

Improving Class 8-F Students' Active Participation and Their Reading Comprehension Achievement by Using Authentic Reading Materials from the Internet at SMP Negeri 1 Jember

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Abstract

The Classroom Action Research with the cyclical model was used as the research design. It was intended to improve the 8-F students' active participation and their reading comprehension achievement. The research participants were the year 8 students of SMP Negeri 1 Jember in the 2013/2014 academic year, specifically the students in class 8-F. This class was chosen because this class had difficulties in comprehending English reading texts. On the other hand, most of the students had low motivation and interest during the teaching learning process. In this case, authentic reading materials from the internet was chosen to help the students to improve their active participation and their reading comprehension achievement. The research target was 75%. The research target had already been achieved in cycle 1, but it was continued to cycle 2 to see the results consistency. The results of the mean score of reading comprehension achievement test had improved from 69 (before implementing the action) to 78 and 79 (after the action in cycle 1 and cycle 2). The percentage of students who got the standard score of 75 or higher also improved from 56% (before implementing the action) to 82% and 86% (after the action in cycle 1 and cycle 2). Moreover, the percentage of the students' active participation improved from 65% (before implementing the action) to 77.5% and 78% (after the action in cycle 1 and cycle 2). In conclusion, the use of authentic reading materials from internet was able to improve class 8-F students' active participation and their reading comprehension achievement at SMP Negeri 1 Jember in the 2013/2014 academic year.

Keywords: *Authentic Reading Materials from the Internet, Classroom Action Research, Reading Comprehension Achievement, Students' Participation.*

Introduction

Language plays an important role in the world since language becomes a means of communication. English becomes one of the most important languages that has wide influences in the human life (Shindy, 2013). It is used by the people to communicate each other. Therefore, people in the world including in Indonesia learn English.

English language skills that have been taught in Indonesia are listening, reading, writing, and speaking. In the context of English as a foreign language, reading is one of language skills which is important in language learning. It means that reading is one of the important skills being taught by the teacher to the students when they are learning English as a foreign language. Ueta (2005:22) states that reading is an active, fluent process which involves the reader and the reading materials in building meaning. Grellet (1996:3) points out that reading comprehension is understanding a written text means extracting the required information from it as efficiently as possible. It can be said that reading comprehension is making meaning process to get understanding about written text.

Based on the interview conducted on October, 14th 2013 with the English teacher of SMP Negeri 1 Jember, the researcher found that the students have difficulties in teaching learning process of reading. The teacher taught reading by using text in the textbook as the materials. The students have difficulties in comprehending English reading texts. According to the English teacher's explanation, the students had difficulties in comprehending either the word, sentence, or paragraph, and they were not able to comprehend the whole text. It is shown by the students' reading comprehension score in reading teaching learning process were still low especially class 8-F. In this class, only 56% of the students gained the standard score of 75 of reading comprehension achievement set in this school and their mean score was only 69. The students had low motivation in reading comprehension which was shown by their participation in the class during the teaching and learning process. In class 8-F, the percentage of students' participation according to the teacher's information during the teaching and learning process was only 65% while the standard percentage of the participation in the school is 75%.

As informed by the English teacher, all those problems happened because the texts in the textbook are too difficult to be understood by the students. There are many unfamiliar vocabularies in the text, so the students cannot understand the content of the text. On the other hand, most of the students' capability in studying reading is still low.

Those problems need to be solved and the students' reading comprehension achievement needs to be increased. To solve the problems, we need to find the appropriate materials that can increase their motivation to read and to be active in the reading teaching and learning process so that they can improve their reading comprehension achievement and their active participation. One of the materials that enables students to read with comprehension is authentic materials. Tamo (2009: 75) said in the book that the learners are motivated by the authentic reading materials. There are many sources of authentic reading materials, such as newspapers, magazines, brochures, menus, internet, comics, and literature (novels, poems, and short stories). According to Berardo (2006:62), for improving reading comprehension achievement, one of the most useful resources is from the internet. That's why the researcher uses materials adapted from the internet as the materials in teaching reading to solve the reading problems faced by the students.

Therefore, a classroom action research entitled *Improving Class 8-F Students' Active Participation and Their Reading Comprehension Achievement by Using Authentic Reading Materials from the Internet at SMP Negeri 1 Jember* needs to be conducted.

