

"ENHANCING STUDENTS' ACHIEVEMENT IN UNDERSTANDING PROCEDURAL TEXTS BASED ON LOCAL CONTENT MATERIALS"

A classroom Action Research conducted at the tenth grade Nautika students' of SMK.P Taruna Bahari, Gorontalo Utara Regency, Academic Year of 2014/2015.

Maria Nida Bidja, Moon Hidayati Otoluwa, Rasuna Thalib

Abstract

This study is intended to explain how the implementation of local content materials in teaching reading procedure text, and to know whether or not the local content materials enhance the students' achievement in comprehending reading procedure text. The subject of this research was the tenth grade of twenty two Nautika Department students' of SMK.P Taruna Bahari, Gorontalo Utara Regency, Academic Year of 2014/2015. The design of this classroom action research is based on Kemis and Taggart Model with its procedures of stage: planning, acting, observing and reflecting. Data of this research was collected through observation, field notes and test. Based on the teachers' observation data in cycle 1, the mean of the value are 60% of items are categorized into good items, and 40% are categorized into enough items, and none (0%) are categorized into very good and lack items. While in the cycle 2, the mean of the value are 30% of items are categorized into very good items, and 50% are categorized into good items, and 20% are categorized into lack items. Local content materials applied in each cycle taken from informant Napu Arifasno (2008), consist of three tests of procedure text in cycle 1, they are 14% of students' achievement in Binthe Biluhuta test, 23% in Corn Pancake (Kokole) test and 28% of students' achievement in Illabulo Lo Putunggo test. While in the cycle 2, consist of two tests, they are 41% of students' achievement in Popolulu test and 86% students' achievement in Formula Bubur Jalo (Bubur Dila lo Binthe) test. The finding of this research reveal that in the first cycle, the mean of the students' value is 62,8 and categorized into incompetent. In the second cycle, the mean of the value was 75,9 with the categorized enough competent and based on the result of the test from first cycle to second cycle have a progress 45,3% from 41% to 86,3% of student's reading comprehension. Based on the result finding, it can be concluded that the students' reading achievement in comprehending reading procedure text, increases significantly from cycle 1 to cycle 2.

Keywords: Reading comprehension, Procedure Texts and Local Content Materials.

I. INTRODUCTION

In addition, sometimes English teachers in SMK.P Taruna Bahari also realize that those problems as stated above emerge from his or her self. It was found that the English teachers seem to have some difficulties in teaching notably reading skills. Some of the difficulties are; sometimes teachers are not familiar with the reading text, the teachers always use book as master, the materials presented in textbook are very difficult for students, the teachers are lack in choosing an appropriate teaching technique, teachers do not modify and develop material into a good teaching presentation. Because of those problems, it effects on students' low interest in reading text. In fact, the students do not pay attention to the reading text, and most of them only read without knowing

what they have read. In other hand, the other problems also come from internal and external factors. According to Ellis (1997:75) the internal factors consist of motivation, interest, attitude, aptitude, intelligence, and learning style.

In this research, the researcher focuses on how to enhance students' achievement in learning reading skill by facilitating them with the local materials. This is strengthened by the theory given by Guariento & Morley (2001, p.890) who state that authentic materials also give the reader the opportunity to gain real information and know what is going on in the world around them. It means that teacher should be integrated to their awareness with cultures. In relation to previous factors, the researcher can consider that the teacher should be looking for a good way to

overcome the students' difficulties in reading. For example, in teaching reading, teacher should consider the students' environment and culture. It is important because someone who knows language both written and spoken should have cultural knowledge.

By the supporting of theories above, it is clear that the applying of local content material in teaching reading procedure texts in this research, especially for Simple Menu which is include of (Binthe Biluhuta as a main course, Corn Pancake (Kokole) as side dishes, Illabulo Lo Putunggo as vegetable, Popolulu as snack and Formula Bubur Jalo (Bubur Dila Lo Binthe) as child dishes are really needed for teacher because it can construct students and also teachers motivation and interest to know more about their local culture and to make them closer with their daily life.

