

Authentic Material to Improve Students' Reading Comprehension at Senior High School Learners

Sukmawati¹

¹Corresponding author, English Department Education, Faculty of Teacher Training and Education, Megarezky University, Makassar, Indonesia; sukmar.dilla@gmail.com

Abstract

As value of observation in the class room the students have score 6.0. This score is as a poor category. In this research the aim is to solve this problem until the students have a good score, while the standard curriculum is 6.5. This research aimed to improve the students' reading comprehension at eleventh grade students of SMAN 10 Makassar. This research used Classroom Action Research (CAR). The research was conducted in two cycles. Each cycle consisted of four stages that is planning, acting, observing, and reflecting stages. Data were collected through test namely multiple choices and essay. The subject of research was 32 students of SMA Negeri 10 Makassar. Authentic material was obtained by internet, magazine and newspaper. The result of the study showed that there was improvement of students' reading comprehension after being taught by using authentic materials. There was a significant improvement of the students' reading ability, after getting the implementation of action among 2 cycles, and the finding was 18 students (56,25 %) in the first cycle and 28 students (87,5%) in the second cycle who can pass minimum completeness criteria (KKM). Therefore, the application of authentic materials in learning and teaching process can improve the students' reading comprehension and has reached the instruction targeted in curriculum at that school. The students are more active to participate in learning reading by applying authentic materials.

Keywords: Authentic material, Improvement, Reading Comprehension

1. Introduction

People communicate and interact with others by using language. Some community English have become an international language. Most of the community use English to communicate with others who have different languages in the whole world. It is caused that English is very important to be taught and learned by the students. In Indonesia, English learning is taught as one of the compulsory subjects from elementary school until university level. According to Urquhart and Weir cited in Grabe (2009:14) reading is "the process of obtain and take information encoded in language form via printed book". It means that reader receive information through written language then understand information based on their

knowledge. Reading is a receptive skill that helps the reader to get information through written text. Many vocabularies can be obtained from reading.

Reading is complex active and process that involves (1) understanding written text, (2) developing and interpreting meaning, and (3) using meaning as appropriate to type of text, purpose, and situation (National Assessment Governing Board, 2012). This reading comprehension needs more than information of vocabulary and syntax, rather it requires the ability to recognize the particular nature of the text being conveyed (Atta & Safein, 2017). It was consider as a common skill that needs participation actively, interaction and participation of learners (Ghafar Samar & Dehqan, 2012). Basically reading is a process of communication among three triangular components ; the passage, the reader and the intention of reading (Hunghe, 2020).

A native speaker organizes authentic material without teaching purpose (Al Azri, R.H., Al-Rashdi, 2014;Martinez, 2002) Briefly, authentic materials are texts that have been designed for actual communicative purposes (Mishan, 2005)

Gebhard 1996 (as cited in Belet Boyaci, S.D.,& Guner, 2018) classified authentic materials under three categories. (1) Authentic audio/visual materials involve TV commercials, quiz shows, video clips, cartoons, movies, soap operas, and radio dramas and commercials. (2)Authentic visual materials include slides, pictures, photographs, children's drawings, non-verbal street signs, skylines, magazine pictures, postcards, nonverbal picture books, and stamps. (3) Authentic written materials are newspaper articles, movie commercials, astrology columns, sports news reports, obituaries, advice columns, lyrics, restaurant menus, street signs.

Authentic materials nowadays are available online. In line to (Arianie, 2017) states that "the Internet is regarded as a very important and rich source for authentic material". It has been widely used to facilitate students learning a foreign language, and its use in classes is not recent. Teachers has begun using authentic materials in the 1970s as a effect of the expanse of the CLT approach (Hedge, 2000 as cited in Al Azri, R.H., Al-Rashdi, 2014)(Hedge, 2000 as cited in Al Azri& Al-Rashdi, 2014). The emphasis of this language teaching approach on real-world communication has made it imperative to provide students with the skills required to accomplish real-world tasks. According to (Edge 1994as cited in Chamba, Reinoso, & Rengifo, 2019) there are two main qualities that make authentic material appropriate for classroom use.. The other is the motivational factor, because it connects language learning's means and objective. In other words, authentic material gives significance to the learning process and increases the students' motivation by transferring course knowledge to their daily lives (Chamba et al., 2019). It should also be added that authentic texts per se are "intrinsically more active, interesting and stimulating" than textbooks (Lee,1995; Little, Devitt & Singleton, 1988; Peacock, 1997; Shei, 2001 as cited in Al Azri, R.H., Al-Rashdi, 2014)

