

USING ADAPTED MATERIALS TO TEACH READING A NARRATIVE TEXT AT JUNIOR HIGH SCHOOL

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Abstrak

Bahan ajar adalah hal penting dalam mendukung proses belajar mengajar siswa di dalam kelas. Dengan adanya bahan ajar, siswa dapat memahami pelajaran dengan baik. Oleh sebab itu, guru harus menyediakan bahan ajar yang relevan dengan siswa.. Sekarang ini, banyak di jumpai bahan ajar yang tidak sesuai dengan kurikulum. Hal ini mengharuskan guru untuk lebih kreatif dan teliti dalam menyesuaikan bahan ajar yang akan digunakan dalam pembelajaran Bahasa.

Dari kenyataan di atas, maka penulis memilih penggunaan *adapted material* untuk pengajaran teks narrative pada siswa SMP. Dengan menggunakan *adapted material* dapat mengurangi kesulitan siswa dalam memahami bahan ajar, bahkan mengembangkan bacaan menjadi sangat bagus dan menarik

Kata kunci: reading, narrative text, materials, adapted materials

A. Introduction

Learning English as a foreign language covers four skills; they are listening, speaking, reading, and writing. Reading is one of the four important language skills that should be mastered by students. According to Nunan (2003) reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning.

Linse (2005:69) points that reading is a set of skills that involves making sense and deriving meaning from the printed word. Moreover, Berardo (2006) states that reading means different things to different people, recognizing written

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words, and opportunity to take pronunciation and practice speaking. Similar with Berardo, Pang (2012:6) argues that reading is about understanding a written text.

Because of the importance of reading, the National Department of Education includes reading as a skill of English in the educational curriculum of School Based Curriculum (KTSP). In this curriculum the students are expected to be able to comprehend the text through reading by short essay to interact with students' surrounding.

In general, students have learned to read since they were at elementary school, in junior high school they still have difficulties in comprehending the text. The first problem is the lack of the students' motivation in reading an English text. The next problem is lack of vocabulary. The last problem is the text which is given by the teacher to the students is inappropriate materials.

In order to solve the problem above, the writer uses adapted materials: the teacher should be adding or delete a text to make them appropriate with the students' need. According to O'Neill (1982) materials may be suitable for students' needs, even if they are not designed specifically for them, material make it possible for students to review and prepare their lessons that textbooks are efficient.

In addition, Nunan (1988) argues that materials should be designed so that they are capable of being used in variety of ways and also at different proficiency level. Brown (2001) says that materials are the key component in reaching the goals in education, and this also occurs in language teaching. In addition, Marand in Hutchinson and Waters (2011) states that materials should provide a clear and coherent unit structure which will guide teachers and learners through various activities.

The materials should be designed for giving motivation for the students' attention and interest to read the materials. Furthermore, the adapted materials can stimulate the students to be active in reading class. So, teachers have to serve suitable materials for students in order to make them comprehend. Some variations of definitions about adapted material that will be explained by experts are Kitao (1997) states that adapting material that is taken from some materials in order to make one suitable material.

In addition, McGrath (2002: 64) says that adaption is modifying material in such a way that they seem more relevant to learners' interest and needs. McDonough and Shaw (2003: 76) states that adaptation is essentially a process of matching that can be used to maximize the appropriacy of teaching materials in context, by changing some of the internal characteristics of a course book to suit our particular circumstances better.

It is not far away with Kitao, Sergio in (Masuhara, 2008) says that materials adaptation involves changing existing materials in some form so that they become suitable for specific. Adapted text is made to more relevant to the

learners, by using adapted text the learners can understand and do not getting bored to read a long text.

The teacher does not only have to understand about students' need and choose the suitable material in teaching reading to Junior high school students but the teacher also has to create the lesson plan before teaching. It aims to plan an active, innovative, creative and effective of teaching and learning process in every meeting. A lesson plan is not only can be used for one meeting but can be used for two or more. Based on the regulation of the Minister of National Education No 41 Year 2007 that every teacher prepares lesson plan completely and systematically for every basic competence which can be used in one meeting or more.

Through this paper, the writer would like to explain how to use adapted materials in teaching reading a Narrative Text. By using adapted materials, the writer hopes that this paper will give valuable contribution and the students more understand with their text.

B. How to use adapted material in teaching reading a narrative text at junior high school

In this discussion, the writer use narrative text for third grade of Junior High School Students. Narrative text is a text which has function to amuse or entertain the reader. Gerot and Wignell (1994) mention the function of the narrative text is to amuse, to entertain and to deal with actual or vicarious experience in different ways;

Anderson (1999) states that a good narrative uses word to paint a picture in our mind of: a. what characters look like (their experience), b. Where the action is taking place (the setting), c. How things are happening (the action). The characteristics of narrative texts among others: a. It tells us about a story of events, b. The events are usually arranged in chronological, c. The narrator has a purpose in mind in telling the story.

The writer chooses "Beauty and the beast" to be an adapted text because the theme is familiar with the students. After revising, the teacher found some mismatches with their ability. First is the text is too long. Next, is the grammar is difficult to comprehend. Third, the texts is not adding for question.

There are 3 procedures in teaching language in the classroom, First: Pre - teaching activity. In this stage, the teacher is expected to bridge the student's mind with the topic being discussed. The possible activity can be brainstorming where the teacher invites the students to refresh their brain and talk many things and say the knowledge that has relationship with the topic. For example, teacher tells about her/his experience ago to the students and invites them to predict what material that will be learned. Then, the teacher ask one of the students tells what did their experience. After that, the teacher tells about the objective materials that will be learned.