Related to the important of these problems to be solved, the researcher would like to conducted an action research which potentially emphasis to know that local content material can enhance students' achievement in comprehending reading text. This research can be formulated by the title "Enhancing Students' Achievement in Understanding Reading Procedure Texts Based On Local Content Materials" by proposing the following research question formulated as "Can Local Content Materials enhance the students' achievement in comprehending reading procedural text"?

II. THEORETICAL BASES

a. Definition of Local Content Teaching Material?

Local content material is an authentic material. Spelleri (2002, p.2) makes a more practical case for using authentic materials with her adult immigrant learners. She argues that authentic materials offer real language that is contextually rich and culturally pertinent. These materials have a high interest value because of their relevance and because there are at least three layers of learning embedded within them: language learning, cultural insights, and practical application.

By using authentic materials in the classroom, even when it is not in an authentic situation, it still provides the learners with many significant advantages (Martinez, 2000). In addition, Martinez (2000) summarizes several benefits of

using authentic materials. The first one is that by using authentic material, students are exposed to real discourse, as in videos of interview with famous people where intermediate students listen for general idea. Secondly, authentic materials keep students informed about what is happening in the world, so they have an intrinsic educational value. Thirdly, as language change is reflected in the materials so that students and teachers can keep abreast of such changes.

1. Definition of Reading

Reading is also an activity with purpose. A person may read in order to gain information or verify existing knowledge, or in order to critique a writer's ideas or writing style. A person may read for enjoyment, or to enhance knowledge of the language being read (Fatsah, 2006, p.108).

2. Reading Comprehension

Galda and Beach (2001) say that reading comprehension is as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language.

b. The Concept of Procedure Text Definition of Procedure Text

According to Djuhari (2007, p.38) Procedure text is a text which is talking about process, steps or method how to do something. The process that can be followed or practiced. The function of the text is to describe how something are accomplished through a sequence of actions or steps.

In addition, Djuhari (2007, p.39) explains the Generic Structure of Procedure Text, those are:

1. Goal/Aim
2. Materials/Tools
3. Steps/Methods

Assessing Reading Comprehension

In general, Djiwandono (2008, p.116) divides some aspects of reading assessment that students' should be have to comprehend reading text. Those are

Organizing the procedural text; aims/goals, materials/tools, and the steps/method. (2) Identifying the ideas, information, in the context of procedural text (3) Identifying the explicit and implicit meaning of the procedural text (4) Identifying the general information of the

procedural text and the last is Identifying the communicative purpose of procedural text. Those above are in line with basic competence of reading for the tenth grade at vocational high school.

Based on the opinions, it can be concluded that the assessment is an activity of getting information systematically and continuously about students, teacher, and program with data as the main component.

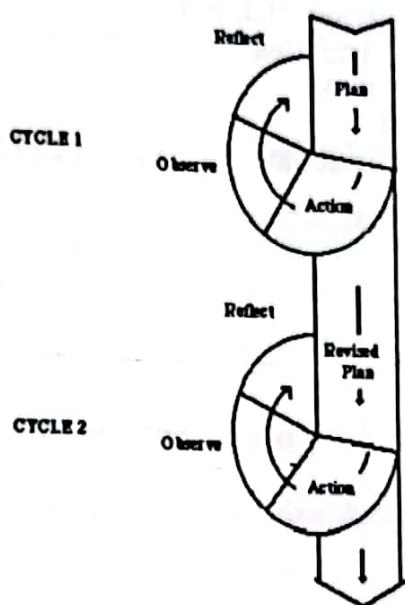
Design of Alternative Action

Hopkins stated that (2008, p.47) "action research combines a substantive act with a research procedure; it is action disciplined by enquiry, a personal attempt

at understanding while engaged in a process of improvement and reform".