Based on observation result when the researcher was to be lecturer advisor in teaching practice (PPL) in XI B class of SMA Negeri 10 Makassar, the students' reading comprehension is still poor. The students can read some texts but only a few of them can comprehend or can understand what they have read especially English text. It causes many factors such as the students consider that English is very difficult subject, bored and scared because meaning and letters are different. The other factor is the teacher always used the same method to teach English subject like the direct method. It is also making the students

more bored to study English. As value of observation in the class room the students have score 6.0. This score is as a poor category. In this research the aim is to solve this problem until the students have a good score, while the standard curriculum is 6.5. The researcher wants to achieve the score at 8.0 target in learning reading ability. If we consider the study of English a foreign language around the world, reading is the main reason why students learn the language. In this research, the researcher focuses on improving students' reading comprehension by using authentic material. The objective of research was to know how to improve students' ability through authentic material.

2. Method

This research is classroom action research. It was conducted at the XI B class Science of SMA Negeri 10 Makassar on 10th March until 29th May 2018. This research aimed to help the English Foreign Language students to solve their problems in reading ability so the researcher decided to select Classroom Action Research as the form of this research. (Mettetal, 2001) stated that classroom action research is a method of finding out what works best in your own classroom so that you can improve students' learning. The purpose of this research is to gain understanding of teaching and learning within one's classroom and to use that knowledge to increase students learning.

2.1. Respondents

This research used Classroom Action Research (CAR), it was conducted at the XI B class Science of SMA Negeri 10 Makassar. A total number of respondents was 32 students.

2.2. Instruments

The test is intended to find out the effectiveness of Authentic Material in improving the students' ability in reading descriptive text.

Data were collected through test namely multiple choices and essay. The subject of research was 32 students of SMA Negeri 10 Makassar. Authentic material was obtained by internet, magazine and newspaper.

2.3. Procedures

Furthermore, (Hopkins, 2008) stated CAR is the systematic study of attempts to improve educational practice. CAR typically involved four phases in a cycle of research. They are:

a. Planning

The researcher acts as the teacher and prepares the teaching materials to make the research run well such as lesson plan, observation checklist, field note that is jotted down by the observer and also the handout to the students.

b. Act

The researcher implements the planning. Here, the researcher is the teacher who teaches the materials with the technique or strategy that has been planned.

c. Observe

All of actions are observed in this step. Here the researcher cannot do this alone. The researcher needs a collaborator or more to observe all the action in presenting the materials

through the planned technique in the teaching and learning process. The collaborator monitor activities occurring in the classroom on the observation sheet while the teaching and learning process.

d. Reflect

The result of the test and observation decide the next planning and action. Here the researcher and the collaborator have a discussion about the teaching and learning process. The weaknesses occur while the teaching and learning process that must be fixed. If the score is still under KKM score, re-planning, re-acting and re-observing must be done. In re-planning next action, the changes or addition action is needed to improve the process of teaching and learning. The researcher and collaborator find the best way together as the plan for the next cycle.

The test is intended to find out the effectiveness of Authentic Material in improving the students' ability in reading descriptive text.

2.4. Data Analysis

Student learning outcomes data in the form of tests will be analyzed using scores based on benchmark reference assessments, calculated based on the maximum score achieved by students. The values obtained are grouped into five categories: very high, high, moderate, low and very low. The criteria used to determine the categories of learning outcomes are based on the categorization techniques established by the Ministry of National Education (Purwanto, 2004: 32).

3. Finding and Discussion

3.1. Research Question

How are students' learning outcomes by using authentic material in learning reading comprehension?

Table 1. Students' Learning Outcomes through Authentic Material in Cycle I

| Interval Score | Frequency | Percentage | Category |
|----------------|-----------|------------|-----------|
| 90-100 | 0 | 0% | Very high |
| 80-89 | 2 | 6,25% | High |
| 65-79 | 17 | 53,13% | Moderate |
| 55-64 | 13 | 40,62% | Low |
| 0-54 | 0 | 0% | Very low |

From table 1 above, it was found 13 students (40,62%) who achieved score of 55-64 and categorized as low. Then, there were 17 students (53,13%) who obtained score of 65-79 and categorized as moderate. Last, there were 2 students (6,25%) who obtained score of 80-89 and categorized as high. Nevertheless, there was not students who obtained category of very low and very high.

