

## **Enhancing Students' Reading Comprehension By Using Authentic Material At Grade VIII B Of SMPN 57 Surabaya Academic Year 2022/2023**

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### **Abstract**

Reading is what happens when people look at a text and assign meaning to the written symbols in that text. It functions as a major tool for finding and understanding information in terms of what is already known. Reading also has the value of helping the students learn to express their own thoughts and make them familiar with the language patterns and ways of using language efficiently. Students at grade VIII B of SMPN 57 Surabaya academic year 2018/2019 get many problems dealing with reading. The purposes of this research were to find out to find whether authentic material can improve student's reading comprehension and to know the factors that influence students' reading comprehension by using authentic material. This research was classroom action research. The subject used by the researcher was second grade students (grade VIII B) of SMPN 57 Surabaya. Based on the data analyzed, it shown that authentic teaching materials could improve students' reading comprehension. It could be proven by looking at the change on students' behaviors. Before using authentic teaching materials as the technique, the classroom situation was boring and lifeless, but after using the technique, there was a new atmosphere which motivated the students. The students became more enthusiastic in reading than before. Besides, their achievement also improved. It could be seen that the mean score in pre-test 55.5 increased to 77.6. Thus, the researcher concludes that teaching students reading comprehension using authentic teaching materials could improve the students' reading comprehension, increase their vocabulary, encourage them to be active.

**Keywords:** Authentic Materials, Reading Comprehension

### **Abstrak**

Membaca terjadi seseorang melihat sebuah teks dan memaknai simbol yang tertulis dalam teks tersebut. Hal ini berfungsi sebagai alat utama untuk menemukan dan memahami informasi yang diketahuinya. Membaca dapat membantu siswa dalam belajar untuk mengungkapkan pikiran mereka dan membuat mereka terbiasa dengan pola bahasa dan cara menggunakan bahasa secara efisien. Siswa kelas VIII B SMPN 57 Surabaya tahun ajaran 2018/2019 menemui banyak kesulitan dalam hal membaca. Adapun tujuan dari penelitian ini adalah untuk mengetahui apakah bahan ajar yang otentik dapat meningkatkan pemahaman membaca siswa dan mengetahui faktor-faktor yang mempengaruhi pemahaman membaca siswa dengan menggunakan bahan ajar autentik tersebut. Penelitian ini merupakan penelitian tindakan kelas. Yang mana Subyek yang digunakan peneliti adalah siswa kelas Delapan pada Sekolah Menengah Pertama Negeri (kelas VIII SMPN) 57 Surabaya. Berdasarkan data dianalisis, hasil penelitian ini menunjukkan bahwa bahan ajar otentik dapat meningkatkan pemahaman siswa dalam membaca. Hal ini dapat dibuktikan dengan melihat perubahan perilaku siswa. Sebelum menggunakan bahan ajar otentik sebagai teknik, situasi ruang kelas terasa membosankan dan tidak aktif, namun setelah menggunakan teknik tersebut, terciptalah sebuah suasana baru yang dapat memotivasi siswa didalam kelas. Siswa menjadi lebih antusias dalam membaca dari sebelumnya. Selain itu, prestasi mereka juga meningkat. Hal ini Terlihat jelas bahwa pada nilai rata-rata tes sebelum melaksanakan penelitian (pre-test) adalah 55,5 lalu meningkat menjadi 77,6. Setelah menerapkan bahan ajar otentik dalam pembelajaran membaca. Dengan demikian, peneliti menyimpulkan bahwa mengajar dengan menggunakan bahan ajar otentik dapat meningkatkan pemahaman membaca siswa, menambah kosa kata mereka, mendorong mereka untuk aktif.

**Kata Kunci:** materi autentik, pemahaman membaca.

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Received 20 May 2023, Accepted 27 May 2023, Published 27 May 2023

## INTRODUCTION

Every human life in society needs language. Language has important role in human life. With language, people can communicate each other. As stated by Finocchio (in Brown, 1994:4) language is a system of arbitrary, vocal symbols that permit all people in a given culture to communicate or to interact. Furthermore Clark (2005:23) states that language fundamentally is used for social purposes. Language is used for gossiping, teaching and learning, entertaining, getting to know each other, debating politics, and so on. In other words, by means of language, people can express their thought, feeling and knowledge to others in their daily life.

In the world of language learning, there are four skills that should be concerned, such as reading, listening, speaking and writing. Nevertheless, it is believed that reading is the most important skill of all. The ability to read opens up new worlds and opportunities. It enables people to gain knowledge, enjoy literature, and do everyday things that are part and parcel of modern life, such as reading newspaper, job listings, instruction manuals, map and so on. According to American Federation of Teachers (AFT) New Jersey, Washington DC as stated in <http://www.aft.org/topics/reading/index>. reading is also the fundamental skill upon which all formal education depends.

Aebersold and Lee Field (2001: 15) review in general sense, reading is what happens when people look at a text and assign meaning to the written symbols in that text. It functions as a major tool for finding and understanding information in terms of what is already known. Reading also has the value of helping the students learn to express their own thoughts and making them familiar with the language patterns and ways of using language efficiently. However, many English students find it difficult to understand English texts. They are still poor at reading English text. Seemingly, reading is a simple activity which all English students can do easily. Nevertheless, it is not an easy skill to master. Most forms of reading require comprehension that is understanding and constructing meaning from a piece of text.

