74-Article Text-86-1-10-20210119 (1).docx

by Cek Turnitin

AUTHENTIC MATERIALS FOR TEACHING READING

Astried Damayanti
STKIP PGRI Trenggalek
Email : astried.damayanti@yahoo.co.id
Jl. Supriyadi 22 KP 66319 Trenggalek

Abstrak: "Penelitian ini dilakukan untuk meningkatkan kemampuan membaca mahasiswa dengan menggunakan *authentic materials*. Penelitian yang dilakukan adalah penelitian tindakan dengan dua siklus. Subyek penelitian ini adalah mahasiswa semester empat Program Studi Pendidikan Bahasa Inggris STKIP PGRI Trenggalek yang menempuh *Extensive Reading*. Penelitian dengan dua siklus ini dilakukan dengan beberapa perubahan kegiatan. Hasil dari peneitian menunjukkan ada peningkatan rata-rata dari hasil kerja mahasiswa. Dari membuat *paraphrasing*, rata-rata hasil mahasiswa di siklus satu adalah 60,05 dan siklus dua adalah 75,87. Kemampuan membaca mahasiswa meningkat dengan: (1) meningkatnya minat mahasiswa membaca dengan menggunakan *authentic materials*, (2) meningkatnya motivasi mahasiswa dalam kegiatan membaca, (3) membantu mahasiswa membuat *paraphrasing* sebagai salah satu evaluasi dari membaca. Ini menunjukkan bahwa *authentic materials* bisa digunakan untuk meningkatkan kemampuan membaca mahasiswa".

Kata Kunci :"Kemampuan Membaca, *Extensive Reading, Authentic Materials*".

Abstract: "The research was aimed to enhance the students' reading comprehension skill by using authentic materials. Action research was conducted with two cycles. The research subjects were the fourth semester students of English Language Education Department of STKIP PGRI Trenggalek who took Extensive Reading. The research was done in two cycles with some changes of activity. The result of the research showed there was improvement of the students' mean score. From making paraphrasing, thestudents' mean score of the first cycle was 65.05 and the second cycle was
75.87. The students' skill of reading comprehension increased by: (1) enhancing the students' interest to read by using authentic materials, (2) improving the students' motivation in reading activity, (3) helping the students paraphrase as one of reading evaluation. It shows that authentic materials can be used to help students improve their reading skill".

Keywords: " Reading Skill, Extensive Reading, Authentic Materials".

INTRODUCTION

When studying English, reading becomes a crucial skill that should be acquired. Reading in the mother tongue is such a pleasurable pastime, according to Greenall and Pye (1991), that it would seem very desirable to replicate this pleasure when the learner begins to read in the foreign language. However, reading in one's own tongue might often have distinct motivations than reading in a foreign language. The reader of the mother language has a drive to read because of this reason.

is driven by oneself. Even if the justification may sometimes be fictitious or fleeting, the reader is still in charge and has a choice as to what to read. However, reading in a foreign language is often done in class and may be supervised and regulated by the instructor. Often, the reader is instructed overtly or implicitly on what and how to read. A key goal was to inspire motivation via the wording and the substance. However, in all likelihood, not everyone will find a text interesting at all times. The job seems to be another aspect that is crucial for boosting motivation.

According to McNeil (1992:16), comprehension involves making meaning of the text. When it comes to engagement, reading comprehension is about sharing knowledge learned through context and putting various elements into a new context. It is the process of interpreting literature based on someone's past knowledge. It aims to make the message clear. Although authors create writings to serve a certain goal, readers must interpret what they read and come to their own conclusions about the meaning of the text. Understanding the information in the text and updating the prior knowledge utilized to comprehend the text in the first phase are both components of comprehension.

Interactive techniques place more focus on teaching reading comprehension as a process rather than the earlier emphasis on teaching it as a result by having students respond to questions about their reading. Students are thus taught how to process texts by drawing conclusions, activating relevant ideas, connecting new information to prior knowledge, developing mental imagery, and distilling the material in a text to uncover the core idea.

