

**AUTHENTIC MATERIALS IN TEACHING READING
AT AL-IKHSAN ISLAMIC BOARDING SCHOOL BEJI
BANYUMAS**



AN UNDERGRADUATE THESIS

**Submitted to Faculty of Tarbiya and Teacher Training of
State Islamic University Prof. K.H. Saifuddin Zuhri Purwokerto
as a Partial Fulfillment of Requirements for *Sarjana Pendidikan*
(S.Pd.) Degree**

By

**HILDA ANIKA RAMADHANI
Student Number. 1817404061**

**ENGLISH EDUCATION STUDI PROGRAM
FACULTY OF EDUCATION AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY OF
PROF. K.H. SAIFUDDIN ZUHRI PURWOKERTO
2023**

STATEMENT OF ORIGINALITY

Here with I,

Name : Hilda Anika Ramadhani
Student Number/S.N : 1817404061
Grade : Undergraduate
Faculty : Tarbiya and Teacher Training
Study Program : English Education Study Program

Declare that the thesis I have compiled with the title, “**Authentic Materials in Teaching Reading at Al-Ikhsan Islamic Boarding School Beji Banyumas**” is truly my own work and is not a plagiarism of someone else's thesis. I am fully aware that I have quoted some statements and ideas from several resources. All the materials from other sources and references from work done by other people or institutions have been properly cited.

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Purwokerto, 3rd October 2023

I Who Declare



Hilda Anika Ramadhani

S.N. 1817404061



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
PROFESOR KIAI HAJI SAIFUDDIN ZUHRI PURWOKERTO
FAKULTAS TARBİYAH DAN ILMU KEGURUAN
Jalan Jenderal A. Yani, No. 40A Purwokerto 63126
Telepon (0281) 635624 Faksimili (0281) 636553
www.uinsaizu.ac.id

APPROVAL SHEET

This thesis, entitled:
**AUTHENTIC MATERIALS IN TEACHING READING
AT AL-IKHSAN ISLAMIC BOARDING SCHOOL BEJI
BANYUMAS**

Written by Hilda Anika Ramadhani (Student Number. 1817404061) English Education Study Program, Education Department, Faculty of Tarbiya and Teacher Training, State Islamic University Prof. K.H. Saifuddin Zuhri Purwokerto has examined on 12nd October 2023 and declared qualified for achieving *Sarjana Pendidikan* (S.Pd.) Degree by the examiners.

Purwokerto, 25th October 2023

Approved by:

Examiner I/Head of Examiners/ Supervisor,

Examiner II/ Secretary,

Yulian Purnama, S. Pd., M.Hum.
NIP. 197607102008011030

Agus Husein As Sabiq, M.Pd.
NIP. 198708112020121006

The Main Examiner,

Khairunnisa Dwinalida, M.Pd.
NIP. 199211152019032034

Legalized by:
The Head of Education Department,



Dr. Maria Ulpah, M.Si.
NIP. 198011152005012004

OFFICIAL NOTE OF SUPERVISOR

To :
The Head of Education Department
Faculty of Tarbiya and Teacher Training,
State Islamic University
Prof. K.H. Saifuddin Zuhri Purwokerto
in
Purwokerto

Assalamu'alaikum Wr.Wb.

After conducting guidance, review, direction, and correction, then through this letter I convey that:

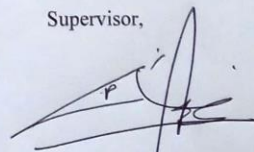
Name : Hilda Anika Ramadhani
Student Number : 1817404061
Department : Education
Study Program : English Education
Faculty : Tarbiyah and Teacher Training
Title : **Authentic Materials in Teaching English at Al-Ikhsan Islamic Boarding School Beji Banyumas**

I recommended the thesis to be submitted to the Head of Education Department Faculty of Tarbiya and Teacher Training, State Islamic University Prof. K.H. Saifuddin Zuhri Purwokerto and examined in order to attain *Sarjana Pendidikan (S.Pd.)* / Undergraduate Degree in English Education.

Wassalamu'alaikum Wr.Wb.

Purwokerto, 3rd October 2023

Supervisor,



Yulian Purnama, S. Pd., M. Hum
NIP. 197607102008011030

MOTTO

For indeed with hardship will be ease

Indeed with hardship will be ease

94: 06-07



DEDICATION

Alhamdulillahirobbil'alamin

With great gratitude this thesis is dedicated to
The beloved parents (Basuki Sutomo and Athoiyah Dwi Lestari)

My brothers (Hatta Dwi Astomo)

Myself who has fight so far



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Purwokerto, 3rd October 2023

Haid

Hilda Anika Ramadhani

S.N. 1817404061



**AUTHENTIC MATERIAL IN TEACHING READING AT AL-IKHSAN
ISLAMIC BOARDING SCHOOL BEJI BANYUMAS**

HILDA ANIKA RAMADHANI

SN. 1817404061

English Education Study Program

State Islamic University of Prof. K. H. Saifuddin Zuhri Purwokerto

ABSTRACT

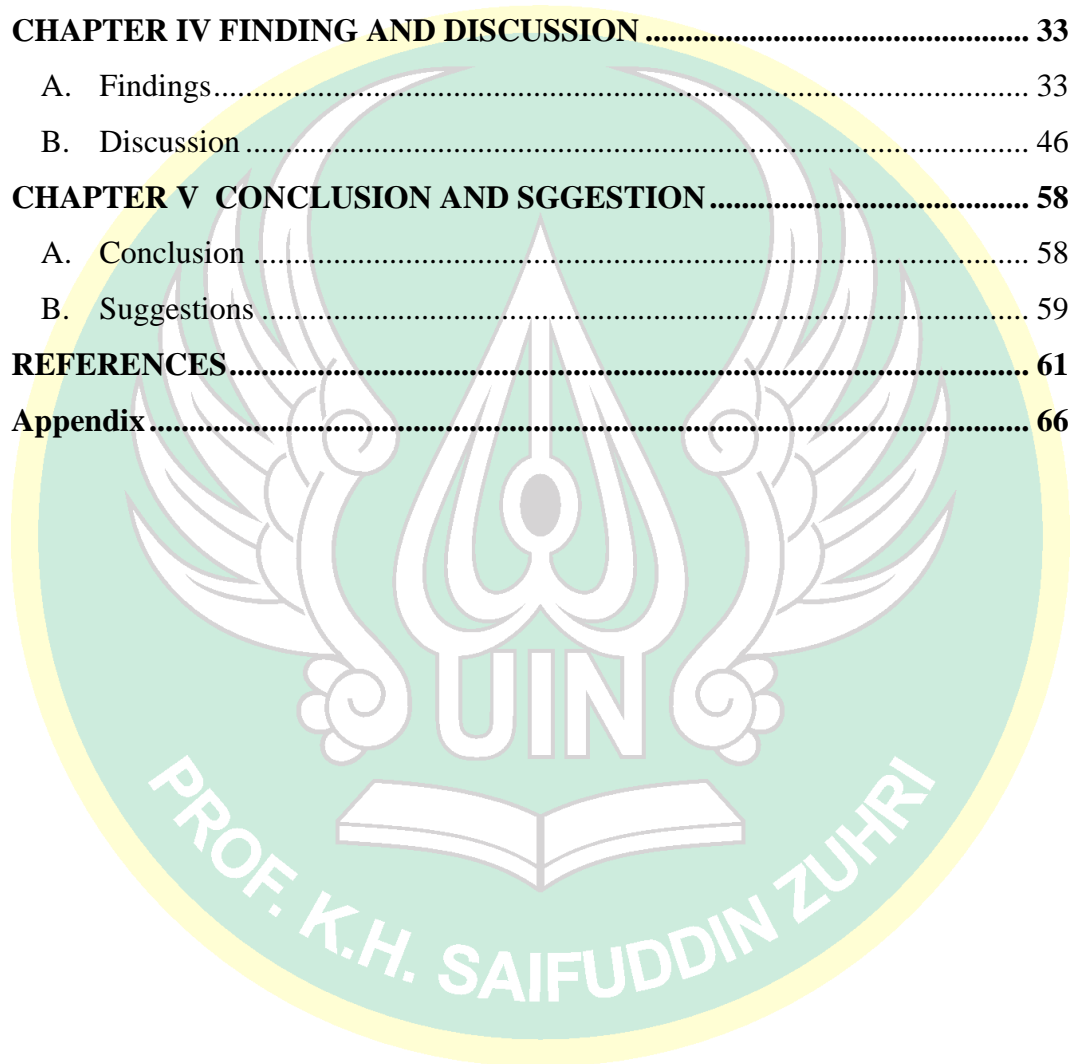
Abstract: Authentic materials is one of learning medium that used in learning process. The research aimed to find out how the teacher prepared to use authentic material for teaching reading, how the teacher used authentic material in the learning process of teaching reading and to find out how the evaluation done by the teacher after using authentic material in teaching reading. This research used qualitative method. Observation, interview and documentation were conducted to obtain the data of the research. In addition, data reduction, data display and drawing conclusion were used for the data analysis. The object of this research is authentic material in teaching reading at Al-Ikhsan Islamic Boarding School Beji Banyumas and the subject were the English teacher and students. Through the data analysis it was found that teacher employed authentic materials to support during teaching reading despite the limits of the media. In addition, authentic materials also helped students understand reading texts, which make the students more interested in reading process. Moreover, in order to selecting authentic material, it should be selected based on the students' language proficiency and reading interest. Following that, there are three primary criteria before selected authentic material in teaching reading as said by Nuttall like suitability of context, exploitability and readability. Additionally, due to deficiencies in ICT media teacher used realia, printed material namely brochures and picture to help in the process of teaching reading. Lastly, in evaluating students teacher also used group discussion and use others reading assessment.

Keyword: Authentic Materials, Teaching Reading

TABLE OF CONTENTS

COVER	Error! Bookmark not defined.	1
STATEMENT OF ORIGINALITY		ii
APPROVAL SHEET		iii
OFFICIAL NOTE OF SUPERVISOR		iv
MOTTO		v
DEDICATION		vii
ACKNOWLEDGEMENT		viii
ABSTRACT		x
TABLE OF CONTENTS		xii
CHAPTER I INTRODUCTION		1
A. Background of the Study.....		1
B. Conceptual Definition		3
C. Research Question.....		4
D. Objectives and Significances of the Study.....		4
E. Structured of the Research		6
CHAPTER II THEORETICAL REVIEW		7
A. Authentic materials		7
1. Definition of Authentic Materials		7
2. Types of Authentic Materials		8
3. Advantages and Disadvantages of Authentic Materials.....		9
4. Authentic Materials in Teaching Reading.....		11
B. Teaching Reading.....		13
1. Definition of Reading		13
2. Types of Reading.....		14
3. Teaching Reading.....		16
4. Steps in Teaching Reading		18
5. Reading Assesment		18
C. Learning Media		23

D. Review of Relevant Studies	25
CHAPTER III RESEARCH METHODE	28
A. Type of The Study.....	28
B. Object and Subject of The Study	28
C. Data Collection Technique.....	28
D. Data Analysis Technique	30
CHAPTER IV FINDING AND DISCUSSION	33
A. Findings.....	33
B. Discussion	46
CHAPTER V CONCLUSION AND SGGESTION.....	58
A. Conclusion	58
B. Suggestions	59
REFERENCES.....	61
Appendix.....	66



CHAPTER I INTRODUCTION

A. Background of the Study

Reading is one of the language skills along with listening, speaking and writing. Reading ability is the main foundation in the language learning process which includes understanding text, increasing vocabulary, understanding context, and communication skill. It was stated by Ismail in Delpiana, Finding out new concepts and knowledge-related data can be done well via reading. Reading can encourage a more flexible imagination, as well as an open attitude and the development of critical thinking. However, reading is a means of written communication that takes the shape of a text and is an effective method of learning about a variety of topics, including science and technology.¹

In other hand, teacher still has difficulties in teaching reading to students. Teaching reading is a challenge because apart from the lack of vocabulary that students know, the conditions in the classroom and the conditions of the students themselves also greatly affect learning process. Therefore, when do reading students get bored easily so they are reluctant to read the text. Furthermore, the complication of reading can be a problem and challenge for the students and it is also a problem for teacher. The variety of student's problem in reading sometimes make the teacher confused to choose the suitable teaching methods and media.² Not only the students should obtain all of the necessary materials to advance their knowledge, but the teacher should also set out each part and subject with the intention of giving the students the finest possible educational experience.³ It requires teachers to understand how to apply appropriate

¹ Jurnal Ilmiah et al., "THE EFFECT OF PARTNER READING STRATEGY" 1, no. 1 (2020).

² Diah Ayu Manik Pradnyadewi and Putu Enik Kristiani, "Use of Quizizz In Improving Students' Reading Skill," *The Art of Teaching English as a Foreign Language* 2, no. 1 (2021): 1–6.

³ Ahmad Girsu Ariandika and Dina Kartikawati, "Effective Method of Teaching Reading (a Case Study)," *Jurnal Bahasa Lingua Scientia* 10, no. 2 (2018): 275–286.

techniques, methods, or learning media so that teaching reading is more interesting.

Learning media are very diverse, from media in the form of audio, visual media, audio visual media, radio, television, computers, projectors, libraries, laboratories, learning resource centers and various learning resources and other facilities. Teachers can at least use cheap and efficient tools, even though they are simple and unpretentious, but are mandatory in an effort to achieve the expected teaching goals.⁴ The selection of learning media also has an important role in increasing interest in reading.

In fact, the majority of junior high school media for reading are only drawn from textbooks and LKS (*lembar kerja siswa*). It implies that the students' exposure to the materials is extremely limited. The aforementioned situation makes it boring and time-consuming for the kids to read. They lack reading motivation, which is unfortunate because children need it in order to succeed in the reading teaching and learning process.

Beside that, Al-Ikhsan Beji Islamic Boarding School have a program for language classes called AEDS. The AEDS program aims to overcome learning deficiencies in formal school and to boost students' linguistic self-confident. The Arabic and English Skill Development (AEDS) program is a regular program in Islamic boarding schools that is conducted every morning and evening. Students are taught Arabic in the morning, followed by English in the afternoon, and vice versa. AEDS is a daily program in this Islamic boarding school, which has a program with a pretty broad scope that includes annual, monthly, and daily programs. In prepared for learning process, teachers usually prepare the material several weeks before learning activities. Likewise in preparing the media that will be used, even though AEDS still have limitations of the ICT (Information And Communications Technolog) media, even so, teachers can still use

⁴ Harun Sitompul et al., "PENGARUH PEMANFAATAN MEDIA PEMBELAJARAN DAN KEMAMPUAN" 8, no. 1 (2021).

and utilize the media around them, so that learning process is still interesting to follow.

Based on the preliminary research, it was found that due to the limited use of ICT media, along with that to support students' interest in remaining interesting and enjoyable so as to attract students' interest in learning to read, teachers use media in the form of realia, pictures, songs and printed materials of which they are part from authentic materials. Based on Apsari, authentic materials refers to those taken from real life sources and they are not designed for teaching and learning purposes. The most popular sources of real materials that can be used in the classroom include books, songs, magazines, newspapers, and internet resources.⁵ Cruickshank, Jenkis, and Metcalf agree that using authentic materials while teaching reading helps students to remember information for a longer period of time and makes it more relevant.⁶ According to the explanation above, researcher was required to carry out a study with the following title: **“Authentic Materials in Teaching Reading at Al-Ikhsan Islamic Boarding School Beji Banyumas”**.

B. Conceptual Definition

1. Authentic materials

Authentic materials as submission that used real language in the own community.⁷ Bacon and Finemann aslo stated in Boyaci, authentic materials is material that is not made for any educational purpose made by native speakers where the language was instructed.⁸

2. Teaching Reading

⁵ Yanuarti Apsari, “The Use of Authentic materials in Teaching Reading Comprehension,” *ELTIN Journal*, 2, no. 11 (2014): 88–94.

⁶ Donald R. Cruickshank, Deborah B. Jenkis, and Kim K. Metcalf, *The Act of Teaching* Fourth Edition, (New York: McGraw-Hill, 2006), p. 79

⁷ Sri Agriyanti Mestari and Fahlria Malabar, “The Use of Authentic Materials in Teaching Grammar for EFL Students (Teachers’ Perspective),” *Language and Language Teaching Journal* 19, no. 02 (2016): 125–131.

⁸ S. Dilek Belet Boyaci and Mediha Güner, “The Impact of Authentic Material Use on Development of the Reading Comprehension, Writing Skills and Motivation in Language Course,” *International Journal of Instruction* 11, no. 2 (2018): 351–368.

Pang et al stated that reading is one of ability that will have any benefits when people learn about it. They can get material from what they read from printed material so that they can come with the knowledge. So that students are able to learn to reading and reading to learn, they need a good teaching.⁹ Although, research shows that effective reading depends on effective decoding, Paran at Pater stated makes a compelling case that teaching English as a second language has embraced the top-down and whole language conceptions of reading more passionately than it has the fundamental decoding of words. This stance may be the result of the emphasis on meaning being more consistent with the principles of communicative language instruction, which likewise favors meaning and has been extensively embraced in various situations.¹⁰

C. Research Questions

Based on the explanation above, the research questions consist of

1. How does the teacher preparation to use Authentic Materials for Teaching Reading at Al-Ikhsan Islamic Boarding School?
2. How does the teacher use Authentic Materials in the learning process of Teaching Reading at Al-Ikhsan Islamic Boarding School?
3. How does the teacher evaluate after use Authentic Materials in Teaching Reading at Al-Ikhsan Islamic Boarding School?

D. Objectives and Significances of the Study

1. The objective of the research is to find out:
 - a. To analyze how the teacher preparation to use Authentic Materials for Teaching Reading at Al-Ikhsan Islamic Boarding School Beji Banyumas

⁹ Julian Bamford and Richard R. Day, "Teaching Reading," *Annual Review of Applied Linguistics* 18 (1998): 124–141.

¹⁰ Peter Watkins, *Teaching and Developing Reading Skills*, (Cambridge: Cambridge University Press, 2017), p.14

- b. To analyze how the teacher use Authentic Materials in the learning process of Teaching Reading at Al-Ikhsan Islamic Boarding School Beji Banyumas
- c. To analyze how the teacher evaluate after use Authentic Material in Teaching Reading at Al-Ikhsan Islamic Boarding School Banyumas

2. Significances of this study

a. Theoretical Significances

Theoretically the result of this study can give benefits and meaningful in teaching and learning process, especially in teaching reading using authentic materials.

b. Practical significances

1) For teacher

The result of the research can provide how teach reading using authentic materials are very useful in reading class

2) For Students

The results of this study can provide a set of information for the students about the use of authentic materials in teaching reading so that they can use the materials to learn English.

3) For other Researcher

a) Researchers have more references that can be used for further research.

b) Researchers are able to do further research related to previous research.