Based on the pre observation conducted in the eighth-grade students of SMPN 57 Surabaya, the researcher known that the students get many problems dealing with reading. For example, very often they get stuck with unfamiliar words that make them hard to understand the context. It was shown in the result of their pre test score. The mean of the score is 55.5 which indicated that their reading ability was still low. From their answer, the researcher known that they, mostly, made mistakes in identifying the main idea of a paragraph. From the interviewed with the teacher, the researcher also knew that the students feel bored and have low motivation. They did not have interest in teaching and learning process. The students' low interest would not help them to concentrate whilst

instructional process was conducted. It was an essential feature of successful practice in teaching and learning processes since the first factor in learning foreign language was their interest. In fact, reading interest had close relationship with reading skill. The more a person does the activity, the more he increases his reading skill.

Related to the statement above, educators needed to see the reality that learning language especially learning reading has been not effective yet. As stated by the teacher of SMPN 57 Surabaya below;

*“... gimana ya pak, sini (SMPN 57 Surabaya) di sekolah ini murid-muridnya ya biasa. tidak begitu pintar-pintar sekali. Apalagi bahasa inggris, rata-rata kelasnya biasa saja, selalu jelek malah... Anak-anak itu kalo diajar tenses susah, diajar reading payah. Sepertinya mereka (siswa) tidak tertarik dengan bahasa Inggris.”*

Meanwhile, from students' point of view, they argued that learning reading was boring. Even, they spend much of the lesson time for thinking or doing of things other than the learning task in the classroom, such as daydreaming and chatting with friends. As what have been said by one of the students of eight grade students of SMPN 57 Surabaya; “... bacaannya begitu-begitu saja-gak asik, jadi malas pas pelajaran (reading). Susah lagi.” This case was caused by English teachers who rely on uninteresting text books that focus students' attention on grammatical structures. Also, the activities chosen are based on teacher-talk and student-listen routines as stated by Cheung (2001). These practices are unlikely to lead students to develop a genuine interest in learning English. Students lacking motivation to learn a language need variety and excitement. It meant that the technique used by the teacher was not effective for the students. The technique which was chosen by the teacher cannot create interesting circumstances in the classroom.

The writer assumed that it was necessary to bring the students up to the enjoyment of reading activities. Student should enjoy the reading activity given by the teacher otherwise they consider reading becomes a treat then they cannot attain arbitrary set by the teacher or cope with the questions provided by the text. When students say reading was less fun, it meant that the text did not encourage them to read. It was a teacher duty to help students to present reading in inviting way. He should try to choose reading material that he could make students enjoy the activity.

A solution was the use of authentic materials in teaching reading. Nunan (1999:12) defines authentic materials as spoken or written language data that has been produced in the course of genuine communication, not specifically written for purposes of language teaching. Authentic materials are not created specifically to be used in the classroom, but they make excellent learning tools for students precisely because they are authentic. Real newspaper report, magazine articles, real advertisements, cooking recipes, horoscopes are some examples of authentic materials. Unlike non-authentic materials, those which have been written especially for language students (Harmer, 2007:185), authentic materials motivate learners because they are intrinsically more interesting or stimulating than nonauthentic materials, namely, the coursebooks, in foreign language learning. In

other words, non-authentic materials have been changed, most often simplified, to suit the requirements of a foreign language curriculum.

The main reason was that the use of authentic materials helps to gain student's attention and keep their interest in the material being presented. Melvin and stout (1987) find an overall increased motivation to learn in students, as well as a renewed interest in the subject matter, when students use authentic materials for the study of culture in the language class. Authentic materials bring students the direct relationship between the language classroom and the outside world. The teacher should prove that learning English especially reading is not boring and difficult activities. Therefore, he should present it in interesting way. By using authentic materials as reading material, teacher was able to present the teaching reading in interesting way. Then with this technique students will be more motivated in teaching learning process. They do not get bored and will enjoy the teaching learning process. Finally, reading skill can be enhanced.

## **METHOD**

The research method used in this study was classroom action research. There are some definitions of action research. Kemmis and McTaggart (2010: 17) state that there are three characteristics of the action research. Firstly, the action research is carried out by practitioners rather than outside researchers. Secondly, the kind of the research is collaborative, and thirdly the research is aimed at changing things. Meanwhile, Ebbutt (1985) in Hopkins (1993: 45) states that action research is about the systematic study of attempts to improve educational practice by groups of participants and by means of own reflection upon the effects of those actions.

McKernan considers the following definition that:

*"... action research is the reflective process whereby in a given problem area, where one wishes to improve practice or personal understanding, inquiry is carried out by the practitioner – first, to clearly define the problem; secondly, to specify a plan of action to the problem, evaluation is then undertaken to monitor and establish the effectiveness of the action taken. Finally, participants reflect upon, explain developments, and communicate these results to the community of action researchers. Action research is systematic self – reflective scientific inquiry by practitioners to improve practice."* (McKernan, 2000: 5)

In this study, the writer tried to improve the reading comprehension ability by use printed mass media as instructional materials through classroom action research. The study was held in second grade class of SMPN 57 Surabaya. The school used K13 curriculum as the basis of teaching and learning processes. Instructional processes were done in six days from Monday up to Saturday. The students started to learn from 08.00 a.m. It was the school decision considering that almost of the students come from distant home. They finish the lesson at 01.10 p.m on Tuesday, Wednesday, and Thursday. Meanwhile, on Monday and Saturday, they finish it at 11.30 a.m except on Friday they learn up to 10.15 a.m. The students of this school came from different social background but most of

their parents work as a farmer. The subject was used by the writer was second grade students of SMPN 57 Surabaya. The reason to choose the class 2 was that the number of students were not too big. There were 25 students. Therefore, it was effective for language class. Then, the instruments that used in this research as follows: *First*, the form of test in this research would be multiple choice test; students would be given a text, then they should answer the questions based on the text in order to know their reading comprehension. The test had given at the end of cycles. Previously, researcher gave pre-research test to students to know how the students' reading comprehension without using authentic material. *Second*, Interview was used to collect the data about how teacher and students' respond before and after the use of authentic materials in the process of teaching and learning reading. It was used to collect the data about qualitative one. Researcher prepared some questions dealing with authentic materials. The interview was recorded and then transcribe by the researcher.