Four additional assumptions underpinning the process method are categorized by McNeil (1992: 16–18) as follows:
1. Students' prior knowledge influences the lessons they will learn through reading. Prior knowledge of the reader interacts with the text to provide psychological meaning. The way a book is interpreted depends on the reader's understanding of the subject. Building a relationship between a preexisting schema and the message's components is necessary for message comprehension.
2. Text comprehension requires both concept-driven and data-driven processes. A concept-driven process requires one to activate their schemata, apply them while establishing reading expectations, and fill in any gaps in their schemata with the knowledge they have learned from the text.
3. A person will recall and comprehend a text better if they digest it deeply. The deep-

processing theory is supported by two approaches to text comprehension: elaboration and the utilization of the author's organizing techniques.

framework. Readers add enrichment to the text by using their past knowledge, drawing conclusions, and paraphrasing it in their own language in accordance with their own objectives.

4. The setting of reading affects what will be remembered. Perhaps more essential textual components should be investigated and retained than less significant ones. The reader's assessment of the significance of text components as they are encountered is influenced by the reading environment, including the reader's goal and viewpoint.

. If the children read stuff they can grasp, an extended reading program may be beneficial, according to Harmer (2007:283). The fundamental objective of this activity—reading for enjoyment—can hardly be achieved if they are having trouble understanding every word. Gradated readers are useful resources for teaching lengthy reading. They are permitted to consult authentic literary and scholarly materials. They may also utilize the literary works to learn in-depth reading. Such publications are successful because the authors or adaptors stick to predetermined word and grammatical lists. This indicates that children reading them at the proper level may do so with ease and confidence. There is a role for in-depth reading of lengthy texts with little to no deliberate strategic involvement, according to Brown (2007:360). Reading was discovered to be done for pleasure and without looking up, according to Green and Oxford (in Brown, 2007:360).

In addition, Brown (2007: 373) notes that in order to comprehend a lengthier text, such as a book, lengthy article, essay, etc., one must learn to read extensively. Typically, it takes place outdoors and during a separate period of the lesson. There is a lot of reading for pleasure. Technical, scientific, and professional reading may sometimes be substantial if the reader is only looking for a broad, overarching idea from lengthier paragraphs.

Some guidelines for developing reading skills are provided by Brown (2007: 373–376). As follows:

1. When combining courses, keep in mind that reading proficiency must be a priority. Many ESL students who are taught in their native language are sometimes left without their own devices when it comes time to learning reading skills. It implies that effective reading will be learned via many possibilities brought about by in-depth reading. In actuality, concentrating on improving reading abilities will provide several benefits.

2. Apply strategies that are internally motivated. Select resources that are pertinent to the objectives. There are several methods available for teaching reading. Select a

teaching method that involves learners intrinsically in the reading-learning process. By providing chances for students to regularly review their progress via instructor-initiated evaluations and self-assessment, the teacher may also provide intrinsic motivation.

3. Pick a text that balances authenticity and readability. The real-world sources may be used to get the genuine texts. Texts contain straightforward grammatical and lexical structures, including adverts, reports, and essays. It may not be essential to simplify an already simple possible reading option. If this should be done, it is essential to preserve the original materials' inherent redundancy, wit, comedy, and other distinctive qualities.

4. Create a reading instruction approach. To teach reading, use a variety of reading techniques.

5. Employ top-down and bottom-up strategies. We sometimes forget that students will benefit from learning the foundations when we use activities in the classroom that are connected to actual language. Make sure there is adequate space in the classroom to stress the written language exercise. It ought to be appropriate for their level. Utilize the SQ3R sequences. SQ3R approach is one of the simplest techniques that may be used to reading instruction. There are five phases in the process: survey, questions, reading, recitation, and review.

6. Consider stages before, during, and after reading. The following three-part structure is a useful criteria to keep in mind while teaching reading. They are present before, during, and after reading.

7. Include an assessment component in your methods. It is as crucial to be able to assess kids' understanding and skill development in reading as it is in hearing since reading comprehension is completely unobservable (we must infer comprehension from other behavior).