Action research is the way how to solve problem, which faced in the classroom, with doing some cycles of action in order the process of teaching learning changes, there is a differences before and after doing action. According to Arikunto (2007, p.60) the aim of classroom action research is not only to solve the problem that faced in the classroom during teaching learning process, but also to find the answer about why does that action is success.

This research used Kemmis and Taggart model (1999, p. 14) recommend the design of action research as follows:



Picture 2 : Design action research Kemmis and Taggart

The figure above shows the model of the classroom action research which design consisting of four stages; planning, acting, observing and reflecting.

Based on the detailed explanation above, this research used Kemmis and Taggart's (1999, p.14) model as the alternative design. This reason was because this model completed and clear to do.

Hypothesis of Action

III. METHODOLOGY OF RESEARCH

Research Setting

This research conducted at SMK.P Taruna Bahari in Gorontalo Utara Regency especially emphasized to the tenth of Nautika Department Students'.

Research Design

This research used classroom action research. It was intended to repair quality of teaching so that it can affect to students' learning result, especially in reading skill. This research refers to design of action research given by Kemmis and Mc Taggart (as cited in Uno, 2010, PP.110-111). The design of their research consisted of Planning, Acting, Observing, and Reflecting.

Subject of the Research

The subject of this research was the second semester of tenth grade Nautika Departement students'of SMK.P Taruna Bahari, In the academic year of 2014/2015. The class consisted of 22 students, 10 males and 12 females.

Techniques of Collecting the Data

This research used three kinds of instruments; they were observation checklist, field notes, and test.

Technique of Analyzing the Data

The data was analyzed by using two techniques; they were analyzing observation teachers' checklist and analyzing students' achievement in reading text through their worksheet. Then, to obtain the final score, the total number of score based on the indicators is divided by maximum score and multiplied by 100. The score obtained is ranged from 10 up to 100.

Indicators of Success

The achievement of the criteria could be revealed through the teachers' and students' observation on the teaching and learning process by applying local content materials. Dealing with the criteria of students' reading achievement, it was decided that students' was success if they

have the score in all components of reading procedure text classically could reach the average of 76 (76 is the completeness of minimal standard for the tenth grade). Classically, it was consider successful if 85% of students having score more than or equal to 76.

IV. RESEARCH FINDING AND DISCUSSION

Research Finding in First Cycle

From all the description about the applied of material in teaching reading by using Binthe Biluhuta for the first meeting, Corn Pancake (*Kokole*) for the second meeting and also and Ilabulo Lo Putunggo for the third meeting, the researcher found some summaries that could be based to conduct this research into the next cycle. The description enrolled in this following table;

Table 1
The Reflection on the Learning and Teaching process on Cycle 1

| No | Indicators | Success | Unsuccessful |
|----|--|---------|--------------|
| 1 | Learning and teaching process | | |
| | a. Management of learning materials | | √ |
| | b. The Teachers' Time Management | √ | |
| | c. The Classroom Setting | √ | |
| | d. The Teacher's Communication in Explaining the materials | √ | |
| | e. Students' readiness in Learning | | √ |
| | f. Students' activeness to accomplish task | | √ |
| | g. Students' ability in reading comprehension | | √ |
| 2 | Students' Achievement | | |
| | a. The result of Binthe Biluhuta text | | √ |
| | b. The result of Corn Pancake text | | √ |
| | c. The result of Ilabulo Lo Putungo text | | √ |

Based on the result of the table above, it was concluded that from ten items

of the indicators, only three items was categorized in success and seven items

was categorized in unsuccessful. So, it had not been success or optimal based on the indicator of success which has been planned before and need to be continued to the next cycle.