Tabel 2. Classical Completeness Criteria in cycle I

| Criteria | Frequency | Percentage |
|----------------|-----------|------------|
| Completeness | 18 | 56,25% |
| Incompleteness | 14 | 43,75% |

Based on table 2, there were 14 students (43,75%) who achieved incompleteness and 18 students (56,25%) who achieved completeness. Nevertheless the result was above 60% of completeness. Therefore, it was decided to continue cycle 2.

Tabel 3. Students' Learning Outcomes through Authentic Material in Cycle II

| Interval Score | Frequency | Percentage | Category |
|----------------|-----------|------------|-----------|
| 90-100 | 14 | 43,75% | Very high |
| 80-89 | 15 | 46,87% | High |
| 65-79 | 3 | 9,38% | Moderate |
| 55-64 | 0 | 0% | Low |
| 0-54 | 0 | 0% | Very low |

From table 3 above, it was found 3 students (9,38%) who achieved score of 65-79 and categorized as moderate. Then, there were 15 students (46,87%) who obtained score of 80-89 and categorized as high. Last, there were 14 students (43,75%) who obtained score of 90-100 and categorized as very high. Nevertheless, there was not students who obtained category of very low and low.

Tabel 4. Classical Completeness Criteria in cycle II

| Criteria | Frequency | Percentage |
|----------------|-----------|------------|
| Completeness | 28 | 87,5 % |
| Incompleteness | 4 | 12,5 % |

Based on table 4, there were 4 students (12,5%) who achieved incompleteness and 28 students (87,5%) who achieved completeness.

After conducting Authentic materials for two cycles, the students' reading ability improved. Moreover, the process improvement for each cycle in the classroom activity. Below is the further explanation of each improvement:

Cycle 1

- a. When the teacher explained the materials, some of students still seemed confused. When he asked "do you understand?" They looked at the other students seemed like waiting for other students' response and just followed it. When some of students said that they have understood, the other students also followed to say that they understood.
- b. Since they chose their group by themselves, those were irrelevant. There were dominant groups where the students were smart only wanted to be in group with the smart students. In the meantime, the poor students were in group with the poor students too. Then, the poor groups of students, they did not have friends who could be asked if they did not understand.
- c. When teacher distributed authentic material, the students are still confused the meaning of content. They did not get the main idea, difficult to understand vocabulary and difficult to get specific information.

- d. Some groups did not work cooperatively. They just kept busy with their activity and kept talking with others.

Cycle 2

- a. The students are interested to read English book by choosing own topic based on their need.
- b. Since the teacher chose the member of each groups, there were not dominant or poor groups anymore. The time also became more effective in the classroom.
- c. The students worked cooperatively in group and helped each other to do their responsibilities.
- d. The students did not feel doubt and afraid anymore, and the misunderstanding had been solved. it could be seen from students' participation. There were ten questions, thirteen words, one sentence and four references that they asked for clarification.
- e. The students comprehend to get main idea, can guess meaning of words in written language and obtain specific information.

4. Discussion

The students did not seem really to understand the instruction and they did not have handout to reread the text whenever they forgot what they did in the first cycle. To handle this problem, the teacher provided authentic materials by guiding sheet as the students' handout to make them understand materials and reread it whenever they forgot it. The researcher distributed authentic materials by guiding the sheet to the students and also explained again about the technique in the second cycle. They seemed more understand the technique and could reread it whenever they forgot. They also could prepare themselves for the activities that had been done. The students had mastered the technique in the second cycle, When the teacher did to ask and answer the question, they could answer all the questions correctly. Besides that, in the first cycle, they also took quite long time in making their group. When they chose their group by themselves, the groups were not relevance. There were some dominant and poor groups. To look after this problem, the teacher had to manage the students into groups. So, in the second cycle, the teacher divided the students into some groups by choosing the top 5 in the class and divided into different group. That way, there were no dominant or poor group anymore in the classroom. It also did not spend much time to make groups. To look after this problem, the teacher needed to make sure that the students split each role. In the second cycle, the teacher made sure that the students split each role by calling each questioner, predictor, clarifier and summarizer of each group before being applied the technique.

