



<https://jurnal.unigal.ac.id/index.php/jeep>

pP-ISSN: 2460-4046

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<b>Received:</b>	<b>Accepted:</b>	<b>Published:</b>
<b>August 2021</b>	<b>September 2021</b>	<b>October 2021</b>

## LITERACY BASED TEACHING IN READING RECOUNT TEXT BY USING AUTHENTIC MATERIALS

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### Abstract

This study deals with the development of authentic materials in teaching reading recount text in literacy-based teaching. This study was aimed at 1) observing how the teacher develops recount text by using authentic materials in the literacy-based teaching, and 2) figuring out the students' responses on authentic materials in recount text developed in the literacy-based teaching. This study employed a qualitative method with the type of case study design. By using purposive sampling technique, this study involved 23 students of class VIII-D and the English teacher is the sample of this study. The research instruments used in this study were the classroom observation, interview, and questionnaires. This study used the triangulation to analyze the data. The result revealed that the teacher used only five of seven principles of literacy in developing authentic materials in teaching reading recount text. They are interpretation, collaboration, problem solving, reflection and self-reflection; and literacy involves language use. Furthermore, the use of authentic materials in reading recount text improved the students' motivation and reading comprehension. Meanwhile, the use of authentic materials also helped them to overcome their difficulties in learning reading, improving students' vocabulary, and enhancing the students' attention in learning reading. It can be concluded that the use of authentic materials by using some principles of literacy has given positive effect to the student's motivation and reading comprehension. Authentic material is one of media which can help and facilitate the students in a reading text.

**Keywords:** *Literacy based teaching, reading, recount text, and authentic materials.*

## INTRODUCTION

Students comprehend their lesson in school beyond what they learn from the levels of grade through literacy skills and knowledge which are essential (Iwai, 2016, p. 110). There are some principles of literacy (Kern, 2000, p. 16) at which literacy needs some involvement of the others aspects: the involvement of interpretation, collaboration, conventions, cultural knowledge, problem solving, reflection and self – reflection, and language use. It can be assumed that literacy covers the knowledge and students' knowledge and skills which are needed in accessing, understanding, analyzing and evaluating information, making meaning, expressing thoughts and emotions, presenting ideas and opinions as well as interacting with others and participating in school activities and their environment beyond school.

Basically, the ranges of literacy comprise the ability of reading, writing, listening and comprehending to higher level processing skills at which it enables the learner to have a deduction, interpreting, monitoring and elaborating on what has been learnt previously (Bartolo, 2014, p.18). Specifically, Berardo, (2006, p. 60) defines reading as an in-progress interaction with the purpose of identifying the meaning and processing the information which occurs physically beyond the context of the text. Whereas, Johnson (2008, p. 3) argues that reading is the practice of using text to make meaning. In other words, reading is a process of ongoing interaction, creating a meaning and receiving information. Comprehending process in reading is assumed to be the basic objective of reading itself. People intend to read which aims at understanding what the writer wants to convey through writing; while all involvement of cognitive processes in reading is connected to comprehension. Therefore, the occurrence of interaction between the reader and the writer is intended to have a deep comprehension of the text.

Derewianka (1991) as cited in Paltridge (1996, p. 239) presents a genre categories texts at which she labels as recount, narrative, information reports, explanations, and arguments. One of reading types in 2013 curriculum for tenth grade students of Senior High School is recount text. According to Knapp and Watkins (2005, p. 223) “Recount text is the one of text type in genre that consists of sequence a series of events in the past. In other word, recount text is one type of text that retells some events in the past in order to inform and to entertain”. Emilia (2011) states that Recount text is a type of text retelling activities occurred in the past with the purposes of giving the audience what

happened and when it happened descriptively.

Recount text consists of three schematic structures, namely, orientation, event, and re-orientation (Derewianka, 1991, as cited in Paltridge, 1996, p. 239). The orientation comprises the introduction of setting and participants; the event presents the sequence of what happened; and re-orientation which is optional ends the events. Regarding the significant lexicogrammatical features, recount emphasizes on particular participants, material process, time and place circumstance, past tense usage and temporal sequence as an emphasis.

In reality, students look more passive and reluctant in the activity of reading. Teachers need to do action for the students' success in learning English especially in reading. Teacher plays a center role in the process of teaching and learning at which a part of their teaching process is to design a material that is used to obtain a successful result. Using authentic material is one of the suggestions to face problems in reading as the focus of language use in daily life context. Nunan (2003, p. 33) claims that authentic materials are "samples of spoken and written language" which are not intended for language teaching. Using authentic materials will not cause students stressed as far as the chosen authentic material is appropriate with the level of students and closed with their life.