Research Finding in Second Cycle

From all the descriptions about the applied of popolulu in the first meeting, and formula bubur jalo for the second meeting the researcher found some summaries that could be based to conduct this research into the next cycle. The description enrolled in this following table;

Table 2
The Reflection on the Learning And Teaching Process On Cycle 2

| No | Indicators | Success | Unsuccessful |
|----|--|---------|--------------|
| 1 | f. Management of learning materials | | |
| | g. The Teachers' Time Management | √ | |
| | h. The Classroom Setting | | √ |
| | i. The Teacher's Communication in Explaining the materials | √ | |
| | j. Students' readiness in Learning | √ | |
| | f. Students' activeness to accomplish task | √ | |
| | g. Students' ability in reading comprehension | √ | |
| 2 | Students' Achievement | | |
| | b. The result of Popolulu text | | √ |
| | b. The result of Formula Bubur Jalo text | √ | |

The implementation of local content material in enhancing the students' achievement in comprehending reading procedure text

The use of local content materials in this research effected to the quality of teaching and learning process so that it also impacts to students' learning achievement in comprehending reading procedure text. The investigation by using classroom action research has revealed that the use of local content materials can solve the problems in teaching reading of "Menu Sederhana" included of (Binthe Biluhuta, Corn Pancake, Illabulo Lo Putunggo, Popolulu And Formula Bubur Jalo) in Vocational High School at the tenth grade of Nautika Department at SMK.P Taruna Bahari, Gorontalo Regency. If it was compared with the used of conventional teaching reading at the Rekayasa Perangkat Lunak (RPL) program or Teknika Kapal Niaga (TKN) Department,

the students show low motivation, participation, cooperation, and interaction. However, when the researcher applied the materials based on local content, the researcher also used various reading technique in teaching reading. Finally, the students showed their attitude, motivation, participation drastically.

Although the quality of teaching reading procedure text based on local content materials increased progressively and influence to the students' learning achievement, but there were also supporting materials required to develop the students 'comprehension, such as; main course, side dishes, vegetables, snacks and child dishes of Gorontalo traditional dishes. This fact was appropriate with the result of data analysis that the supporting materials and technique should be developed.

Furthermore, the success of local content materials is very effective if they were supported by media of teaching, such

as picture, various reading procedure text, speaker, LCD and computer or personal computer. Susilana and Riyana (2007) state that the use of media is effective to simulate students in teaching and learning process. Based on the previous opinion, the procedure of teaching and learning process is presented through giving various tasks related to the indicators of teaching that should be achieved.

The implementation of the first cycle, teaching reading was design through the applying of three kinds of different local content materials text, they were; binthe biluhuta, corn pancake and illabulo lo putunggo, while in the second cycle was design through local content materials too, they were about popolulu and formula bubur jalo. By the applying of local content materials, the quality of teaching reading procedure text got the satisfied result.

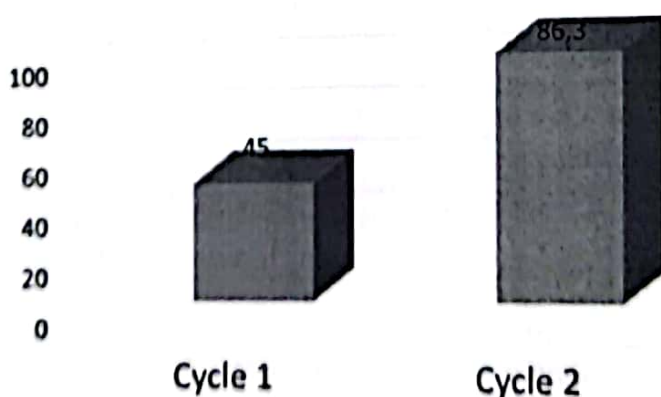
The influence of local content material in enhancing the students' achievement in comprehending reading procedure text

Based on the teachers' observation data in cycle 1, the mean of the value are 20% of items are categorized into very good items, 40% are categorized into good items, 30% are categorized into enough

items and 10% are categorized into lack items. Furthermore, in the cycle 2, the mean of the value are 45% of items are categorized into very good items, 40% are categorized into good items, and 15% are categorized into lack items. Moreover, based on students' observation data in cycle 1, the mean of the value are 60% of items are categorized into good items, and 40% are categorized into enough items, and none (0%) are categorized into very good and lack items. Furthermore, in the cycle 2, the mean of the value are 30% of items are categorized into very good items, and 50% are categorized into good items, and 20% are categorized into lack items.

