

CHAPTER I

INTRODUCTION

A. Background of the Study

Reading means different things to different people, for some it is recognizing written words. While for others it is an opportunity to teach pronunciation and practice speaking. However reading always has a purpose. It is part of our daily lives and generally assumed that everybody can do it. The reason for reading depends very much on the purpose for reading. Reading can have three main purposes, for survival, for learning or for pleasure. Reading for survival is considered to in response to our environment, to find out information and can include traffic signs, advertising, and timetables. It depends on day-to-day needs of the reader and often involves an immediate response to a situation. In contrast reading for learning is considered to be the type of reading done in the classroom and is goal oriented. While reading for pleasure is something that does not have to be done. For Nuttal (1996: 168-169) the central ideas behind reading are: the idea of meaning, the transfer of meaning from one to another, the transfer of message from writer to reader, how we get meaning by reading and how the reader, the writer and the text all contribute to the process. We can conclude that reading is a complex activity that involves both perception and thought. Reading consists of two related processes: word recognition and comprehension. Word recognition refers to the process of perceiving how written symbols correspond to one's spoken language. Comprehension is the process of making sense of words,

sentences and connected text. Readers usually make use of background knowledge, vocabulary, grammatical knowledge, and experience with text.

As an English teacher I am often frustrated by the fact that my students have difficulties in reading comprehension. It can be seen from their low score, they cannot answer WH-questions and answer inference questions properly, they cannot identify the general idea or the topic in a paragraph, and they cannot identify the main idea of the paragraph. Furthermore the students have low motivation, do not actively participate in any activity undertaken in reading class. Base on my observation I find that some of the students are often late, they come to the reading class reluctantly, they are often talking about unrelated topic and they often forget to bring the text book. All of the facts above indicated that make my reading class was not an inspiring class.

The problems above may be caused by several reasons; could be the teacher, could be the techniques or the materials. On my informal interview indicated that reading is difficult because the text book is too difficult, the text is too long, the text uses difficult vocabularies and the text has nothing to do with their lives as the result they have difficulties in comprehending the text and lack of attention to the text. Further more the text books are designed for language learning purposes. The language in text books is specific and concentrating on academic aspects containing a series “false-text indicators” that include: perfectly formed sentences; a question using a grammatical structure, gets a full answer; repetition of structures and do not include incidental or improper English. The artificial nature of language and structure used, make them very unlike anything that the learner

will encounter in the real world and very often they do not reflect how the language is really used. Further more the topics in the text books are often out of date where as the authentic materials keep students informed about what is happening in the world, so they have an intrinsic educational value.

To overcome this problem I have tried many ways in improving my students' reading ability such as; using different text book from different Author and selecting interesting topics from many text books but they are useless. The students' reading comprehension is still disappointing. I will use different materials in order to solve this problem. For this reason, I would like to teach my reading class using authentic materials. Authentic texts has been defined as "...real-life texts, not written for pedagogic purposes" (Wallace, 1992: 145). The source of authentic materials that can be used in the classroom are infinite, but the most common are news papers, magazines, TV programs, movies, songs, literature and internet. Authentic materials help Students bridge the gap between the classroom and the outside world. Even if the classroom is not a real-life situation, authentic materials do have a very important within it. The authentic materials enable learners to interact with the real language and content rather than the form. It means the texts relate with students' daily lives such as: health, love, education, jobs, movies etc. Those make students more interested in reading the text. It supported by Nuttal (1996: 172) "Authentic texts can be motivating because they are proof that the language is used for real-life purposes by real people". Those are the reasons that authentic materials can improve students'

comprehension and authentic materials are therefore written for native speakers and contain real language.

By using authentic materials in my reading class I do hope that students' comprehension is improving and their attitudes toward reading become positive. As we know that reading is one of important skills for students and their future. I expect a lot in every cycle there are interesting activities which are indicating students' improvement in reading comprehension.

B. Related Research

This research in line with S. Anthony's research which is written in her journals the reasons for reading depends very much on the purpose of reading. The use of authentic materials in classroom is discussed, with the students benefiting from the exposure to real language being used in real context. Other aspects which prove positive when using authentic materials are that the students are highly motivating, giving a sense of achievement when understood and encourage further reading.

This research supports Charles and Lawrence Kelly's journal on using authentic materials in ESL classroom. They said that they have been using authentic materials for over 10 years and have found that they complement English classes by enlivening the class and creating a more positive attitude toward learning. They also mentioned that they have an extensive collection of materials that include menus, maps, newspaper inserts, store advertisements, travel brochures, catalogs, phone books, real estate pamphlets, and various

pamphlets of sightseeing and tourist information. They have found that using sets of materials are particularly appealing.

The research by A. G Martinez ESL Journals, February 2002 writes about the advantages on using authentic materials in ESL classroom. The statement in their research in line with this action research especially about the advantages of using authentic materials such as: Students are exposed to real discourse; authentic materials keep students informed about what is happening in the world, so they have an intrinsic educational value. Books, articles, newspapers, and so on contain a wide variety of text types, language styles not easily found in conventional teaching materials. They can encourage reading for pleasure because they are likely to contain topics of interest to learners, especially if students are given the chance to have a say about the topics or kinds of authentic materials to be used in class.

C. Problem Formulation

The problems of the research are formulated as follows:

1. Can and to what extent authentic materials improve students' reading comprehension?
2. How is the process of teaching and learning situation when using authentic materials are used in reading class?

D. Purpose of the Study

1. To identify whether and to what extent authentic materials can improve

Students' reading comprehension.

2. To describe the process of teaching and learning using authentic materials in reading comprehension.

E. Significance of the Study

The findings of this class action research will give benefit to:

1. The students:

the students' reading comprehension will be better and their motivation to read will improve.

2. Teachers:

the result of this research can be useful input in teaching reading using authentic materials.

3. The writer:

the writer will have more knowledge in selecting and using good authentic materials in teaching reading.

4. The institution:

the result of this study can be used as an alternative to compose "Lesson Plan" and arrange the further research.

CHAPTER II

REVIEW OF THE RELATED LITERATURE

Some concepts that relate to this research will be presented in this chapter in order to have a better understanding of the research. They include reading; reading comprehension, selection material, authentic materials, advantages of authentic materials and how to teach use authentic materials.

A. Reading And Reading Comprehension

For many years, three basic definitions of reading have driven literacy programs in education field. Foertsch (1998: 7-8) stated that the first definition, learning to read means learning to pronounce the words. The second definition learning to read means learning to identify words and get their meaning and the third definition, learning to read means learning to bring meaning to a text in order to get meaning from it.

Although these definitions reflect long standing views of reading, current literacy research supports a more comprehensive definition of reading. This new definition includes all of the above definitions and places learning skills in context.

Alderson defines reading as "...an enjoyable, intense, private activity, from which much pleasure can be derived, and in which one can become, totally absorbed (2000: 28). Reading is an activity with a purpose. A reader may read in order to gain information or verify existing knowledge, or in order to critique a writer's idea or writing style. A reader may also read for enjoyment, or to enhance

knowledge of the language being read. Our aims in reading usually beyond mere understanding, People may wish to understand something in order to learn from it in a course of study as an example, in order to find out how to act; instructions and directions, In order to express an opinion; a letter requesting advice or for many other purposes. Understanding of a text only is a preliminary step on the way to further learning or other personal purpose

The purpose for reading also determines the appropriate approach to reading comprehension. Reading research by H. Byrnes shows that good reader: read extensively, integrate information in the text with existing knowledge, have a flexible reading style, depending on what they are reading, is motivated, rely on different skills interacting and read for purpose. The reader uses knowledge, skills and motivation to comprehend the text. We can conclude that reading is an interactive process that goes between the reader and the text, resulting in comprehension.

For Nuttal (1996: 168-169) the central ideas behind reading are: the idea of meaning, the transfer of meaning from one to another, the transfer of message from writer to reader, how we get meaning by reading and how the reader, the writer and the text all contribute to the process.

Readers process texts in two ways, either Bottom-Up or Top-Down.

Bottom-up processing readers must first recognize a multiplicity of linguistic signals (letters, morphemes, syllables, words, phrases, grammatical cues, discourse markers) and use their linguistic data processing mechanism to impose some sort of order on these signals. (Goodman in Brown, 2001: 298-299)

It means the readers build up meaning by reading word for word, letter for letter, carefully scrutinizing both vocabulary and syntax. This often associated with poor or slow readers, but can sometimes occur when the readers own schema knowledge is inadequate.

“Top-Down, processing in which we draw on our own intelligence and experience to understand a text” says Goodman in Brown (2001: 298-299). Top-Down is the opposite, where a global meaning of the text is obtained, through clues in the text and reader’s good schema knowledge. This is often associated with a good reader, who does not read word for word but quickly and efficiently. The most comprehensive description of the reading process are interactive models, “...in which every component in the reading process can interact with any other component....(Alderson 2000: 18)”, combining elements of both bottom-up and top-down models. Reading is considered to be an interactive process which is a conversation between writer and reader, even though the writer is not present and because of it, using both processes are necessary, top-bottom to predict the meaning and bottom-up to check it. The two are therefore complementary ways of processing a text.

Our knowledge and experiences of the world around us also influence how a text is read or processed; this is known as schema theory. M. Clarke and S. Silberstein in Brown (2001: 299-300) capture the essence of schema theory:

Research has shown that reading is only incidentally visual. More information is contributed by the reader than by the print on the page. That is, readers understand what they read because they are able to take the stimulus beyond its graphic representation and assign it membership to an appropriate group of concepts already stored in their memories...skill in

reading depends on the efficient interaction between linguistic knowledge and knowledge of the world.

Schema operates actively and constructively, with our knowledge of the world being a continuous process that upon receiving new information interprets it on the basis what is already known. Good readers have a good idea what is normal (linguistically and conceptually) and of how the world works, therefore when reading they make use of existing schemata and then modify them with any new information. They also have expectations or make predictions before reading that are either reinforced, challenge or modified after reading. Schemata has also described as "...cognitive constructs which allow for the organization of information in the long term memory..." (Widdowson, 1983: 34). Often a writer will presume that the target reader has the relevant schemata to read the text and will therefore leave certain facts out but this creates problems when the writer and reader do not share the same relevant schema.

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Snow (2002: 11) defines reading comprehension as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. Snow adds that the emphasis is merely on the

words extracting and constructing. The both represent the importance and insufficiency of the text as a determinant of reading comprehension.

Another definition is proposed by Harris and Hodge in Fresch (2008: 83) state that

“Reading comprehension is defined as the construction of meaning of a written communication through a reciprocal, holistic interchange of ideas between the interpreter and the message in particular context”.

The presumption here is that meaning resides in intentional problem solving, thinking processes of the interpreter during such interchange, that the content of meaning is influenced by that person’s prior knowledge and experience, and that message so constructed by the receiver may or may not be congruent with the message sent.

Irwin in Schumm (2006: 223-224) adds that

“Comprehension can be seen as the process of using prior experiences and the writer’s cues to construct a set of meaning that are useful to the individual reader reading in a specific context”

This process can involve understanding and selectively recalling ideas in individual sentences (micro processors), inferring relationship between clauses and sentences (integrative processes) organizing ideas around summarizing ideas (micro processors), and making inferences not necessarily intended by the author (elaborative processes). These processes work together (interactive hypotheses) and can be controlled and adjusted by the reader as required by reader’s goal (metacognitive processes) and the total situation in which comprehension in occurring (situational context). When the reader consciously selects a process for a specific purpose, that process can be called reading strategy.

Reading Comprehension is the process of perceiving how written symbols correspond to one's spoken language includes understanding of WH-question, understanding inference question, understanding paragraph topic and main idea of the passage.

