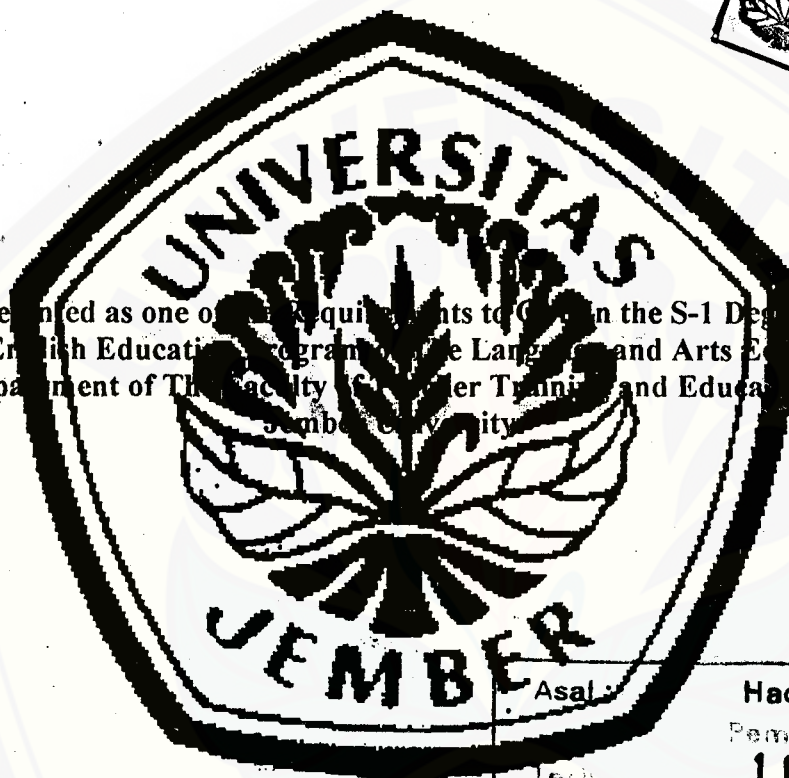


**IMPROVING THE SECOND YEAR STUDENTS' READING
COMPREHENSION ACHIEVEMENT BY USING AUTHENTIC
READING MATERIALS AT SMUN I KALISAT IN THE 2004/2005
ACADEMIC YEAR**

THESIS



Presented as one of the requirements to obtain the S-1 Degree
at the English Education Program of the Language and Arts Education
Department of The Faculty of Teacher Training and Education,
Jember University



By

NINA HAYUNINGTYAS

NIM. 990210401091

Asal :	Hadiah	TS
Tanggal :	Pembelian	Klass
No. induk :	10 MAR 2005	4289
Pengkatalog :	dy	HAY
		1

C.1

**ENGLISH EDUCATION PROGRAM
LANGUAGE AND ARTS EDUCATION DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
JEMBER UNIVERSITY
February, 2005**

CONSULTANT APPROVAL SHEET

**Improving the Second Year Students' Reading Comprehension Achievement
by Using Authentic Reading Materials at SMUN I Kalisat in the 2004/2005
Academic Year**

THESIS

Proposed to Fulfill One of the Requirements to obtain the degree of S1 at the English
Education Program, The Language and Arts Education Department, The Faculty
of Teacher Training and Education, Jember University

Name	: Nina Hayuningtyas
Identification Number	: 990210401091
Level	: 1999
Place of Birth	: Jombang
Date of Birth	: August 14th, 1981
Department	: Language and Arts Education
Program	: English Education

Approved by:

Consultant I



Dra. Siti Sundari, M.A

NIP.131 759 842

Consultant II



Dra. Hj. Wiwiek Istianah, M.Kes, M.Ed

NIP : 131 472 785

APPROVAL OF THE BOARD OF EXAMINER

This thesis is approved and received by The Examination Committee of the Teacher Training and Education Faculty, the Jember University

Day : Monday

Date : February 28th, 2005

Place : The Faculty of Teacher Training and Education, Jember University.

Examiners

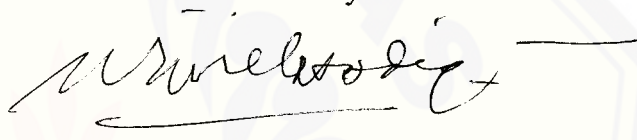
The Chair Person



Drs. Sugeng Ariyanto, Dip. TESL, M.A

NIP. 131 658 398

The Secretary



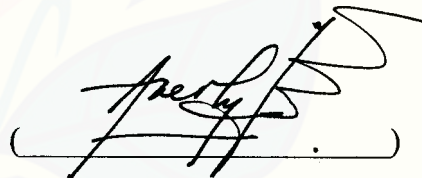
Dra. Hj Wiwiek Istianah, M.Kes, M.Ed

NIP. 131 472 785

Members,

1. Dra. Hj. Aan Erlyana F, M.Pd

NIP. 131 832 295

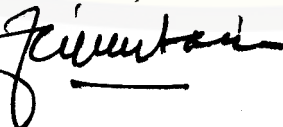


2. Dra. Siti Sundari, M.A

NIP. 131 759 842



The Dean,



Drs. Imam Muhtar, S.H, M.Hum

NIP.130 810 936

DEDICATION

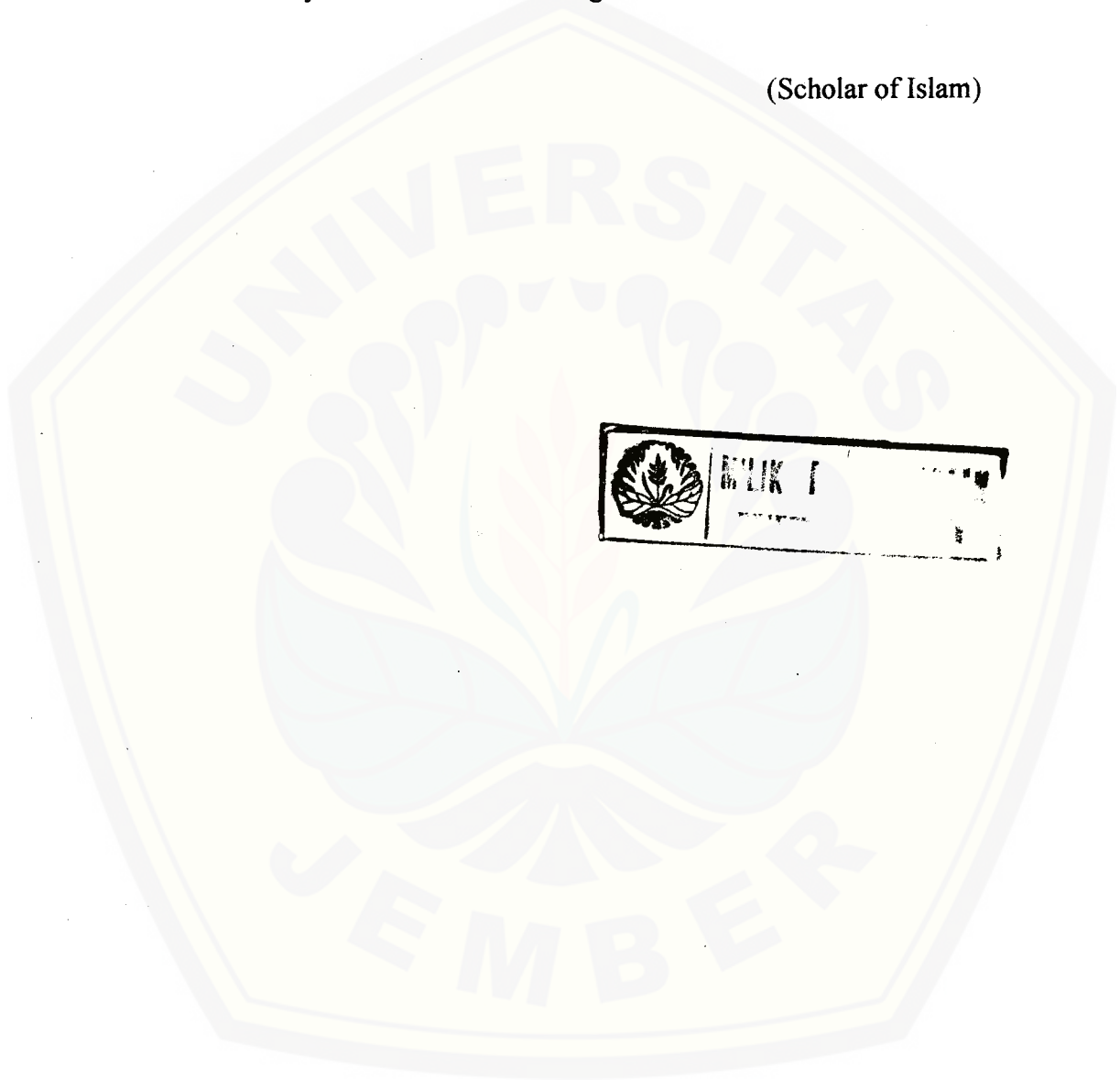
This Thesis is dedicated to :

1. My Beloved Parents : Ambari and Noor Farichah. Thank you so much for everything that you have ever given to me, those cannot be changed by anything in this whole world.
2. My Cutes Young Brothers. Live so nice and full of joys with you guys.
3. My Old 'Sisters' F8 (Chacha, Toe2, Puphiza, Q-tos, Yanti, Tatat, and Lala). Your love is so authentic.
4. My Cutes friends at '99 level. *Ciayo* Guys!!
5. My big 'Family' at Belitung 15. Nice to meet you

MOTTO

The badness that makes your heart becomes sad is better than the goodness that make
your heart becomes arrogant

(Scholar of Islam)



ACKNOWLEDGEMENT

I thank to ALLAH, the Almighty, who has given me guidance and blessing that I can finish this thesis entitled ‘ Improving the Second Year Students’ Reading Comprehension Achievement by Using Authentic Reading Materials at SMUN I Kalisat in the 2004/2005 Academic Year’. In this opportunity, I would like to express the deepest appreciation and sincerest thanks to the following persons:

1. The Dean of the Faculty of Teacher Training and Education, Jember University.
2. The Chairperson of the Language and Arts Department.
3. The Chairperson of the English Education Program.
4. My first and second consultants, who had given me guidance and valuable suggestion in writing this thesis.
5. The Principle, the English teacher, the Administration Staff and the second year students of SMUN I Kalisat, who helped me collect the data.
6. My friends in '99 level, and all who helped me finish this thesis.
7. My Almamater.

Finally, I hope this thesis provides advantages to the readers. Any criticisms and inputs that contribute to improve this thesis would be appreciated

Jember, February 28th, 2005

The Writer

TABLE OF CONTENTS

TITLE	i
CONSULTANT APPROVAL SHEET.....	ii
APPROVAL OF THE BOARD OF EXAMINER.....	iii
DEDICATION	iv
MOTTO	v
ACKNOLEDGMENT	vi
TABLE OF CONTENT	vii
APPENDICES.....	x
LIST OF TABLES.....	xii
ABSTRACT.....	xiii
 I. INTRODUCTION.....	 1
1.1 Background of The Study	1
1.2 Problems of ... The Research.....	3
1.3 Scope of The Research.. ..	4
1.4 The Operational Definition	4
1.5 Objectives of the Research.....	6
1.6 The Significance of the Research.....	6
 II. RELATED LITERATURE REVIEW	 9
2.1 Reading Comprehension Definitions	9
2.2 Reading Comprehension Achievement.....	10
2.3 Types of Reading Comprehension Skill.....	13
2.3.1 Literal Reading Comprehension Skill.....	13
2.3.2 Inferential Reading Comprehension Skill	14
2.4 Authentic Reading Materials Definitions.....	14
2.5 The Characteristics of Good Authentic Reading Materials.....	15

2.6	The Advantages of Using Authentic Reading Materials in Reading Activities.....	17
2.7	The Source of Authentic Reading Materials.....	18
2.8	The Teaching of Reading at SMUN I Kalisat.....	20
2.9	Teaching Reading Using Authentic Reading Materials.....	21
2.10	Action Hypothesis.....	21

III. RESEARCH METHODOLOGY..... 23

3.1	Research Design	23
3.2	Area Determination Method.....	25
3.3	Respondent Determination Method.....	26
3.4	Data Collection Methods	26
3.4.1	Test.....	26
3.4.2	Observation.....	28
3.4.3	Interview.....	28
3.4.4	Documentation.....	29
3.4.5	Questionnaire.....	29
3.5	Research Procedures.....	30

