USING AUTHENTIC MATERIALS TO IMPROVE GRADE VII STUDENTS' READING SKILLS AT SMP NEGERI 3 TEMPEL IN THE ACADEMIC YEAR OF 2013/2014

A Thesis

Presented as a Partial Fulfillment of the Requirements for the Attainment of the *Sarjana Pendidikan* Degree on the English Language Education
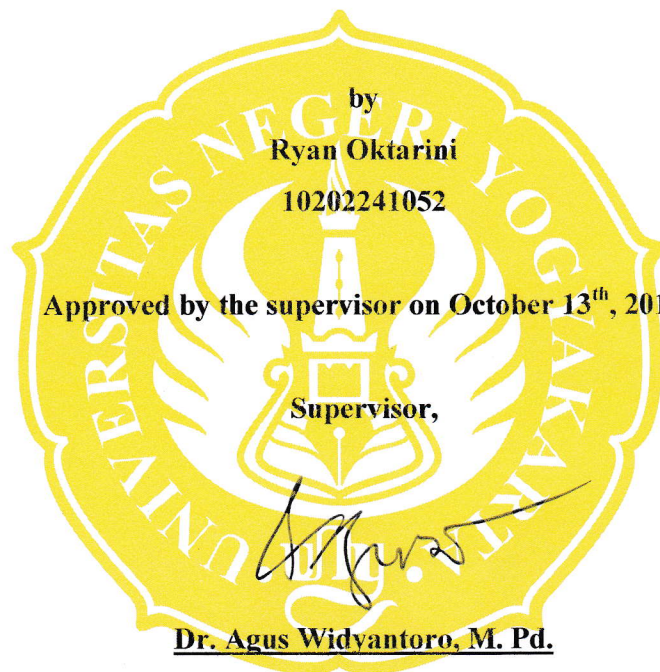

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APPROVAL SHEET

Using Authentic Materials to Improve the Reading Skills
of Grade 7 Students at SMP Negeri 3 Tempel
in the Academic Year of 2013/2014

A Thesis

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**USING AUTHENTIC MATERIALS TO IMPROVE GRADE VII STUDENTS'
READING SKILLS AT SMP NEGERI 3 TEMPEL IN THE ACADEMIC YEAR
OF 2013/2014**

A Thesis

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Requirements for the Attainment of the Degree of *Sarjana Pendidikan* in English
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iii

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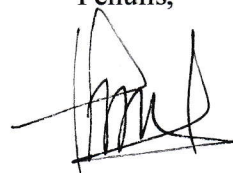Yang bertanda tangan di bawah ini, saya

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Judul Skripsi   : *Using Authentic Materials to Improve Grade VII Students' Reading Skills at SMP Negeri 3 Tempel in the Academic Year of 2013/2014*

menyatakan bahwa karya ilmiah ini adalah hasil pekerjaan saya sendiri. Sepanjang pengetahuan saya, karya ilmiah ini tidak berisi materi yang ditulis oleh orang lain, kecuali bagian-bagian tertentu yang saya ambil sebagai acuan dengan mengikuti tata cara dan etika penulisan karya ilmiah yang lazim.

Apabila ternyata terbukti bahwa pernyataan ini tidak benar, hal tersebut sepenuhnya menjadi tanggung jawab saya.

Yogyakarta, 8 October 2014
Penulis,

Ryan Oktarini

iv

MOTTOS

Start where you are. Use what you have.
Do what you can.

(Arthur Ashe)

There are only two paths you can choose. You can sit
quietly and be selected out of this world, or you can adapt
and change!

(Gai Tsutsugami)

DEDICATIONS

My thesis is dedicated to:

my beloved mother, father, and sister for their love

all my friends for their help and support

ACKNOWLEDGEMENTS

TABLE OF CONTENTS

LIST OF TABLES

LIST OF FIGURE

USING AUTHENTIC MATERIALS TO IMPROVE GRADE VII STUDENTS' READING SKILLS AT SMP NEGERI 3 TEMPEL IN THE ACADEMIC YEAR OF 2013/2014

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ABSTRACT

The objective of this study is to improve the reading skills of grade 7 in SMP N 3 Tempel using authentic materials in the academic year of 2013/2014.

This type of the study was action research. This study was conducted in two cycles. Each cycle consisted of planning, action and observation, and reflection. The subjects of the study were 32 students of class VIIA of SMP Negeri 3 Tempel in the academic year of 2013/2014.There were two types of data. They were qualitative data and quantitative data. The qualitative data were obtained by doing observation during the teaching and learning process and interviews with the students and the English teacher. The data were in the form of vignettes, and interview transcripts and photographs. The quantitative data were obtained from the scores of the pre-test and the post-test.

The results of the study showed that the implementation of authentic materials was able to improve the students' reading skills. Based on the qualitative data, the students could find the gist of the texts more easily when they read the authentic texts. They were also interested in the learning activities because the learning activities used authentic materials which were different from the usual learning activities. They were able to memorize some vocabulary they did not know before more easily because they were trained to infer the meaning of the vocabulary from the texts. The quantitative data showed the mean value of the pre-test and the post-test increased after implementing the authentic materials. The mean value increased from 69.8 in the pre-test to 85 in the post-test.

Keywords: *authentic materials, the reading skills*

CHAPTER 1
INTRODUCTION

A. Background of the Problem

English is one of the most urgent languages used by many people in all over the world and social life such as in economy, tourism, and technology. It is also used as Lingua Franca, used when two or more people from different countries are involved in communication, for example in an international meeting, seminar, conference, and workshop. Therefore, English should be taught from primary levels up to university levels as one of the compulsory subjects.

In learning English, students should master four language skills, they are listening, speaking, reading, and writing. These four skills must be considered as the dominant language aspects that need serious treatment especially when the students are faced by some reading texts.

In most of English teaching and learning processes when the students learn about English texts, they are only given the text based on the text provided in the book. Then, they are asked to analyze and comprehend the text. When teachers use authentic materials, the teachers will give the texts without any exercise books then they will be asked to analyze the text. It means that when the teacher comes to the classroom, she or he will not only give the material based on the book, but also it is taken from the real-life situation and it is called the authentic material. As stated by Tomlison (1998: 8) an authentic text is a text which is not written or spoken for language teaching purposes. It is because authentic text exists in daily lives and people do reading activities to achieve their purposes in extracting the

meaning of the texts they read and not for achieving their academic goals. Wallace (1992: 145) defines authentic texts as real-life texts, not written for pedagogic purposes". Nowadays there are recommendations that the language presented should be authentic.

In the teaching and learning process, the teacher as a facilitator has to be able to give the students understanding about authentic materials. To understand the authentic materials, the students can be given a reading text. Gueriento and Morley (2001: 347) state that authentic materials is significant since it increases students' motivation to learn, and makes them exposed to the real thing. It means that many foreign language students consider that reading is one of the most important goals to increase their knowledge. By reading the text, the students will get new information, mainly when they are reading the authentic text. That is why they need to be provided with the authentic material as a resource of learning when the teaching and learning was conducted.

In SMP N 3 Tempel, especially of grade 7, students still need more practice in reading text. They still made mistakes such as mispronouncing of words, did not know how to read words and the meaning of the words when they read some texts and rather difficult to catch the meaning of the texts. It was showed when they are asked to answer the questions based on the text they have already read but they still had difficulty to answer them because they did not understand the text well. Besides that, they had less enthusiasm when it comes to reading texts. So, it is necessary for the teacher to use real-life learning materials so that they will show more interest. Based on the above phenomena the writer

tried to improve the students' reading skills using authentic materials. Therefore, conducting this research is necessary so that learning English would be easier for the students and help them to improve their reading skill of first grade student of SMP N 3 Tempel in the academic year of 2013/2014.

B. Identification of the Problem

Based on the observation before, here are some problems related to the reading skills such as the media, motivation, and materials that are used in the teaching learning process.

The first problem that occurred was the use of media in the English teaching and learning process. In the teaching and learning process, teacher needed to use more interesting media such as using pictures, origami, or more familiar objects around the students. According to the finding the researcher found in the learning process, the use of such interesting media was still unusual. The causes could be the lack of time because it took a lot of time in preparing the media. The use of media can help the teaching and learning process runs better and to lessen the students' boredom so that the students would be willing to learn reading texts.

The second problem which occurred was related to the students' motivation that has an important role in the reading skills. The students were reluctant to read the texts because they felt bored and were not interested in the texts. When they were not motivated, they would not pay attention to the teacher and reluctant in joining the learning activities. Students who were not motivated in reading texts will get some difficulties in understanding the text so the lack of students' motivation impacts their reading skills.

The next problem was the materials that were used in the teaching and learning process itself. The teacher used texts that have been provided in the course books or student worksheet. He hardly ever gave the students other texts that were taken from other sources such as from magazine, newspaper, and internet. However, the texts should be adapted to the students' current level. In other words, teachers could use authentic materials in the teaching and learning process. Most teachers think that texts from the course book are enough to satisfy the students' need. Teachers may think that they will be troubled in preparing texts from other sources.

The conclusion of the problems is that problems which are regarding to students' reading skills may come from many sources such as media, motivation, and materials that are used in the teaching and learning process.

C. Limitation of the Problem

Based on the background of the problem, the problem is limited to the use of authentic materials in order to improve the students' reading skills. The reason why the researcher uses authentic materials is that researcher believes that authentic materials can help the students to gain interest in their reading skills so that they can understand the content of the text. In light of view, this study is conducted by focusing on improving the reading skills of the students of grade 7 students in SMP N 3 Tempel using authentic materials.

D. Formulation of the Problem

According to the limitation of the problem, the formulation of the problem is "How are authentic materials used in order to improve the reading skills of Students at SMP N 3 Tempel in the Academic year 2013/2014?"

E. Objective of the Research

The objective of this research is to improve grade 7 students' reading skills at SMP N 3 Tempel by using authentic materials.