B. Authentic Materials and Authenticity: Source and Choices

Authentic texts have been defined as "...real-life texts, not written for pedagogic purposes" (Wallace, 1992: 145). They are therefore written for native speakers and contain "real" language. They are "...materials that have been produced to fulfill some social purpose in the language community". (Peacock 1997: 96), in contrast to non-authentic texts that are especially designed for language learning purposes. The language in non-authentic texts is artificial and unvaried, concentrating on something that has to be taught and often containing a series of

unnatural text includes:

- *perfectly formed sentence;*
- *a question using a grammatical structure, gets a full answer;*
- *repetition of structures;*
- *very often does not "read" well.*

The artificial nature of the language and structures used, make them very unlike anything that the learner will encounter in the real world and very often they do not reflect how the language is really used. They are useful for teaching structures but are not very good for improving reading skills (for the simple fact

that they read unnaturally). They can be useful for preparing the learner for the eventual reading of “real” texts. If authentic texts have been written not for language learning purposes but for completely different ones, where do they come from and how are they selected?

The sources of authentic material that can be used in the classroom are infinite, but the most common are newspapers, magazines, TV programs, movies, songs, literature and internet. Each source has advantages and disadvantages in getting it. One of the most useful is the Internet. Whereas newspapers and any other printed material are quite difficult to get them. The Internet is continuously updated, more visually stimulating as well as being interactive, therefore promoting a more active approach to reading rather than a passive one. From a more practical point of view, the Internet is a modern day reality, most students use it and for teachers, there is easier access to endless amounts of many different types of material. From an even more practical/economical point of view, trying to obtain authentic materials abroad can be very expensive. Often by going to internet café, looking for materials costs nothing, only time. Authentic materials should be the kind of material that students will need and want to be able to read when traveling, studying abroad, or using the language in other contexts outside the classroom. Authentic materials enable learners to interact with the real language and content rather than the form. Learners feel that they are learning a target language as it is used outside the classroom. When choosing materials from the various sources, it is therefore worth taking into consideration that the aim should be to understand meaning and not form, especially when using literary texts with the emphasis

being on what is being said and not necessarily on the literary form or stylistics. Nuttall in Berardo (2006: 62) gives three main criteria when choosing texts to be used in the classroom *suitability of content, exploitability and readability*. Suitability of content can be considered to be the most important of the three, in that the reading material should interest the students as well as be relevant to their needs. The texts should motivate as well as. Exploitability refers to how the text can be used to develop the students' competence as readers. A text that can not be exploited for teaching purposes has no use in the classroom. Just because it is in English does not mean that it can be useful. Readability is used to describe the combination of structural and lexical difficulty of a text, as well as referring to the amount of new vocabulary and any new grammatical forms present. It is important to assess the right level for the right students. *Variety* and *presentation* also influence the choice of authentic materials. A reading course can be made more interesting if a variety of texts is used. Students very often find it very boring when dealing with only one subject area, as can be the case when dealing with English for Specific Purposes (ESP). One of the advantages of using texts dealing with the same subject area is that they use the same vocabulary, with the student having to make very little conscious effort to learn it. While on the contrary, the student becomes highly specialized in that particular area and not in others. Whether the text looks authentic or not, is also very important when presenting it to the student. The "authentic" presentation, through the use of pictures, diagrams, photographs, helps put the text into a context. This helps the reader not only understand the meaning of the text better but also how it would be

used. A more *attractive*” text will appeal to the student and motivate them into reading. It may seem to be a very superficial aspect but the appearance of any article is the first thing that the student notices. An “*attractive*” looking article is more likely to grab the reader’s attention rather than a page full of type. Very often it is so easy to just download an article from the Internet and present the student a page full of impersonal print, without taking any of these factors into consideration. Other factors worth taking into consideration when choosing authentic material for the classroom can include whether the text challenges the students’ intelligence without making unreasonable linguistic demands, does the language reflect written or spoken usage is the language in the text natural or has it been distorted in order to try and include examples of a particular teaching point? It is also important that the text lends itself to being studied, can good questions be asked about it or tasks based on it created? Above all does the text make the student want to read for himself, tell himself something he doesn’t know as well as introduce new and relevant ideas?

1. Important Factors in Choosing Authentic Reading Material

a. Suitability of Content

Does the text interest the student? Is it relevant to the student’s needs? Does it represent the type of material that the student will use outside of the classroom? Those are the questions should be asked when select authentic materials.

b. Exploitability

Can the text be exploited for teaching purposes? For what purpose should the text be exploited? What skills/strategies can be developed by exploiting the text?

c. Readability

Is the text too easy or difficult for the student? Is it structurally too demanding or complex? How much new vocabulary does it contain? Is it relevant?

Does it “look” authentic? Is it “attractive”? Does it grab the student’s attention?

Does it make him want to read more?

The concept of authenticity is central to CLT, with the learner being exposed to the same language as a native speaker. Four types of authenticity within the classroom have been identified and in particular to the use of authentic texts:

1. Authenticity of the texts which we may use as input data for our students;
2. Authenticity of the learners’ own interpretations of such texts;
3. Authenticity of tasks conducive to language learning;
4. Authenticity of the actual social situation of the classroom language. Breen in Berardo (1985: 61). Widdowson has a process-orientated view of authenticity, making a distinction between “*authentic*” and “*genuine*”. Genuine is an example of native speaker language, while authentic is a native speaker response (it can also include the response the writer intended upon when writing the text.):

“The language presented to them may be a genuine record of native speaker behaviour, genuine, that is to say, as textual data, but to the extent that it does not engage native speaker response it cannot be realized as authentic discourse.” (Widdowson, 1990: 45)

Authenticity can therefore be considered to be the interaction between the reader and the text and not just the text in itself. Reading is considered to be an ongoing interaction, going beyond the physical context of the text, looking for meaning as well as processing information. Goodman takes this even further claiming that reading is “..an essential interaction between language and thought..” (1988: 12) where the writer encodes his thoughts as language and the reader decodes the language into thought.

2. The Use of Authentic Reading Materials in the Classroom

One of the main ideas of using authentic material in the classroom is to “*expose*” the learner to as much real language as possible. Even if the classroom is not a “*real-life*” situation, authentic materials do have a very important place within it. It has been argued that by taking a text out of its original context, it loses its authenticity: “As soon as texts, whatever their original purpose, are brought into classrooms for pedagogic purposes they have, arguably, lost authenticity.” (Wallace, 1992: 79) Even if true, the learner is still exposed to real discourse and not the artificial language of course textbooks, which tend not to contain any incidental or improper examples. They also tend to reflect the current teaching trend. Authentic materials also give the reader the opportunity to gain real information and know what is going on in the world around them. More times than not, they have something to say, be it giving information, a review. They also produce a sense of achievement. Extracting real information from a real text in a new/different language can be extremely motivating, therefore increasing

students' motivation for learning by exposing them to *'real'* language (Guariento & Morley, 2001: 86). They also reflect the changes in language use, (again something that does not occur in textbooks, which become very dated, very quickly) as well as giving the learner the proof that the language is real and not only studied in the classroom, "Authentic texts can be motivating because they are proof that the language is used for real-life purposes by real people." (Nuttall, 1996: 172). The wide variety of different types of text means that it is easier to find something that will interest the learner and may even encourage further reading or reading for pleasure. An advantage of taking a complete newspaper or magazine into classroom, rather than photocopies of an article, is that students can actually choose what they want to read. The more the learner reads, the better a reader he will become, not only improves his language level but also confidence. If the text interests the learner it can also be related to his own experiences. One of the aims of authentic materials is to help the student react in the same way L1 speakers react in their first language (L1). Learners who live in the target language environment, once outside of the classroom will encounter a variety of situations in which different reading purposes/skills are required. We can claim that learners are being exposed to real language and they feel that they are learning the *'real'* language. The main advantages of using authentic materials in the classroom therefore include: having a positive effect on student motivation; giving authentic cultural information; exposing students to real language; relating more closely to students' needs; supporting a more creative approach to teaching. These are what make us excited and willing to use authentic materials in our

classrooms, but while using them, it is inevitable that we face some problems. The negative aspects of authentic materials are that they can be too culturally biased, often a good knowledge of cultural background is required when reading, as well as too many structures being mixed, causing lower levels problems when decoding the texts (Martinez 2002: 56). Students often bring copies of newspaper articles (in particular the tabloids) or song lyrics to the classroom, asking to translate them after having looked up each word in the dictionary and not understood a single word. Richards (2001: 66) notes that authentic materials often contain difficult language, unneeded vocabulary items and complex language structures, which can often create problems for the teacher too. They can also become very dated, very quickly but unlike textbooks can be updated or replaced much easier and more cost effectively. The biggest problem with authentic materials is that if the wrong type of text is chosen, the vocabulary may not be relevant to the learner's needs and too many structures can create difficulty. This can have the opposite effect, rather than motivate the learner; it can de-motivate and in Krashenite terms "*put up the effective filter*".

C. Advantages and Disadvantages of Authentic Reading Material

When bringing authentic materials into the classroom, it should always be done with a purpose, as highlighted by Senior "*...we need to have a clear pedagogic goal in mind: what precisely we want our students to learn from these materials.*" (Senior, 2005: 71). Students feel more confident, more secure when handling authentic materials as long as the teacher gives them with pedagogical

support. Authentic materials should be used in accordance with students' ability, with suitable tasks being given in which total understanding is not important. In order to overcome the problems created by difficult authentic texts, one solution is to simplify them according to the level of the learner. This can be done by removing any difficult words or structures but this can also remove basic discourse qualities, making the text “less” authentic. The basic parameters to consider when simplifying a text are: Linguistic simplicity: grammatical structures, lexical items and readability; Cognitive simplicity: age, education, interests of the learner; Psychological simplicity: does it follow traditional social norms?

Another possible solution is to give text related tasks. They are three basic types:

Pre-reading: used not just to test or compensate for linguistic/socio-cultural inadequacies but also used to activate existing schemata;

While-reading: used to encourage the learner to be a flexible, active reader also to promote a dialogue between reader and writer;

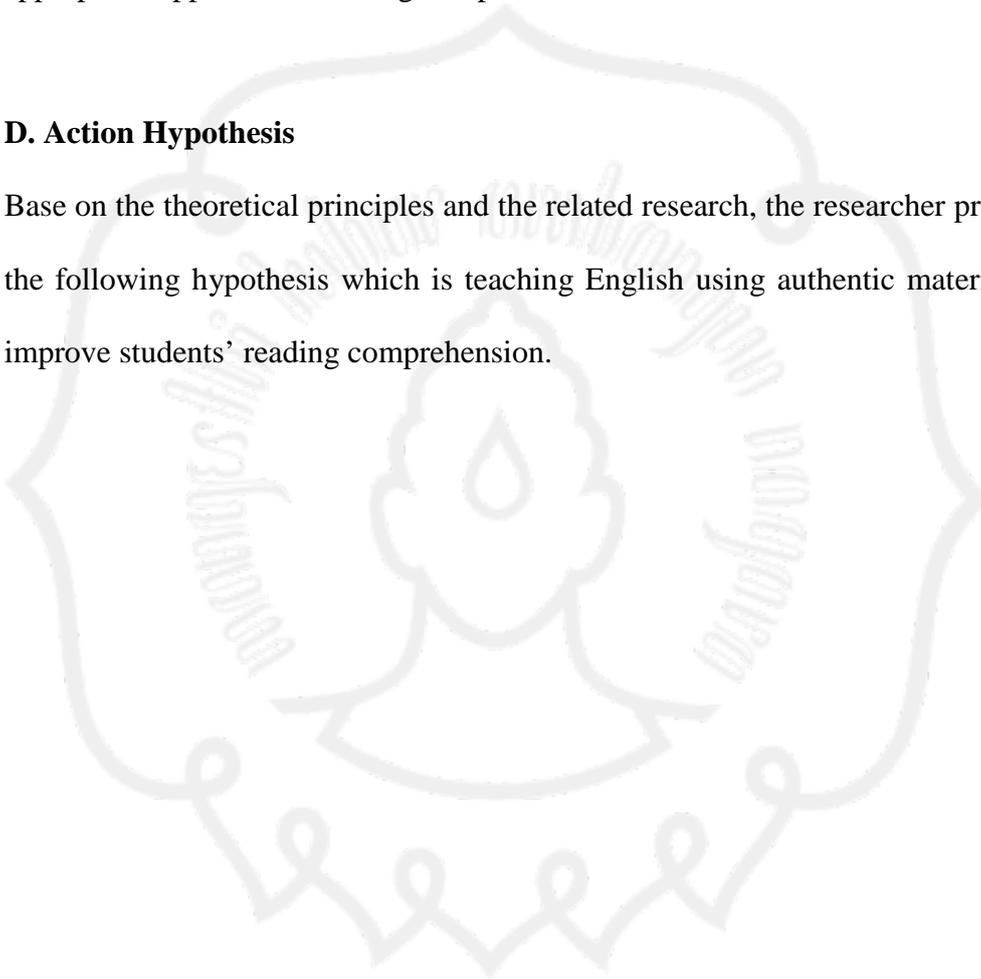
Post-reading: often are questions that follow a text, used to test understanding

