

IMPROVING READING COMPREHENSION ON RECOUNT TEXT BY USING AUTHENTIC MATERIAL

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Abstract

The research was aimed to improve students' reading comprehension on recount text by using authentic material to Class IIS 2 students of Year-10 in SMAN 1 Mempawah, membership of 33 students. This research was a Classroom Action Research with two cycles. Each cycle consisted of planning, acting, observing, and reflecting. Field notes, observation checklist, video recording, and individual tests were used as the tools to collect the data. Qualitative and quantitative analyses were used to analyze the data. The finding showed that there was a significant improvement from cycle to cycle. Through authentic material, the students were able to improve their reading comprehension well. It helped the students to learn with the real model and found an interesting way in the learning process. The researcher focused on reading comprehension of recount text by using authentic printed materials in kinds of newspapers. It was very appropriate, effective, and helpful to be used by the teachers in teaching reading comprehension on recount text.

Keywords: reading comprehension, recount text, authentic material, classroom action research.

Introduction

Reading is one aspect of English skills that has an important side to an English learner. By reading we can get much information and knowledge. There are some reasons for the importance of reading in language learning such as reading helps us learn to think in the new language, helps us build a better vocabulary, and makes us more comfortable with written English. Liu (2010) stated that "reading usually means dealing with language messages in written or printed form, it involves processing language messages, hence knowledge of language. In reading activity, the students not only read the text but also have to comprehend the text they read". "Comprehension in reading is a process in which the reader construct meaning while, or after, interacting with a text through the combination of prior knowledge and prior experience, information in text, the stance he or she takes in relationships to the text, and immediate", remember (Cowell, 2012). "Reading comprehension is the process of making meaning from text. It is to gain an overall understanding of what is described in the text rather than to obtain meaning from isolated word or sentences" (Woolley, 2011). Reading comprehension perceived

as a constructive process in which the text, the reader, and the context interact (Zhang , 2018).

Reading is also one of the important English skills that should be master by students, but the fact, there are still find some problems in mastering reading itself. The first problem faced by the students is they have lack of information about reading comprehension on recount text, such as difficult to determine the main idea, the generic structure of recount text and then difficult to determine the language feature also. So, it made them difficult to comprehend and predict what the text was about. Second, the students are also difficult in understanding the text because they have a lack of vocabulary, whereas we know in reading activity, the students need to translate the words that are found in the text. The third problem is some students have less motivation to learn English because they do not have good knowledge about English and also by the way of the teaching-learning process still focuses on the textbook. Meanwhile, in the teaching process, the teachers should make their creativity to make the students be more enjoyable and motivate with the material.

To assist the students' reading comprehension in recount text, the researcher tries to use the newspaper as one of the authentic materials to improve students' reading comprehension also to motivate the students and made the class more interesting and fun in the teaching-learning process. As described by Marzban & Davaji (2015) about “the evidence on strong relationship between authentic texts and reading comprehension of intermediate learners. Authentic reading can increase not only students’ comprehension but also promote other aspects of language learning such as motivation”. Akbari & Razavi (2015) voiced that “an authentic material could improve students’ skills and expose them to the real English language”. Tomlinson and Masuhara (2010) state that “authentic material are design not to transmit declarative knowledge about the target language but rather to provide an experience of language in use”. In TEFL, authentic material is effective for students because with authentic material they will learn by achieving a real model. According to Rogers in Tamo (2009, p.75) defines authentic materials as “appropriate and quality in terms of goal, objective, learner needs and interest, and natural in terms of real-life and meaningful communication”. Furthermore, Widyastuti (2017) adds that “the authentic materials enable learners to interact with the real language and content rather than the form. It bridges the gap between classroom language use and real life language use by bringing familiar linguistic situation and materials right into the classroom”. Mertinez (2002) said “authentic materials, sometimes called authentic or contextualized, real-life materials are those that a student encounters in everyday life but that was not created for educational purposes”. We can find the source of authentic material around us in daily life. Vaiciuniene and Uzpaliene (2010, p.95) distinguish three broad categories of ESP authentic materials: “daily objects such as photographs, receipts, catalogs, reports, financial statements, instructions, pictures, registration forms, letters/emails, diagrams, broadcast texts such as newspapers, journals, TV and radio programs, films, documentaries, general or special literature, and websites”. In short, authentic materials enable learners to interact with the real model. “Authentic material can make English come alive for students of all ages in interesting and fun ways. Authentic materials include anything that is used as a part of communication”. He also tells that “a partial list of some authentic materials EFL/ESL teachers can use are: Authentic Listening/ Viewing Materials such as; silent film, TV commercial, a