Furthermore, the model of action research was the framework in undertaking classroom action research. It concluded that the steps of the research including planning, action, observation and reflection are included in the part of procedures of this research. In conducting this classroom action research, there was collaboration between the writer and the English teacher. The procedures of action research in this research as follows:

#### 1. Identifying the problem

The writer as the observer in this research identifies the problem. The problem refers to the students' reading comprehension ability that is still low.

#### 2. Carrying out the real classroom research

##### *Planning*

The activities in the planning are:

- a. Preparing materials, making lesson – plan, and designing the steps in doing the action.
- b. Preparing list of students' name and scoring
- c. Preparing teaching – aids (e. g. authentic text from magazine)
- d. Preparing sheets for classroom observation (to know the situation of teaching-learning process when the method or technique is applied)
- e. Preparing a test (to know whether students' reading comprehension improves or not)

##### *Action*

- a. Giving pretest
- b. Teaching reading by authentic text from magazine
- c. Giving occasion to the students to ask any difficulties or problems
- d. Asking the students some questions orally and students have to answer orally about the theme
- e. Giving posttest

### *Observation*

Observation was one of the instruments used in collecting the data. The observer observed all activities in teaching learning process while the teacher was teaching. The result of the observation was recorded on her observation sheets as the useful data.

### *Reflecting*

The observer made an evaluation based on the observation to find the weaknesses of the activities that have been carried out in using magazines in teaching reading. The evaluation was served as field notes. Besides, from test, it could be known whether the students' reading comprehension ability improves or not.

### *Doing evaluation*

To make sure whether there was an improvement of the students' reading comprehension ability, the teacher gave the students test involving certain numbers of items in the end of Cycle One and Cycle Two. After giving the test, the writer analyzed the result of the test by scoring it. Then, the writer found the mean of the score.

Moreover, the data of this research were gained through test and non – test technique. The test technique was employed by doing pre – test before the research was begun and post – test in the end of the research. The non – test technique of data was employed by doing students reading activities observations. The writer took some information from the field notes and teachers' diaries. Then the writer scored the test by looking for the mean score. After the mean of score was found from the tests, and it was supported by the data taken from the field note, the teacher found how effective magazines could improve students' reading comprehension ability. The writer analyzed the process of teaching reading by investigating the field notes that were made regularly by the writer while the teacher was teaching the students and by investigating the teacher diaries. The writer also gave some test to measure the students' reading comprehension ability. In this case the writer gave pre-test and post-test. Then, the writer analyzed the result of the tests to know whether there was an improvement of students' reading comprehension ability or not by comparing between pre-test score and post-test score. It was to answer the problem that claimed whether there were significant differences between the students' achievement before and after the action. The mean of the pre-test and the post-test can be calculated with the formulas as follows:

$$x = \frac{\sum x}{N} \quad y = \frac{\sum x}{N}$$

Where:

$x$  = Means of pre-test scores

$\sum$  = Means of post-test scores

$N$  = Number of student

## **RESULT AND DISCUSSION**

The aims of the research were to improve students' reading comprehension using authentic teaching materials and to found out the appropriate way to implement the materials into the instructional process. The result of research implementation consisted of two sections. the writer worked collaboratively with the English teacher. It was important for the writer to share the information about his study to the English teacher. The instructional process during the research was conducted by the English teacher and observed by the writer. Moreover, the English teacher became a colleague for the writer that assisted him to design, to plan, to revise, and to discuss the result of the study. The writer conducted the action research in two steps. Firstly, he did the pre research then he conducted the action research.

### ***Pre-research Test***

The writer held pre-research in order to identify the problems happened in instructional process. It was held before the implementation of the action research. In this step, he conducted the pre observation toward the teaching and learning process, pre observation test, and interview with the English teacher and the students.

Based on pre observation toward the teaching and learning process and interview with the teacher and students the writer identified that the teacher still used conventional technique in teaching English which is usually applied by almost teacher. The English teacher only used the "Lembar Kerja Siswa" to teach reading. Then she asked students to do the assignment in the same book. It seemed that her teaching technique was monotonous. She never taught English by using different techniques in her instructional process.

From the students themselves, they felt bored and did not have interest in learning English because the teacher taught them in monotonous ways. Moreover, the students still could not do the assignment well. Before the writer implements the action research, he also gave pre test to support the data. The mean of pre test score was 55.5. The result of the test indicated that the students' reading comprehension was low. From the interview, observation and pre test, the writer can make some conclusions, they were as follows; 1) Students felt bored during teaching and learning process. 2) Students got difficulties in comprehending text. 3) Students got low in reading comprehension test. The writer also identified some reasons causing the problems. They are as follows; 1) the teacher's teaching technique was not creative in instructional process. 2) Students were passive in teaching and learning processes. And, 3) Students had less interest in learning English.