But sometimes a good schema will be enough. Rather than just simplifying the text by changing its language, it can be made more approachable by eliciting students' existing knowledge in pre-reading discussion, reviewing new vocabulary before situations where it would take place outside reading and then asking students to perform tasks that are within their competence, such as skimming to get the main idea or scanning for specific information, before they begin intensive reading. The reading approach must be authentic too. Students should read the

text in a way that matches the reading purpose, the type of text, and the way people normally read. This means that reading aloud will take place only in the classroom. Reading is an activity with a purpose. The purpose for reading guides the reader's selection of texts. The purpose for reading also determines the appropriate approach to reading comprehension.

D. Action Hypothesis

Base on the theoretical principles and the related research, the researcher proposes the following hypothesis which is teaching English using authentic material can improve students' reading comprehension.



CHAPTER III

RESEARCH METHOD

In this chapter describes the research setting, research subjects, research method, research procedure, data and data collecting techniques, data validation and data analysis techniques.

A. Research Setting

1. Time of the Research

This classroom action research is carried out in nine months started in May 2008 up to January 2009, preliminary research is done in May, designing research proposal is done in June and July, conducting proposal seminar in August, making research instruments in September, giving treatment and collecting the data in September, October, November and December, analyzing the collected data and discussing the data analysis in December, and the writing the research report in January 2009. The research's schedule is as follows:

Table 3.1 Research Schedule

Month	Activities
May 2008	<ul style="list-style-type: none"> • Preliminary Research
June/ July 2008	<ul style="list-style-type: none"> • Designing Research Proposal
Aug 2008	<ul style="list-style-type: none"> • Conducting Proposal
Sept 2008	<ul style="list-style-type: none"> • Making Research Instruments
Oct/ Nov/ Dec 2008	<ul style="list-style-type: none"> • Treatment, collecting data
Dec/ Jan 2009	<ul style="list-style-type: none"> • Analyzing Data, writing Report

2. Place of the Research

The Place of this classroom action research is University of Nusantara PGRI Kediri (UNP PGRI Kediri), used to be IKIP PGRI Kediri that had changed its status in 1998, located on Jl. K.H Ahmad Dahlan 76, Kediri, East-Java. UNP PGRI Kediri is one of the biggest universities in Kediri, it can be seen from the number of students which is around 4000 students. There are five Faculties; Teacher Training and Language Faculty, Economics Faculty, Technique Faculty, Health Faculty, and Poultry Faculty. In Teacher Training and Language Faculty there are nine departments, one of them is English Department. English Department consists of fourteen classes. They are five parallel classes of first year students, three parallel classes of second year students, three parallel classes of third year students and three parallel classes of fourth year students. It has a good environment to study; it is surrounded by computer rental and internet café where the students can access conveniently. It has Hot Spots where students can access internet conveniently. It has adequate facilities to learn English, for example: Multimedia English Laboratory, English Study Room (ESR), Computer Laboratory and the language Laboratory. There are some students' activities in English Department such as English Students Organization (ESA), Speaking Club, Sunshine English Magazine, and so on.

B. Research Subjects

The subject of this classroom action research is 2A the second grade students of English Department, Faculty of Teacher Training and Education

academic year 2007-2008 that consists of 44 students includes recourse students. The subject of this research is the regular students which is 40 students. In general 2A class has a good English skills but reading. The other reasons of selecting this class are the researcher teaches this class and it has the lowest average reading score among its parallel class. In the previous semester exam most of them got D and the average score was 57 is just a point above the passing grade. Even though the class consist of 40 students seems like no one in the class because in reading teaching learning process the students are very passive. They never ask questions about related topic, they rarely ask about new vocabulary. Furthermore, they rarely bring their text books and they are reluctant to join in reading class. Even worse they cannot answer WH-questions, inference questions and they cannot identify paragraph topic and the main idea. The researcher did interview and questionnaire to find the cause of the problem. Base on the result of the interview and questionnaire the cause is the text book. They said that the text book is too difficult; there are many difficult words in the text and the text is too long and the text has no connection with their lives so they had no motivation to read. The researcher is the reading teacher in this class has tried to overcome the problem by changing the text book by different author but the class atmosphere remains the same. So in this class action research uses Authentic Materials in solving students' problem in comprehending text and their motivation to reading. By using Authentic Materials, it is hoped can increase their motivation as the result their reading comprehension improves as well.

C. Research Method

This research is carried out as classroom action research in collaboration with two English lecturers of the English Department in Teacher Training and Education Faculty of the Nusantara PGRI Kediri University in the academic year 2007-2008. Some definitions of the action research that are proposed by experts are as follows: Burns (1993: 30) states that action research is the application of fact finding to practical problem solving in social situation with a view to improve the quality of action within it, involving the collaboration and cooperation of researcher, practitioners and laymen. Bodgan and Biklen (in Burns, 1999: 30) define action research as the systematic collection of information that is designed to bring about social change. McNiff (1998: 18) states that:

“Action research is different from other more traditional or conventional types of research in that it is very focused on individual or small-group professional practice and is not so concerned with making general statements. The main function of action research is to facilitate the ‘reflective cycle’, and in this way provide an effective method for improving professional action”.

Based on the above statements, it can be concluded that action research is a process of self-reflective inquiry in which participants examine their own social and educational practices systematically and carefully using the technique of research in order to bring about social change and effecting positive improvement. There is collaboration of researchers, practitioners and laymen in conducting action research. In this research, action research was carried out in order to improve the students’ reading comprehension and to improve teacher’s professionalism in teaching reading.

This research is also carried out with two collaborators. They are English lecturers from the same faculty with researcher and one of them teaches the same subject reading. The collaborators and the researcher discuss together before, during and after the treatment. They contribute ideas, opinions, and share experiences in all steps in this classroom action research.

The action research spiral (based on Kemmis and Mc Taggart in Wiriaatmadja, (2007: 66-67) is:

The researcher uses some steps as Kemmis and Mc Taggart which involve planning, acting, observing, and reflecting.

D. Research Procedures

This action research is carried out in two cycles. Each cycle consists of four steps. They are planning, acting, observing, and reflecting. The summary of research procedure is provided in Table 3.1.

:

1. First Cycle

a. Planning

There are some activities that are carried out in the first cycle, they are as follows:

1) Pretest

Pretest is carried out to know the students' real ability in reading before they are taught using authentic materials. Before pre-test is done the pre-test instrument is tried out in other class to ensure that the instrument is valid and reliable.

2) Interview

The purpose of this interview is to get more information about the students' needs, interest, and problems in reading. So, the teacher can select appropriate approach, techniques and materials for the students.

3) Questionnaire

The aim of the questionnaire is to know the students' opinion about the reading teaching learning process. Furthermore to know the students' needs, interest, and problems in reading. The teacher can select appropriate approach, techniques, and materials for the students.

4) Designing treatment

Based on the result of the pre-test and the interview, the appropriate treatment is designed to be applied in the teaching learning process which is teaching reading using authentic materials. The treatment in this Cycle has four meetings.

5) Collaborative English teacher

In order to make the research can run optimally, the English teachers are needed as collaborators. The roles of the collaborator to this research are as follows:

- a) Participating in designing the plans, both in the first and second Cycle.

- b) Observing what happens in the classroom while the treatment is applied in the classroom.
 - c) Giving suggestions for the improvement of the next classroom practice.
6. Post-test

Posttest is carried out to know the students' ability in reading comprehension after being given treatment in first Cycle. The results of this test are used as a core consideration in designing the activities in the second Cycle.

b. Acting

Based on the previous plans, some of the activities are done as follows;

- 1) Pre-test
 - a) The students are asked to do the test.
 - b) The teacher checks and gives score to the students work.
 - c) The teacher analyses the students' score.
- 2) Interview
 - a) The teacher interviews some students to get information about the students' interest and learning problems.
 - b) The teacher writes the result of the interview as an additional data.
- 3) Observation
 - a) The teacher observes the teaching learning process to get information about the reading teaching learning process, the interaction between the teacher and the students, and the students and their peers.

b) The teacher makes the field note what is happening in reading class.

4) Questionnaire

a) The questionnaire is given to the students to get the information about the students' comment toward reading teaching learning process and what they need and interest to make them have better learning of the reading comprehension.

b) The teacher makes conclusion based on the result of the questionnaire.

5) Treatment

The treatments are carried out in the four meetings. The activities are as follows:

a) First meeting

(1) Introduction

- Teacher greets the students.
- Teacher checks the Students' attendance

(2) Main Activities

• **Pre reading**

- Teacher asks questions about related topic in building up schemata and shows related topic pictures.
- Teacher tells the topic they are going to learn in reading class and tell them that the material is taken from newspaper.

• **Whilst reading**

- Teacher asks students to underline the difficult words and ask them to guess the meaning.
- Teacher gives the words taken from the text that have not been mentioned yet by the students.
- Teacher asks the students to read quietly.
- Teacher asks the students to answer questions in pairs.
- **Post reading**
 - Teacher asks students to work in groups related with the topic and share it with the class.

(3) Closing

- Teacher encourages the students to ask further questions about the topic and says leave taking.

b). Second Meeting

(1) Introduction

- Teacher greets the students.
- Teacher checks the Students' attendance

(2) Main Activities

• **Pre reading**

- Teacher asks questions about related topic in building up schemata and shows some related topic pictures.
- Teacher tells the topic they are going to learn in reading class and tell them that the material is taken from newspaper.

• **Whilst reading**

- Teacher asks students to underline the difficult words and ask them to guess the meaning.
- Teacher gives the words taken from the text that have not been mentioned yet by the students.
- Teacher asks the students to read quietly.
- Teacher asks the students to answer questions in pairs.
- **Post reading**
- Teacher asks students to work in groups related with the topic and share it with the class.

(3) Closing

- Teacher encourages the students to ask further questions about the topic and says leave taking.

c. Third Meeting

(1) Introduction

- Teacher greets the students.
- Teacher checks the Students' attendance

(2) Main Activities

- **Pre reading**

- teacher asks questions about related topic in building up schemata and show some related topic pictures
- Teacher tells the topic they are going to learn in reading and tell them that the material is taken from brochure.

