

## THE IMPLEMENTATION OF AUTHENTIC MATERIALS USE IN READING

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### ABSTRACT

Penelitian ini dilakukan untuk mengetahui bagaimana mengajar membaca menggunakan *authentic materials*, untuk mengetahui bagaimana persepsi siswa dalam kegiatan membaca dengan menggunakan *authentic materials*, dan untuk mengetahui apa masalah yang dihadapi siswa dalam pelaksanaan pengajaran membaca menggunakan *authentic materials*. Penelitian ini adalah deskriptif kualitatif. Subjek penelitian ini dipilih secara langsung yaitu X8. Penelitian ini difokuskan pada proses permasalahan murid serta pendapat dan perasaan mereka terhadap media tersebut. Data diambil dengan pelaksanaan observasi dan wawancara. Ketika menganalisis data, sebagian besar siswa tidak tahu apa itu *authentic materials*. Setelah menjelaskan *authentic materials*, mereka merasa tertarik dalam membaca. Mengenai dengan pendapat dan perasaan siswa, peneliti menemukan bahwa mereka tertarik bahwa *authentic materials* dapat membuat mereka lebih rajin membaca. Jadi, peneliti menyarankan bahwa *authentic materials* harus digunakan oleh siswa terutama.

This research was conducted to find out how the teaching reading using authentic materials, to find out how the students' perceptions in reading activities by using authentic materials, and to find out what problems the students face in the implementation of teaching reading using authentic materials. This research was descriptively qualitative. The subject of this research was chosen directly that was X8. This research focused on the process of students' problems as well as their opinions and feelings towards the media. The data were taken by administering observation and interview. When analyzing the data, most students did not know what the authentic materials. After explained the authentic materials, they feel interest in reading. Concerning with students' opinions and feelings, the researcher found that they were impressed that authentic materials can make them more diligent to read. So, the researcher suggested that authentic materials should be used by the students especially.

**Keywords.** authentic materials, magazine, reading

## INTRODUCTION

Reading is a naturally complex of decoding in order to construct or derive meaning. It is a means, of communication, and of sharing and ideas. According to Murcia (2002) states that reading is a skill that everyone needed whether in elementary, secondary, and university. In other words, reading is an important skill that must be achieved by the students in all education level.

In reality, for the students, reading is a more boring activity than three other skills like listening, speaking, and writing. Usually in reading, the students feel bored cause in the text just showing many full article that it just make they are confuse. Cause that, the students are very hard to find the main idea, vocabulary, and the specific sentence. This condition might be due to a number of factors such as lack of vocabulary, inappropriate use of media, ineffective strategy used by the teacher, and the minimum availability of learning facilities.

Considering those facts above, when the students consider reading as a boring activity, the teacher should be able to solve this problem. According to Harmer (2004:68) said that reading texts also provide opportunities to study language: vocabulary, grammar, punctuation, and we construct sentences, paragraphs and texts. Lastly, good reading texts can be the springboard for well rounded, fascinating lessons.

Soanes and Stevenson (2005) state that for teaching purposes this refers to English books, novels or articles that have been written by an English speaking author to a native audience or speaker, in these cases the language used has not been altered

This study chooses authentic materials as media. They include newspapers, magazines, and web sites, as well as driver's manuals, utility bills, pill bottles, and clothing labels. So, we can see that authentic material is very important to the students, it also interesting media because it can be a real life material so that the students can be easier to understand this media.

On the other side, previous research has been done by Ulfa (2008) at SMP Muhammadiyah 3 Bandar Lampung. She made an experiment using fairy tales to investigate whether it might increase students' reading comprehension. In her research, she found some problems that arise while the process of students' learning about authentic material usage as well as their opinion and feelings toward the material. The result of her research is that most students are still confused about reading using authentic material.

SMA Negeri 1 Pesisir Tengah Krui Pesisir Barat will be chosen as the population of the study, based on consideration that students at this school still have difficulties in teaching the reading text. Another reason is that SMA Negeri 1 Pesisir Tengah Krui Pesisir Barat has not ever applied authentic material as one of media in teaching learning process. It will be expected that learning process using authentic material can help students' reading in learning process.

In line with the background of the study, the questions to be answered in this study are:

1. How is the teaching reading using authentic material?
2. How are the students' perceptions in reading activities by using authentic materials?