quiz show, cartoon, news, movies, radio news, dramas, professionally audio taped short stories, novels, pop, rock, country, folk, children's song, home video, documentaries. Authentic visual materials such as; slide, photographs, painting, sketcher, drawing, wordless street sign, silhouettes, calendar picture from travel. Authentic printed materials such as newspaper articles, advertisement, science, histories, magazine, novel, short stories, books of photographs, restaurant menus, street signs, postcards, currency, cereal boxes, storybooks, greeting cards”.

The use of authentic materials in the teaching learning process will make the students understand the lesson clearly and easily. Here the writer focused on reading comprehension of recount text by using authentic printed materials in kinds of newspapers. According to Bernadowski (2011) “the newspaper is an authentic text because it directly affects students and the way they view themselves and the world around them”. A newspaper allows the students to find some information such as a factual event, someone bibliography, police report, and many more. Newspapers can be used by teachers in teaching reading. Using a newspaper is one of the learning media to encourage students to read English. According to Brigitta (2001, p.2) “newspapers can be utilized to teach reading to students of all different ages and skill levels. Besides, she also tells that reading newspapers also provides an avenue through which the students can expand their knowledge schema and develop their reading skills”. A newspaper is one of the authentic materials that can use to teach the reading activity, where it helps students to learn with a real model. The students can get much information from the newspaper because it offers a wide variety of features such as news items whether about world, country, entertainment, sport, story, and many more. Newspaper as the authentic text has a good and suitable role in reading activity because of its function. According to Dunham (2008, p.3), “there are several basic functions of a newspaper; to inform, educate, advise, interpret, persuade, and entertain. It can be said that the newspaper informs the reader of much information and can educate with news or message that offered”. The newspaper also provides some picture or caricature that commonly tells about persuade people to do something. And then, there are offers a wide variety of features in a newspaper that will be entertaining the reader.

Method

In this research, classroom action research was used due to the purpose of the researcher that was to achieve and find solution for the problem found in the classroom. Norton (2009, p.59) said that “the fundamental purpose of pedagogical action research is to systematically investigate one's teaching-learning facilitation practice, with the dual aim of improving that practice and contributing to theoretical knowledge to benefit student learning”. It meant that “action research was not a library project but also it was more about a topic that interests in the teaching-learning process” (Ferrance, 2000, p.2). “Classroom action research is a systematic approach to investigate that and to find effective solutions to problems that a teacher confronts in his everyday life” (Stringer, 2007, p.1).

According to Kemmis and Mc Taggart (1998) in Koshi (2010:5) figure a basic action research model that consists of four steps including plan, act, observe and reflect. These steps work as a cyclical process. Further, they demonstrate while action research can often involve undertaking a single cycle of planning, acting, observing, and reflecting, it can also lead to more lengthy and substantial studies

within educational settings. “Planning is constructive and arises during the discussion by the participants. The plan must cover critically examined action by each of the participants and included the method of evaluating the changes implemented to solve the problem situation and concern. Action is seen when the plan is put into practice and expectations regarding an improvement to the situation occur. Observation is a portion of action research where the changes outlined in the plan are observed and determined their effects on the context of the situation. Here the instrument to collect the data should be used. Reflection is an activity to examine and construct, then evaluate and reconstruct. In this research, the cycles continued until the research gained a satisfying result and/ or has passed/ achieved the passing grade decided before by the researcher and the teacher”.