E. Structured of the Research

In this section, the researcher will describe the research's organization as follows:

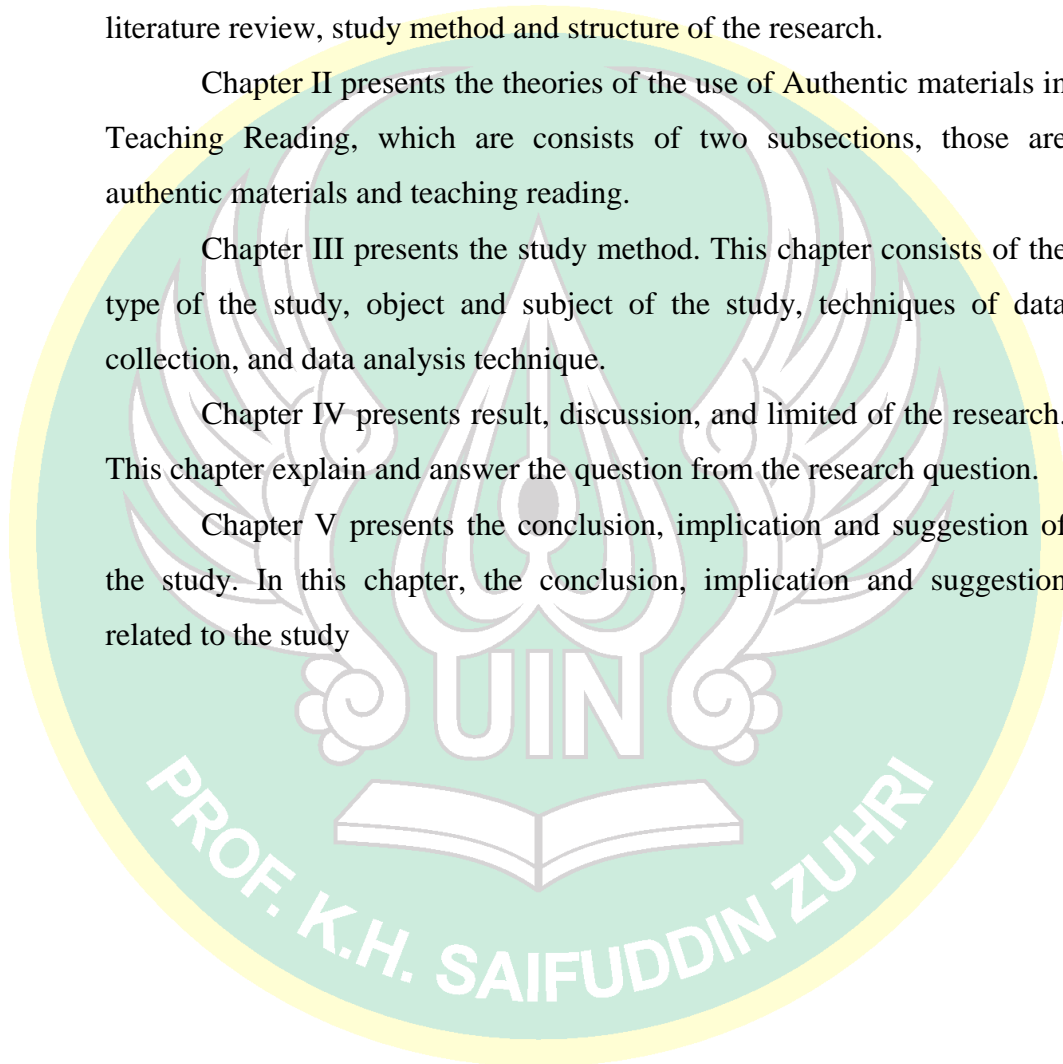
Chapter I presents an introduction. It has eight sub-sections, those are background of the study, conceptual definition, research question, objectives and significances of the research, review of relevant studies, literature review, study method and structure of the research.

Chapter II presents the theories of the use of Authentic materials in Teaching Reading, which are consists of two subsections, those are authentic materials and teaching reading.

Chapter III presents the study method. This chapter consists of the type of the study, object and subject of the study, techniques of data collection, and data analysis technique.

Chapter IV presents result, discussion, and limited of the research. This chapter explain and answer the question from the research question.

Chapter V presents the conclusion, implication and suggestion of the study. In this chapter, the conclusion, implication and suggestion related to the study



CHAPTER II

THEORETICAL REVIEW

A. Authentic Materials

1. Definition of Authentic Materials

According to Mishan, the term "authenticity" can be used to describe language that has been developed by native speakers for typical communicative purposes. However, the phrase can also be used, quite legally, to refer to the language user's communicative activities to the use of interpretive techniques for meaning-making, even if these techniques are performed on and with textual data that is not in the strictest sense, legitimate.¹¹ Fitriyah also argue that the term authentic is a communication that is done naturally.¹²

According to Nunan, authentic material are those that were produced solely for use in language learning and not for classroom instruction. It can conclusion that the materials were created exclusively for use in practical situations compared to in the classroom and are used in the educational process.¹³ Herod in Primadona stated authentic learning material and activities are designed to imitate the real-world situations.¹⁴ There are countless sources of authentic content that can be used in the classroom, but the most popular ones include books, TV shows, movies, songs, and newspapers. The Internet is among the most helpful. Newspapers and other printed materials rapidly become outdated, while the Internet is constantly updated, offers more visually exciting content, and is interactive, all of

¹¹ Freda Mishan, *Designing Authenticity into Language Learning Materials*, Intellect Books, 2005, p.15

¹² Fitriyah, "The Inportance of Authentic materials in Developing Appropriate and Effective Listening Skills By: Fitriyah Dosen Fakultas Tarbiyah Dan Keguruan UIN Ar-Raniry Darussalam Banda Aceh," *PIONIR: Jurnal Pendidikan* 4, no. 3 (2015): 1–15.

¹³ David Nunan, *Task-based Language Teaching*. Cambridge: Cambridge University Press, 2005, p 49

¹⁴ Yuhalisana Primadona. and Santi Prastiyowati, "An Analysis of Authentic materials Used in Teaching English At Sd Puri Asah Dasar Avesiena Green School Malang," *A Journal of Culture English Language Teaching Literature & Linguistics* 5, no. 2 (2018): 67.

which encourage reading that is more active than passive. From a more pragmatic standpoint, the Internet is a reality of the present age; most students utilize it, and teachers have quicker access to an inexhaustible supply of material of all kinds. Even more practically and economically, attempting to get genuine materials It can be highly expensive to travel abroad, an English.¹⁵

Due to the authenticity of the resources, teachers may create a variety of learning tools for the students. The actual materials have been simplified due to the complexity of the vocabulary and structures highly contested, and all of these might be seen as teaching tools. Moreover, it is beneficial for students to enhance their English language proficiency, particularly in reading ability.¹⁶

According to the definition above it concluded that authentic materials is a communication that is carried out naturally by native speakers using their own language.

2. Types of Authentic Materials

According to Gebhard, there are many types of authentic materials:

1) Authentic Listening materials

It includes silent films; TV commercial, quiz shows, cartoon, news, comedy shows, dramas, movies, radio news, advertisement, professionally audio taped short stories, song, and documentaries.

2) Authentic visual materials

Slides, photograph paintings, wordless street signs, calendar picture, popular magazines, pictures, stamps, and drawings.

¹⁵ Sacha Anthony Berardo, "The Use of Authentic materials in the Teaching of Reading," *The Reading Matrix: An International Online Journal* 6, no. 2 (2006): 60–69, http://search.proquest.com/docview/85666685?accountid=14548%5Chttp://metadata.lib.hku.hk/hku?url_ver=Z39.88-2004&rft_val_fmt=info:ofi/fmt:kev:mtx:journal&genre=article&sid=ProQ:ProQ:llba&title=The+Use+of+Authentic+Materials+in+the+Teaching+of+Reading&ti.

¹⁶ Radmila Ronios Mara and Maslawati Mohamad, "The Use of Authentic materials in Teaching Reading to Secondary School Students in Malaysia: A Literature Review," *Creative Education* 12, no. 07 (2021): 1692–1701.

3) Authentic printed materials

Newspaper articles, magazines, department store catalogs, comic books, tourist information brochures, sport report, short stories, books of photograph, lyric to popular song, and advertisement

4) Realia used in language classroom

Dolls, puppets, folded paper, glue, scissor, rulers, paper clips, furniture, etc.¹⁷

3. Advantages and Disadvantages of Authentic Materials

There are several advantages when using authentic materials in classroom. According to Brosnan et al in Zaitun, there are the importance of using authentic language

- 1) Simplifying the language or modifying it for teaching purposes will remove some of the hints of meaning from the language itself, so the teacher takes a little risk to make it easier because language is basically natural.
- 2) By using authentic language provides opportunities for students to better understand the meanings that exist and are important from the material provided
- 3) Using authentic printed material gives students the opportunity to find meaning or messages more easily by using instructions from layout, colors, symbols and pictures.
- 4) Teachers have to see the condition of the classroom with the aim that authentic materials can be taught realistically so that learning is more understandable.¹⁸

Whereas Richard in his book stated in motivating learning authentic materials has more positive effect and is more motivating

¹⁷ Gebhard, J. G, *Teaching English as a Foreign or Second Language: A Teacher Self development and Methodology Guide*, Ann Arbor Mich: University of Michigan Press, 1996, P. 100-101

¹⁸ Zaitun Qamariah, "Authentic materials, An Alternative in English Classroom," *Proceedings of the 2nd National Conference on English Language Teaching (NACELT)*, no. November (2016): 23–32.

than created material. There are several advantages according to Richard

- 1) Authentic materials provide many materials to choose but still linguistically based that describe the target culture including the culture of practices and beliefs by providing information about the culture.
- 2) In describing certain types of discourse or rules that have been made, they prefer to use real language exposures rather than artificial texts when creating materials
- 3) They provide link between classroom with and real world so that they know more about what learners needs
- 4) In learning process it supported with creative approach.¹⁹

Apart from some advantages of authentic materials, of course there are disadvantages when using authentic materials. According to Martinez in Sacha, the dismissive of authentic materials include their potential for being very culturally prejudiced, when reading, one frequently has to have a solid understanding of the cultural context, as well as too many various structural difficulties that make decoding the texts more difficult at lesser levels. There are some of disadvantages of authentic materials

- 1) Often too culturally biased, difficult to understand outside the language community
- 2) Vocabulary might not be relevant to the student's immediate needs
- 3) Too many structures are mixed so lower levels have problems decoding the texts
- 4) Special preparation is necessary, can be time consuming
- 5) Can become outdated easily, e.g. news stories, articles.²⁰

¹⁹ Mieke Lunenberg, "Designing a Curriculum for Teacher Educators," *European Journal of Teacher Education*, 2002.

4. Authentic materials in Teaching Reading

The way that foreign languages are taught has fundamentally evolved over the past few decades, changing along with ideas about both the mechanics of human learning and the very nature of the teaching process. The result of this phenomena was also a shift in the mindset of teachers who, after learning new information, started implementing novel teaching strategies and tools.²¹

Likewise, not only the teacher's skills in teaching reading must be improved but the teacher must also pay attention to many factors when teaching reading to students. It because the reader only uses his or her own thoughts and eyes to decode the writer's work, reading is frequently thought of as a passive skill. However, reading is truly an active skill because the reader must be decode what the writer has previously written. He or she might respond to the content based on existing knowledge or personal experiences. Reading is a process of recognizing, interpreting, and perceiving written or printed content, according to many experts. It involves processing language and creating meaning to understand the author's ideas, feelings, or opinions rather than just understanding sounds, words, phrases, and other language components.²² Therefore the selection of media in reading process has an important role so that what students read can be conveyed properly.

Selected authentic materials for reading offers pertinent, meaningful content that connects with your kids because it ties to their life in a way that encourages them to reflect on both the subject and

²⁰ Berardo, "The Use of Authentic materials in the Teaching of Reading."

²¹ Kinga Bajorek and Sławomir Gawroński, "The Use of the Educational Function of Media in Foreign Language Teaching," *Social Communication* 4, no. 1 (2018): 48–57.

²² Nurmala Cahyani, "THE EFFECTIVENESS OF USING AUTHENTIC MATERIALS IN TEACHING STUDENTS' READING COMPREHENSION (A Quasi Experimental Study to the First Grade of SMAN 28 Kabupaten Tangerang) (Jakarta : Syarif Hidayatullah State Islamic University : 2015)

themselves. It is thought that using authentic content is an effective and fascinating teaching. Silberstein in Ryandani also stated, using text that is authentic and realistic in terms of the kids' reading demands and skills. According to him, reading passages should be realistic in the sense that they reflect the texts that students will encounter in the "real world" and that they call for the same reading strategies. Engaging students in real-world situations can help them learn more effectively. Students are exposed to meaningful and real-world context through authentic content.²³

Furthermore, a successful class must have a careful balance of coherence and variation. When a lesson is coherent, students can recognize its logical progression. For instance, even if there are three distinct activities, there must be a connection between them or, at the very least, a discernible rationale for changing course. It would not make sense in this situation to have students listen to an audio track, then ask them a few comprehension questions before switching the activity to something utterly unrelated to the listening. Additionally, if the next activity was only supposed to last five minutes before someone tried something completely different, we might want to call the lesson nonsensical.²⁴

In other hand, a wide variety of authentic materials resources are now available for use in the classroom. There are countless places to find real content, including newspapers, the internet, magazines, brochures, and more. The internet is one of the most helpful resources because it offers a huge variety of information that are constantly updated and simple to access.²⁵ There are a few factors to take into

²³ Vinda Ryandani, Joko Nurkamto, and Teguh Sarosa, "The Use of Authentic materials on Teaching Reading and Its Effects on Students' Reading Motivation," *English Education* 7, no. 1 (2018): 1.

²⁴ Jeremy Harmer, *How To*, n.d.

²⁵ Wirasmi Handayani, "THE USE OF AUTHENTIC MATERIAL TO IMPROVE STUDENTS' READING COMPREHENSION" (A Classroom Action Research of SMP 20 Kota

account when selecting the authentic materials from the various sources. According to Nutall, there are three primary criteria for selecting authentic materials for use in the classroom.

a. Suitability of context

The text should pique the readers' interest, ideally engrossing and delighting them.

b. Exploitability

Specifically, learning capabilities that must be taken into account while selecting a text to improve students' reading proficiency. The chosen text must have advantages since, even though students like reading it, using it would be pointless if it were useless.

a. Readability

The combination of structural and textual difficulty is referred to as readability. This is the issue that is at hand, you must evaluate the students' reading abilities in order to determine their reading level because it is possible for some students to read texts easily while others may find it quite challenging.²⁶

B. Teaching Reading

1. Definition of Reading

According to Audiana, reading is a process to obtain information that is used to understand the meaning of a reading which is done by reading silently or reading a loud.²⁷ Elizabeth S.Pang also stated reading is about understanding written texts. It is a complex activity that involves both perception and thought. Reading consists of two related processes: word recognition and

Bengkulu at Seventh Grade Student in the Academic Year 2018/2019) (Bengkulu : The State Islamic Institute of Bengkulu : 2018)

²⁶ Christine Nuttall, "Teaching Reading Skills in a Foreign Language-Macmillan Heinemann ELT," 1996.

²⁷ Yesicha Audina, et al, An Analysis of Teacher's Strategies in Teaching Reading Comprehension, *Lectura: Jurnal Pendidikan* 11, no. 1 (2020): 94-104

comprehension. Word recognition refers to the process of perceiving how written symbols correspond to one's spoken language.²⁸ Maulana and Feisal also stated as you do reading, your brain goes through a number of different processes in succession (simultaneously). A reader first quickly recognizes words in the text, and while doing so, records the unfamiliar words in his working memory. Next, the reader breaks down the sentence structure into phrases and clauses to piece together the meaning of the sentences. the most rational section whole structure.²⁹

2. Types of Reading

There are many reading types, and two significant reading types can be seen as the following.

1) Extensive reading

Day and Bamford in Ferdila stated using the extensive reading strategy, which is used to teach reading, involves having students read a lot of materials in a foreign language at their level; they read for broad, overarching meaning, and to combine information with entertainment.³⁰

By reading extensively, it is hoped that it can build fluency, reading speed and reading comprehension from reading texts and practice reading skills. so that the reader can usually read fluently and they have a high level of understanding due to the words that are already known.³¹

According to Bell, there are several role of extensive reading in fostering learners' progress in reading development and improvement.

²⁸ Bamford and Day, "Teaching Reading."

²⁹ Maulana Mualim and Feisal Aziez, "Reading Portfolio As a Supplementary Activity To Leverage Students' Reading Competency," *Jurnal Basis* 7, no. 2 (2020): 245.

³⁰ Raihani Ferdila, "The Use of Extensive Reading in Teaching Reading," *Journal of English and Education* 2014, no. 2 (2014): 68–80.

³¹ I. S.P. Nation and Rob Waring, "Teaching Extensive Reading in Another Language," *Teaching Extensive Reading in Another Language*, no. January 2011 (2019): 1–200.

- a) It can produce comprehensible input
- b) students' general language competence can be increased
- c) It increases the students' submission to the language
- d) student's vocabulary knowledge will increase
- e) it can improve student's writing skill
- f) it can motivate student to read
- g) It can consolidate previously learned language
- h) It helps to build confidence with extended texts
- i) It encourages the exploitation of textual redundancy
- j) It facilitates the development of prediction skills.³²

It is hoped that extensive reading will increase students' language knowledge and their enthusiasm for learning develops naturally

2) Intensive Reading

According to Brown, intensive reading typically is a reading that takes place in a classroom setting where students concentrate on the linguistic or semantic aspects of a chapter. In order to understand the literal meaning, implications, rhetorical relationship, and other surface structure features, intensive reading calls students' attention to grammatical forms, discourse markers, and other surface structure aspects.³³

Watkins also stated intensive reading is essentially another term for detailed reading, as described above, and makes use of relatively short texts that are at the limit of comfortable intelligibility for learners.³⁴

³² The Asian Conference, "SURVIVING & THRIVING EDUCATION IN TIMES OF CHANGE Special Issue No. 4. Social and Psychological Context of Education. ICT. Language and Literature Organised by IAFOR in Association with The" (2020): 285–289, https://www.aijcr.org/_files/ugd/c51627_bd738f10144146449ab4e8c0a2e2f803.pdf#page=285.

³³ Stefan Frazier and H. Douglas Brown, "Teaching by Principles: An Interactive Approach to Language Pedagogy," *TESOL Quarterly*, 2001.

