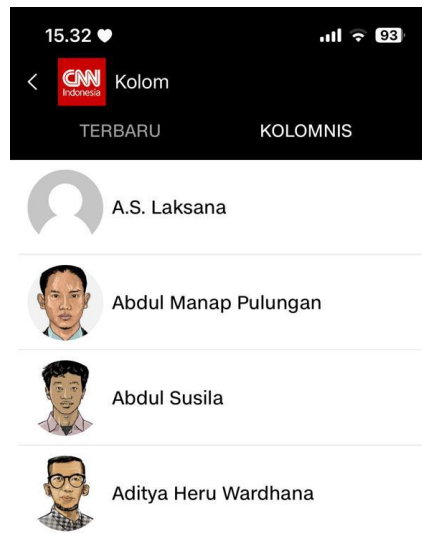
On this feature is on the watch page, this feature notifies CNN Indonesia TV viewers of CNN's questioning schedules.



Picture 4. TV schedule of CNN Indonesia Application

5) CNN Indonesia Kolom Page

This Column Useful for readers who want to know the writings of CNN Indonesia journalists.



Picture 5. Kolom Page of CNN Indonesia Application

6) CNN Indonesia Bookmark

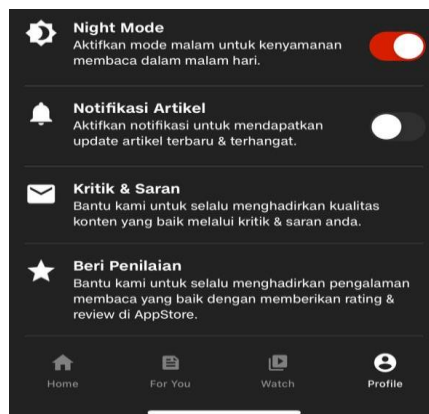
The bookmark feature helps readers to share and save news for later reading.



Picture 6. Bookmark Page of CNN Indonesia Application

7) CNN Indonesia Night Mode

This feature serves to provide comfort to readers to read the news at night



Picture 7. Night Mode of CNN Indonesia

C. Conceptual Framework

The conceptual framework in this research is present as following as :

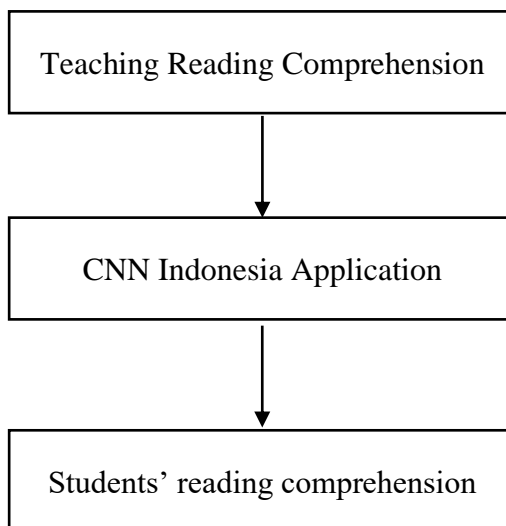


Figure 1. Conceptual Framework of This Research

The conceptual framework of this study focuses on how teaching strategies, combined with the CNN Indonesia app, can improve students' reading comprehension. Teachers apply methods such as skimming, scanning, and critical

analysis to help students understand texts more effectively. The CNN Indonesia app provides authentic and engaging news content, making reading more enjoyable while enriching vocabulary and contextual understanding.

This approach is based on constructivist theory, which explains that students learn by actively exploring. In this framework, the app is used as a learning tool or resource (input), the teaching strategy becomes the process, and the end result is the improvement of students' reading comprehension. This shows that technology can help students improve their reading skills effectively.

D. Hypothesis

Based on review of relate literature findings, the researcher formulates the Hypothesis as follow:

- H0 : The strategy of using CNN Indonesia Application can't effectively improve students' reading comprehension in the ninth grade of SMPN 1 Masamba.
- H1 : The strategy of using CNN Indonesia Application effectively improve students' reading comprehension in the ninth grade of SMPN 1 Masamba.

CHAPTER III

RESEARCH METHOD

A. Research Method

This research is classified as pre-experimental because it lacked a control group and the sample was not randomly selected. The study employed a design that included a pre-test, treatment, and post-test. Below is an outline of the study's design.

Pre-test	Treatment	Post-Test
O ₁	X	O ₂

Notes:

O₁ = Pre-Test

X = Treatment

O₂ = Post-Test²⁶

B. Place and Time of the Research

The researcher held the research at the third grade students of SMP Negeri 1 Masamba, which is located at Jl. Andi Djemma, Kelurahan Bone, Kecamatan Masamba, Kabupaten Luwu Utara, Provinsi Sulawesi Selatan. This research was held from 18th July - 8th August 2024.

²⁶ Asripa Hikma, "improving students' reading comprehension on narrative text using guided reading at sman 2 palopo"

C. Operational Definition of Variable

1. CNN Indonesia Application

The CNN Indonesia application is a digital news platform used to support reading learning. The app provides access to news articles, videos, and other relevant materials. Its use is measured by how often the app is used, and the activities performed, such as reading articles or answering questions. The app's ease of use is assessed through student feedback on navigation and design, while content relevance is evaluated based on how well the materials align with learning objectives.

2. Reading Comprehension

Reading comprehension is the ability to understand and analyze written texts. This includes recognizing main ideas, details, vocabulary, and drawing conclusions. It is measured by students' performance on tests that assess these skills, such as identifying main ideas, recognizing details, understanding vocabulary in context, and making inferences. Pre-test and post-test scores are used to gauge overall comprehension and progress.

D. Population and Sample

1. Population

The population of this research was consisted of grade IX students of SMP Negeri 1 Masamba in the 2024/2025 academic year.

2. Sample

This study was carried out at one class. The researcher employed peer teaching. The sample in this research consists of Twenty-five students, This study

was conducted in one class. Researchers used the peer teaching method. The sample in this study consisted of Twenty-five students, The number of third grade students was 25 people, 12 female and 13 male.

E. The Instrument of the Research

In this research, the researcher used a reading test as the main tool. This test, which consisted of 10 multiple-choice questions oriented to the interpretive reading comprehension level, was designed to assess students' scores. The test was administered twice: pre-test and post-test. The pre-test was used to measure students' reading comprehension before the treatment, while the post-test was used to assess students' reading comprehension improvement after the treatment.

F. Procedure of Collecting Data

1. Pre-Test

The purpose of the pretest was to assess the students' performance and reading comprehension before to the intervention. Prior to starting the treatment, the researcher administered a pretest to gauge the pupils' reading proficiency. The kind of test that is administered to the students is a multiple-choice test. They have 25 minutes to respond to 10 multiple-choice questions that are written in the style of news articles.

2. Treatment

a. First meeting

- 1) The teacher explains what CNN Indonesia App is to the students.
- 2) The teacher asks the students to download the CNN Indonesia App on their respective phones.

- 3) The teacher divides the students into 3 groups of 8-9 people.
- 4) The teacher asks the students to open the CNN Indonesia app and determine an interesting topic to discuss.
- 5) After getting the topic they want to discuss, then they translate the topic into English.
- 6) A representative from each group is appointed to explain their chosen topic in front of the other students.
- 7) The teacher appoints the less active students in the class in each group to ask questions to the group that has performed.
- 8) The teacher appoints the less active students in the group to answer the questions given by the representatives of each group.
- 9) After the students finish answering, the teacher gives a worksheet containing news text material from the CNN Indonesia application to test students' understanding.

b. Second meeting

- 1) The teacher explains what CNN Indonesia App is to the students.
- 2) The teacher asks the students to download the CNN Indonesia App on their respective phones.
- 3) The teacher divides the students into 3 groups of 8-9 people.
- 4) The teacher asks the students to open the CNN Indonesia app and determine an interesting topic to discuss.
- 5) After getting the topic they want to discuss, then they translate the topic into English.

- 6) A representative from each group is appointed to explain their chosen topic in front of the other students.
- 7) The teacher appoints the less active students in the class in each group to ask questions to the group that has performed.
- 8) The teacher appoints the less active students in the grub to answer the questions given by the representatives of each group.
- 9) After the students finish answering, the teacher gives a worksheet containing news text material from the CNN Indonesia application to test students' understanding.

c. Third meeting

- 1) The teacher explained what the CNN Indonesia App was to the students.
- 2) The teacher asked the students to download the CNN Indonesia App on their cellphones.
- 3) The teacher divided the students into 3 groups of 8-9 people.
- 4) The teacher asked the students to open the CNN Indonesia application and determine the interesting topics they wanted to discuss.
- 5) A representative from each group was appointed to explain the topic they chose in front of the other students.
- 6) The teacher appoints the less active students in the class in each group to ask questions to the group that has performed.
- 7) The teacher appoints the less active students in the grub to answer the questions given by the representatives of each group.

- 8) After the students finish answering, the teacher gives a worksheet containing news text material from the CNN Indonesia application to test students' understanding.

d. Fourth meeting

- 1) The teacher explained what the CNN Indonesia App was to the students.
- 2) The teacher asked the students to download the CNN Indonesia App on their cellphones.
- 3) The teacher divided the students into 3 groups of 8-9 people.
- 4) The teacher asked the students to open the CNN Indonesia application and determine the interesting topics they wanted to discuss.
- 5) A representative from each group was appointed to explain the topic they chose in front of the other students.
- 6) The teacher appoints the less active students in the class in each group to ask questions to the group that has performed.
- 7) The teacher appoints the less active students in the group to answer the questions given by the representatives of each group.
- 8) After the students finish answering, the teacher gives a worksheet containing news text material from the CNN Indonesia application to test students' understanding.

e. Fifth meeting

- 1) The teacher explained what the CNN Indonesia App was to the students.
- 2) The teacher asked the students to download the CNN Indonesia App on their cellphones.

- 3) The teacher divided the students into 3 groups of 8-9 people.
- 4) The teacher asked the students to open the CNN Indonesia application and determine the interesting topics they wanted to discuss.
- 5) A representative from each group was appointed to explain the topic they chose in front of the other students.
- 6) The teacher appoints the less active students in the class in each group to ask questions to the group that has performed.
- 7) The teacher appoints the less active students in the group to answer the questions given by the representatives of each group.
- 8) After the students finish answering, the teacher gives a worksheet containing news text material from the CNN Indonesia application to test students' understanding.