IV. RESULT, DATA ANALYSIS AND DISCUSSION..... 34

4.1	The Results of the Action Cycle 1.....	35
4.1.1	The Result of Reading Test through Authentic Reading Materials in Cycle 1.....	34
4.1.2	The Result of Observation in Cycle 1.....	39
4.1.3	The Result of Reflection in the Cycle 1.....	39
4.2	The Results of the Action Cycle 2.....	40
4.2.1	The Result of Reading Test through Authentic Reading Materials in Cycle 2.....	42
4.2.2	The Result of Observation in the Cycle 2.....	45
4.2.3	The Result of Reflection in the Cycle 2.....	46

4.3 The Results of Supporting Data.....	47
4.3.1 The Result of Interview.....	47
4.3.2 The Result of Documentation.....	48
4.3.3 The Result of Questionnaire.....	48
4.4 Discussion.....	49

V. CONCLUSION AND SUGGESSTIONS..... 53

5.1 Conclusion.....	53
5.2 Suggestions	53

BIBILIOGRAPHY

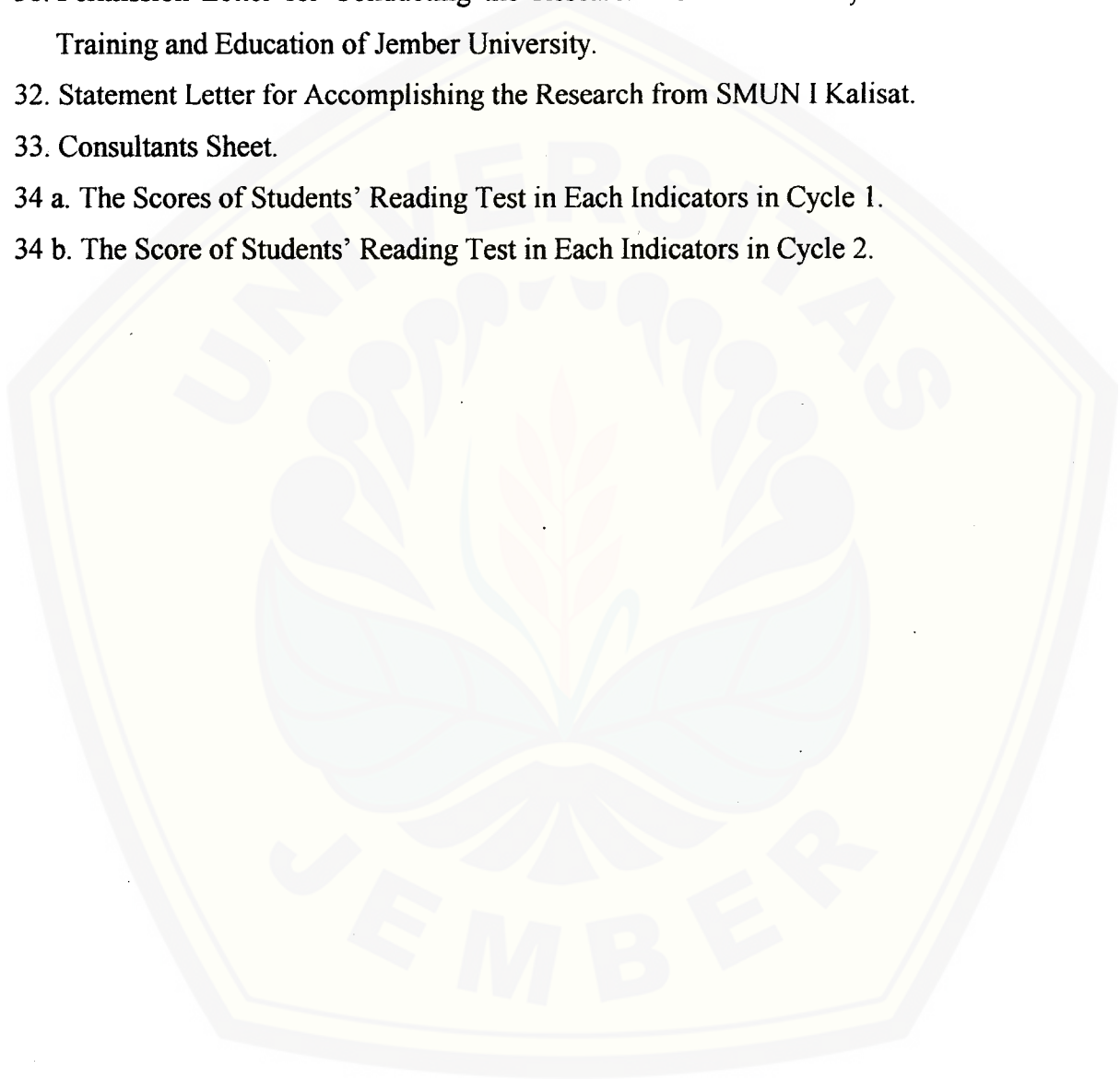
RESEARCH MATRIX



APPENDICES :

1. Supporting Data Instruments.
2. Pre-Test.
3. Answer Key of Pre-Test.
4. Lesson Plan 1 (cycle 1, meeting 1).
5. Authentic Reading Materials for Meeting 1, Cycle 1.
6. Exercise A1 (lesson Plan 1, cycle 1, using article taken from newspaper).
7. Answer Key of Exercise A1.
8. Lesson Plan 2 (cycle 1, meeting 2).
9. Authentic Reading Materials for Meeting 2, Cycle 1.
10. Exercise A2 (lesson plan 2, cycle 1, using article taken from newspaper).
11. Answer Key of Exercise A2.
12. Authentic Reading Materials for Reading Test Cycle 1.
13. Reading Test of Cycle 1.
14. Answer Key of Reading Test 1.
15. Observation Guide.
16. Lesson Plan 1 (cycle 2, meeting 1).
17. Authentic Reading Materials for Meeting 1, Cycle 2.
18. Exercise B1 (lesson plan 1, cycle 2, using article and single picture taken from magazine).
19. Answer Key of Exercise B1.
20. Lesson Plan 2 (cycle 2, meeting 2).
21. Authentic Reading Materials for Meeting 2, Cycle 2.
22. Exercise B2 (lesson plan 2, cycle 2, using article and single picture taken from magazine).
23. Answer Key of Exercise B2.
24. Authentic Reading Materials for Reading Test Cycle 2.
25. Reading Test of Cycle 2.
26. Answer Key of Reading Test 2.

27. Observation guide for process evaluation of cycle 2.
28. Questionnaire.
29. The List of Respondents' Names.
30. The List of Personals' Names of SMUN I Kalisat.
31. Permission Letter for Conducting the Research from the Faculty of Teacher Training and Education of Jember University.
32. Statement Letter for Accomplishing the Research from SMUN I Kalisat.
33. Consultants Sheet.
- 34 a. The Scores of Students' Reading Test in Each Indicators in Cycle 1.
- 34 b. The Score of Students' Reading Test in Each Indicators in Cycle 2.



ABSTRACT

Nina Hayuningtyas. 2005. Improving the Second Year Students' Reading Comprehension Achievement by Using Authentic Reading Materials at SMUN I Kalisat in the 2004/2005 Academic Year.

Thesis, English Program, Language and Art Department, the Faculty of Teacher Training and Education, Jember University.

Consultants : (1) Dra. Siti Sundari, M.A.

(2) Dra. Hj. Wiwiek Istianah, M.Kes, M.Ed.

Key Words : Reading Comprehension Achievement and Authentic Reading Materials.

This classroom action research was intended to improve the second year students' reading comprehension achievement at SMUN I Kalisat in the 2004/2005 academic year by using Authentic Reading Materials. The respondent of this research was class II-4 that was determined purposively. That class was chosen because its reading comprehension achievement score was the lowest among 5 existing classes (the mean score was 44% that was categorized as poor). This research was done in two cycles, in which each cycle covered four activities, namely; Preparation of the Action, Implementation of the Action, Class Observation, and Reflection of the Action. Then, the each cycle was conducted in two meetings. The main data about the students' reading comprehension achievement were collected by using reading test through Authentic Reading Materials. The supporting data were collected by class observation, interview, documents and questionnaire. The results of the mean score of reading test through Authentic Materials in cycle 1 was 66.6% or fair. This mean score had achieved the standard mean score requirement that was 75%. Therefore, the actions were continued in cycle 2 by revising the teaching technique (students did the exercises individually changed into the students did in pairs) and the materials (article taken from newspaper changed into article taken from magazine plus single picture). The results of the mean score of reading test through Authentic Reading Materials in cycle 2 was better ($E=76.88\%$) that was categorized as good than in cycle 1 ($E=66.6\%$) that was categorized as fair. It means that the students' reading comprehension achievement through Authentic Reading Materials was improved in cycle 2. Based on the results, it could be concluded that the use of Authentic Reading Materials could improve the students' reading comprehension achievement in two cycles. Then, it is suggested for English teachers to use Authentic Reading Materials as the alternative materials since they could motivate the students to enjoy reading and increase their reading achievement.

I. INTRODUCTION

This research focused on describing the students' reading comprehension achievement by using Authentic Reading Materials. In this chapter, the descriptions of the background, the problems, the scope of the research, operational definitions, the objectives, and the significance of the research are presented respectively.

1.1 Background of the Study

In Indonesia, English is considered as a foreign language. It becomes more important not only for higher education but for all levels. There are four language skills that must be taught in Senior High School, namely: Reading, Listening, Writing and Speaking.

In the teaching of English and learning process, the four language skills should be taught and developed integrately with the emphasis on the reading skill. It is stated in the 1994 English Curriculum that the language skills have to be developed in combination with the emphasis on reading. It can be said that the language skill that needs to be developed intensively in the classroom is reading.

Reading according to Grellet (1996:8), is an active and constant process of predicting, checking and asking one self question. It is defined as accessing meaning through printed words (Oakhill and Beard, 1999:109). Here, students should comprehend the text they have read. It involves comprehending words, sentences, paragraphs and texts (McWhorter, 1986:90).

According to McDonough and Saw (in Tim Persiapan LKGI Bahasa Inggris, 1993:109) the aim of teaching reading basically is to develop the students' reading skill so that they can read English texts efficiently and effectively. Therefore, in the English teaching, teacher should be smart in choosing the teaching technique and the reading materials taught to the students.

Rivers (1987:45) defines authentic materials as materials which give students direct access to the culture and help them use the new language. It means that the students could learn about the language used contextually from



authentic reading materials. In this case, Hebb (2000:23) states that students need practice reading for different purposes by using various 'Authentic Texts'. It is beneficial to stimulate their interest, to provide links to their own experiences and make connection to many content areas across the curriculum. Authentic reading materials content of lively texts of such topics as 'Flooding Kills One in Papua, seems likely to stimulate even the blasé of the students. They also contain of some materials that have close relation with students' daily activities then made students become interested on them. Some experts had long discussion about authentic reading materials. Peacock (1997:144) points out that many writers claim that authentic materials motivate learners, so they are intrinsically more interesting than non-authentic materials. It is also agreed that authentic materials bring learners closer to the target language culture, make learning more enjoyable. (Alwright (1979:179); Freeman and Holden (1986:67); Little and Singleton (1989:124)).

However, not many teachers use authentic materials in teaching reading to their students. They tend to use English textbooks and depended on themes as reading materials. They are less creative to develop the reading materials such as authentic materials. Whereas, authentic materials need to be given to the students for stimulation. Actually, the authentic materials can be taken from any sources such as newspapers, magazines, advertisements, restaurant menus, street map, and bus timetable (Morton, 1997:178). They can be used to improve the students' reading comprehension, such as in comprehending words, sentences, paragraphs, and texts.

From the preliminary study done in SMUN I Kalisat, through interview with the English teacher, it was found that the teacher always used the text book when teaching reading. He never used authentic materials because he thought that there was no different effect between giving authentic materials and non-authentic materials on the students' reading achievement. He stucked to use texts from the book only, so the reading materials tended to be monotonous in the sense that the type of writing given were the same. The reading materials given were less various. He also revealed that many students still had some difficulties

in comprehending words, sentences, paragraphs and texts which were caused by their lack of vocabulary. Besides that, they felt reluctant to find the meanings of the words. In general, their reading achievement was still low. The average of their reading comprehension achievement was 44% (the results of pre-test, contains of word, sentence, paragraph and text comprehension, was 44%). Burns (1984:161) states that it is important for understanding word meaning since it is impossible for the students to comprehend the text or the material without understanding the meaning of the words.