Based on the problems, the writer identified that the students' reading skill should be improved. He and the English teacher decided to conduct a new technique to overcome the problems. The writer chose authentic materials as a technique which was presented through classroom action research. The writer as the observer worked collaboratively with the teacher and applied the technique in instructional process.

### **Research Implementation**

The implementation of this action research was held in two cycles. Each cycle included several meetings. Each meeting took 70 up to 80 minutes. The writer divided first cycle into two meetings. Meanwhile, the second cycle included three meetings. Each cycle in this action research consisted of four steps namely planning, implementing the action, observing, and reflecting. The writer can explain each part as follows;

#### **Cycle 1**

##### **1. Identifying the problems and planning the action research**

As stated previously that the students' reading comprehension was still low. They could not do the assignment. They did not understand what they read because they did not know the meaning of the text. It could be shown during the instructional process, some students were so lazy to read the text or open the dictionary. They did not try to ask if they got difficulties but when they were asked to do the assignment, they could not do it well. Moreover, some of them cheated when they were asked to do the assignment. Sometimes, some students also drew a picture in their book. In the middle of teaching and learning processes, they seemed sleepy in the class.

Considering the facts above, the writer planned and chose a technique to solve the problems. He decided authentic materials as the teaching material. He believed that changing the teaching materials with authentic materials would improve the students' reading comprehension and change their interest in learning English. Then the writer and the English teacher designed the lesson plan, students' worksheet, and chose the appropriate authentic materials. The instructional process was implemented by the English teacher and the writer as the observer.

##### **2. Implementing the action**

###### **a. First Meeting**

The topic of the first was "animal". The teacher presented a text taken from internet. After mentioning the topic, he asked to the student of what pet they have, almost all students just spoke up. Their answers were varied. It made the class so noisy. Then she changed the questions. She asked: "What animal that become human best friend?" Then almost all students said "*anjing*". The others said "*guk guk*". They were laugh, because the word "*anjing*" seemed taboo. It is done to build the students' background knowledge so that they have a picture that the teacher wants, in their mind. The second part, the teacher distributed the text to the students. She explained about the features of the text. Then she asked students to give mark the sentences they would read. It is because the text consists of a lot of unrelated pictures words and clauses. Then she asked students to read the text silently.

While reading the text, they found some words that they did not understand what the meaning were. They preferred to ask their friends and the teacher than search in dictionary themselves. It made the class became so noisy. The teacher helped translating the difficult words into Indonesia. They continued



reading. It seemed that the students still enjoyed their reading.

The next part is the teacher asked the students to do the assignment. Then she told them to answer the question related to the text in order that check their understanding. The teacher gave them question related to the text, but no one answer it. When she pointed a student to answer it, he did not answer it. However, some other students answered it with low voice. It indicated that they were still shy to speak up even though they knew the answer. Then, teacher asked the student to identify the generic structure of the text, then she continued the lesson by giving assignment. Minutes later, all questions were answered. The teacher and students discussed the answers together. However, they still shy to participate in answering the question voluntarily. In closing, the teacher gave them homework. Then she closed the lesson.

b. The second meeting

The topic for the second meeting was still “animal”. After the teacher greeted the class, she reviewed the last lesson by giving questions about the topic and descriptive text. They still remembered the lesson well. Then she distributed the text. There was a comment from the students after looking at the picture of the text. He said: “*Weh, kodok homo. Masa kodok makan kodok.*” It attracted the other students to look the picture then they read the text.

The first activity of the lesson was the teacher explained the topic. Then she asked the students to open the text. She asked them to guess the content of the whole text by reading only the title. To make the reading easier, she gave the translation of the difficult words in Indonesian. Some of those words were *diet entire, definitely, etc.* The next part, the students started to read the text. As usual, they read silently. To check their comprehension, the teacher, firstly, asked about the content of it in general. No one of the students dare to answer it. Therefore, she pointed a student to answer it. They are still shy to give their answer without the teacher pointed them first. Then they (the students and the teacher) discussed the assignment together.

The teacher asked students whether they had any question related to the text or not. They said “no”. Then she continued to explain “simple present tense”. She made the students to be more active in participated in the teaching learning process. She asked the formula of simple present tense and the verb to be used. The students still remembered it because the materials had been taught before. Then she asked the students to look at the text then to find the sentences that use simple present tense. It was about finding the Verb 1 mentioned in the text. The teacher walked around the students’ table giving explanation. After finished the task, the teacher asked the students to write his/her answer on the board. However, nobody dared to go to the front of the class. She pointed a student to answer it, but she kept silent in her seat. Then some students answered it with a low tone. It made the teacher repeated the question. She said “*ayo, kalo tahu jawabnya, langsung ke depan tulis di papan tulis!*” They answered it together. She replayed it “*that’s the answer. Siapa yang mau menulisnya di depan?*” then a student from front row writes

it on the board. It indicated that they knew the answer but they were too shy to answer it. In the closing, the teacher just gave homework and then closed the lesson.

c. Observation

The result of the observation of each part can be explained as follows:

1) The first meeting

Based on the meetings in the first cycle, the result was quite good. The students became very interested and motivated in reading the text. In the first meeting, the teacher used text take from the internet with the title "My Pet Dingo, Lindy". It was a descriptive text. When the students were asked to identify certain information on it, they became active and enthusiastic in exploring the whole text. They tried to find out what Lindy is and her descriptions. For the first meeting, nearly all students knew that the text was about descriptions of a dog named Lindy, but "dingo" was something new for them. It made them curious to know more about it. It led them to read more and more. Nevertheless, the writer was not yet satisfied with the result of teaching learning process. From further observation, students felt it difficult to understand the vocabulary they found. Many of them were just confused when they dealt with difficult vocabularies. However, the good thing was, some of them did not stop reading. It indicated that they enjoyed the reading.