So, when the teacher asked the questioners of each group to do their responsibilities, they did not point each other, they did their responsibilities well. The teacher also did like in the second cycle and everything ran as expected by the teacher. In the first cycle, some students did not work cooperatively in the classroom; they did not help each other. They also did not have friends who could be had when they got stuck. Because they felt afraid and make any mistakes. When the teacher had them to write their questions on whiteboard, they felt doubt to do it. There were only six questions. In the second cycle, the students did not hesitate and afraid to write the questions anymore. Since the students worked cooperatively, help

each other and in each group had some students that could be asked when the other got stuck. There were nine questions. There were ten questions.

In the first cycle, there was a misunderstanding; they thought they had to clarify all of the words, references and sentences by themselves. So that they did not ask all the words, references and sentences that they did not know. Then, there were only five words and one reference that be asked by them. However, when they saw the next activities, they knew that they did not have to clarify by themselves they seemed regret why did not ask all the words, references and sentences that they did not know. So, the teacher clarified the misunderstanding that happened in the first cycle. The students became more active. There were fifteen words, one sentences and four references.

The teacher also did like in the second cycle and everything ran as expected by the teacher. There were eighteen words, one sentence and four references. In the first cycle, the students did not really understand the technique, they did not focus on the tasks. Most of students just kept talking and busy with their activity. If the students had understood the technique, they could focus on the task. Only a few students still kept talking and busy with their activity in the second cycle. The students who liked to talk did not focus on the tasks, sat in the front row seats of the class. It made them could be more focus and did not just kept talking and kept busy with their business. Finally, the students' participation in teaching and learning was influenced their score. In the first cycle only 56,25 % students did not pass the Minimum Criteria of Mastery (KKM). Then in the second cycle the students got 87,5% or the students passed Minimum Criteria of Mastery (KKM). The authentic materials (pictures) that were provided by the teacher in each handout, help the students to develop their imagination. It could be seen from their prediction. They could predict the answers of the questions correctly. Therefore, it encourages students' motivation in learning reading comprehension. This conveys that students gave positive attitude when using authentic material so that produces very high motivation, giving sense of achievement when comprehend material and support further reading. (Widyastuti,2017). It is line in (Guo, 2012) stated that authentic materials reveal students to real life in learning English, thus students find them more appealing and appropriate in learning reading comprehension. Authentic material can be obtained by fiction text that can encourage students' motivation and develop students' reading comprehension. It is supported by (Sujarwo; Imran, M.C; Sukmawati, 2018)

5. Conclusion

After the researcher did the research (Classroom Action Research), there are some conclusion as follows as:

1. Using authentic materials as one of the methods in teaching is able and significant in improving the students' reading ability.
2. The students are more active to participate in learning reading by applying authentic materials.
3. The conclusion above shown that the application of authentic materials in can improve the students' reading ability and has reached the instruction targeted in curriculum at that school

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Appendices

Appendix 1

Cycle I Reading I

Coffee Shops and Hotspots

Having a daily cup of tea or coffee in a modern day coffee shop has become more and more popular in Indonesia. In fact we can say the modern coffee culture is mushrooming. Coffee shops are not only for having a 'cuppa' but are also places to meet friends and socialize. Coffee shops are usually cozy, relaxing places for people to sit down, have a chat or read. Comfortable chairs and sofas, soft lightning, magazines and even internet access are the characteristics of a modern day coffee shop.

Back in the 15th century in the Middle East, a coffee shop was a place where men got together, had coffee and socialized while listening to music, watching dramas or playing chess. Coffee shops also became popular meeting places in 17th century Europe. In the past in Indonesia, coffee shops attracted just men, but today with their more modern design and comfortable atmosphere more and more women are using them as a safe place to meet friends.

Many coffee shops in Indonesia now provide a Hotspot or Wi-Fi facilities that allow customers to access the internet using their mobile phone or laptop. It's a good way to attract more people to visit the coffee shop! Hotspots are also available in some bookstores, offices, cafes and restaurants.