The students' problem with reading needs to be solved and their reading achievement needs to be increased. To solve the students' reading problems, the English teacher had tried not only to use the textbook, but also the students' worksheet (LKS) in teaching reading. Unfortunately, his effort to improve the students' reading comprehension achievement was not successful yet. So, it was necessary to use different techniques and various materials to be applied in order to make the students become more motivated and at the end, they study better.

In this Classroom Action Research, authentic materials were used as the reading materials to give the students a chance to learn something different. In this case, a previous research conducted by Novinarsih (2001) and Novawan (2002) had been done well (the experimental group had a good result in reading comprehension achievement than the control group). They investigated the effects of authentic reading materials on the students' reading comprehension through an experimental research. It was different to classroom action research, the objective of experimental research did not improve the students' reading comprehension achievement, they only wanted to know the effects of teaching using authentic reading materials on students' reading comprehension achievement. The findings indicated that there was a significant effect of using authentic materials on the students' reading comprehension achievement. Here, the Classroom Action Research was done to improve the second year students' reading comprehension achievement by using Authentic Reading Materials. The research title was *"Improving the Second Year Students' Reading Comprehension*

Achievement by Using Authentic Reading Materials at SMUN I Kalisat in the 2004/2005 Academic Year “

1.2 Problems of the Research

Based on the background, the research problems were formulated as follows:

1.2.1 General problem:

How can the use of authentic reading materials improve the second year students' reading comprehension achievement at SMUN I Kalisat in the 2004/2005 academic year?

1.2.2 Specific Problems:

The specific problems were formulated as follows:

1. How can the use of authentic reading materials improve the second year students' word comprehension achievement?
2. How can the use of authentic reading materials improve the second year students' sentence comprehension achievement?
3. How can the use of authentic reading materials improve the second year students' paragraph comprehension achievement?
4. How can the use of authentic reading materials improve the second year students' text comprehension achievement?

1.3 Scope of the Research

The scope of this research was as follows:

1. Authentic reading materials were used as media in teaching reading. It was intended to improve the students' reading comprehension achievement. The authentic reading materials were taken from printed materials like magazines, newspapers, time schedule, restaurant menus, advertisements, manuals, etc. The themes were chosen from the 1994 English Curriculum for Senior High School. The themes covered Geography, and Culture and Art.

2. The respondents of this research were limited to the second year students of SMUN I Kalisat in the 2004/2005 academic year. They were chosen because they were never taught reading by using Authentic reading materials. In addition, they had problems with reading skill, mainly in comprehending words, sentences, paragraphs, and texts, as it was informed by the English teacher.
3. The result of the research could only be generalized to the class chosen as the research subjects (class II-4).

1.4 The Operational Definitions

The operational definitions of the terms are necessary to make a clearer understanding of the concepts between the writer and the readers. The terms that are important to be explained operationally are Authentic reading materials and Reading comprehension achievement.

1.4.1 Authentic Reading Materials

Authentic reading materials refer to the reading materials that are taken from authentic printed materials such as magazines and newspapers. They were taken from authentic materials printed which the contents are related to students' daily activities in order to help them use the new language authentically. Here, the authentic materials used were articles taken from newspapers and articles plus pictures (single pictures) taken from magazines. The Authentic materials are related to the themes of Geography and Culture & Art. The title of the text are: 'Flooding Kills One in Papua', 'It's Joy to the world to become the 1st Indonesian Idol', 'Up Close and Personal with the Komodo Dragon', 'In the End: The Next Big Thing after Crawling?', 'New Career': Katie "Joey Potter" Holmes and 'Chasing Liberty'. In this action research, authentic reading materials were used as the reading materials in teaching reading.

1.4.2 Reading Comprehension Achievement

Winkle (1968:162) stated that achievement is the results of successful effort that can be obtained. Based on this explanation, reading comprehension achievement referred to the degree to which the students have understood the written material in a formal learning situation. It covers word comprehension, sentence comprehension, paragraph comprehension, and text comprehension. Their reading achievement is indicated by the students' scores of reading test by using authentic materials taken from the Newspapers and Magazines.

There are two types of Reading Comprehension Skills that would be used in this research. They were Literal Reading Comprehension Skill and Inferential Reading Comprehension Skill.

1.5 Objectives of the Research

Based on the background, the objectives were formulated as follows:

1.5.1 General Objective

In general, this classroom action research was intended to improve the second year students' reading comprehension achievement by using authentic reading materials at SMUN I Kalisat in the 2004/2005 academic year.

1.5.2 Specific Objectives

The specific objectives were formulated as follows:

1. To improve the second year students' word comprehension achievement by using authentic reading materials at SMUN I Kalisat in the 2004/2005 academic year.
2. To improve the second year students' sentence comprehension achievement by using authentic reading materials at SMUN I Kalisat in the 2004/2005 academic year.
3. To improve the second year students' paragraph comprehension achievement by using authentic reading materials at SMUN I Kalisat in the 2004/2005 academic year.

4. To improve the second year students' text comprehension achievement by using authentic reading materials at SMUN I Kalisat in the 2004/2005 academic year.

1.6 The Significances of the Research

The results of the research are expected to be useful for the following people.

1.6.1 For the English Teacher

The results of this classroom action research are useful for the English teacher as the information and consideration to encourage him to use authentic reading materials in teaching reading to improve the students' reading comprehension achievement.

1.6.2 For the Students

The actions given to the students provide practices reading authentic materials to improve their reading achievement, particularly in comprehending words, sentences, paragraphs, and texts.

1.6.3 For Future Researchers

The research results would be useful for future researchers (or English teacher) who have the problem with reading as a reference to do a further research with a different research design or the same design at another school to develop the students' reading skill by using authentic materials.

II. RELATED LITERATURE REVIEW

This chapter presents the theories related to the research problems. These include reading comprehension definitions, reading comprehension achievement, types of reading comprehension skill and aspect of authentic reading materials, such as: authentic reading materials definition, the characteristics, the advantages and the sources of authentic materials. The action hypothesis will also be presented in the last part of this chapter.

2.1 Reading Comprehension Definitions

Reading according to Grellet (1996:8), is an active and constant process of predicting, checking and asking one self question. As Hornby (1987:698) defines reading as to understand something written or printed. It can also be broadly defined as accessing meaning through printed words (Oakhill and Beard,1999:109). It is clear that reading is an activity that needs comprehension to get the message for the author in the written text.

As we know, that every reading activity needs comprehension. Although we can read something faster, but without knowing anything, so it is nothing. Simanjuntak (1988:4) confirms that the first point to be made about the reading process is reading comprehension. Further, he says that comprehension is always directed and controlled by the needs and purposes of individual. He also says that good comprehension means understanding general ideas and specific facts in the text, in order to get the message of the text. The definition of reading comprehension does not apart from term of comprehension discussed previously. Sukirah Sutaryo (1988:12) defines reading comprehension as understanding what has been read. It is an active thinking process that depends not only on comprehension skills but also on the students' prior knowledge comprehension involves understanding the vocabulary.

Based on the statements above, it can be concluded that every reading activity needs meaning assessment of the printed words. In other words, every good reader must be able to recognise and understand the content of the text and

see how the author's ideas are organised and developed. Since the students want to get the knowledge from the writer's text or materials, they must interact with the books that function as the source of knowledge.

2.2 Reading Comprehension Achievement

As we know that reading comprehension simply focuses on understanding what we read. It deals with comprehending words, comprehending sentences, comprehending paragraph, and comprehending texts (McWhorter, 1986:90). Achievement defined by Winkle (1968:162) as the results of the successful effort that can be obtained. In this research, reading comprehension achievement is a degree of ability gained through skills and hard work in comprehending words, sentences, paragraphs and text. In this research, the students' reading comprehension achievement was indicated by their scores of reading test through authentic reading materials.

2.2.1 Word Comprehension

It is basically important in reading comprehension to understand word meaning, because it is impossible for the students to comprehend the text or the material without understanding the meaning of the word (Burns;1984:161). Sometime, students find unfamiliar words. Here, they must guess or decode the meaning the words. Grellet (1996:7) states that the students should be taught to use what they know to understand unknown elements, whether these are ideas or simple words. From decoding process it will make them to attend comprehension. As stated by Oakhil and Beard (1999:15) that good readers should process words faster because their use of redundancy lightens that load on their word decoding mechanism. So, the students can only decode or guess the meaning of the words if they feel it is difficult to understand them. It can be restated that Word Comprehension refers to understanding the meaning of the words in the context, or in the sentences.

Shortly, it can be concluded that understanding word meaning is basically important since it is impossible to comprehend the meaning of the text without understanding the word meaning

2.2.2 Sentence Comprehension

McWhorter (1986:85) defines a sentence as a group of words that expresses a complete thought or idea. As Grellet (1996:15) suggested that it is better to understand the meaning of some words constructed in sentences than to understand the meaning of word by word. Commonly it is difficult to understand a sentence although each word is known. Sometimes, it is impossible for the students to make clear comprehension of the sentence as a whole although they already have read word by word and then tend to groups of words appropriately, because a sentence is not as simple as words.

Wood (1968:151) point out that, all sentences to be complete, they must have a subject and a predicate that give information about the subject. In addition, there are three kinds of sentences: A Simple Sentence express one complete thought and contain one subject and one predicate, A Compound Sentence contains two or more subjects and predicates since they are made up of two or more simple sentences, A Complex Sentence contains a simple sentence and several phrases. The phrases may also contain a subject and a predicate, but they do not express complete thought. So, the phrases are not sentences in their own.

Based on the ideas, comprehending sentences means understanding what the sentences tell about, not only the meaning of the words but also the whole of the sentences completely. It can be concluded that accurate understanding of sentences is important to all other comprehension skills and to the effective reading of written material.

2.2.3 Paragraph Comprehension

It becomes absolutely essential for the students to comprehend a paragraph. McWhorter (1986:102) defines a paragraph as a group related sentences about a single topic. According to Wingersky et al.(1999:31), a paragraph has three parts: a topic sentence, supporting details and a concluding

sentence. Knowing the parts of a paragraph is an important basic for comprehending the meaning of a paragraph. Therefore, to understand the meaning of a paragraph, a reader must be able to identify the topic of the paragraph and state the main point made by writer and investigate the supporting details, which explain or support the main idea.

The following parts will review the parts of a paragraph in detail.

1. Identifying the Topic Sentence

The term used to identify this main idea is the topic sentence (Wingersky et.al,1999:25). In fact, the main idea of paragraph is usually stated in what is called the topic sentence. Mayang, Rusli and Timisela (1986:5.10) state that a topic sentence usually comes at the beginning or at the end of a paragraph. It is very seldom occurs in the middle.

2. Identifying the Supporting Details

Supporting details are sentences that give a clear and convincing picture of the main idea of being 'close to nature' (Wingersky et al,1999:34). It can be said that supporting details must include facts to support the main idea or the topic.

3. The Concluding Sentence

The concluding sentence is a sentence that repeats the main idea of the topic sentence in different words to end the paragraph (Smalley and Ruetten, 1986:14). It can be said that a concluding sentence gives an explanation about the main idea with different words in order to make the paragraph to be easy to understand.

Paragraph comprehension refers to understanding not only words and sentences in a paragraph, but also developing and understanding the paragraph in itself (Otto et.al;1997:155). Here, the reader must grasp the author's main thought and details the author uses to support his thinking. It is important because after the students understand the paragraph, they will get what the author want to say in the text.

In this research, comprehending a paragraph means understand the main idea or the topic sentence, the supporting details, and the concluding sentence.

2.2.4 Texts Comprehension

The aim of reading is to know the content of the text, about the message written by the author. Grellet (1996:4) claims that one of the reasons for reading is reading for information (in order to find out something or in order to do something with the information got). Burns et al (1984:17) state that the whole text consists of words, sentences and paragraphs. It means that to comprehend the text, in order to get the information in the text, the students should comprehend words, sentences and paragraphs. Text comprehension refers to understanding the whole of the text, that includes understanding the general information of the text or the specific information of the text.

Based on the explanations above, it can be said that to have a good comprehension in reading, students should not only comprehend words, sentences, but also paragraphs and the text.

2.3 Types of Reading Comprehension Skill

According to Fairbairn and Winch (1996:14-16), there are three types of reading comprehension skill. They are literal reading comprehension, inferential reading comprehension and evaluative reading comprehension. This research will be focused on literal reading comprehension and inferential reading comprehension. Literal reading comprehension skill is used for finding specific information in the form of words and sentences. While, Inferential reading comprehension skill is used for finding general information in the paragraphs and texts that are implicitly stated in the texts. The Evaluation reading comprehension skill is used to give the comments of the text by the students. The following section will review literal reading comprehension skill and inferential reading comprehension skill.