To build an efficient process for learning to read, it is crucial to use the right instructional materials (Apsari, 2014:89). According to Nuttal (in Apsari, 2014:89), a variety of text kinds will draw readers in and pique their interest. It implies that various text formats have an impact on a learner's motivation and interest in reading. According to Tomlinson (in Apsari, 2014:89), genuine materials are one form of resource that may be used to educate and learn reading.

The source of authentic content is genuine life or experience (Apsari, 2014:89). Magazines, books, newspapers, articles, and certain online media are all acceptable sources of information. Wallace (in Apsari, 2014:89) defines genuine materials as texts drawn from actual life and not those created for pedagogical purposes. Realistic resources are used to provide the learners with contributions.

to learn more about their surroundings. They will be able to get a broader understanding of the subject covered in the book.

Authentic resources may greatly increase instructors' and students' interest (Gilmore, in Guo, 2012:197). The phrase implies that real resources may be utilized to increase interest in reading instruction for both teachers and pupils. According to Floris (in Guo, 2012:197), genuine materials increase motivation and engagement since they are relevant to students' real-world experiences.

Based on the above context and theories, the study makes the assumption that genuine content is one of the best types of material to provide students with in order to improve their reading comprehension. The purpose of the study is to determine how realistic materials might improve students' reading comprehension abilities. With the use of real-world resources, the study hopes to improve pupils' reading comprehension abilities.

The research's findings are anticipated to benefit (1) students, who may use and choose appropriate authentic resources on their own to learn to read, and (2) instructors, who must use and select appropriate genuine materials to teach reading. (3) Other researchers, who can carry out various types of study utilizing real materials.

Several tasks may be used to test one's comprehension of the book. A method is to paraphrase. According to Alred, Brusaw, and Oliu (in Hans), paraphrase is the process of restating and rewriting someone else's thoughts in new terms. According to Clark (in Hans), paraphrasing allows pupils to demonstrate their understanding of the text by using their own words to express concepts and meanings based on their own analyses.

Oshima and Hogue (in Hans) outline four phases for effective communication. (4) paraphrasing by using different words and the main idea's structure, then writing supporting details; the learners are not allowed to change the ideas or meaning of the original text. (1) understanding the text by reading it several times. (2) finding the new meaning of the words in the text by searching for synonyms. (3) making an outline.

Students are given instructions in this study to paraphrase certain items collected from newspapers or magazines. The outcome of the paraphrase demonstrates the student's aptitude for comprehending the provided content.

RESEARCH METHOD

The study was carried out using action research. Action research is carried out in social settings as a form of self-reflection by participants to rationally improve and modify their own social or educational practice as well as their understanding of these practices and the circumstances in which the practices are carried out, according to Kemmis and Taggart (in McNiff and Whitehead, 2002:24). Additionally, action research can be defined as: (1) people reflect on and develop the work and situation, (2) by closely relating their reflection and action, (3) and also conducting their practices publicly, not only to other learners but also to others, (4) the work and the situations that attract the person's interest and concern about them (i.e., their (public) practices and theories of the work and their situation), and (5) data obtained from participants themselves (or through other means). (8) Collaboration among group members as a "critical community," (9) self-reflection, self-evaluation, and self-management by autonomous, responsible individuals and groups, (10) learning gradually (and publicly) by putting what is learned into practice and making mistakes in a self-reflective spiral of planning, acting, observing, reflecting, replanning, etc., and (11) reflection that supports the notion of the (self-) reflective practitioner.

Action research is defined as a cycle with many stages. Planning comes first, followed by action, observation, and reflection. The cycle of action research is shown in the following diagram.

Figure 1. **Action Research Cycle**
(adapted from McNiff and Whitehead. 2002:40)

Planninng

Reflecting **Acting**

Observing
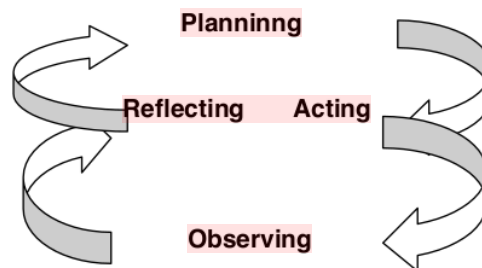
Additionally, McNiff and Whitehead provide a fundamental action research: (1) We evaluate our existing practice, (2) We choose an area to improve, (3) We envision a course of action, (4) We test it out, (5) We examine the results, and (6) We alter our plan based on what we have learned.

have discovered after practicing and continuing the "activity," (7) assessing the changed action, and (8) ceasing the "action" if we are happy with the element we have practiced.

