



Building up Students' Reading Comprehension Through Strategy Using Authentic Materials at Senior High School

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Abstract

Building up Students' Reading Comprehension through Peer Review Strategy using Authentic Materials at SMP Negeri 10 Palopo. The objective of this research was to find out the effectiveness of Peer Review Strategy using Authentic Materials in teaching reading comprehension at SMP Negeri 10 Palopo. The researcher applied pre-experimental design. The population of this research was the eighth grade students of SMP Negeri 10 Palopo. The total number of populations was 247 students. In determining the sample, the researcher used cluster random sampling technique and the researcher took 24 students as sample. The instrument of this research were reading test. The result of the research shows that the use of Peer Review strategy using Authentic materials is effective in teaching reading comprehension. It is proven that the mean score of the pre-test is 53.08 and the mean score of the post-test is 70.96. The standard deviation of pre-test is 16.795 and the standard deviation of post-test is 15.730. While $t\text{-test} = 0,000$, $(\alpha) = 0.05$. It means that $t\text{-test}$ is smaller than (α) , so there is a significant different between pre-test and post-test of students reading comprehension before and after the researcher gave the treatment. It is showed that the null hypothesis (H_0) is rejected,

while the alternative hypothesis (H_1) is accepted. Therefore, it can be concluded that Peer Review Strategy in Authentic Materials is effective in teaching reading comprehension.

Keywords: *authentic materials, peer review, reading comprehension.*

Introduction

Reading is an important skill to be developed in the teaching and learning process at schools. Reading is one of the important part in learning process. Reading activity leads students to gain a lot of information. According to Ellisabeth S. Pang et al (2003) reading is about understanding written texts. It is a complex activity that involves both perception and thought. Readers typically make use of background knowledge, vocabulary, grammatical knowledge, experience with text and other strategies to help them understand written text.

Good reading competence is very important needed by students. reading skill is required when they take an examination. Most of the questions are in the written form so students should be able to read comprehensively. And also most of English mass media, such as magazines, newspapers, tabloids, etc written in English, that is why to gain more information and get the latest news in the world need good reading competence. A person may also read for enjoyment, or to enhance knowledge of the language.

Many people argue that teaching English in Indonesia is considered less effective and does not have such a large impact on the learners. Based on the result of PISA (OECD, 2010, 10), Indonesian learners' reading literacy scored 402 and ranked 57 of 65 In PISA, there were several aspects to be measured in reading literacy, namely learners' ability to access and retrieve texts, integrate and interpret texts, and reflect and evaluate texts. Indonesian learners scored best in the ability to reflect and evaluate texts, which scored 409, followed by the ability to access and retrieve texts, which scored 399, and finally the ability to integrate and interpret texts which scored 397.

This made Indonesian learners' reading literacy be in the threshold level between level 1a and level 2, which is not a good sign for reading literacy skills. Those scores signified that Indonesian learners' reading literacy skills were still very low compared to other participating countries in the program.

Meanwhile the obseravtion at february, 10th 2023 in SMP Negeri 10 Palopo, the researcher found that the students had problem in reading. The first is, when they read a text, they really not understand the meaning of the text. Sometimes the students confuse what the meaning of the text. The second problem is the students lack of motivation in reading. Those problem are crucial because the students will get problem when they don't understand what they read. Based on the explanation above, the researcher is interested in conducting this research "Building Up Students' Reading Comprehension through Peer Review Strategy in Authentic Material at SMP

Negeri 10 Palopo". The researcher try to use peer review strategy in this research. This strategy can help students to build their ability to communicate and share what they have read to their friends. By sharing it, then it will make them understand deeply what they have read. Also the researcher used Authentic material as media especially the articles from National Geographic Kids. This article enough to interest students in reading because they can get the article in internet.

Method

This type of research is pre-experimental research. The reseacher did pre-test and post-test. It was conducted in six meetings which one meeting for pre-test, four meetings for treatment, and one meeting for post-test. The result of this research know the significance of peer review strategy to build up students' reading comprehension through aunthentic material.

Population and Sample

The population of this research taken the eight grade students of SMP Negeri 10 Palopo.

The researcher used cluster random sampling technique in determining the sample. It consist of 24 students.