3. What problems the students' face in the implementation of teaching reading using authentic material?

## **METHODS**

In this research, the researcher uses a descriptively qualitative research design because in this study, the researcher wants to see the process of this study. Suparman (2009) states that qualitative researchers report the result obtain from qualitative analysis through detail descriptions of the processes which the researchers used in arriving at the categories and patterns of the research. It is intended to describe what the students' problems are, and how their feelings and opinions are toward teaching the recognition of reading. The data of this research will be gathered from observation and interview. The qualitative research will be chosen to make the data analysis become easier since the data that will be taken at the first year students of SMA Negeri 1 Pesisir Tengah Pesisir Barat.

## **RESULTS AND DISCUSSION**

The research was conducted at the first year of SMA Negeri 1 Pesisir Tengah Krui Pesisir Barat from 10<sup>th</sup> – 11<sup>th</sup> April 2014. The subject of the research was the students of class X8, which was chosen directly. The process of the observation and interview took place in the morning based on the English teachers' schedule in the X8 class. In this section, there are 2 types of data analysis that are discussed, that is, the results of the observation and interview. The researcher observed the process and the meeting lasted for 90 minutes (2X45 minutes). First, the researcher conducted the observation in the class using observation guide as the main source. After that, she prepared the interview and asked it to the students. In more details, each type is discussed as follows: The researcher conducted the observation in the

class using observation guide as the main source. She observed the students' comprehension about authentic material.

This observation activity covers the following items:

## 1. Result of Observations

**Table 4.1.1.1.Observation Sheet of First Meeting**

No.	Students' Activities	Number of Students	% of Students Involved	Note
1	<b>Pre Reading</b> <ul style="list-style-type: none"> <li>Interested in the opening of the class</li> </ul>	20	18%	The are some students who are talking with their friends.
2	<ul style="list-style-type: none"> <li>Responding to the teacher's questions about the media enthusiastically</li> </ul>	15	60%	Some students choose to keep silent.
Average: 70% Students involved				
2	<b>Reading Cycle</b> <ul style="list-style-type: none"> <li>Actively reading to achieve the goals of the text</li> </ul>	20	80%	Most students are read the text actively
	<ul style="list-style-type: none"> <li>Following their reading enthusiastically</li> </ul>	20	80%	Most Students follow their enthusiastically
	<ul style="list-style-type: none"> <li>Presenting their reading to the class, or exchange written reports, and compare results</li> </ul>	25	100%	The pair write and their report
Average: 70% Students Involved				
	<b>Language Focus</b> <ul style="list-style-type: none"> <li>Actively involved in reading and discussing specific features of the</li> </ul>	6	24%	Most students are still afraid of making mistakes

	text			
	<ul style="list-style-type: none"> <li>Following practice of new words, phrases and patterns occurring in the data, either during or after the reading</li> </ul>	3	12%	They make sentence from difficult words
Average: 18% Students Involved Total Average: 58.2%				

Table 4.1.1.1. above showed the students did three aspect of authentic materials such as *pre reading* , *reading cycle*, and *language focus*. There are two points of pre reading, interested in the opening of the class and responding to the teachers' questions about the topic enthusiastically. It could be seen that there were 20 students (80%) who were interested in the class opening while 5 students (20%) talked to each other. In the other point, responding, 15 students (60%) answer teachers' question about the topic while 10 students (40%) choose to keep silent. From the observation of pre reading, we can see that 70% students did the pre reading well where others (30%) still tend to be passive. The next phase, reading cycle, has three components: task, planning, and report. Most of students, 20 students (80%), actively working in task reading, and also follow their plans report enthusiastically while 5 students did not in a good performance in both components. In report component, all students (100%) presenting their reports to the class and compared with others. In the last phase, 6 students (24%) actively involved in examining and discussing specific features of the text by listing past verbs, connectors, and difficult words in front of the class and there were 3 students (12%) following practice of new words by making simple sentence from the word listed.

In the second meeting, the researcher done the second treatment and also the second observation. In this observation, the researcher founds the progress of the students in learning process.