The other problems were most students paid attention only in the beginning of lesson. In the middle of the lesson, they started to chat with friends and did other things than joined the lesson. Besides, some of the students cheated with their friends when they were ordered to do the task. They were also still shy or embarrassed when they were asked by the teacher to answer the question.

2) The second meeting

In the second meeting, the teacher still used the same topic. Firstly, the teacher checked the students' understanding by giving questions dealing with the last meeting. From that case, the writer known that they still remembered the lesson well. In this meeting, students said that they liked the material of that day. They were attracted by the picture attached on the text. It was a frog eats another bigger frog. Moreover, the text was easier to understand than the previous one. They became enthusiastic reading the text. The students could also do all of the tasks faster than before. They could finish the tasks on time. However, the writer still found problems whilst the instructional process. For examples: a) some students were not active. They made the class so noisy like chatting with friends. In result, they could not answer the teacher question. Besides, almost all the students were still ashamed to answer the questions voluntary. They were afraid if they gave the wrong answer, their friend would laugh them. b) They were also difficult to find the main idea of the text.

#### d. Reflection

At the end of the cycle one, the teacher and the writer gave the students a post-test to measure their reading competence. The results of the pre-test and posttest then were compared. It aimed to know the improvement of the students' reading competence after the implementation of the action. At the end of the cycle, there was a post- test. It was in the form of written test. After that, the writer and the teacher then analyzed the results of the test. Based on the test results and the teacher's observation of the action, it can be drawn some positive results and some weaknesses in the first cycle. They were described as follows:

##### *Positive Results*

- 1) There was an improvement of students' reading skill. It was proven from the result of assignments and the homework given by the teacher in each meeting.
- 2) There was an improvement of student's interest in teaching and learning process. Students paid more attention in instructional processes.
- 3) Students became more active during the instructional processes. They did the task and assignment actively.

##### *Weaknesses*

- 1) Although students were active but there were some students still passive. Not all the students involved in teaching and learning process. They were ashamed to answer the questions. They were afraid if they gave the wrong answer.
- 2) In doing the task there were some students tended to chat with their friend.
- 3) Students did not pay attention to instructional processes until the lesson was over.

#### e. Revising the Plan

From the observation of cycle 1, the writer found some problems, namely the students found it difficult to find the main idea of the text, there were some students who were still passive. The students found it difficult to find main idea because they could not recognize the vocabulary they needed. To overcome this problem, the writer and the teacher decided to be more focus on the teaching materials given. Choosing the suitable materials could help the student to understand the text better. It also gave the student a space to interact to the text so that it was easier for them to comprehend it.

The writer and the teacher decided to change the teacher's technique of teaching in teaching learning process in order that the students comprehended the text easier than before. They decided to apply group discussion. They hoped that after conducted the discussion, the teacher could ask the passive students to report the result of discussion in front of the class. They decided to ask the students to report the result of their discussion in every meeting, because there were only some students who actively in instructional process given. The others only depended on the work of the active ones.

To support the discussion and to make the teaching reading more effective, both the writer and the teacher agreed to apply a new strategy. It was to analyze the text, namely; predicting, clarifying, questioning, summarizing. This strategy allowed each member in a group to take his/her part in the discussion. Every student in the group had their own job. The passive students in each group also had their own job, so they had to give their contribution and participation in group discussion.

## **Cycle 2**

### **1. Identifying the problem**

The result of observation in cycle I indicated that the writer and the English teacher wanted to solve the problems. They revised the plan. They planned three meetings in cycle II. In this cycle, the writer added discussion in the teaching and learning process. The teacher divided the class into some groups to discuss the task. This cycle beside tried to enhance students' reading skill, but also it focused to improve students' activation from passive to be more active and to make students more interested and paid attention toward teaching and learning process.

### **2. Action**

#### **a. The first meeting**

This time, the lesson was conducted with group discussion. The teacher divided the class into ten groups. Each group consists of four students. After the groups formed, the teacher gave them a copy of a descriptive text for each student. However, some students felt uncomfortable to be team up with a certain student. They wanted to join the other group.

To begin the discussion, the teacher started to give explanation about the way the lesson went. She told the students that the activity on that day was cooperative learning through the new strategies. She explained what the students should do in discussion. They are to predict the content of the text after only read the title, to find the meaning of difficult words in the text. After that, they had to make question related to the text so that they could sum up the text.

Next part, the teacher guided them to analyze the text together, she asked them to read the title of the text and predicted the content of the text. It is "My Pet-Nibble". Some of the students could predict the content of the text but some of them kept quiet. She asked the students to answer the questions together so that they would understand the lesson well. Then the students said that the content of the text was about "the description about Nibble". then, she asked the students to find the difficult word from the text then find its meaning in the dictionary. The teacher also gave her help to assist translating some words. The next step was clarifying. She guided the students to find difficult words and the meaning of them in dictionary. Some of the groups looked for difficult words. She saw that there were discussions in some groups. The students looked for the meaning of difficult words in dictionary and then they discussed the appropriate meaning of words based on the content of the text. A student

asked about the meaning of the word “palm” to his friends. She said: *“palm ini apa? Kok artinya ada dua.”* However, no one knew what the meaning of it. Then they asked the teacher about the difficult words. They pointed the sentence and said *“Bu, Tikusnya tidur di telapak tangan atau di pohon palem?”* She did not answer the meaning of them directly, but she gave some clues and asked them to conclude it by themselves. She said: *“lha itu si Nibble ada dimana?”* Then they reread the text and discussed it with their group. They concluded that “palm” means “telapak tangan” in that text. She said, *“That’s right”* and just nodded her head. Next thing to do was finding and searching important information using WH-questions related to the text. She saw that they seemed confused with the task. Then she guided them to make some questions by using WH-Questions. The text analyzed entitled “My pet-Nibble”. She asked the students to answer the questions “what the text is about?” Then the students answered it in Indonesia.