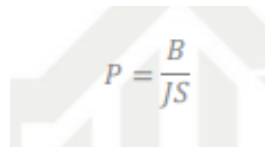
3. Post Test

The post-test is the last evaluation of the content that was taught. Students are required to respond to 10 multiple-choice questions that are structured like news texts. They have twenty-five minutes to complete these questions, which are identical to the pre-test questions. The purpose of the post-test is to compare the students' pre- and post-treatment scores as well as to ascertain their ultimate score. The post-test was designed to assess students' comprehension of what they had read after using the CNN Indonesia app.

G. Validity and Reability of The Instrument

1. Validity

In general, validity refers to how well a test or one of its components measures what it is intended to assess. In other words, the test is legitimate to the extent that it captures the intended data. Four categories of validity exist. Criteria, content, construct, external validity, and internal validity are these.



$$P = \frac{B}{JS}$$

This study uses internal validity. Internal validity helps control for confounding variables by using careful research designs, such as experiments with control groups, and ensuring that the measuring instruments used are consistent and reliable. By ensuring internal validity, researchers can draw more accurate conclusions regarding the effectiveness of the application, providing a solid basis for recommendations or further development in educational practice.

Before administering the test to the study sample, the author conducted a trial of the test items. The test provided to students was deemed to have an appropriate level of difficulty not too hard and not too easy. The difficulty levels of the items are as follows:

Where:

P = Level of difficulty

B = the number of correct answer

JS = Tasking test for students

The ease or difficulty of the items provided by researchers to respondents is ascertained using the formula above. Items are altered if their level of difficulty falls short of the norm.

2. Reability

Reliability refers to the precision of a measurement. This accuracy is demonstrated when similar results are obtained after repeating the measurement at different times, with different tools, or by different individuals. Reliability is often described as consistency, meaning a test can be considered reliable if a test taker's results remain consistent across multiple attempts.

The Categories of Reliability		
No	Reliability	Category
1.	<0.0	Poor
2.	0.00-0.20	Slight
3.	0.21-0.40	Fair
4.	0.41-0.60	Moderate
5.	0.61-0.80	Substantial
6.	0.81-1.00	Almost Perfect

In this research, the writer used software SPSS 26 version to calculate the reliability of the test.

H. Technique of Data Analysis

The data collected was utilized to assess the effectiveness of the experimental research in terms of the students' mastery of reading comprehension at the third grade at SMP Negeri 1 Palopo.

The next step after gathering the data was to analyze it. The pre- and post-test findings were included in the data. There were multiple steps in the data analysis process, which are described as follows:

- 1) The students correct answer were scored by using the following formula :

$$\text{Score} = \frac{\text{Students' correct answer}}{\text{the total score}} \times 100$$

Source: Gay, (2006:291)

2) The students' scores were classified based on the following classification :

Table. 3.1 Classification of Score

No.	Classification	Score
1.	Excellent	80 – 100
2.	Good	66 – 79
3.	Fair	56 – 65
4.	Poor	41 – 55
5.	Very Poor	<40

Source: Gay, (2006:290)

3) The rate percentage of the students' scores was calculated by using following formula :

$$P = \frac{f}{N} \times 100$$

Note:

P = Percentage

F = Frequency

N = Number of Samples

Source: Gay, (2006:292)

4) Calculating test of Significance

Two population means are statistically examined using the Test of Significance (T-test). The t-test is utilized to determine whether there is a

significant difference between a group's pre- and post-test means. The researcher uses SPSS 20 to obtain the sum of the t-test.

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

The findings reported in this chapter are based on analyzing the data and applying the techniques described earlier. The data was examined to determine if using the CNN Indonesia Application could improve students' reading comprehension. The results include statistical analysis and summary of the data, showing students' scores on the pre-test and post-test, the percentage of students in different score ranges, as well as the mean score and standard deviation for both the pre-test and post-test.

1. The Analysis Student's Reading Score in Pre-test

The pre-test results, including the mean, standard deviation, and percentage of the students' reading levels, were provided by the researcher in this section along with the students' accurate responses. Tables were created and SPSS 20 was used to examine the data.

Tabel 4.1 The Scoring Students' Correct Answer in Pre-Test

NO	Respondent	Score
1	S1	55
2	S2	70
3	S3	45
4	S4	35
5	S5	65
6	S6	55
7	S7	70
8	S8	55
9	S9	60
10	S10	50
11	S11	60
12	S12	60

13	S13	65
14	S14	50
15	S15	55
16	S16	55
17	S17	30
18	S18	55
19	S19	60
20	S20	65
21	S21	40
22	S22	70
23	S23	65
24	S24	65
25	S25	65

The students' pre-test results are shown in Table 4.1. It shows that one student scored 30, one student scored 35, one student scored 40, one student scored 45, two students scored 50, six students scored 55, four students scored 60, six students scored 65, and three students scored 70.

The researcher used SPSS 20 to calculate the mean score for the pre-test. The results of this analysis are displayed in the descriptive statistics table below.

Tabel 4.2 Mean Score of Students' in Pre-test

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Pretest	25	30.00	70.00	56.8000	10.59481
Valid N (listwise)	25				

Table 4.2 shows that the highest student score was 70, while the lowest was 30. Additionally, the mean score for the pre-test was 56.80 (Fair), with a standard deviation of 10.59. The researcher also recorded the students' scores for correct

answers before the treatment, using multiple-choice questions. These scores are presented in the table showing the percentage rates.

Tabel 4.3 The rate percentage of Students' Scoring in the pre-test

No	Classification	Score	Pretest	
			Frequency	Percentage
1	Excellent	96-100	-	-
2	Very Good	86-95	-	-
3	Good	76-85	-	-
4	Fairly Good	66-75	3	12%
5	Fair	56-65	10	40%
6	Poor	41-55	10	40%
5	Very Poor	<40	2	8%
	N		25	100%

Table 4.3 shows the distribution of pre-test scores. It was found that no students scored in the excellent, very good, or good categories. Instead, 3 students (12%) scored fairly good, 10 students (40%) scored fair, 10 students (40%) scored poor, and 2 students (8%) scored very poor. This data indicates that no students achieved an excellent score, reflecting that the students' reading comprehension was still relatively low.

2. The Analysis Student's Reading Score in Posttest

This section includes the mean score, standard deviation, and percentage rates of the students' reading scores on the post-test, as well as the right answers provided by the students. SPSS 20 was used to analyze the data, which is displayed in tables.

Tabel 4.4 The Students' Score in Post-Test

NO	Respondent	Score
1	S1	85
2	S2	80
3	S3	90
4	S4	90
5	S5	90
6	S6	90
7	S7	80
8	S8	85
9	S9	85
10	S10	75
11	S11	80
12	S12	90
13	S13	90
14	S14	75
15	S15	90
16	S16	85
17	S17	85
18	S18	80
19	S19	75
20	S20	95
21	S21	85
22	S22	80
23	S23	80
24	S24	80
25	S25	80

Table 4.4 displays the post-test scores of students. The data shows that 3 students scored 75, 8 students scored 80, 6 students scored 85, 7 students scored 90, and 1 student scored 95.

The mean score of the students on the post-test was determined by the researcher using SPSS 20. The analysis's outcome is shown in the following descriptive table statistic:

Table 4.5. Mean Score of Students' in Post-test

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Post-test	25	75.00	95.00	84.0000	5.95119
Valid N (listwise)	25				

Table 4.5 reveals that the highest student score was 95, while the lowest was 75. Additionally, the mean score for the post-test was 84.00 (Fair). The table also includes the percentage rates of student scores.

Table 4.6. The Rate Percentage of students' scoring in Post-test

No	Classification	Score	Posttest	
			Frequency	Percentage
1	Excellent	96-100	-	-
2	Very Good	86-95	8	32%
3	Good	76-85	14	56%
4	Fairly Good	66-75	3	12%
5	Fair	56-65	-	-
6	Poor	36-55	-	-
7	Very Poor	0-35	-	-
	N		25	100%

Table 4.6 shows the results of the post-test. It indicates that none of the students scored in the fair, poor, very poor, or excellent categories. However, 3 students (12%) were classified as fairly good, 14 students (56%) were classified as good, and 8 students (32%) were classified as very good. This data shows that no

students scored poor or very poor, suggesting that students' reading comprehension improved and was generally good.

3. The Mean Score of the Students' in Pre-test and Post-test

The researcher provided the overall mean score and standard deviation for the pre-test in addition to the mean score for each portion of the reading exam. Next, these outcomes were contrasted. The following table of descriptive statistics provides an overview of the findings:

Table 4.7. The Mean Score and Standard Deviation of The pre-test and post-test

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Pretest	25	30.00	70.00	56.8000	10.59481
Posttest	25	75.00	95.00	84.0000	5.59017
Valid N (listwise)	25				

The results showed that the average score for the pre-test was 56.80 (Fair), while the average score for the post-test was 84.00 (Good). The standard deviation for the pre-test was 10.59, and for the post-test, it was 5.90. This indicates that the mean score improved from 56.80 (Fair) in the pre-test to 84.00 (Good) in the post-test.

Using SPSS 20, the researcher ran a t-test analysis to evaluate the research hypothesis and see if there was a significant difference between the pre- and post-test results. The following tables provide specifics on the outcomes for paired sample tests, paired sample correlations, and paired sample statistics :

Table 4.8. The Paired Samples Statistic of Pre-Test and Post-Test

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest	56.8000	25	10.59481	2.11896
	Posttest	84.0000	25	5.59017	1.11803

The table sample statistic of pre-test and post-test above showed that the students score increase from 56.80 (fair) to 84.00 (good).

Table 4.9. The Paired Sample Correlation of Pre-Test and Post-Test

Paired Samples Correlations				
		N	Correlation	Sig.
Pair 1	Pretest & Posttest	25	.542	.005

The paired sample correlation table for the pre-test and post-test indicates a correlation of 0.542. This suggests a significant relationship between students' reading comprehension abilities before and after the treatment, indicating that guided reading effectively improved their skills.