³⁴ Peter Watkins, *Teaching and Developing Reading Skills*, Cambridge: Cambridge University Press, 2017, P.16

In the other hand Day and Harch in Muchtar also stated the improvement in reading comprehension when intensive reading is used in the classroom is not very noticeable. Only when required by their instructors did the pupils read. The children hardly ever, if at all, read outside of the classroom.³⁵

Furthermore intensive reading, sometimes called "Narrow Reading", Can involve students in reading by choosing several texts and the same author on the same topic. When this is applied it is hoped that students are expected to have many opportunities to understand the meaning of the text because of its repetitive content and grammatical structure. Intensive reading is successful when the reader can understand the meaning accurately in the reading experience because the reader is required to understand the reading sequentially.³⁶

3. Teaching Reading

The act of imparting knowledge to students is known as teaching. Additionally, since teaching is an art, it takes a special kind of teacher to engage students and make class fascinating. Teaching is a skill that can be used to motivate students as well as impart knowledge. The teacher must be able to help students comprehend the meaning and goal of reading comprehension as well as the topic of the book. When studying English understanding comprehension, the teacher in this instance is an important element. A skilled teacher should be able to explain comprehension techniques and teach students when and how to apply them.³⁷ According to Ahmad and Dina, not only students

³⁵ Naely. Muchtar, "Intensive and Extensive Reading in Improving Teaching Reading Comprehension," *Lingua Pedagogia* 1, no. 2 (2019): 1–13, https://journal.uny.ac.id/index.php/lingua-pedagogia/article/view/18687/pdf_1.

³⁶ Maija MacLeod, *Types of Reading*, <https://narentc.files.wordpress.com/2019/04/types-of-reading.pdf>. Accessed on 19th September, 9.08 WIB

³⁷ Yesicha Audina, et al, An Analysis of Teacher's Strategies in Teaching Reading Comprehension, *Lectura: Jurnal Pendidikan*, Vol.11 No. 1, 2020, P. 94-104

should achieve all of the materials to improve the knowledge, but also the teacher should prepare all of the sections and subjects in purpose to make the students get best experience at school.³⁸

Additionally, teaching students to read is a crucial component of a teacher's job. One of the linguistic skills that students who are learning a new language need to acquire is reading.

According Harmer lists a number of factors, including the following, that make encouraging students to read English-language materials an essential element of the teacher's job:

- a. Reading is important for other objectives as well: any exposure to English (given students comprehend it more or less) is good for language students. - Many of them want to be able to read texts in English for their careers, for their studies, or just for fun.
- b. Reading provides useful examples of English writing.
- c. Reading texts offers opportunities to study language, including vocabulary, grammar, punctuation, and how sentences, paragraphs, and texts are put together.
- d. Good reading materials can introduce intriguing subjects, promote conversation, inspire creative thinking, and serve as a launchpad for comprehensive, engrossing teaching.³⁹

Moreover, as claimed by Dwiningtyas et al, a teacher can use a variety of techniques to teach reading. Anyone who teaches must understand the ideas and assumptions underlying each particular technique in order to use it successfully. Activities that

³⁸ Ariandika and Kartikawati, "Effective Method of Teaching Reading (a Case Study)."

³⁹ Mardiana, Kurniawan, "IMPROVING STUDENTS' READING COMPREHENSION BY USING MEDIA AT THE GRADE X3 OF SMA NEGERI ITAMBANG-KAMPAR", *Lectura : Jurnal Pendidikan*. 6, no. 2, (2015), <https://doi.org/10.31849/lectura.v6i2.192>

can be categorized as related to instruction do not lack labels or descriptions.⁴⁰

4. Steps in Teaching Reading

According to Nurjanah, pre-reading, while-reading, and post-reading stages are common divisions for teaching reading, and each has a different purpose and process.

1) Pre-Reading

Pre-reading is a task that instructs, directs, and makes the reader more prepared and steady before reading the text. In the pre-reading stage, a teacher can use a variety of strategies, including visuals, movies, discussions, or association exercises.

2) While Reading

While reading is a pre-reading exercise about the material in question. Practice questions and texts have been studied by students. Depending on the goal, the exercises can take the form of essays, multiple choice questions, or fill in blanks.

3) Post Reading

The post-reading phase is a test to determine a person's reading ability. Writing assignments for the post-reading stage are typical, but there are also other accessible methods, such as discussion, debate, or project work.⁴¹

5. Reading Assessment

One of the most important components of the teaching and learning process is assessment, especially when gauging how well the process is working toward its goals. Assessment is crucial to both teaching and learning. It is a technique for getting information about how kids learn. To assess students' learning capacities, position them in

⁴⁰ Gendis Nadira Dwiningtiyas, et al, "Teachers' Strategies in Teaching Reading comprehension", *JALL Journal of Applied Linguistics and Literacy* 4, no. 2, (2020): 67-77

⁴¹ Nurjannah Jufri, Skripsi : " *Improving the Student Reading Comprehension Through The Use of Pre-Reading Task at The Eight Grade of SMPN 4 Belawa Kab Wajo*, (Parepare: IAIN, 2018), p.7-8

appropriate levels or groups, and assess their achievement, data is needed). As a result, assessment should be created and developed for pupils.⁴² Effective methods and tools for class assessment must be differentiated by subjects and grade. It must be relevant to earlier courses, thus it should attempt to optimize and improve students' abilities. In reality, it seeks to make clear to students what they have learned and what they still need to learn. Regarding the evaluation of reading comprehension, certain techniques and procedures are used to demonstrate how well students can read, comprehend, interpret, and analyze various forms of literature. If this is the case, specific reading comprehension exercises can be included to EFL classes to see how both pupils are able to comprehend a text. Obviously, evaluating reading comprehension should be based on logical standards.⁴³

Brown in his book mentions several types of reading assessment.

1. Perceptive Reading

This sort of reading performance places a bottom-up processing emphasis on the reading process. Start by recognizing the letters of the alphabet, punctuation, words, capital and lowercase letters, and correspondences between graphemes and phonemes. Perceptual reading assessment tasks include reading aloud, writing responses, and multiple choice.

a. Reading Aloud

The test-takers are given different letters, words, and brief sentences for this examination, and they are instructed to read them out loud. This test is frequently used in classrooms, particularly for beginners.

b. Written Response

⁴² Desi Wijayanti, "Digital Authentic Assessment in Sentence Based Writing Course" (2023): 289–294.

⁴³ Madani HABIB, "Assessment of Reading Comprehension," *Revista Romaneasca pentru Educatie Multidimensionala* VIII, no. I (2016): 125–147.

The task for this evaluation is for the test-taker to write down the letters, words, and short sentence that they previously read.

c. Multiple Choice

Typically, the test taker must select one of three or four alternative answers in this evaluation. A new format, like true/false, circle the correct response, or matching, is available to the teacher.

d. Picture-Cued Items

In this test, a picture is displayed, and the test-taker is instructed to circle a certain area of the picture depending on the instructions next to the image.

2. Selective Reading

The reading process is a combination of bottom-up and top-down processing in this type of reading performance. Vocabulary and grammatical structure are the main areas of this assessment. Multiple Choice, Matching, Editing, Picture Cued, and Gap Filling are a few examples of the various assessment tasks for selective reading. In this section, each of the tasks for the overall assessment will be explained.

a. Multiple Choice (for Form Focused Criteria)

The test-taker is required to select one answer from a possible three or four for this evaluation. This exercise is frequently used to evaluate a reader's comprehension of vocabulary and grammar.

b. Matching Tasks

It is typically the test-taker's responsibility to accurately react to the answer, particularly in the vocabulary section.

c. Editing Tasks

The incorrect letter of the underlined word should be selected in this evaluation by the test-takers. This exercise was designed to examine grammatical structure.

d. Picture Cued Tasks

The explanation of Picture Cued Tasks for Perceptive is a blend of symbols and words in the earlier types. Picture Cued Tasks in this section are more difficult since they attempt to describe the image or figure in addition to combining it with words. The complexity of the language is what makes the Picture Cued Tasks in the perceptive and selective types different.

e. Gap Filling Tasks

The test-takers should write the proper word or phrase when answering the assessment questions. Often referred to as "fill in the blank" tasks, gap filling tasks

3. Interactive Reading

The reading process is primarily top-down in this kind of reading performance. The emphasis in this sort of reading is on meaning comprehension rather than form attention. types of assessment activities for interactive reading, including information transfer, editing, scanning, and impromptu reading with comprehension questions. In this section, the tasks for the overall assessment will be explained one by one:

a. Cloze Tasks

In order to pass this evaluation, test-takers must complete an incomplete sentence.

b. Impromptu Reading Plus Comprehension Question

The test-takers are required to read the passage and respond to a few questions that are relevant to it. Participants in the test select one of three or four possible answers. This exam is frequently employed to gauge reading comprehension.

Commonly asked questions concern the core idea, supporting ideas, vocabulary used in context, unstated facts, and grammatical elements.

c. Short Answer

The test-takers are required to read the passage and respond to a few questions on it in one or two sentences.

d. Editing

In this types, it was explained about editing duties for choosing only the right words. This section's editing activities are more difficult because there are more than just choosing the incorrect letter for the word that is underlined. of contrast to selected types like modal auxiliaries, verb complements, noun clauses, adverb clauses, and adjective clauses, the context of interactive types is more complex.

e. Scanning

The test-takers are required to read a text and quickly identify any pertinent information for this evaluation.

f. Ordering Tasks

The test-takers are required to organize a jumbled sentence from a short novel.

g. Information Transfer

The test-takers must be able to understand charts, maps, graphs, diagrams, etc. for this examination. Therefore, in order to understand information in this medium, test-takers must be able to understand the specific conventions of the various types of graphics, understand labels, headings, numbers, and symbols, understand the potential relationship between graphic elements, and draw inferences from information that is not explicitly presented.

4. Extensive Reading

The reading process is top down in this kind of reading performance. types of assessment activities for extensive reading, including note-taking and outlines, summarizing and responding, and skimming tasks. In this section, the tasks for the overall assessment will be explained one by one:

a. Skimming Tasks

The test-takers skim a text and respond to questions about the main idea, the author's intent, etc.

b. Summarizing and Responding

The test-takers are required to summarize the text for this evaluation. Typically, test participants were instructed to write summaries that were one paragraph long (100–150 words), included the primary point, and included supporting arguments.

c. Note Taking and Outlining.

The test takers should write important information, such as the primary idea and supporting details, in this evaluation.⁴⁴

C. Learning Media

Hikmah stated, for generations, teachers of foreign languages have embraced media as one of their go-to tools to assist students learn and improve their language skills. Media utilized in the learning process and for learning goals can be referred to as learning media. The process of learning is fundamentally similar to that of communicating. Learning media play a significant role as a means of delivering the learning messages. They may be thought of as a communication medium employed in the communication process. Therefore, including media into the teaching and learning process might make it easier for teachers to provide material to pupils. Additionally, incorporating

⁴⁴ H. Douglas Brown, "Testing, Assessing, and Teaching," *Language Assessment: Principles and Classroom Practices* (2003): 315.

media into the teaching process helps grab students' interest and help them acquire the content more quickly.⁴⁵

According to Mardiana, media is anything that can be utilized to communicate a message from a teacher to students in a way that will pique their interest, attention, and mental and emotional faculties in order to facilitate the teaching and learning process. Therefore, the teacher should offer students media to aid in their learning of English, particularly in reading comprehension. Media came in a variety of forms with various purposes as a tool of communication. For an English teacher, the media would be extremely helpful in teaching reading because it can be used as a teaching tool to speed up the teaching and learning process. Visual, auditory, and audiovisual are the three categories into which the media can be divided.⁴⁶

According to Arsyad in Julaiha, there are type of learning media

1. Human-based media is helpful for modifying beliefs or for motivating direct involvement in the assessment of student learning. Through guided exploration, this media instructs and shapes learning.
2. Textbooks, journals, magazines, and loose sheets are all examples of print-based media. When designing for the usage of mold-based media, there are six factors to take into account: consistency, format, organization, charm, font size, and use of vacant spaces.
3. Images of representations, diagrams, maps, and graphs can be created using visual-based media (image or imagery). By elaborating on structure and organization, visual-based media can speed up comprehension.

⁴⁵ Durratul Hikmah, "Media For Language Teaching and Learning in Digital Era," *International Journal of English Education and Linguistics (IJoEEL)* 1, no. 2 (2019): 36–41.

⁴⁶ Mardiana, Kurniawan, "IMPROVING STUDENTS' READING COMPREHENSION BY USING MEDIA AT THE GRADE X3 OF SMA NEGERI ITAMBANG-KAMPAR", *Lectura : Jurnal Pendidikan* 6, no 2 (2015), <https://doi.org/10.31849/lectura.v6i2.192>

4. A mix of visual media and audio or sound is known as audio-visual based media. Audio-based media includes, but is not limited to, movies, television, and videos.
5. Interactive video tutorials and computer-based training are used in computer-based media. In addition to instruction that contains information on the subject matter or exercises, computer-based media might be helpful.⁴⁷

D. Review of Relevant Studies

The research entitled "The Use of Authentic materials In Teaching Reading Descriptive Text: Review Of Literature" by Fitri Puspitasari, Gusti Nur Hafifah, Linda Mayasari. The result of this research shows that teacher able to create the enjoyable learning by providing real world in class through Authentic materials while it's effective to increase student motivation and comprehend. Authentic materials has positive effect for both, students and teachers in English learning process it supports this paper which analyse the effectiveness using Authentic materials in teaching reading. Moreover, the author choose descriptive text because it has mentioned in the experiment of Setyowati & Sukmawan that descriptive text is one of topic which is suitable to teach using Authentic materials so combining Authentic materials for teaching reading descriptive text should be the best way in learning process in the classroom. Even Authentic materials have some disadvantages such as cross culture which is hard to understandable, and text which is not relevant with the topic. Based on the both perception, students and teachers, when using Authentic materials, these tools are kind of new fresh material to share in classroom where the student able to improve their interest in reading descriptive text and the results shows that students from any level has improved their motivation and understanding in reading. The

⁴⁷ Julaiha," Designing Media For Teaching Reading Using Pop up Book Stories to Teach Narrative Text for The Eight Grade Students at State Junior High School 30 Muaro Jambi", (Jambi: State Islamic university Sultan Thaha Sifuddin, 2018), p.24

results show that implementing the Authentic materials for teaching reading in descriptive text may be the best option.⁴⁸ The difference is that this article conducted research by reviewing journals, whereas in this study the researcher analyzed teachers in implementing authentic material in teaching reading. However, the similarity is authentic materials in teaching reading

The research entitled “Explore the Use of Authentic materials to Teach Reading for Junior High School” by Rheza Kusumawardani, Riyadi Santosa, Dewi Roschsantiningsih conclude that the Authentic materials used by the Junior High School teacher are texts obtained from the internet, printed story books, videos, and pictures. Reading aloud, walking gallery, filling in blanks, rearranging jumbled paragraphs, doing cloze tasks, having short answer tasks, conducting information transfer, having text analysis, and doing some vocabulary ordering are the reading activities conducted by the eighth grade teacher of Junior High School through the use of Authentic materials as supplementary materials. This suggests that Authentic materials can be used as supplementary material in teaching reading to increase the variety of teaching reading activities.⁴⁹ The difference is that in this article the researcher was involved in applying authentic material in teaching reading, whereas in this study the researcher only analyzed how teachers used authentic materials in teaching reading without being directly involved in learning. when the similarity are both used authentic materials in teaching reading

The thesis entitled “The Use of Authentic materials to Improve Students’ Reading Comprehension (*A Classroom Action Research At The Tenth Grade Of Man 3 Makassar*)” conclude that The use of Authentic materials in presenting reading comprehension material to the X class

⁴⁸ Fitri Puspita Sari, Gusti Nur Hafifah, and Linda Mayasari, “The Use of Authentic materials in Teaching Reading Descriptive Text: Review of Literature,” *Academic Journal Perspective : Education, Language, and Literature* 8, no. 2 (2020): 122.

⁴⁹ Rheza Kusumawardani, Riyadi Santosa, and Dewi Roschsantiningsih, “Explore the Use of Authentic materials to Teach Reading for Junior High School,” *International Journal of Multicultural and Multireligious Understanding* 5, no. 4 (2018): 298.

students of MAN 3 Makassar significantly improves the students' achievement. The use of Authentic materials has the potential to improve the students' literal comprehension in the X class of MAN 3 Makassar. The use of Authentic materials has the potential to improve students' interpretive comprehension.⁵⁰ The difference is that the thesis tries to see whether there is an improvement in reading from the use of authentic material, while this research only for analyzed authentic material which used by the teachers in teaching reading.



⁵⁰ Rustam, Muh, Skripsi: *“The Use of Authentic materials to Improve Students’ Reading Comperhension (A Classroom Action Research at the Tenth Grade of MAN 3 MAKASSAR)”*, (Makassar: Universitas Muhammadiyah Mkassar,2019)

CHAPTER III

RESEARCH METHODE

A. Type of the Study

Qualitative method was used in this study. Qualitative research aims to comprehend phenomena such as behavior, perceptions, motivations, and actions of study subjects holistically and descriptively in the form of words and language, in a specific natural setting and by employing diverse natural methods.⁵¹ Furthermore, qualitative research, according to Williams, differs from other types of study in key ways. Williams discusses three important themes in this regard: (1) basic views (axioms) about the nature of reality, the researcher-researched relationship, the ability to draw generalizations, the ability to create causal linkages, and the importance of values in research. (2) the characteristics of the qualitative research approach itself, and (3) the qualitative research process itself.⁵²

B. Object and Subject of the Study

This research was a field study where the object is the authentic materials in Teaching Reading at Al-Ikhsan Islamic Boarding School Beji and the subject was the English teacher and students at Al-Ikhsan Islamic Boarding School Beji.

C. Data Collection Techniques

There are many different places, sources, and methods for gathering data. Data can be gathered in a variety of locations, including the field, laboratories, homes of different respondents, conferences, meetings, on the road, and more, depending on the situation. Data gathering can make use of both primary sources and secondary sources, depending on the data's original source. Secondary sources are sources that indirectly supply data to data collectors, such as through other persons or documents, as opposed

⁵¹ Lexy J. Moleong. *Metode Penelitian Kualitatif*. (Bandung: Remaja Rosdakarya, 2011), Page 6

⁵² dan Anis Endang Yudi Marihot, Sapta Sari, *Buku Metode Penelitian Kualitatif & Kuantitatif, Jurnal Multidisiplin Madani (MUDIMA)*, vol. Vol. 1, 2022.

to primary sources, which directly provide data to data collectors. In addition, when it comes to methods or strategies for gathering data, these can include observation, interviews, documentation, or a mix of the four.⁵³ Here are some kinds of data collection techniques

1. Observation

Observation is a technique or method of collecting systematic data on the object of research either directly or indirectly. Direct observation is the process of making direct observations (without the use of instruments) on the symptoms of the people being studied, whether in real life or in specifically created fake settings. Meanwhile, indirect observation involves using a tool to observe the symptoms of the individual being studied. Its use is possible in real-life circumstances.