In the second cycle, the researcher applied teaching reading procedure text by using *Popolulu* and *Formula Bubur Jalo* as the materials was given. In this phase the students reading comprehension enhance the mean into the value of 75,9 % with enough category. Based on the data, it can be said that the use of this strategy has a progress, moreover, the students' achievement in reading procedure text by using local content materials was enhanced 13,1 % from the previous value in the first cycle.

The Improvement of students'achievement from Cycle I to cycle 2



Based on the figure above, we can see the improvement of students'achievement in comprehending reading procedure text. In the first cycle shows that their achievement is only 45%,

but in the second cycle there is a progress to 86,3 %. So, from the research finding, it can be concluded that the students' of learning achievement in reading procedure text based on local content materials

enhanced significantly from cycle 1 to cycle 2. By looking at the research finding, it can be stated that the formulation of hypothesis, i.e. the implementation of local content material in teaching reading procedure text is "accepted".

V. CONCLUSIONS, IMPLICATION AND SUGGESTIONS

First, the teaching reading procedure text based on local content materials can enhance students' reading comprehension in teaching procedure text at the tenth grade of Nautika of SMK P Taruna Bahari, Gorontalo Utara Regency. It was verified from the result of the research from the first cycle to the second cycle. Based on the teachers' observation data in cycle 1, the mean of the value are 20% of items are categorized into very good items, 40% are categorized into good items, 30% are categorized into enough items and 10% are categorized into lack items. Furthermore, in the cycle 2, the mean of the value are 45% of items are categorized into very good items, 40% are categorized into good items, and 15% are categorized into lack items. Moreover, based on students' observation data in cycle 1, the mean of the value are 60% of items are categorized into good items, and 40% are categorized into enough items, and none (0%) are categorized into very good and lack items. Furthermore, in the cycle 2, the mean of the value are 30% of items are categorized into very good items, and 50% are categorized into good items, and 20% are categorized into lack items.

In addition, in the first cycle, the students' reading comprehension mean is 62,8 with the total number of the successful students are 9 students or 41 %. In the second cycle, the mean of students' reading comprehension is 75,9 with the total number of the successful students are 19 or 86,3% .

Second, the applied of teaching reading text in this research, were applied by using several of local materials and it was about *Simple Menu*. *Simple Menu* here included of *Birthe Biluhuta as A Main Course*, *Corn Pancake as Side Dishes*, *Ilabulo Lo Putunggo as Vegetable* for the reading procedure text on cycle 1, and *Popotulu as Snack and Formula Bubur Jalo as Child Dishes* for the reading procedure text on cycle 2. Based on all the result of

the implementation of teaching reading text local based on content materials and the students' result through the test were given on the cycle 1 and cycle 2, it can be concluded that the applied of local content materials in teaching reading are needed for teacher because it can construct students and also teachers motivation and interest to know more about their local culture and to make them closer with their daily life.