Table 4.10. The Paired Samples Test of Pretest and Posttest Sample Test

Paired Samples Test									
		Paired Differences					T	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pretest								
	-	27.20000	8.90693	1.78139	30.87660	23.52340	15.269	24	.000
	Posttest								

The hypothesis was tested using SPSS 20, specifically through a paired sample t-test to determine if there was a significant difference between the students' mean scores on the pre-test and post-test.

The outcome of the statistical analysis was $df = N-1$, where $N = 25$ and $df = 24$, at a significance level of 0.05. A probability value less than alpha (α) $0.00 < 0.05$ was found. It indicates that the null hypothesis (H_0) was rejected and the alternative hypothesis (H_1) was accepted. Thus, using the CNN Indonesia application to teach reading comprehension resulted in a notable difference. As a result, the researcher draws the conclusion that SMPN 1 Masamba's reading comprehension improved thanks to the CNN Indonesia application.

The researcher obtained 2.064 based on the table t_{table} distribution (tt), standard of signification 5% (0.05), and degree of freedom (df) = 24. The researcher concluded that t_o (t_{count}) is bigger than tt (t_{table}) $t_o > tt$, based on the results.

$$15.269 > 2.064$$

Related with the outcome if the t_{count} more than t_{table} ($t_o > t_t$). The study found that there was a notable difference in the way reading comprehension was taught using the CNN Indonesia application before and after it was used. As a result, the researcher believes that enhancing students' reading comprehension at SMPN 1 Masamba by having them use the CNN Indonesia application will enhance students' reading comprehension there.

The following is the research data from 5 statements in the questionnaire measuring students' responses to the use of CNN Indonesia application in teaching reading comprehension in the third grade of SMP Negeri 1 Masamba.

No	Pernyataan	Sangat Tidak Setuju (1)	Tidak Setuju (2)	Setuju (3)	Sangat Setuju (4)	Jumlah Siswa	Skor Rata-rata
1	Aplikasi CNN Indonesia membantu saya memahami teks bacaan dengan lebih baik.	1	3	12	9	25	3.16
2	Saya merasa nyaman menggunakan aplikasi CNN Indonesia selama pembelajaran membaca.	0	4	14	7	25	3.12
3	Aplikasi ini mudah digunakan dan navigasinya jelas.	0	2	16	7	25	3.20
4	Materi yang disediakan oleh CNN Indonesia menarik dan relevan untuk belajar membaca.	0	3	15	7	25	3.16
5	Penggunaan CNN Indonesia meningkatkan minat saya dalam membaca.	2	5	13	5	25	2.92

The questions in this questionnaire are based on the main concept of the research, which is to measure the effectiveness of using CNN Indonesia app in reading comprehension learning. Each question is designed to explore students' perceptions related to several important aspects in the learning process, such as comprehension of the reading text, comfort in using the application, ease of navigation in the application, relevance of the material provided, and its impact on students' interest in reading.

The question on reading comprehension aims to find out the extent to which the app helps students in understanding the content of the news text they read. Meanwhile, questions on comfort of use were designed to evaluate whether students felt comfortable and had no difficulties when using the app in learning activities. The ease of navigation aspect is measured to ensure that the appearance and features in the app are easy to use by students, so as not to hinder the learning process. In addition, questions related to the relevance of the material aimed to assess whether the news presented in the app suited students' learning needs and could support their understanding of the text in English. Finally, the interest in reading aspect was investigated to see whether the use of CNN Indonesia app can increase students' motivation in reading English texts more actively.

With these aspects in mind, the questionnaire was designed using a Likert scale in order to measure students' perceptions more objectively. Each question was structured to obtain relevant data in assessing the effectiveness of CNN Indonesia app as a learning media in improving students' reading comprehension.

Average Score Categories

Score Range	Category
1.00 - 1.49	Strongly Disagree
1.50 - 2.49	Disagree
2.50 - 3.49	Agree
3.50 - 4.00	Strongly Agree

Interpretation of Results:

1. Understanding Reading Texts: With an average score of 3.16, most students agree that the CNN Indonesia application helps them understand reading texts better.
2. Comfort with Usage: An average score of 3.12 indicates that students feel relatively comfortable using the application during lessons.
3. Ease of Navigation: The statement "The application is easy to use and its navigation is clear" received the highest score of 3.20, showing that students find the application very user-friendly.
4. Interesting Materials: Students also rated the materials provided as interesting and relevant, with an average score of 3.16, indicating that the content aligns well with their learning needs.
5. Increased Reading Interest: The score of 2.92 for the statement about increased reading interest shows a positive impact, though there is room for improvement in enhancing student engagement.

These results provide a positive overview of how the CNN Indonesia application aids in understanding and comfort in learning to read, with some areas identified for further enhancement.

B. Discussion

Reading comprehension involves understanding and interpreting printed text through the interaction between the reader's eyes, brain, and their background knowledge. This study used the CNN Indonesia application to improve students' reading comprehension at SMPN 1 Masamba. The study revealed that students had difficulty identifying the themes and main ideas in reading materials.

The research was designed as a pre-experiment with the aim of enhancing reading comprehension using the CNN Indonesia App. Twenty-five students participated, receiving five treatments. Initially, a pre-test assessed their reading comprehension, and a post-test was administered after the treatments to evaluate any improvement.

The results showed that students' reading comprehension significantly improved when they used the CNN Indonesia app. The average pre-test score was 56.80 (fair), and the average post-test score was 84.00 (good). The pre-test and post-test standard deviations were 10.59 and 5.59, respectively. The t-test analysis revealed a value of 15.269, which was higher than the t-table value of 2.064 with 24 degrees of freedom at a 0.05 significance level. This indicates that the alternative hypothesis (H1) was accepted, showing a significant difference between the pre-test and post-test results.

The results of the study indicate that the use of the CNN Indonesia application significantly improved reading comprehension among third grade students at SMP Negeri 1 Masamba for the academic year 2023/2024. The average score on the pre-test was 56.80, categorized as "Fair," while the average score on the post-test rose to 84.00, classified as "Good." This substantial increase in mean scores reflects a notable enhancement in students' reading comprehension abilities. Additionally, the standard deviation decreased from 10.59 in the pre-test to 5.90 in the post-test, suggesting a reduction in score variability and indicating that the improvement was consistent across the group. These findings point to the CNN Indonesia application as an effective tool for boosting reading comprehension. To fully validate these results, further statistical analysis would be needed to confirm the significance of the observed improvements.

After giving the pre-test, researchers conducted treatment to students in five meetings. In the first meeting, before being given treatment, students worked on a pre-test containing 10 multiple choice news text questions which aimed to determine students' ability to read comprehension of descriptive text. Before students started answering questions, the researcher greeted students and provided information about the learning objectives to students. After that, the researcher gave an explanation of the CNN Indonesia application and a little about the material, how to guide students to understand the process of the strategy, and also divided students into groups. The researcher gave them a few minutes to find the news topic they wanted to discuss, then appointed the selected group to explain the news topic they chose, then the researcher appointed another group to ask questions to the

selected group. Although half of the students were not prepared for the subject and had not fully understood the text, the researcher made an effort to improve the students' understanding, and the lesson was nevertheless enjoyable. The researcher conducted a post-test during their most recent meeting. The test was completed by the students in the same way as when the researcher administered the pre-test, which consisted of ten multiple-choice questions on news subjects. The purpose of this is to ascertain whether or not this treatment has an effect.

There are also previous research results that found the use of online media news to improve reading comprehension skills, as for previous research, namely, Gatot Hadi Waluyo and Wawan Septiawan wrote research "The Effect of Online Newspaper on Students' Reading Comprehension at one Senior High School in Padang" Based on the result The researcher observed a significant difference between the pre-test (76.10) and post-test (85.14) scores in the experimental class. These findings suggest that using online newspapers as a medium positively impacts reading performance.

Based on the provided text, there are several shortcomings in this study. First, the instrument used, which consisted of 10 multiple-choice questions, may not be sufficient to measure reading comprehension in depth. In reading comprehension research, it is advisable to use at least 20 multiple-choice questions to cover various aspects of understanding. Additionally, this study was limited to multiple-choice questions and did not include other types of questions, such as fill-in-the-blank or short-answer questions, which could provide a more comprehensive assessment of students' reading abilities. The use of news texts from CNN Indonesia

also restricts the scope of the study, as various types of texts, such as narratives or descriptions, could offer a more thorough evaluation. Furthermore, the research was conducted in only one school, so the results may not be generalizable. Lastly, although students were given 25 minutes, there is no information on whether this duration was adequate for answering the questions effectively. Future research should address these limitations by improving the instruments and methodology, as well as exploring different contexts to obtain more accurate and comprehensive results regarding the effectiveness of the CNN Indonesia application in reading instruction.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the findings, it can be concluded that the use of the CNN Indonesia app significantly improved students' reading comprehension skills. The data shows a substantial increase in the average scores from the pre-test (56.80) to the post-test (84.00), indicating a marked improvement in students' performance. The decrease in the standard deviation from 10.59 (pre-test) to 5.59 (post-test) suggests that the post-test scores were more consistent among students.

Furthermore, the t-test value of 15.269 exceeds the critical value of 2.064 at a 0.05 significance level, confirming that the observed difference between the pre-test and post-test results is statistically significant. Therefore, the alternative hypothesis (H1), which posits that there is a significant difference between the students' reading comprehension scores before and after using the CNN Indonesia app, is accepted. This evidence supports the effectiveness of the app as a tool for enhancing reading comprehension among students.

The results of the research using questionnaires showed that the CNN Indonesia application overall received a positive response from students in supporting comprehension and comfort learning to read. With an average score of 3.16, the majority of students agreed that this app helped them better understand the reading text. Students felt quite comfortable using this app during learning, reflected by the average score of 3.12. The app was also rated as very user-friendly with the highest score of 3.20 on the ease of navigation aspect. The materials

provided are considered interesting and relevant to students' learning needs, with an average score of 3.16. Nonetheless, there is room to improve students' reading interest, which currently scores 2.92. Overall, these results show that the CNN Indonesia app makes a positive contribution in facilitating reading comprehension and learning comfort, although there are some aspects that still need to be improved.

B. Suggestion

Based on the conclusions above, the researcher would like to recommend that SMPN 1 Masamba apply the technique of using CNN Indonesia app to help students improve their reading comprehension.