Observation were conducted three times in grade VIII in Al-Ikhsan Islamic Boarding School Beji Banyumas. The research was conducted on 16th June 2023 in VIIIA, 5th August 2023 in VIII A and 7th August in VIII B. In observation activities, researchers not directly involved in teaching activities because the purpose of the observation is to analyze how authentic materials are used by the teacher in teaching reading. Observation checklist and field notes are the instrument that used during the observations. The aim of observation is to watch how the teacher use authentic material in the learning process.

2. Interview

Interview are active encounters between two or more individuals that result in a contextually negotiated outcome.⁵⁴ Researches employ Interviews are used in data collection strategies so that researchers can obtain the necessary information directly and accurately. There can be no dispute given the data that was obtained. The interviews were conducted with the English teacher and 6

⁵³ Ibid..p

⁵⁴ Silverman, D, *Qualitative Research: Theory, Method and Practice*. (London: Sage, 1997)

students from VIII A and VIII B who were selected by the teacher. Thus, the teacher was interviewed twice, first interview in preliminary research and the second is after observation. The interviews used in this research were structured interviews. The instruments of interviews was got and adjust from the previous study related to the topic. The purpose of the interview was to find out how the teacher selected authentic material for teaching reading.

3. Documentation

Documentation is looking for data about things or variables in the form of notes, transcripts, books, newspapers, magazines, inscriptions, meeting minutes, loggers, agendas and so on. This documentation is a non-human source, which is quite useful because it is already available, so it will be relative low cost to obtain it is a stable and accurate source as a reflection of the situation or condition real, and can be analyzed repeatedly without experiencing changes. The documentation was done to help the data become more reliable and valid.⁵⁵ The documentation collected from the material and photos that used during learning process. The document referred to here is as data that is appropriate to the material studied. The documentation method used in this research is in the form of photos of activities or pictures of activities that can be done describes the state of the object and subject of research at the time

D. Data Analysis

According to Miles and Huberman in Hardan, analysis is separated into three concurrent streams of activity. Data reduction, data display, and drawing conclusion.

1. Data Reduction

The process of organizing, classifying, directing, and discarding data so that conclusions can be reached and validated is known as data reduction. Through careful selection and data reduction, qualitative

⁵⁵ Aplikasi Penelitian, *Samsu., The Lancet*, vol. 160, 1902.

data can be clarified and altered in a variety of ways. Sort it into a larger category using a summary or succinct description, and so forth. Each researcher will follow the objectives to be reached as a guidance for minimizing data. The outcomes of qualitative research are its primary focus. Therefore, if a researcher is conducting study and discovers that everything that is thought of as foreign, unknown, or lacking in pattern, that is exactly what the researcher needs to focus on while performing data reduction.

In the reduction phase, because there was a lot of data found from the observation, interview and documentation, it was necessary to select the key points, summarize, give emphasis to what is vital, and eliminate irrelevant data. It will be easier to carry out the data gathering phase of the research after carrying out this data reduction, which will also provide a focus of the research topic.

2. Data Display

The presentation that Miles and Huberman are referring to is a set of organized data that enables users to make decisions and take action. Data display in qualitative research might take the shape of concise summaries, info graphics, correlations between categories, flowcards, and other similar tools. It will be simpler to comprehend what happened and organize future work based on what has been learned by displaying data.

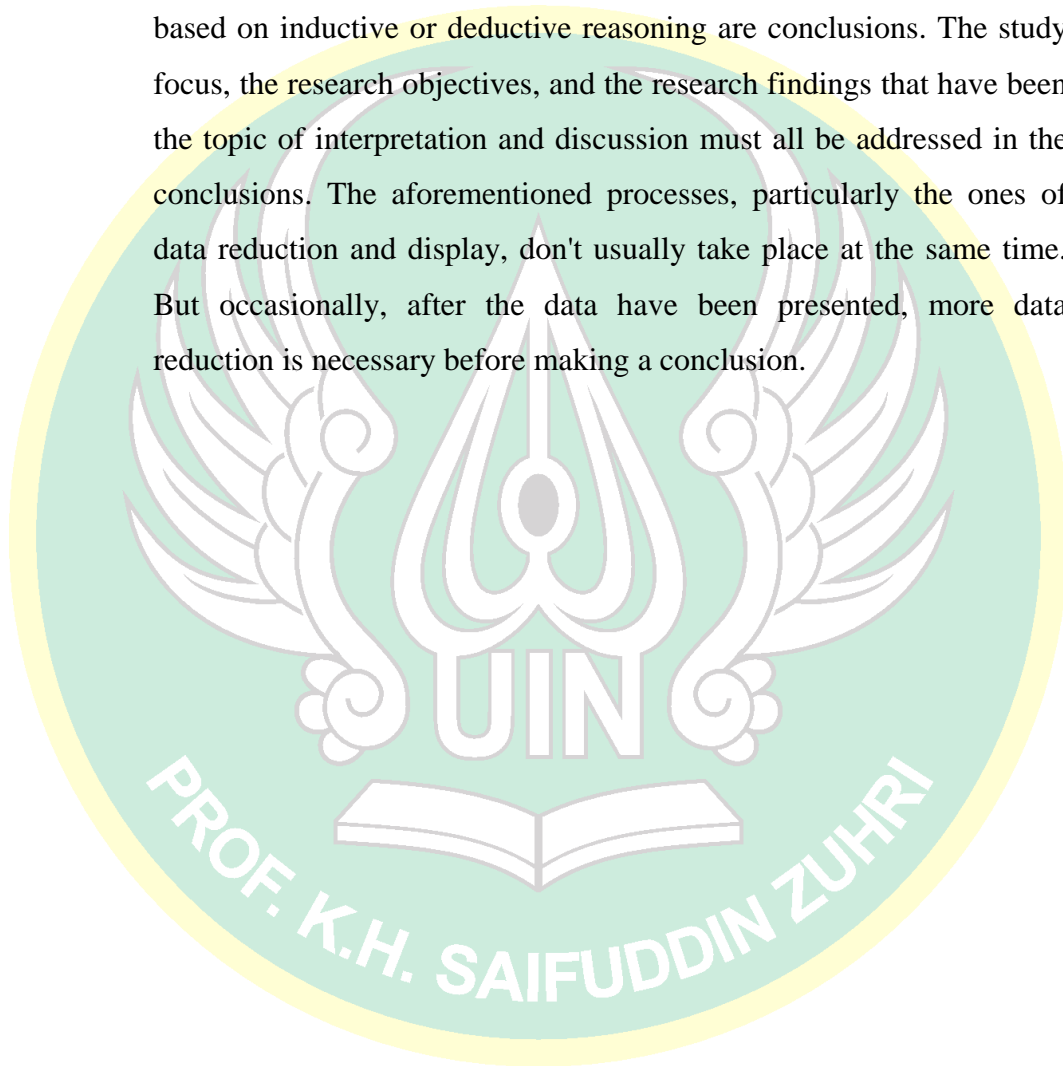
After the data has been reduced, the next stage is researcher do presenting the data. This Presentation of data in qualitative research is done with narrative form

3. Drawing Conclusion

The main takeaway from the research findings is the conclusion, which summarizes the conclusions drawn from the earlier descriptions or judgments made using inductive or deductive reasoning techniques. The conclusions drawn must be pertinent to the study topic, the research goals, and the analyzed and discussed research

findings. It's possible that conclusions from qualitative research will be able to address the problem as it was initially formulated, but it's also possible that they won't be able to do so because, as has been mentioned, problems and problem formulation in qualitative research are still ad hoc and will change once the researcher is on the ground.⁵⁶

Conclusion is based on prior descriptions or choices made based on inductive or deductive reasoning are conclusions. The study focus, the research objectives, and the research findings that have been the topic of interpretation and discussion must all be addressed in the conclusions. The aforementioned processes, particularly the ones of data reduction and display, don't usually take place at the same time. But occasionally, after the data have been presented, more data reduction is necessary before making a conclusion.



⁵⁶ Yudi Marihot, Sapta Sari, *Buku Metode Penelitian Kualitatif & Kuantitatif*, vol. Vol. 1, p. .

CHAPTER IV

FINDING AND DISCUSSION

A. Findings

The results of this research were obtained by analyzing the use of authentic materials in Teaching Reading at Al-Ikhsan Beji Islamic Boarding School. This study aims to outline the usage of authentic materials in teaching reading. The study's findings include teacher prepare in use authentic materials, the use of authentic materials in teaching reading and how teacher evaluate teaching reading using authentic materials

1. Teacher Prepare to use Authentic Materials for Teaching Reading

This chapter will analyze how the teacher prepare to use authentic materials in teaching reading. The data obtained have been carried out by interviewing the English teacher. Before discussing planning for using authentic materials, for the first asked the teacher about authentic materials and what was the teacher's perspective on authentic materials. From the interviews that have been conducted, information is obtained that the teacher knows authentic materials and explains it from the teacher's point of view

Excerpt of Interview

"Authentic materials teaches learning using real, real media or by showing something that is appropriate to the material. In my opinion, Authentic materials is very helpful in making students' imaginations more responsive, so they don't just create imaginations in their heads. indeed there is a reason for the material which is very important so that children are interested in learning so that children also pay more attention and not only focus on the blackboard, there are more real examples"

from the explanation above, it can be concluded that authentic materials is a medium in providing convenience in the teaching and

learning process, one of which is in the reading process. The use of authentic materials was needed as an innovation so that the learning process is more interesting and so that students don't get bored easily when learning takes place.

After that the researcher conducted an interview related to the planning carried out by the teacher when she was going to use authentic materials. From the results of interviews researchers obtained information. The data obtained were listed in the interview as follow

Excerpt of Interview

"First and foremost, I absolutely adjust to the content that will be taught. Then, I adjust to the circumstance since, in this place, presenting videos is constrained, so we prefer to bring realia type media. Then, I adjust to the material, and finally, I adjust to the teaching strategy. Of course, when we create real materials, we also adjust them to the subject matter. For instance, in a procedure text, we include the elements from the procedure text. We also decide whether or not to utilize materials that the students will find useful in their daily lives."

Based on the interview above, the results indicated that the teacher employed authentic materials to help in teaching reading. But before selected authentic materials teacher must know how to prepare it. Like prepare specific learning goals. Establish clear learning objectives for the reading session. Whether you want to enhance your overall comprehension, increase your vocabulary, or talk about the text's cultural components. You can select appropriate authentic materials by having a clear purpose in mind. Selection of content that is relevant. Choose authentic resources that are appropriate for the students' interests and level of comprehension. Depending on the learning context, it may be selected from news articles, short tales, magazine clippings, blogs, or even audio or video elements. Think about the degree of difficulty.

Make sure the real resources are challenging enough for the students' level of comprehension.

Furthermore for prepared the evaluation teacher can assess the students' comprehension after the reading session. This can entail in-class debates, written tasks, or other formative evaluations. Teacher can learn more about student comprehension of actual information through evaluations. Moreover, authentic material have to be flexibility or be adaptable. Because While reading with authentic materials, students occasionally may have unanticipated questions or suggestions. Give students the freedom to explore and have unforeseen conversations. Teacher also have to give them helpful feedback. This enables children to comprehend the areas where their reading comprehension needs to be strengthened. Although it involves careful planning and preparation, using real resources can give students rich and in-depth learning opportunities when teaching reading.

2. The Use of Authentic Materials in The Learning Process of Teaching Reading

Picture 1. Teacher Greeting and checked attendance list



It can be seen that the teacher opened the class by greeting "*Assalamualaikum wr.wb*" then followed by students answering the greeting "*wa'alaikumsalam wr.wb*". After that the teacher asked the condition of the students by saying "How are you today?" and students answered with "I'm fine thank you". Then the teacher checked attendance list of students, and each one of them responded by yelling out loud and passionately, "Be healthy and be happy!" and "Success is a journey not a destination".

Picture 2. Teacher and Students do Ice Breaking



Then from observations made on 7th August 2023 the teacher and students engage in icebreaker activities in the beginning of learning process, ice breaking was done with the aim of making children more excited before learning and raised students' spirit.

According to the findings of the initial observation, which was conducted on June 16, 2023, the teacher questioned the students about the subject being taught after stating the learning objectives. The instructor then goes through the content that will be covered after the first lesson. The material about procedure text is then explained by the teacher. The teacher then instructs the class to pay

close attention to what is being taught. The instructor first provides background information on procedure text before providing examples of procedure text. In addition to providing instances of procedure text, the teacher also provides examples of items that are closely related to the procedure text being discussed. The instructor provides specific illustrations of actual items connected to the material. The data was also obtained from the results of interviews and observations with the teacher as follows

Excerpt of Interview

"We usually do outdoor learning or I usually bring the tools/goods to class as a medium in learning."

Picture 3. Teacher showed example of realia which was related with the text



Picture 4. Teacher Showed one of Authentic Materials



Picture 5. Teacher Showed one of Authentic Materials



In teaching reading the teacher brought several examples of authentic material. The teacher brought examples such as realia, in the form of spoon, pan and plate. Apart from that, the teacher also brought examples of brochures which are one type of printed material . Then, teachers also use pictures in the process of learning reading.

When students are learning to read, using and choosing authentic materials is crucial in enhancing their comprehension of texts. The usage of real-world materials such as news stories, videos of interviews, and online texts gives students a learning experience that is close to reality. This has a favorable effect on student learning. Additionally, since children practice listening comprehension, grammar, and vocabulary in addition to text comprehension, reading comprehension can be better understood when it is taught utilizing genuine media. In order to grasp how the material they have learned might apply to their daily lives or their surroundings, students are also taught to connect reading with real-world experiences. As has been done interviews with several students

Question : *"Does the media used by the teacher help you in the process of learning to read?"*

Excerpt of Interview

- Student 1 : *Yes*
- Student 2 : *Yes, it is help miss*
- Student 3 : *Yes*
- Student 4 : *Yes miss*
- Student 5 : *Yes, really helping with the media*
- Student 6 : *Really helping*

Picture 6. Students read the text



After the teacher showed the text then some students were asked to read aloud or read the text. One method of reading a text is to read it was reading aloud. Students read aloud from the provided reading material, which allowed the teacher to assess each student's proficiency in English word pronunciation. Some students like reading aloud to be interesting because it allowed them to demonstrated their reading comprehension.

In addition, the use of authentic materials has increased students' enthusiasm and confidence in using English. When in learning students are able to understand texts they will trust more when they communicate in the learning process.

Excerpt of Interview

"If it's easy, they are more interested in the material and they become more enthusiastic because they don't just read but they also see direct or real items, so in learning it's also easier for students to remember"

Using Authentic materials also makes students better understand the material.

Question : Do you understand the material presented when the teacher uses the media?

Excerpt of Interview

Student 1	: Yes I can understand
Student 2	: Yes I can
Student 3	: I can Understand it
Student 4	: Yes t can be undertsand
Student 5	: I can Miss, because there was a picture
Student 6	: Understand but there are some things which I can't understand it

In other hand, the use of authentic materials must also be adjusted to the ability level of students. Material that is too difficult can make students frustrated and lose interest in learning to read. Like the interviews that have been carried out, the teacher mentions the limitations of using authentic materials, namely when the limitations

of the existing media in learning so that the teacher must also be able to adapt the media to the material to be taught

Excerpt of Interview

"Because I'm using realia, the difficulty is the limited availability of the item itself, for example when we really want to give an example of how to use an air conditioner, but because of the limitations, it's a bit difficult. So we adapt the material that we make to the items that are here, in the end for procedure text we often use how to make, not how to use."

3. Teacher Evaluate After Using Authentic materials

After learning process, the teacher did the evaluation. As the information that has been obtained through the interview and observation as follows .

Excerpt of Interview

"After I explained and after they read the text, I made them into small groups. Later they thought about what project they wanted to make for the procedure text. Then for the next meeting, they presented what they had done. Not only that, usually I also make quizzes like multiple choice or related questions because I'm afraid if I just practice it, I'm afraid they won't understand the structure."

From the results of observations that have been made there are several activities carried out by the teacher in after learning process. After students and teachers read about the text that has been given then the teacher divided students into several groups. Then after the group the teacher distributed texts related to today's lesson. After the text is distributed, students work on questions related to the text in groups. After students do the teacher and students discuss together about the answers.

Picture 7. Group Discussion



Picture 8. Group Discussion



After the teacher and students discussed the answers from the text, the teacher asked whether the students had understood the material given that day. After that, before the class was closed, the teacher reviewed the material that had been taught. Before the class was closed the teacher asked the students to find 3 new vocabularies

and memorize them from the text they had read, this was aimed at adding to the students' vocabulary.

Picture 8. Memorizing Vocabulary



Picture 9. Memorizing Vocabulary



Evaluation is a crucial stage to determine how well students have understood and profited from the reading process after using authentic materials. From the interviews and observation that have been done, the teacher used several methods to evaluate students. Hold a class discussion when the students have finished reading with authentic material. It can encourage students' thinking and comprehension of the text by asking them open-ended questions. Teachers used this group discussion to assess students' verbal comprehension. The purpose of the

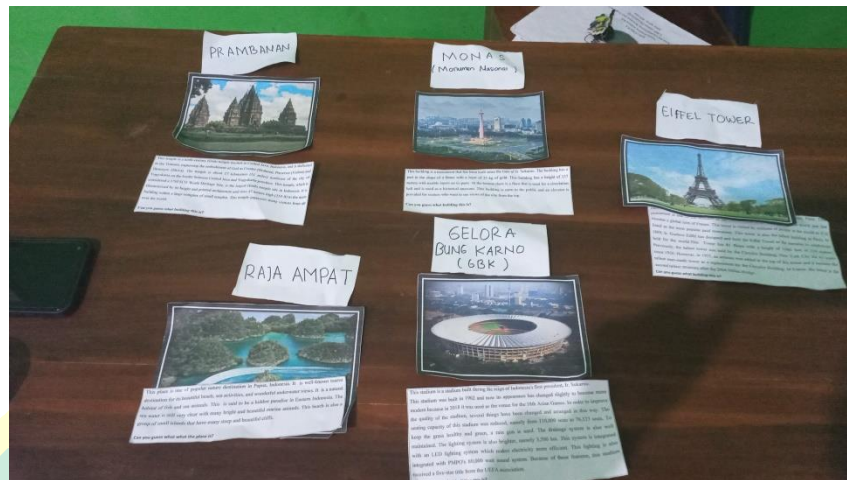
teacher making students in groups is so that students can exchange ideas with each other and students can develop their understanding of the problem. Not only group discussion teacher can ask comprehension questions relevant to the text. These could be multiple choice questions, essay question, or tasks that require students to sum up a text. Teachers can use this evaluation to gauge how well their students comprehend the text's subject matter. Teacher can employ written assignments by requesting responses from students to real texts. This could be a remark, review, or analytical piece. This task gives teachers a more comprehensive picture of the knowledge and writing skills of the students. The teacher can next request that the students present the findings from their reading. They might highlight important ideas, give a quick summary, or clarify specific passages. Their comprehension as well as their speaking and communication abilities are put to the test.