F. Significance of the Research

The significances of this study are expected to be able to help the teacher to understand how to use authentic materials to improve students' skills in comprehending the meaning of texts and the results of this study are expected theoretically and practically to be helpful for the improvement in the teaching and learning English.

1. Theoretically

Theoretically, the result of this study is expected to be able to add some concepts of teaching and learning English especially in the teaching reading. Besides, the results of this study will also be useful as informative input for the teachers to guide and influence them using authentic material in the teaching and learning process.

2. Practically

The finding of this research is expected to be able to be applied in teaching English especially in the teaching reading. For the students of VII of SMP N 3

Tempel as the subject of the research, this research can motivate the students in improving their reading skills and help them solve their problems in reading.

CHAPTER II
THEORETICAL REVIEW AND CONCEPTUAL FRAMEWORK

A. Theoretical Description

1. The Nature of Reading

Reading is the most important activity in any language class, not only as a source of information and pleasant activity, but also as a means of consolidating and extending one's knowledge of the language (Rives, 1981: 259). Reading is a constant process of guessing, and what one brings to the texts is often more important than what one finds in it (Grellet, 2003: 7). Reading is a receptive process. It is psycholinguistics in that it starts with a linguistic surface representation encoded by a writer and ends with meaning which the reader constructs (Carrell, 1988: 12). The receptive skills are seen as necessary inputs to the productive skills, with each receptive skill having its place with each productive skill, depending on the appropriate study situation or activity (Jordan, 1997: 6-7). Reading for comprehension is the primary purpose for reading (though this is sometimes overlooked when students are asked to read overly difficult texts); raising students' awareness of main ideas in a text and exploring the organization of a text are essential for good comprehension (Richards, 2002: 277). Harmer (2001) also divides reasons for reading into two categories.

a. Instrumental: a large amount of reading takes place because it will help the people to achieve some clear aims. Thus, for example, people read a road sign so that they know where to go. People read the instruction on a ticket machine because they need to know how to operate it. One type of reading, in other

word, takes place because the readers have some kind of utilitarian or instrumental purpose in mind.

b. Pleasurable: another kind of reading takes place largely for pleasure. Thus people read magazines or spend hours buried in Sunday paper.

Saville (2005:155-156) In the case of a language that is used for wider communication (such as English), reading also provides significant input related to technological developments, world news, and scientific discoveries. Reading ability (literacy) in general is needed not only for access to printed resources such as books and journals but may also be needed for access to computers and the Internet. Non-academic situations which require reading range from those which involve interpreting directions on signs and product labels to those which involve receiving news from friends in letters or e-mail.

Grabe (1991) as cited in Saville (2005: 155-156) reviews research on fluent academic reading in terms of six component abilities and types of knowledge that are involved in the activity.

a. *Automatic recognition ability.*

Automatic (as opposed to conscious) word perception and identification is necessary for fluency. There is also some evidence that lower-level automaticity is important (e.g. at feature and letter levels), as well as automatic recognition of syntactic structures.

b. *Vocabulary and structural knowledge.*

Fluent reading requires a large recognition vocabulary (some estimates range up to 100,000 words) and a sound knowledge of grammatical structure.

c. *Formal discourse structure knowledge.*

Good readers know how a text is organized, including (culture-specific) logical patterns of organization for such contrasts as cause–effect and problem–solution relations.

d. *Content/world background knowledge.*

Good readers have both more prior cultural knowledge about a topic and more text-related information than those who are less proficient.

e. *Synthesis and evaluation processes/strategies.*

Fluent readers evaluate information in texts and compare it with other sources of knowledge; they go beyond merely trying to comprehend what they read.

f. *Metacognitive knowledge and comprehension monitoring.*

Fluent readers have [unconscious] knowledge about knowledge of language and about using appropriate strategies for understanding texts and processing information. Monitoring involves both recognizing problems that occur in the process of interpreting information in a text, and awareness of non-comprehension.

Nuttall (2000:4) defines reading as a process. She connects reading with the communication process and states that reading means getting out of the text as nearly as possible with the writer's messages. In other words, The writer as an encoder has something in mind which wants to be shared with other people during that process. To make it happen. The writer puts his idea into words as a text. While the reader plays a role as a decoder, who may decode or construct meaning

of the text before the messages enter the reader's mind and finally communication is achieved.

2. The Functions of Reading

The reading skill, once developed, is the one which can be most easily maintained at a high level by students themselves without further help from a teacher. Through it, they can increase their knowledge and understanding of the culture of the speakers of the language, their ways of thinking, their contemporary activities, and their contributions to many fields of artistic and intellectual endeavor (Rivers, 1981: 260). Grellet (2003: 4) states that there are two main functions for reading. They are reading for pleasure and reading for information (in order to find out something or in order to d something with the information you get). Grabe (2002) as cited in Saville (2005: 157) lists the following functions for reading in academic settings, which are listed here in order of their likely difficulty for L2 learners (from least to most difficult function).

a. *Reading to find information*: scan or search text for a specific topic, word, or phrase

b. *Reading for general understanding*: get the main ideas and at least some supporting ideas and information

c. *Reading to learn*: understand the main ideas and store meanings and supporting details in a coherent organizational frame

d. *Reading to critique and evaluate*: in addition, reflect on text content, integrate it with prior knowledge, and judge quality and appropriateness of texts in relation to what is already known about the topic.

There are also some strategies of reading. Jordan (1997: 17) stated that it is essential for students to be able to skim and to scan text. Skimming involves the quick reading of a text –not every word- in order to understand the gist or main points of a passage, i.e. the overall meaning. Scanning involves quickly looking through a text, or surveying it, in order to find specific information. Grellet (2003: 4) stated that to fulfill those functions, there are many ways of reading as follow:

a. Skimming: quickly running one's eyes over a text to get the gist of it.

b. Scanning: quickly going through a text to find a particular piece of information.

c. Extensive reading: reading longer texts, usually for one's own pleasure. This is a fluency activity, mainly involving global understanding.

d. Intensive reading: reading shorter texts, to extract specific information. This is more an accuracy activity involving reading for detail.

Jordan (1997:143) also added some of the main strategies, skills and sub-skills utilized in reading. They are: prediction; skimming(reading quickly for the main idea or the gist); scanning(reading quickly for a specific piece of information); distinguishing between factual and non-factual information, important and less important items, relevant and irrelevant information, explicit and implicit information, ideas and examples and opinions; drawing inferences and conclusions; deducing unknown words; understanding graphic presentation (data, diagrams, etc); understanding text organization and linguistic/semantic aspects.

There are also some purposes of reading. As Rivers and Temperly (1978: 187) as cited in Nunan (1999: 251) suggest that there are seven main purposes for reading:

a. To obtain information for some purpose or because we are curious about some topic

b. To obtain instructions on how to perform some task for our work or daily life (e.g. knowing how an appliance works)

c. To act in a play, play a game, do a puzzle

d. To keep in touch with friends by correspondence or to understand business letters

e. To know when or where something will take place or what is available

f. To know what is happening or has happened (as reported in newspapers, magazines, reports)

g. For enjoyment or excitement

Jordan (1997: 143) states that students can have different purposes in their reading; this will include: to obtain information (facts, data, etc.); to understand ideas or theories, etc; to discover author's viewpoints; to seek evidence for their own point of view (and to quote) all of which may be needed for writing their essays, etc.

3. Authentic Materials

a. The definition of Authentic Materials

According to Gilmore and Guo (2012:197), authentic materials contain real language produced by real speakers or writers for real audience and designed to

convey a real message. Authentic materials in the classroom therefore are stretches of real language, produced by real speakers or writers for real audiences and designed to convey real messages of some sort. In this sense, such texts are 'actual, attested, and have real authentic instances of use' (Stubbs, 1996).

McDonough (1984) as cited in Jordan (1997: 113) has listed a number of terms that are used with regard to authenticity - 'genuine', 'authentic', 'real', 'natural', 'scripted'. 'contrived', 'semi-authentic', 'semi-scripted', 'simulated', 'simulated-authentic'. Authentic materials are natural, practical, useful, interesting, and appropriate materials that already exist in real life and that are not artificially constrained to be used in language classes but amenable and adaptable to exploration for language teaching purposes (Kilickaya, 2004; Crawford, 2002:85; Oguz and Bahar, 2008:330; Shu-Chin, 2009:174). Authentic material is language where no concessions are made to foreign speakers. It is normal, natural language used by native or competent-speakers of a language (Harmer: 2001).

As cited in Geoffrey (2010) another way of defining authentic materials is that they are any materials which have not been specifically produced for the purposes of language teaching. Thus, authentic texts are real texts designed not for language students, but for real-life use for both interactional and transactional purposes. Biber (1995) as stated in Maroko (2010) points out that authentic materials have the following characteristics. First is that they are objective as opposed to intuitive. Second, when adopted as a teaching resource, authentic texts allow for verification of classroom facts. Third, authentic materials are pedagogic in that, as teaching materials, they bring variety of learning methodology to the

classroom, thereby enhancing learner motivation. They enable teachers to contextualize their instruction within the students' lives and provide literacy instruction using the very materials the students will engage with as they live those lives. Clarke and Silberstein (1977: 51) as cited in Richard (2006: 20) thus argued:

> Classroom activities should parallel the "real-world" as closely as possible. Since language is a toll of communication, methods and materials should concentrate on the message and not the medium. The purposes of reading should be the same in the class as they are in real life.

Nuttall (2000: 177) states authentic texts are texts written for use by the foreign language community, not for language learners. Jordan (1997: 113) states in the most straightforward interpretation, one can say that an authentic text will be that which is normally used in the students' specialist subject area: written by specialists for specialists. It is not written for language teaching purpose. Brown distinguishes simple authentic text and simplified authentic text. Authentic simple texts can either be devised or located in the real world. From ads to labels to repots to essays, text are available that are grammatically and lexically simple. Yet if simplification must be done, it is important to preserve the natural redundancy; humor, wit, and other captivating features of the original material.