1. For students

Students can use the strategy of using the CNN Indonesia app or other materials. This strategy can be used individually or in groups.

2. For teachers

Teachers must choose the right methods and strategies in teaching English, especially the use of news materials in teaching, so that students can understand the parts and contents of the news text and teachers must create interesting learning and create an interactive classroom atmosphere so that students can relax and feel comfortable in the learning process.

3. For the next researcher

Referring to the results above, other researcher should complete the instrument to be given to students by using news texts derived from CNN Indonesia in teaching English to students. Because this research is limited to an instrument which only uses 10 numbers on multiple choice questions to

understand news texts with the use of CNN Indonesia Applications. Whereas in Reading comprehension the instrument given to students is at least 20 multiple choice questions. Therefore, the researcher suggests that other researcher conduct further research on the use of CNN Indonesia's in the learning process.

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A P P E N D I C E S

Appendix 1 : Instrument Research

PRE-TEST

Name :

Class :

Choose the best answer and put (X) on your answer sheet!

Text 1

Text For no 1-5

Expert reveals 51,200-year-old Sulawesi cave paintings, world's oldest

Jakarta, CNN Indonesia - Cave paintings or rock paintings in Leang Karampuang, Maros-Pangkep, South Sulawesi, are 51,200 years old. It is strongly suspected that this is the world's oldest illustrated story.

This is based on a collaborative study between Griffith University, the National Research and Innovation Agency (BRIN), and Southern Cross University. The results of this research were published in the journal Nature entitled 'Narrative cave art in Indonesia by 51,200 years ago'.

Adhi Agus Oktaviana, an Indonesian rock art expert from BRIN who led the research, said the discovery of the Leang Karampaung painting has important implications for understanding the origins of the earliest art.

"Our results are very surprising because there is no famous European Ice Age artwork that is close to the age of this Sulawesi cave painting, with the exception of some controversial findings in Spain," he said at the release of the results at BRIN's office in Jakarta, Thursday (4/7).

"This discovery is the first rock art in Indonesia that is more than 50,000 years old," he continued, who is currently undergoing a PhD program at the Griffith Centre for Social and Cultural Research (GCSCR).

He said this rock painting is found in the Leang Karampuang limestone cave, Maros-Pangkep, South Sulawesi. It is in the form of three human-like figures interacting with a wild boar. "Some say this reveals spiritual ideas. But I just see logic, these are two hunting models," he explained.

1. What is the text about ?

- a. Discovery of the world's oldest painting
- b. Rock paintings at leang karampuang
- c. The origin of the discovery of rock paintings
- d. Cave painting of a wild boar

2. What can we can infer from the text?

- a. Age of the oldest painting
- b. Leang karampuang is located in maros
- c. Discovery of the oldest 51.000 year old cave painting in Sulawesi
- d. Location of modern ice age human remains

3. What is the purpose of the text ?

- a. To inform readers about the discovery of the world's oldest cave paintings
- b. To describe the important person for readers
- c. To explain to readers about leang karampuang
- d. To informs about tourism in Sulawesi

4. “It is strongly suspected that this is the world's oldest illustrated story”.

The strongly word has antonym of

- a. Genuine
- b. Light
- c. Existing
- d. Factual

5. “Our results are very surprising because” The suprising word has similar meaning with.....

- a. Fresh
- b. Latest
- c. Suddenly
- d. Current

Text 2

Text For no 6-10

Olympic champ Taufik recovers to defend badminton gold

Jakarta, CNN Indonesia - Olympic badminton champion Taufik Hidayat will defend his singles gold medal at next month's Beijing Games despite a recent stay in the hospital with high fever, his trainer said Monday.

“He's already back to training,” Christian Hadinata aid of the former world champion. “He will definitely go to the Olympics.” Taufik, who was admitted to Pondok Indah Hospital in South Jakarta last week with a high temperature, was discharged Saturday, hospital officials said on condition anonymity.

“I’m still sick, please ask the doctor,” Taufik told Reuters by telephone on Monday when asked whether he would be able to play. His manager said the 26-year-old Taufik should still make it to Beijing. “His condition now is weak but he’s getting better,” Mulyo Handoyo said. Taufik, known for his fiery outbursts on court, skipped the Indonesian National Games this month in a bid to avoid injuries before the Olympics, which start Aug. 8.

Along with the 2004 Olympic gold, Taufik won the 2000 world championship, but struggled to regain his form this year. Indonesia will send 11 badminton players to compete at the Beijing Olympic.

6. The topic of the above text is.....

- a. World badminton championship.
- b. Olympic badminton champion who will defend gold medal at Beijing games.
- c. Olympic badminton champion who won at Beijing games.
- d. Olympic badminton champion who was sick.

7. The following statements are true, except:

- a. Taufik Hidayat was fever before going to Beijing Olympics.
- b. Taufik Hidayat won the Olympics badminton at Beijing games.
- c. Taufik Hidayat is a badminton player.
- d. Taufik Hidayat was accepted by Pondok Indah Hospital.

8. His condition now is weak but he’s getting better. The antonym word weak in paragraph 6 is...

- a. Struggled
- b. Strong

c. Defense

d. Refuge

9. His manager said the 26-year-old Taufik should still make it to Beijing.

The word his in paragraph five refers to...

a. Mulyo Handoyo

b. Christian Hadinata

c. Taufik Hidayat

d. The doctor

10. "Taufik, known for his fiery outbursts on court" The fiery word has

similar meaning with.....

a. Steadfast

b. Calm

c. Burning

d. Gentle

TREATMENT

Name :

Class :

Choose the most correct answer by crossing the letter a, b, c, or d!

Text 1

Text For no 1-5

388 Bonsai Exhibited in Karanganyar

Karanganyar, CNN Indonesia - The Karanganyar branch of the Indonesian Bonsai Community held a bonsai exhibition for 4 days, Saturday-Tuesday (6/9/11/2021). The activity is located at the Asem Grendel Bonsai Gallery, on J1. Solo-Tawangmangu, Gayamdompo, Karanganyar District, Karanganyar Regency.

In the exhibition there are 388 various types of bonsai trees belonging to Soloraya and surrounding areas. The bonsai on display included lamtoro, loa, tamarind, shaved, J. kinkit, bucida, hokianti, kimeng, serbin, and silver banyan trees. These bonsai have advantages in terms of shape and maturity.

Some bonsai are sold at varying prices ranging from millions of rupiah to hundreds of millions of rupiah. To be sure, enthusiasts can negotiate directly with the bonsai owner. The head of the exhibition committee, Tukiman, can connect enthusiasts with bonsai owners. "If anyone is interested in buying, the committee can connect them with the bonsai owner and they can negotiate on their own," he said on the sidelines of the exhibition opening.

One of the exhibition visitors from Sukoharjo, Hartanto, said that there were many good bonsai on display that gave him inspiration. "Here they are good and

interesting. I am still a layman so I came here looking for inspiration to make my own bonsai at home. Because bonsai is made in accordance with the mindset and imagination," he said.

1. The news elements used in the first paragraph of the news text above are?

- a. what - who - when - where
- b. who - what - when - where
- c. who - what - where - when
- d. who - why - when - where

2. The question whose answer matches the content of the news text above is?

- a. Why are the bonsai on display sold at various prices?
- b. Who opened the bonsai exhibition in Karanganyar?
- c. What was the purpose of holding the bonsai exhibition in Karanganyar?
- d. How do you negotiate to get a cheap bonsai price?

3. The summary of the news text above is ?

- a. The Karanganyar branch of the Indonesian Bonsai Fans Association held a four-day bonsai exhibition at the Asem Grendel Bonsai Gallery with the aim of increasing the popularity of Karanganyar bonsai.
- b. The Central Java branch of the Indonesian Bonsai Fans Association held a four-day bonsai exhibition with the aim of increasing the existence of bonsai artists.
- c. 388 Bonsai were exhibited by the Karanganyar branch of the Indonesian Bonsai Fans Association at the Asem Grendel Bonsai Gallery during November 2021.

- d. Pebonsai Soloraya held a four-day bonsai exhibition at the Asem Grendel Bonsai Gallery with the aim of increasing the popularity of Karanganyar bonsai.

4. The correct statement related to the structure of the news text above is ?

- a. The first paragraph is the headline, while the fifth paragraph is the body of the news story.
- b. The first paragraph is the body of the news, while the second paragraph is the tail of the news
- c. The first paragraph is the body of the news, while the second paragraph is the headline
- d. The first paragraph is the headline, while the fifth paragraph is the tail of the story

5. The third paragraph contains a direct sentence. The result of converting the sentence into an indirect sentence is ?

- a. Tukiman said that if anyone is interested in buying bonsai, the committee can connect them with the owner and can negotiate on their own.
- b. Tukiman said, "If anyone is interested in buying bonsa, the committee can connect them with the owner and negotiate on their own."
- c. Tukiman said "If there are people interested in buying bonsai, the committee can connect them with the owner and negotiate on their own."
- d. Tukiman said that if anyone is interested in buying bonsai, I can connect them with the owner and can negotiate by myself

6. Read the following news excerpts carefully!

Three Mount Lawu climbers experienced health problems after forcing themselves to climb in extreme weather on Sunday (17/11/2021). Finally, they were evacuated by the Karanganyar Regency SAR Team on Monday (8/11/2021) early morning WIB.

The nonstandard words contained in the news text above are ...?

- a. Hike, extreme
- b. Extreme, finally
- c. Extreme, evacuated
- d. Finally, evacuated

7. Look up the following words!

1) analyze; 2) autopsy; 3) diagnosis; 4) modify; 5) activity; 6) system; 7) please; 8) just.

Standard words are found at

- a. 1,4,7
- b. 2, 5,6
- c. 3, 6,7
- d. 4,5,6

8. Good news must be factual and actual. What does factual and actual mean?

- a. Short and recent
- b. Real and recen
- c. Clear and based on reality

- d. Based on reality and the language is interesting

9. Read the following news fragment carefully!

The culinary center in Klaten Regency will increase. Currently, the Klaten Regency Government is building a culinary park in one location with a public service mall (MPP). The MPP construction project and the culinary park are located at Jl. Major Kusmanto, Semangkak Village, Klaten Tengah District.

The news elements that are not visible in the text above are?