- **Whilst reading**

- Teacher asks students to underline the difficult words and ask them to guess the meaning.
- Teacher gives the words taken from the text that have not been mentioned yet by the students.
- Teacher asks the students to read quietly.
- Teacher asks the students to answer questions in pairs.
- **Post reading**
 - Teacher asks students to work in groups related with the topic and share it with the class.

(3) Closing

- Teacher encourages the students to ask further questions about the topic and says leave taking.

6) Post test

Post test is given to the students to find out the students' reading comprehension after being given implementation in the first Cycle. The result of the posttest in the first Cycle is used as main consideration in designing the activities in the second Cycle.

c. Observing

In this stage the researcher and the collaborator observe what happens in all activities undertaken and monitor the effect of the actions. There are some considerations that some actions which have effects can be immediately seen out but there are some actions which have effect can be

seen much later. Therefore, the observation is carried out while and after the actions.

d. Reflecting

In this step the researcher and the collaborators analyze what happens in the classroom and also discuss any success, failure, and effect of the action. The information is used to design planning for the next Cycle.

2. Second Cycle

In general, the steps that are carried out in the second Cycle are similar to those of the first Cycle. They are planning, acting, observing, and reflecting but this time the researcher asks students to choose their own reading text from the internet as to accommodate the students' interest and to encourage students in reading. The details of each step in the second cycle are as follows:

a. Planning

The activities that are carried out in this step are as follows:

1) Designing treatment

Based on the Cycle one's reflection, the researcher together with the collaborator designs appropriate treatments to improve the students' reading comprehension and motivation in participating in reading class activities.

2) Collaborative English Teacher

The roles of the collaborators which contributed in the second Cycle are as follows:

- a) Participating in designing treatment given to the students.
 - b) Observing and making notes what happens in the classroom while the treatments are given to the students.
 - c) Giving suggestions for the better treatment of the next classroom practice.
- 3) Post-test

Posttest is carried out to know the students' reading comprehension after being given the treatment. The results of the post-test in the second Cycle is used as a main data to know whether there is significant improvement or not in using the authentic materials to improve the students' reading comprehension.

b. Acting

Based on the revised plan the activities that are carried out as follows:

1) Implementation

(1) Introduction

- Teacher greets the students.
- Teacher checks the Students' attendance

(2) Main Activities

• **Pre reading**

- Teacher asks questions what topic they want to choose in reading class.

- Teacher tells the topics which are selected by students from the internet and the majority want to read about David Beckham.

- Elicit from the students about David Beckham.

- **Whilst reading**

- Teacher asks students to underline the difficult words and ask them to guess the meaning.

- Teacher gives the words taken from the text that have not been mentioned yet by the students.

- Teacher asks the students to read quietly.

- Teacher asks the students to answer questions in pairs.

- **Post reading**

- Teacher asks students to work in groups related with the topic and share it with the class.

(3) Closing

- Teacher encourages the students to ask further questions about the topic and says leave taking.

2) Collaborative English Teacher

- a) Observing what happens in the classroom while the treatments are carried out in reading class.

- b) Giving suggestions for the better treatment of the next classroom practice

3) Post-test

- a) The students are given a written test.

- b) The teacher checks and gives scores to the students' work.
- c) The teacher analyzes the students' scores.

c. Observing

In this step the researcher with the collaborator observes what happens entirely and monitors the effect of the actions. There is consideration that some actions which have effects can be immediately seen out but there are some actions which have effect can be seen much later. Therefore, the observation is carried out while and after the researcher is carried out the treatments.

d. Reflecting

In this stage the researcher and the collaborators analyze what happens in the classroom and also discuss any success, failure, and effect of the action. The information is used to know whether the treatments that the researcher applied appropriate or not.

E. Data and Data Collecting Techniques

1. Data

The data in this classroom action research includes:

a. The students' scores

The scores are taken from:

- The students' score before the treatment
- The students' score after the treatment in Cycle 1
- The students' score after the treatment in Cycle 2

b. Result of the interview

- The result of the students interview before the treatment
- The result of the students interview after the treatment

c. Field notes

The field note consists of the data as follows:

- The teacher and students' activities
- The reflection/comment of the activities in the classroom, the materials and the technique.

d. Questionnaire

- The result of the students questionnaire before the treatment
- The result of the students questionnaire after the treatment

e. Audio record

- The recording of interviewing students

f. Photographs

- The photographs during the action

F. Data Collecting Techniques**1. Test**

Written test, Pretest and Post-test, are used to find out the students' achievement in reading comprehension. Furthermore, the students' reading comprehension, before and after teaching reading using authentic materials, is known. The purpose of this test is to know whether the students' reading comprehension improves or not. To get

the valid test, the internal validity and reliability is applied. The formulas are as follows:

a. Internal validity

$$S_t = \sqrt{\frac{\sum x^2}{n}}$$

S_t = the square root of the total of the squared of each deviation score divided by the number of respondents

$\sum x^2$ = the total of the squared of each deviation score

n = the number of respondents

$$r_n = \frac{\overline{X}_n - \overline{X}_t}{S_t} \sqrt{\frac{p_t}{q_t}}$$

r_n = the validity of each item

\overline{X}_n = formula standard (3.25)

\overline{X}_t = the average of the total correct answers

S_t = the square root of the total of the squared of each deviation score divided by the number of respondents

p_t = the total of the correct answers divided by the number of respondents

q_t = the total of the incorrect answers divided by the number of respondents

b. Internal reliability

$$r_{kk} = \frac{k}{k-1} \left(1 - \frac{\sum pq}{s_t^2} \right)$$

r_{kk} = Internal Reliability

k = the total of correct answers

$\sum pq$ = the sum of the multiplication of the average of the correct answers and the incorrect answers

S_t = the square root of the total of the squared of each deviation score divided by the number of respondents

2. Interview

The interview is carried out to get information from the students and the collaborator. The information covers their idea about the use of authentic materials in teaching reading, and their motivation toward reading. The strengths and weaknesses of the implementation of authentic materials when are used in teaching reading. The interview covers their personal perception, experiences, opinion, and ideas related to this classroom action research. To get the valid qualitative data, the triangulation data is used. In this

research the data are collected from three sources; (1) the students, (2) the collaborator, (3) the researcher.

3. Observation

In this research the observation is carried out to cover the process of implementation of authentic materials in the teaching reading. The observation notices classroom events and interaction between teacher and students and among students in the classroom. In this research, the researcher is the teacher who teaches reading using authentic materials and also as an observer who observes the classroom activities while the implementation of teaching reading using authentic materials is happening. The researcher also asks his collaborator to observe and make notes about the teaching learning process. The collaborator helps the researcher to observe, evaluate, and offer suggestions about the implementation of authentic materials in teaching reading. The researcher use students as observers as well. Wallace (1998: 106) states that it is possible to use our students as the observers. In the research, the students are asked to make diaries written immediately after teaching learning process finish. So they still have fresh reflections in their mind or if not enough time they can do it at the end of the day before they go home.

4. Documentation

The documents that are searched in this research are the written materials sheets of classroom observation, lesson plans, and list of students' scores in reading tests.

5. Questionnaire

The questionnaire is carried out to get information from the students about the information that covers their idea about teaching the use of authentic materials in teaching reading, and the strengths and weaknesses of the implementation of authentic materials in teaching reading. The interview covers their personal perception, experiences, opinion, and ideas related to this classroom action research. To get the valid qualitative data, the triangulation data is used. In this research the data are collected from three sources; (1) the students, (2) the collaborators, (3) the researcher.

G. Data Analysis Techniques

The techniques that are used to analyze the data are:

1. Qualitative Data

- a. Data reduction: it refers to the process of selecting, focusing, simplifying, abstracting, and transforming the

raw data that appear in written up field notes. Then making summaries, coding, and writing memos.

- b. Data display: it is an organized assembly of information that permits conclusion drawing and action taking.
- c. Conclusion Drawing/ Verification.

2. Quantitative Data

The quantitative data in numbers form are gotten from

- a. Checking the students' answer on the written test that are carried out the implementation of cycles whether they are right or wrong.
- b. Computing the students' correct answers.
- c. Calculating the students' score on written test is done as follows;
 - 1) Calculating the percentage of the correct answers of each student by using percentage correction. The percentage is used to measure the students' reading comprehension.

The percentage formula that is used is:

$$S = \frac{R}{N} \times SM$$

Where:

S = the students' mastery in %

R = the students' right answer

N = the maximum number of the whole answer

SM = standard mark (100) (Arikunto, 1998: 38)

In determining the level of the students' reading comprehension, the five categories described by Arikunto (1998: 38) are as follows:

The System of Score Category

Percentage	Interpretation
81 - 100	Very good
61 - 80	Good
41 - 60	Fair
21 - 40	Poor
0 - 20	Very Poor

The students' reading comprehension is found from the percentage of the correct answer.

2) After analyzing the scores of the written test, the writer uses a statistical technique to find the students' mean score. The formula

that will be used is as stated by Evelyn and Anne Larazaraton (1991: 289) that is non independent t-test. It is done by comparing the pre-test and post-test mean score. The formula is as follows:

$$t = \frac{\bar{D}}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{n}}{n(n-1)}}$$

If the mean score increases, the students' reading comprehension is considered improving and the research is successful.

- d. Making conclusion and suggestion based on the data analysis

CHAPTER IV

RESEARCH RESULT AND DISCUSSION

A. Introduction

The purposes of this research are to find out whether the use of authentic materials improves students' reading comprehension. The students had difficulties in answering WH-question, inference question and identifying the paragraph topic and main idea. As a result their semester score was low. The class situation was boring because the teacher used the text book and used monotonous technique. The teacher asked the student to open the text book then discussed the texts. When the students did not ask questions, the teacher asked the students to do exercises in the text book. The teacher did the same thing again and again. The students were bored because in the text book the texts were usually very long, not relevant with students' life. Furthermore, the teacher used monotonous techniques. The students showed low motivation to participate in reading activity, some students often came late to the class and even worse they did not bring the text book. During the reading lesson some students played with their mobile phones and talk about unrelated topic to their peers. As the result the class situation was uninspiring.

It can be concluded that the problems came from the teacher and the students. The teacher used the routine pattern of teaching reading and used the text book which was "unfriendly" to students. The students were very passive in reading class; never ask questions to the teacher; and did the exercises reluctantly. Therefore, it needs the technique and a material that makes students' reading comprehension and class situation are better. So this action research used pre-

reading, whilst-reading and post reading to deliver the lesson and the materials used was authentic materials. Authentic material according to Richards (2001: 252) refers to the use of texts, photographs, video selection, and other teaching resources that are not specially prepared for pedagogical purposes, while created materials refer to textbook and others specially developed for instructional resources. Furthermore, there are unlimited authentic materials in internet. Authentic materials bridge the students and the real world. By implementing this material the students were given the exposure the language used in real life. The students' familiar with the topics that make them motivate to read more. The students would be active because the authentic materials were relevant to students' life. The implementation of authentic materials was providing an interesting teaching learning process. The purpose of this research were improving students' reading comprehension related to answering WH-questions and inference question, identifying paragraph topic and main idea and class situation. Furthermore the research describes the teaching learning situation when authentic materials implemented in reading class. The research was carried out at University of Nusantara PGRI Kediri, especially 2A class.

This chapter has two sections. Section A relates to the process of the research which describes the condition before the research, the implementation of the research. Section B describes the findings and the discussion of the findings. T

B. The Process of the Research

This section has three parts which are the condition before the research; the implementation of the research consisting of 2 cycles and each cycle has four

meetings; three meeting for teaching reading using authentic materials and the forth meeting for conducting post-test, final reflection and research findings.