Second, you may ask yourself what simplicity is and then determine if a so-called simplified text is really simpler than its original. Sometimes, simplified texts removed so much natural redundancy that they actually become difficult.

Nuttall (2000:170-174) offered three criteria for choosing reading texts for students: (1) suitability of content: material that students will find interesting,

enjoyable, challenging, and appropriate for their goals in learning English; (2) exploitablity: a text that facilitates the achievement of certain language and content goals, that is exploitable for instructional tasks and techniques, and that is integratable with other skills (listening, speaking, writing); (3) readability: a text with lexical and structural difficulty that will challenge students without overwhelming them.

There are some indicators to distinguish authentic materials and non-authentic materials. Here are the indicators according to Nunan (1989), Richard (2001), Nuttall (2000), Kilickaya (2004).

a. Authentic materials

1. Authentic materials were not produced for academic purposes but it is amenable and adaptable

2. Contain difficult language and complex language structure

3. Contain topic of interest

4. Authentic materials are normal and natural language used by native speakers

5. Written by specialists for specialists

b. Non-authentic materials

1. The materials were specifically produced for pedagogical purposes

2. It is written for language learners and constrained to be used in language classes

3. Contain simple sentence structure and vocabulary and even less in variety of vocabulary

Based on the indicators above, the teachers can differentiate between authentic materials and non-authentic materials more easily. The teachers will not be confused in selecting authentic materials for their teaching.

b. The Reasons of Using Authentic Materials

The researcher decided to use the authentic materials because authentic materials are different from the other learning sources such as pictures and videos. The reason is that using authentic materials in the teaching and learning process is not limited in one technique. Authentic materials are unlimited sources of learning and consist of different materials that will attract the students' interest and lessen their boredom. Grellet (2003: 7-8) stated that it is important to use authentic texts whenever possible. There are several reasons for this.

1. Paradoxically, 'simplifying' a text often results in increased difficulty because the system of references, repetition, and redundancy as well as the discourse indicators one relies on when reading are often removed or at least significantly altered. Simplifying a text may mean:

a. Replacing difficult words or structures by those already familiar to the students

b. Rewriting the passage in order to make its rhetorical organization more explicit

c. Giving a 'simplified account', that is to say conveying the information contained in the text in one's own words.

If a text is to be simplified at all, then techniques such as rewriting and simplified account seem to be preferable although they usually imply a change of rhetorical.

2. Getting the students accustomed to reading authentic texts from the very beginning does not necessarily mean a much more difficult task on their part. The difficulty of reading exercise depends on the activity which is required of the students rather than on the text itself, provided it remains within their general competence. In other words, one should grade exercises rather than texts.

3. Authenticity means that nothing of the original text is changed and also that its presentation and layout are retained. A newspaper article for instance, should be presented as it first appeared in the paper: with the same typeface, the same space devoted to the headline, the same accompanying picture. By standardizing the presentation of texts in a textbook, one not only reduces interest and motivation but one actually increases the difficulty for the students. The picture, the size of the headline, the use of bold-face type all contribute to conveying the message to the reader. It is obvious that a reprint will never be completely authentic, since a textbook consists of several texts taken out of context and juxtaposed. But one should at least try to keep them as authentic as possible in order to help the student anticipate meaning by using these non-linguistic clues.

It is also stated by Gower (1995: 83) why do we use authentic materials in the classroom. There are several reasons:

a. For most students authentic materials, because they are "real", are intrinsically more interesting and motivating and they give students confidence when they understand them.

b. They provide examples of language as it is really used. By being exposed to authentic materials students have opportunity to acquire or "pick up" language.

c. The real culture content of many authentic materials encourages involvement and comparisons (especially in a multicultural group).

d. Authentic materials lend themselves to authentic tasks: for example, getting information students may really need if they are planning a trip; listening to songs for pleasure; reading the menu of a restaurant they are going to eat in.

Authentic materials enable learners to interact with the real language and content rather than the form. Learners feel that they are learning a target language as it is used outside the classroom. (Maroko: 2010).

The purposes of the use of authentic texts are also stated by Christine Nuttall. Nuttall (2000:177) states the purpose of the use of authentic texts is to pursue the crucial text attack skills, we need texts which exhibit the characteristics of true discourse: having something to say, being coherent and clearly organized.

There are also some differences between authentic materials and non-authentic materials. The differences can strengthen the teacher to use authentic materials to teach in the classroom. Authentic materials contain language data produced for real life communication purposes and they are useful for improving the communicative aspects of the language. However, they also may contain false

starts, and incomplete sentences. While non-authentic materials are specially designed for learning purposes and the language used in them is artificial. They contain well formed sentences all the time however they are useful for teaching grammar (Adams, 1995; Miller, 2003).

Based on the explanation above, using authentic materials is a way to help the students to learn English, especially reading skills, more easily. It can help them to enhance their reading skills because authentic materials contain language exposures that help in their vocabulary mastery. Authentic materials contain vocabulary that they rarely find in the textbook so it will be more challenging for them to learn new vocabulary that are used in the real-life materials. They will also be motivated to read the texts more. Besides that, it also can lessen their boredom in the reading lesson because authentic materials contain interesting and attractive materials so that it will engage the students to follow the learning activities. It is different from the reading lesson that used only reading texts taken from their textbook. The reading texts taken from the textbook can increase their boredom because they always use textbook when they learn in the classroom. If they are interested in the learning materials, they will enjoy the reading lesson. Therefore, using authentic materials in the reading lesson could change the student perception from the boring reading lesson to interesting reading lesson. So it will lessen their boredom then they will be engaged to learn reading skills.

c. The Advantages of Using Authentic Materials

There is no doubt that using authentic materials in the teaching and learning process has many advantages. As cited in Geoffrey (2010: 9-10) some of the advantages are:

First is that the materials will expose learners to a wide range of natural business language that is employed in the composition of the functional texts in the workplace. Hence, learners will get to know that functional writing has a register that varies from general English. Authentic materials will also bring reality to the classroom and make interaction meaningful.

Learning functional writing without real-life texts will widen rather than plug the gap between classroom writing and workplace functional writing. Authentic materials therefore succeed in connecting the classroom to the outside world and bringing the outside world to the artificiality of the classroom.

Third, authentic materials will make the teaching and assessment to focus on skills rather than the facts of language. The learners will be exposed to how the authentic texts are structured and how they work in the business environments where they are created. As a result, the teaching and learning of language moves away from delivering a set of facts to be memorized for examination purposes and lets the learners to see for themselves what the functional texts are.

Fourth, instead of constructing idealistic texts for instructional purposes, most of the authentic materials will be readily available, inexpensive teaching resources. Such texts as notices, advertisements, obituaries, forms, and memos are

easy to access. However, other materials such as minutes of meetings, and reports may be considered confidential by institutions.

Lastly, authentic materials will necessarily add variety to classroom activities and support a more creative approach to teaching. Thus, the learners will have a chance to practice the skills learnt in the classroom in real life situations. This strategy will certainly have a positive effect on learner motivation.

Another advantage is that the students who have been taught to read the target language fluently without deciphering it laboriously word by word, and to approach a book or magazine article independently with confidence, it is unlikely that they will want to continue to read that language after they have completed their studies (Rivers, 1981: 260).

d. The Disadvantages of Authentic Material

It is generally not enough to take a piece of authentic material into the classroom and let the students get on with it. It takes time to find something that fits in with the class program of work and which is both interesting and accessible. The teachers have to make sure that the material is exploited well, that they have thought through the purpose of using the materials and that they are accompanied by suitable tasks. Exposure to ungraded needs confidence-building so the students will probably need to start off with easy tasks and convince them that it is not always essential that they understand every word they read or hear. The teachers have to consider carefully how to grade the tasks to suit their students. For example, teachers may use the same authentic material with different level students, but ask them to do different things with it (Gower, 1995: 83).

Although there are many advantages in using authentic materials, there are also disadvantages as cited in Geoffrey (2010). The problem with using authentic materials (in Nunan's sense of 'any material which has not been specifically produced for the purpose of language teaching' (1989: 54) is that it is very difficult to find such materials which scaffold the learning process by remaining within manageable fields. It is also difficult for teachers legally to obtain a sufficient range of audiovisual materials of an appropriate quality and length. The quality of the materials is, nevertheless, important because of its impact on learners and their motivation.

Hi-tech visual images are a pervasive feature of young people's lives. Textbooks, worksheets and overheads are a poor match for this other, more complex, instantaneous and sometimes spectacular forms of experience and learning. In this context, the disengagement of many students from their curriculum and their teaching is not hard to understand. Teachers have to compete more and more with this world and its surrounding culture of the image. (Hargreaves, 1994: 75)

Widdowson (1987) as cited in Richard (2006: 21) argued that it is not important if classroom materials themselves are derived from authentic texts and other forms of input, as long as the learning processes they facilitated were authentic. Critics of the case for authentic materials point out those authentic materials often contain difficult and irrelevant language and using authentic materials is a burden for teachers.

Richards (2001) notes that authentic materials often contain difficult language, unneeded vocabulary items and complex language structures, which can often create problems for the teacher too. They can also become very dated, very quickly but unlike textbooks that can be updated or replaced much easier and more cost effectively. The biggest problem with authentic materials is that if the wrong type of text is chosen, the vocabulary may not be relevant to the learner's needs and too many structures can create difficulty. This may have the opposite effect, rather than motivate the learner, it can de-motivate and in Krashen (1982) terms *"put up the affective filter"*.

4. Principles in Teaching and Learning Reading

In teaching of reading, the teachers are expected to give the students opportunity to read the texts. Here, the teachers should create a situation that let the students concentrate in reading the texts and comprehend the gist of the texts. By doing this activity, it is possible to the students to guess the meaning of some words they do not know based on the context and the relation of each sentences in the texts.