- a. What
- b. when
- c. who
- d. where

The following fragments of news text are used to answer questions 10

- 1) The Governor of Gorontalo, Rus Habibie, admitted that he was horrified at the thought of a surge in Covid-19 patients in Jakarta and Java Island in general.
- 2) He does not want this to happen in Gorontalo and affect the community.
- 3) Governor Rusli's concern is not without reason.
- 4) The Delta Covid-19 variant has been confirmed to have infected one Gorontalo resident since April 2021.
- 5) The variant that is said to be the deadliest is not impossible to become a pandemic in Gorontalo like in Java.

10. The conclusion of the news text above is

- a. The Governor of Gorontalo is not worried about the surge in Covid-19 patients in Gorontalo.
- b. The Governor of Gorontalo believes that the pandemic in Java Island is unlikely to happen in Gorontalo.
- c. The Governor of Gorontalo believes that his region is free from the Covid-19 pandemic.
- d. The Governor of Gorontalo does not want the surge of Covid-19 patients in Jakarta and Java Island to happen in Gorontalo.

TREATMENT

Name :

Class :

Choose the most correct answer by crossing the letter a, b, c, or d!

Text 1

Text For No 1-5

Jakarta Faces Clean Water Crisis Due to Decrease in River Flow

Jakarta, CNN Indonesia - Jakarta is currently facing a clean water crisis due to a decrease in the flow of several major rivers flowing through the capital city. The Jakarta Disaster Management Agency (BPBD) reported that the water flow in the Ciliwung and Cisadane Rivers has drastically decreased in recent months. This is caused by low rainfall and excessive water use.

Jakarta's Governor, Anies Baswedan, revealed that the crisis is affecting clean water supply for thousands of households in Jakarta. The city government has taken emergency measures, including providing clean water via tank trucks and regulating water usage in critical sectors.

The government is also drafting a long-term plan to address the issue, including river revitalization projects and improvements to the water management system.

1. What is the main cause of the clean water crisis Jakarta is facing

- a. Decrease in the flow of major rivers
- b. Increase in air temperature
- c. Increase in energy consumption
- d. Decrease in population

2. Which rivers are mentioned as experiencing a decrease in water flow?

- a. Musi River and Kapuas River
- b. Brantas River and Bengawan Solo River
- c. Ciliwung River and Cisadane River
- d. Mahakam River and Barito River

3. What measures has the Jakarta City Government taken to address the clean water crisis?

- a. Stopping water use in all sectors
- b. Providing clean water via tank trucks
- c. Providing clean water vouchers for residents
- d. Providing subsidies for drilling private wells

4. What is being urged of residents to help address the clean water crisis?

- a. To conserve water and report any pipe leaks
- b. To use water from private wells
- c. To reduce electricity consumption
- d. To use bottled water as a substitute for tap water

5. What long-term plan is the government drafting to address the clean water crisis?

- a. River revitalization projects and improvements to the water management system
- b. Construction of a new reservoir around Jakarta
- c. Reduction in the population of Jakarta
- d. Education on the importance of water-saving technologies

Text 2**Text For no 6-10****Indonesian Government Launches Mass Vaccination Program for Children**

Jakarta, CNN Indonesia - The Indonesian government has just launched a mass vaccination program for children aged 6 to 12 years. This program aims to increase vaccination coverage and protect children from various infectious diseases, including COVID-19. Health Minister Budi Gunadi Sadikin stated that the program will be implemented across Indonesia and is targeted to reach 70% of the child population within the next six months.

In a press conference held on Monday, Budi explained that the vaccination will be carried out in stages, starting from areas with high transmission rates. Additionally, the government will provide free vaccines and health facilities in every district and city

The campaign also includes educating parents about the importance and safety of vaccination. It is hoped that with this program, the number of infectious disease cases among children can significantly decrease.

6. What is the main goal of the mass vaccination program launched by the Indonesian government?

- a. To increase vaccination coverage and protect children from infectious diseases
- b. To reduce hospital treatment costs
- c. To teach children about health
- d. To increase visits to health facilities

7. Who provided the information about the vaccination program during the press conference?

- a. President Joko Widodo
- b. Minister of Education
- c. Health Minister Budi Gunadi Sadikin
- d. Head of the Health Department

8. What is the target percentage of vaccination coverage to be achieved within six months?

- a. 50%
- b. 60%
- c. 70%
- d. 80%

9. What will the government do to support the implementation of the vaccination in areas with high transmission rates?

- a. Provide free vaccines
- b. Reduce vaccine costs
- c. Send medical personnel from abroad
- d. Increase hospital visits

10. What is one component of the vaccination campaign?

- a. Educating parents about the importance of vaccination
- b. Providing free food for children
- c. Offering discounts on vaccine purchases
- d. Training for international medical staff

TREATMENT

Name :

Class :

Choose the most correct answer by crossing the letter a, b, c, or d!

Text 1

Text for No 1-5

Australians Propose Renaming Chinamans Beach Over Racist Claims

Jakarta, CNN Indonesia -- A request to rename a beach in Sydney, Australia, has surfaced again. The beach named Chinamans is considered to have racist connotations. The protest to rename Chinamans Beach came from an Australian of Chinese descent, Osmond Chiu. The beach, which is in the Mosman area, has actually been debated for a long time, but only now is there really a proposal to change.

As reported by News.com.au, the name Chinamans is considered insulting to Chinese or Chinese people. Chiu wants to rename the beach because the term Chinamans is not a polite word and is often used for racist insults.

"It's surprising that there is a place called 'Chinamans Beach' in the city where I was born and raised, as if there is nothing wrong with the name," he added. The beach is located at the northern end of Mosman, one of Sydney's quietest residential areas. The beach also has a 250-meter stretch of sand. Based on historical stories, the beach is actually closely related to the Chinese community in Sydney in the 1800s

Chiu himself suggested that Chinamans Beach be renamed after the man. "While it may be uncomfortable for some, it's about having an open and honest discussion about the term Chinamans and its history," he said.

However, there is another historical theory based on the opinion of University of Sydney senior history lecturer Sophie-Loy Wilson, who said that Chinamans was named because Chinese fishermen liked to fish in the surrounding area. Western Australian Labor Party parliamentarian Pierre Yang also called for Chinamans Beach to be renamed last year. Yang revealed that there are 26 locations throughout Western Australia that have the word 'China' in their names.

1. Why did Osmond Chiu propose to rename Chinamans Beach?

- a. Because the beach has become too crowded.
- b. Because the name is considered to have racist connotations.
- c. Because the beach was damaged by a natural disaster
- d. Because he wants to honor local fishermen.

2. Where is Chinamans Beach located?

- a. In the center of Sydney
- b. In southern Mosman
- c. In the northern tip of Mosman
- d. On the eastern coastline of Sydney

3. What historical reason supports the name "Chinamans" according to Sophie-Loy Wilson?

- a. Because many Chinese fishermen used to fish in the area.
- b. Because the beach was purchased by a Chinese businessman.

- c. Because the beach was once a battleground.
- d. Because the beach was a site for Chinese New Year celebrations.

4. What did Osmond Chiu suggest regarding the name Chinamans Beach?

- a. Renaming the beach after a local figure.
- b. Keeping the name but adding a historical explanation.
- c. Renaming the beach after a man associated with the beach's history
- d. Designating the beach as a cultural heritage site without changing its name.

5. How long is the stretch of sand at Chinamans Beach?

- a. 150 meter
- b. 200 meters
- c. 250 meters
- d. 300 meters

Text 2

Text for No 6-10

**This City Imposes A Fine Of Rp 13 Million For Tourists Who
Defecate In The Sea**

Jakarta, CNN Indonesia -- A popular vacation resort in Spain plans to impose a hefty fine on tourists caught urinating in the sea.

The City Council in the Spanish city of Marbella is cracking down on paddlers who urinate in the sea to preserve the cleanliness of beaches on the Costa del Sol coast. Fines of 750 euros will be imposed on 25 beaches in the municipality of Malaga, which is a favorite spot for British tourists. The city council approved

the initial plan on Friday (June 21), as part of efforts to limit the damage caused by high tourist arrivals in the summer.

Previously, a 2004 law stated that bathhouses committing similar offenses could face fines of up to 300 euros (US\$5.2 million). The new proposal more than doubles that maximum fine and is subject to public consultation before becoming law.

6. Why does the Marbella City Council plan to impose fines on tourists who urinate in the sea?

- a. To reduce the number of tourists visiting.
- b. To preserve beach cleanliness.
- c. To increase city revenue.
- d. To attract media attention.

7. How much is the fine that will be imposed on violators in Marbella?

- a. 300 euros
- b. 500 euro
- c. 750 euros
- d. 1000 euros

8. How many beaches in Marbella will apply this rule?

- a. 15 beaches
- b. 20 beaches
- c. 25 beaches
- d. 30 beaches

9. In which area is this fine being implemented?

- a. Madrid
- b. Barcelona
- c. Marbella
- d. Valencia

10. The previous fine for similar offenses was regulated by a law from what year?

- a. 1994
- b. 2000
- c. 2004
- d. 2010

POST-TEST

Name :

Class :

Choose the best answer and put (X) on your answer sheet!

Text 1

Text For no 1 -5

Record Heatwave Hits Europe

Jakarta, CNN Indonesia - Europe is currently experiencing an unprecedented heatwave, with temperatures soaring well above normal for this time of year. Meteorologists have reported that several countries across the continent are facing extreme heat conditions, leading to health warnings and concerns about wildfires.

The heatwave, which began earlier this week, has seen temperatures climb to over 40 degrees Celsius (104 degrees Fahrenheit) in many regions. Cities like Madrid, Rome, and Athens have recorded their highest temperatures in decades, prompting authorities to take emergency measures to protect vulnerable populations.

In Spain and Italy, hospitals have reported an increase in heat-related illnesses, such as heatstroke and dehydration. Emergency services are on high alert as firefighters battle multiple wildfires sparked by the scorching temperatures and dry conditions.

Meteorologists predict that the heatwave will persist for at least another week, with no significant relief expected in the short term. Authorities are advising

residents to stay indoors during the hottest hours of the day, stay hydrated, and avoid strenuous outdoor activities.