This evaluation should be conducted with the learning objectives in mind and allow the teacher to further adjust instruction based on student needs. In addition, evaluation also provides useful feedback in the development and refinement of teaching methods and the selection of authentic materials in the future.

Picture 10. Group Discussion



Picture 11. Example of Reading Assessment



Picture 12. Example of Reading Assessment

Exercise of Procedure Text
Choose the best answer based on the text above for questions 1 to 7!

How to Make Bregedel Tempe
The ingredients:
150 g tempe
1 tablespoon flour
1 egg
1 spoon seasoning stock
1 cup vegetable oil for frying

Here are the instructions:
Mash the tempe with a fork.
Put the mashed tempe in a bowl and mix with the flour and seasoning stock, followed by an egg.
Shape the tempe into the size of a golf ball and flatten it a little with a fork.
Heat the vegetable oil in a medium flame. When the oil is hot, drop the tempe into the oil, five or six at a time.
Fry until golden brown on both sides, drain on absorbent paper, and serve hot with chili or sauce.

- Which statement is TRUE about the instruction?
 A. We need a big fire to make the oil become hot.
 B. We bought to drop the tempe around ten or twelve at two times.
 C. We fork to flatten the shape of tempe.
 D. We fry the tempe before golden brown.
- What is the main ingredient of the bregedel tempe?
 A. Tempe
 B. Bregedel Tempe
 C. Tempe and egg
 D. Tempe, flour, and seasoning stock
- When we add the egg in making bregedel tempe?
 A. Between we mask the tempe and shape the tempe.
 B. After we shape the tempe and before we mask the tempe.
 C. Before we shape the tempe and mix the tempe with seasoning stock.
 D. While we shape the tempe
- What is the generic structure of the text?
 A. Goal – equipment – steps
 B. Goal – materials – resolution
 C. Goal – materials – steps
 D. Goal – ingredients – resolution
- What is the social function of this text?
 A. To inform the readers about Bregedel Tempe.
 B. To retell about Bregedel Tempe.
 C. To describe Bregedel Tempe.
 D. To describe how to make Bregedel Tempe.
- The language feature of this text is ...
 A. Present tense
 B. Past tense
 C. Imperative
 D. Gerund
- "Fry until golden brown on both sides, drain on absorbent..." (last line)
The italic word has the closest meaning to ...
 A. Flat
 B. Plate
 C. Dry
 D. Getter

On the other hand, the teacher also used various evaluations in assessing student understanding after learning using authentic materials. The evaluation carried out by the teacher was using interactive, extensive, and selective reading assesment. Improptu reading plus comprehension question, picture cued task, and skimming task are being used.

B. Discussion

Authentic materials is one of the media that can be used in the learning process. The aim of using authentic materials is to make learning more interesting and interactive.

1. Teacher Preparation to Use Authentic materials for Teaching Reading

Herod in Primadona stated authentic learning material and activities are designed to imitate the real-world situations.⁵⁷ Based on the explanation it can be conclude that authentic materials is a communication that is carried out naturally by native speakers using their own language.

From the interviews that have been obtained, it can be concluded that authentic materials is a medium in providing convenience in the teaching and learning process, one of which is in the reading process. The use of authentic materials was needed as an innovation so that the learning process is more interesting and so that students don't get bored easily when learning takes place. It also agreed by Radmila and Maslawati, due to the authenticity of the resources, teachers may create a variety of learning tools for the students. The actual materials have been simplified due to the complexity of the vocabulary and structures highly contested, and all of these might be seen as teaching tools. Moreover, it is beneficial for students to enhance their English language proficiency, particularly in reading ability.⁵⁸

On the other hand, the results of the interviews also indicated that the teacher employed authentic resources to helped students learn to read. In addition to knowing the students' abilities and the learning objectives, the teacher must also take several other crucial measures in prepared for using actual material as learning medium. Additionally, the teacher must

⁵⁷ Yuhalisana Primadona. and Santi Prastiyowati, "An Analysis of Authentic materials Used in Teaching English At Sd Puri Asah Dasar Avesiena Green School Malang," *A Journal of Culture English Language Teaching Literature & Linguistics* 5, no. 2 (2018): 67.

⁵⁸ Mara and Mohamad, "The Use of Authentic materials in Teaching Reading to Secondary School Students in Malaysia: A Literature Review."

have selected authentic content based on the students' language proficiency and reading interest. In addition, teachers must think about how to assess students once they have learned with authentic materials, either orally or in writing. Because students could have trouble understanding the terminology in real media, it's also important to keep in mind that authentic materials is the media which is flexible when picking it as a teaching tool. Teachers must be prepared to offer additional support to kids.

However, they are not used directly; instead, the teacher also takes into account the environment in which the class and the students are studying. Due to the restricted media in the classroom, the instructor then modifies the usage of actual material with the content to be taught.

Nuttall in his book also mentioned there are three primary criteria for selecting authentic materials for use in the classroom. 1) Suitability of context. The text should pique the readers' interest, ideally engrossing and delighting them. 2) exploitability. Specifically, learning capabilities that must be taken into account while selecting a text to improve students' reading proficiency. The chosen text must have advantages since, even though students like reading it, using it would be pointless if it were useless. 3) Readability. The combination of structural and textual difficulty is referred to as readability. This is the issue that is at hand, you must evaluate the students' reading abilities in order to determine their reading level because it is possible for some students to read texts easily while others may find it quite challenging.⁵⁹

2. The Use of Authentic Materials in The Learning Process of Teaching Reading

According to the observation that has been done, it can be seen that the teacher opened the class by greeting then followed by asked the condition of the students. Then the teacher checked attendance list of students, and each one of them responded by yelling out. After that, the

⁵⁹ Nuttall, "Teaching Reading Skills in a Foreign Language-Macmillan Heinemann ELT."

teacher and students engage in icebreaker activities in the beginning of learning process, ice breaking was done with the aim of making children more excited before learning and raised students' spirit. Yeganeh Pour in Previa, Putri, Gartika also stated every activity that teachers use in the classroom to pique students' interest in learning is called an icebreaker.⁶⁰ Although most of the students are pay attention to the teacher, but some can be easily distracted by noises outside the classroom, making them a little off-balance and causing them to keep glancing out the window.

Before instruction began, the teacher inquired about prior content and explained the goals of today's lesson. The teacher then instructed the class to quickly skim the content that would be covered today. The purpose of this activity is to determine whether students are prepared to accept the lessons that will be taught by the teacher as well as whether the teacher is prepared to use the methods, resources, and content being covered.

Building a connection between students' prior knowledge and the reading material is one of the key objectives of the pre-reading phase. This can be accomplished by teachers by stimulating students' memory, posing topic-related queries, or including pertinent images. Students are more likely to be engaged in and connected to incoming texts if they can connect new information with prior experiences. Pre-reading activities that let students' prior knowledge and experience come to life can lay the groundwork for more in-depth learning in the main reading stage. To prevent children from being confused, the teacher must also make sure that the pre-reading stage is relevant, engaging, and appropriate for the students' skill levels.

Likewise, what was said by Crawford et al in Mene brainstorming is defined as a process for generating several thoughts regarding a

⁶⁰ Previa Rahmayanti, Putri Ayuna Saraswati, and Gartika Pandu Bhuana, "The Use of Ice Breaker To Improve Students' Motivation in Learning English At the Tenth Grade Students of Smk Ypkkp," *PROJECT (Professional Journal of English Education)* 2, no. 5 (2019): 594.

specific topic. Students are requested to call out terms, knowledge, and experience that are relevant to the text, applicable language, and an expected meaning in this activity. Creating text type or text structure is another activity that can be done at this stage. The text kind is being discussed. The goal of teaching reading comprehension is to familiarize students with the principal contextual aspects of a text or text structure and to demonstrate how these features might assist them in determining the main function of the text and possible content.⁶¹

According to the findings of the initial observation, which was conducted on June 16, 2023, the teacher questioned the students about the subject being taught after stating the learning objectives. The instructor then goes through the content that will be covered after the first lesson. The material about process text is then explained by the teacher. The teacher then instructs the class to pay close attention to what is being taught. The instructor first provides background information on procedure text before providing examples of procedure text. In addition to providing instances of procedure text, the teacher also provides examples of items that are closely related to the procedure text being discussed. The instructor provides specific illustrations of actual items connected to the material.

The teacher also showed the example of realia, picture and printed material which was related with the text. Realia features a number of significant advantages that can improve students' learning experiences. Real things or Authentic materials are referred to be "realia" when they are included into the learning process to offer a richer and more fulfilling learning experience. Realia allowed students to interact with actual environments outside of textbooks or other written or generated resources. It allowed students to perceived the connection between texts and daily life and to comprehend how language was utilized in practical

⁶¹ Nadila Mene, Silvani Umar Ali, and Asrul M. Syawal, "Exploring Teachers' Strategies in Teaching Reading Comprehension at MAN 1 Halut," *CAKRAWALA BAHASA Jurnal Ilmiah Prodi Pendidikan Bahasa Inggris* 10, no. 2 (2021): 77–84.

contexts. Because they are relevant to students' lives, authentic materials like newspapers, flyers, magazines, and films naturally appeal to them. When kids realized the true worth of what they are learning, it can improve their motivation to read and study. Realia introduced student to commonly used words in the actual world. Students can pick up a vocabulary that is more varied and focused than what is found in typical learning resources.

As mentioned, Ibrahim in Ibad the benefits of Realia Media 1) Students receive hands-on instruction. 2) Students can examine an object utilizing two different senses by employing real-world media. 3) The object being studied can be seen, touched, smelled, and even felt by the students. 4) Regarded as the most approachable and attention-grabbing media. 5) Capable of inspiring creativity. 6) Offer hands-on learning opportunities (by touching and examining the object's elements) and opportunities to enjoy beauty.⁶²

When students are learning to read, using and choosing Authentic materials is crucial in enhancing their comprehension of texts. The usage of real-world materials such as news stories, videos of interviews, and online texts gives students a learning experience that is close to reality. This has a favorable effect on student learning. Additionally, since children practice listening comprehension, grammar, and vocabulary in addition to text comprehension, reading comprehension can be better understood when it is taught utilizing genuine media. In order to grasp how the material they have learned might apply to their daily lives or their surroundings, students are also taught to connect reading with real-world experiences.

This is also as mentioned by Silberstein in Ryandani also stated, using text that is authentic and realistic in terms of the kids' reading demands and skills. According to him, reading passages should be

⁶² Taqwa Nur Ibad and Maisyatus Sarifah, "Penggunaan Media Realia Dalam Meningkatkan Pengalaman Belajar Siswa," *Bidayatuna Jurnal Pendidikan Guru Mandrasah Ibtidaiyah* 4, no. 2 (2021): 232.

realistic in the sense that they reflect the texts that students will encounter in the "real world" and that they call for the same reading strategies. Engaging students in real-world situations can help them learn more effectively. Students are exposed to meaningful and real-world context through authentic content.⁶³

The information being taught regarding recount texts was observed on the 5th and 7th of August 2023. Before giving an explanation, the teacher first asks the class, "Do you have experiences or memories?" When the class replies, "Have," the teacher then asks, "When did those memories happen?" and the class responds, "in the past Miss." The teacher then gave the students an explanation of the recount text material. The teacher then instructed the class to take notes on the information she has just presented.

When the students took the note teacher played English music to the class to prevent boredom. According to the observation the students look enthusiastic when they listen to the music. Pramudhita also agreed that students learn more comfortably and with greater focus when they are listening to this music, making it simpler for them to retain what they are learning. The advantages of music in the learning process, specifically: (1) music will help students unwind and reduce stress, which will hinder learning (2) music will stimulate students' thinking skills and creativity so they can get better results; (3) music helps creativity by bringing brain at certain waves (4) music will spark reading interest, motor skills, and vocabulary and (5) very effective for learning processes that involve the conscious mind and subconscious mind.⁶⁴ This is done to keep the class from being monotonous and to make it simpler for the pupils to pronounce.

⁶³ Ryandani, Nurkamto, and Sarosa, "The Use of Authentic materials on Teaching Reading and Its Effects on Students' Reading Motivation."

⁶⁴ Chatarina Ria Pramudhita and Udi Utomo, "Hubungan Kebiasaan Mendengarkan Musik, Pemanfaatannya Ketika Belajar Matematika 3," *Jurnal Seni Musik* (2019).

Once they had done taking notes, the teacher gave the class examples of recount texts. Afterwards, students are asked to read aloud or read the text after the teacher has showed the example of recount text. One method of reading a text is to read it was reading aloud. Students read aloud from the provided reading material, which allowed the teacher to assess each student's proficiency in English word pronunciation. Some students like reading aloud to be interesting because it allowed them to demonstrated their reading comprehension. Barrentine in Jennete et al also stated that the simplest way for teachers to introduce literacy skills to young pupils with intermediate reading expertise is by reading aloud to them.⁶⁵

In other hand, the use of authentic materials also helps to develop more authentic reading skills. By read the original texts and dealing directly with authentic materials. With that students can connect the text with what is in real life. They become familiar with the writing styles, vocabulary and text structures used in various communication contexts. In addition, the use of authentic materials has increased students' enthusiasm and confidence in using English. When in learning students are able to understand texts, they will trust more when they communicate in the learning process.

According to Brosnan et al in Zaitun there are several advantages when using authentic materials in classroom. There is the importance of using authentic language 1) Simplifying the language or modifying it for teaching purposes will remove some of the hints of meaning from the language itself, so the teacher takes a little risk to make it easier because language is basically natural. 2) By using authentic language provides opportunities for students to better understand the meanings that exist and are important from the material provided. 4) Using authentic printed material gives students the opportunity to find meaning or messages

⁶⁵ Jennet Senawati et al., "The Benefits of Reading Aloud for Children: A Review in EFL Context," *IJEE (Indonesian Journal of English Education)* 1, no. 1 (2021): 73–100.

more easily by using instructions from layout, colors, symbols and pictures. 5) Teachers have to see the condition of the classroom with the aim that authentic materials can be taught realistically so that learning is more understandable.⁶⁶

In other hand, the use of authentic materials must also be adjusted to the ability level of students. Material that is too difficult can make students frustrated and lose interest in learning to read. Like the interviews that have been carried out, the teacher mentions the limitations of using authentic materials, namely when the limitations of the existing media in learning so that the teacher must also be able to adapt the media to the material to be taught.

According Martinez in Sacha, the dismissive of authentic materials include their potential for being very culturally prejudiced, when reading, one frequently has to have a solid understanding of the cultural context, as well as too many various structural difficulties that make decoding the texts more difficult at lesser levels. There are some of disadvantages of authentic materials

- 1) Often too culturally biased, difficult to understand outside the language community
- 2) Vocabulary might not be relevant to the student's immediate needs
- 3) Too many structures are mixed so lower levels have problems decoding the texts
- 4) Special preparation is necessary, can be time consuming
- 5) Can become outdated easily, e.g. news stories, articles.⁶⁷

3. Teacher Evaluate After Using Authentic Materials

Post reading activities are activities after the reading process related to student understanding, how students respond to questions related to the text and at this stage the teacher can also measure how students achieve understanding of the material that has been given. According to Jufri the post-reading phase is a test to determine a person's reading ability.

⁶⁶ Qamariah, "Authentic materials, An Alternative in English Classroom."

⁶⁷ Berardo, "The Use of Authentic materials in the Teaching of Reading."

Writing assignments for the post-reading stage are typical, but there are also other accessible methods, such as discussion, debate, or project work.⁶⁸ Gibbons also stated a teacher's main responsibility at this stage is to assess the students' understanding of certain assignments recommended by an online publication, the National Capital Language Resource.⁶⁹

After that, before the class was closed, the teacher reviewed the material that had been taught. Before the class was closed the teacher asked the students to find 3 new vocabularies and memorize them from the text they had read, this was aimed at adding to the students' vocabulary. Acquiring a sufficient vocabulary promotes intelligible communication since vocabulary is viewed as the foundation tying the four language talents together.⁷⁰ Kuswara also stated memorization is the retrieval of pertinent information held in long-term memory. Moving reading information or things into memory, storing them there, and then recalling them to the subject in memory are further definitions of the ability to memorize. Do not forget that the human brain is composed of the right brain, left brain, and midbrain. The left brain is responsible for memory and learning, whereas. A conscious effort is made to commit information to memory when you memorize. Another way to describe memorizing is as an action for storing knowledge in the brain for later use. During the memorization process. During the memorization process. The information supplied to students is typically done so in meaningful

⁶⁸ Nurjannah Jufri, Skripsi : “ *Improving the Stusent Reading Comprehension Through The Use of Pre-Redaing Task at The Eight Grade of SMPN 4 Belawa Kab Wajo*, (Parepare: IAIN, 2018), p.7-8

⁶⁹ Mene, Ali, and Syawal, “Exploring Teachers’ Strategies in Teaching Reading Comprehension at MAN 1 Halut.”

⁷⁰ Yulian Purnama, “Machine Translation in Enhancing English Vocabulary Mastery Machine Translation in Enhancing English Vocabulary,” no. April (2023).

language. The alphabet, language, vocabulary, and numerals are a few examples. The approach substantially aids students in memorization.⁷¹

From the interviews and observation that have been done, the teacher used discussion groups and other evaluation. Students and teachers read about the text that has been given then the teacher divides students into several groups. Then, after the group the teacher distributes texts related to today's lesson. After the text is distributed, students work on questions related to the text in groups. After students do the teacher and students discuss together about the answers. After the teacher and students discussed the answers from the text, the teacher asked whether the students had understood the material given that day.

The purpose of the teacher making students in groups is so that students can exchange ideas with each other and students can develop their understanding of the problem. According to Trianto, group discussions are intended to improve student participation in class activities, hence by implementing this tactic the shared objective learning can be accomplished more easily.⁷²

On the other hand, the teacher also used various evaluations in assessing student understanding after learning using authentic materials. The evaluation carried out by the teacher was using interactive, selective and extensive reading assesment. The interactive assessment that used by the teacher is impromptu reading plus comprehension questions. The aim of Interactive reading assessment is to help students improve their critical thinking and communication skills because students are actively involved in reading comprehension of texts. Brown in Zahratun and Nur said that in order to recognize important details and remember material

⁷¹ Khadijah Maming and Amir Patintangan, "Familiarizing Students with a Friendly Learning Activity in Enriching English Vocabulary: Memorization Technique" 6, no. 2 (2023): 201–210.