Technique of Analyzing Data

The researcher analyzed the data by some steps. Some formulas was applied in this research to process the data follows:

1. Scoring the students' answer by using the following formula:

$$\text{Score} = \frac{\text{students right answer}}{\text{total items}} \times 100$$

2. Criteria of scoring students' correct answer in reading

Tabel 1. The students' point

No	Criteria	Score
1.	The meaning and grammar are correct	4
2.	The meaning is correct and some errors of grammar	3
3.	Some errors of meaning and grammar	2
4.	The meaning and grammar are incorrect	1
5.	No answer	0

Source: Suriani (2014:26)

3. To find out the level of the students score, the researcher used the following classication :

Table 2. Scoring classification of students

No	Classification	Range
1.	Excellent	96-100
2.	Very good	86-95
3.	Good	76-85
4.	Fairly good	66-75

5.	Fair	56-65
6.	Poor	36-55
7.	Very poor	0-35

4. Calculating the students' percentage by using formula

$$P = \frac{F}{N} \times 100\%$$

5. In determining the main score, standard deviation, test of significance and standard significance the researcher used SPSS Program.

Results

After knowing the students' score of reading comprehension using authentic materials, the researcher would like to provide the table of rate percentage of the students' reading comprehension in the pre-test score. It can be seen below the table:

Table 1. The Rate Percentage of the Students' Ability Pre-test Score

No.	Classification	Score	Frequency	Percentage (%)
1	Excellent	96-100	0	0
2	Very good	86-95	0	0
3	Good	76-85	1	4
4	Fairly good	66-75	5	21
5	Fair	56-65	7	29
6	Poor	36-55	7	29
7	Very poor	0-35	4	17
Total			24	100

Above shows that there is no one of the students get excellent categories, and very good. But in contrary most of them get fairly good, fair, poor and very poor. It can be seen that there are 4 (17%) students get the score 0-35 which classified the very poor classification, 7 (29%) students get score 36-55 which classified the poor classification, 7 (29%) students get score 56-65 which classified fair classification, 5 (21%) students get score 66-75 which classified fairly good classification, and the researcher find 1 (4%) student get score 76-85 which classified good classification.

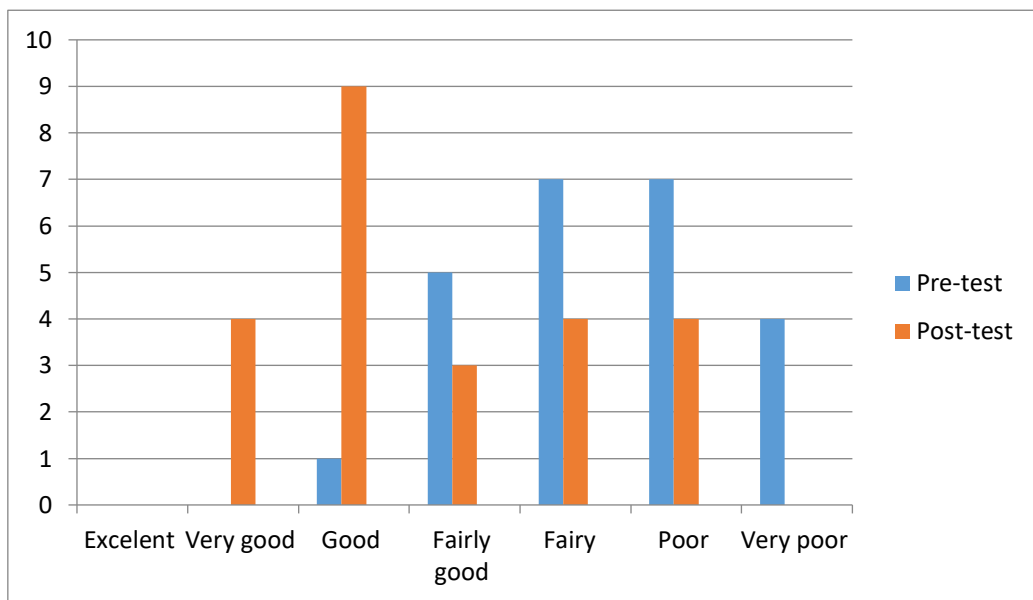
Table 2. The Rate Percentage of the Students' Ability Post-test Score

No.	Classification	Score	Frequency	Percentage (%)
1	Excellent	96-100	0	0
2	Very good	86-95	4	17
3	Good	76-85	9	37
4	Fairly good	66-75	3	12
5	Fair	56-65	4	17
6	Poor	36-55	4	17
7	Very poor	0-35	0	0

Total	24	100
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Above shows that the students' score is better after giving treatment. It can be seen that 4 (17%) students get score which classified very good score, 9 (37%) students get score which classified good score, 3 (12%) students get score which classified fairly good score, 4 (17%) students get score which classified fair, and 4 (17%) students get score which classified poor. In this test, the researcher found that some students who get poor score in pre-test get good score in reading comprehension by using peer review strategy in authentic materials.