1. Description of the Previous Situation

The situation before the research was identified in pre-research stage. The pre-research was carried out to find out the problems during the teaching learning process in reading and to find out the current students' reading comprehension. Furthermore, the pre-research activity was carried out to identify student's problem in reading comprehension. By identifying the students' problems in reading comprehension the researcher will decide how to overcome the problem.

The pre-research activities had four activities such as: observing the teaching learning process, interviewing students, giving questionnaire and conducting pre-test. After the researcher got all the data that taken from observing, interviewing, questionnaire and pre-test the researcher will analyze the data and the problems can be identified.

The main problems occurred they are: students' problem in comprehending the text and reading classroom situation. Furthermore the researcher found out the causes of the problem. They are also written in the table below. The result of pre-research activities was described in Table 4.2

Table 4.2 Prior Situation

Indicator	Situation
1. Students' reading comprehension <ul style="list-style-type: none"> • Students cannot answer WH-questions well • Students cannot answer inference questions • Students cannot identify paragraph topic • Students cannot identify main idea 	<ul style="list-style-type: none"> • Wrong answers often occur • Confused to answer questions • Do not know the topic • Do not identify the paragraph topic • Do not know the main idea • Can not comprehend the text
2. Reading classroom situation <ul style="list-style-type: none"> • Students are passive • Students are often come late • Students talk about unrelated topic • Students often forget to bring the text book • Students read the text reluctantly • Students play with their mobile phones 	<ul style="list-style-type: none"> • The class is uninspiring • The teaching learning process is often disturbed by late students • The class is noisy • The class is crowded • The class too quiet
3. the causes of the problem <ul style="list-style-type: none"> • the text book is boring • the passages in the text book are not relevant with student's life • the passages in the text book are too long • the teaching learning process is monotonous 	

The condition before the research is described more detail in the following sections:

a. Students' reading comprehension

In general the students of 2A class of Nusantara PGRI University, the subject of the research, have good performance. Their English achievement could be declared well enough but reading. Reading becomes a very boring subject for the students as the results, they often come late and this situation disturbs the teaching learning program. The teaching learning process had to stop to hear the late students to apologize. Furthermore the students often forget to bring the reading text book because they seldom prepared the lesson before. Even worse

the students are very passive, they participate reluctantly in all activities in reading class. Some students often talked to others about unrelated topic or played with their mobile phones. When the students had to do the exercises they couldn't finish on time and their correctness on doing the exercises was low. They cannot answer WH-questions, they cannot answer inference questions, and they cannot identify paragraph topic and main idea, as a result their score in reading was low. Their performance can be seen in the result of pre-test. The result of pre-test can be seen in the chart below.

Based on the chart we can conclude that most of students in 2A class get below passing grade.

As the researcher observed, there are many problems had to be solved immediately. The students lack of motivation in reading. The students' reading comprehension still very low and many of them were not aware the importance of reading. Moreover the teacher used a reading text book which is quite boring for the students, the text book has difficult vocabulary, and the texts are very long and usually not relevant with their lives.

There was a way to overcome this problem that makes students unable to understand the text and have low motivation. According to the researcher, the first thing to do was to change the reading materials into reading materials which have more connection with the students' lives. The materials that make students want to read. In this case the researcher used authentic materials.

b. Classroom Situation

Before conducting the research, the teaching learning process was not inspiring. In teaching reading I usually taught my students using the text book.

The reading class usually started with reading text aloud then looks up at dictionaries for difficult words. Often I encouraged them to ask me questions when they had difficulties and I encouraged them to have a discussion but no one did except three students who are confident and have good performance in reading.

Base on the result of the observation the situation of the reading class was uninspiring and boring, the reading class usually silent or crowded because the students were talking about unrelated topic, didn't pay attention to the text. This situation was worsening by the teacher who never had pre-reading activities or warming up activities. Another indicator that the students showed low participation when I asked them to answer the questions no one came forward. So I had to force them to come forward by calling their names and I pretended giving score for what they did. The situation above showed that the teacher lacked of ideas to inspire the reading class. The teacher gave a monotonous activity which did not encourage the students in reading and made them uninterested in the text.

c. Causes of reading difficulties

I conducted pre-test, interview and questionnaire to find out the causes of reading difficulties. In interview most of students said that reading is difficult subject and most of them said negative opinion about the text book, the reading

passage in text book is difficult and boring. This statement is supported by the result of the questionnaire which can be seen in Table 4.3

Table 4.3 Result of Questionnaire

NO	Questions	Students' response	Percentage
1.	Reading comprehension is difficult	<ul style="list-style-type: none"> • Always 55% • Often 45% 	
2.	The use text book	<ul style="list-style-type: none"> • Always 100% 	
3.	Difficulties to understand the text from the text book	<ul style="list-style-type: none"> • Always 60% • Often 40% 	
4.	The materials from the text book is boring	<ul style="list-style-type: none"> • Always 36% • Often 64% 	
5.	The text book makes the students lazy to read	<ul style="list-style-type: none"> • Always 62% • Often 38% 	
6.	The lengthen of the text in text book	<ul style="list-style-type: none"> • Always 90% • Often 10% 	
7.	The topic of reading passage from the text book is boring	<ul style="list-style-type: none"> • Always 90% • Often 10% 	
8.	The relevancy of text in text book with students' life	<ul style="list-style-type: none"> • Always 75% • Often 25% 	
9.	The need of other material which relates to the students' life	<ul style="list-style-type: none"> • Always 95% • Often 5% 	
10.	The need of having materials from news papers, magazines and internet can motivate them	<ul style="list-style-type: none"> • Always 85% • Often 15% 	
11.	They want to use the material from news papers, magazine and internet	<ul style="list-style-type: none"> • Always 85% • Often 15% 	

The result of the questionnaire showed that reading comprehension is difficult and boring because of the text book. For the first question, every student agrees that reading is difficult even more than half stated very difficult. Student AL states "Reading itu sulit dan membosankan" and student BD states "textnya kok pasti panjang lihat saja saya pusing".

The second question about using text book all the time they all agree and they also stated that they have difficulties in comprehending the text from the text book. Furthermore the text from the text book make them lazy and bored to read,

surprisingly more than half stated that they are lazy because of the text as stated in questions three, four, five and seven.

The students also stated that the text from the text book has no relevant with their lives that make them unmotivated that is why they suggest to have materials from other sources the materials that have more connection with the students' lives and interesting.

2. Research Implementation

After knowing the causes of the problem in reading, I chose authentic material as the solution of the problems. The implementation of authentic materials in teaching reading consists of two cycles. The first cycle used authentic materials from newspapers, magazines, brochures and those topics were selected by the teacher. Meanwhile the second cycle used authentic materials from internet and those topics were selected by students. The result of the first cycle became the consideration of the planning of the second cycle. Each cycle consisted of three meetings. Every meeting had time duration for 100 minutes. Each cycle consisted of four steps. The steps were: 1) planning the action, 2) implementing the action, 3) observing the action, 4) reflecting of the observation results. The whole of research implementation provided in Table 4.4

The implementation of the research in each cycle is described in the following section.

a. Description of Cycle 1

Class action research using authentic material to improve students' reading comprehension was carried out in 2 cycles. The first Cycle used materials from newspapers selected by the teacher. The second Cycle used material from internet selected by students and the teacher applied more pre-reading activities.

There were many activities that were carried out in the first Cycle. They were pre-test, interview the students, sharing ideas with collaborator, designing treatment, and doing post-test.

In pre-test stage the researcher designed test to find out the students' reading comprehension. Before the test was applied, it had been tried out in other class. Then the researcher analyzed the results to know whether the pre-test item was valid and reliable by using internal validity and reliability. There are 40 test items focusing on WH-question, inference question, paragraph topic and main idea.

The researcher interviewed four students before the treatment was implemented. The students who were interviewed have different ability in reading comprehension. One student belonged to the student who has D score in reading comprehension, one who has C score in reading comprehension, one who has B and one who has A in reading comprehension. The focus of interview was about students' difficulties in reading comprehension and their effort to improve it. The researcher also interviewed the students after teaching learning process was done.

The focus of interview was about students' response toward teaching and learning activities that they just participated. The result of the interview was considered in making lesson plan for the next meeting.

In order to make the research runs optimally, the researcher asked two other English lecturers as my collaborators. The first was Suhartono, he is the head of English Department at Nusantara PGRI Kediri University. He is a professional and experienced English lecturer since he has been teaching for more than 14 years. The second was Yunik Susanti, she is a professional and experienced English lecturer and has lots of time in helping the researcher. She enjoys discussing about Class Action Research because she is doing the same research in difference area. Therefore, the researcher was absolutely sure that both of them were able to give significant contribution to the success of the research.

The researcher always discussed many things with collaborators. They were about designing the plans that were implemented in the classroom, how to observe what happened in the classroom while the researcher was giving treatment to the students how to correct and score the students' work. Furthermore the researcher asked suggestions for better treatment of the classroom practice.

Base on the result of pre-test, interviews and reflection of the previous condition, the researcher designed appropriate treatment that was implemented in the classroom. The source of the problem was found which the material was and the researcher used Authentic Materials in treatment. The treatment in this cycle took four meetings including post-test and each meeting had opening and pre reading activity, whilst reading activity, post reading activity and closing.

1) Planning the Action

The action plan for the first Cycle was based on the problems that were identified on the pre-research. The problems occurred in pre-research was the students' reading comprehension was low. To solve this problem, the writer decided to conduct a research by focusing on improving students' comprehension using authentic material.

Before implementing the authentic material in reading class, the researcher prepared the materials, students' hand out, lesson plan for guiding in teaching reading and everything related to the action. The collaborator observed the whole process of teaching learning process.

a) Sharing ideas with collaborators

The researcher discussed with his collaborator in order to make the research ran well. After the discussion there were three points that the researcher shared with collaborators. They were designing the lesson plan. Based on the result of sharing with collaborators, first, the material, the material had taken from newspapers; second using group work, third, in pre-reading activity I used building students' schemata using questions and pictures.

There were many reasons why the material from internet. In internet there are unlimited reading materials so the students could select their own topic for reading class. By selecting their topic by themselves would increased students motivation. About arranging the group work, spreading the dominated students would decrease their domination. The dominated students would put in the same group of weak students so they can help each other. The mind-mapping used in

pre-reading activity, mind-mapping could stimulate the students' schemata so they could participate better in teaching learning process.

b) Making lesson plan

The result of sharing with collaborators, the materials had taken from newspapers and selected by the teacher. The Jakarta post was chosen to get the materials from. There many reasons in choosing The Jakarta Post; first it contains many texts which tell the students' about what is going on around us and the text contains of real language. Second the text in the Jakarta Post provide good materials for my students which are interest for the student, relevant to the student's needs, represent the type of material that the student will use outside of the classroom. The third the text can be exploited for teaching purposes, the text is not too easy or difficult for the students. The authentic materials used to overcome the problems which were students' reading comprehension and class situation.

c) Preparing Hand out

The preparation of making a hand out was done by researcher himself, this is to provide students with appropriate materials by considering the readability, exploitability, suitability of the passage. After the material chosen by the students selected, the researcher write the task which can improve the students' reading comprehension. The task consists of WH questions, inference questions, identify the paragraph topic and identify the main idea.

d) Dividing the Main Teaching Activities into Three Stages

Pre-reading, While-reading and Post-reading are proved to be very useful to teach reading. By implementing this strategy the students

could comprehend the text attractively. In pre-reading activity the teacher facilitated the students to build up their schemata or their background knowledge, in while-reading the teacher facilitated the students to be active reader to promote a dialogue between the reader and the writer and in the post-reading the teacher gave them task to check their understanding the text.

e) Designing Post-test

Post-test was a means to assess students' achievement after they had sufficient opportunities for learning in Cycle 1 which was consist of three meetings. The result of the post-test was for assessing the success of the students and making adjustment in the lesson plan for the next Cycle. The researcher and the collaborator came to agreement that the post-test conducted in the form of written test. The test consist of forty questions include WH question, inference question, identify topic paragraph and identify main idea.