They said *“itu tentang tupai, bu.”* Who is Nibble?” They said: *“bajing bu. Sukanya makan grape.”* Then the teacher continued to ask like “How did the writer get Nibble? When did the writer get Nibble? And so on.

The next task was making summary. The teacher asked the students to make summary of the text. It seemed that making summary was the hardest part for them. The students looked depressed. No one could do it. Then the teacher guided them to make summary. She gave an example. She guided the students to find the main sentence of the first paragraph. It was in the first sentence. Then she said: *“boleh kalian ambil tiap kalimat di dalam paragraph. Tapi pastikan dulu itu main sentence-nya. Seperti yang ibu contohkan tadi.”*

The students continued the discussion. Some groups did the task, but in some other groups still got difficulties. Nonetheless, they discussed the task with all of the members of their groups. It showed that they had good responsibility to finish the tasks. After all groups finished the task, the teacher asked them to collect the result of their discussion. She gave the students chance to ask if there was something they had not understood. There were no questions from the students. The time was up, therefore, there were no time for any group that reported their finding and the teacher did not give any homework that day. She thanked the students and closed the lesson.

b. The second meeting

The teacher continued the lesson, she gave some questions dealing with the strategies taught in the previous meeting. When the teacher asked them how to make summary, most of them still remembered it. Then the teacher divided the class into 8 groups. The members of the group were still the same as the last meeting. She gave a copy of the text to all students. The teacher instructions were still the same. That was to predict, clarify, make question, and summarize. Next, the teacher guided the students to analyze the text. She asked them to read the title and asked them to predict what the content of the text was. The students could do the task

well. Some of them said that the text was about forest. The other gave specific answer. They said “liburan satu keluarga.” Then the teacher asked him to say it in English. He said: “vacation ...”

Then, the teacher asked them to read the first paragraph quickly and predicted the content of the text. The students said that the text was about “a family that going picnicking.” The answer was better than before. Next, the teacher asked them to find the important information or main information of the text through some questions (WH-Questions). She moved around and checked the students' work. When checking all of the group discussion, she noticed that they had finished the task. Next she asked them to find some difficult words and to search their meanings in the dictionary. She saw that in some groups, they could do the task well. In the other group, that they found it difficult to find appropriate meaning of words based on the text.

After finishing the task, the students made summary of the texts. The teacher moved around the class and checked the students' work. They discussed together to make good summary. The students could make summary well, because they understood the content of the texts, and they could summarize the text quickly because the texts were short.

moreover, she asked them to report the result of their discussion in front of the class, and the other group had to comment on the group's result of discussion. First group had reported the result of their discussion in front of the class, but there was no comment from the other. She asked why there were no questions or comment. The students kept silent. Then, she said, “*Kenapa nggak ada pertanyaan atau komentar?*” A student said, “*Nggak tahu Bu mau nanya apa, lagian nggak tahu cara mengatakan pakai bahasa Inggrisnya*”. Next group reported their discussion in front of the class. This time, there were question in Indonesian about the main idea of the text, and the volunteer of the group in front of the class could answer it.

After all groups had reported the result of their discussion, the teacher checked students' understanding by asking some questions related to the text randomly. Almost all of the students could answer well. Next, she summed up the lesson and asked the students' difficulties and their feeling. The time was up, she gave homework and closed the lesson.

#### c. Third meeting

The writer and the teacher entered the class together. After greeting and checking students' attendance, the teacher reviewed the previous lesson and checked students' understanding about the lessons in the previous meetings. She asked about descriptive text and recount text. The students could answer the questions well. It seemed that the students had really understood about the lesson material.

The teacher divided class into some groups then gave the students the copy of the text entitled “Anita's Birthday”. Before the students analyzed the text, a student in front row asked her about the text of that day. She said: “*hari ini bacaanya apa lagi bu?*” The other students

said “*mesti bacaanya aneh-aneh lagi nih.*” the teacher replied “*kenapa? Suka nggak dengan text nya?*” All most all of the students said “*suka*”. Then the teacher showed some jumbled pictures on the board and asked the students to arrange it into good pictures series. She asked the students their background knowledge about the events in birthday party. The students arranged the pictures together. They shared their experience about the events in birthday party. She asked about the usual events in birthday party. Some students said, “*Biasanya nyanyi bareng, tiup lilin, potong kue, trus kasih kado*”. The other said, “*Abis itu makan-makan Bu*”. She said, “*Anything else? Ada yang mau kasih pendapat lagi*”. There was no response from them. It seemed that there were no other opinions from the students.

The next task was finding main idea of each paragraph. The teacher monitored the groups’ work. The students discussed the task together. They shared and helped each other to finish the task. The next task was finding difficult words. The students could do the task very fast. It seemed that they had understood all of the meaning of the words. They need not much time to finish this task.