In teaching English reading, the teachers, the students, the materials, and the methods are some elements that give great contribution to the successful teaching-learning process. Teaching material is a very essential part of teaching and learning a foreign language. Beresova (2014, p. 167) mentions that authentic materials can be assumed as any articles which is formulated in target language of "newspapers, journals, magazines, non-fiction books, fiction books, or electronically displayed on the Internet." Furthermore, Suwarni (2014, p. 98) mentions that authentic material pertains to the utilization of text, photos, videos, and any other resources which is real or not specifically created for teaching. Nunan (2003, p. 33) views authentic materials as the exemplification of spoken and written language without being intended for the purpose of specifically language teaching. Morrow (1977) as cited in Gilmore (2007, p. 98), both claims that authentic materials embrace real language created by a real speaker or writer addressed for a real audience and made to deliver a real message of some sort. It implies that there is not imaginary or artificial language in authentic material but originally one utilized in the real-world contexts.

Previously, the studies on the related topic has been conducted by several researchers (Al Azri & Al-Rashdi, 2014; Styati, 2017; and Khairuddiniyah, 2017). None of them focuses on literacy based-strategy by using authentic material in teaching reading. Therefore, the present study tries to fill the gap by observing the teacher ways in developing recount text by using authentic materials in the literacy-based teaching and investigating the students' responses on authentic materials in recount text developed in the literary-based teaching.

## **METHOD**

The present study used qualitative case study as the research design. Qualitative case study is aimed to find out a case which is bound by specified time and place and organized to find out and figure out what is occurring (Creswell, 2014). This study involved one English teacher and one class of the eight grade students of SMPN 2 Padaherang as the participant. The writer specified English teachers in eight class because they are learning reading recount text. By using purposive sampling technique, the writer chose 23 students at class VIII-D as the participant of this study. Besides, an English teacher of SMPN 2 Padaherang who taught English subject was also chosen as the participant. The writer used three instruments as the data collecting technique. There were observation, questionnaire, and interview. The writer used the triangulation analysis to analyze the data. In this case, triangulation may refer to the utilization of two or more data collection methods in learning some aspects of human conduct (Cohen, Manion & Morrison, 2007, p.141).

## **FINDINGS AND DISCUSSION**

As previously mentioned, the present study used three instruments to answer the research questions, namely, observation, interview, and questionnaires. The researcher used observation and interview to find out the way the teacher develops recount text by using authentic materials in the literacy-based teaching. Meanwhile, questionnaires were used to figure out the students' responses on authentic materials in recount text developed in the literacy-based teaching.

Based on the data elaboration from classroom observation and interview, it was found that the teacher sometimes used authentic materials in teaching reading recount

text. The teacher also applied some principles of literacy in teaching reading recount text. It was relevant with the theory from Kern (2000, p. 16). The writer also found that the use of authentic materials in teaching reading recount text improved the students' motivation in reading and students' reading comprehension.

From the student's questionnaires, the writer found that the majority of the students preferred to use authentic materials in teaching reading recount text. In addition, the majority of the students also viewed that the use of authentic materials improved their vocabulary, motivation in reading, and improved their reading comprehension. This statement was also supported by Al Azri and Al-Rashdi (2014, p. 252).

The findings showed that the teacher did only five of seven principles of literacy in developing authentic materials in reading recount text including interpretation, collaboration, problem solving, reflection and self-reflection, and literacy involving language use in teaching reading recount text without significant problem. Those principles were also in line with the principles proposed by Kern (2000, p. 16). The findings also showed that the used of authentic materials improved the students' motivation and reading comprehension. A lot of students enjoyed learning reading recount text by using authentic materials. As a result, they developed a greater flexibility and coordination to a better understanding of what they read. There are only a few students who still face difficulties in reading comprehension after the learning process.

## **CONCLUSIONS**

The result revealed that the teacher conducted only five of seven principles of literacy in developing authentic materials in reading recount text. They are collaboration, reflection and self-reflection, and literacy involving language use. In addition, the result also revealed that the use of authentic materials in literacy-based teaching improved the students' motivation and reading comprehension. Besides, the use of authentic materials also increases the students' interest and attention in reading class.

In this regard, the English teachers are suggested to use the other kinds of authentic materials in developing students' reading motivation and reading

comprehension. Authentic materials can become a good teaching media because it was effective in improving students' motivation and ability especially in reading. The students are suggested to improve their reading motivation and reading comprehension when the English teacher used authentic materials. The further researcher is recommended to use the result of this study as a reference and to carry out the next research by using other designs in order to enrich the development of the theory of language learning.

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