The researcher took class X IIS 2 which consists of 33 students as her research subject. The researcher used observation and measurement techniques to obtain the data. By observing, the data that had connection with the focus of the research were then collected. The result of the observation recorded in an observation checklist table, field note, and video recording. The objective test was the measurement technique in this research. Considering the assessment of the students’ reading comprehension on recount text, individual files of students’ work has been collected as the main data to calculate the mean score of students’ reading comprehension on recount text.

In this research, the researcher analyzed the data by using qualitative and quantitative analysis. The qualitative analysis used to know the improvement students activities in the classroom that got from observation checklist, recording, and field note report. Observation checklist, recording, and field note are kinds of observing tools which applied during the teaching-learning process. It was about students' and teachers' attitudes while teaching-learning. Furthermore, quantitative data also used to know students' improvement in the teaching-learning process especially in reading comprehension on recount text that got from the mean of students' scores.

Findings and Discussion

This research was conducted to the Class IIS 2 students of Year-10 in SMAN 1 Mempawah with 33 students. In this research, the researcher acted as the teacher and helped by another English teacher who acted as the collaborator. The researcher and her collaborator observed students’ behavior during the teaching and learning reading comprehension on recount text by using authentic material

Qualitative Analysis

Cycle 1

It was held in two meetings. In the first meeting, the teacher introduced the students with the newspaper as the authentic material. The teacher gave the students a text from a newspaper related to the material; recount text. The teacher tried to bring the students to master reading comprehension on recount text by using a text from the newspaper as one of the authentic material. Finally, the teacher gave the students an assessment in the form of an objective test to know the students' achievement on reading comprehension on recount text by using authentic material in the second meeting.

Through the observation checklist, field note report the researcher described the research findings in implementation reading comprehension by using authentic material as follows: First, the teacher's performance in teaching and learning process was done well based on the lesson plan that was made before. But, she explained the material was too fast included the way she spoke. It could make the students confused and did not understand the material well. Second, related to the students' performance, they still seemed confused to understand recount text by using the newspaper itself, because they have never been taught with that way before. There were only a few students asking questions to the teacher, they were not active and still less of motivation from the teacher. Then, the students were not able to tell what recount text was this was because they were shy to express their ideas and afraid of making a mistake. Meanwhile, most of the students did not pay attention to the teacher's explanations. So, they did not understand the material well. When the teacher asked the students, they did not answer the question. The class was comfortable, but it was still less control. The teacher should be able to take full control of the situation in the class. It seemed from the students were busy with themselves and cheating with their friends. Through video recording, it showed that the teacher had explained the material based on the lesson plan that was made before but the class situation was still passive because it was the first time for the students to learn reading comprehension with a newspaper as authentic material. They were not used to this situation, it could be said that they were awkward with an English newspaper. This video recording also caught the situation of class where the students did not pay attention to the teacher. They were busy with themselves and chatting with their friends. It means that the class was not controlled well yet.

Based on the result of the observation checklist, video recording, and field note in implementing authentic material in teaching reading on recount text in the classroom, there were some corrections: First, the students would be given a clear material. It was important to minimize the students who got confused about the teaching and learning process in the classroom. Second, the students would be given more motivation to build their activeness in the classroom. Third, the class situation should have better control to make the class comfortable and controlled. It was important to have the next cycle because of the corrections above. The teacher needed to serve the material better and had to be able to create an interesting teaching and learning process to make the students understand the material well.

Cycle 2

It was held in two meetings. In the first meeting, the teacher reviewed the recount text which was covered the definition, language features, generic structures, and the purpose of recount text as well as the aspect of reading comprehension. After presenting the material, the teacher asked the students to read the text from the newspaper. Then, the teacher asked the students to mention the generic structures and language features from the text given. After that, the teacher asked the students to answer the questions based on the text given. Finally, in the second meeting, the teacher gave the students an assessment in the form of an objective test to know the students' achievement on reading comprehension on recount text by using authentic material.