To aid pupils in improving their reading comprehension, research was conducted. The research's participants were the fourth semester Extensive Reading students from the English Language Education Department of STKIP PGRI Trenggalek. 19 students made up the topics.

Four stages were taken in the research process. They were strategizing, doing, watching, and thinking. The study developed the materials that will be distributed to the students during planning. "Imperial English" is the name of the paper that was written for study. Additionally, the study produced the paraphrasing-related content. She employed paraphrase to assess the pupils' understanding of the provided article.

After conducting preparation, the researcher took action by putting the previously developed planned into practice. It was carried out in a number of ways. The paper was first given to the pupils by the researcher. She instructed the kids to thoroughly study and comprehend it. She then proceeded to ask the children questions verbally. After receiving the response, the researcher gave the students instructions to paraphrase the article. The researcher first clarified the process of paraphrasing. The information included the meaning of paraphrase, how to perform it, and the distinctions between it and summarizing. The researcher explained it before asking the students to summarize the paper. The piece was too lengthy, so she told the kids to carry it home and finish it there. She instructed the pupils to turn in their work at the next class.

The researcher evaluated the pupils' paraphrase at the phase of observation. She concentrated on the major concept and a few of the paraphrased supporting elements. She made sure the work of the kids had been properly classified without straying from the notion of the original source.

The researcher evaluated the students' work as part of her reflection on the findings. She matched the outcome to the success criteria. If the students' mean score was 70 or above, the study was considered successful. If the mean score was below 70, the investigation would proceed by identifying the root of the problem. It implies that the study should go on while making certain changes to the activity.

FINDINGS AND DISCUSSION

The kids' work demonstrated that it did not adhere to the success criterion. The average grade received by the pupils was 60.05. With slight modifications in activities, the researcher continued the study into cycle 2. She learned through the research implementation in cycle 1 that the students showed interest in the article. They were interested in the subject since it was applicable to their daily lives. They attempted to verbally respond to the researcher's queries. The kids' paraphrasing was the main factor in the failure. The kids seemed to be struggling with its construction. While paraphrasing, they neglected to include the article's key details. It was discovered that they were unable to understand how to apply the article's key content. In fact, they made an attempt to paraphrase using their own words. However, they omitted the concept and a number of illustrative elements from their paraphrasing.

The researcher tried numerous different things to extend the study into cycle 2 after the poor outcome. She instructed the kids to look up the article on their own. The idea was for the children to choose the subject on their own. They might utilize an article that was acquired from the internet, periodicals, or newspapers. She then gave the kids the task of paraphrasing it. She instructed them to create an outline of the article before asking them to paraphrase in order to aid in the construction of their sentences. The article's core concept and a number of supplementary elements were included in the outline. Students wouldn't miss any of the article's key points by utilizing the created outline. The researcher assisted the pupils in creating an outline and aided them when they ran into difficulties doing so.

The results of the students' paraphrase in cycle 2 were superior than those in cycle 1. The students' work for cycle 2 had an average grade of 75.87. It indicates that the study was productive. The pupils' paraphrase was found to be superior than their prior paraphrasing. They successfully built the paraphrase with the aid of the outline. In their paraphrase, they included the primary concept and numerous supporting elements from their plan. In their paraphrase, they didn't omit any of the article's crucial details. They were inspired to carry out the study in cycle 2 by their own decision to choose the article. They looked through newspaper and magazine articles. The majority of them selected a subject that was closely related to their own issue or experience. They picked an interesting subject to study. It made it easier for them to understand the material and create the paraphrase. According to the study's findings, using real materials may help pupils' reading comprehension.