2.3.1 Literal Reading Comprehension Skill

Literal reading comprehension is the ability of the readers to interpret the explicit meaning (Fairbairn and Winch, 1996:14). In comprehending sentences, the students are asked to read the text given and they can answer the questions

based on the explicit information stated in the text. It can be said that literal reading comprehension skill refers to understanding the stated or explicit information in the text. In this research, literal reading skill is used as the indicator of reading, so that the students can find specific information that is explicit stated in the text. For example: the students are asked to find the specific information of the text: Who is the second winner of Indonesian Idol?

2.3.2 Inferential Reading Comprehension Skill

According to Fairbairn and Winch (1996:15), inferential reading comprehension skill is the ability of the readers to grasp the implied meaning in the text. To support that idea, McWhorter (1986:254) says that inferential reading comprehension is an educated guess or prediction about something unknown based on available facts and information in a text. In comprehending general information in paragraphs and texts, the students need to make an inference based on the available information provided in the text. In brief, inferential reading skill refers to understanding the unstated or implicit information in the text.

In this research, inferential reading skill is used as the indicator of reading, so that the students can find general information that is implicitly stated in the text. For example: students are asked to find the main idea of paragraph: What is the main idea of the first paragraph?

2.4 Authentic Reading Materials Definitions

There is a definition about authentic reading materials. Rivers (1987:44) defines authentic materials as materials which give students direct access to the culture and help them use the new language authentically themselves. It means the contents of authentic materials are related to students' daily activities.

Grellet (1996:8) emphasizes that authenticity means nothing of the original text is changed and also that its presentation and layout are retained. It can be said that authenticity is the original text that represents in the same way of explanation without changing the original one. In this case, the teacher should try

to keep it as authentic as possible in order to help the students anticipate meaning by using the non-linguistic clues.

In this case, authentic reading materials are materials which give direct meaning to the readers. Here, the students get some information about something that is related to their experience. So, they can express their mind easily.

2.5 The Characteristics of Good Authentic Reading Materials.

It is suggested to use authentic reading materials in teaching reading since it includes a rich source for planning and conducting teaching and learning activity (Furlong and Maynard;1995:3). They also mention that teaching materials should be something 'that students can be related to and within their interest level'. Students should also be able to see that the activity is 'useful' for them. Many writers claim that authentic materials motivate learners, besides they are intrinsically more interesting or stimulating than artificial or non-authentic materials (Peacock, 1997:144). Besides, authentic reading materials also motivates the students to read better (Malvin and Stoot, in Rivers; 1987:44). Peacock (1997:144) classifies the characteristics of authentic reading materials as follows: original, interesting, motivating and useful. The following sections will discuss in detail about those characteristics respectively.

2.5.1 Original

The authentic reading materials should be original. Original here means have an authenticity. As it is stated by Grellet (1996:8) that authenticity means that nothing of the original text is changed and its presentation and layout are retained. Moreover, the teacher should try to keep them as authentic as possible to help the students to anticipate meaning by using the non linguistic clues. However, a text should have an authenticity to get close between students and the real world, so it will be easy for students to get the point of the text. As Guariento and Morley (2001:57) said that a task might be said to be authentic if it is has a clear relationship with the real world needs.

From the explanations above, it can be concluded that the authentic reading materials should be original and up to date since it can make the students interested and feel like using their own language because they get their needs.

2.5.2 Interesting

Authentic materials should be interesting. It can arouse students' interest to the teaching learning process. They become interesting because the materials used have a close relationship with the real world and up to date. As stated by Melvin and Stoot, in Rivers (1987:55) that students who work with authentic materials have an interest in the language that is based on interest level for the students and the teacher's and students' choice of a theme that draws the materials together in some organized fashion. It can be said that authentic materials can arouse students' interest, because they contain real information and the materials are up to date. Students of High school as teenagers will be more interested if they know that the materials they read are related to everyday issues and activities.

2.5.3 Motivating

Many authors have asserted that authentic materials have a positive effect on learners' motivation in the foreign language classroom (Peacock, 1997:144). It can be said that authentic materials can be a good motivator for the students in learning reading. In this case, students can be encouraged to participate and hopefully they can express themselves confidently.

Brown (2000:160) confirms that motivation is probably the most frequently used to catch all the terms for explaining the success or failure of virtually any complex task. It means motivation can give some stimulation for someone to do something to get a special purpose. Here, authentic materials can motivate students in learning reading. For example, when the students read something useful for them, such as about grammar, they will be motivated to get more information in order to fulfil their needs. Another example, when they read about their favourite artist, they feel interested and become motivated to read more and more all information about their favourite artist.

2.5.4 Useful

Authentic reading materials are useful for students. As Guariento and Morley (2001:57) state that there is a general consensus in language teaching that the use of authentic materials in the classroom is beneficial to the learning process. Wilkins, in Guariento and Morley (2001:57) also agrees that authentic reading materials are useful for the students to help to bridge the gap between classroom knowledge and the students' capacity to participate in real world events. It means by using authentic materials, the students will directly in touch with their daily activities. Furthermore, it is added that authentic materials give the learners the feeling that they are learning the real language; that they are in touch with a living entity, the target language as it is used by the community who speak it. For example, after reading about the advantages of tomatoes in magazines, as a beauty or as a source of vitamin A, the students will share it with their friends or family and tend to do the things the same as the magazines write.

2.6 The Advantages of Using Authentic Reading Materials in Reading Activity

Cope (1990:152) says that honestly, teacher should realize that students are more willing to read books that are interesting for them, besides books are full of knowledge. From that statement, we can say that as teenagers, students of senior high schools need something new and fresh rather than reading something that is not interesting that make them bored.

Little et.al, quoted by Guariento and Morley (2001:57) state that authentic texts are created to fulfil some social purposes in the language community in which they are produced. It means that, the language community is exposed to the students in order to help them acquire an effective receptive competence in the target language. The authentic reading materials such as: articles from magazines and news from newspapers, contribute to transfer the message they have got in class to their daily life. In this way, they will become familiar with authentic reading materials and encouraged to read them

Grellet (1996:7) confirms that authentic texts are important to be used in class in order to get the students accustomed to reading authentic texts. They should be given to the students since they can get much information from real life, because authentic materials are parts of real life. In other words, it can be said that between authentic materials and real life have tight connections and cannot be separated. It can be a bridge between the students and their real life. Authentic materials as supplement and energy are used in class in order to increase their motivation and interest. Melvin and Stoot, in River (1987:45) say that regularly providing students at all levels with authentic materials as a supplement to the usual class routine to be an incredible motivation.

In this case, authentic materials are suitable for the students if they can increase the students' motivation to participate in classroom activity. Students will be motivated to participate and being active to express themselves briefly, as they explain their individual thinking and ideas. So, authentic materials can improve their achievement in reading.

Furlong and Maynard (1995:3) also say that the use of authentic materials in teaching; creates an environment that enhances learning. When teachers design lessons using examples drawn from authentic material, students will find them easy to follow. Here, at SMUN I Kalisat, the students as teenagers are commonly interested in something new. So, by giving them a chance to learn English with authentic materials, the classroom atmosphere is expected to become more harmonious as learning takes place in relaxed manner. Besides, it is more enjoyable as students are engaging in activities they like and more achievement-oriented, because students become more willing to participate, so they can enjoy their success of answering correctly.

It can be assumed that authentic materials can encourage the students' involvement in expressing their mind when the themes are suitable with their experience. They will get the message of the text relatively easily because they read something related to their own life.

2.7 The Sources of Authentic Reading Materials

In this classroom action research, the sources of authentic reading materials were taken from newspapers and magazines.

2.7.1 Newspapers

Newspapers are printed publication, issued daily or weekly, with news, advertisement, and so forth (Oxford Dictionary, 1980:278). These newspapers contain a lot of information and source of written English. When the students read a newspaper in English, they begin to feel that they will find a lot of new things that they never know before. Newspapers are important and interesting because they usually tell about what happens today in our daily life. They bring news of general interest to larger portions of the public in specific geographic areas gathered and then written up by reporters (Collier's Encyclopedia, 1993:443). These newspapers provide a source of entertainment through their stories and such features as comic strips and crossword puzzles. It is very interesting for students to read them, they will be easier to activate their reading comprehension. All the contents in newspapers can be used as authentic reading materials, with the real news. The students will enjoy reading in order to know what happens in their environment and society right now.

2.7.2 Magazines

The other authentic reading materials can be taken from magazines. Magazines are papers covered periodically with stories, articles by various writers (Hornby, 1987:551). It can be said that English magazines are printed media published by the editor to send a message to the society. They can make the students learn to know about science including English, because the magazines have a function as a medium of giving education program.

The English magazines are similar to English newspapers. These sources of materials are written in authentic language. They can be used as reading materials by selecting suitable articles that match the students' level of reading ability. By using English magazines, the students can absorb much knowledge

related to the reading skill, so the students can learn English anytime they want. The articles and information written are up to date, so they will not get bored to study English through magazines. Magazines, especially for teenagers, present some articles and news that write and discuss their life, what they want, what they need, and what they like. In addition, in Magazines, there are some interesting pictures that deal with their own topic. As Webster (1983:279) stated that picture is a presentation of objects or scene on paper, canvas, etc. by drawing, painting, photographing, and so forth. It can be said that pictures are the presentation of objects in the form of painting or drawing. As we know that picture is very interesting. Wright (1989:2) argues that pictures contribute to interest and motivation, interest and a sense of the context of the language in the teaching learning process. It can be said by using pictures, here as an addition in a text, it will be easier for the students to catch the print of the text. In reading activities, pictures can give prediction about the content of the text (Wright; 1989:160). Actually, they can also entertain the students of Senior High School. So, they are appropriate to be used as reading materials in order to get their interest and motivation in reading English texts. Indirectly, they can improve their reading comprehension skill. Yunus (1981:50) divides pictures into three kinds, namely: individual picture, composite pictures, and pictures series. Based on the description above, individual picture, together with articles from magazines can improve the students' reading comprehension achievement. According to Yunus (1981:50) individual pictures are pictures of objects, persons, or activities.

In this research, authentic materials are chosen based on the theme and sub-theme stated in the 1994 English Curriculum of Senior High Schools. They are Geography (Natural disaster and Flora Fauna) and Culture and Art (Music and Movie). The materials should be appropriate with the level of the students. Here, authentic materials were chosen from Newspapers and Magazines, and they were used as reading materials for the second year students of SMUN I Kalisat.

2.8 The Teaching of Reading at SMUN I Kalisat

The teaching of reading at SMUN I Kalisat was done integratedly with the other language skills. The materials used are based on the 1994 English Curriculum. The themes and sub-themes used in this semester are Geography (Natural Disaster and Flora Fauna), Culture and Art (Music and Movie), Agriculture (Fisherman, Agriculture Technology and Gardening).

Actually, teaching reading at SMUN I Kalisat seemed monotonous since the English teacher only used a textbook. They never used Authentic Reading Materials taken from Newspapers, Magazines, Restaurant menus, Street Map, etc, in teaching reading.

From the preliminary study through the informal interview with the English teacher, it was known that the students find some difficulties in reading such as in comprehending word, sentence, paragraph and text. As the result, their reading comprehension achievement is low. On the average, the mean score of the students' reading comprehension achievement was 44%, it was classified as 'Poor'.

2.9 The procedures of Teaching Reading by Using Authentic Reading Materials

Today, the method used in teaching reading skill in Senior High School is Three Phases Tecqnique. There are three interrelated stages of reading activities : pre-reading activities, whilst-reading activities, and post-reading activities (Williams:1984, Wallace:1988 in Materi Pokok Diklat Guru SD Mata Pelajaran Muatan Lokal Bahasa Inggris: 2002).

Pre-reading is a very important activity in teaching reading skill, because it makes the students ready with the reading text. Anderson, Durston and Poole (1956:28) said that pre-reading is a technique that can assist the reader to grasp the essential points of a written passage, an article or a book after a quick appraisal. In other words, pre-reading is any activity meant to give a help to the students to get the important thing of a reading text such as the difficult words, but it does not intend to make the teacher explain every single difficult words and

structure used in the text. It tends to help the students to some extent avoid feeling frustrated by language carrier. Some pre-reading activities simply consist of questions to which students are required to find the answer from the text.

In general, the aim of whilst-reading is to help the students to develop their reading strategies/skills so that they can be effective and independent readers (Williams:1984). By implication, the students should be flexible in their ways of reading which are appropriate to the given text. Finding the specific and general information from the text and looking for the gist are some of the activities in whilst-reading (Kenneth:1972).

