AUTHENTIC MATERIALS FOR TEACHING READING

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AUTHENTIC MATERIALS FOR TEACHING READING

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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, the students' 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

Reading becomes one of essentials skill that should be mastered in learning English. According to Greenall and Pye (1991), reading in the mother tongue is such an enjoyable activity that it would seem highly desirable to recreate this enjoyment when the student starts to read in the foreign language. But in reading in mother tongue, the motivation may often be different from the motivation of reading in the foreign language. The reader of the mother tongue has a reason for reading and the consequent motivation

is self-directed. The reason may sometimes be spurious or ephemeral, but at least this reader in control and can choose what he or he wants to read. But in the foreign language, reading is often a classroom activity, and may be directed and controlled by the teacher. This reader is often told either implicitly or explicitly what to read and how. Motivation through the text and the content was a primary objective. But realistically, it seems not probable that a text will interest all of the people all of time. Another factors seems essentials in stimulating motivation: the task.

McNeil (1992:16) states that comprehension is creating sense of text. From interaction perspective, reading comprehension is providing information gained from context and combining disparate aspects into a new context. It is the process of using someone's prior knowledge to interpret text. It is aimed to reveal the meaning. Although writers structure texts for their given purpose, readers must interpret what they read and must arrive at their own construction of what the text means. Comprehension includes understanding the information in the text as well as changing the knowledge one used to understand the text in the first step.

In contrast with the older emphasis on teaching reading comprehension as product by asking students to answer questions about their reading, interactive approaches stress teaching reading comprehension as process. Accordingly, students are taught techniques for processing text – making inferences, activating appropriate concepts, relating new information to old, creating picture images, and reducing the information in a text and find the main idea.

McNeil (1992: 16-18) also classifies four assumptions underlying the process approach are as follows:

1. What students already know affects what they will learn from reading. The reader's prior knowledge interacts with text to create psychological meaning. Background knowledge determines the interpretation made from text. Comprehending a message involves constructing a correspondence between an existing schema and the elements in the messages.
2. Both concept - driven and data – driven processes are necessary in comprehending text. A concept – driven process calls to activate schemata and apply them with setting expectations for reading, and it calls for filing gaps in one's schemata with information read in the text.
3. The deeper a person processes text, the more he and she will remember and understand it. The deep – processing thesis rests on two strategies for understanding text – elaboration and the use of the author's organizational

framework. Elaboration is an embellishment of text; readers accomplish it by drawing on their prior knowledge, making inferences, paraphrasing the text in their own language based on their own purposes.

4. The context in which reading occurs influences what will be recalled. Important text elements perhaps to be studied and remembered than less important ones. The reading context, including the reader's purpose and perspective, affects the reader's judgment about the importance of text elements as they are encountered.

. According to Harmer (2007:283), extensive reading programme can be successful if the students read material which they can understand. If they are struggling to understand every word, they can hardly be reading for pleasure – the main goal of this activity. Good materials for learning extensive reading are often referred to as graded readers. They can use the original fiction and non-fiction sources. They can also use the works of literature for leaning extensive reading. Such books succeed because the writers or adaptors work within specific lists of allowed words and grammar. This means that students at the appropriate level can read them with ease and confidence.

Brown (2007:360) states there is a place for extensive reading of longer text with little or no conscious strategic intervention. Green and Oxford (in Brown, 2007:360) found that reading was for enjoyment and reading without looking up.

Brown (2007: 373) also adds that extensive reading is learnt to obtain a general understanding of a longer text such as book, long article, essay, etc. It is usually performed outside and in different time of class. Reading for enjoyment is extensive. Technical, scientific, and professional reading can under certain special circumstance, be extensive when one is simply striving for global or general meaning from longer passages.

Brown (2007: 373-376) gives some principles for teaching reading skills. They are:

1. In a combining of courses, don't ignore that we have to focus on reading skill. When it is time to learn reading skills, many ESL students who are educated with their own language sometimes are left of their devices that they possess. It means that good reading will be learnt by generous of opportunities gained from extensive reading. In reality, there is much to be obtained by focusing on reading skills.
2. Use techniques that are intrinsically motivating. Choose materials that is relevant to the goals. Many strategies are offered in teaching reading. Choose the strategy that the leaners are given intrinsic involvement of the process in learning reading. The teacher can also give intrinsic motives by bringing opportunities for learners to

evaluate their progress periodically through instructor-initiated assessments and self-assessment.

3. Choose a text with balance readability and authenticity. The authentic texts can be taken from the sources in the real world. Such as ads, reports and essays, texts have simple grammatical and lexical. Simplifying an existing potential reading selection may not be necessary. If it should be done, it is essential to keep the natural redundancy, wit, humor and other specific features of the original materials.
4. Develop the strategy of teaching reading. Use different reading strategies to teach reading.
5. Use bottom-up and top-down strategy. By using activities that are related with authentic language in the classroom, we sometimes don't remember that learners will gain benefit from studying the fundamentals. Make sure that enough classroom is given to emphasize the activity on written language. It should be suitable with their level. Use the sequences of SQ3R. One of simple procedures that can be used in learning reading is SQ3R strategy. It is a series of procedure that consist of five steps; Survey, Questions, Read, Recite, Review.
6. Plan on pre reading, during-reading, and after-reading phases. A good rubric to keep in mind for teaching reading is the following three parts framework. They are before you read, while you read and after you read.
7. Build an assessment aspect into your techniques. Because reading, like listening comprehension is totally unobservable (we have to infer comprehension from other behavior), it is as important in reading as it is in listening to be able to evaluate students comprehension and development of skills.