2) Implementing the Action

In Cycle 1, the researcher carried out three meetings. The first meeting of this cycle was attended 36 students. 4 were absent and 1 came late. The whole students of 2A are 40 students; 11 male students and 29 female students.

a) First meeting

On 30 October 2008, Thursday, at 1:00 PM then lesson started.

In pre-reading activity the teacher greeted the students by saying “*good afternoon everybody. How are you all?*” the students answered “*good afternoon sir. I’m well and You?*” the researcher answered “*I am good. Thanks*”. After that the researcher checked the attendance list. In pre-reading activities the teacher asked the students “*what season is now?*” “*Rainy season sir*” answered Student DW and followed by some others. “*What kind of problems do you find during rainy season*” asked the teacher. Some Students response by saying “*flood, landslide, many trees collapsed because of the storm*”. The teacher asked “*where did you find the information?*”. Some students said “*newspapers, television, magazines*”. The teacher told them that the material today was weather forecast. The teacher gave away the students’ handout.

In whilst reading activities in this stage began with underlying the difficult words in the text about weather forecast. The students read silently and underlined the new vocabularies. The teacher asked the students to read the text individually and underlined the difficult words. During the work Student AA asked the teacher about the weather in England and how did the teacher deal with extreme cold weather then the teacher told her his experience briefly. Student BA said “*wah, dunia itu macam macam ya cuacanya*”. Means many kind of weathers in other countries in the world. The teacher told his experience living in England, more and more students asked the teacher about England and the teacher had to stop them asking. When the students finished underlying the difficult words, they were asked to guess the meaning. Student NA said to her peers “*Banyak Negara yang*

sama ya cuacanya seperti di Indonesia". Means many countries have the same kind of weather like in Indonesia.

After couple minutes underlying the difficult words the teacher said *"please try to find the meaning of your difficult words"*. Some students used a dictionary, some used electric dictionary and even some of them copied their friend's work. The teacher kept reminds the students to work by themselves by saying *"Do it with your partner, please!"* after sometimes the teacher said *"When you finish reading and no more question on difficult words, do the task in pairs please"*. The students work on the task seriously. About 20 minutes the teacher said *"let's discuss together the answers of the task. Who want to answer number 1?"* Student DR answered, "Number 2", Student EM answered, "number 3" Student S answered, "number 4" student T answered and the rest of the task five of them answered the task.

In post-reading the teacher said *"after we finished discussion on the task, now in group of 3 create your own weather report orally"*. So they made a group and talked about what they wanted to say. Fifteen minutes later the teacher asked the students *"have you finished your weather report?"* Only one group was ready which was student EM, DR, S. They came up to they came forward and presented their work orally. The teacher said *"that's all for today and come on time for reading class next week"*

The teacher said good bye and the class ended at 2:40 PM

b) Second Meeting

On 6 November 2008, Thursday, at 1:00 PM then lesson started.

In pre-reading activity the teacher greeted the students by saying “*good afternoon everybody. How are you all?*” the students answered “*good afternoon sir. I’m well and You?*” the researcher answered “*I am good. Thanks*”. After that the researcher checked the attendance list. In pre-reading activities the teacher asked the students “*Have you seen film ayat ayat cinta?*” “*I have*” answered Student DW and followed by some others. “*Do you like the film*” asked the teacher. Some Students response by saying “*yes, I do*”. The teacher asked “*who is the film director of ayat ayat cinta?*” Some students said “*I don’t know sir*”. The teacher showed the brochure of the ayat ayat cinta film and then the same question and this time they could answer because the director’s name written on it. The teacher told the students that the topic today is Hanung Bramantyo the film director of ayat ayat cinta. The teacher gave away the students’ handout.

In whilst reading activities in this stage began with underlying the difficult words in the text about Hanung Bramantyo. The students read silently and underlined the new vocabularies. The teacher asked the students to read the text in individually and underlined the difficult words. Then the teacher said “*when you finished underlying the difficult words please find the meaning in groups*” after sometimes the teacher said “*When you finish reading and no more question on difficult words, do the task in group of 3s please*”. The students work on the task seriously. About 20 minutes the teacher said “*let’s discuss together the answers of the task*”. During the discussion and answering questions no domination of students occurs because the teacher spread up the dominated students into different groups.

In post-reading the teacher said “*after we finished discussion on the task, now in group of 3 write down about Hanung Bramantyo and write some suggestions for him in handling his marriage problem*”. So they made a group and discussed about what they wanted to write. Fifteen minutes later the teacher asked the students “*have you finished you task?*”. Almost all groups completed their task then each group said one suggestion and one thing about Hanung Bramantyo. The teacher said “*that’s all for today and come on time for reading class next week*”. Student MK, MB said “*wah kelas reading sekarang cepat*” means because they enjoyed very much the time was flashing.

The teacher said good bye and the class ended at 2:40 PM

c) Third Meeting

On 13 November 2008, Thursday, at 1:00 PM then lesson started.

In pre-reading activity the teacher greeted the students by saying “*good afternoon everybody. How are you all?*” the students answered “*good afternoon sir. I’m well and You?*” the researcher answered “*I am good. Thanks*”. After that the researcher checked the attendance list. In pre-reading activities the teacher asked the students “*what kind of food do the like?*”. “*Meatball, fried chicken*” answered some students. “*Do you think they are healthy food*” asked the teacher. Some Students response by saying “*I don’t know sir*”. The teacher showed some healthy food and unhealthy food. The teacher told them that they were not healthy food. The teacher asked “*what do you do when you cook the food too much?*”. Some students said “*Put it in the fridge*”. The teacher told them that the material

today was about health and how long you can keep certain kind of food in the fridge. The teacher gave away the students' handout.

In whilst reading activities in this stage began with underlying the difficult words in the text about health. The students read silently and underlined the new vocabularies. The teacher asked the students to read the text individually and underlined the difficult words. During the work Student EY said “ *banyak nama makanan luar negeri yang saya tidak tahu*”. The students read silently and underlined the new vocabularies. Then the teacher said “*when you finished underlying the difficult words please guess the meaning in groups*” after sometimes the teacher said “*When you finish reading and no more question on difficult words, do the task in group of 3s please*”. The students work on the task seriously. About 20 minutes the teacher said “*let's discuss together the answers of the task*”.

During the discussion and answering questions no domination of students occurs because the teacher spread up the dominated students into different groups. In post-reading the teacher said “*after we finished discussion on the task, now in group of 3 describe an Indonesian food orally*”. So they made a group and talked about what they wanted to say. Fifteen minutes later the teacher asked the students “*have you finished your food description?*”. All groups had completed their tasks by saying “*we are ready to present our wok*”. The teacher said “*well done*” two groups presented their work unfortunately the time was up.

The teacher said good bye and the class ended at 2:40 PM

d) Dividing the Main Teaching Activities into Three Stages

Pre-reading, While-reading and Post-reading are proved to be very useful to teach reading. By implementing this strategy the students could comprehend the text attractively. In pre-reading activity the teacher facilitated the students to build up their schemata or their background knowledge, in while-reading the teacher facilitated the students to be active reader to promote a dialogue between the reader and the writer and in the post-reading the teacher gave them task to check their understanding the text.

e) Designing Post-test

Post-test was a means to assess students' achievement after they had sufficient opportunities for learning this is stated in Cycle 1. The result of the post-test was for assessing the success of the students and making adjustment in the lesson plan for the next Cycle. The researcher and the collaborator came to agreement that the post-test conducted in the form of written test. The test consist of forty questions include WH question, inference question, identify topic paragraph and identify main idea.

3) Observation the Action

When the researcher implemented the teaching reading using authentic material, the activities were observed by a collaborator; the collaborator wrote observation results on field notes and took pictures. In generally using authentic material in reading class ran well. The class room situation was alive and exciting.

The authentic materials can attract students' attention to focus on text. Furthermore showing the related pictures and asking questions on building up students' schemata made the students' curiosity increased. The eagerness of the students could be seen from the way how they ask questions and how many questions they asked about the topic and the fact that no one came late in third meeting. Furthermore the students brought the reading material with them.

Most of students could enjoyed reading the text and participated in all activities. Only a few students read reluctantly and played with their pens.

Nevertheless, the result of cycle 1 was not satisfactory yet because there some weaknesses during the implementation the authentic material. A few students still played around with their pens during reading the text and good students dominated the class. Need more variety in pre-reading activity.

4) Reflecting the observation results

Base on the observation results which were written in field notes, pictures and video recording, the collaborator and the researcher reflected some positive results and weaknesses in Cycle 1, they are :

(a) Positive results

- Using authentic materials from news papers and magazines attract students' attention to the text.
- The students' reading comprehension was improved particularly in answering WH questions and Inference question, identify the paragraph topic and the main idea.

- The students' participated well, it can be seen that no one late come to the class anymore.
- More students asked questions in class.
- Most of students brought their reading material to the class.

(b) Weaknesses

- A few students still reluctant to read
- Good students dominated the class
- Need more pre-reading activities

5) Revising the plan

To overcome the problems arising in Cycle 1, the researcher revised the plan for the next cycle, so that the problems would not occur anymore. The plan for the next cycle would be more focused on improving students' motivation to read, reducing the domination of good students and more pre-reading activity.

b. Description of Cycle 2

In Cycle 2, the procedure is the same with the procedure in Cycle 1.

Base on the result of discussion with collaborators, interviews and reflection of the Cycle 1, the researcher designed appropriate treatment that was implemented in the classroom. The source of the problem in Cycle 1 was found which were; some students still did not participated fully in discussion, and students who had more vocabulary dominated in discussion, lack of pre-reading activity. In order to

overcome those problems authentic materials were taken from internet in order to increase the students' interest in the reading. As we know that unlimited materials can we get from internet. Furthermore, I ask the student to select their own topic and their own text for the next lesson. I believe that when the students chose their own topic they would interest in the topic so much and they would participate fully. As we know student centered is more accepted. To overcome the shy students I ask them to work in groups with other peers who have better performance in reading. In Pre-reading activity I used mind-mapping. The implementation of Cycle 2 can be seen in table 4.6

Table 4.6 The Implementation of Cycle 2

Cycle 2: using authentic materials taken from internet and students chose their own topic from Internet or newspaper.	
Planning	<ul style="list-style-type: none"> • Designing lesson plan and handout from the chosen materials by Sts
Action	<p>Meeting 1</p> <ul style="list-style-type: none"> • Greeting, check on the attendance list • Pre-reading activity used mind mapping, related pictures, questions <i>Topic: David Beckham</i> • Whilst-reading: the students read silently then underline the new vocabulary, tried to guess the meaning or discussed in groups and do exercises in group. • Post-reading: encouraged the group to ask more questions and ask them to write their own favorite football player and why and share their work with the class. • T said leave taking <p>Meeting 2</p> <ul style="list-style-type: none"> • Greeting, check on the attendance list • Pre-reading activity used mind mapping, related pictures, questions <i>Topic: mapping of the destruction</i> • Whilst-reading: the students read silently then underline the new vocabulary, tried to guess the meaning or discussed in groups and do exercises in group. • Post-reading: encouraged the group to ask more questions and ask them to write their own favorite football player and why and share their work with the class. • T said leave taking
Observation	<ul style="list-style-type: none"> • Sts came on time with their material and open their materials when they sit. • Sts are active in guessing and discussing new vocabularies in groups including the shy students. • Sts' interest is increasing a lot in the chosen topic. • Sts reading comprehension are improved by checking their answers in exercises
Reflection	<p>+ Authentic material which was chosen by them from internet can attract students' interest highly and make them participate fully in all activities in</p>

	<p>reading class.</p> <ul style="list-style-type: none"> + Sts are able to answer WH question, inference question, identify paragraph topic and identify main idea well, + Mind mapping and pictures absolutely help students' schemata + authentic material absolutely helps students' reading comprehension + Working in groups helps the shy and low students in participating + Some Sts have learnt to access internet - Not every student's reading comprehension is improved - Some Ss have difficulties on accessing the internet
Revised plan	<ul style="list-style-type: none"> • The class action research was completed in cycle 2 but the use of authentic materials will be carry on to the next teaching learning process especially in reading.
Post-test	<ul style="list-style-type: none"> • The post-test was conducted

1) Planning the action

The action plan for Cycle 2 was done, after reflecting the observation results in Cycle 1, the researcher found the weaknesses of Cycle 1. To overcome the weaknesses of Cycle 1 the researcher revised the plan as follows: (1) using authentic material from internet which was selected by students. By having the materials that chosen by students, it would increase the students' motivation (2) group work and spread the good students. By spreading dominated students, it is hoped that the dominated students help the weak students (3) using mind mapping in pre-reading activity. By using mind mapping, it is hoped that mind mapping could stimulate students' schemata.