The post-reading stage is intended as a kind of follow up activity. Here, the students need to reflect upon what has been read. As Williams (1984) said that the same as the while-reading stage, in the post-reading students could also be encouraged to discuss the tasks in pairs or groups.

2.10 Action Hypothesis

Based on the literature review above and the problems, the hypothesis of this classroom action research is formulated as follows:

2.10.1 General Hypothesis

The use of Authentic Reading Material can improve the second year students' reading comprehension achievement of SMUN I Kalisat in the 2004/2005 academic year.

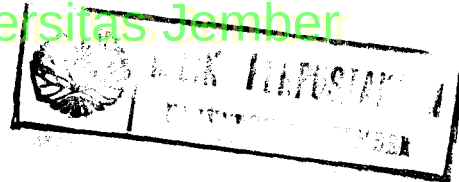
2.10.2 Specific Hypothesis

The specific hypothesis is formulated as follows:

1. The use of Authentic Reading Material can improve the second year students' word comprehension achievement at SMUN I Kalisat in the 2004/2005 academic years.
2. The use of Authentic Reading Material can improve the second year students' sentence comprehension achievement at SMUN I Kalisat in the 2004/2005 academic years.

3. The use of Authentic Reading Material can improve the second year students' paragraph comprehension achievement at SMUN I Kalisat in the 2004/2005 academic years.
4. The use of Authentic Reading Material can improve the second year students' text comprehension achievement at SMUN I Kalisat in the 2004/2005 academic years.





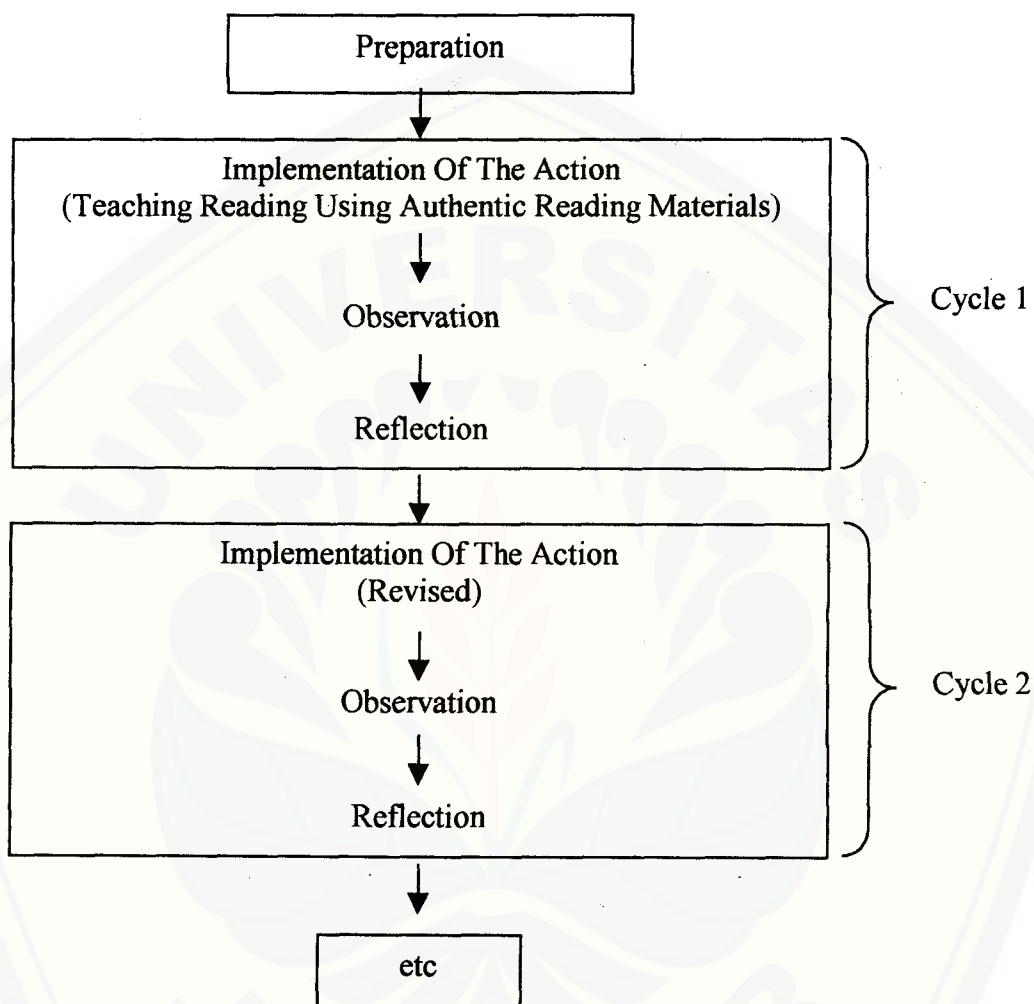
III. RESEARCH METHODOLOGY

This chapter highlights the research methodology applied in this research. They cover research design, area determination method, respondent determination method, data collection methods and research procedures. These topics are explained in the following sections respectively.

3.1 Research Design

This research was intended to improve the second year students' comprehension achievement by using authentic reading materials. Therefore, Classroom Action Research with the cycle model were applied in this research. Elliot (1991:69) defines the action-research as the study of a social situation with a view to improve the quality of the action. This classroom action research was conducted in two cycles in which each cycles covered four stages of activities, namely Preparation of the Action, Implementation of the Action, Class Observation, and Reflection of the Action. The action in the second cycle was done because the results of the action in the first cycle had not achieved the target mean score of reading comprehension test through authentic reading materials. They were conducted by revising the teaching technique and the reading materials. The design of this action research was illustrated in the following diagram (Lewin's design).

The Model of the Classroom Action Research



(Adapted from Kurt Lewin (1980:70) and Materi pelaksanaan PKG (2001:1))

The activities of the research used the following procedures:

1. Giving pre-test of reading to the population to find the class which had the lowest reading achievement.
2. Planning the action (constructing the Lesson Plan for the first cycle).
3. Implementing the first action cycle.
4. Observing the classroom while implementing the actions in the first cycle done by the Researcher helped by the English teacher. It was done twice in each meeting of each cycle.
5. Reflecting the results of the observation.
6. Giving reading comprehension test by using authentic reading materials to the subject in the first cycle.
7. Analyzing the results of reading test Quantitatively and then classified the results Qualitatively.
8. Constructing the lesson plan for the second cycle by revising the lesson plan in the first cycle.
9. Implementing the second action cycle.
10. Observing the classroom while implementing the second action cycle done by the Researcher helped by the English teacher. It was done twice in each meeting of each cycle.
11. Reflecting the results of class observation in the second cycle.
12. Giving reading test by using Authentic Reading Materials to the subject in the second cycle.
13. Analyzing the results of reading test in the second cycle Quantitatively and Qualitatively.
14. Drawing a conclusion to answer the research problems

3.2 Area Determination Method

The method used in determining the research area was purposive. Arikunto (1998:113) reveals that purposive method is a method employed in choosing a research area based on a certain purpose or reason. It means that a

certain purpose was considered to determine the research area. SMUN I Kalisat was be chosen as the research area in this Classroom Action Research, since Authentic Reading Materials had never been used by the English teacher in teaching reading. So, the classroom action research could be done at the school.

3.3 Respondent Determination Method

McMillan (1992:69) defines respondents as a group of elements or cases, whether individuals, objects, or events, that conform to specific criteria and to which we intend to generalise the results of the research. The respondents in this research were taken from the second year students of SMUN I Kalisat. There were 5 classes at SMUN I Kalisat, they were 2.1, 2.2, 2.3, 2.4, 2.5.

To take the respondents, reading Pre-test was given to the population. Then one class who had the lowest reading comprehension achievement was taken as the respondents or subjects. They were chosen because this class still had problems with reading comprehension.

3.4 Data Collection Methods

The data of this Classroom Action Research covered main data and supporting data. The main data of the research dealt with the students' scores of reading test in each cycle and the data of the students' reading activities through Authentic Reading Materials were taken through observation. The supporting data dealt with the school facilities that support the English teaching learning process and the names of the respondents. The methods used in collecting the data were: test, observation, interview, documentation and questionnaire.

3.4.1 Test

In this study, reading test was the main method used to get the main data about the second year students' reading comprehension achievement. It was done in each cycle after the actions given. Dealing with test, Hughes (1996:9) says that there are four kinds of test. They are proficiency test, achievement test, diagnostic test and placement test. The test that was used in this research was achievement

test. Hughes (1996:9-14) confirms that achievement test is directly related to language courses, the purpose is to establish how successful individual students, group of the students, or the courses themselves have been in achieving the teaching objectives. In this research, achievement test was used because it was needed to measure the second year students' reading comprehension achievement after they were taught reading in two cycles by using authentic reading materials by the researcher.

Dealing with the test construction, Hughes (1996:22-26) mention two criteria to construct a good test. In this research, content validity was used because the content of the test or the test materials were constructed by considering the indicators to be measured. Besides that, the test materials were constructed based on the 1994 English Curriculum for Senior High Schools and was consulted to the English teacher and the consultants before the test was given to the respondent. The items of the test covered word comprehension, sentence comprehension, paragraph comprehension and text comprehension. Beside its validity, a good test must be reliable. This was supported by Weir (1990:33) who states that if a test is valid, it is also reliable. Based on the idea, since this test used content validity, it might be reliable as well. Therefore, the reliability test was not established

In this research, reading test was given twice in each cycle. It was given after the implementation of the action. If the result of the reading test in the first cycle had not achieved the research objective yet, the actions in the second cycle were continued. If the result of the reading test had achieved the research objective, the actions were stopped. It means the research objective had been achieved.

In this research, the Researcher chose the materials which were suitable with the students' level. If the students felt difficult to comprehend the text, the researcher asked the students whether the text was difficult or not. If the students felt the text difficult, the reader changed the material with the simpler one.

The test forms used in this research were Multiple Choice and True-False statements. Those test forms were chosen because those were the most suitable instruments for testing reading comprehension (Heaton, 1988:110-112).

Supporting that idea, Hughes (1996:19) confirms that the scoring in the form of objective test, in this case, Multiple Choice and True-False statement, are more practical and easier to do. The number of the test items was 20 items, covering 10 items for multiple choice and 10 items for True-false statements. The test items consisted of word comprehension (7 items) and sentence comprehension (6 items) (those were for literal reading comprehension skill), paragraph comprehension (4 items), and text comprehension (3 items) (those were for inferential reading comprehension skill). The test was done in 70 minutes in each cycle. Dealing with the scoring, each correct item was scored 5 points, so the total score of the test item was 100 points.

3.4.2 Observation

In this study, direct observation was done by the researcher to get the supporting data about the English teaching learning process of reading through authentic reading materials. In other words, it was intended to know the students' activities and responses when they were taught reading by using authentic materials. In doing the class observation, the researcher was helped by the collaborator, here the English teacher, to record the supporting data needed. The observation was done twice in each cycle. Since this classroom action research was conducted in two cycles, the observation was done four times.

An observation guide in the form of checklist was used when observing the class. The checklist contained the indicators being observed, that was the students' activities and responses when they were taught reading by using authentic reading materials. The observation guide was enclosed on Appendix 15 and 27.

3.4.3 Interview

The interview was a form of data collection method in which questions were asked orally and the subjects' responses are recorded (McMillan, 1992:132). In this Classroom Action Research, interview was conducted with the English teacher to obtain the supporting data about the technique used by the teacher in

teaching reading and the types of reading materials used. In this research, structured interview was used in which a list of questions was used as a guide while interviewing the English teacher. Elliot (1991:80) stated that in the structured interview, the questions were prepared by the interviewer. The interview was done before the actions given. The interview guide was enclosed on Appendix 1.

3.4.4 Documentation

According to Silverman (2002:45-47) documentation is written data and electronic records that contain some information used for gathering data. It involves annual reports, financial account, newsletter, medical reports, school reports, etc. In this research, documents were used to get the supporting data about the names of the research subjects or respondents and the themes and sub-themes of reading comprehension having been taught to the second year students of SMUN I Kalisat in the 2004/2005 academic year. These data were used to support or to complete the main data. The documentation guides are enclosed on Appendix 29 and 30.

3.4.5 Questionnaire

A questionnaire is a set of written questions that are used to get information from the informants, both the informant's personality or anything else he/she has known (Arikunto, 1998:124). In this research, questionnaires were given to the respondents to gain some information about the students' perception toward authentic reading materials. They were given to the respondents on September 30th, 2004. They covered 5 questions that were constructed in the form of multiple choices. The list of questionnaires could be seen on Appendix 28.