The study's findings are consistent with other studies on realistic reading instruction

materials. Siao-cing Guo carried out the first prior research. He did research on the relationship between students' English competence and genuine resources used to teach extensive reading. The outcome showed that real resources might be used to teach extensive reading and advance fluency in English. Kirana's research on authentic resources for teaching extensive reading classes served as the second preceding study. The study was carried out at STAIN Ponorogo. It was intended to explain how real resources were utilized to teach the topic of extensive reading. Interviews, an observation sheet, and a questionnaire were the study tools employed. The outcome showed that the students responded well to the use of real resources for teaching extensive reading.

It is clear from the research findings and the prior study that genuine resources may be utilized to educate and learn reading. The pupils may learn new things and get fresh perspectives on their surroundings. It will enrich their lives with fresh experiences.

CONCLUSION

According to the study findings, utilizing real objects helped pupils become better at understanding what they were reading. The students' average score for cycles 1 and 2 was 65.05 and 75.87, respectively.

By increasing the students' motivation to read and analyze the text or article using authentic materials, increasing the students' interest in reading, and assisting the students with paraphrasing as a reading evaluation tool, authentic materials help the students improve their reading comprehension.

For the benefit of the students, professors, and other researchers, the researcher offers some recommendations based on the study findings. It is advised for the pupils to utilize real-world resources to learn to read. By reading actual things that are close to real life or experience, it will assist them broaden their knowledge and understanding. The researcher advises instructors to utilize real materials while instructing students in reading. They might choose a subject that will interest the pupils and encourage analysis. It can be a teen's issue or a teen's experience that is appropriate for their age group. Additionally, it is advised that the other researchers carry on their investigation into realistic teaching resources for reading that have varied designs.

REFERENCES

Apsari, Yanuarti. 2014. *The Use of Authentic Materials in Teaching Reading Comprehension*. ELTIN Journal, Journal of English Language Teaching in Indonesia. Vol. 2 No .2 (2014), (online: http://e-journal.stkipsiliwangi.ac.id /index.php/eltin/article/view/ 48)

Brown, Douglas H. 2007. *Teaching by Principles*. New York: Pearson Education, Inc.

Greenall, Simon and Pye, Diana. 1991. *Reading 4*. Cambridge: University Press

Guo, Siao-cing. 2012. *Using Authentic Materials for Extensive Reading to Promote English Proficiency*. English Language Teaching, Vol. 5. No. 8. 2012. ISSN 1916- 4742, E-ISSN 1916-4750 Published by Canadian Center of Science and Education (online: http://www.ccsenet.org/journal/index.php/elt/article/view/ 18851)

Hans, Diah Maulidya. *The Effectiveness of Paraphrasing Strategy in Increasing University Students'Reading Comprehension and Writing Achievement*. (online: http://download.portalgaruda.org/article.php?article=298291&val=67 97&title=THE%20EFFECTIVENESS%20OF%20PARAPHRASING%20STRATEG Y%20IN%20INCREASING%20UNIVERSITY%20STUDENTS%C3%A2%E2%82% AC%E2%84%A2%20READING%20COMPREHENSION%20AND%20WRITING% 20ACHIEVEMENT)

Harmer, Jeremy. 2007. *How to Teach English*. England: Pearson Education Limited.

Kirana, Dhinuk Puspita. *Authentic Materials in Extensive Reading Class at STAIN Ponorogo* (onlne: http://download.portalgaruda.org/article.php? Article =387327&val=7254&title=AUTHENTIC%20MATERIALS%20IN%20EXTENSIVE %20READING%20CLASS%20AT%20STAIN%20PONOROGO)

McNeil, John D. 1992. *Reading Comprehension: New Directions for Classroom Practice*. New York: HarperCollins Publishers.

McNiff, Jean and Whitehead, Jack. 2002. *Action Research: Principles and Practice Second Edition*. London: Taylor & Francis e-Library.

74-Article Text-86-1-10-20210119 (1).docx

74-Article Text-86-1-10-20210119 (1).docx

FINAL GRADE

/0

GENERAL COMMENTS

Instructor

PAGE 1

PAGE 2

PAGE 3

PAGE 4

PAGE 5

PAGE 6

PAGE 7

PAGE 8

PAGE 9

PAGE 10