Just in case you go to a coffee shop and don't know what to order:

- Black coffee** : *Coffee without milk or sugar.*
Espresso : *Dark coffee served in a small 30mm cup.*
Latte : *Espresso with hot milk, topped with a small layer of milk foam.*
Cappuccino : *Espresso with milk foam, topped with chocolate powder.*
Macchiato : *Espresso*

1. Modern coffee culture is called as...
 - a. Mushrooming
 - b. Planting
 - c. Flowering
 - d. Wooding
2. Coffee shops can be used both for drinking and for...
 - a. Chatting
 - b. Reading
 - c. sleeping
 - d. Socialize
3. Coffee shops firstly were enjoyed by....
 - a. Half man
 - b. Man
 - c. More women
 - d. Man and woman
4. Customers come to coffee shops to access internet by using...
 - a. Handphone and laptop
 - b. Laptop and book
 - c. Handy talky
 - d. Handphone and radio
5. Hotshop can be available in some areas, except...
 - a. Bookstores
 - b. Offices
 - c. cafes
 - d. Mall

READING II Honey Bee

This is an extraordinary, curious, and remarkably industrious little insect, to which mankind are indebted for one of the most palatable and wholesome sweets which nature affords; and which was one of the choice articles with which the promised land was said to abound.

In every hive of bees, there are three kinds; the queen, the drones, and the labourers: of these last, there are by far the greatest number: and as cold weather approaches, they drive from the hives and destroy the drones, that have not laboured in summer, and will not let them eat in winter.

If bees are examined through a glass hive, all appears at first like confusion: but, on a more careful inspection, every animal is found regularly employed. It is very delightful, when the maple and other trees are in bloom, or the clover in the meadows, to be abroad and hear their busy hum.

6. What can make mankind like honey bee?
7. What are kinds of honey bee?
8. The word “they” in paragraph two refers to...
9. What does it occur when bee inspected through a glass hive?
10. What can be concluded about bee?

APPENDIX II

Cycle II

READING I

Gili Trawangan

Gili is derived from Sasak language (Lombok Island native tribal language) which means small island. Actually there are several Gili /dykes around the island of Lombok, yet there are three dykes that are known by tourists, namely Gili Trawangan, Gili Air and Gili Meno.

Among the three dykes, the Gili Trawangan is the largest, well-known and the most complete amenities. Gili Trawangan is located in the northwest of the island of Lombok. Administratively, Gili Trawangan includes in the territory of the village of Gili Indah, West Lombok, West Nusa Tenggara province.

Gili Trawangan has several beaches with very beautiful views. Most beaches have blue toska and clear sea water. The sand there is also soft with white color. On the west side of the island, you can get the beach atmosphere which is quiet and calm enough. But there, the sand is slightly coarser than the sand of the beach which is in the southeast of the island. Even though, this island looks pretty green with many pine trees, acacia, and coconut trees that beautify the shoreline.

1. Tourist knows several Gili in the Lombok island, except...
 - a. Gili Trawangan
 - b. Gili Mino
 - c. Gili Meno
 - d. Gili Air
2. Gili is location at....
 - a. North Nusa Tenggara
 - b. West Nusa Tenggara
 - c. Northen of Lombok island
 - d. East Nusa Tenggara
3. Beaches of Gili Trawangan have...
 - a. blue water
 - b. clear sea water
 - c. Salt water
 - d. Red water
4. Gili Trawangan is well-know by tourist both local and international because it has ...
 - a. White sand
 - b. Brown sand
 - c. Black sand
 - d. Pink sand
5. What is the main idea in the last paragraph?
 - a. Gili looks pretty with coconut tree
 - b. It gets the beach atmosphere which is quiet and calm enough
 - c. Gili Trawangan has several beaches with very beautiful views
 - d. It has coarser and white sand

Reading II

SPORT

What is sport?

Sport is an activity

- a. Which is generally competitive
- b. Which usually has ruler or customs which make the activity run properly and fairly
- a. In which winning and losing are essential parts of the competitive activity and which often involve two or more people or teams of people

These is evidence that the Chinese enjoyed sport, particularly gymnastics, as early as 4000 BC. In ancient Egypt, monuments to the Pharaohs show that swimming and fishing were possibly sporting events in ancient Qgypt. Egyptian sports also included javelin throwing, high jump, and wrestling. A wide range of sports were played in ancient Greece. Sport became such an important part of the Greek culture that the Greeks created the Olympic Games.

Industrialization, particularly in the 20th century brought increased leisure time to the people of developed and developing countries. There was a lot more time for people to play in, and enjoy sporting events. Professional sport also grew and this meant that sports fans began following the activities of professional athletes through radio, television, and the internet.

6. What is the main idea of the first paragraph?

7. What sports are conducted in ancient greece?
8. When is olympic games found?
9. What is the main idea of the second paragraph?
10. What medias can be found about activities of professional athletes.