**Table 4.1.1.2.Observation Sheet of Second Meeting**

No.	Students' Activities	Number of Students	% of Students Involved	Note
1	<b>Pre Reading</b> <ul style="list-style-type: none"> <li>Interested in the opening of the class</li> </ul>	24	96%	The students are seemed interesting
2	<ul style="list-style-type: none"> <li>Responding to the teacher's questions about the media enthusiastically</li> </ul>	18	72%	Most students responding the questions
Average: 84% Students involved				
2	<b>Reading Cycle</b> <ul style="list-style-type: none"> <li>Actively reading to achieve the goals of the text</li> </ul>	24	96%	They do memory challenge read actively
	<ul style="list-style-type: none"> <li>Following their reading enthusiastically</li> </ul>	24	96%	They write the questions and answer
	<ul style="list-style-type: none"> <li>Presenting their reading to the class, or exchange written reports, and compare results</li> </ul>	24	96%	They exchange their report
Average: 96% Students Involved				
	<b>Language Focus</b> <ul style="list-style-type: none"> <li>Actively involved in reading and discussing</li> </ul>	10	40%	They list the difficult words, past

	specific features of the text			verbs, and connectors
	<ul style="list-style-type: none"> <li>Following practice of new words, phrases and patterns occurring in the data, either during or after the reading</li> </ul>	5	20%	They make sentence of the words
Average: 30% Students Involved				
Total average: 70%				

Table 4.1.1.2. Above showed that 84% students did the pre reading well where 70% students involved found in the first observation. 96% students involved found in second reading cycle increased 9.4% from 86.6% found in the first one. In the last phase, language focus also increased it students involved 12% from 18% to 30%. It made the students involved of the second meeting increased 11.8% from 58.2% to 70%.

In the third meeting, the researcher, the researcher done the third treatment and also the third observation. In this observation, the researcher finds the progress of the students in learning process.

**Table 4.1.1.3. Observation Sheet of Third Meeting**

No.	Students' Activities	Number of Students	% of Students Involved	Note
1	<b>Pre Reading</b> <ul style="list-style-type: none"> <li>Interested in the opening of the class</li> </ul>	25	100%	All students interested
2	<ul style="list-style-type: none"> <li>Responding to the teacher's questions about the media enthusiastically</li> </ul>	20	80%	Most students responds questions

Average: 90% Students involved				
2	<b>Reading Cycle</b> <ul style="list-style-type: none"> <li>Actively reading to achieve the goals of the text</li> </ul>	25	100%	All the students do the reading actively
	<ul style="list-style-type: none"> <li>Following their reading enthusiastically</li> </ul>	25	100%	Done
	<ul style="list-style-type: none"> <li>Presenting their reading to the class, or exchange written reports, and compare results</li> </ul>	25	100%	Done
Average: 100% Students Involved				
	<b>Language Focus</b> <ul style="list-style-type: none"> <li>Actively involved in reading and discussing specific features of the text</li> </ul>	12	48%	They list the difficult words, past verbs, and connectors
	<ul style="list-style-type: none"> <li>Following practice of new words, phrases and patterns occurring in the data, either during or after the reading</li> </ul>	5	20%	They make sentence of the words
Average: 34% Students Involved				
Total average: 74.66%				

Table 4.1.1.3. above showed that 90% students did the pre reading well where 84% students involved found in the first observation. 100% students involved found in third reading cycle increased 4% from 96% found in the second one. In the last phase, language focus also increased it students involved 4% from 30% to 34%. It

made the students involved of the second meeting increased 4.66% from 70% to 74.66%.

## 2. Result of Interview

The next step was administering interview to the participants. The interview consisted of 5 items. Those items were determined following the researcher's thought based on the suggestion of the English teacher. Each item was intended to gather the participants' opinion and feelings about authentic material. As mentioned previously, the writer administered the interview. The results of interview could be described in the following sections. Based on the interview, it was found that most students like English as subject taught at schools. As the students had never heard of authentic material before and they did not know what it was about, they did not know what to say concerning authentic material. It might be one interesting media to solve their problems in reading.

Many students stated that authentic material was interesting media. Based on the interview and observation given, their difficulties in applying authentic material to understand reading texts were that (1) they had lacked of vocabulary, and (2) they did not know the authentic material as well as it was too high to high school level.

Concerning with the implementation of authentic materials, most students were good. They said authentic materials were good as the media because it were new and they agreed that the media would help them much if they had understood to use it.