The objectives of this classroom action research are to improve class 8-F students' active participation in teaching learning process at SMP Negeri 1 Jember in the 2013/2014 Academic Year and to improve class 8-F students' reading comprehension achievement at SMP Negeri 1 Jember in the 2013/2014 Academic Year.

Research Design

The Classroom Action Research with the cyclical model was used as the research design. It was intended to improve the 8-F students' active participation and their reading comprehension achievement by using authentic reading materials from the internet at SMP Negeri 1 Jember in the 2013/2014 academic year. The research participants of this classroom action research were the year 8 students of SMP Negeri 1 Jember in the 2013/2014 academic year, specifically the students in class 8-F which consisted of 36 students.

This Classroom Action Research was done in two cycles in which each cycle covered four stages of activities namely: planning of the action, implementation of the action, observation and evaluation of the action, and reflection of the action. Then each cycle was conducted in two meetings and followed by a test in the third meeting. In

this classroom action research, the researcher and the English teacher implemented the actions collaboratively.

The research success criteria are 75% of the students can gain the standard score of 75 or higher, and 75% of the students fulfill at least 4 indicators of 6 indicators as compulsory indicators in active participation.

If the results of reading test and observation in the first cycle had not achieved the standard score required, the actions were continued to the second cycle to obtain the target score. However, if the results of reading test and observation in cycle 1 met the target score required, the actions would be stopped. But, if there was an enough time to conduct the actions, the actions would be continued to the second cycle as well to see the consistency of the students' scores in reading comprehension achievement and active participation by using authentic reading materials.

In analyzing the data, the researcher analyzed the primary data statistically. The data from the reading comprehension test would be calculated by using percentage formula to know the percentage of the students who achieved the standard score of 75 or higher. The researcher also used the mean score formula to find the mean score of the students in reading comprehension test. To measure the percentage of students' active participation from the observation data, the researcher used the percentage formula. The supporting data from interview had been discussed in the previous chapter. Then, the supporting data from documentation were not be analyzed because these data were used as the basic data to improve students' reading comprehension achievement.

Research Results

From the results of classroom observation in cycle 1, it was known that in the first meeting as many as 25 (76%) out of 33 students actively participated during the teaching learning process of reading comprehension by using authentic reading materials from internet. In the second meeting, as many as 27 (79%) of 34 students who participated actively during the teaching learning process of reading. Thus, the average percentage of the students' active participation in the first and second meeting was 77.5%. It means that the observation results in cycle 1 had achieved the research success criteria set in this research. Based on the results of reading comprehension test, it was known that the percentage of students who could gain the standard passing grade of 75 or higher was 82%, and their mean score was 78. It indicated that the results of reading comprehension achievement in cycle 1 also had achieved the research target requirement.

Although the actions in cycle 1 had achieved the research success criteria (75% of the students could gain the standard score of 75 or higher, the students achieved the mean score of 75 or higher, and 75% of the students fulfilled at least 3 indicators as compulsory indicators of 5

indicators in active participation), the action was continued to the second cycle to ensure the consistency of the students' scores in reading comprehension achievement and active participation by using authentic reading materials from internet.

In cycle 2, the average percentage of the students' active participation in the first and second meeting was 78%. It means that the observation results in cycle 2 achieved the research target requirement set in this research. Then there was an improvement as much as 4% of the percentage of the students who got the standard score of 75 or higher from cycle 1 to cycle 2, and their mean score was 79. It means that the results of reading comprehension achievement in cycle 2 also achieved the research success criteria.

Because the actions in cycle 2 also achieved the research success criteria, it means that the results of cycle 2 gave the consistent results as the one in cycle 1, that the use of authentic reading materials from internet could improve the students' active participation and their reading comprehension achievement. Therefore, the second cycle was stopped.

Based on the results of the mean score before implementing the action and after the action (cycle 1 and cycle 2), the students made significant improvement. The mean score of reading comprehension achievement test had improved from 69 (before implementing the action) to 78 and 79 (after the action in cycle 1 and cycle 2). The percentage of students who got the standard score of 75 or higher also improved from 56% (before implementing the action) to 82% and 86% (after the action in cycle 1 and cycle 2). Moreover, the percentage of the students' active participation improved from 65% (before implementing the action) to 77.5% and 78% (after the action in cycle 1 and cycle 2). It means that the use of authentic reading materials from internet could improve the students' active participation and their reading comprehension achievement.