3.5 Research Procedures

3.5.1 General Description of the Research

In order to achieve the goal of this research, the action would be implemented in two cycles, in which each cycle covered four stages of activities.

They were as follows

1. The preparation of the action
2. The implementation of the action
3. Class observation
4. Reflection of the action

(Tim Pelatih Penelitian Tindakan, 2000:11)

3.5.2 Details of the Research Procedures

A. The Preparation of the Action

In this Classroom Action Research, the preparation of the action was the activities done before the implementation of the action. They were as follows:

- a. Choosing the themes and sub-themes. They were about Geography (Natural Disaster and Flora Fauna) and Culture and Art (Music and Movie) taught in the second semester in the 2004/2005 academic year.
- b. Selecting the authentic materials that were used in teaching reading taken from magazines, newspapers. They were chosen based on the themes and sub-themes chosen from the curriculum used.
- c. Writing the lesson plans for the first and the second actions.
- d. The lesson plans for the second cycle were revised based on the first lesson plans in the first cycle.
- e. Preparing the students' worksheet dealing with reading exercises.
- f. Preparing the guide of observation in the form of checklist containing the indicators observed.
- g. Constructing the reading test by using authentic reading materials for the first and the second cycles.

B. The Implementation of the Action

Implementation is a realization of some actions that have been planned before (Penelitian Tindakan, 2000:16). In the implementation phase, the researcher taught reading by using authentic reading materials as the actions. It was done in two cycles. In each cycle, the action was given twice. In the first cycle, the researcher taught reading by using authentic materials based on the first lesson plan (enclosed on Appendix 5). Here, the Researcher also taught the Literal reading comprehension skill (includes word and sentence comprehension) and Inferential reading comprehension skill (includes Paragraph and text comprehension). The second cycle was conducted if the first cycle had not achieved the objective of the research by revising the teaching technique in the first cycle.

The actions in the second cycle were also planned twice. If the objective of the research had not been achieved, the action would be continued in the third cycle until the research objective was successfully obtained.

In this research, the actions in the second cycle were done by revising the teaching technique that was individual technique by using newspapers, (in the first cycle) into in pairs technique by using magazines with a single picture (in the second cycle). Beside the teaching technique, the reading materials were also revised from newspapers (in the first cycle) into Magazine with a single picture (in the second cycle).

C. Monitoring and Evaluation

Monitoring was done by the researcher and the English teacher during the teaching of reading by using authentic materials. It was done twice in each cycle. Since this classroom action research was conducted in two cycles, the observation was done four times. It was intended to observe the situation of the class, the students' activities, and the students' responses to the materials given in the teaching learning process. In the process of monitoring, the observation guide in the form of checklist containing the indicators observed was used. The monitoring guide was enclosed on Appendix 15 and 27.

In this research, process evaluation was conducted during the teaching learning process of reading by using authentic materials. It was intended to evaluates the students' reading comprehension achievement in doing the exercises. In addition, product evaluation in the form of reading test by using authentic materials was done to measure the second year students' reading achievement after being given the action. The reading test was given in each cycle after the actions given. The criteria used to evaluate the actions could be measured from the results of the test (seen from the mean score). The action was considered successful if at least 75% of the students get good scores and the mean score of the reading test was 75% or good category. The scores were classified based on the classification of the score levels below.

Table 1: The Classification of the Scores Level

Presentage	Category
81 – 100	Excellent
70 – 80	Good
60 – 69	Fair
26 – 59	Poor
0– 25	Fail

(Adapted from Depdikbud, 1999:10)

D. Data Analysis and Reflection

Reflection was conducted to reflect the results of the actions of the first and the second cycles collected from class observation and reading test in each cycle. It was intended to know whether the actions given were successful or not. The researcher did the reflection of both cycles based on the results of monitoring or observation and evaluation (the results of reading test).

The technique of discussion was done by the researcher and the English teacher to reflect the results of observation and reading test. In this case, the researcher and the collaborator tried to solve the problems faced by the students.

To know the average score of the students' reading comprehension achievement, the data in the form of the students' scores of reading test through

authentic reading materials were analysed quantitatively. The quantitative formula to analyse the students' results of the reading test was as follows:

$$E = \frac{n}{N} \times 100\%$$

E = The percentage of the students' reading comprehension achievement.

N = The total number of all indicators.

n = The total score of all indicators.

(Adopted from Ali, 1998:186)

The data taken from interview, observation, and documentation were presented and analysed descriptively to support the main data.

IV. RESULTS, DATA ANALYSIS AND DISCUSSION

This chapter discusses the results of both action cycle 1 and action cycle II. Each consists of the results of reading test through Authentic Reading Materials, the results of observation and the results of reflection. The results of supporting data and discussion are also discussed in this chapter.

4.1 The Results of the Action Cycle 1

The action cycle was done in two meetings. The doer of the action was the researcher. The first meeting was done on September 23rd 2004 and the second meeting was done on September 25th 2004. The stages of activities done in the first cycle covered preparation, implementation, observation and reflection of the action.

The implementation of the actions was based on the Lesson Plan made by the researcher. The first meeting was carried out based on the Lesson Plan I and the second meeting was done based on Lesson Plan II. The Lesson Plan I and II for the first action cycle are enclosed on Appendix 4 and 8. The reading materials taught covered word, sentence, paragraph, and text comprehension. The theme and sub-theme were taken from the 1994 English Curriculum. However, the reading materials were taken from the Newspapers. They were chosen based on the theme and sub-theme relevant to the theme in the course outline. The themes used in the first cycle were 'Geography' and 'Culture and Art'. The titles of the text in the meeting I was 'Up Close and Personal with the Komodo Dragon' and that in the meeting II was 'It's Joy to the World as She becomes 1st Indonesian Idol'

The process evaluation was done in each meeting during the teaching learning process of reading through Authentic Reading Materials. The observation guide in the form of checklist was used to evaluate the process. It is enclosed on Appendix 15. The indicators observed covered:

1. The correctness of the students' answers to do the exercises given in the class.
2. The students' participation in joining the reading lesson by using Authentic Reading Materials.

3. The students' responses toward the reading materials by using Authentic Reading Materials.

The result of observation is presented in the following part (4.1.2 and 4.1.3).

Beside the process evaluation, product evaluation was also done in each cycle. It was reading test through Authentic Reading Materials that was done after the actions in the cycle I in the third meeting (on September 30th 2004). The test was done to measure the students' reading comprehension achievement through Authentic Reading Materials after the first actions were given. In the reading test, the title of the text was 'Flooding Kills One in Papua'. The number of test items was 20 items covering word comprehension (7 items), sentence comprehension (6 items), paragraph comprehension (4 items), and text comprehension (3 items). Dealing with scoring, each correct item was scored 5. So, the total score of the test items was 100 points. The results of the reading test through Authentic Reading Materials in the first cycle are presented in table 2, then followed by the results of observation, and the results of the reflection.

4.1.1 The Results of Reading Test through Authentic Reading Materials Taken from Newspapers

The following are the results of English reading test of the first cycle.

Table 2 The Students' Reading Achievement Scores in Cycle 1

Number of Subject	SCORE
1	50
2	80
3	75
4	60
5	70
6	70
7	80
8	50
9	70
10	85
11	75
12	65
13	65

14	70
15	70
16	80
17	70
18	60
19	80
20	75
21	85
22	70
23	80
24	70
25	75
26	65
27	60
28	65
29	70
30	55
31	85
32	75
33	55
34	55
35	60
36	70
37	75
38	65
39	65
40	75
41	55
42	75
43	50
44	50
45	70
45 (N)	26 (n)
E (Mean Score)	57,78%

$$E = \frac{26}{45} \times 100\% = 57,78\%$$

Based on the Table 2 above, it was found that the mean score of the students' reading comprehension achievement through authentic reading materials (newspapers) in the first cycle was 57,78% (E=57,78%). This mean score was categorized as poor. It means that it has not achieved the standard mean score

requirement in this action research, that was 75% (Good Category). In other words, the actions given in the first cycle have not been successful yet.

Further, the classification and frequency of the reading test above, can be counted as follow.

Table 3 The Classification and Frequency of the Students' Reading Test Scores through Authentic Reading Materials in Cycle I

Classification	Interval Score	Frequency	%
Poor	26-59	8	17,78%
Fair	60-69	11	24,44%
Good	70-80	23	51,11%
Excellent	81-100	3	6.67%
Total	4	45	100%

Based on Table 3 above, there were 8 students or 17.78% of the students (subjects) got scores between 26-59 that were classified as 'Poor'. Next, there were 11 students who got scores in the range between 60-69. In other words, 24.44% of the students got scores that were classified as 'Fair'. Then, there were 23 students who had scores between 70-80. Therefore, 51.11% of the students got 'Good' category. Finally, there were 3 students who had scores in the range between 81-100. It means 6.67% of the students got scores that were categorized as 'Excellent'.

Based on the indicators of reading comprehension, the results are presented in the following Table 4.

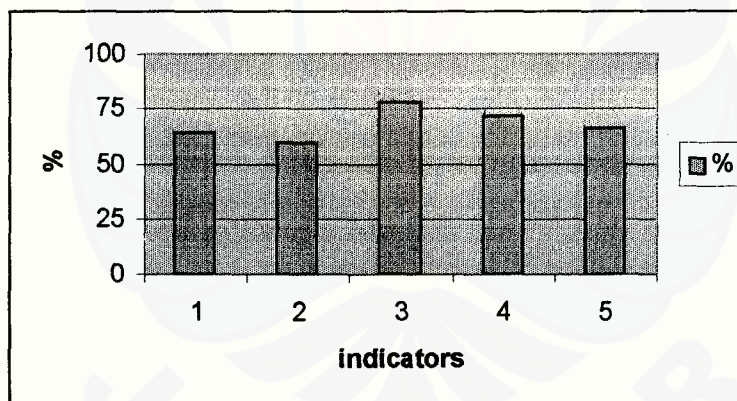
Table 4 The Students' Reading Comprehension Achievement Based on the Indicators and the Classification

No	Indicators	Mean Score	Classification	Interval Score
1.	Word Comprehension	64,44%	Fair	60-69
2.	Sentence Comprehension	59,25%	Poor	26-59
3.	Paragraph Comprehension	77,7%	Good	70-80
4.	Text Comprehension	71,85%	Good	70-80
5.	Reading Comprehension Achievement	66,6%	Fair	60-69

Based on Table 4 above, it was found that the percentage of the students' Reading Comprehension Achievement covering word, sentence, paragraph, and text comprehension was ranged from 59.25% up to 77.7%. On the average, the percentage of sentence comprehension was 59.25% which belonged to the Poor classification. It means that, the students got scores between 26-59. Then, the percentage of word comprehension was 64.44% which belonged to the Fair classification (the students got scores between 60-69). Next, the students' paragraph comprehension was 77.7% that was classified as 'Good', the students got scores between 70-80. The last is the percentage of text comprehension was 71.85% which belonged to the 'Good' classification (the students got scores between 70-80).

In brief, the following chart 1 gives clearer information to the readers about the students' reading comprehension achievement.

Chart 1. The Students' Reading Comprehension Achievement in Cycle 1



Notes : 1= Word Comprehension

2= Sentence Comprehension

3= Paragraph Comprehension

4= Text Comprehension

5= reading Comprehension Achievement

Based on the results above, it was necessary to conduct the following cycle because the reading comprehension achievement has not fulfilled the teaching objective of reading. The second cycle was done by revising the first cycle (revising the teaching technique and the materials).

4.1.2 The Result of Observation in Cycle 1

As explained above, class observation was done by the researcher together with her collaborator, an English teacher, during the teaching learning process of reading through Authentic Reading Materials in each meeting. It was intended to do the process evaluation to get the supporting data. The indicators observed covered the correctness of the students' answers to do the exercises given in class, the students' participation in joining the reading lesson by using Authentic Reading Materials, and the students' responses toward the reading materials by using Authentic Reading Materials. The observation guide in the form of checklist containing the indicators observed was used while observing the class (it was enclosed on Appendix 15). The result was as follows.

In the first meeting, the students still felt worried to answer the researcher's questions related to the topic. There were only some students (about 10% of 45 students) could answer the questions dealing with word and sentence comprehension correctly. The others could not answer them correctly. However, most students (about 75% of 45 students) could answer the exercises dealing with paragraph and text comprehension correctly. The rest of them could not answer them correctly. Although they felt worried about their answer, they still participated in joining the reading lesson. Some of them raised their hands to do the exercises. They also gave good responses toward the reading materials by using Authentic Reading Materials. They gave attention to their friend when he/she was doing the exercises. Sometimes, when they did not understand the meaning of some unfamiliar words, they asked them to the teacher (the researcher).