1. What is the main subject of the news article?

- a. Heavy rainfall in Europe
- b. Extreme heatwave in Europe
- c. Record snowfall in Europe
- d. Tornado outbreak in Europe

2. Which countries are mentioned as experiencing extreme heat conditions?

- a. Spain, Italy, and France
- b. Germany, Poland, and Sweden
- c. Norway, Denmark, and Finland
- d. Spain, Italy, and Greece

3. What are the main concerns associated with the heatwave?

- a. Snowstorms and icy conditions
- b. Health risks and wildfires
- c. Earthquakes and tsunamis
- d. Tornadoes and hailstorms

4. How have hospitals in Spain and Italy been affected?

- a. They have seen a decrease in patients.
- b. They have reported an increase in heat-related illnesses.
- c. They have been closed due to flooding.
- d. They have experienced power outages.

5. What advice are authorities giving to residents?

- a. Stay indoors, stay hydrated, and avoid outdoor activities.
- b. Venture out during the hottest hours to enjoy the weather.
- c. Ignore weather warnings and go swimming.
- d. Stock up on warm clothing and blankets.

Text 2

Text for no 6 - 10

Indonesia Launches New Initiative to Combat Plastic Waste

Jakarta, CNN Indonesia - Indonesia has launched a groundbreaking initiative aimed at tackling the escalating problem of plastic waste in the country. The initiative, spearheaded by the Ministry of Environment and Forestry, seeks to implement stricter regulations on plastic usage and enhance recycling efforts nationwide.

In a press conference held earlier today, Minister of Environment and Forestry, Dian Sumarni, outlined the key components of the initiative. "Our goal is to significantly reduce plastic waste by 50% over the next five years," she stated. "This will be achieved through a series of measures including banning single-use plastics in major cities, promoting reusable alternatives, and establishing more recycling facilities."

Indonesia, known for its rich biodiversity and stunning landscapes, has been grappling with a severe plastic waste crisis in recent years. The archipelago nation is one of the world's largest contributors to marine plastic pollution, with millions of tons of plastic ending up in oceans annually.

Environmental groups have welcomed the government's initiative but have also emphasized the importance of strict enforcement and public participation. "Legislation alone is not enough," remarked Aryo Wibowo, a spokesperson for Green Earth Indonesia. "Education and community engagement are crucial to changing behaviors and ensuring the success of these efforts."

The new regulations are set to go into effect starting next month, with businesses and consumers expected to comply with the ban on certain plastic products. The government has allocated funds for public awareness campaigns and plans to collaborate with industry leaders to promote sustainable packaging solutions.

Indonesia's initiative comes amidst growing global concern over plastic pollution and its impact on marine life and human health. With this ambitious plan, Indonesia aims not only to clean up its environment but also to set an example for other nations facing similar challenges.

6. What is the main focus of Indonesia's new initiative?

- a. Increasing plastic production
- b. Reducing plastic waste
- c. Promoting single-use plastics
- d. Exporting plastic waste

7. Who is spearheading the initiative mentioned in the news?

- a. Ministry of Health
- b. Ministry of Education
- c. Ministry of Environment and Forestry

d. Ministry of Tourism

8. According to the article, why are education and community engagement important?

a. To increase plastic production b.

b. To change behaviors

c. To ban all plastics

d. To promote single-use plastics

9. When will the new regulations on plastic usage take effect?

a. Next year

b. Next month

c. In five years

d. In ten years

10. What is one of the concerns mentioned regarding plastic pollution?

a. Its impact on agricultural productivity

b. Its effect on GDP growth

c. Its influence on tourism

d. Its impact on marine life

Appendix 2 : RPP

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP 1)

Satuan Pendidikan : SMPN 1 Masamba

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : IX /Genap

Alokasi Waktu : 2 X 40 Menit

A. Standar kompetensi

Memahami makna teks fungsional pendek dan esai sederhana berbentuk recount, narrative, dan news item dalam konteks kehidupan sehari-hari.

B. Kompetensi dasar

1. Menganalisis teks berita dalam bahasa Inggris untuk memahami isi, struktur, dan unsur kebahasaan.
2. Menulis teks berita sederhana dalam bahasa Inggris berdasarkan peristiwa yang dialami atau diamati.

C. Indikator pembelajaran:

1. Siswa mampu mengidentifikasi struktur teks berita (headline, lead, body, closing).
2. Siswa mampu menemukan dan memahami informasi penting dalam teks berita.
3. Siswa mampu menulis teks berita sederhana dengan penggunaan vocabulary dan tata bahasa yang benar.
4. Siswa dapat menggunakan aplikasi CNN Indonesia sebagai sumber informasi untuk membuat teks berita.

D. Tujuan pembelajaran

1. Siswa mampu mengidentifikasi struktur teks berita dalam bahasa Inggris.

2. Siswa mampu menganalisis isi teks berita dari aplikasi CNN Indonesia.
3. Siswa mampu menulis teks berita sederhana dalam bahasa Inggris.

E. Materi pembelajaran

- 388 Bonsai Exhibited in Karanganyar

388 Bonsai Exhibited in Karanganyar

Karanganyar, CNN Indonesia - The Karanganyar branch of the Indonesian Bonsai Community held a bonsai exhibition for 4 days, Saturday-Tuesday (6/9/11/2021). The activity is located at the Asem Grendel Bonsai Gallery, on Jl. Solo-Tawangmangu, Gayamdompo, Karanganyar District, Karanganyar Regency.

In the exhibition there are 388 various types of bonsai trees belonging to Soloraya and surrounding areas. The bonsai on display included lamtoro, loa, tamarind, shaved, J. kinkit, bucida, hokianti, kimeng, serbin, and silver banyan trees. These bonsai have advantages in terms of shape and maturity.

Some bonsai are sold at varying prices ranging from millions of rupiah to hundreds of millions of rupiah. To be sure, enthusiasts can negotiate directly with the bonsai owner. The head of the exhibition committee, Tukiman, can connect enthusiasts with bonsai owners. "If anyone is interested in buying, the committee can connect them with the bonsai owner and they can negotiate on their own," he said on the sidelines of the exhibition opening.

One of the exhibition visitors from Sukoharjo, Hartanto, said that there were many good bonsai on display that gave him inspiration. "Here they are good and interesting. I am still a layman so I came here looking for inspiration to make my own bonsai at home. Because bonsai is made in accordance with the mindset and imagination," he said.

F. Metode pembelajaran

- **Pendekatan:** Peer Teaching
- **Metode:** Diskusi, Kerja kelompok, Penugasan

G. Kegiatan Pembelajaran

NO	Kegiatan	Alokasi Waktu
1	Kegiatan awal a. Salam dan pengecekan kehadiran. b. Apersepsi: diskusi singkat tentang berita terkini dari aplikasi CNN Indonesia. c. Menyampaikan tujuan pembelajaran.	10 Menit
2	Kegiatan inti a. Guru memperkenalkan kepada siswa bahwa proses pembelajaran akan menggunakan aplikasi CNN Indonesia dan kompetensi yang akan dicapai adalah membaca pemahaman. b. Guru mengambil satu materi berita yang bersumber dari aplikasi CNN Indonesia. c. Guru membagi siswa menjadi 3 kelompok yang beranggotakan 8-9 orang. d. Guru meminta setiap kelompok untuk membuka aplikasi CNN dan memilih berita apa yang ingin mereka bahas e. Guru meminta salah satu group untuk menjelaskan berita yang mereka pilih di depan teman-teman mereka f. Guru meminta setiap kelompok untuk melakukan tanya jawab dengan siswa mengenai berita yang mereka bahas.	60 Menit

	g. Guru memberikan lembar kerja kepada setiap siswa untuk mengukue sampai mana pemahaman siswa.	
3	Kegiatan akhir a. Guru mengulas dan merangkum pelajaran. b. Guru memberikan kesempatan kepada siswa untuk mengajukan pertanyaan yang berkaitan dengan materi. c. Guru memberikan pekerjaan rumah pengayaan d. Guru menutup pelajaran dengan mengucapkan salam	10 Menit

H. Sumber dan Media pembelajaran

- **Sumber:** Artikel berita dari aplikasi cnn indonesia, buku teks bahasa inggris.
- **Media:** Smartphone/tablet (untuk akses aplikasi)

I. Penilaian

$$\text{Score} = \frac{\text{Skor Perolehan}}{\text{Skor Maksimal}} \times 100$$

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP 2)

Satuan Pendidikan : SMPN 1 Masamba

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : IX /Genap

Alokasi Waktu : 2 X 40 Menit

A. Standar kompetensi

Memahami makna teks fungsional pendek dan esai sederhana berbentuk recount, narrative, dan news item dalam konteks kehidupan sehari-hari.

B. Kompetensi dasar

1. Menganalisis teks berita dalam bahasa Inggris untuk memahami isi, struktur, dan unsur kebahasaan.
2. Menulis teks berita sederhana dalam bahasa Inggris berdasarkan peristiwa yang dialami atau diamati.

C. Indikator pembelajaran:

1. Siswa mampu mengidentifikasi struktur teks berita (headline, lead, body, closing).
2. Siswa mampu menemukan dan memahami informasi penting dalam teks berita.
3. Siswa mampu menulis teks berita sederhana dengan penggunaan vocabulary dan tata bahasa yang benar.
4. Siswa dapat menggunakan aplikasi CNN Indonesia sebagai sumber informasi untuk membuat teks berita.

D. Tujuan pembelajaran

1. Siswa mampu mengidentifikasi struktur teks berita dalam bahasa Inggris.
2. Siswa mampu menganalisis isi teks berita dari aplikasi CNN Indonesia.
3. Siswa mampu menulis teks berita sederhana dalam bahasa Inggris.

E. Materi pembelajaran

- Jakarta Faces Clean Water Crisis Due to Decrease in River Flow
- Indonesian Government Launches Mass Vaccination Program for Children

Jakarta Faces Clean Water Crisis Due to Decrease in River Flow

Jakarta, CNN Indonesia - Jakarta is currently facing a clean water crisis due to a decrease in the flow of several major rivers flowing through the capital city. The Jakarta Disaster Management Agency (BPBD) reported that the water flow in the Ciliwung and Cisadane Rivers has drastically decreased in recent months. This is caused by low rainfall and excessive water use.