The bar chart below shows the result of students' score classification in re-test and post-test.



From the graphic above, it can be seen that some of the rate percentage in the post-test is higher than the percentage in pre-test. Where, in pre-test there are students get poor and very poor score. Whereas in post-test is not found the students who get very poor classification. Also there are some students get very good classification in post-test while in pre-test there is no one student get very good. It means that the students get any progress in teaching reading comprehension through peer review strategy using authentic materials.

Table 7. The mean score and standard deviation of pre-test and post-test.

Type of test	N	Mean	Std. Deviation
Pre-test	24	53.08	16.795
Post-test	24	70.96	15.730

The data shows that the mean score of the students in pre-test is 53.08 and the mean score of the students in post-test is 70.96. Standard deviation of pre-test is 16.795 and post-test is 15.730. It shows that the mean score of post-test is higher than pre-test. It means that through peer review strategy using authentic materials

help the students which to be better in reading comprehension. It is proved by the mean score of pre-test higher than mean score of post-test.

Test of Significance (T-test)

The hypothesis are tested by using SPSS Program. In this case, the researcher used t-test (testing of significance) for one sample test, which a test to know the significance different between the result of students' mean score in the pre-test and post-test.

Table 3. The t_{test} value of students' reading comprehension

Variables	A	t-value
Y_1 X Y_2	0.05	0.000

It can be seen that the significance (t-Test) = 0.000, (α) = 0.05. It means that t-test is smaller than (α), so there is a significant different between pre-test and post-test of students' reading comprehension before and after the researcher give the treatment. It is concluded that null hypothesis (H_0) is rejected, while alternative hypothesis (H_1) is accepted because the result of the post-test that was done after treatment is greater than the result of the pre-test that was done before treatment.

Discussion

In this research the researcher used the different authentic materials in pre-test and post-test. In pre-test the researcher used articles about peregrine falcon and Indian peafowl. While in post-test the researcher used the articles about mosquitoes and piliated woodpecker. The instrument of pre-test and post-test are same. The instrument used are reading test. Each test consist of 10 multiple choices and 5 questions essay.

Furthermore after giving pre-test, the researcher give treatment and discuss four articles namely: Aye-aye, stict insect, honeybees and dessert tortoise. Those articles as media in teaching reading comprehension through peer review strategy. The students have to review and discuss the information of the text and find out the best answer from the researcher.

In treatment the researcher asked the students to read the text and interpretate what text talking about and what information that they can get from the text. It supported the theory as noted by Adnyana (2014) reading comprehension is the ability to read a text, process it and try to comprehend the meaning. In the first treatment most of students found the difficulties to understand the text because that is the first time they learn English especially reading comprehension by using another media without course book. Not only difficulties in teaching media, they never taught by using peer review strategy as well. The researcher write down the question related to the text in white board. Then, the researcher ask the students to answer it. After answer the question the researcher asked the students to discuss and review what their friend answer. This opportunity make the students how to solve the problem related to their capabilities. May some students did not

understand about the text, so with this strategy can help them.

In this research, the researcher found that there are some students got good classification after giving post-test. Besides that some of student still got poor after giving post-test as well. The students got very poor classification being good classification are the students who active in treatment process especially when discuss with their friends. In first meeting, the students did not understand what they must do, but the next treatment the students began understand bit by bit. In treatment process, the researcher inform the students that they have to involve in their group to be active and discuss what the researcher asked for them. Also the researcher asked them to give questions if they did not understand what they must do.

While the students got poor and still got poor classification after giving post-test are the student who are inactive in treatment process. They prefer answer the question individually than discuss it in group. In this case, the researcher found that Peer review strategy using authentic materials appropriate for teaching reading comprehension with the students who prefer collaborative learning. Therefore it can be concluded that to make students understand well in reading comprehension through peer review strategy using authentic materials, the students need to active in treatment process especially when discuss in group. In other words, peer review strategy need the students confidence when treatment process.

Conclusion

Based on the findings and discussion in previous chapter, the researcher is able to conclude that the use of peer review strategy in authentic materials as material in teaching reading comprehension is effective to improve the students' reading comprehension. It proved by the mean score of the pre-test is 53,08 and the mean score of post-test is 70,96. The standard deviation of pre-test is 16.795 and the standard deviation of the post-test is 15.730. While $t\text{-test} = 0.000$, $(\alpha) = 0.05$. It means that there is a significant difference between pre-test and post-test of students' reading comprehension in authentic materials before and after the researcher gave the treatment.

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