Through the observation checklist and field note report the researcher described the research findings in implementation reading comprehension by using

authentic material as follows: First, students were interested to hear the teacher's explanation. When the teacher asked questions they were active to answer. They were also interested to read the text from the newspaper given, also able to mention the definition, language features, and generic structures of recount text. Then, when the teacher gave the assessment they were enthusiastic to read and answer the question. Related to the teacher's performance she had explained the material well. The material was easily understood by the students and she also had good interaction with the students and caused the situation in the class quite active and more enjoyable. The teacher was able to handle the class, so the class situation was controlled better. The students had good progress in understanding the recount text by using the newspaper as the authentic material. It explains that they had significant improvement in comprehending recount text. It could be seen from their attitude in the classroom. Related to the class situation, it showed that the class was comfortable and controlled well. It could be seen from the students' attitudes during the teaching-learning process. Most of them paid attention to the teacher explanation and it seems that the students enjoy the teaching-learning process.

Through video recording report, showed that the teacher has reviewed and explained the material based on the lesson plan that made before and the class situation showed more active than before. They were enthusiastic about the teacher explanation and gave a good response when the teacher gave the questions. This video recording also caught the situation of class where the students took good attention to the teacher. It could be said that the class situation was controlled well. It was important to pay attention to the result of the teaching and learning process in this cycle. The teaching and learning process had run well in this cycle, the students' response toward the teaching and learning was very good. The result of the second cycle was very good so that it could be stopped.

Quantitative Analysis

Cycle 1

The data was obtained from a measurement test that was conducted in the form of multiple choices which consist of 30 items. The students' reading comprehension on recount text score that was conducted in cycle 1 was categorized as having average to good. The student's highest score was 80 and the student's lowest score was 43. Then, the students' average score was 61.60.

In analyzing the score of cycle 1 the researcher made the percentage of students who passed the KKM that can be seen in this following table and figures:

Table 1. The Students' Score in Cycle 1

Score	Number of Students	Percentage
≥80	1 student	3,03%
60-79	17 students	51,51%
50-59	11 students	33,33%
0-49	4 students	12,12%