Jakarta's Governor, Anies Baswedan, revealed that the crisis is affecting clean water supply for thousands of households in Jakarta. The city government has taken emergency measures, including providing clean water via tank trucks and regulating water usage in critical sectors. The government is also drafting a long-term plan to address the issue, including river revitalization projects and improvements to the water management system.

Indonesian Government Launches Mass Vaccination Program for Children

Jakarta, CNN Indonesia - The Indonesian government has just launched a mass vaccination program for children aged 6 to 12 years. This program aims to increase vaccination coverage and protect children from various infectious diseases, including COVID-19. Health Minister Budi Gunadi Sadikin stated that the program will be implemented across Indonesia and is targeted to reach 70% of the child population within the next six months.

In a press conference held on Monday, Budi explained that the vaccination will be carried out in stages, starting from areas with high transmission rates.

Additionally, the government will provide free vaccines and health facilities in every district and city.

The campaign also includes educating parents about the importance and safety of vaccination. It is hoped that with this program, the number of infectious disease cases among children can significantly decrease.

F. Metode pembelajaran

- **Pendekatan:** Peer Teaching
- **Metode:** Diskusi, Kerja kelompok, Penugasan

G. Kegiatan Pembelajaran

NO	Kegiatan	Alokasi Waktu
1	Kegiatan awal <ol style="list-style-type: none"> a. Salam dan pengecekan kehadiran. b. Apersepsi: diskusi singkat tentang berita terkini dari aplikasi CNN Indonesia. c. Menyampaikan tujuan pembelajaran. 	10 Menit
2	Kegiatan inti <ol style="list-style-type: none"> a. Guru memperkenalkan kepada siswa bahwa proses pembelajaran akan menggunakan aplikasi CNN Indonesia dan kompetensi yang akan dicapai adalah membaca pemahaman. b. Guru mengambil satu materi berita yang bersumber dari aplikasi CNN Indonesia. c. Guru membagi siswa menjadi 3 kelompok yang beranggotakan 8-9 orang. 	60 Menit

	<p>d. Guru meminta setiap kelompok untuk membuka aplikasi CNN dan memilih berita apa yang ingin mereka bahas.</p> <p>e. Guru meminta salah satu group untuk menjelaskan berita yang mereka pilih di depan teman-teman mereka</p> <p>f. Guru meminta setiap kelompok untuk melakukan tanya jawab dengan siswa mengenai berita yang mereka bahas.</p> <p>g. Guru memberikan lembar kerja kepada setiap siswa untuk mengukue sampai mana pemahaman siswa.</p>	
3	<p>Kegiatan akhir</p> <p>a. Guru mengulas dan merangkum pelajaran.</p> <p>b. Guru memberikan kesempatan kepada siswa untuk mengajukan pertanyaan yang berkaitan dengan materi.</p> <p>c. Guru memberikan pekerjaan rumah pengayaan</p> <p>d. Guru menutup pelajaran dengan mengucapkan salam</p>	10 Menit

H. Sumber dan Media pembelajaran

- **Sumber:** Artikel berita dari aplikasi cnn indonesia, buku teks bahasa inggris.
- **Media:** Smartphone/tablet (untuk akses aplikasi)

I. Penilaian

$$\text{Score} = \frac{\text{Skor Perolehan}}{\text{Skor Maksimal}} \times 100$$

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP 3)

Satuan Pendidikan : SMPN 1 Masamba

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : IX /Genap

Alokasi Waktu : 2 X 40 Menit

A. Standar kompetensi

Memahami makna teks fungsional pendek dan esai sederhana berbentuk recount, narrative, dan news item dalam konteks kehidupan sehari-hari.

B. Kompetensi dasar

1. Menganalisis teks berita dalam bahasa Inggris untuk memahami isi, struktur, dan unsur kebahasaan.
2. Menulis teks berita sederhana dalam bahasa Inggris berdasarkan peristiwa yang dialami atau diamati.

C. Indikator pembelajaran:

1. Siswa mampu mengidentifikasi struktur teks berita (headline, lead, body, closing).
2. Siswa mampu menemukan dan memahami informasi penting dalam teks berita.
3. Siswa mampu menulis teks berita sederhana dengan penggunaan vocabulary dan tata bahasa yang benar.
4. Siswa dapat menggunakan aplikasi CNN Indonesia sebagai sumber informasi untuk membuat teks berita.

D. Tujuan pembelajaran

1. Siswa mampu mengidentifikasi struktur teks berita dalam bahasa Inggris.
2. Siswa mampu menganalisis isi teks berita dari aplikasi CNN Indonesia.
3. Siswa mampu menulis teks berita sederhana dalam bahasa Inggris.

E. Materi pembelajaran

- Australians Propose Renaming Chinamans Beach Over Racist Claims
- This City Imposes A Fine Of Rp 13 Million For Tourists Who Defecate In The Sea

Australians Propose Renaming Chinamans Beach Over Racist Claims

Jakarta, CNN Indonesia -- A request to rename a beach in Sydney, Australia, has surfaced again. The beach named Chinamans is considered to have racist connotations. The protest to rename Chinamans Beach came from an Australian of Chinese descent, Osmond Chiu. The beach, which is in the Mosman area, has actually been debated for a long time, but only now is there really a proposal to change.

As reported by News.com.au, the name Chinamans is considered insulting to Chinese or Chinese people. Chiu wants to rename the beach because the term Chinamans is not a polite word and is often used for racist insults.

"It's surprising that there is a place called 'Chinamans Beach' in the city where I was born and raised, as if there is nothing wrong with the name," he added. The beach is located at the northern end of Mosman, one of Sydney's quietest residential areas. The beach also has a 250-meter stretch of sand. Based on historical stories, the beach is actually closely related to the Chinese community in Sydney in the 1800s

Chiu himself suggested that Chinamans Beach be renamed after the man. "While it may be uncomfortable for some, it's about having an open and honest discussion about the term Chinamans and its history," he said.

However, there is another historical theory based on the opinion of University of Sydney senior history lecturer Sophie-Loy Wilson, who said that Chinamans was named because Chinese fishermen liked to fish in the surrounding area. Western Australian Labor Party parliamentarian Pierre Yang also called for Chinamans Beach to be renamed last year. Yang revealed that there are 26 locations throughout Western Australia that have the word 'China' in their names.

This City Imposes A Fine Of Rp 13 Million For Tourists Who Defecate In The Sea

Jakarta, CNN Indonesia -- A popular vacation resort in Spain plans to impose a hefty fine on tourists caught urinating in the sea.

The City Council in the Spanish city of Marbella is cracking down on paddlers who urinate in the sea to preserve the cleanliness of beaches on the Costa del Sol coast. Fines of 750 euros will be imposed on 25 beaches in the municipality of Malaga, which is a favorite spot for British tourists. The city council approved the initial plan on Friday (June 21), as part of efforts to limit the damage caused by high tourist arrivals in the summer.

Previously, a 2004 law stated that bathhouses committing similar offenses could face fines of up to 300 euros (US\$5.2 million). The new proposal more than doubles that maximum fine and is subject to public consultation before becoming law.

F. Metode pembelajaran

- **Pendekatan:** Peer Teaching
- **Metode:** Diskusi, Kerja kelompok, Penugasan

G. Kegiatan Pembelajaran

NO	Kegiatan	Alokasi Waktu
1	Kegiatan awal <ol style="list-style-type: none"> Salam dan pengecekan kehadiran. Apersepsi: diskusi singkat tentang berita terkini dari aplikasi CNN Indonesia. Menyampaikan tujuan pembelajaran. 	10 Menit
2	Kegiatan inti <ol style="list-style-type: none"> Guru memperkenalkan kepada siswa bahwa proses pembelajaran akan menggunakan aplikasi CNN Indonesia dan kompetensi yang akan dicapai adalah membaca pemahaman. Guru mengambil satu materi berita yang bersumber dari aplikasi CNN Indonesia. Guru membagi siswa menjadi 3 kelompok yang beranggotakan 8-9 orang. Guru meminta setiap kelompok untuk membuka aplikasi CNN dan memilih berita apa yang ingin mereka bahas. Guru meminta salah satu group untuk menjelaskan berita yang mereka pilih di depan teman-teman mereka. Guru meminta setiap kelompok untuk melakukan tanya jawab dengan siswa mengenai berita yang mereka bahas. 	60 Menit

	f. Guru memberikan lembar kerja kepada setiap siswa untuk mengukue sampai mana pemahaman siswa.	
3	Kegiatan akhir a. Guru mengulas dan merangkum pelajaran. b. Guru memberikan kesempatan kepada siswa untuk mengajukan pertanyaan yang berkaitan dengan materi. c. Guru memberikan pekerjaan rumah pengayaan d. Guru menutup pelajaran dengan mengucapkan salam	10 Menit

H. Sumber dan Media pembelajaran

- **Sumber:** Artikel berita dari aplikasi cnn indonesia, buku teks bahasa inggris.
- **Media:** Smartphone/tablet (untuk akses aplikasi)

I. Penilaian

$$\text{Score} = \frac{\text{Skor Perolehan}}{\text{Skor Maksimal}} \times 100$$

Appendix 3 : Documentation

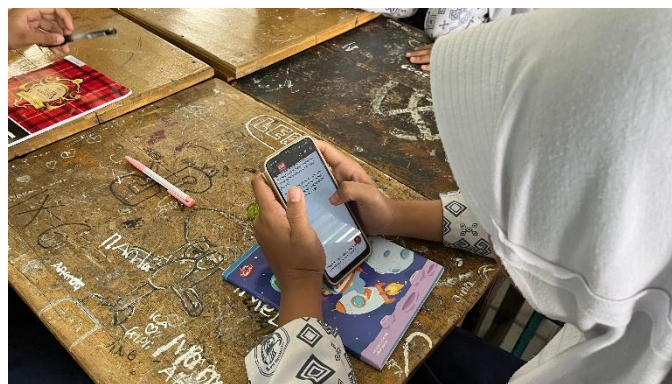
PRE-TEST



TREATMENT



Picture a : Researcher divided the students into groups



Picture b & c : Students open CNN Indonesia application and choose what news they want to discuss



Picture c & d : One of the group representatives explains the news they have chosen



POST – TEST

Appendix 4 : The Result

Appendix 1

INSTRUMENT RESEARCH

PRE-TEST

Nama : M. ZULVIPLI

Kelas : X. 6

Choose the best answer and put (X) on your answer sheet!