4.1.3 The Result of the Reflection in Cycle 1

The reflection was done after the results of reading test and the results of observation were known. It was done by the researcher and her collaborator by discussion technique. The results of the reading test in the first cycle showed that on the average, the students' reading comprehension achievement through Authentic Reading Materials was 66.5% (Fair Category). It means that the

standard mean score requirement of reading achievement in this research has not been achieved yet. So, the action in the second cycle was needed to improve their reading comprehension achievement through Authentic Reading Materials.

There were some factors that influenced the results. The results might be caused by the following things.

1. The students still had some problems with the sentence comprehension. It was known from the average result of the reading test ($E=59.25\%$ or Poor classification for sentence comprehension).
2. The article taken from the Newspaper for the reading test was not clear enough.

Since the result of the reading test obtained by the students have not achieved the standard mean score requirement, the actions in the second cycle was conducted by revising the teaching technique used in the first cycle. The teaching reading technique used in the first cycle used Authentic Reading Materials taken from the Newspaper. In that cycle, the students were asked to do the exercises individually. Then, in the second cycle, the teaching reading technique used was revised by using Authentic Reading Materials taken from the Magazine with a single picture. In the second cycle, the students were asked to do the exercises in pairs. It is hoped the students could share their prior knowledge and information with their friends. So, it was easier for them to understand the content of the text and to answer the exercises given. The revised teaching technique of reading was intended to improve the students' reading comprehension achievement through Authentic Reading Materials from Fair category to Good category.

4.2 The Results of the Action in Cycle 2

The action cycle 2 was done by the researcher because the actions given in the first cycle had not reach the research objective yet. It was also done in two meetings. The first meeting was done on October 2nd, 2004 and the second meeting was done on October 7th, 2004. The stages of activities done were the same as the first cycle, namely: Preparation of the Action, Implementation of the Action, Observation and Reflection.

The implementation of the actions was based on the Lesson Plan made by the researcher. It was made based on the revised Lesson Plan cycle 1. It was hoped that by revising the technique and the reading material, the students could do the exercises given in the cycle 2 better than in the cycle 1 and could improve their reading comprehension achievement through Authentic Reading Materials. Here, the students were given different reading materials and exercises because the materials taken from Newspapers and the items of the reading test were too difficult. In the cycle 2, the students did not do the exercises individually but in pairs. It was hoped they could share their knowledge and information with their friends. The reading comprehension taught covered word, sentence, paragraph, and text comprehension. The themes and sub-themes were taken from the 1994 English Curriculum. However, the reading materials were taken from the Magazine with a single picture to make clear in comprehending the content of the text. The theme used in the second cycle was 'Culture and Art'. The title of the text in meeting 1 was 'New Career: Katie "Joey Potter" Holmes' and then in meeting 2 was 'Chasing Liberty'.

The process evaluation was done in each meeting during the teaching learning process of reading through Authentic Reading Materials. The observation guide in the form of checklist was used to evaluate the process. It is enclosed on Appendix 27. The indicators observed covered:

1. The correctness of the students' answers to do the exercises given in the class.
2. The students' participation in joining the reading lesson by using Authentic Reading Materials.
3. The students' responses toward the reading materials by using Authentic Reading Materials.

The product evaluation was also done at the end of the second cycle, in the third meeting, on October 9th, 2004. It was reading test through Authentic Reading Materials. The title of the text of reading test 2 was 'In the End: The Next Big Thing after Crawling?'. The number of the test items was 20, covering 10 items for True False Statement, 10 items for Multiple Choice, and each correct item was scored 5. The results of the reading test through Authentic Reading

Materials in the second cycle are presented in Table 5 below, then continued by the results of observation and reflection.

4.2.1 The Results of Reading Test through Authentic Reading Materials in the Second Cycle

Table 5 The Students' Reading Comprehension Achievement Scores in Cycle 2

Number of Subject	SCORE
1	55
2	75
3	75
4	80
5	60
6	70
7	55
8	70
9	85
10	75
11	70
12	75
13	85
14	75
15	75
16	80
17	60
18	80
19	75
20	70
21	65
22	75
23	80
24	75
25	75
26	75
27	70
28	75
29	75
30	705
31	85
32	85
33	80
34	55

35	90
36	55
37	85
38	80
39	80
40	75
41	80
42	70
43	70
44	70
45	80
45 (N)	38 (n)
E (Mean Score)	84,44%

$$E = \frac{38}{45} \times 100\% = 84,44\%$$

Based on the Table 5 above, it was found that the mean score of the results of reading test through Authentic Reading Materials in the cycle 2 was 84.44% (E= 84.44%). There were 38 students or 84.44% of students who got scores between 70-80 (Good category). It means that the test results had already achieved the research objective (the target score was E=75%). The results showed that the actions given in the second cycle had been successful. The mean score of the students in reading test through Authentic Reading Materials increased from 57.78% in the cycle 1 to 84.44% in the cycle 2.

Further, the classification and the frequency of the reading test above can be counted as follows.

Table 6 The Classification and Frequency of the Students' Reading Test Score in Cycle 2

Classification	Interval Score	Frequency	%
Poor	26-59	0	0%
Fair	60-69	7	15.56%
Good	70-80	29	64.44%
Excellent	81-100	9	20%
Total	4	45	100%

From Table 6 above, it was found that there were 0 students with scores between 26-59. It means that 0% of the students' reading comprehension

achievement could be classified as 'poor'. Then, the number of the students who had scores between 60-69 was 7 students. It could be stated that 15.56% of the students' reading comprehension achievement could be classified as 'fair'. Then, there were 29 students who got scores in the range between 70-80. It means that, 64.44% of the students' reading comprehension achievement could be classified as 'good'. Finally, there were 9 students who got scores in the range between 81-100. In other words, 20% of the students' reading comprehension achievement could be classified as 'excellent'.

Based on the indicators of reading comprehension, the results of reading test through authentic reading materials (the magazine with a picture) are presented in the following Table 7.

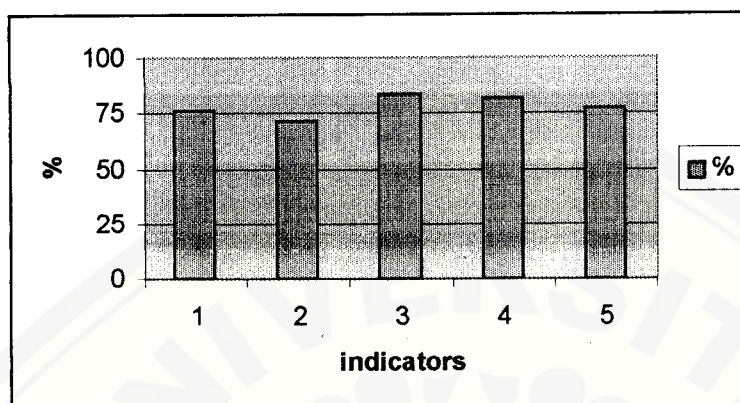
Table 7 The Students' Reading Comprehension Achievement through Authentic Reading Materials in Cycle 2 Based on the Indicators and the Classification

No	Indicators	%	Classification	Interval Score
1.	Word Comprehension	75.87%	Good	70-80
2.	Sentence Comprehension	71.48%	Good	70-80
3.	Paragraph Comprehension	83.33%	Excellent	81-100
4.	Text Comprehension	81.48%	Excellent	81-100
5.	Reading Comprehension Achievement	76.88%	Good	70-80

Based on the Table 7 above, it was found that on the average, the students' word comprehension was 75.87%. It means that, the students got scores between 70-80 on word comprehension achievement, that was classified as 'Good'. Then, the students' sentence comprehension was 71.48%. In this case, the students got scores between 70-80 on sentence comprehension achievement, that was classified as 'Good'. Next, the students' paragraph comprehension was 83.33%, that was classified as 'Excellent' (the students got scores between 81-100). The last, the students' text comprehension achievement was 81.48% that was classified as 'Excellent'. It means that, the students got scores in the range between 81-100.

In brief, the following Chart 2 gives clearer information to the readers about the students' reading comprehension achievement.

Chart 2. The Students' Reading Comprehension Achievement in Cycle 2



Notes : 1= Word Comprehansion

2= Sentence Comprehension

3= Paragraph Comprehension

4= Text Comprehension

5= reading Comprehension Achievement

Based, on the chart above, it can be seen that on the average, the students' reading comprehension achievement through authentic reading materials was 76.88%. Since the test results in the second cycle had achieved the target mean score, the action was stopped.

4.2.2 The Result of Observation in Cycle 2

In cycle 2, class observation was also done by the researcher and her collaborator, the English teacher, during the teaching learning process of reading through Authentic Reading Materials. The indicators observed covered the correctness of the students to do the exercises given in class, the students' participation in joining the reading lesson by using Authentic Reading Materials, and the students' responses toward the reading materials by using Authentic Reading Materials. The observation guide in the form of checklist containing the indicators observed was used while observing the class (It was enclosed on Appendix 27). The results were as follows.

In the second cycle, most students (about 75% of 45 students) could answer the teacher's questions correctly. They worked together with their pairs to answer the questions dealing with Word, Sentence, Paragraph, and Text comprehension. Only a few of the students (25% of 45 students) still could not answer the teacher's questions correctly. Here, the students were seen more enthusiastic in following the lesson. Most of them were interested in answering the teacher's questions orally and doing the exercises given. They tried to get the meaning of some unfamiliar words by guessing them. They got clues from the previous and the following words.

4.2.3 The Result of Reflection in Cycle 2

In the second cycle, the reflection was done after the results of reading test 2 and the result of observation was known. It was done by discussion technique between the researcher and her collaborator. From the results of reading test 2, it could be said that on the average, the students' reading comprehension achievement through Authentic Reading Materials (taken from Magazines with a single picture) was 76.88% (Good category). It means that the target score of reading achievement in this research has been achieved. There were some factors that influenced such the results. They were:

1. Most students could understand well about sentence comprehension. It could be seen from the result of reading test 2 (it was increased from E=59.25% in the first cycle to E=71.48% in the second cycle).
2. The article taken from the magazine made the students easier to understand the content of the text. In addition, the picture in the text could help the students easier to comprehend the content of the text.

Besides, the results of observation in the cycle 2 showed some improvement. There were most students (about 75% of 45 students) could answer the teacher's questions dealing with word, sentence, paragraph, and text comprehension correctly. In addition, most of them tried to guess the meaning of unfamiliar words from the previous and next words. They could comprehend the text easier because they worked together with their pairs.

Since the results of reading test through authentic reading materials in the second cycle has achieved the target score in this research, the action was stopped or was not continued.

4.3 The Results of Supporting Data

In this research, the supporting data were obtained from the results of interview, documentation and questionnaire.

4.3.1 The Result of Interview

The interview was conducted with the English teacher of SMUN I Kalisat. It was intended to obtain the supporting data about the teaching of reading (the curriculum used, the teaching technique used, the book that is used in teaching reading and the problems of the students in learning reading. The results of interview were as follows.

The English teacher used the 1994 English curriculum in teaching English. The teacher teaches reading integratedly with other language skills, such as, speaking, writing, and vocabulary. There are some speaking exercises included with the reading activity, since they are in the same theme. The writing activity was done after reading exercises.

In teaching reading, the English teacher gave the reading material and asked some of the students to read it loudly. Then, he asked the students to find the difficult words in the text. After that, he wrote a list of the words on the blackboard and asked the students to find the meaning of the words in the context. Next, they did the exercises and discussed them with the class.

By interviewing the English teacher, the researcher knew the problems of the students in learning reading. In this case, the students still had lack of vocabularies. As a result they could not understand the content of the text. So, they could not answer the reading's questions well.

The reading materials used were taken from the textbook only. So, the students have never been taught reading by using authentic reading materials. The

English book used by the teacher in teaching English reading was 'Fast Track to English 2nd edition', Ganeca.

4.3.2 The Result of Documentation

Documents were used to get the supporting data about the list of respondents, the school facilities and the themes and sub-themes for reading materials (for the second year students). The documentation results are presented below.

The respondents of this research were the second year students of SMUN I Kalisat in the 2004/2005 academic year. They were the students of class II-4, which consisted of 45 students. They were chosen because they had the lowest pre-reading test score among the 5 existing classes. The list of the names of the respondents is enclosed on Appendix 29.

The school facilities of SMUN I Kalisat to support the teaching learning process covered 16 classrooms, the teacher's room, the headmaster's room, the administration room, the computer room, the library and the science laboratory.