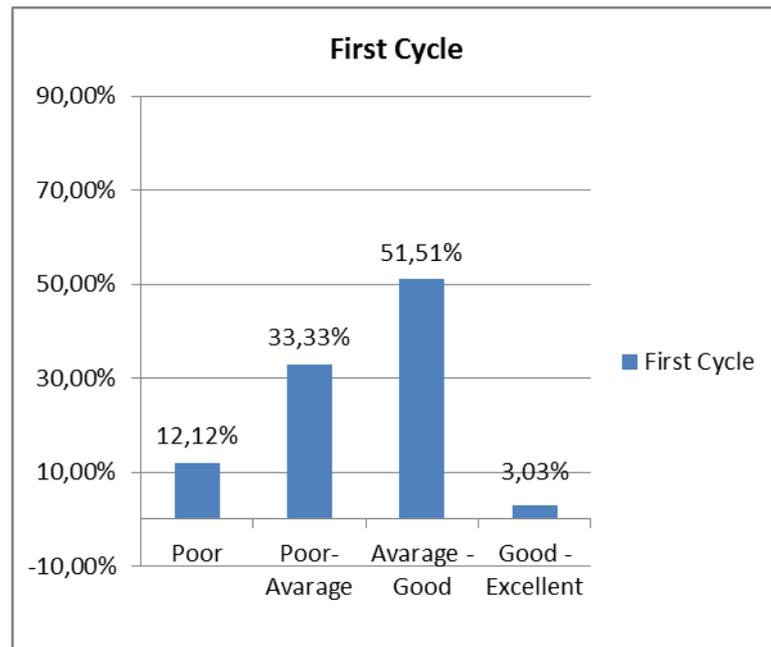


Figure 1. The percentage of Student's Score in Cycle 1

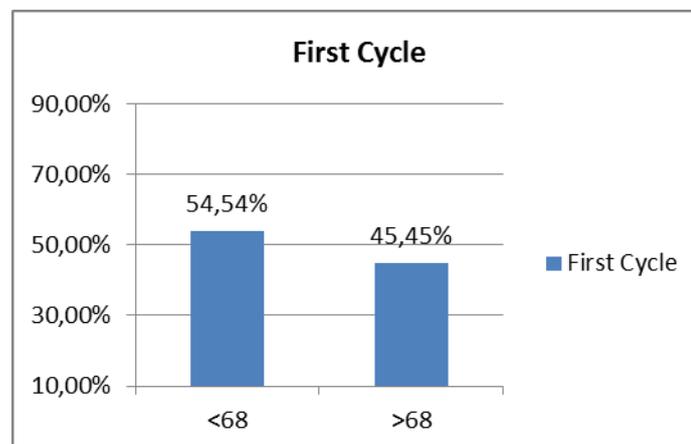


Figure 2. The Percentage of Students who Reached KKM

Based on the table and figures above the researcher concluded that students score in reading comprehension did not show the significant improvement because from the data above only 3,03% of the students who were categorized as having good to excellent, 51,51% of the students who were categorized as having average to good, then 33,33% of the students who were categorized as having poor to average, 12,12% of the students who were categorized as having poor and the percentage of students who passed KKM showed that 54,54% of the students who did not pass KKM score and only 45,45% of the students who passed KKM score.

It was important to do the next cycle because the percentage of the students who passed the KKM score was not enough to reach the passing grade set by the researcher. However, the cycle could be stopped if 75% of students could get >68 scores. In fact, in this cycle, only 45,45% of the students achieved the passing grade.

It means that the cycle could not be stopped and should be continued to the next cycle.

Cycle 2

In this second cycle, the quantitative data was obtained from the students' measurement test in the form of multiple choices which consist of 30 items. The students' reading comprehension of the recount text score that was conducted in cycle 2 was good. The student's highest score was 90 and the student's lowest score was 57. Then, the students' average score was 71.52, it was categorized as having average to good. It means that the students' reading comprehension improved well in this cycle. In analyzing the score of cycle 2 the researcher made the percentage of students who passed the KKM that can be seen in this following table and figures:

Table 2. The Students' Score in Cycle 2

Score	Number of Students	Percentage
≥80	4 students	12,12%
60-79	26 students	78,78%
50-59	3 students	9,09%
0-49	0 students	0%

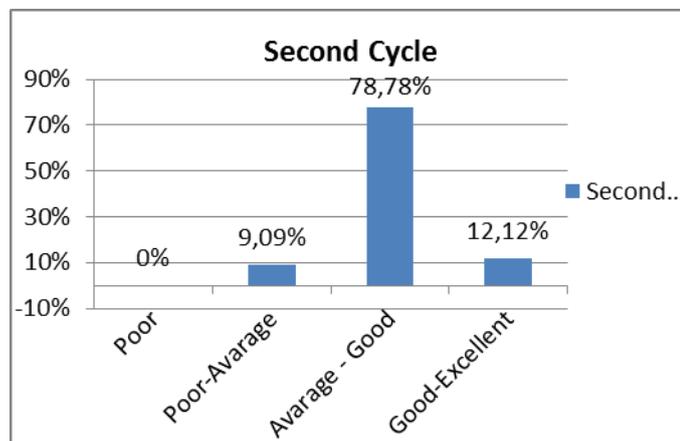


Figure 3. The percentage of Student's Score in Cycle 2

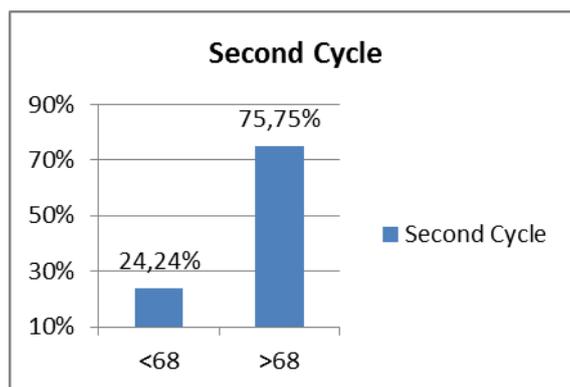


Figure 4. The Percentage of Students who Reached KKM

Based on the table and figures above, the researcher concluded that students score in reading comprehension showed the improvement, because from the data above we can see that 12,12% of the students who were categorized as having good to excellent, 78,78% of the students who were categorized as having average to good, then 9,09% of the students who were categorized as having poor to average and the percentage of students who passed KKM showed that 75,75% of the students who passed KKM score and only 24,24% of the students who passed KKM score.