⁷² Ibnu Wahyurianto, "Using Group Discussion To Improve Students' Speaking Fluency," *Journal of English for Academic and Specific Purposes (JEASP)* 1, no. 1 (2018): 13–21.

that has been conceptually processed, interactive reading can call for students to read many paragraphs to one page of text or more.⁷³

Whereas extensive reading used by the teacher is skimming task. Similar to interactive reading, extensive reading assessment also helps in students' understanding of reading texts because students have to analyze questions and answer using the text that is already available. so, students can easily find answers.

According to Hallows, et al. in Harnila point out that skimming is a reading strategy in which readers swiftly read a chapter to determine the text's overall idea without focusing on particular details. To identify specific pieces of information, such as names, dates, and facts, readers are said to scan the text.⁷⁴

Brown was stated in his book that selective reading is a combination of bottom-up and top-down processing in this type of reading performance. Vocabulary and grammatical structure are the main areas of this assessment. He also mentioned that the explanation of picture cued tasks for Perceptive is a blend of symbols and words in the earlier types. Picture Cued Tasks in this section are more difficult since they attempt to describe the image or figure in addition to combining it with words.⁷⁵ By focusing on pertinent and significant textual material, selective reading helps students in their reading comprehension. With concentrating on the context and meaning of the text rather than just reading the words one at a time, selective reading assists kids in using language. In the present world, where we are frequently inundated with information, the use of selective reading is quite pertinent. Students who

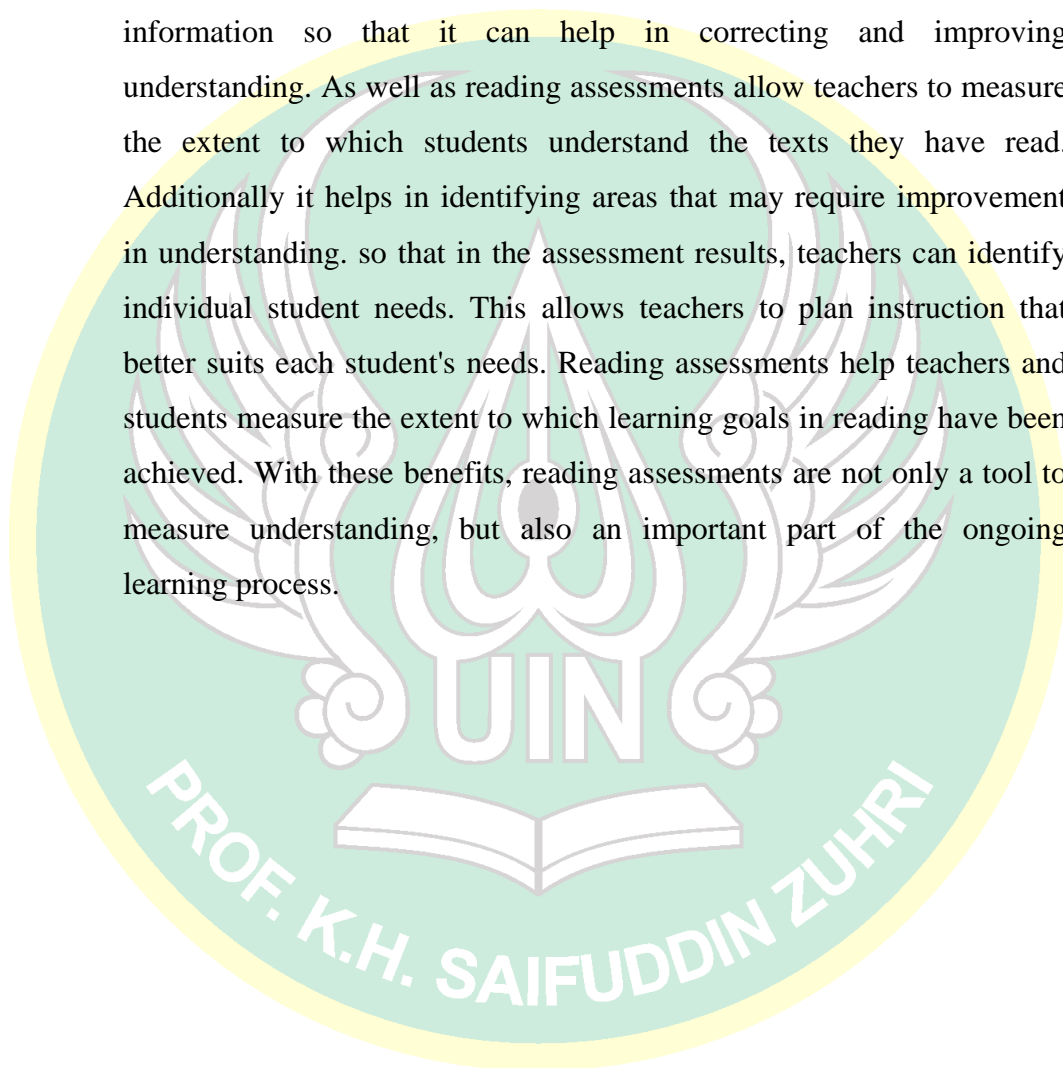
⁷³ Zahratun Nufus and Nur Ifadloh, "The Realization of Brown's Theory of Assessing Reading on Reading Section of English National Examination," *SALEE: Study of Applied Linguistics and English Education* 2, no. 2 (2021): 182–191.

⁷⁴ Harnila Harnila, "The Effects of Skimming and Scanning in Reading Comprehension of Pre-University Students of the IELTS Preparation Class in Sun Education Batam," *Issues in Applied Linguistics and Language Teaching* 1, no. 2 (2018): 1–7.

⁷⁵ Brown, "Testing, Assessing, and Teaching."

can read selectively can handle a variety of texts and information more competently and successfully.

In conclusion group discussions allow students to share their understanding and perspectives on the texts they have read. This helps them explore the meaning of the text more deeply. So that students can correct each other if there are misunderstandings or inaccurate information so that it can help in correcting and improving understanding. As well as reading assessments allow teachers to measure the extent to which students understand the texts they have read. Additionally it helps in identifying areas that may require improvement in understanding. so that in the assessment results, teachers can identify individual student needs. This allows teachers to plan instruction that better suits each student's needs. Reading assessments help teachers and students measure the extent to which learning goals in reading have been achieved. With these benefits, reading assessments are not only a tool to measure understanding, but also an important part of the ongoing learning process.



CHAPTER V

CONCLUSION AND SGGESTION

In this chapter, the researcher tells the conclusion of the previous chapter. This chapter has function of making the readers easy to know the research result. In addition, there were also suggestions for the teacher, students, and future researchers.

A. Conclusion

Based on the results of the research data that the researcher has been obtained and the researcher analysis regarding authentic materials in teaching reading, as a result, it was discovered that teachers employed authentic materials to support in the teaching reading despite the limits of ICT media. In addition, authentic materials also helped students understand reading texts, which make the students more interested in reading process. The following conclusions also have been drawn below this.

Authentic materials is a media in providing convenience in the teaching and learning process, one of which is in the reading process. The use of authentic materials was needed as an innovation so that the learning process is more interesting and so that students don't get bored easily when learning takes place. Before do the learning lesson there are three primary criteria for selecting authentic materials as said by Nuttall like suitability of context, exploitability and readability. Moreover, the teacher also selected authentic material based on the students' language proficiency and reading interest. In addition, teachers must think about how to assess students once they have learned with authentic materials, either orally or in writing. Because students could have trouble understanding the terminology in real media, it's also important to keep in mind that authentic materials is the media which is flexible when picking it as a teaching tool. Teachers must be prepared to offer additional support to

students. Make sure the authentic material are challenging enough for the students' level of comprehension

In using authentic materials in the process of teaching reading, before learning, the teacher conducts brainstorming with the aim of building students' understanding of the existing reading. Next, in learning process, the teacher uses authentic printed materials in the form of brochures from tourist attractions and realia and picture in the learning process of reading.

At last, in evaluating students, to measure students' understanding teachers use various methods, like discussion groups and using several reading assessment. The reading assessment that used by the teacher were interactive assessment was impromptu reading plus comprehension questions, whereas extensive reading used by the teacher is skimming task and selective reading was picture cued task.

B. Suggestions

1. For teacher

The result of the research are expected to help the teacher how teach reading using authentic materials.

2. For Students

The results of this study can provide a set of information for the students about the use of authentic materials in teaching reading so that they can use the materials to learn English.

3. For other Researcher

- a. Researchers have more references that can be used for further research.
- b. Researchers are able to do further research related to previous research

C. Limitation of the Study

This research is limited because it only discusses authentic material in teaching reading but is not specific about the type of the reading. The time available is also limited to conduct more in-depth research related to this research. This is because it is held in the afternoon and is within the scope of this learning Islamic boarding school.



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Appendix 1 Research Instruments

1. Observation Guide

a. Observation checklist

Hari / Tanggal :

Kelas :

	Indicator	Checklist		Note
		YES	NO	
Pre class	a. The teacher prepare the class, pray together and check attendance list			
	b. The teacher give motivation to the students			
	c. The teacher convey the learning objectives			
During Activity	d. The teacher introduce the material			
	e. The teacher prepare the media			
	f. The teacher presented authentic material			
	g. Teacher use authentic material			
	h. The teacher give			

	example of reading text with authentic material			
	i. Students listen to the teacher and do respons			
Post Activity	j. The teacher reviews the lessons that have been taught			
	k. The teacher gives the students time to do the assignments			
	l. The teacher discusses the results of studets exercises and provides feedback			



PROF. K.H. SAIFUDDIN ZUHRI

b. Field Notes

Hari/ Tanggal :

Kelas :

Guru :



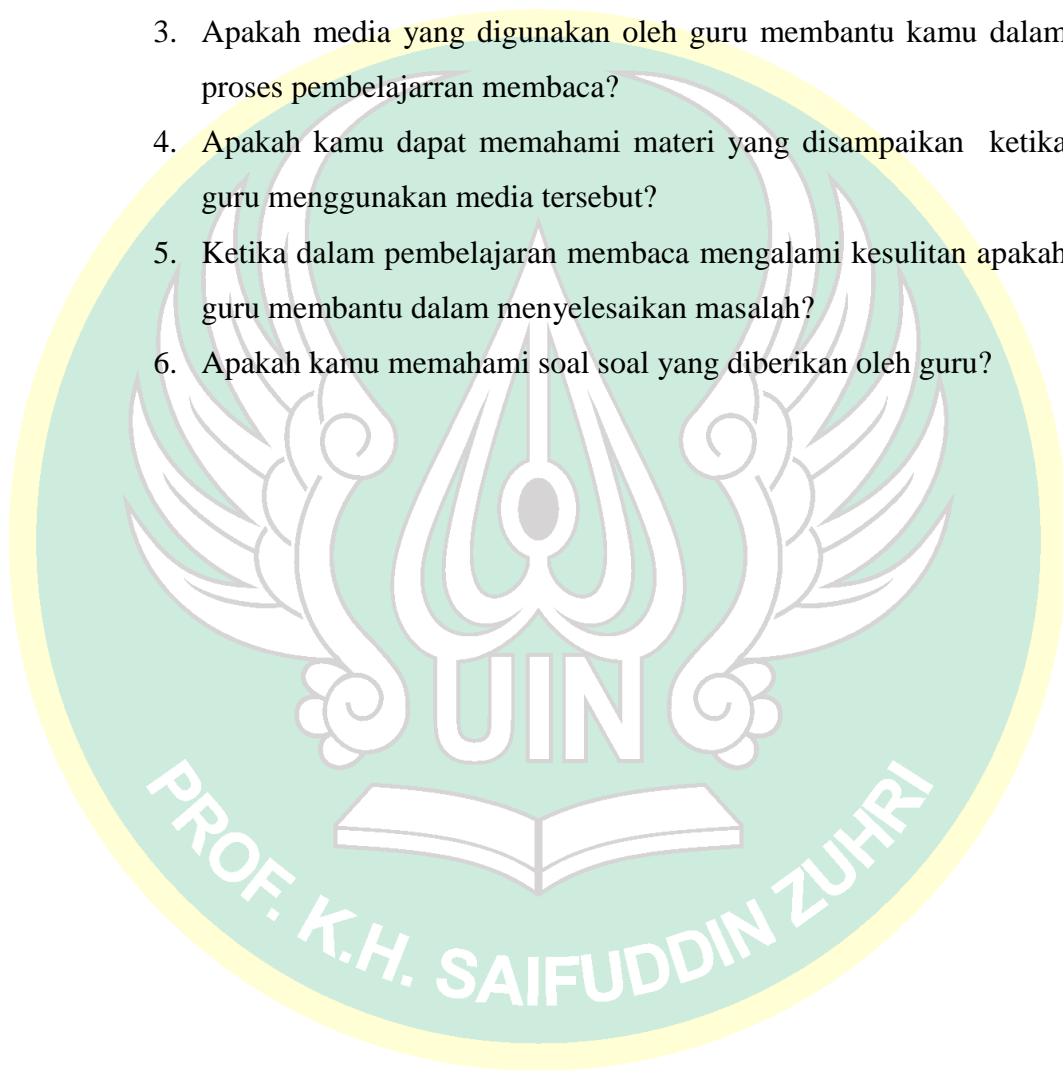
2. Interview Guide

a. Interview with the teacher

1. Apa yang ibu ketahui tentang authentic material?
2. Bagaimana ibu menilai authentic material dari sudut pandang ibu?
3. Seberapa penting penggunaan authentic material dalam pembelajaran membaca?
4. Faktor apa yang membuat siswa tertarik dalam pembelajaran membaca?
5. Bagaimana langkah langkah yang ibu lakukan dalam mempersiapkan pembelajaran membaca dengan menggunakan authentic material?
6. Kesulitan apa yang dihadapi ketika menggunakan authentic material?
7. Kemudahan apa yang diperoleh ketika menggunakan authentic material?
8. Bagaimana ibu menggunakan autentik material tersebut dalam proses pembelajaran?
9. Kalau untuk respon siswa dalam pembelajaran ?
10. Apakah ada pengaruh autentik material dalam kualitas reading?
11. Lalu bagaimana proses evaluasi yang ibu terapkan setelah menggunakan authentic material?

b. Interview with students

1. Bagaimana pendapatmu terkait proses pembelajaran membaca menggunakan authentic material apakah pembelajaran terasa menyenangkan/ membosankan ?
2. Kesulitan apa yang kamu hadapi selama proses pembelajaran berlangsung?
3. Apakah media yang digunakan oleh guru membantu kamu dalam proses pembelajaran membaca?
4. Apakah kamu dapat memahami materi yang disampaikan ketika guru menggunakan media tersebut?
5. Ketika dalam pembelajaran membaca mengalami kesulitan apakah guru membantu dalam menyelesaikan masalah?
6. Apakah kamu memahami soal soal yang diberikan oleh guru?



3. Documentation
 - a. Learning Material
 - b. Media that used by the teacher in learning process



Appendix 2 Transcript

1. Observation Guide

Hari / Tanggal : Jumat, 16 Juni 2023

Kelas : VIII A

	Indicator	Checklist		Note
		YES	NO	
Pre class	a. The teacher prepare the class, pray together and check attendance list	V		
	b. The teacher give motivation to the students	V		
	c. The teacher convey the learning objectives	V		
During Activity	d. The teacher introduce the material	V		
	e. The teacher prepare the media	V		
	f. The teacher presented authentic material	V		
	g. Teacher use authentic material	V		
	h. The teacher give example of	V		

	reading text with authentic material			
	i. Students listen to the teacher and do respons	V		
Post Activity	j. The teacher reviews the lessons that have been taught	V		
	k. The teacher gives the students time to do the assignments	V		
	l. The teacher discusses the results of studets exercises and provides feedback	V		

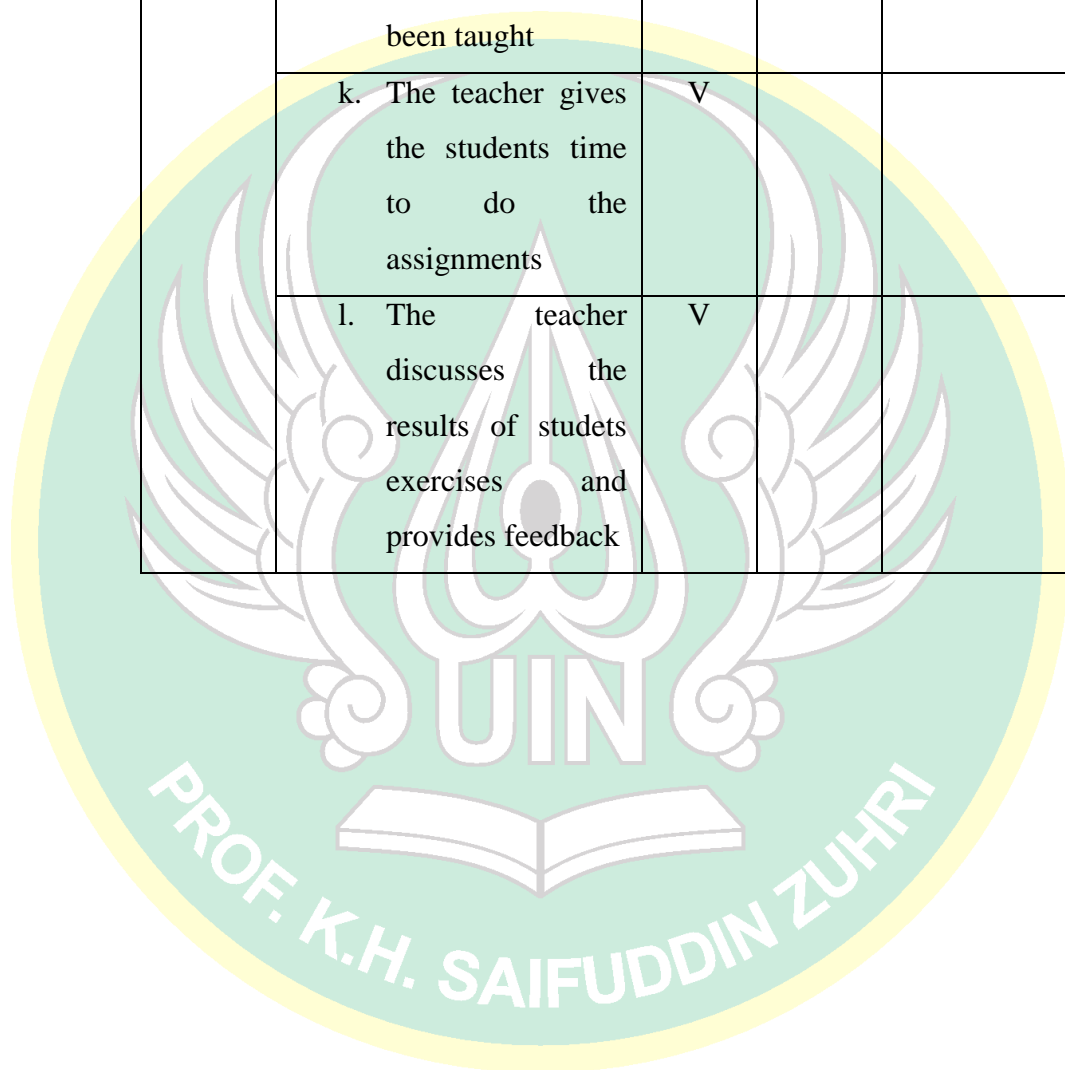
1. Observation Guide

Hari / Tanggal : Sabtu, 5 Agustus 2023

Kelas : VIII A

	Indicator	Checklist		Note
		YES	NO	
Pre class	a. The teacher prepare the class, pray together and check attendance list	V		
	b. The teacher give motivation to the students	V		
	c. The teacher convey the learning objectives	V		
During Activity	d. The teacher introduce the material	V		
	e. The teacher prepare the media	V		
	f. The teacher presented authentic material	V		
	g. Teacher use authentic material	V		
	h. The teacher give example of reading text with authentic material	V		

	i. Students listen to the teacher and do respons	V		
Post Activity	j. The teacher reviews the lessons that have been taught	V		
	k. The teacher gives the students time to do the assignments	V		
	l. The teacher discusses the results of studets exercises and provides feedback	V		