Selecting materials for teaching reading is important to create an effective process in learning reading (Apsari, 2014:89). Nuttal (in Apsari, 2014:89) explains that the different types of text will attract the learners and encourage reading to gain the pleasure. It means that different text types influence the learner's motivation and interest in learning reading. Tomlinson (in Apsari, 2014:89) states that one type of materials for teaching and learning reading is authentic materials.

Authentic materials are the source taken from real experience or life (Apsari, 2014:89). The sources that can be taken for materials are magazine, literature, newspaper, article, and some sources from internet. According to Wallace (in Apsari, 2014:89), authentic materials are texts taken from real life; they are not written for processes of pedagogic. Authentic materials are used to give contribution for the learners

to obtain the information around them. It will help them enlarge knowledge and insight from the topic learnt in the text.

Authentic materials can generate big interest of teachers and students (Gilmore, in Guo, 2012:197). From the statement, it can be indicated that authentic materials can be used to bring more interest for teacher to teach reading and for students to learn reading. Floris (in Guo, 2012:197) adds that authentic materials gives more motivation and engagement because they are related to the students' lives.

Based on the background and theories above, the research assumes that the authentic material is one of suitable material given for the students to help them increase their reading comprehension. The research is conducted to answer the question: "How can the authentic materials enhance the students' reading comprehension skill?" The research is aimed to enhance the students' reading comprehension skill by using authentic materials.

It is expected that the outcome of the research gives contribution for (1) students, they can use and choose authentic materials by themselves to learn reading, (2) teachers, they are supposed to use and choose the suitable authentic materials for teaching reading. (3) other researchers, they can conduct the different research by using authentic materials.

Comprehending the text can be examined with some activities. One of them is by paraphrasing. Alred, Brusaw and Oliu (in Hans) define that paraphrasing is an activity to restate and rewrite someone's else ideas in different words. Clark (in Hans) adds that in paraphrasing, the students performs comprehending of the text material by taking the ideas and meanings based on their analysis with their own words.

Oshima and Hogue (in Hans) gives four steps how to paraphrase: (1) understanding the text by reading it several times, (2) finding the new meaning of the words in the text by searching the synonym, (3) making outline by writing the main idea and continued by writing the supporting details of the text, (4) paraphrasing by using different words and structure of main idea, then writing supporting details; the learners are not allowed to change the ideas and meaning of the original text.

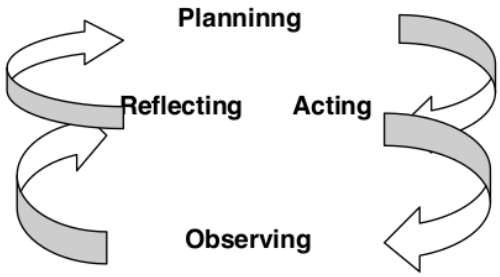
In this research, the research instructs the students to make paraphrasing of some articles taken from newspaper or magazine. The result of paraphrasing shows the student's skill in understanding the text given.

RESEARCH METHOD

Action research was used to conduct the research. Kemmis and Taggart (in McNiff and Whitehead, 2002:24) explain that action research is done in social situations as a form of self-reflective done by participants to improve the rationally and adjust their own social or educational practice, as well as their understanding of these practice and situations when the practices are conducted. Besides, action research can be described as: ((1) people reflect and develop the work and situation, (2) by relating tightly their reflection and action, (3) and also conducting their practices public not only to other learners but also to other, (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), (5) data obtained from participants themselves (or through help from others) related to their own questions, (6) participation (in problem – posing and in having answer to the questions) in decision – making, (7) power – sharing and having the relative suspension hierarchically ways of working towards industrial democracy. (8) cooperation of members in the group as a 'critical community', (9) self – reflection, self – evaluation and self – management by autonomous, responsible persons and groups, (10) learning gradually (and publicly) by implementing and by having mistakes in a self-reflective spiral of planning, acting, observing, reflecting, replanning, etc, (11) reflection that supports the idea of the (self -) reflective practitioner.

Action research is described as the cycle that consists of some steps. They are planning, then acting, doing observation and reflecting. The following figure shows the cycle of action research

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



Furthermore, McNiff and Whitehead gives a basic action research : (1) we review our current practice, (2) decide an aspect that we want to improve, (3) imagine a way forward, (4) try it out, (5) review of what happens, (6) we modify our plan from what we

have found after the practice and continue with the 'action', (7) evaluate the modified action, (8) we will stop if we are satisfied of the aspect we have practiced.

The research was done to help students enhance their reading comprehension. The subjects of the research were the fourth semester students of English Language Education Department of STKIP PGRI Trenggalek who took Extensive Reading. The subjects consisted of 19 students.