In conclusion, the data showed that the teaching and learning process of reading by using authentic material showed a satisfying result and it has reached the passing grade set by the researcher. The result showed that 75% of the students got score >68, it means that the cycle has reached the target, and the cycle could be stopped.

Discussion

Based on the result which had been explained, the researcher concluded that the teaching and learning process by using authentic material was effective to improve students' reading comprehension. The students were helped to comprehend the text given by the teacher using a newspaper as the authentic material. The students were able to find the real-life from the newspaper itself. It made them interested in reading the text and automatically they would comprehend the text itself. It seemed that the newspaper as the authentic material had a good effect on the students.

At first, the students were not enthusiastic about learning reading comprehension. There were only a few students asking questions to the teacher, they were not active and still needed some motivation from the teacher. Then, the students did not understand the material well, they were not able to tell what recount text was. This was because they were shy to express their idea and afraid to make mistakes. The class situation was not controlled well, there were still some students who were busy with themselves.

Meanwhile, in the next cycle, the students tried to be more careful in reading the text. The students showed their improvement in reading comprehension by using newspaper as the authentic material than the first cycle before. It could be seen from; first, the students were interested in paying attention to the teacher's explanation and when the teacher asked questions they were active to answer.

Second, they were also interested in reading the text from the newspaper given, they were also able to mention the definition, language features, and generic structures of recount text. Then, when the teacher gave the assessment, they were enthusiastic to read and answer the question. The class situation was comfortable and controlled well. It could be seen from the students' attitudes during the teaching-learning process. Most of them paid attention to the teacher explanation and it seemed that the students enjoyed the teaching and learning process.

As for the research question, the researcher found out a result that by using authentic material could improve students' reading comprehension. The result of this research supported previous findings which reported that authentic material has a positive relationship with reading comprehension. According to Neikova (2005), authentic material is effective in teaching reading comprehension. Besides, the use of authentic material could improve students' reading comprehension because with authentic material students could learn to achieve a real model and it can motivate the students in learning reading comprehension. It could also help the students enjoy the material better. Besides, Berardo (2006) stated that using authentic material students were able to understand the material given by the teacher better because they would achieve a real model that inspires them. It has shown that authentic material was a good teaching material that could be applied for improving students' reading comprehension on recount text. In short, the students showed good progress in improving their reading comprehension by using authentic material, because by using a newspaper they were able to read the updated news, and of course, it told about someone real life or something real. Authentic material gave a good effect on the students in improving their reading comprehension.

Authentic material was effective in improving students' reading comprehension because with authentic material they would learn to achieve a real model. It helped students open their minds to see the wide world. The students were enthusiastic and also interested in learning reading comprehension on recount text by using authentic material. By using a newspaper as one of the authentic material in teaching reading activity could help the students to learn something with a real model and the students were also faced with a real story or event. Furthermore, the students showed that they were enjoying reading the text given by the teacher.

Besides, the students' achievement in reading comprehension on recount text had been improved in each cycle significantly. It had been proved with the data that had been obtained by the researcher from students' mean scores and the students' percentage in passing the KKM score. The result of the students' mean score improved significantly. The mean score in the first cycle was 62,09, and the second cycle was 71,42. Then, the percentage of the students who passed the KKM score in the first cycle was 45,45%, while in the second cycle was 75,75% of the students passed the KKM score. It means that the students' scores had improved and it achieved the passing grade set by the researcher before.

On the other side, during the teaching and learning process, the students felt so interest, enthusiastic, and active. It means that the newspaper as the authentic material was very appropriate, effective, and helpful to be used by the teachers who want to teach reading comprehension on recount text.

Conclusion

In teaching reading comprehension, authentic material is an appropriate teaching material that can be applied. The students showed a positive response during teaching reading comprehension by using authentic material. The students became more active, and enjoy reading the text on the newspaper given. Besides, there was a significant result in the students' reading comprehension on recount text in each cycle, it had been shown by the result of data analysis in qualitative and quantitative analysis that had been analyzed by the researcher after conducting the research.

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