Teaching young learners, teenagers, and adults is different things. There are different factors that make teaching in each age stage different. Harmer (2001: 39) states some characteristics of adolescence. Adolescence is in search for individual identity and this search provides the key challenge for this age group; peer approval may be considerable more important for the student than the attention of the teacher; they may become disruptive in class. However, teenagers, if they are engage, have a great capacity to learn, a great potential of creativity, and

passionate commitment to things which interest them. Brown (2001: 92) adds some characteristic of teens. Intellectual capacity adds abstract operational thought around the age of twelve; attention spans are lengthening as a result of intellectual maturation with many diversions present; varieties of sensory input are still important but increasing for abstraction lessen the essential nature of appealing to all five senses; factors surrounding ego, self-image, and self-esteem are at their pinnacle; secondary school students are of course becoming increasingly adult like in their ability those occasional diversions.

Harmer (1998: 70-71) formulates six principles in teaching reading. They are:

a. The teacher needs to understand that reading is not passive skill.

b. The teacher has to make students enjoy reading the passage.

c. The teacher needs to encourage the students in responding the context of a reading text, not just to the language used in the text.

d. The teacher should emphasize that prediction is a major factor in reading.

e. The teacher has to match the task to the topic.

f. Good teachers exploit reading text to the full.

Hutchinson's (1998) as cited in Jordan (1997: 110) states that the good teacher will try to minimize the negative effect of the learner's emotional reaction to learning and will instead try to boost the positive emotions. This may involve: using pair and group work to minimize the stress of speaking in front of the whole class; structuring tasks so as enable learners to show what they do know rather than what they do not; giving learners time to think and work out answers; putting more emphasize on the process of getting the answer rather than the product of the

right answer; making interest, fun and variety primary considerations in the design of tasks and activities, not just an added bonus.

Teachers need to know also the principles of learning, not only principles of teaching. Hutchinson's (1998) as cited in Jordan (1997: 110) added nine fundamental principles of learning. They are Learning is development; learning is a thinking process (i.e. cognitive); learning is an active process; learning involves making decisions; learning a language is not just a matter of linguistic knowledge; second language learners are already communicatively competent; learning is an emotional experience (i.e. affective); learning is not systematic; learning needs should be considered at every stage of the learning process.

B. Review of Related Studies

Using authentic materials in teaching and learning process can improve the students' reading skills. There are some similar researches that had been conducted before. The result of the research is described as follows.

The research was conducted by Susan Laura Sullivan. The title of the research was "*To Use or Not to Use: Authentic Materials in a Reading/Writing Lesson; A Study*". The result of the test showed that using authentic materials help the students to learn language. There are some advantages of using authentic materials and how to apply them in a classroom. The articles also provide some tip to conduct a successful implementation of using authentic materials in the classroom activity.

C. **Conceptual Framework**

Based on the theoretical review, the researcher arrives at the conceptual framework of this study. One of the purposes of learning English is to communicate with others using English. In this case, authentic materials have roles in learning English, especially in improving the reading skills. Reading is psycholinguistics in that it starts with a linguistic surface representation encoded by a writer and ends with meaning which the reader constructs. Reading for comprehension is the primary purpose for reading (though this is sometimes overlooked when students are asked to read overly difficult texts); raising student awareness of main ideas in a text and exploring the organization of a text are essential for good comprehension.

The reading skill, once developed, is the one which can be most easily maintained at a high level by students themselves without further help from a teacher. Through it, they can increase their knowledge and understanding of the culture of the speakers of the language, their ways of thinking, their contemporary activities, and their contributions to many fields of artistic and intellectual endeavor. The students who have been taught to read the target language fluently without deciphering it laboriously word by word, and to approach a book or magazine article independently with confidence, it is unlikely that they will want to continue to read that language after they have completed their studies.

However, there are some problems regarding the reading skills that are found in the field. Some students have difficulty in reading the texts. They do not know how to read and the meaning of the texts. It can affect their reading

comprehension. They may lose the gist of the text they read. Besides, they are uninterested and unmotivated in the reading texts. It is because they are bored with the usual situation in the classroom. They need a fresh situation. It can be started by using real-life materials in the teaching and learning process.

Based on the problems above, the researcher wants to overcome the problems using authentic materials. As mention before, authentic materials have some advantages that may help the students to deal with the reading skills. By using authentic materials, students can learn new vocabulary and structure of sentences or texts. It can also lessen their boredom because teachers always use materials that were taken from textbooks. Besides, using authentic materials affects their want to learn the target language outside the classroom. It is expected that there will be some positive changes in the reading teaching and learning process after applying the authentic materials.

CHAPTER III
RESEARCH METHODS

A. Type of the Research

The type of this research is action research. Action reseach is a study of a social situation with the view to improving the quality of the action in it (Elliot in Burns :2010). Action research is an approach which is appropriate in any context when 'specific knowledge is required for a specific problem in a specific situation, or when a new approach is to be grafted on to an existing system' (Cohen and Manion 1994: 194 as cited in Bell (2005: 8)).

The aim of this reseach is to involve in an intentional way in the problematic situation in order to bring about changes and better improvemant in practice (Burns, 2010). One of the main aims of AR is to identify a 'problematic' situation or issue that the participants – who may include teachers, students, managers, administrators, or even parents – consider worth looking into more deeply and systematically (Burns, 2010). Nuttall (2000:274) states main purpose of action research is to find solutions to problems and to enable teachers to improve aspect of teaching/learning. The nature of the action research is to identify the problems happened in the teaching and learning class then decides an action to overcome the problems. In this research, the researcher identifies some problems related to the students' reading skill. Thus, she formulates the actions to solve the problem.

In improving the students' skill, the researcher decides to conduct an action research based on Kemmis and Mc Taggart model as cited in Burns (2010: 7-9). There are three phases in each cycle involved in this research. Those are planning,

action, observation, and reflection. The processes of the phases could be drawn as Figure 1.
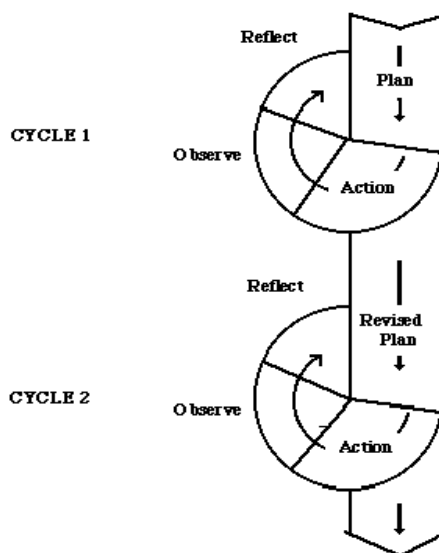
Figure 1 : Scheme of Action Research by Kemmis and Mc Taggart (2000: 595)

According to Figure 1, the researcher and the collaborator identify some problems, formulate some actions to overcome the problems, implement the actions, and reflect the result of the actions. In the action phase, the researcher implements the authentic materials during the teaching and learning process. These whole steps are conducted in two cycles.

B. Subject of the Research

The subject of this research was the students at grade VII students of SMP N 3 Tempel in the academic year of 2013/2014. The students in class VII A were chosen as the source of collecting the data because the students in that class had difficulty in the reading skills. It was based on the teaching practicum that the

researcher had conducted there. Besides, a discussion with the collaborator was also conducted to support it.

C. Research Setting

The research was conducted in SMP 3 Tempel. This research was conducted in the second semester of academic year 2013/2014. It was from March to June. The school where the research was conducted was SMP N 3 Tempel. It is located in Banjarharjo, Pondokrejo, Tempel, Sleman. To reach the school, the researcher had to ride motorcycles for 45 minutes. The school has many facilities that can be used by the students to support their learning process such as language laboratory, library, Wi-Fi, and computer laboratory. There are also some extracurricular both academic and non academic.

D. Instrument

The instrument consists of several documents. According to Burns (1999: 17), documents in action research are relevant to the research questions which can include students' written works, student records and profiles, course overviews, lesson plans, and classroom materials. The documents used in this research were course overviews, lesson plans, and classroom materials. In order to gain the valid data on the students' reading skills, some instruments were used such as field note, observation checklist and interview guideline.

In gaining the data of the teaching and learning process, the researcher used the field note. Using field note helped the researcher to record everything happened in the classroom during the action. The collaborator also noted the field situation that could not be seen by the researcher. The weakness and the strength

during the actions could be seen by the researcher. The students' reading progress also could be seen.

The observation and interview guideline were used to check the implementation of authentic materials in the teaching and learning process. In completing the observation checklist, the collaborator gave a tick to the statement describing the teaching and learning process which has been conducted. The researcher also used interview guideline to keep the discussion on the rack. In the reconnaissance and reflection steps, the in depth interview guideline was used to find the existing problem in the field.

E. Data Collection Procedure

The data collected were in the form of qualitative data and were supported by quantitative data. The qualitative data were gained from the description of students' performances in the end of each cycle. Meanwhile the quantitative data were used to assess and find out the score of students' reading skills. In gaining the data, the researcher used several data collection techniques. The data collection techniques are as follows:

1. Observation

Observation allows the researcher to gather information from live situation. By doing the observation the researcher could directly see the teaching learning process, find the potential problem, and discover thing that can be used in the interview situation. The researcher observed the condition of the teaching learning process and observed the students' behavior, and the new problem that might be

appeared using observation checklist. The researcher also noted the whole situation using field note.

2. Interview

The interview was used in the reconnaissance step and data gathering step. The interview was done by the researcher to gather responses, opinions, suggestions, and expectations of the students and the English teacher about the implementation of the actions.

3. Test

Brown (2001: 384) states that test is a method of measuring a person's ability or knowledge in a given domain. Tests are used for a number of purposes, and there are various kinds of tests. The test helped the researcher to know the improvement of students' reading skills after using authentic materials. The test was conducted in the end of each cycle.