### 4.1.1.1. Opinion Specification of the Interview Result

Interviewees	Opinions
Student 1	She thought that authentic material was a fun way of reading. She likes to predict the ending of the text and she also like to make questions and answer without read the text again.

Student 2	She thought that authentic material was not boring because it had many full of colors and pictures. In the activity, she liked to guess what will happen based on her imagination and she also like to make questions and answer.
Student 3	He thought that authentic material was interesting for him because he and his friends were doing read together. He add that authentic materials has easy words to understand.
Student 4	He thought that authentic material was a fun media. In his opinion, the tasks were like games. He can reading with her friend so easy.
Student 5	She thought that authentic material was not boring media. She can image it to real life. It makes her imagine easily automatically.
Student 6	She thought that authentic material was good and not boring media. She says that authentic materials has many activities but, in other words she was not read the text.
Student 7	She thought that authentic material was good media to helping her problem in reading. She can read it without using dictionary. Because the words are easy to understand.
Student 8	He thought that authentic material was good media. He like it very much. He can understand the text more than before. Because authentic materials is not like an article.
Student 9	She thought that authentic material was not boring activity. She added that authentic material shows interested pictures. So that she enjoy and diligent to read the text again.
Student 10	He thought that authentic material was a good media to improve his reading skill. He enjoy and diligent to read.

Based on the result above, there are three points that is answered from the students' opinion about the use authentic materials in teaching reading as follows:

1. The students' opinion about the implementation of authentic materials in reading are good. Authentic materials not make them bored, on the contrary make them interested and also easier their reading.
2. Students like to read, prediction, and memory challenge task. They also like the setting leads them to read together without open the dictionary.

Based on the interview, it was found that most students like English as subject taught at schools. They liked it because it was interesting, important as an international language and beneficial for their knowledge. English was interesting for it was taken as international language and if one was able to communicate in English means that he/she was a member of international society. It was said to be

an important because the people are facing globalization era. All changes unavoidably affect our country in many aspects and involve our people.

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## **CONCLUSIONS**

According to the research finding, the conclusion can accordingly be stated as follow:

### **Implementation the Media**

#### **a. Learning Process**

When the researcher asked to many of students about long text, she summarized that they feel bored if the teacher teach them use it.

## **b. Implementation**

She summarized that the text without many pictures and colors can made them confuse, bored, and feel uncomfortable other. In this case, the researcher tried to chosen an authentic material that is magazine.

## **c. Evaluation**

From seeing the condition of the class, the researcher tried to use the authentic material to solve their assumptions of reading activity. They think that reading is very bored to do that. The researcher gave them the magazine one by one.

### **1. Students' Perceptions**

The students' opinions and feelings based on the interviews. English is a subject that most students like much. The skill most students prefer is conversation, and some like reading skill as well. Before implementing, all the teaching and learning of them stated that they did not know at all about authentic material and had never heard of it. After they were reading using authentic materials, they found it easier to understand and their motivation to improve.

### **2. The Problems**

Based on the results of the data analysis the problems that arouse during implementation of teaching reading with authentic materials, were: (1) Uninteresting Text – this makes the participants find more difficulties in reading, the text also has not many pictures and not colorful. It makes them bored. (2) Teaching Style of the teacher is monotonous – it makes the students hard to follow the process of learning.

Based on the conclusions above, the writer would like to propose the following suggestions.

**• For Teaching**

1. The teacher should provide different magazine topics language learning in teaching reading in the classroom as supplementary material.
2. The teacher should modify the media which is suitable for the students to improve their motivation in learning, especially in reading.
3. The teachers are suggested to manage the class as well as possible in order to invite the students to explore their opinions and the ideas.
4. The teacher should apply the authentic materials, so that the students can learn more
5. The students should be exposed to various English reading media at schools in order to train them to be familiar with authentic materials, so that they can be more diligent and interested in reading activity because their material not makes them bored.

**• For Further Researcher**

It is advisable that this research is replicated by further researcher in the regular classroom. The next researcher should apply another more interesting magazine for each topic which can stimulate students to interact and practice their language in the classroom and make the discussion more interesting. He/she also should search for other interactional contribution categories which are used by students while having good reading.

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