The research was practiced into four steps. They were planning, acting, observing and reflecting. In planning, the research prepared material that would be given for the students. The research prepared article with the title "Imperial English". Besides, the research prepared the material about paraphrasing. She used paraphrasing to obtain the outcome of the students' comprehension of the article given.

After doing preparation, the researcher did action by implementing the planning that had been constructed before. It was conducted in several activities. First, the researcher delivered the article to the students. She asked the students to read it carefully and understand it. Then she continued with giving questions orally to the students. After having the answer, the researcher instructed the students to make paraphrasing of the article. Before making paraphrasing, the researcher explained how to paraphrase. The material consisted of the definition of paraphrasing, the differences between paraphrasing and summarizing, and how to do paraphrasing. After explaining it, the researcher asked the students to make paraphrasing of the article. She instructed the students to bring it and continue at home because the article was long enough. She assigned the students to submit their work next meeting.

In observing step, the researcher checked the students' paraphrasing as the result of their work. She focused on the main idea and several supporting details written in the paraphrasing. She checked if the students' work had been categorized into good paraphrase without leaving the idea from the original source.

In reflecting, the researcher reflected the result by evaluating the students' works. She compared the result with the criteria of success. The research was categorized into success if the students' mean score was 70 or more than 70. If the mean score was less than 70, the research would be continued by finding the cause of unsuccessful. It means that the research should continue the research with some revisions of the activity

FINDINGS AND DISCUSSION

The students' work showed that it did not meet the criteria of success. The mean score from the students' work was 60.05. The researcher continued the research into cycle 2 with some changes in activity. She got some notes from the implementation of the research in cycle 1 that the students were interested with the article. They were enthusiastic with the topic because it was related with the real life. They tried to answer the researcher's questions orally. The cause of the unsuccessful was because of the students' paraphrasing. The students seemed to have problem to construct it. They did paraphrasing by leaving the important information of the article. It was found that they did not how to take the important information of the article. Actually, they tried to paraphrase with their own words. But, they did not put the idea and several supporting details in their paraphrase.

From the unsuccessful result, the researcher continued the research into cycle 2 with several different activities. She asked the students find the article by themselves. It was aimed that the students could choose the topic by themselves. They could use the article taken from newspaper, magazines or internet. She then instructed the students to paraphrase it. Before asking them to paraphrase, she assigned them to make outline of the article to help them construct paraphrase. The outline consisted of the main idea and several supporting details of the article. By using the outline made, the students would not leave the important information of the article. The researcher guided the students to make outline and helped them when they got problem to construct it.

The work of the students' paraphrasing in cycle 2 was better than the result of their work in cycle 1. The mean score of the students' work in cycle 2 was 75.87. It means that the research was successful. It was found that the students' paraphrasing was better than their previous paraphrasing. The outline helped them construct the paraphrasing well. They put the main idea and several supporting details written in their outline to their paraphrasing. They did not leave the important information of the article in their paraphrasing. Choosing the article by themselves also motivated them to implement the research in cycle 2. They searched article from newspaper and magazines. Most of them chose the topic about someone's experience that was near with their problem or experience. They chose topic that attracted them to analyze. It helped them enjoy to comprehend the article and construct the paraphrase. From the research result, it can be found that authentic materials can be used to enhance the students' reading comprehension.

The research result is similar to previous researches about authentic materials for teaching reading. The first previous research was conducted by Siao-cing Guo. He conducted the research about authentic materials used for teaching Extensive Reading related with students' English proficiency. The result revealed that authentic materials could be given to teach Extensive Reading and promote the English proficiency. The second previous research was conducted by Kirana with her research about authenthic materials for teaching Extensive Reading Class. The research was conducted at STAIN Ponorogo. It was aimed to describe the application of authentic materials used for teaching Extensive Reading subject. The instruments used in the research were questionnaire, observation sheet and interview. The result indicated that the students gave positive response toward the application of the authentic materials for learning Extensive Reading.

From the research result and the previous study, it can be seen that authentic materials can be used for teaching and learning reading. The students can obtain the new knowledge, information and insight around them. It will add new experience in their life.

CONCLUSION

From the research result, it can be seen that the students' skill in comprehending the text improved after the implementation of using authentic materials. The mean score of the students' was in cycle 1 was 65.05 and cycle 2 was 75. 87.

Authentic materials help the students improve their reading comprehension by: (1) enhancing the students' interest to read and analyze the text or article by using authentic materials, (2) improving the students' motivation in reading activity, (3) helping the students paraphrase as one of reading evaluation.

The researcher provides some suggestions related with the research result for the students, the teachers and the other researchers. For the students, they are recommended to use authentic materials to learn reading. It will help them enlarge their knowledge and insight by reading authentic materials that are near with real life or experience. For the teachers, the researcher suggests them to use the authentic materials for teaching reading. They can choose the suitable topic for the students to attract them and analyze it. It can be the teenager's problem or teenager's experience suitable with their level. And for the other researchers, it is suggested that they can continue the research about authentic materials used for teaching reading with different design.

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