Discussion

The results of the students' scores in reading comprehension achievement and active participation by using authentic reading materials both in cycle 1 and cycle 2 gave the consistent results. The mean score in cycle 1 was 78 and cycle 2 was 79. The percentage of students who got the standard score of 75 or higher in cycle 1 was 82% and cycle 2 was 86%. It means that there was an improvement as much as 4% of the percentage of students who got the standard score of 75 or higher from cycle 1 to cycle 2. Moreover, the average percentage of the students' active participation in cycle 1 was 77.5% and cycle 2 was 78%. It means that the results of students' active participation and their reading comprehension achievement in both cycle 1 and cycle 2 had achieved the research success criteria.

Based on the results of the mean score before implementing the action and after the action (cycle 1 and

cycle 2), the students made significant improvement. The mean score of reading comprehension achievement test had improved from 69 (before implementing the action) to 78 and 79 (after the action in cycle 1 and cycle 2). The percentage of students who got the standard score of 75 or higher also improved from 56% (before implementing the action) to 82% and 86% (after the action in cycle 1 and cycle 2). Moreover, the percentage of the students' active participation improved from 65% (before implementing the action) to 77.5% and 78% (after the action in cycle 1 and cycle 2). It means that the use of authentic reading materials from internet could improve the students' active participation and their reading comprehension achievement.

Those result proved the theories which stated that using authentic reading materials in teaching learning process especially in teaching reading can improve students' reading comprehension achievement as well as the students' active participation in the teaching learning process. As Peacock (1997) says that the authentic reading materials have some strengths covering original, interesting, motivating, and useful.

The results of this classroom action research in cycle 1 and cycle 2 proved the action hypotheses, which state that the use of Authentic reading materials from the Internet can improve class 8-F students' active participation in reading comprehension during the teaching and learning process at SMP Negeri 1 Jember, and the use of Authentic reading materials from the Internet can improve class 8-F students' reading comprehension achievement at SMP Negeri 1 Jember.

The results of this research also supported the previous research finding conducted by Niapasa (2010), Student from Tay Bac University, Viet Nam Tra (2000), and Bu (2012) from Department of Applied Foreign Languages, National Taipei College of Business, Taiwan. Niapasa (2010) conducted the research entitled "Improving Reading Comprehension Achievement by Using Authentic Reading Materials from the Internet for the Year 8-C Students of SMP Hadi Wijaya Genteng". The research outcomes indicated that the use of authentic reading materials from the internet could improve the students' reading comprehension achievement.

Another research, carried out by Tra (2000) entitled "Using authentic materials to motivate second year English mayor students at Tay Bac University during English Reading lessons". From the result, it was suggested that using authentic materials was one way to effectively increase student's motivation to learn reading in particular and English in general. Furthermore, the previous research finding done by Bu (2012) with the research entitled "Using Authentic Materials for Extensive Reading to Promote English Proficiency" also showed the same results. The study demonstrated a measurable positive effect of extensive reading on students' language acquisition.

Besides, the students also became more involved in class discussions.

Based on those three previous research findings, the results proved that the use of authentic reading materials had benefit not only to improve the EFL students' active participation but also to improve their reading comprehension achievement.

Based on the discussion above, it was proven that the use of authentic reading materials from internet could improve class 8-F students' active participation in the teaching learning process and their reading comprehension achievement at SMP Negeri 1 Jember in the 2013/2014 academic year. Finally, the results of this classroom action research suggest that the use of authentic reading materials from internet is quite effective to improve the students' active participation and their reading comprehension achievement.

Conclusion and Suggestion

Based on the results above, it can be concluded that the use of authentic reading materials from internet as reading materials were able to improve class 8-F students' active participation and their reading comprehension achievement at SMP Negeri 1 Jember in the 2013/2014 academic year. Therefore, it is suggested to the English teacher to use authentic reading materials in selecting appropriate materials for teaching reading comprehension to help students comprehend the text better by making them more active in the teaching learning process. It is also suggested to the students to read more authentic reading materials from internet since they could increase their reading comprehension to help their reading comprehension achievement as well as their general knowledge by relating their experience to what they get in the text as well as the real life situation. Moreover, it also suggested to the future researcher to conduct further research to improve the quality of reading comprehension achievement and the students' active participation by applying authentic materials taken from other sources of internet, such as from magazine, newspaper, etc.

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