The teacher builds the student’s knowledge by showing the pictures and guiding the students to consider different positions about familiar topic. Teacher shows some pictures that related to the topic:



The question which is appropriate to given while showing the pictures such as the following questions:

1. Have you ever seen this picture?
2. Have you ever heard about this story?
2. What do you think about the picture?
3. Who are the participants in this picture?

By showing pictures, the students can answer the question that given by the teacher, also the students may have some references in their mind about text that they will read. The teacher explains the topics which are going to be discussed is about fairy tale, the teacher has to say something about this topic such as there are a beautiful girl and the beast. It can make the students become more interesting about the topic.

Second, Whilst – teaching activity. Whilst Teaching activities are those activities conducted during discussion teaching materials. After the topic is clear for students, the next activity is the teacher asks the students to read individually. Then, the teacher ask one of the students to read aloud the text and others heard it. Next, the teacher also explains the social function, generic structure, language features and lexicogramatical of narrative text.

Beauty and the Beast

Once upon a time, there was a girl named Beauty. She lived with her father and her sisters in a small village. Beauty was a beautiful girl. She was also hard-working. She always helped her father on the farm.

Orientation

One day, her father set out for the city. He saw an old castle and went in. No-one was in but there was food on the table. Then he walked around the castle. He picked a rose from garden for Beauty. Suddenly an angry Beast appeared.

Complication

He wanted to kill Beauty’s father unless Beauty was brought to him. Beauty’s father told her daughters what had happened. Beauty’s sisters ordered her to see the Beast. Beauty went to see the Beast and had to stay at the castle. She

felt scared, lonely and sad. She tried to run away but was stopped by the Beast. The Beast treated Beauty well. Soon, Beauty began to like the Beast.

One day, through the Beast's magic mirror, Beauty saw that her father was sick. The Beast allowed her to go home. Her father was happy to see her. One night, Beauty had a dream. A fairy told her that the Beast was sick. Beauty hurried back and saw the Beast dying. She began to cry. Tears fell onto the Beast. Suddenly, the Beast changed into handsome prince. Beauty and the Beast got married and lived happily ever after.

Resolution

Answer these questions:

1. Who is the main participant? **Beauty**
2. Do you think she was a good person? Why or why not? **Yes, because she was hard worked and always helped her father**
3. Where did they Live? **A small village**
4. What the beast look like? **Ugly, Giant**
5. Why was the beast angry to him? **Because he picked a rose**
6. What did her sister say to beauty? **beauty's sisters ordered her to see the Beast.**
7. How was Beauty's feeling while living in the castle? **She felt scared, lonely and sad.**
8. What happened to her father? **He was sick**
9. Do you think it has a happy ending or a sad one? **The story is happy ending**
10. What was the moral value from this story?
 - **Do not judge or see someone from the cover but heart**
 - **Be the person who likes to help, because kindness will be repaid later.**

The teacher asks the students to answer the questions based on the text. Then, teacher discuss the best answer with the students. The teacher asks the students being active in the classrom. By answering the questions together, it is hoped that the students get the guidelines information as the material for reading their narrative text. Moreover, the teacher collects the answer from all the students and writes down the best answer by explaining the modality and simple past tense that is used.

After answering the question, the teacher gives another text that relateted with narrative text by groups. The teacher divides the students into several groups. Its purposed to work together in group in order to motivate students to read a text easier and interesting. Firstly, the students are divided into group of four, then teacher gives a text for each group, next the students read and answer the question

in group. The teacher gives the time around 10 minutes for each group to answer it. After finish the answer, the teacher ask one of the member group to read their answer or result. Then, The teacher again guides the students to have discussion with other groups to check their answer. (See Appendix 5).

The teacher and the students all together try to find the difficulties in narrative text. Then, teacher gives some viewpoints to the students and gives a chance for students in their each group to develop comprehension in reading. Before that, they should check the best answer with another group in the class by doing group correction. Teacher checks whether the group that can understand their friends' answer and whether they can explain what it is so. Finally, takes the number of the group randomly to come to in front of the class showing their answer. This way has a purpose to make the students more understand about the lesson.

Third, Post teaching activity. In this stage, the teacher gives feedback to the students toward the process and learning achievement, it can be like giving reward to every one that have finished answer the question well. Then the teacher concludes or summarizes the lesson by her/him or together with the students. The teacher reviews the activities that have been done consistently.

From this activity, we can find the purpose of using adapted material in teaching reading. In addition, in this stage the teacher gives the exercises or assigns students to answer the question based on the text. Based on the three phases in teaching above, it can be concluded that by using adapted material can make the students will feel enthusiasts to read a text. So, the students will excite to learn English.

C. Conclusions and suggestions

Based on the discussion in the previous chapter, it can be concluded that adapted material is a material that can be change from original form to revision one by editing, expanding, simplifying, modifying cultural or content. By using adapted material is purpose for the students to get *comprehension in teaching reading*. Besides, the students become easily to get the text that they want to read. But it is better if the teacher can develop the variety of exercise to make the students more interest in learning.

The writer would like to present several suggestions for the sake of facilitating English teachers related to the use of adapted materials in teaching reading comprehension.

1. The teacher should be creative in selecting and using materials for students.
2. The teacher is suggested to use adapted materials in teaching reading to make them suitable with the students' background knowledge, experiences, and level and attractive for the students.

3. The teacher should use the different ways in teaching in order the students do not getting bored

Note: this article was written based on the writer's paper with her advisor Drs. Amri Isyam, M.Pd.

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