F. Data Analysis Technique

The data collected were qualitative and quantitative. To analyze the qualitative data, the researcher referred to the data analysis suggested by Burns (2010: 104-105). The first step was assembling the data in which the researcher collected all data that had been get, reviewed the initial or revised question and looked for board pattern, ideas or trends that answered the question. The second step was coding the data. In this step the researcher grouped the data into more specific pattern or categories and identified the data source that may code as qualitative or quantitative. The next step was comparing the data. After coding the data the researcher then compared the data to see whether the data said the same thing or

contradiction. The next step was building meaning and interpretations. To sense the data, the researcher analyzed the data several times to pose questions, rethink to connections, and develop explanation of the situation. The last step was reporting the outcome. In this step the researcher described the context of the research, outlined the finding, and provided data samples to support them, interpreted how the finding was related to the context and suggested how the project could led to others areas for research.

Meanwhile the quantitative data of this research were obtained from tests. The quantitative data were used to support the qualitative data. The mean of quantitative data was to support the students' improvement on their reading skills.

G. Validity and Reliability of the Data

Reliability and Validity are two criteria to judge the quality of all standardize quantitative measure. Validity focus on ensuring that what the instrument "claims" to measure is truly what it is measuring (Lodico, 2010:93). The validity of the data is established by fullfiling the democratic outcome, process, catalytic and dialog validity. The democratic and dialog validity is fullfiled by involving all the reseach members to give their perception, opinions, and suggestion about the implemented actions. The outcome validity is fulfiled by succesfulness of some actions and that unsuccesfull action ones which raise the questions for the next improvement. The process validity is done with continuous observation and evaluation of each action implemented. And the last, the catalytic validity is seen from the changes of students' behavior toward english in teaching language process and the teacher perceptions about his or her teaching.

The researcher used Triangulation to get the trustworthiness of the data and to reduce the subjectivity in analyzing the data. Burns (1999: 163) states that triangulation is a way of arguing that 'if different methods of investigation produce the same result, then the data is likely to be valid'. Burns (1999: 164) proposes four forms of triangulation. They are:

1. Time triangulation

   Time triangulation means that the data are collected over period of time. It was done to get a sense of what factors are involved in change processes. This research had time triangulation because the data of the research were collected over a period of time in order to identify the factors that were involved in the change process.

2. Investigator triangulation

   Investigator triangulation means that more than one observer is used in the same research setting. To fulfill the investigator triangulation, the researcher invited the collaborator to the class. The researcher asked the collaborator's help in the reflection steps so that it could avoid the biased interpretations.

3. Theoretical triangulation

   Theoretical triangulation means that the data are analyzed from more than one perspective from some theoretical reviews. Here, the researcher reviewed some experts' theories.

   Reliability refers to consistency of scores, that is, an instrument's ability to produce "approximately" the same score for an individual over repeated testing or across different raters (Lodico, 2010:93). To fullfil the realibility of the data the

researcher took the data from more that one sources, they are the researcher as the teacher, a researcher colleague as the collaborator and the students as the research focus. The data from the sources are analyzed along with the experts theory and other notes that are related to the data such as the notes of the learning process. The supporting documents such as lesson plan, handouts, the students' test result, and the observation sheet of the implementation, will be kept as the evidence. Some comments, perceptions, and suggestions about the activities are aslo captured by during the interview and dicussion with the researcher colleague as the collaborator.

H. Procedures of the Research

The researcher used the procedure of action research proposed by Kemmis and Mc Taggart with some modification. The procedures are as follows.

1. Reconnaissance

The action research carried out is collaborative action research with the researcher colleagues as the collaboration in the school. In this step, the researcher found the information concerning the students' reading skills. The information was gathered while observed the teacher and interviewed the English teacher and the students to indentify the problems on the students' reading skills. After that, the researcher determined the plans related to the students' reading skills.

2. Planning

After doing the observation in the reconnaissance step, then the researcher made some plan to choose the actions that are suitable to be implemented in the school. In the planning action the researcher worked with collaborator. The aim

was using authentic materials to improve students' reading skills. The action plan was using authentic materials.

3. Acting and observing the action

In this step, the researcher implemented the action while the researcher's colleague took notes in the backside of the class to observe the students' reactions and behavior during the class by another collaborator. The researcher implemented the action that is using authentic materials and collected the data regarded the students' behaviors during the class.

4. Reflection

After acting and observing the action steps, the researcher then made a reflection regarded to the action. The reflection was done by interviewing the students about the teaching and learning activity and by using field note that has been written by the collaborator during the teaching and learning process. The reflection showed whether the actions were successful or not to improve students' reading skills. The successful actions were used and reapplied in the next cycle, but those which were unsuccessful would be changed or improved into more suitable ones.

CHAPTER IV
THE RESEARCH PROCESS, FINDINGS, AND DISCUSSION

This chapter presents the result and the discussion of the research finding. It provides the identifications of the problems and the actions on how to solve the problems. Here are the descriptions of each stage.

A. Reconnaissance

1. Identifying of the field problems

In identifying the research problems, the researcher used some techniques such as observation and interview. The observation and interview were conducted in order to find the problems faced in English teaching and learning process. The interview was used to collect the data from the students and the English teacher. After collecting the data about possible problems, the researcher analyzed the data. The problems are presented in the table below.

Table 1. List of problems found in class

Problems	Codes
The students were noisy when the teacher explained the lesson	S
Some students did not pay attention to the teacher	S
The students had low vocabulary mastery	S
The students were sleepy during the class	M
The students did not know how to pronounce some words	S
The students needed much time to finish the work	S
Some students did little effort in doing the task	S
Some students spaced out during the class	M
The students did not concentrate in the class	S

The students were low in grammar mastery	S

S = students; M = materials

From the table above, the researcher and the collaborator analyzed the problems by classifying the problems into urgent and non-urgent problems. The researcher and the collaborator then decided the urgent problems into feasible problems that possible to be solved using the authentic materials. Below is the table of the feasible problems that needed to be solved.

Table 2. List of urgent and feasible problems

No.	Problems	Indicators	Codes
1	The students did not know how to pronounce some words	- The students rarely spook in English - The students were embarrassed when they were asked to read a text	S
2	Some students did not pay attention to the teacher	- The students were busy talking to their friends when the teacher was explaining the lesson - The students played with their pencils or drew something on their books.	S
3	The students' level of comprehending texts was low.	- When the students were asked to read a text, they took long time to finish it. - When they were asked to tell the content of the text, some of them still got the wrong answer.	M

2. Determining the actions to solve the problems

After analyzing the problems in Table 2, the researcher and the collaborator discussed some actions that were believed to be able to solve the problems. The actions were:

1. Using authentic materials so that the students' reading skills especially in comprehending texts could be improved.

2. Using authentic materials to improve the students' vocabulary.

3. Using authentic materials to gain the students' interest in the learning process.

3. The relationship between the problems and the actions.

After determining the problems and designing the actions, the researcher related the problems with the actions in order to improve the students' reading skills. The table below shows the relationship between the problems and the actions.

Table 3. The relationship between problems and actions

No.	Problems	Actions
1	The students did not know how to pronounce some words.	Using authentic materials to improve the students' vocabulary.
2	Some students did not pay attention to the teacher	Using authentic materials to gain the students' interest in the learning process .
3	The students' level of comprehending texts was low.	Using authentic materials so that the students' reading skills especially in comprehending texts could be improved.

B. Reports of the actions

1. The report of Cycle 1

a. Planning

After getting information in the reconnaissance stage, the researcher and the collaborator decided the main problems to solve and planned several actions to solve the problems. The following actions were chosen to solve the problems.

a. Using authentic materials so that the students' reading skills especially in comprehending texts could be improved

There were some reading skills that the researcher wanted to improve. First, the problem was students' level of co mprehending texts was low. Most students still did not understand the meaning of a text. They were still confused when reading a text. Implementing authentic materials could help the students to comprehend the gist of a text. It would be helpful because the materials they learnt were close to their daily life.

b. Using authentic materials to improve the students' vocabulary

Mastering vocabulary was also important for the students when they learnt reading skills. Without mastering vocabulary, they would not know what they read. Previously, the students asked the meaning of the words to the teacher. The words they asked were actually words they had to already master. When they asked, they had wrong pronunciation of some words. It happened almost all the time. Here, the researcher planned to use authentic materials to enrich their vocabulary and also helped then to enhance their pronunciation.

c. Using authentic materials to gain the students' interest in the learning process

By using authentic materials, the researcher planned to attract the students' interest so that the students did not feel bored. Besides using authentic texts, the researcher also used authentic realia. Authentic realia refers to objects and materials from everyday life that is used as teaching aids. The researcher thought that when the research only used authentic texts, the students would be still bored

so the researcher decided to use also authentic realia. It would be fun when they were learning they also saw the real things. That would pique their interest. Most of the students also did not pay attentions to the teacher's explanation. This technique was also used to vary the classroom activities so that the students can pay more attention to the lesson.

The whole process of planning the actions also included some important actions that are writing the lesson plans, planning the reading activities, planning the media and learning materials.

b. Actions and Observations of Cycle 1

The first cycle was conducted in two meetings. The first meeting was on 1st April 2014 and the second meeting was in 7th April 2014. The topic of the text that was used in both meetings was Procedure text. The procedure text that was used was based on the authentic materials the researcher found in the media. Another text was still procedure text and was from an English magazine. The action was focused in applying authentic materials to teach reading skills. The researcher acted as a teacher in the classroom. The data was gained from classroom observation, interview, and students' works. The further explanation of the actions was provided below.

a. Using authentic materials so that the students' reading skills especially in comprehending text could be improved.

In the first meeting, the researcher used authentic materials that were taken from a pack of media (glass deco) that was used in the learning process. Before that, the researcher did some brainstorming by asking the students whether they

ever made something. The researcher asked them to explain how to make instant noodle. This was because almost all people knew how to make instant noodle. After that, the researcher continued with the practice work. The students worked together in groups to make glass deco and each student in the group had to work and helped each other. Before the students began their work, the researcher and the students discussed the procedure text and what they would do. Researcher and the students discussed the vocabulary the students did not know. They were also asked to listen and repeat how to pronounce some words. They had to follow the instructions from the procedure text. They had to understand the text and the vocabulary to use the media.