When the turn to report the result of their discussion came, the students were all ready. Almost all of the students were active because the text given was easy to understand. All of the volunteers from each group could answer the questions from other group. They could explain about the text clearly. They could explain the generic structure, the text organization, the main idea, and the summary of the text. It seemed that the students had really understood about recount text and also the content of the text. Before the time given was over, the teacher checked students’ understanding by asking reading comprehension questions randomly as usual, summed up the lesson, and reviewed some difficult words. After all of the students understood the material of the lesson, she gave homework then closed the lesson on that day.

### 3. Observation

The result of the observation in the second cycle can be explained as follows:

#### a. The first meeting

In the first meeting, the teaching learning process ran slowly. The students were busy with their teams. They seemed strange with the situation because they were unusual to work in group especially in English lesson. It was rather noisy for a moment. When the teacher gave explanation of the topic, they paid attention. While she was giving instruction about how they would work with their group, they were confused. They still found difficulty to understand the procedure. Almost in all groups, there were just several students who really worked in their team. They did not really discuss anything with their teammate yet. The group work did not run well. They did not know what to do with the text. They also did not do the task well.

b. The second meeting

In the second meeting, the teaching learning process ran better than the previous meeting. All of the students sit properly with their own group. They did not seem strange with the situation. Then, the teacher gave explanation about the topic to build their background knowledge of the topic on that day. She instructed students to work with their group. When the students worked, there were some students who did not work. The teacher just warned them.

There were some groups that were active enough during the discussion with their group mates. They opened the dictionary to find the meaning of difficult words. Sometimes they asked the teacher to help them in choosing the appropriate meaning needed in the context since one word may have more than one meaning. They shared and helped each other to finish the task. When they could not finish the task, they asked the other groups to help them. The class situation was rather noisy but controlled. They could find the main idea of a text and build summary of it.

c. The third meeting

In the third meeting, the teaching learning process really ran well. It was started with the question from the students about the teaching materials. They were curious to know the text given next by the teacher. It was seen that they were enthusiastic to read the text. The teaching-learning process ran well. Students enjoyed working in groups and enjoyed reading the text as well. Almost all of groups discussed the task seriously. They could finish the task well. The students were active. Some of them were brave to give their opinion to comment the other group's result of the discussion.

In this meeting, the passive students gave their contribution in their group. They shared and discussed the tasks together, solved the problems together, consequently, there was no difference between the good students and the poor ones in their participation. It was easier for them to find main ideas. In addition, they were able to understand the meaning of the words. They comprehended the text easier than before.

4. Reflection

Based on the observation results, the English teacher and the writer had reflection on the result of the action in the second cycle. The positive results of cycle 2 were as follow: 1.) there was behavior change of some students, the passive students became active; 2.) every student could learn from others by having discussion during the teaching learning process; and 3.) the authentic materials were better teaching materials to draw the students' interest in reading a text.

Based on the result of observation, teacher and the writer concluded that teaching reading using authentic materials attracted the students to read the text into the point they could comprehend it. By using authentic materials, the students became more enthusiastic in the reading activity. They did not get bored while the instructional process occurred. Moreover, by adding discussion in the



instructional process, the students could comprehend the text better. The students showed that they made good improvement of students' reading comprehension and students' learning activity.

The research finding of cycle 1 and cycle 2 could be seen in the table bellow:

Aspects	Beginning of Cycle I	End of Cycle II
1. Students' reading comprehendsion	a. Students still got difficulties in finding the main idea of a text. b. Students got difficulties to find out the appropriate meaning of the words in a text. In addition, they could not use them based on the context. c. The students still failed to draw any information from the text.	a. The students were able to find the main idea of a text. b. The students could understand the meaning of the word; they could match the words with the appropriate meaning from the text. They could use the words based on the context. c. The students could find informations from the text.
2. Test	Pre-test average score: 55.5	Post test II average score: 77.6
3. Classroom situation	a. The class was so noisy, the students chatted with friends every time they did the assignments. Sometimes, they cheated too. b. Some students were too lazy to do the assignments, they waited for the clever students finished his/her work, and then they just copied it. c. The students felt shy or embarrassed when the teacher gave them orders and some didn't finish their work	a. Most of the students paid attention to the lesson. They were motivated in joining the lesson. Fewer students who were still making noise when the lesson was conducted. b. The teacher could control the class when the students started to make noise. Moreover, they made noise because they were in-group discussion. They discussed something with their friends. c. The students were enthusiastic in finishing their works, especially for the individual work. They were neither shy to answer the teacher orders nor to raise their hand to answer the questions.
4. Problems/Weaknesses	Identified problem: a. The students were still lack of vocabulary mastery. b. The students still got difficulties in finding out the main idea and the detail information of a text. c. The students were so enthusiastic in teaching learning process, but it did not last until the lesson was over. They only paid attention during the beginning of the lesson.	The remaining problems: a. Some students still got low score in the reading test b. Some students were still passive during the teaching and learning process. c. The students still could not paid attention until the teaching learning process was over. d. Even though the students could comprehend the text well, they took too long to do so.