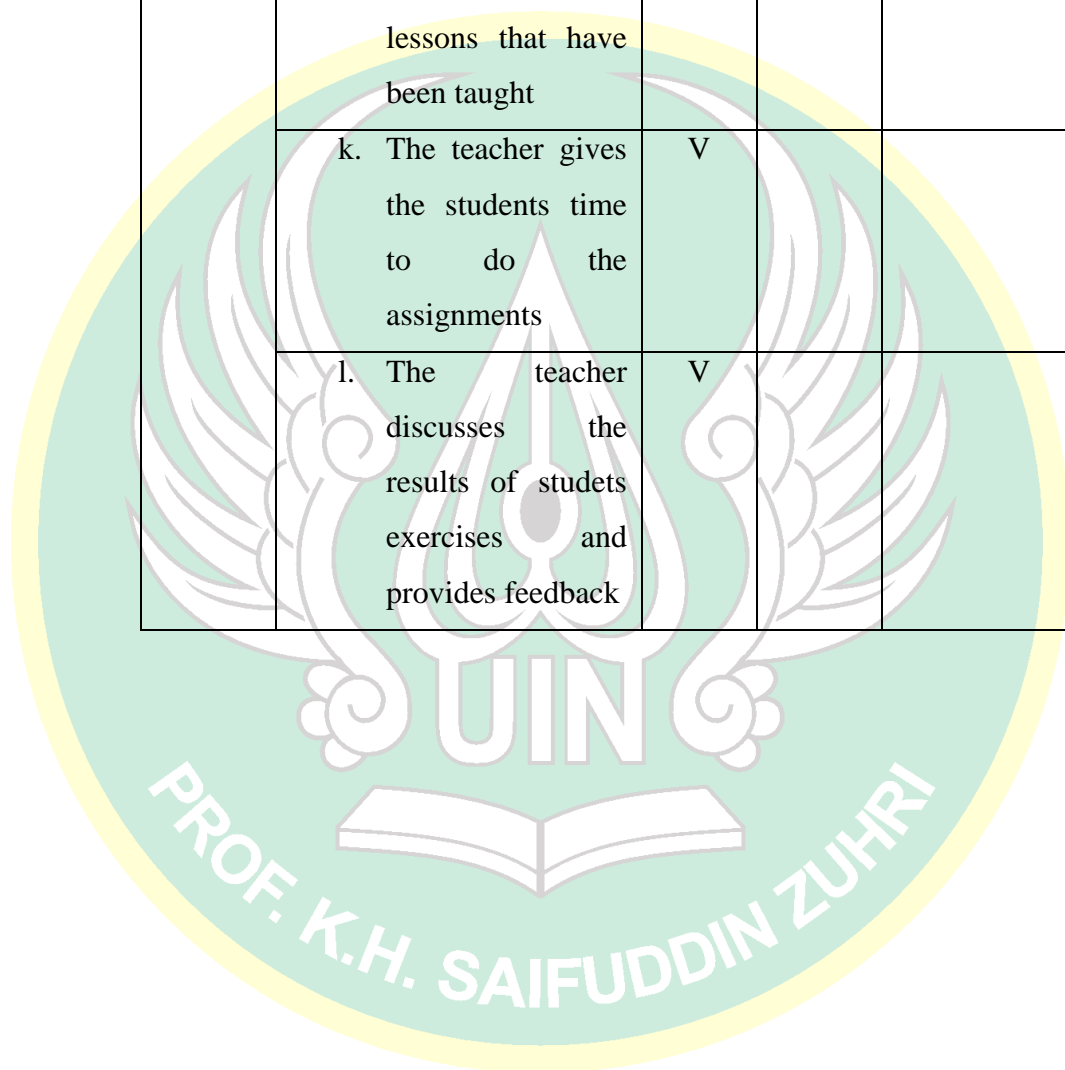
2. Observation Guide

Hari / Tanggal : Senin, 7 Agustus 2023

Kelas : VIII B

	Indicator	Checklist		Note
		YES	NO	
Pre class	a. The teacher prepare the class, pray together and check attendance list	V		
	b. The teacher give motivation to the students	V		
	c. The teacher convey the learning objectives		V	
During Activity	d. The teacher introduce the material	V		
	e. The teacher prepare the media	V		
	f. The teacher presented authentic material	V		
	g. Teacher use authentic material	V		
	h. The teacher give example of reading text with	V		

	authentic material			
	i. Students listen to the teacher and do respons	V		
Post Activity	j. The teacher reviews the lessons that have been taught	V		
	k. The teacher gives the students time to do the assignments	V		
	l. The teacher discusses the results of studets exercises and provides feedback	V		



Appendix 3 Transcript

Observation Result

a. Field Notes

Hari/ Tanggal : Jumat, 16 Juni 2023

Kelas : VIII A

Guru : Miss Aqimi

Guru mempersiapkan kelas dengan berdoa, setelah berdoa. Guru melakukan absensi, ketika guru memanggil nama siswa satu persatu lalu siswa menjawab dengan “I am here” atau “Present”. Guru mempersiapkan pembelajaran. Guru menjelaskan tentang materi pada hari ini yaitu procedure text . Siswa mencatat materi yang sudah ditulis oleh guru di papan tulis. Guru menunjukkan contoh authentic material yang guru bawa berupa sendok, piring, nasi, kecap, kopi ke dalam kelas. Ketika guru menjelaskan materi keadaan kelas kondusif namun ada beberapa anak yang tidak focus. Setelah guru menjelaskan materi kemudian guru membagi siswa kedalam beberapa kelompok kecil. Setelah itu guru membagikan contoh text procedure lain ke setiap kelompok. Guru membimbing siswa untuk memahami text procedure. Setelah itu guru meminta siswa untuk membacakan setiap paragraph yang ada pada text dan guru memberi reward kepada siswa yang mau membaca. Setelah itu guru meminta siswa untuk mengerjakan soal yang ada. Setelah siswa mengerjakan soal lalu guru dan siswa membahas jawaban bersama sama dengan cara berdiskusi. Setelah selesai guru memberikan siswa tugas untuk membuat text procedure.

Appendix 4 Transcript

Observation Result

b. Field notes

Hari/ Tanggal : Sabtu, 5 Agustus 2023

Kelas : VIII A

Guru : Miss Aqimi

Guru mempersiapkan kelas dengan berdoa, setelah berdoa guru mengucapkan salam dan menanyakan kabar siswa. Guru mengisi daftar hadir siswa dan siswa yang dipanggil namanya oleh guru menjawab dengan kalimat “ be healthy and be happy”. Setelah melakukan absensi lalu guru memancing siswa dengan pertanyaan “Apakah kalian punya kenangan atau punya pengalaman?” lalu siswa menjawab “ punya”. Guru menjelaskan materi tentang recount text dan memberi contoh text recount. ketika guru menjelaskan siswa memperhatikan dengan seksama namun ada beberapa yang sesekali melihat ke luar ruangan. Setelah itu siswa mencatat materi yang ada di papan tulis guru lalu memutar lagu Coldpaly dengan judul “Something Just Like this” dengan tujuan agar siswa tidak bosan dan memperbanyak pembendaharaan kata siswa. Setelah siswa mencatat materi lalu guru membagi siswa dalam kelompok kecil. Setelah itu guru meminta siswa untuk berdiskusi tentang recount text yang sudah dibagikan. Guru meminta siswa untuk membaca dengan keras bacaan text recount. Setelah itu guru dan siswa membahas soal dan jawaban bersama sama. Sebelum kelas berakhir guru mengulas kembali materi yang sudah diajarkan pada hari itu. Sebelum siswa meninggalkan kelas guru meminta siswa untuk menghafalkan 3 vocabulary yang ada pada text recount.

Appendix 5 Transcript

Observation Result

c. Field Notes

Hari/ Tanggal : Senin, 7 Agustus 2023

Kelas : VIII B

Guru : Miss Aqimi

Guru mempersiapkan kelas dengan berdoa, setelah berdoa guru mengucapkan salam dan menanyakan kabar siswa. Guru mengisi daftar hadir siswa dan siswa yang dipanggil namanya oleh guru menjawab dengan kalimat "Success is a journey not a destination". Setelah melakukan absensi lalu guru dan siswa melakukan ice breaking sebelum pembelajaran dimulai. Guru menjelaskan materi tentang recount text dan memberi contoh text recount. Ketika siswa mencatat materi yang ada di papan tulis guru lalu memutar lagu Miley Cyrus dengan judul "Angels Like You" dengan tujuan agar siswa tidak bosan dan memperbanyak pembendaharaan kata siswa. Setelah siswa mencatat materi lalu guru membagi siswa dalam kelompok kecil. Setelah itu guru meminta siswa untuk berdiskusi tentang recount text yang sudah dibagikan. Guru meminta siswa untuk membaca dengan keras bacaan text recount. Setelah itu guru dan siswa membahas soal dan jawaban bersama sama. Sebelum kelas berakhir guru mengula kembali materi yang sudah diajarkan pada hari itu. Sebelum siswa meninggalkan kelas guru meminta siswa untuk menghafalkan 3 vocabulary yang ada pada text recount.

Appendix 6 Transcript

Interview Result

a. Interview with the teacher

1. Apa yang ibu ketahui tentang Authentic Material?

Jawab : mengajarkan suatu pembelajaran dengan media asli, nyata atau dengan menunjukkan suatu hal yang sesuai dengan materinya

2. Bagaimana ibu menilai Authentic Material dari sudut pandang ibu?

Jawab: Kalau menurut saya autentik material ini sangat sangat membuat imajinasi siswa jadi lebih terjawab ya Jadi mereka tidak hanya membuat imajinasi di kepala mereka , jadi memang adanya alasan dari materialnya itu memang sangat penting agar tertarik dengan pembelajaran agar anak juga memperhatikan dan lebih kayak ada yang baru nih enggak fokus papan tulis ini jadi memang memang ada contoh bentuk fisiknya gitu.

3. Seberapa penting penggunaan authentic material dalam pembelajaran membaca?

Jawab: Menurut saya penting, karena kecerdasan manusia kan memang enggak semuanya dalam segi audio, Jadi kalau adanya autentik ini kan orang yang mempunyai kecerdasan lebih di visual akan lebih mudah untuk memahami dan mengingat, misalnya kita menghafalkan kata-kata benda Iya adanya kursi chair ya kita Tunjukkan yang mana itu chair kemudian mana meja , tunjukkan table table table gitu, Jadi mereka ada gambaran atau bayangan ketika mengingat-ingat ini apa

4. Factor apa yang membuat siswa tertarik dalam pembelajaran membaca?

Jawab: kalau dalam membaca, yang membuat siswa tertarik yaitu tergantung dengan judul bacaan dari text itu sendiri, kertas bacaan juga mempengaruhi, kalau menggunakan LKS siswa kurang tertarik dalam pembelajaran. Tapi ya ada juga yang memang karena memang dari kecilnya sudah membaca itu todak ada masalah jika menggunakan

LKS. Font juga mempengaruhi, bagaimana ukuran font itu terlalu kecil atau terlalu besar kemudian ada gambarnya atau tidak berwarna atau tidak ya itu bisa menjadi tantangan guru juga bagaimana cara membuat inovasi dari kekurangan itu bagaimana guru dapat mendisain agar pembelajaran menjadi lebih menarik minat siswa, salah satunya ya menggunakan authentic material

5. Bagaimana langkah langkah yang ibu lakukan dalam mempersiapkan pembelajaran membaca dengan menggunakan authentic material?

Jawab: pertama saya pasti menyesuaikan dengan materi yang akan diajarkan, kemudian menyesuaikan dengan keadaan juga karena memang di sini kita tidak ada apa namanya video atau apa jadi memang kita membawa barang real, kemudian nanti untuk materinya apa saja, kemudian bagaimana metode pembelajarannya. pasti juga ketika kita menyiapkan authentic material juga menyesuaikan dengan materi, jadi misal procedure text ya kita membawa barang barang yang ada dalam text prosedur tersebut lalu kita juga memilih materi yang nantinya pakah akan berguna dalam keseharian siswa seperti itu

6. Kesulitan apa yang dihadapi ketika menggunakan authentic material?

Jawab: Karena menggunakan realia jadi kesulitannya yaitu keterbatasan adanya barang itu sendiri misalnya ketika memang kita mau mencontohkan bagaimana menggunakan cara menggunakan AC tetapi karena keterbatasan jadinya itu sedikit agak sulit. Jadi materi yang kita buat kita sesuaikan dengan barang yang ada disini, akhirnya untuk procedure text kita seringnya menggunakan how to make bukan how to use .

7. Kemudahan apa yang diperoleh ketika menggunakan authentic material?

Jawab: kalau kemudahannya mereka kan lebih tertarik dengan materi dan mereka jadi lebih antusias karena mereka tidak hanya membaca tetapi nantinya melihat barang langsung atau real jadi dalam pembelajaran juga lebih mudah bagi siswa untuk mengingat

8. Bagaimana Ibu menggunakan autentik material tersebut dalam proses pembelajaran?

Jawab: biasanya untuk barang itu saya bawa ke kelas sebagai media dalam pembelajaran atau biasanya kita melakukan pembelajaran outdoor

9. Kalau untuk respon siswa dalam pembelajaran ?

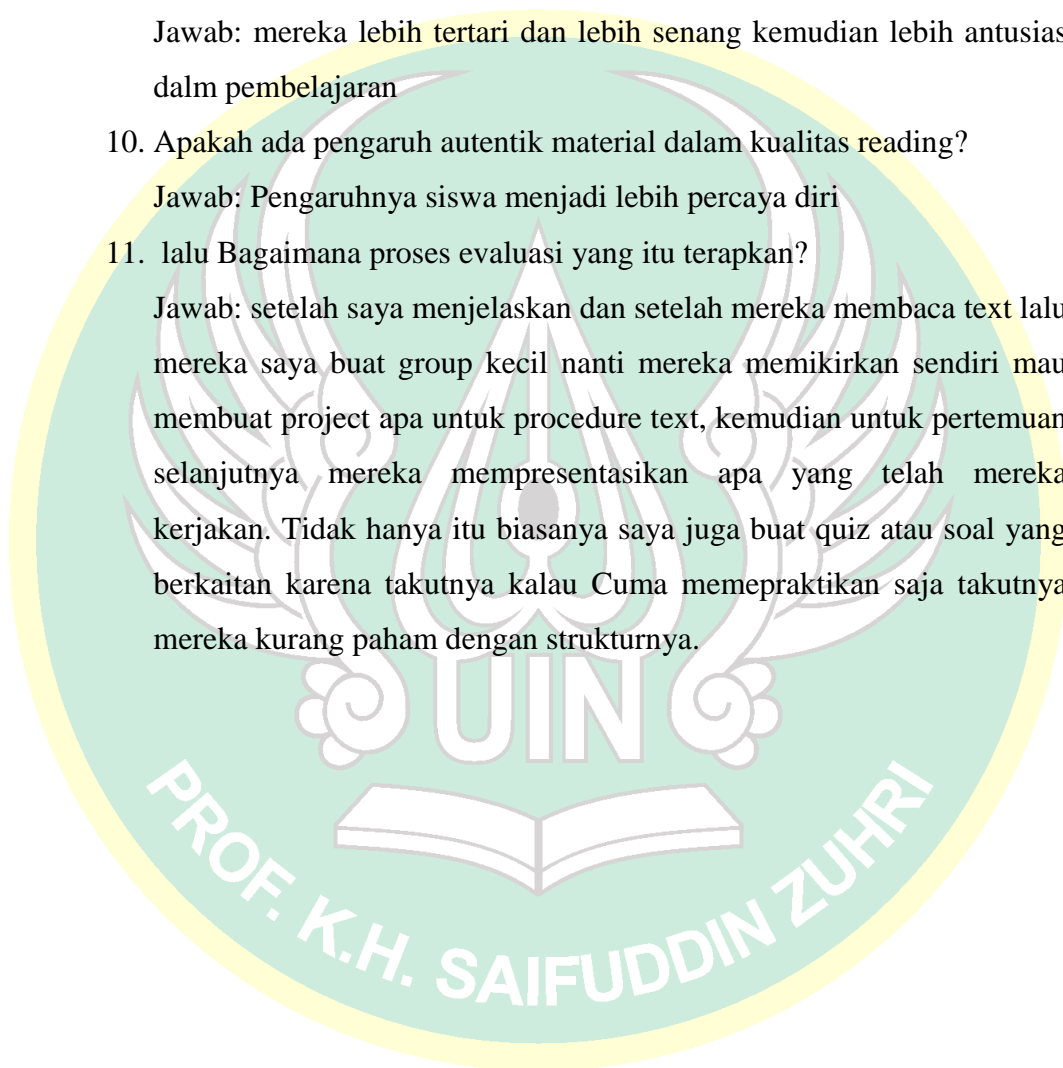
Jawab: mereka lebih tertari dan lebih senang kemudian lebih antusias dalam pembelajaran

10. Apakah ada pengaruh autentik material dalam kualitas reading?

Jawab: Pengaruhnya siswa menjadi lebih percaya diri

11. lalu Bagaimana proses evaluasi yang itu terapkan?

Jawab: setelah saya menjelaskan dan setelah mereka membaca text lalu mereka saya buat group kecil nanti mereka memikirkan sendiri mau membuat project apa untuk procedure text, kemudian untuk pertemuan selanjutnya mereka mempresentasikan apa yang telah mereka kerjakan. Tidak hanya itu biasanya saya juga buat quiz atau soal yang berkaitan karena takutnya kalau Cuma mempraktikan saja takutnya mereka kurang paham dengan strukturnya.