The themes and sub-themes for reading materials for the second year students) were based on the 1994 English curriculum of Senior High School. They were taken from the English textbook only. The themes of reading covered Geography and Culture/Art. The sub-themes of reading covered Natural Disaster, Flora and Fauna, Artist, Music, and Movie.

4.3.3 The Result of Questionnaire

In this research, questionnaires were used to get the supporting data about the students' responses to authentic reading materials. The questionnaires were given to the respondents on September 30th, 2004. The questionnaire covered 5 questions that were constructed in the form of multiple choices. The questions asked about the students' interest to authentic reading materials, the advantages of authentic reading materials such as, the information and knowledge, hot article about their daily life (their habitual) and some new vocabularies. It was intended to know the students. It was intended to know the students' perception about

authentic reading materials. The results of questionnaires showed that 70% of 45 students agreed that authentic reading materials are interesting, useful and motivating. They were very interested in authentic reading materials because the content of authentic materials are related to the real life. The questionnaire is enclosed on Appendix 28.

4.4 Discussion

Based on the results of the reading test analysis and the observation, it could be pointed out that, the result of the students' reading comprehension achievement in the first cycle had not achieved the research objective. On the average, it was classified as 'Fair' ($E=66.6\%$). There were some factors that caused the results such as; the students still had some problems with the sentence comprehension and the article taken from the Newspaper for the reading test was not clear enough. Besides, in the first meeting, the students still felt worried to answer the researcher's questions related to the topic. There were only some students (about 10% of 45 students) could answer the questions dealing with word and sentence comprehension correctly. Those were included in literal reading comprehension skill. However, most students (about 75% of 45 students) could answer the questions dealing with paragraph and text comprehension. Those were included in inferential reading comprehension skill. Because of that reason, the action in the second cycle was conducted by revising the teaching technique and the materials used in the first cycle.

After conducting the actions in the second cycle by revising the teaching technique and the materials, the students' reading comprehension achievement through authentic reading materials in the second cycle had improved from the first cycle (66.6% to 76.88%). It was categorised as 'Good'.

In particular, the students' reading comprehension achievement was evaluated from four indicators namely; word, sentence, paragraph, and text comprehension in each cycle (cycle 1 and 2). The results were as follows.

1. On the average, the word comprehension of the second year students of SMUN I Kalisat in the 2004/2005 academic year in the first cycle was

classified as 'fair' (E= 64.44%). It might happen because most of the students had lack of vocabularies or limited vocabularies. They were not familiar with authentic materials, because they were never taught reading by using authentic reading materials. In the second cycle, on the average, the students' word comprehension achievement was classified as 'good' (E= 75.87%). It improved from 'fair' category' in the first cycle to 'good' category in the cycle 2.

2. The sentence comprehension achievement of the second year students of SMUN I Kalisat in the 2004/2005 academic year in the first cycle was classified as 'Poor'(E= 59.25%). It happened because in sentence comprehension, the students had to know not only the meaning of the words but also the function of the words and how to mean the words into the meaningful contexts. In the second cycle, sentence comprehension achievement of the students was categorised as 'Good' (E= 71.48%). So, the students' sentence comprehension achievement improved from poor category in the first cycle (59.25%) to good category in the second cycle (71.48%).
3. The paragraph comprehension achievement of the second year students of SMUN I Kalisat in the 2004/2005 academic year in the first cycle was categorised as 'Good' (E=77.7%). This finding might happen because they had already known about 3 parts of paragraph, they were; identifying the topic sentence, the supporting details, and the concluding sentence. In the second cycle, the students' paragraph comprehension achievement was classified as 'Excellent' (E=83.33%). So, the students' paragraph comprehension achievement improved from good category in the first cycle (77.7%) to excellent category in the second cycle (83.33%).
4. The text comprehension achievement of the second year students of SMUN I Kalisat in the 2004/2005 academic year in the first cycle was classified as 'Good' (E= 71.85%). It happened because the questions of text comprehension in reading test were simple, so they could understand them. In the second cycle, the students' text comprehension achievement was

improved. It was classified as 'Excellent' (E=81.48%). So, the students' text comprehension achievement improved from good category (E=71.85%) to excellent category (E=81.48%).

Based on the results above, it was known that the students' sentence comprehension achievement was the most difficult among the other reading skills. The mean score was 59.25% in the first cycle and then improved to 71.48% in the second cycle. It happened because sometimes, the students still had problems to understand the sentence as a whole although they already had read word by word and groups of words appropriately, because a sentence is not as simple as a word. However, paragraph comprehension was the easiest among the others, because the mean score of this paragraph comprehension was the highest both in cycle 1 and 2 (E=77.7% in cycle 1 and 83.33% in cycle 2). Theoretically, the students' level of comprehension difficulty could be seen from text, paragraph, sentence and the easiest one was in word comprehension. However, the research showed the different result. Students' sentence comprehension was proved as the most difficult one among others. Based on the research analysis, it happened because the text and paragraph items given had higher predictability compared with the sentence comprehension. Therefore, the students had higher ability in choosing the correct answers in the text and paragraph items.

It could be seen that the students' inferential reading comprehension skill that included Paragraph and text comprehension better than the students' literal reading comprehension skill that included word and sentence comprehension.

Table 8 The Students' Mean Score in Literal and Inferential Reading Comprehension Achievement in Cycle 1 and Cycle 2

No	Types of Reading Comprehension Skill	Cycle 1	Cycle 2
1.	Literal Reading :		
	▪ Word Comprehension	64.44%	75.87%
	▪ Sentence Comprehension	59.25%	71.48%
2.	Inferential Reading :		
	▪ Paragraph Comprehension	77.7%	83.33%
	▪ Text Comprehension	71.85%	81.48%

Actually, all indicators that had been measured (word, sentence, paragraph, and text comprehension) by the researcher improved in the second cycle. Those might happen because the teaching technique and the materials in the first cycle had been revised. From example, in cycle 1, the students were asked to do some exercises individually, but in cycle 2 they were asked to do the exercises in pairs. It made the students easier and more confident to answer the questions. The questions that seem too difficult for the students were revised and discussed by the researcher together with the collaborator (the English teacher). So, in the second cycle, the students did not find the problems anymore. Some weaknesses in the first cycle such as; the students' lack of vocabularies and the students' feeling of worried to answer the teacher questions could be solved. So, in the second cycle, the students could solve their problems and improved their reading comprehension achievement. In addition, the result of questionnaire which was intended to know the students' perception about authentic reading materials proved that 75% of 45 students agreed that authentic reading materials more motivating, interesting and useful for them in learning reading.

From the results of the reading test in cycle 1 and cycle 2, in general, the students' reading comprehension achievement improved in cycle 2 compared with the result in cycle 1 ($E = 76.88\% > E = 66.6\%$). It means that the use of authentic reading materials could improve the students' reading comprehension achievement. The conclusion is in line with theory stated by Guariento and Marley (2001, 2-8) that authentic reading materials are beneficial to the learning process, in this research, the development of students' reading comprehension achievement.

In fact, the results of this action research on two cycles proved the action hypothesis which says: "The use of authentic reading materials can improve the second year students' reading comprehension achievement of SMUN I Kalisat in the 2004/2005 academic year".

V. CONCLUSION AND SUGGESTIONS

This chapter presents the conclusion and suggestions. The suggestions are given to the English teacher, the students and other researchers.

5.1 Conclusion

Based on the results of reading test through authentic reading materials after the actions were given in two cycles, it could be concluded that the use of Authentic Reading Materials could improve the students' reading comprehension achievement (of word, sentence, paragraph, and text). The improvement could be seen from the students' mean score of the test results in the second cycle was better or achieved the standard mean score requirement, that was 'Good' (E=76.88%) compared with their mean score in the first cycle, that was classified as 'Fair' (E= 66.6%). The result means that the use of Authentic Reading Materials was useful and good to improve the students' reading comprehension achievement since they could motivate them to enjoy reading.

5.2 Suggestions

By considering the results that showed the use of Authentic Reading Materials could improve the students' reading comprehension achievement, some suggestions are given to the English teacher, the students and other researchers.

a. The English Teacher

It is suggested that English teachers use Authentic Reading Materials as alternative materials in teaching reading to improve the teaching quality of reading and the students' reading comprehension achievement. As the Authentic Reading Materials are interesting, motivating and useful for the students, they will enjoy reading the texts.

b. The Students

The students are suggested to be accustomed to reading Authentic Materials since they can improve their reading comprehension achievement as well as

their general knowledge by relating their experience to what they get in the classroom as well as in the real life situation.

c. The Other Researchers

The other Researchers or the English teachers who have the same problem with the teaching of reading are suggested to use this research result to conduct a further research with the same research design, such as a classroom action research to improve the students' reading comprehension achievement by using authentic reading materials at another school.



BIBLIOGRAPHY

- Ali, M. 1998. *Peneletian Pendidikan, Prosedure dan Strategi*. Bandung: PT Angkasa.
- Anderson, J., Berry D., and Millicent P. 1969. *Efficient Reading*. Sydney. McGraw Hill Book Company.
- Arikunto, S. 1998. *Prosedure Penelitian: Suatu Pendekatan Praktek*. Jakarta: Rineka Cipta.
- Brown, H.D. 2000. *Principles of Language Learning and Teaching*. New York: Longman.
- Cheung, C. K.2001. The Use of Popular Culture as a Stimulus to Motivate Secondary Students' English Learning in Hongkong. *ELT Journal* : 55/1, page 55-61.
- Depdikbud. 1999. *Garis-Garis Besar Program Pengajaran (GBPP) Bahasa Inggris SMU*. Jakarta : Departemen Pendidikan dan Kebudayaan.
- Elliot, J. 1991. *Action Research for Educational Change: Developing Teachers and Teaching*. London : Open University Press.
- Fairbairn, G. J and C.Winch. 1996. *Reading, Writing, and Reasoning : A Guide for Students*. London : Open University Press.
- Grellet, F. 1992. *Developing Reading Skills*. Cambridge: Cambridge University Press.
- Guariento, W. and J. Morley. 2001. Text and Task Authenticity in the EFL Classroom. *ELT Journal*: 55/1, page 57-62.
- Heaton, J.B. 1988. *Writing English Language Test*. London: Longman Inc.
- Hornby, A.S. 1987. *Oxford Advanced Learner's: Dictionary of Current English*. London: Oxford University Press.
- Hughes, A. 1996. *Language Testing*. Cambridge: Cambridge University Press.
- Kustaryo, S. 1988. *Reading Techniques for College Students*. Jakarta: Departemen Pendidikan dan Kebudayaan, LPTK.
- McMillan, J. H. 1992. *Educational Research: Fundamentals for the Consumer*. New York. Harper Collins Publisher.

- McWhorter, K. 1986. *College Reading and Study Skills*. Boston: Little, Brown and Company.
- Morton, R. 1999. Abstract as Authentic Material for EAP Classes. *ELT Journal*: 53/3, page 178-182.
- Oakhil, J and R. Beard.1999. *Reading Development and the Teaching of Reading*. Oxford : Blackwell Publishers Ltd.
- Peacock, M. 1997. The Effect of Authentic Materials on the Motivation of EFL Learners. *ELT Journal*: 51/3, page 144-153.
- Rivas, R.M.M. 1999. Reading in Recent ELT Coursebooks. *ELT Journal*: 53/1, page 12-17.
- Rivers, W.M 1989. *Communicating Naturally in a Second Language: Theory and Practice in Language Teaching*. Cambridge: Cambridge University Press.
- Simanjuntak, E. G. 1988. *Developing Reading Skills for EFL Students*. Jakarta: Departemen Pendidikan dan Kebudayaan.
- Tim Pelatih Penelitian Tindakan. 2000. *Action Research*. Yogyakarta: Universitas Negeri Yogyakarta.
- Tim Penatar/ Widyaishwara.2004. Materi Pokok Diklat Guru SD Mata pelajaran Muatan Lokal Bahasa Inggris. Surabaya.
- Tim Persiapan LKGI Bahasa Inggris. 1998. *The Teaching of Reading Comprehension*. Paper presented in seminar in Hotel Wijaya Inn. Batu. Malang.
- Wingersky, J. Boerner, J. and Holguin-Balogh, D. 1999. *Writing Paragraph and Essays: Integrating Reading, Writing and Grammar Skills*. Belmont, California : Wadsworth Publishing Company.
- Wong, L. 1999. *Essential Writing Skills*. Boston: Houghton Mifflin Company.
- Wright, A. 1989. *Pictures for Language Learning*. Cambridge: Cambridge University Press.
- Yunus, N. Y. 1981. *Preparing and Using AIDS for English Language Teaching*. Kuala Lumpur: Oxford University Press.