Teaching reading is not merely about how to teach students to recognize and to pronounce the words in the text. It is the process of how to bring the students to activate their knowledge to get the message of the text. Teaching reading at junior high school has its own advantages. The different behaviors and intelligences among the students would affect the teaching and learning process. As stated by Florence Davis (1995: 1) reading is a mental or cognitive process that involves a reader in trying to follow and respond to a message from a writer who is distant in space and time. That is why the teachers have to find the suitable technique and teaching materials in their teaching. The teaching of reading should allow the students to have much interaction with the text so that they can explore their knowledge of the language in order to get the message of the text. According to Kennedy (1981: 192) defines reading comprehension as a thought process through which readers become aware of an idea, understand it in terms of their experiential background and interpret it in relation to their own needs and purpose. Smith and Robinson (1980: 54) state that reading comprehension is the understanding, evaluating and utilizing of information and idea gained through an interaction between the readers and the author. Reading comprehension can be defined as the level of understanding of a passage or text.

In addition, the teaching materials should be suitable for the students' level of proficiency and interesting. The suitable teaching materials should help the students in comprehending the text without exhausted getting in touch with the complicated grammar and vocabularies. Moreover, the interesting teaching materials bring the students to the enjoyment in order that they are able to draw the student's interest to read it without getting bored.

Implementing the research, the writer identified some factors causing the low achievement of the students' reading comprehension. The factors came from the teacher and students. The English teacher that is used monotonous technique in the teaching reading comprehension. Her teaching of reading still focuses on translating the text, word by word. Sometimes the teacher read the text loudly, then gives the meaning of the new vocabularies to the students. On the other occasion, she just asks the students to translate the text by themselves and answers the comprehension question. In addition, the teacher only uses the same book from time to time. She just depends on the text taken from "Lembar Kerja Siswa" to teach reading which was away from the students' interest to read.

Consequently, the students did not have much interaction with the text so that they cannot understand the text. Another result is that they cannot memorize the vocabularies because they did not explore it themselves. The unsuitable and monotonous teaching materials made the students bored and unmotivated in the learning process. The students' interest to learn English was low. That was why their achievement also low. After the writer implemented the action plan, the English teacher and the writer concluded that authentic teaching materials were an effective technique to improve students' reading comprehension. The researcher used field notes in the research to have reflection on the result of the action implemented. By using it, he analyzed the weaknesses and the strengths during the implementation of authentic teaching materials in teaching reading. In the first cycle, authentic

teaching materials were implemented as planned, but there were problems in the beginning of the first cycle. They were as follows: 1. The students were still lack of vocabulary mastery. 2. They still got difficulties in finding out the main idea and the detail information of a text. 3. The students were so enthusiastic in teaching learning process, but it did not last until the lesson was over. They only paid attention during the beginning of the lesson.

After analyzing the first cycle finding, the writer decided to take the second cycle. She conducted group discussion in the classroom activities, which involved all students' participation. She gave opportunity to passive students to speak up so the class condition was not dull. Students enjoyed and gave good response during the teaching learning process. The observation results of field notes supported by interview with students show that there is differences students' interest before and after the teacher implements the action. After the researcher conducted the action of cycle 2, he interviewed some students. When the teacher asked their feeling, first students said "menarik Pak", and the other student said "senang Pak, tidak bosan." In the end of second cycle, the differences also occurred in the classroom situation. For examples, most of the students paid attention to the lesson, they were motivated in joining the lesson, the students were enthusiastic in finishing their works, especially for the individual work, and they were neither shy to answer the teacher orders nor to raise their hand to answer the questions.

However, after conducting the research, some problems remained. These problems only occurred to certain students. They got low score in the reading test and some passive students during the teaching and learning process. The writer and the teacher assumed that the problem was on the students themselves. They also got low score in another subject as well.

Beside the improvement on the students' behaviors, there was also improvement of the students' achievement in reading competence. Based on the students' pre-test and post-test scores in the beginning and the end of the research, the researcher concludes that there is improvement in students' achievement. The students mean score of the pre-test is 55.5. The students mean score of the final post-test is 77.6. The researcher can conclude that the implementation of authentic teaching materials in teaching reading can improve the students' reading comprehension of the second grade (class VIII) of SMPN 57 Surabaya.

## **CONCLUSION**

There are several findings which were revealed during the research. It had been identified that students' reading comprehension was low. It could be seen from the observation result during pre-research and the mean score of pre-tests. From pre-research, the researcher found that the problems came from the teacher and the students themselves. The pre-research showed that the teacher did not involve all students to participate during teaching learning process, so almost all of the students were passive. The teacher only used monotonous technique so the class was boring. Besides from the teacher, the problems also came from the students. The pre-research showed that the students did not

have willingness to participate during teaching learning process, they had no willingness to be active and it could be seen that only certain students followed the lesson well, they had no interests and motivation, and also they had inefficient reading habit that is they completed the task in reading material merely by matching the words and the sentences in the tasks with the words and the sentences in the text without knowing what the text was about.

The research shows that authentic teaching materials can improve students' reading comprehension. It can be proven by looking at the change on students' behaviors. Before using authentic teaching materials as the technique, the classroom situation was boring and lifeless, but after using the technique, there was a new atmosphere which motivated the students. The students became more enthusiastic in reading than before. Besides, their achievement also improved. It can be seen that the mean score in pre-test 55.5 increased to 77.6.

Based on the discussion in the previous chapter and the research findings which are summarized above, the researcher concludes that teaching students reading comprehension using authentic teaching materials can improve the students' reading comprehension, increase their vocabulary, encourage them to be active. It is important for the teacher to choose appropriate teaching materials in teaching English reading to Junior high school students. The teacher needs suitable technique in order to make the teaching and learning process become successful. Based on the conclusion and supported by all of the data, there is enhancement of students reading comprehension taught by using authentic teaching materials. The writer can imply that authentic teaching materials can be used as an effective technique in teaching reading to students.

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