Text 1

Text For no 1-5

Expert reveals 51,200-year-old Sulawesi cave paintings, world's oldest

Jakarta, CNN Indonesia - Cave paintings or rock paintings in Leang Karampuang, Maros-Pangkep, South Sulawesi, are 51,200 years old. It is strongly suspected that this is the world's oldest illustrated story.

This is based on a collaborative study between Griffith University, the National Research and Innovation Agency (BRIN), and Southern Cross University. The results of this research were published in the journal Nature entitled 'Narrative cave art in Indonesia by 51,200 years ago'.

Adhi Agus Oktaviana, an Indonesian rock art expert from BRIN who led the research, said the discovery of the Leang Karampuang painting has important implications for understanding the origins of the earliest art.

"Our results are very surprising because there is no famous European Ice Age artwork that is close to the age of this Sulawesi cave painting, with the exception of some controversial findings in Spain," he said at the release of the results at BRIN's office in Jakarta, Thursday (4/7).

"This discovery is the first rock art in Indonesia that is more than 50,000 years old," he continued, who is currently undergoing a PhD program at the Griffith Centre for Social and Cultural Research (GCSCR).

He said this rock painting is found in the Leang Karampuang limestone cave, Maros-Pangkep, South Sulawesi. It is in the form of three human-like figures interacting with a wild boar. "Some say this reveals spiritual ideas. But I just see logic, these are two hunting models," he explained.

3:30

8. His condition now is weak but he's getting better. The antonym word weak in paragraph 6 is...

- a. Struggled
- ☒ b. Strong
- c. Defense
- d. Refuge

9. His manager said the 26-year-old Taufik should still make it to Beijing. The word his in paragraph five refers to...

- ☒ a. Mulyo Handoyo
- b. Christian Hadinata
- c. Taufik Hidayat
- d. The doctor

10. "Taufik, known for his fiery outbursts on court" The fiery word has similar meaning with.....

- a. Steadfast
- b. Calm
- c. Burning
- ☒ d. Gentle

3 : 30

Post Test

Name : Muh. Abiyah Dzakki

Class : IX. 6

Choose the best answer and put (X) on your answer sheet!

Text 1

Text For no 1 -5

Record Heatwave Hits Europe

Jakarta, CNN Indonesia - Europe is currently experiencing an unprecedented heatwave, with temperatures soaring well above normal for this time of year. Meteorologists have reported that several countries across the continent are facing extreme heat conditions, leading to health warnings and concerns about wildfires.

The heatwave, which began earlier this week, has seen temperatures climb to over 40 degrees Celsius (104 degrees Fahrenheit) in many regions. Cities like Madrid, Rome, and Athens have recorded their highest temperatures in decades, prompting authorities to take emergency measures to protect vulnerable populations.

In Spain and Italy, hospitals have reported an increase in heat-related illnesses, such as heatstroke and dehydration. Emergency services are on high alert as firefighters battle multiple wildfires sparked by the scorching temperatures and dry conditions.

Meteorologists predict that the heatwave will persist for at least another week, with no significant relief expected in the short term. Authorities are advising residents to stay indoors during the hottest hours of the day, stay hydrated, and avoid strenuous outdoor activities.

1. What is the main subject of the news article?
 - a. Heavy rainfall in Europe
 - ☒ b. Extreme heatwave in Europe ✓
 - c. Record snowfall in Europe
 - d. Tornado outbreak in Europe
2. Which countries are mentioned as experiencing extreme heat conditions?
 - ☒ a. Spain, Italy, and France
 - b. Germany, Poland, and Sweden
 - c. Norway, Denmark, and Finland ✗
 - d. Spain, Italy, and Greece
3. What are the main concerns associated with the heatwave?
 - a. Snowstorms and icy conditions
 - ☒ b. Health risks and wildfires ✓
 - c. Earthquakes and tsunamis
 - d. Tornadoes and hailstorms
4. How have hospitals in Spain and Italy been affected?
 - a. They have seen a decrease in patients.

6. What is the main focus of Indonesia's new initiative?
- a. Increasing plastic production
 - ☒ b. Reducing plastic waste ✓
 - c. Promoting single-use plastics
 - d. Exporting plastic waste
7. Who is spearheading the initiative mentioned in the news?
- a. Ministry of Health
 - a. Ministry of Education
 - ☒ b. Ministry of Environment and Forestry ✓
 - c. Ministry of Tourism
8. According to the article, why are education and community engagement important?
- a. To increase plastic production
 - ☒ b. To change behaviors ✓
 - c. To ban all plastics
 - d. To promote single-use plastics
9. When will the new regulations on plastic usage take effect?
- a. Next year
 - ☒ b. Next month ✓
 - c. In five years
 - d. In ten years
10. What is one of the concerns mentioned regarding plastic pollution?
- a. Its impact on agricultural productivity
 - b. Its effect on GDP growth
 - c. Its influence on tourism
 - ☒ d. Its impact on marine life ✓

Go ✓

Appendix 5



PEMERINTAH KABUPATEN LUWU UTARA
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU
(DPMPTSP)
 Jalan Simpursiang Kantor Gabungan Dinas No.27 Telp/Fax 0473-21536 Kode Pos 92961 Masamba

SURAT KETERANGAN PENELITIAN
 Nomor : 02186/00797/SKP/DPMPTSP/VII/2024

Membaca : Permohonan Surat Keterangan Penelitian an. Rizkha Amalia Noersyamsi, S beserta lampirannya.
 Menimbang : Hasil Verifikasi Badan Kesatuan Bangsa dan Politik Kabupaten Luwu Utara Nomor 070/274/VII/Bakesbangpol/2024, Tanggal 15 Juli 2024
 Mengingat : 1. Undang-Undang Nomor 39 Tahun 2008 tentang Kementrian Negara;
 2. Undang-Undang Nomor 23 Tahun 2014 tentang Pemerintahan Daerah;
 3. Peraturan Pemerintah Nomor 12 Tahun 2017 tentang Pembinaan dan Pengawasan Penyelenggaraan Pemerintah Daerah;
 4. Peraturan Presiden Nomor 97 Tahun 2014 tentang Penyelenggaraan Pelayanan Terpadu Satu Pintu;
 5. Peraturan Menteri Dalam Negeri Republik Indonesia Nomor 3 tahun 2018 tentang Penerbitan Surat Keterangan Penelitian;
 6. Peraturan Bupati Luwu Utara Nomor 27 Tahun 2022 tentang Pendelegasian Wewenang Penyelenggaraan Pelayanan Perizinan Berusaha Berbasis Risiko dan Non Perizinan kepada Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu.

MEMUTUSKAN

Menetapkan : Memberikan Surat Keterangan Penelitian Kepada :

Nama : Rizkha Amalia Noersyamsi, S
 Nomor Telepon : 085344119042
 Alamat : Btp. Bogar Blok C No. 54, Kelurahan Salekoe Kecamatan Wara Timur, Kota Palopo Provinsi Sulawesi Selatan
 Sekolah / Instansi : Institut Agama Islam Negeri Palopo
 Judul Penelitian : The Use Of Cable News Network (CNN) Indonesia Application In Teaching Reading Comprehension At SMP Negeri 1 Masamba
 Lokasi Penelitian : SMP Negeri 1 Masamba, Kelurahan Bone Kecamatan Masamba, Kab. Luwu Utara Provinsi Sulawesi Selatan

Dengan ketentuan sebagai berikut
 1. Surat Keterangan Penelitian ini mulai berlaku pada tanggal 16 Juli s/d 22 Juli 2024.
 2. Mematuhi semua peraturan Perundang-Undangan yang berlaku.
 3. Surat Keterangan Penelitian ini dicabut kembali dan dinyatakan tidak berlaku apabila pemegang surat ini tidak mematuhi ketentuan peraturan perundang-undangan yang berlaku.

Surat Keterangan Penelitian ini diberikan kepada yang bersangkutan untuk dipergunakan sebagaimana mestinya dan batal dengan sendirinya jika bertentangan dengan tujuan dan atau ketentuan berlaku.

Diterbitkan di : Masamba
 Pada Tanggal : 15 Juli 2024


an. BUPATI LUWU UTARA
 Kepala Dinas Penanaman Modal dan
 Pelayanan Terpadu Satu Pintu


IR. ALAUDDIN SUKRI, MSI
 NIP. 196512311997031060

Retribusi : Rp. 0,00
 No. Seri : 02186


DPMPTSP
 www.dpmptsp.luwuutara.go.id

Appendix 6



PEMERINTAH KABUPATEN LUWU UTARA
DINAS PENDIDIKAN DAN KEBUDAYAAN
UPT SMP NEGERI 1 MASAMBA

Alamat : Jln. Andi Djemma, No.....Masamba Kode Pos 92961 Telp / Fax : 21049
E-mail : smpn1masamba@yahoo.co.id, Web: www.smpn1masamba.sch.id



SURAT KETERANGAN PENELITIAN
NOMOR : 400.3.5/244.a/ UPT.SMPN 1/MSB-LU/VII/2024

Yang bertanda tangan di bawah ini, Kepala UPT SMP Negeri 1 Masamba, kecamatan Masamba, Kabupaten Luwu Utara, Provinsi Sulawesi Selatan menerangkan bahwa:

Nama	: Rizkha Amalia Noersyamsi. S
Tempat/tanggal lahir	: Toraja, 19 Maret 2000
Jenis kelamin	: Perempuan
NIM	: 19 0202 0117
Jurusan	: Pendidikan Bahasa Inggris
Fakultas	: Tarbiyah dan Ilmu Keguruan IAIN Palopo
Alamat	: Btp Bogar Blok c.54 Kota Palopo


Benar telah melaksanakan Penelitian di UPT SMP Negeri 1 Masamba dengan judul :

“The Use of Cable News Network (CNN) Indonesia Application in Teaching Reading Comprehension At UPT SMP Negeri 1 Masamba”

Terhitung mulai tanggal 16 Juli s/d 22 Juli 2024.

Demikian surat keterangan ini diberikan kepada yang bersangkutan, untuk digunakan sebagaimana mestinya.

Masamba, 25 Juli 2024
Kepala UPT


MUSBATI UDDIN, S.Pd.M.Pd
NIP. 198205212005021003