Appendix 7 Transcript

Interview Result

b. Interview with students

1. Bagaimana pendapatmu terkait proses pembelajaran membaca menggunakan authentic material apakah pembelajaran terasa menyenangkan/ membosankan ?

Jawab:

Siswa 1: Menyenangkan

Siswa 2: Menyenangkan

Siswa 3: Sama

Siswa 4: menyenangkan

Siswa 5: iya lebih menarik

Siswa 6: menyenangkan dan asik

2. Kesulitan apa yang kamu hadapi selama proses pembelajaran berlangsung?

Jawab:

Siswa 1: Sebenarnya kalo ngga ada instruksinya ngga bisa mengartikan tapi tadi kalo ada ya bisa mengartikan

Siswa 2: Takut ada kaidah yang salah

Siswa 3 : Belum bisa mengartikan

Siswa 4: ngga tau artinya

Siswa 5: ngga tau artinya

Siswa 6 : nggatau artinya sama pelafalan

3. Apakah media yang digunakan oleh guru membantu kamu dalam proses pembelajarran membaca?

Jawab:

Siswa 1: iya

Siswa 2: iya, membantu mba

Siswa 3 : iya

Siswa 4: iya mba

Siswa 5: Iya, sangat membantu dengan media itu

Siswa 6: sangat membantu

4. Apakah kamu dapat memahami materi yang disampaikan ketika guru menggunakan media tersebut?

Jawab:

Siswa 1: Iya memahami

Siswa 2 : Iya bisa

Siswa 3 : Saya bisa memahami

Siswa 4: Iya bisa memahami

Siswa 5: Bisa mba, karena ada gambarnya

Siswa 6: Paham tapi kadang ada yang ga paham

5. Ketika dalam pembelajaran membaca mengalami kesulitan apakah guru membantu dalam menyelesaikan masalah?

Jawab:

Siswa 1: iya

Siswa 2: iya

Siswa 3: membantu

Siswa 4: membantu

Siswa 5: iya membantu

Siswa 6: iya

6. Apakah kamu memahami soal soal yang diberikan oleh guru?

Jawab:

Siswa 1: lumayan

Siswa 2: paham

Siswa 3: ada beberapa yang kurang paham karena ngga tau artinya

Siswa 4: ada yang paham ada yang engga

Siswa 5: paham

Siswa 6: lumayan paham

7. Setelah pembelajaran apakah ada pembendaharan vocabulary meningkat?

Siswa 1: ada, kira kira 50%

Siswa 2: ada

Siswa 3: ada

Siswa 4: ada

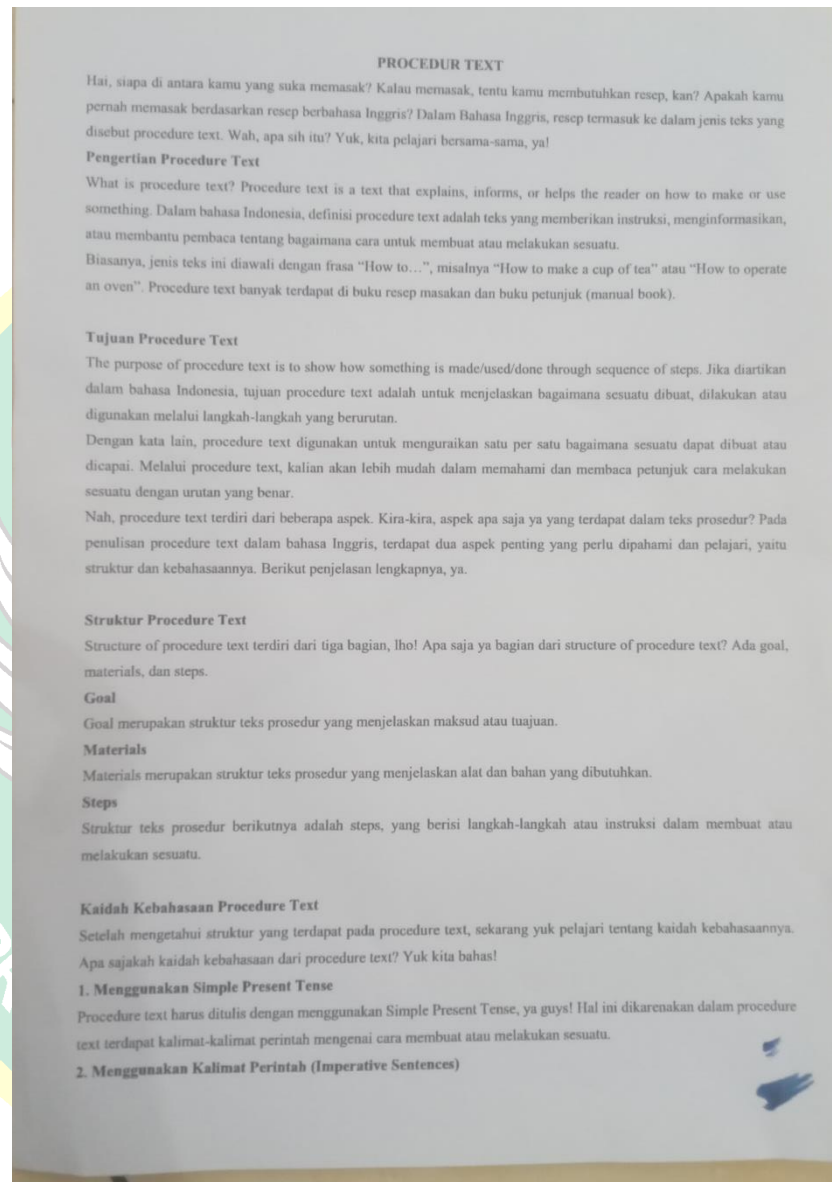
Siswa 5: iya mba ada

Siswa 6: ada



1. Documentation Guide

a. Lesson Material



Apakah yang dimaksud kalimat perintah atau imperative sentences pada procedure text? Imperative sentence selalu diawali oleh verb 1 dari action verb atau kata kerja yang melibatkan aktivitas fisik. Jadi, kita tidak perlu memakai subject di awal kalimatnya.

Contoh: Add 3 onions and mix it well. Kalimat ini diawali oleh verb 1, add. Tidak ada subjek di awal kalimatnya ya.

3. Menggunakan Kata Penghubung (Connectives)

Kata penghubung (connectives) digunakan dalam sebuah procedure text untuk menghubungkan langkah-langkah di dalamnya supaya daftar instruksi yang dibuat menjadi runtut dan mudah dipahami.

Contoh: Firstly, secondly, then, after that, dan finally.

4. Menggunakan Kata Keterangan (Adverb)

Kata keterangan (adverb) digunakan untuk memberikan keterangan waktu. Ada 2 jenis kata keterangan atau adverbs yang digunakan dalam procedure text, yaitu:

Adverb of time atau kata keterangan waktu yang menandakan berapa lama kita harus melakukan sesuatu. Contoh: in 10 minutes, for 1 hour.

Adverb of manner atau keterangan cara bagaimana melakukan sesuatu. Contoh: slowly, well, evenly.

Jenis-Jenis Procedure Text

Nah, setelah mengetahui aspek yang harus ada di procedure text, sekarang kita akan membahas jenis-jenisnya. Secara garis besar, there are two kind of procedure texts. Jadi, teks prosedur dibagi menjadi dua jenis. Apa saja sih? Yuk, simak pembahasannya!

1. Procedure text yang menjelaskan cara mengoperasikan/menggunakan sesuatu

Contohnya seperti how to use an air fryer, how to use a dish washer, how to use a camera.

2. Procedure text yang memberikan instruksi dalam melakukan kegiatan tertentu

Contohnya seperti how to play the violin, how to create a website, dan how to make rendang.

Contoh Procedure Text

PROF. K.H. SAIFUDDIN ZUL

HOW TO MAKE FRIED RICE

Ingredients (Bahan bahan):

1 plate of White rice	(satu piring nasi putih)	Chili	(cabe)
2 Eggs	(2telur)	Pepper	(lada)
Tea spoon of Salt	(garam satu sendok teh)	Cooking oil	(minyak goreng)
2 cloves of Onions	(bawang putih 2 siung)	Tomato sauce	(saus tomat)
3 cloves of Garlic	(bawang merah 3 siung)	complementary material	(bahan tambahan)
1/2 stick of Leeks	(setengah batang perai)		

Tools (Peralatan)

Frying pan (wajan)	Spatula (Spatula)
Stove (kompor)	Plate (Piring)
Spoon (sendok)	

Step How to Make Fried Rice :

1. Prepare a frying pan and pour the cooking oil according to your taste

(Persiapkan wajan dan tuangkan minyak makan berdasarkan selera)

2. Heat the frying pan by using a medium flame

(Panaskan wajan dengan api sedang)

3. After the cooking oil is hot, put the garlic, onion and chili

(Setelah minyak panas, masukan bawang merah, bawang putih dan cabe)

4. Stir all the materials until ripe and fragrant

(Aduk semua bahan sampai matang dan harum)

5. Put the supplementary materials according to your taste

(Masukkan bahan pokok sesuai selera anda)

6. Use Spatula to Stir until evenly cooked

(Gunakan spatula untuk mengaduk hingga merata)

7. Put eggs and scramble until cooked

(Masukkan telur dan aduk hingga termasak)

8. Put white rice and stir until mixed with all ingredients

(Maukkan nasi putih dan aduk hingga tercampur dengan semua bahan)

9. Add tomato sauce, pepper, and salt until all materials are blended

(Tambahkan saus tomat, lada, dan garam sampai semua bahan tercampur aduk)

10. After everything on the frying pan was fragrant, serve into the plate.

(Setelah semua yang ada pada wajan matang, tiriskan pada piring)

11. you could decorate with the sliced tomatoes and other complementary materials as you like to make your fried rice looks interesting.

(Anda bisa mendekorasi dengan potongan tomat dan bahan tambahan lainnya sesuai dengan yang kalian suka untuk membuat nasi goreng anda terlihat menarik)

12. Your interesting fried rice is ready to served

(Nasi goreng anda yang menarik siap untuk disajikan).

Recount Text

1. Definition of Recount Text

Teks recount adalah sebuah teks yang menceritakan kembali kegiatan/pengalaman yang terjadi di masa lampau.)

2. Tujuan/Fungsi Sosial Teks Recount

Fungsi sosialnya adalah untuk menceritakan kembali sebuah pengalaman atau kegiatan yang terjadi di masa lampau.

3. Generic Structure of Recount Text (Struktur Umum Teks Recount)

a. Orientation (Orientasi)

Memberikan pembaca informasi latar belakang (background knowledge) yang dibutuhkan untuk memahami teks, seperti siapa yang terlibat, di mana itu terjadi, dan kapan itu terjadi.

b. Sequence of events (Urutan kejadian/kegiatan)

Serangkaian peristiwa/kejadian yang diurutkan secara kronologis. –

c. Re-orientation (Orientasi ulang/penutup) Sebuah komentar pribadi tentang peristiwa atau apa yang terjadi pada akhirnya.

4. Language Features of Recount Text (Unsur Kebahasaan Teks Recount)

a. Kalimatnya menggunakan Simple Past tense.

Formula = S + Verb 2 + Object/Complement (kata keterangan) –

b. Menggunakan action verb, contoh:

i. went (pergi),

ii. stayed (tinggal),

iii. did (melakukan).

c. Fokus pada specific participant

contoh: I (the writer/penulis)

d. Menggunakan kata keterangan waktu (adverb of time):

yesterday (kemarin), last month (bulan lalu), an hour ago (satu jam yang lalu), a month ago (satu bulan yang lalu), last year (tahun lalu), last holiday (liburan kemarin), dan sebagainya.

e. Menggunakan kata penghubung (conjunction): first (pertama), then (lalu), after that (setelah itu), before (sebelum), at last (terakhir), finally (akhirnya), dan sebagainya.

Read the following text carefully. Then, underline the conjunctions and circle the past time expressions written on the text.

Trip to Pangandaran Beach



Last month my family and I went to Pangandaran Beach for a vacation. We took a tourism bus to go there. We left at 7 o'clock in the morning. The trip took about 4 hours and we arrived at for about 11 a.m.

After we arrived there, we walked down to the beach. It was a nice sunny day with a blue sky and a gentle breeze. I saw some seagulls flew around hunting for fish. The waves were suitable for swimming, but I didn't swim because I couldn't swim. I just played with the water in the shallow part. We also didn't miss our opportunity here taking some picture with the background of the beautiful Pangandaran beach. Before we went home, we looked for some beautiful souvenirs at the nearby shop there. After that we went home for about 4 p.m. It was a memorable experience for me and my family.

A. Analyze the social function of the text.

The social function of the text is ...

B. Analyze the generic structure of the text.

- i. Orientation :
- ii. Sequence Of Event :
- iii. Re-Orientation :

b. Media that used by the teacher in learning process

a) Realia

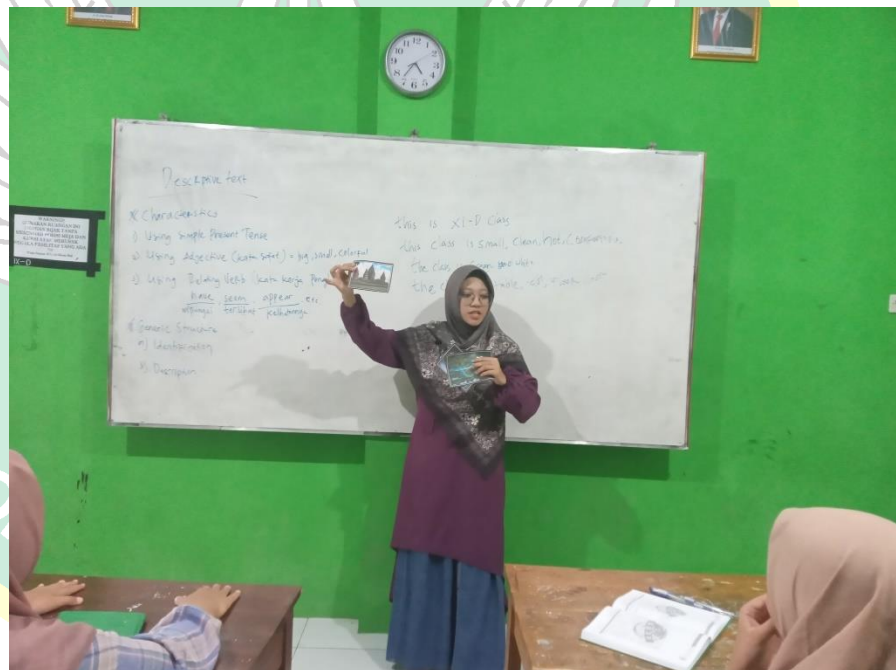


b) Printed material





c) Picture





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UNIVERSITAS ISLAM NEGERI
PROFESOR KIAI HAJI SAIFUDDIN ZUHRI PURWOKERTO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Jenderal A. Yani, No. 40A Purwokerto 53126
Telepon (0281) 635624 Faksimili (0281) 636553
www.ftik.uinsaizu.ac.id

Nomor : B.m.3628/Un.19/D.FTIK/PP.05.3/06/2023
Lamp. : -
Hal : Permohonan Ijin Riset Individu

20 Juni 2023

Kepada
Yth. Pengurus Pondok Pesantren Al Ikhsan Beji
Kec. Kedungbanteng
di Tempat

Assalamu'alaikum Wr. Wb.

Diberitahukan dengan hormat bahwa dalam rangka pengumpulan data guna penyusunan skripsi, memohon dengan hormat saudara berkenan memberikan ijin riset kepada mahasiswa kami dengan identitas sebagai berikut :

1. Nama : Hilda Anika Ramadhani
2. NIM : 1817404061
3. Semester : 10 (Sepuluh)
4. Jurusan / Prodi : Tadris Bahasa Inggris
5. Alamat : Singasari Rt003 Rw 006
6. Judul : Authentic Material in Teaching Reading

Adapun riset tersebut akan dilaksanakan dengan ketentuan sebagai berikut :

1. Objek : Guru Bahasa Inggris dan Siswa Pondok Pesantren Al Ikhsan Beji
2. Tempat / Lokasi : Pondok Pesantren Al Ikhsan Beji
3. Tanggal Riset : 21-06-2023 s/d 21-08-2023
4. Metode Penelitian : Kualitatif

Demikian atas perhatian dan ijin saudara, kami sampaikan terima kasih.
Wassalamu'alaikum Wr. Wb.

An. Dekan
Ketua Jurusan Tadris



Maria Ulpah



PONDOK PESANTREN AL-IKHSAN BEJI
BEJI KEDUNGBANTENG BANYUMAS

Alamat : Jl. Satria Beji I, Kedungbanteng, Banyumas, Jawa Tengah K.P. 53152
E-Mail: alikhsan1986@gmail.com

SURAT KETERANGAN

01/B/PPAI/X/2023

Yang bertanda tangan di bawah ini atas nama Direktur Bahasa :

Nama : Aniqotul Milla Zakiyyah, S.S., M.M

Jabatan : Direktur Bahasa Ponpes Al-Ikhsan Beji

Menerangkan dengan sebenarnya bahwa :

Nama : Hilda Anika Ramadhani

NIM : 1817404061

Semester : 11 (Sebelas)

Prodi/Jurusan : Tadris Bahasa Inggris

Adalah Mahasiswa UIN Prof. K.H. Saifuddin Zuhri Purwokerto yang benar-benar telah melakukan Riset Individu dalam rangka penyusunan data guna penyusunan skripsi di Pondok Pesantren Al-Ikhsan Beji dengan judul penelitian "*Authentic Material in Teaching Reading*".

Demikian surat keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Purwokerto, 5 September 2023

Pengasuh

Aniqotul Milla Zakiyyah, S.S., M.M

BIOGRAPHY

A. Personal Detail

Name : Hilda Anika Ramadhani
 Student Number : 1817404061
 Place, Date of Birth : Banyumas, 8th December 1999
 Address : Singasari, RT 003 RW OO6, Karanglewas,
 Banyumas Regency
 Name of Father : Basuki Sutomo
 Name of Mother : Athoiyah Dwi Lestari

B. Educational Background

SD/MI, Graduation year : SD N 1 Singasari, 2011
 SMP/MTs, Graduation year : SMP N 1 Karanglewas, 2014
 SMA/SMK, Graduation year : SMK N 3 Purwokerto, 2017
 S1, Entry year : UIN Prof K.H. Saifuddin Zuhri
 Purwokerto, 2018

C. Organization

An Najah Entrepreneur Club

Purwokerto, 3rd October 2023

UIN
 PROF. K.H. SAIFUDDIN ZUHRI

Hilda Anika Ramadhani

SN. 1817404061