It can be seen from the interview transcript below.

R	: *Tapi kalo pelajaran kayak gini dong gak sama yang disampaikan materinya?* (**Did you understand about the lesson we learnt?**)
S	: *Em, dong* (**Em, Yes. I did**)
	Appendix Interview transcription S5

When the students were doing the task, the researcher also observed their work to see whether they did right according to the procedure text given. The researcher asked if there was anything they were still confused. The students did the task carefully and they knew what they should do next. After the students finished their work in making glass deco, they were asked to answer some comprehension questions based on the same procedure text they had learnt. This task was an individual task, so they had to answer them individually and cannot work together.

Figure 2. The students worked in group

In the second meeting, the students still learnt about procedure text and also still used authentic materials. In that meeting, they learnt more about procedure text with the food theme. They learnt more common vocabulary that was used in procedure text of recipes. In the beginning of the lesson, the students were asked to mention some verbs from procedure texts that were given. After the students mentions some common vocabulary, the next activity was playing guessing game. In that activity, the researcher still used authentic materials. The materials were, for examples, a cup, spoon, fork, and bowl. The researcher used the materials because that would be easier to the students to identify and understand the vocabulary. After that, the students were given a procedure text that was taken from an English magazine. They were asked to read the text then answer the questions according to the text. The questions were in the form of an essay and true false questions.

b. Using authentic materials to improve the students' vocabulary

From the information data gained, the students still lacked vocabulary mastering and also did not know how to pronounce some words. This made them difficult to improve their reading skills. Actually, they were asked some

vocabulary that they had read from their textbook. However, they did not attempt to look and only asked to the teacher. The vocabulary they asked were actually common vocabulary they had already mastered. Besides, when they asked and said the words, they had the wrong pronunciations.

In cycle 1, the researcher tried to make the students master common vocabulary used in the procedure texts and pronounce it well. It was rather difficult to explain the meaning of the words because the students could not experience it themselves. However, by using authentic materials, learning vocabulary was easier because the researcher used some authentic realia to explain to them. So, they understood it easier. It also would be better to learn vocabulary by also experiencing it. Besides using authentic realia, the researcher also used authentic text taken from an English magazine. It was useful to enhance their vocabulary mastery. It could be seen from interview transcript below.

S	: *O… iya mbak. Tadi dong pelajarannya.* (**Yes miss, I understand the lesson**)
R	: *Kira-kira ada kata-kata bahasa inggris yang sebelumnya kamu gak tau terus jadi tau enggak?* (**Are there some words you knew after the learning process?**)
S	: *Eemm … ada, tadi tak catat di buku kata-kat yang dibahas* (**Eemm…yes there are some words I knew now and I wrote in my notebook**)
R	: *Gitu ya, kamu lebih seneng pelajaran yang biasanya sama guru apa yang kayak tadi?* (**Alright, do you prefer this kind of learning activity or the usual learning activity with the teacher?**)
S	: *Yang kayak tadi* (**This one**)
	Appendix Interview transcription S6

The researcher not only used one authentic text but various authentic texts. The texts contained some vocabulary used in procedure texts so they would not understand the meaning only but also how to use the vocabulary in real situation.

c. Using authentic materials to gain the students' interest in the learning process

Another reason why the researcher used authentic materials was that authentic materials can attract the students' interest in learning English. From the observation that the researcher did, the students prefer an English lesson that easier to understand. By using authentic materials, the teaching and learning process was easier and fun. In the first meeting, when the researcher used authentic materials such as glass deco, the students were interested and paid more attention to the learning process. When the researcher showed the media that contained an authentic text, the students looked excited and asked what that was. The vignette below showed the situation when the authentic materials were given.

Ss were noisy because they were busy talking to each other. When R showed them the learning media, they were suddenly quiet and paid attention to R. Ss looked interested in what they would do with the learning media. *"Keep silent please, or I would not give you this". "Pada mau gak hayo?"("Will you keep quiet?")* Ss suddenly were quiet and paid attention to R. Some Ss replied, *"mau mbak…" (Do you want this).*One of Ss asked, *"Itu apa mbak?" ("What is that")*. R explained the learning media. R asked, *"What will we make?"*. Ss looked at the learning media but no one replied. They looked curious and rather confused about the learning media.

App/Vignette 1 Meeting 1

Besides, using authentic materials also gave the students more chance to practice their pronunciation. When they were asking some words, they also

practice how to pronounce some words. Also when they did some wrong pronunciations, the researcher corrected them. It could be seen from the vignette below.

> *"Coba sekarang lihat bagian belakang dan baca"* (Now, please look at the back and read) said R. *"Adakah kata-kata yang sulit? Kalau ada silakan ditanyakan".("Are there any difficult words? Please ask me")* Some Ss asked some vocabulary that were in the text. *"Mbak artinya outline apa?", Apply apa mbak? Dry apa mbak? ".* ("What is the meaning of outline?", "What is apply?", "What is dry?")
>
> *App/Vignette 1 Meeting 1*

The students' interest of the materials and the practice of pronouncing words could be seen from the vignette below.

> Then R showed some impersonation of doing something using authentic materials. R also used picture because some verbs were difficult to impersonate using authentic materials. Ss looked enthusiastic playing the game. *"What am I doing?"* Ss guessed some words. *"Mix". "Beat". "Mash".*
>
> *App/Vignette 2 Meeting 2*

c. **Reflection**

After conducting the actions, the researcher and the collaborator discussed the teaching and learning process. In the discussion, they analyzed the data to evaluate the actions conducted. Below were the results of the reflection made.

a. **Using authentic materials so that the students' reading skills especially in comprehending texts could be improved**

In cycle 1, authentic materials were used to improve the reading skills. The implementation of the authentic materials was successful. It can be shown from

the score of their tasks. They could understand the gist of the text. They also could comprehend the purpose of a text. When they were asked to answer some questions based on the text, most of the students could understand what were asked from the questions. At the end of cycle 1, most of the students could comprehend the text and what were asked.

Besides that, the students also could pronounce some words correctly and memorized the meaning of the words easily. When they were asked to read the text, they could read it with fewer wrong pronunciations of the words.

b. Using authentic materials to improve the students' vocabulary

Most of the students had less vocabulary mastery. They had difficulty in reading and guessing the meaning of the words. The researcher planned to use authentic materials to improve their vocabulary mastery so they could comprehend the gist of the text more easily when they were asked to read some texts. The researcher used a guessing game activity with the media of authentic realia to improve the students' vocabulary mastery. That was an attempt to help them to memorize new vocabulary easier. The researcher also used some pictures to explain the vocabulary such as grinding, frying, baking, because that was impossible to show using authentic realia. The realia were chosen to show them and explain them in an easier way.

Another attempt to improve the students' vocabulary was using authentic texts. When they read the texts, they asked some words they did not know. That meant there were still vocabulary they had already knew but they still did not know. When they asked the words they did not know, the researcher asked them

back whether some students had already known the meaning of the words. If the students did not know the meaning of the words, the researcher then explained to them. Those attempts helped the students to learn some new vocabulary more easily and also helped them to improve their vocabulary mastery.

c. Using authentic materials to gain the students' interest in the learning process

The use of authentic materials was proven in enhance the students' interest in learning English. I could be seen when the researcher gave them the authentic materials, they looked attracted and also they suddenly quite and paid attention to the researcher. They also kept quite when the researcher showed them the media. They were also excited when the activities used authentic texts and realia. That made them more interested in the classroom. When they were interested to the materials, they were willing to do the tasks quickly.

For cycle 2, the researcher plans to use authentic materials but with more interesting activities using the authentic materials so the students would get attracted and interested to the lesson.

2. The Report of Cycle 2

a. Planning

After conducting Cycle 1, the researcher conducted Cycle 2 from the data analyzed in Cycle 1. The researcher decided the main problems to solve and planned several actions to solve the problems. The second cycle was conducted in order to get more data to prove the improvement in the students' achievement using the technique. The following actions were chosen to solve the problems.

a. Using authentic materials so that the students' reading skills especially in comprehending texts could be improved

There were some reading skills that the researcher wanted to improve. The first problem was the low level of students' comprehension. Most students still did not understand the meaning of a text. They were still confused when reading a text. Implementing authentic materials could help the students to comprehend the gist of a text. It would be helpful because the materials they learnt were close to their daily life. The researcher planned to use food recipes that were taken from internet and magazine. The activities were still similar to the previous cycle.

b. Using authentic materials to improve the students' vocabulary

Mastering vocabulary was also important for the students when they learnt reading skills. Without mastering vocabulary, they would not know what they read. Previously, the students asked the meaning of the words to the teacher. The words they asked were actually words they had to already master. When they asked, they had wrong pronunciation of some words. It happened almost all the time. Here, the researcher planned to use authentic materials to enrich their vocabulary and also helped then to enhance their pronunciation.

c. Using authentic materials to gain the students' interest in the learning process

By using authentic materials, the researcher planned to attract the students' interest so that the students did not feel bored. Besides using authentic texts, the researcher also used authentic realia. The researcher thought that when the research only used authentic texts, the students would be still bored so the

researcher decided to use also authentic realia. It would be fun when they were learning they also saw the real objects. That would pique their interest. Most of the students also did not pay attentions to the teacher's explanation. This technique was also used to vary the classroom activities so that the students can pay more attention to the lesson.