The researcher prepared the materials, students' hand out with exercise and lesson plan as guidance in teaching and everything related to the implementation.

a) Sharing ideas with collaborators

The researcher discussed with his collaborator in order to make the research ran well. After the discussion there were three points that the researcher shared with collaborators. They were designing the lesson plan. Based on the

result of sharing with collaborators, first, the material, the material had taken from internet; second arrange the group work the weak students in the group with good students, third, in pre-reading activity I used mind-mapping.

There were many reasons why the material from internet. In internet there are unlimited reading materials so the students could select their own topic for reading class. By selecting their topic by themselves would increased students motivation. About arranging the group work, spreading the dominated students would decrease their domination. The dominated students would put in the same group of weak students so they can help each other. The mind-mapping used in pre-reading activity, mind-mapping could stimulate the students' schemata so they could participate better in teaching learning process.

b) Making lesson plan

The result of sharing with collaborators, the materials had taken from internet and selected by students. However the content of the material would be different. The materials selected by students so their motivation in participating in reading class would be increased. This was for overcoming the problem in cycle 1 which was some students did not fully participate in reading class activity.

c) Preparing Hand out

The preparation of making a hand out was done by researcher himself, this is to provide students with appropriate materials by considering the readability, exploitability, suitability of the passage. After the material chosen by the students selected, the researcher write the task which can improve the students' reading

comprehension. The task consists of WH questions, inference questions, identify the paragraph topic and identify the main idea.

d) Dividing the Main Teaching Activities into Three Stages

Pre-reading, While-reading and Post-reading are proved to be very useful to teach reading. By implementing this strategy the students could comprehend the text attractively. In pre-reading activity the teacher facilitated the students to build up their schemata or their background knowledge, in while-reading the teacher facilitated the students to be active reader to promote a dialogue between the reader and the writer and in the post-reading the teacher gave them task to check their understanding the text.

e) Designing Post-test

Post-test was a means to assess students' achievement after they had sufficient opportunities for learning this is stated in Cycle 1. The result of the post-test was for assessing the success of the students and making adjustment in the lesson plan for the next meeting. The researcher and the collaborator came to agreement that the post-test conducted in the form of written test. The test consist of forty questions include WH question, inference question, identify topic paragraph and identify main idea.

2) Implementation the action

In second Cycle, the researcher carried out the activities based on the designing planning. The researcher asked the students what kinds of topics they

got from internet. There were many reading materials with vary topics. Before starting the lesson, the text was selected and the researcher made the handout accordingly. The second Cycle was conducted in two meetings. Each meeting was divided into three stages: pre-reading, whilst-reading and post-reading then closing.

a) First Meeting

In Cycle 2, the researcher carried out two meetings. The first meeting of this cycle was attended the whole students of 2A with total 40 students; 11 male students and 29 female students.

Like in the previous meeting, teaching reading activities began with:

In pre-reading activity on 20 November 2008, Thursday, at 1:00 PM lesson started. The researcher greeted the students by saying “*good afternoon everybody. How are you all?*” the students answered “*good afternoon sir. I’m well and You?*” the researcher answered “*I am good. Thanks*”. After that the researcher checked the attendance list. In pre-reading activities the researcher did mind mapping, the topic was sport. The researcher asked the students “*what kinds of sport do you like?*” they answered eagerly “*soccer, swimming and motor racing*”. Then the researcher wrote sport on the white board and circled it. The teacher said “*attention please, everybody who has a word that related to sport come forward and writes it on the white board*”. Many students participated in this activity by writing words related to sport including soccer player. In a very short time the white board full of words. Then the teacher asked their favorite

soccer players and I showed them the picture of David Beckham. Finally the teacher told the students' about the topic that was going to be learnt.

Whilst reading activity the activities in this stage began with underlying the difficult words in the text about David Beckham. The students read silently and underlined the new vocabularies. After couple minutes underlying the difficult words the teacher said "*please try to guess the meaning of your difficult words*". Student DR asked "*is that okay if we do it group sir*". "*please do*" answered the teacher. The students were very active in guessing the meaning with their friend in a group where the good students were placed in different group. When there was no discussion anymore the teacher asked the students to do exercises in the handout in groups. Then discussed the answers together in class was done at the end of while reading stage.

In post-reading the students were encouraged to ask more questions on difficult words by saying "*anymore question about the text*". The students answered "*no*". At the end the students were asked to make the list of their favourite soccer team and soccer player and shared with the class. One group shared in the class about Liverpool soccer team and Steven Gerald orally.

The teacher encouraged the students to enjoy reading and told them how important reading is and said good bye. The class ended at 2:40 PM

b) Second Meeting

Pre-reading activity on 27 November 2008, Thursday, at 1:00 PM lesson started. The researcher greeted the students for opening the lesson and checked the attendance list. The researcher did mind mapping and showed pictures about the

topic. The topic was mapping of destruction. The students selected the topic. When the teacher did the mind mapping on natural disaster many students wrote words related to natural disaster. Then the teacher asked about the worst disaster in Indonesia while showing the picture of tsunami in Aceh. Many students were recalling their memories on the disaster. Student LW said” *oh, ya ribuan orang mati*”. Finally the teacher told the students’ about the topic that was going to be learnt.

Whilst reading activity the activities in this stage began with underlying the difficult words in the text about mapping of destruction. The students read silently and underlined the new vocabularies. After couple minutes underlying the difficult words the teacher said “*please try to guess the meaning of your difficult words in groups*”. The students were very active in guessing the meaning with their friend in a group where the good students were placed in different group. When there was no discussion anymore the teacher asked the students to do exercises in the handout in groups. Then discussed the answers together in class was done at the end of while reading stage.

In post-reading the students were encouraged to ask more questions on difficult words. At the end the students in groups made the list of the causes of natural disaster and safety action in flood and shared with the class. Student AMA said” *nanti yang maju saya saja dari group ini*” Student AMA was one of the the slow learner. The teacher heard and said “Well done AMA”. After AMA did presentation the time was up.

The teacher encouraged the students to enjoy reading and told them how important reading is and said good bye. The class ended at 2:40 PM

c) Post-test

The whole students of 2A students participated in the post-test. The total number of students was 40 students because no one was absent. The post-test was in the form of written test consist of 40 questions including WH question, inference question, identify paragraph topic and identify main idea.

3) Observation the Action

When the researcher implemented the teaching reading using authentic material, the activities were observed by a collaborator, the collaborator wrote observation results on field notes and pictures. In generally using authentic material which was selected by the students in reading class ran very well. The class room situation was more alive and more exciting. The authentic materials which were selected by students can attract students' attention as the result they could focus more into reading text. Furthermore doing mind mapping, showing the related pictures and asking questions on building up students' schemata made the students' curiosity and motivation were increased. The eagerness of the students could be seen from the right beginning of the lesson; the way how they participated in mind mapping, asking questions. Most of students could enjoyed reading the text and participated in all activities. Only a few students read reluctantly and played with their pens.

Nevertheless, the result of cycle 2 still had a little weakness during the implementation of the action. A few students still played with their pens and their written test score didn't increased. Anyway, most of them suggested that authentic material should be applied in teaching reading.

4) Reflecting the observation results

base on the observation results which were written in field notes, pictures and video recording, the collaborator and the researcher reflected some positive results and weaknesses in Cycle 1, they are :

a) Positive results

- Using authentic materials from internet attract students' attention to the text.
- Letting the students chose their own topic increased their motivation marvelously.
- The students' reading comprehension was improved particularly in answering WH questions and Inference questions, identify the paragraph topic and the main idea.
- The students' participated well, it can be seen that no one late come to the class anymore.
- More students asked questions in class and participated more in mind mapping.
- Each groups participated equally in guessing and discussing the text
- Most of students brought their reading material to the class.

b) Weaknesses

- A few students still reluctant to read
- Need bigger pictures in pre-reading activity.

c. Final reflection

In general two cycles which were implemented can overcome the reading comprehension problems in my reading class and lack of motivation towards reading activity. The improvement can be seen from students' answering WH-question and inference question, identifying the paragraph topic and main idea and also the students' motivation towards reading activity. But as a teacher I am not satisfied yet with the achievement. Through the observation of teaching learning process I can still see that not every student participate fully in reading class activity. The students who intend to copy their friends' work and absent did not make significant progress.

In future I am going to use authentic material special in my reading class. I will continue giving task on choosing their own topic from internet in order to keep their interest towards reading. When their motivation is high towards reading as a result their understanding towards the text is also increased. Group working is also effective in encouraging the slow students to participate more.

3. Research Findings

This class action research is the teachers' way to overcome the students' problem in reading comprehension. I found some findings to answer the problems

which are: a) Can and to what extent authentic materials improve students' reading comprehension? b) How is the process of teaching and learning situation when using authentic materials are used in the reading class? The data were collected through several sources such as: field notes, interview, questionnaire, photographs, audio recording, lesson plans, and hand outs. This section focusing on answering research questions in chapter 1 as well as describes other findings during the implementation of authentic material in reading class.