REFERENCES

- Arikunto, S. (2007). *Penelitian Tindakan Kelas* (3rd ed.). Jakarta: PT. Bumi Aksara.
- Brown, D. (2004). *Teaching by Principles (An Inter active Approach to Language Pedagogy)*. San Francisco State University : Longman Publishing Group
- (2004). *Language Assessment (P rinciples and Classroom Practic es)*. San Francisco State University : Longman Publishing Group
- Burhan. (2012). *Definition of Reading*. Available on <http://definitionofreadingharun4.blogspot.com/> Posted on 30 Januari 2014 at 11.15 am
- Cruickshank & Haefele. (2006). *The Act of Teaching*. New York: Beth Meja
- Cline. (2006). *The definition of Reading*. Available on <http://novial3.blogspot.com/2010/02/narrative-text-definition-of-narrative.html>. Posted on 30 Januari 2014 at 11.00 am
- Departemen Pendidikan Nasional. (2004). *Standar Kompetensi Mata Pelajaran Bahasa Inggris: Sekolah Menengah Atas dan Madrasah Aliyah*. Jakarta: Depdiknas.
- (2009). *Panduan Implementasi Standar Penilaian pada KTSP disekolah*. Jakarta: Depdiknas
- Djamarah, Syaiful Bahri dan Zain Awan. 2010. *Strategi Belajar Mengajar*. Jakarta : Rineka Cipta.
- Djwandono, S. (2008). *Tes Bahasa (Pegangan Bagi Pengajar Bahasa)*. Indonesia: PT. Macanan Jaya Cemerlang
- Edwars. S. (2014). *Definition of Curriculum*. Available on

- <http://novial3.blogspot.com/2010/02/Deinition-definition-curriculum..html>. Posted on 13 Januari 2014 at 10.00 am
- Ellis, Rod. 1997. *Second Language Acquisition*. New York: Oxford University Press
- Guariento & Morley. (2001). *Authentic Materials and Cultural Content in EFL Classroom*. Available on <http://iteslj.org/Techniques/Kilickaya-AutenticMaterial>. Posted on 12 June 2014 at 11.20 am
- Gay cited in Sarpiah. (2012). *Improving the students' reading ability through metacognition approach at the second year students of SMA Negeri 1 Bajeng Barat, Kabupaten Gowa*. Gowa : Unismuh
- Fatsah, Hasanuddin. (2006). *Teaching English as a Foreign Language*: Gorontalo Nurul Jannah
- Galda & Beach. (2011). *Definition of Reading Comprehension*. (onlinee). <http://www.jstor.org/pss/747330>. Posted on 26 Maret 2014.
- Hamka, DR. (2014). *The effectiveness of using numbered heads together technique in teaching reading comprehension to the eight grade students of junior high*
- National Institute of Learning. (2002). *Reading Comprehension* (online). Available on <http://www.gradebook.org/Reading%20Comprehe> nsion. htm. Posted on 14 June 2014 10.15 am
- Richards & Renandya. (2002). *Methodology in Language Teaching (An Anthology of Current Practice)*. Australia: Cambridge University Press
- Sudarwati, Th and Grace M,E. (2005). *Look Ahead (An English Course for Senior High School Students Year X,XI,XII)*. Jakarta: Erlangga
- Sun, Z. (2010). *Language teaching Materials and Learner Motivation*. Journal of Language teaching (Vol.1,No.6) . Page: 889-892. Academy Publiser Manufactured: Finland
- Suyono dan Hariyanto. 2011. *Belajar dan Pembelajaran : Teori dan Konsep Dasar*. Bandung : PT. Remaja Rosdakarya
- Susilana, Rudi & Rinaya, Cepi. 2007. *Media Pembelajaran*. Bandung: CV.Wacana Prima
- Spelleri. (2002). *The advantages of using authentic materials in language teaching*. Available on <http://iteslj.org/Techniques/Kilickaya-AutenticMaterial>. Posted on 12 June 2014 11.15 am.
- Swales, M,J (2004). *Research Genre (Exploration and Applications)*. <http://www3.telus.net/linguisticsissues/authenticmaterials.html>. Pos ted Australia : Cambridge University Press.
- Tomlinson. B (1998). *Developing Materials for Language Teaching*. Cambridge: Cambridge University Press
- Underwood. (1997) *Definitions and Theory of Motivation Meaning*. Available on: <http://home.att.net/~Underwood/TheoryDefinition.htm> .Posted on 12 Desember 2015 11.15 am.