The whole process of planning the actions also included some important actions that are writing the lesson plans, planning the reading activities, planning the media and learning materials.

b. Actions and Observations of Cycle 2

The second cycle was conducted in two meetings. The first meeting was on 22nd April 2014 and the second meeting was on 28th April 2014. The topic of the text that was used in both meetings was Procedure text. The procedure texts that were used were based on the authentic materials the researcher found in the media. Another text was still a procedure text and was taken from an English magazine and internet. The action was focused on applying authentic materials to teach reading skills. The researcher acted as a teacher in the classroom. The data were gained from classroom observation, interview, and students' work. The further explanation of the actions was provided below.

a. Using authentic materials so that the students' reading skills especially in comprehending texts could be improved

In the first meeting, the researcher used an authentic text taken from the internet. The students were asked to read the procedure text and then arranged the text into a good order of a procedure text based on the picture given. In this

exercise, the students worked in some groups. After that, the students and the researcher discussed the text. The researcher used authentic media such as a mug, teaspoon, and instant coffee based on the text. The researcher used them so that the students were easier to understand the researcher explanation. When the researcher did it, the students paid more attention and caught the meaning of the text more easily. It was proven when the researcher asked them what the researcher did, they immediately replied.

After that, the students were asked to do an individual exercise. They answered some questions related to the text they had discussed, still the same text as before. To lessen their boredom, the researcher gave them a little game to find some words and guess the meaning from the text. When the students were doing the task, the researcher also observed their work. After the students finished their exercise, the researcher asked some students to come in front of the class to answer the questions. Then, the researcher and the students discussed the exercises.

In the second meeting, the students did a practice based on a procedure text. The researcher chose a simple procedure text so that it was possible for the students to practice it in the class. In this activity, the students were given a procedure text with the picture in each step to make them more easily to understand the text. This activity was a group work so they could do a discussion with each other. The media that were used were plain bread, jam, and plastic knives. The students were asked to make sandwich according to the text given. When they did the work, the researcher observed the class to see whether they did

it according to the text or not. In that activity, some groups still did not understand and missed the step based on the text. So, the researcher asked them to reread the text. However, most of them had already done in a right order according to the text. After that, the students were asked to answer the comprehension questions based on the same text. In doing the exercise, they had only few difficulties because they had already practiced the text so they could answer the questions more easily.

b. Using authentic materials to improve the students' vocabulary

From the previous cycle, the students had gained some new vocabulary so to make them get more vocabulary, the researcher still also focused on the vocabulary learning. The researcher reminded them the vocabulary they had already known. The researcher always asked them to read the texts and asked them if there were some vocabulary they had not known before coming to the next activities. That activity and the use of authentic materials helped them to enrich their vocabulary because authentic materials contained more vocabulary and they also showed them how to use of the vocabulary. The activity did not only ask and answer between students and the researcher but also asking and answering between students. The researcher gave the students a chance to answer their friends' questions. It could stimulate their involvement in the teaching and learning process. It can be seen from the vignette below.

> …When they read the text, some students asked some words they did not know. Before R answered the question, R gave other students a chance to answer their friends' question. *"mbak, artinya opposite apa?" (Miss, what is the meaning of opposite?"* asked a student. Then R asked other students to answer the question if they knew it. *"ada yang tau artinya opposite?" ("Does anyone one know the meaning of opposite?"* asked the R. *"Lawan kata bukan mbak?" (It is contrary*
>
> *App/Vignette 2 Meeting 2*

The texts contained some vocabulary used in procedure text so they would not understand the meaning only but also how to use the vocabulary in the real situation.

c. Using authentic materials to gain the students' interest in the learning process

The use of authentic materials to attract the students' interest was shown in the first cycle. In this second cycle, the researcher still used authentic materials but emphasized the practice. As shown in the first cycle, the use of media and students' practice using authentic materials could attract their interest and also motivate them to pay more attention to the teaching and learning process. The researcher used authentic materials that they could enjoy and made them pay more attention. In this cycle, the researcher still discussed procedure text. However, to motivate them more, the researcher used authentic media and authentic text. The media that was used was materials to make sandwich such as bread, peanut butter, and jam as stated in the recipe. Here is the picture of the students doing the activity.

Figure 3. The students were doing the activity "how to make sandwich"

The researcher prepared something that could be eaten so it attracted the students' interest in the learning process. The practicum using authentic materials always done at the beginning of the meeting because it would motivate them to learn what would be the next activities.

c. Reflection

After conducting the actions in Cycle 2, the researcher discussed the teaching and learning process. In the discussion, the researcher analyzed the data to evaluate the actions conducted. Below were the results of the reflection made.

a. Using authentic materials so that the students' reading skills especially in comprehending texts could be improved

In this cycle, the implementation of the authentic materials was successful in order to improve the students' reading skill especially in comprehending the texts. It also was strengthened with the result in Cycle 1 that their reading skills have improved even though only in some aspect such as reading comprehension, and

pronouncing words. It is shown when the researcher asked the students orally or written to answer some questions related to the texts. Their pronunciations of some words also improve even only a little. It is proven when the students read the text and mentions some words, they pronounced the words correctly. The data gained in Cycle 2 has strengthened the result of the first cycle. So, the use of authentic materials in English teaching and learning process has a positive impact in the students' achievement.

b. Using authentic materials to improve the students' vocabulary

As stated in the first cycle, the students had low vocabulary mastery. However, the result in Cycle 1 and Cycle 2 had proven that the use of authentic materials could enhance their vocabulary mastery. They know more common vocabulary that was usually used in the procedure text. The students also know how to use the words in a sentence. It also showed that their vocabulary had increased when the researcher asked them some words from the previous meeting, they still remember and know the meaning of the words. When they were doing exercises, they could understand the words more easily. The exercises that the researcher gave also helped them in improving their vocabulary mastery. They became familiar with the words that they usually used in making questions such as modal verb should and will, how many.

c. The students gave more interest in the learning process through the use of authentic materials

Authentic materials have great positive impact on the English teaching and learning process. Besides those had mentioned above, authentic materials also

made the students pay more attention to the learning process. This was shown from the both cycles. It can be compared from the first cycle and the second cycle. In the first cycle, the researcher used authentic materials and they were mostly authentic texts. However, the researcher also gave them a chance to experience the learning by doing a kind of practice using authentic realia. They were more enthusiastic than only using authentic texts. In the second cycle, the researcher used more familiar authentic materials than the first cycle and it piqued the students' interest because they could experience and enjoy the teaching and learning process.

C. General findings

Based on the actions implemented, the researcher found some improvement as follows.

First, authentic materials are able to improve the students' reading skills. It can be seen from their pronunciations of some vocabulary. When they were asked to read the texts, they tend to be more confident than before and they got fewer mispronunciations. Besides that, their understanding of the text is better. It can be seen when they were asked to answer some questions related to the content of the texts. They can comprehend the text using the authentic realia.

Second, the use of authentic materials can to help the students enhancing their vocabulary mastery. It is proven when they read a text but did not know the meaning of a certain word so they guessed the meaning from the texts. The texts used in the research were procedure texts mainly in the form of food recipes, so they guessed the meaning of words in the cooking context. Authentic materials

can enhance their vocabulary mastery because teachers could show them the real usage of the words and authentic materials provide various real-life vocabularies. It also provides them new vocabulary that they used in their surroundings and everyday activities. The use of authentic materials to enrich their vocabulary was done well and it also lessens their boredom unlike using drilling technique.

Third, the use of authentic materials can attract the students' attention and also motivate them to follow the teaching and learning process. In the observation that the researcher did before conducting the research, some students laid their head on the table during the teaching and learning process so it could be said that they felt bored. In contrary, the students participated well in the teaching and learning process when the researcher taught them using authentic materials and authentic realia.

Fourth, all the activities that were done were group work. It is able to help the students to discuss to each other and to develop their confidence to ask questions about the materials to the researcher. They did not work individually so they felt more comfortable in the teaching and learning process.

This following table shows the improvement in each cycle after implementing authentic materials.

Table 4. Result of before and after implementing actions

Pre-condition	Cycle 1	Cycle 2
The students did not know how to pronounce some words.	The students have more confidence when they were asked to read a text. The students had fewer	The students had lessened in asking the meaning of vocabulary they did not know.

(Continued)

(Continued)

Pre-condition	Cycle 1	Cycle 2
	mispronunciation of vocabulary.	
Some students did not pay attention to the teacher.	The students were enthusiastic in participating in the teaching and learning process. The students were relaxed because the activities were interesting but still focus on the lesson.	The students were more comfortable in participating in the lesson. The students were motivated in the teaching and learning process because they waited what would they practice using authentic realia.
The students' level of comprehending texts was low.	The students could understand the gist of the text more easily when they read authentic materials.	The students got motivated more when they read authentic materials and also when practiced using authentic realia.

Based on the table above, there were some improvements especially in the students' reading skills. There were also some improvements from Cycle 1 to Cycle 2 after implementing the actions gain. The improvement can also be found in their score of the pre-test and the post-test. The following table shows the mean score of the students before and after the actions.

Table 5. Students' mean score

	Pre-test	Post-test
Mean	69	85

Based on the table above, the students' score increased from 69 to 85. It can be said that authentic materials is able to improve the students' score especially in

the reading skills. However, using authentic materials in the teaching and learning

process is not only about using real-life materials but how to use it effectively so

that it will benefit the students.

CHAPTER V
CONCLUSIONS, IMPLICATIONS, SUGGESTIONS

This chapter shows the review of the previous chapters. This chapter contains the conclusion, implication, and suggestion.

A. Conclusions

The aim of this research is to improve the students' reading skill through the use of authentic materials. The researcher chose to focus on the reading skill based on the observation and interview before the actions. The problem in the students' reading skills need to be solved immediately because the reading skills played an important role to the students' English mastery. So, the authentic materials were chosen based on the problems found.

The actions were implemented in two cycles. Each cycle was conducted in two meetings. In each meeting, the researcher introduced and gave an explanation about the materials and the activities, practiced the activity using the authentic realia, and checked the students' understanding about the materials given. Based on the results, it can be said that the use of authentic materials in the teaching and learning process is able to improve the students' reading skills. The success can also be seen from the change of the students' participation. The qualitative data were collected from the observation during the teaching and learning process and interview of the students. The interview was done before and after the actions. The interview showed a positive response from the students after the teaching and learning process. However, the result is not only based on the qualitative data but also based on the quantitative data to support the data. The quantitative data could

be seen from the result of the pre-test and the post-test. The mean score of the pre-test is 69 and the mean score of the post-test is 85. The improvement of the score from 69 to 85 shows that there is improvement in the students' reading skills after using authentic materials.