The problems can be solved by using authentic materials in teaching reading. The implementation of authentic material in reading class consists of two cycles and each cycle consists of four meetings. In each meeting gradually the students' reading comprehension increased and their motivation to read is higher. Two major aspects in students' improvement are: (1) the reading comprehension which is included their capability in answering WH-question and inference question and identifying paragraph topic and main idea. (2) the classroom situation when the authentic material used in reading class. The result of the research can be seen more detail in Table 4.7

Table 4.7 Research Finding

A. Students reading comprehension	
Before the implementation of authentic material	After the implementation of authentic material
1. Students cannot answer WH-question well.	<ul style="list-style-type: none"> • Sts can answer WH-question well • Sts can complete the exercises quicker
2. Students cannot answer inference question well	<ul style="list-style-type: none"> • Sts can answer inference question well • Sts can complete the exercises quicker
3. Students cannot identify the paragraph topic	<ul style="list-style-type: none"> • Sts can identify paragraph topic easier • Sts can complete the exercises quicker
4. Students cannot identify the main idea	<ul style="list-style-type: none"> • Sts can identify the main idea easier • Sts can complete the exercises quicker

5. Students' mean score was 62.35	<ul style="list-style-type: none"> • Sts' mean score in Post-test 1: 72.83 • Sts' mean score in Post-test 2: 78
6. Students needed extra time to complete the task	<ul style="list-style-type: none"> • Sts completed the task on time
7. Students hesitated to guess the meaning of new words	<ul style="list-style-type: none"> • Sts were confidence to guess the new words
8. Students hesitated to share their ideas	<ul style="list-style-type: none"> • Sts were confidence to share their ideas
B. Classroom situation when teaching using authentic implemented	
Before the implementation of authentic material	After the implementation of authentic material
9. Students has low motivation	<ul style="list-style-type: none"> • Sts had high motivation
10. Students don't like reading	<ul style="list-style-type: none"> • Sts love reading
11. Students' cultural awareness is low	<ul style="list-style-type: none"> • Sts cultural awareness is high
12. Students' interest is low	<ul style="list-style-type: none"> • Sts' interest is high
13. Students come without their reading material	<ul style="list-style-type: none"> • Sts bring the reading material
14. Students talk about unrelated topic	<ul style="list-style-type: none"> • Sts talk about related topic
15. Students do not ask question.	<ul style="list-style-type: none"> • Sts ask many questions to the teacher and their peers
16. Students do not participate in discussion	<ul style="list-style-type: none"> • Sts participate in discussion eagerly
17. Students do the exercises reluctantly	<ul style="list-style-type: none"> • Sts do the exercises without being asked
18. Teacher dominated in choosing the topic	<ul style="list-style-type: none"> • Sts chose their reading topic
19. Teacher did monotonous pre-reading activity	<ul style="list-style-type: none"> • Teacher did vary pre-reading activity
20. Teacher always uses the text book	<ul style="list-style-type: none"> • Teacher uses vary materials
21. Teacher has no sense in selecting materials	<ul style="list-style-type: none"> • Teacher improved on selecting reading material

The improvement of students' reading comprehension and class situation in Table 4.7 because the students paid more attention and interested in reading materials which have connection with their lives so they are familiar with the topics. When the topic about Hanung Bramantyo an Indonesian film director the students felt familiar with the topic. This is the comment of Student DR says *"kalau topiknya tentang film saya suka dan saya tahu banyak"*. Furthermore during the implementation of authentic materials the students have learnt a lot of vocabulary. By having an adequate vocabulary the students are easier to comprehend the text. Student MB says *"kalau textnya dari Koran kata katanya lebih mudah dan jelas"*

When authentic materials were implemented the students read a lot of kinds of texts and as a result the students' vocabulary increased rapidly. The

students used many strategies in learning vocabulary during the teaching learning process. Furthermore the students' motivation was increased amazingly as a result the class situation got much better when the authentic materials were implemented; motivation to read the text, to know what is the text about, to know what does the writer want to say in the text. The motivation here is the key to encourage themselves to participate in reading activities.

The improvement of the students after authentic materials implemented also can be seen in the result of post-tests. There were two post-tests; post-test 1 was the post-test after Cycle 1 completed and post-test 2 after Cycle 2 was completed. The result of post-test described in Table 4.8.

Table 4.8 The Score of Pre-test, Post-test 1 and Post-test 2

Grade/Score	Pre-test	Percentage	Post-test 1	Percentage	Post-test 2	Percentage
A(80-100)	4 Students	10%	9 Students	22.50%	14Students	35%
B(70-79)	6 Students	15%	19Students	47%	18Students	45%
C(60-69)	14Students	35%	10Students	25%	6 Students	15%
D(50-59)	16Students	40%	2 Students	5%	2 Students	5%
Mean Score	63.01		71.78		75.01	
Number of Students	40 Students		40 Students		40 Students	

The Table above showed the mean score of pre-test is 63.01, the mean score of post-test 1 is 71.78 and the mean score of post-test 2 is 75.01. The total number of students was 40 students and the mean score was from the total of the score and divided by 40. Based on the result of the t-test for non independent scores, the t-computation in Cycle 1 (11,934) is higher than t-table (2.02), and in Cycle 2 the t-computation (6.5) is higher than the t-table (2.02) at the degree of significant α 0.05, so $t_o > t_t$ Ho is rejected and it is concluded that there is

significant difference between them. It can be concluded that authentic materials improve the students' reading comprehension. The students' mean score improvement of reading comprehension is showed in the Graphic below.

It showed that the students' reading comprehension is increasing significantly. The students' confidences in doing the exercises are increased, also the correctness and time efficiency. Before the authentic materials were implemented the students always needed extra time to complete the exercises and the correctness of their answers was low.

The findings of the teaching learning process described there were some changes before and after the authentic materials implemented in reading class. During the implementation of authentic material the teaching learning process was inspiring and exciting; many students asked questions about the topic that make the class alive, there were enthusiastic discussions among the students about new vocabulary and tried to guess the meaning including the shy students. Just before they shared their work with their peers, one of the shy students say " *nanti waktu presentasi group ini saya saja yang maju*". This situation made me over the moon. At that time the topic was David Beckham. When the material relevant to students' life implemented, the students were more confidence and motivated to read and comprehends the text and authentic material provided that. Even better when the students chose their own topic from internet the class was fantastic; every body participated in all activities in reading even the shy and unconfident students. They were overwhelmed when they can choose the topic in reading.

There were many marvelous students' comments about the teaching learning process using authentic materials. Student DR says *“now the reading class is interesting and inspiring especially the materials taken from internet and we can choose the topics”*. Student G says *“I enjoy the reading class very much”*, he is one of the students who were often late. Almost everybody stated in their interview that they enjoy reading class. Even better all of them spoke in English.

The result of the questionnaire supported the using of authentic material in reading was fun and interesting. The students stated that they enjoyed and motivated to read more. The result of the questionnaire can be seen in Table 4.9

Table 4.9 The Result of Questionnaire

NO	Questions	Students' response	Percentage
1.	Materials in reading from internet and news paper are interesting	<ul style="list-style-type: none"> • Always 	100%
2.	Using authentic materials make the students comprehend the text easier	<ul style="list-style-type: none"> • Always • usually • Sometimes 	52% 34% 16%
3.	Using authentic materials make the students interested in reading the text	<ul style="list-style-type: none"> • Always • usually 	95% 5%
4.	The topic connects with students' lives	<ul style="list-style-type: none"> • Usually • Sometimes 	78% 22%
5.	The text from the news papers and internet is difficult	<ul style="list-style-type: none"> • Rarely • Sometime 	85% 15%
6.	The student can choose their own topics	<ul style="list-style-type: none"> • Always 	100%
7.	Using authentic materials increase their vocabulary	<ul style="list-style-type: none"> • Always • Sometimes 	80% 20%
8.	The length of text from news paper and internet is convenience	<ul style="list-style-type: none"> • Always • Sometimes 	75% 25%
9.	They want the teacher to use the text from news papers and internet.	<ul style="list-style-type: none"> • Always • Sometimes 	96% 4%

The table above showed that the students had positive attitude about using authentic material in reading. The students loved having reading class, they could not wait to have reading class so when I was late, the student LW says “*Mr. Agung, don't be late for reading class*”. Besides they could improve their reading comprehension, they also got the up date information about what is going on around them so they have an intrinsic educational value. The most important thing is the students love reading.

C. Discussion

This research is an action research which is implementing authentic materials to improve students' reading comprehension. The results this research was satisfying in term of: (1) the improvement of students' reading comprehension; (2) the improvement of teaching learning process. Each point is described more detail as follows:

1. The improvement of students' reading comprehension

Base on the findings it can be theorized that the use of authentic material can improve the students' reading comprehension. The improvement can be concluded from their score. Before the implementation of authentic material was low but after implementing authentic material the score was much higher.

- a. The relevancy of authentic material to students' life can improve students' reading comprehension.**

As we know that reading always has a purpose and when the authentic material implemented the students' purpose to comprehend the text is higher and also authentic material provides familiar topic those are the reasons why the students are easier to comprehend the text. Comprehension is the process of making sense of words, sentences and connected text. Readers usually make use of background knowledge, vocabulary, grammatical knowledge, and experience with text. It is supported by Goodman in Brown (2001: 298-299), He stated that Top-Down, processing in which we draw on our own intelligence and experience to understand a text. Top-Down process often associated with a good reader.

b. The authentic material can improve the students' reading efficiency

P. Ur (1996: 148) stated efficient reading is when the content of the text is accessible to learners; they know enough about it to be able to apply their own background knowledge. The authentic materials were taken from news papers, magazines and internet and they are parts of students' life that is why authentic material provides such content.

c. The authentic material can improve the students' vocabulary

The authentic materials provide many genres of text so the students experienced in reading them. While they were reading them they also learnt new words. There were many ways the students learnt vocabulary such as; the students experienced working in pair and group during comprehending the text and

vocabulary. This learning strategy in line with Oxford, R. L (1990: 43), it stated that when students using dictionary to discovery a new word's meaning they used Determination strategy (DET), some students asked their classmates or their teacher the meaning of words they used Social Strategies (SOC).

When students tried to guess the meaning of words, the importance of context in vocabulary learning is the evident that understanding the context is vital. Nagy, W in Schmitt (1997: 68) stated that how much vocabulary growth can be attributed to picking up words from the context. As we know that more vocabulary the students have easier for them to understand the text this statement is supported by (Vermeer, 1992: 147): "Knowing words is the key to understand and being understood. The bulk of learning a new language consists of learning new words...."

2. The Improvement of Teaching Learning Process

a. The authentic material can increase students' motivation.

The research findings showed that the use of authentic material can improve students' participation and motivation in teaching learning reading. The students participate more actively in reading because they are interested in the text and of course their motivation to comprehend the text is higher. That is why the class becomes inspiring and interesting. This finding is in line with Nuttal, "Authentic texts can be motivating because they are proof that the language is used for real-life purposes by real people." (1996: 172) and is supported by (Guariento & Morley 2001) stated that extracting real information from a real text in a new/different language can be

extremely motivating, therefore increasing students' motivation for learning by exposing them to *'real'* language.

b. The authentic material can improve students' cultural awareness

The authentic material was taken from newspapers, brochure, and internet and so on where the language they used for native speaker, so the text also has cultural value because language and culture is inseparable. When students read the authentic material, they were having cultural understanding. This statement is supported by Brown (2001: 64) he stated that anytime you successfully learn a language, you will also learn something of the culture of the speakers of that language. So the students not only learn the language but also the culture.

c. The authentic material can improve students' interest in reading

The students have a very positive behaviour towards the use of authentic material in teaching reading. The students enjoyed and interested in reading. they wanted to read more and more text. The source of authentic material is unlimited

that is why students have always vary materials and the students can exposure the real language used in real life. It is in line with Nuttall, 1996: 172). The wide variety of different types of text means that it is easier to find something that will interest the learner and may even encourage further reading or reading for pleasure and Authentic texts have been defined as “...real-life texts, not written for pedagogic purposes” (Wallace, 1992: 145).

3. Other Finding: Teacher’s Improvement on Selecting a Good Material for Reading

Other finding in this research is dealing with teacher. When I implemented the authentic material for reading class, I improved in many ways. First, I am better in selecting authentic material since not every authentic material is suitable for the students. Second, I become more familiar with them since I discussed a lot during the implementation of authentic material such as: what kinds of topic they want and giving me suggestions. I noticed my students’ interest and problems in reading so that I can find a suitable way to help them in improving their reading comprehension.

4. Other Finding: Students’ positive responses toward using authentic material in reading class

At the end of Cycle 3, I gave out the questionnaire to the students to find out the students’ responses toward using authentic material in reading class. This finding is described in Table 4.9 in previous section. All of the students agree about using authentic material in reading class and almost every student agrees on that using authentic material makes them interested in reading. Furthermore, when

the students choose their own topic it makes them more motivated and feel more comfortable in joining reading.



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