B. Implications

There were some implications of this research. The description of the implications would be presented below.

1. The use of authentic materials had various advantages to the students and also the teacher. It can help the students lessen their boredom and also motivate them to learn. It implies that teacher should use more authentic materials as a media in the teaching and learning process so the teachers can create fun learning activities. By using authentic materials, teacher can also gain the students' attention.

2. The use of authentic materials provided the students some real-life language exposures that helped them to understand the use of certain words in the real context. Because authentic materials contained new vocabulary that would be useful for them in their real life situation, using authentic materials enhanced the students' vocabulary mastery. It implies that the English teacher can use authentic materials as media to enrich the students' new vocabulary.

3. The use of authentic materials was able to help the students' reading skills especially in reading comprehension. If they were interested in something, for example a text, it would be easier for them to catch the meaning of the text. It

implies that teacher should consider more about using authentic materials in the teaching and learning process and also create various learning activities.

C. Suggestions

Based on the conclusion and the implication above, there are some suggestions that will be directed toward the English teachers and other researchers.

1. To the English teachers

Even though learning reading skills concerns the reading activity, it is better for the English teachers to not only provide the students with some texts taken from the textbooks but texts that can attract their attention. Teachers should try to provide them with other materials too. In using authentic materials, teachers do not only provide them with any kind of authentic materials but the materials also should be well-prepared.

2. To other researchers

For researchers who will conduct a similar study, they should select and prepare the authentic materials well because preparing well is the beginning of the success of a study.

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APPENDICES

APPENDIX A

VIGNETTES

VIGNETTES

Vignette 1

Observation

Date : **March 5th, 2014**

Time : **10.10 pm**

Place : **VII A**

Respondents : **R** : **Researcher**

     ET : **English Teacher**

     Ss : **Students**

The bell rang at 10.10 pm. The English teacher and the researcher started to head to the classroom. When arriving, the students were noisy. Some of the students still chatted. The researcher sat in the back and observed the teaching and learning process. When the teacher greeted them, some of the students were noisy, only some of them answer the greeting. Before the lesson was started, the teacher announced that day exam was cancelled. The students were noisy after hearing that. Some of them were upset because they had learned for the exam the night before. The teacher said to the students that they would write descriptive text.

Teacher reminded the students about the materials they had learnt the previous day. Before the teacher started the lesson, teacher explained and gave examples about how to describe people. The teacher asked the students to look at their friends then teacher write the title of the description in the whiteboard. After that, teacher asked the students to write a description text of a person. When doing the exercise, some of the students were noisy. Some of them didn't know some vocabulary so almost of the time they asked the teacher about vocabulary. The teacher observed the class when the students doing their exercise. The noisy was getting worse since they talked to each other.

A few minutes later, teacher explained again the exercise they had to do because some of the students still confused about what they should do. Then, the teacher gave example by writing a describing text of one student in the classroom. Then the students continued doing the exercise. It took quite long time for the students to finish the exercise. The teacher asked the students to submit their

work. After that, teacher divided the class into four groups. They would play a guessing game based on the description the students made. The teacher read one of the students work loudly in front of the class and the students started to guess who the person that was being described was. When reading the description, teacher had to reread some words because students were busy guessing the person and didn't pay attention to the words.

Five minutes before the bell rang; the teacher had to leave the class because there was someone who was waiting the teacher in the office. The teacher asked the researcher to teach the class but the researcher refused it. Before leaving the class the teacher gave the some exercise from the textbook. The researcher followed the teacher leaving the class.

Vignette 2

Meeting 1

Date   : April 1st, 2014

Time   : 09.55 – 11.15

Place   : VII A

Respondents : R   : Researcher

                    ET   : English Teacher

                    Ss   : Students

The bell rang at 09.55 a.m. R and ET entered the classroom. ET greeted the Ss in front of the class and explained hat that day R would teach Ss. ET sat in the back of the classroom and looked R started the lesson. R greeted Ss but only some replied the greeting. Then R greeted again and all Ss replied the greeting. Then R checked the attendant list and no one absent. R started the lesson by asking Ss whether they knew how to make instant noodle or not. Most of them replied that they knew. *"How to make it? (gimana sih cara membuatnya?) ."* Ss replied *"Buka bungkusnya terus masak air sampai mendidih". "Nah, itu dinamakan prosedur teks"."Procedure text itu adalah teks yangberisi tentang*

cara membuat sesuatu". *"Ok, today we are going to learn procedure text."* After few minutes, ET walked out of the classroom and left R.

Before explained more about procedure text, R divided Ss into eight groups. Some Ss refused to be the same group with other Ss but R still made them in one group. R explained that that day they would learn procedure text on how to make handicraft. Ss were noisy because they were busy talking to each other. When R showed them the learning media, they were suddenly quiet and paid attention to R. Ss looked interested in what they would do with the learning media. *"Keep silent please, or I would not give you this"*. *"Pada mau gak hayo?"* Ss suddenly were quiet and paid attention to R. Some Ss replied, *"mau mbak…"*. One of Ss asked, *"Itu apa mbak?"*. R explained the learning media. R asked, *"What will we make? (apa yang akan kiat buat?"*. Ss looked at the learning media but no one replied. They looked curious and rather confused about the learning media. Then, R explained that they would make "Glass Deco". R asked Ss to looked at the back of the media and read the instruction on how to make it. However, some Ss already took out the media from its pack. *"Coba sekarang lihat bagian belakang dan baca"* said R. *"Adakah kata-kata yang sulit? Kalau ada silakan ditanyakan"*. Some Ss asked some vocabulary that were in the text. *"Mbak artinya outline apa?", Apply apa mbak? Dry apa mbak? "*. R and Ss discussed what they would do based on the text.

R gave Ss 20 minutes to make the "Glass Deco" and asked them to make two pattern for each group. Then Ss start to work in group. When Ss started the work, some of them still confused and asked R what they should do. *"Mbak yang dilem dimana?"* asked one of Ss. *"Mbak nggambarnya di kertas apa di plastiknya?"* R walked around the classroom and observed their works. Some of Ss said that they could not draw the outline then R gave example for them. R asked them to work quicker because the time was almost over but they still drew the outline. R approached some groups and asked them to start to apply the colors. Ten minutes later, Ss finished their works and R asked Ss what they should do next. *"After you finish it, what should you do?"* Some of Ss replied, *"Dry"*. R asked them to dry their work under the sunlight to make them quicker to dry.

While waiting for their works to dry, R gave Ss worksheets. That was for individual work. R also gave them a procedure text based on the text in the learning media that had learnt. They were asked to answers some questions based on the text given. However, after 15 minutes, they finished their work. R and Ss only had five minutes to discuss the work they had done when the bell rang. So, asked Ss to submit their work. R also asked them to keep the "Glass Deco" until the next meeting. R end that day meeting by saying goodbye, and left the classroom.

Vignette 3

Meeting 2

Date   : 7th **April, 2014**

Time   : **07.00-08.20**

Place   : **VII A**

Respondents : R   : Researcher

                   ET   : English Teacher

                   Ss   : Students

The bell rang at 07.00 and R went to class VII A alone without ET. That day, ET had not come to the school yet. When R came to the classroom, there were only female Ss. One of the Ss called out the Male Ss that were sitting down near the library. After all Ss sat on their chair, R greeted Ss. *"Good morning"*. Most Ss replied the greeting. R led a prayer first before starting the lesson. R checked the attendance list and one of the Ss was absent that day. Then R started the lesson saying that they would still leant Procedure text. R gave them handouts about some recipes that were taken from internet. R asked Ss to read the texts and mention the verbs from the texts. *"Now mention the verbs that are in the texts (sekarang coba kalian sebutkan verbs atau kata kerja yang terdapat di teks tersebut"*. Ss replied it. *"Add". "Put". "Make"*. R wrote the verbs that Ss had mentioned. Ss were asked to guess the meaning of the verbs. Ss were able to

guess some meaning of the verbs however they could only guess few words. R added some new common verbs that were usually used in procedure texts.

The next activity was playing guessing game. *"Now we are going to play guessing game"*. Ss looked interested when they were going to play it. R intendedto use guessing game to make Ss more interested and make them easier to learn it. R also used authentic materials such as cup, teaspoon, tablespoon, bowl, fork, etc.. When R took the materials out, Ss gave comment. *"Wah niat banget mbak"*. R divided Ss into four groups then explained the game they would play. *"Nanti saya akan memperagakan beberapa verbs yang sudah kalian pelajari tadi dan kalian cepat-cepat menjawab ya, jangan lupa jawabnya pake bahasa inggris". "Sudah siap?Are you ready?"* Some Ss replied, *"Yes"*. Before R started the game, R gave some examples first. Then R showed some impersonation of doing something using authentic materials. R also used picture because some verbs were difficult to impersonate using authentic materials. Ss looked enthusiastic playing the game. *"What am I doing?"* Ss guessed some words. *"Mix". "Beat". "Mash"*.

After playing guessing game, R gave Ss a procedure text that was taken from a magazine. R asked Ss to read the text and asked if there were some difficult words. R and Ss discussed the text first. R asked the purpose of the text. "What is the purpose of the text? (apa tujuan teksnya?)". Ss did not answered the question. R asked again. *"masih ingat kan kemarin tujuannya teks procedure tu apa? Apa hayo?"* Some Ss looked at their note from previous meeting. One of them replied, *"To inform how to make something mbak"*. R write the purpose of the procedure text on the whiteboard. *"Jadi tujuannya procedure text is to tell or show how to make something"."tapi teksnya itu membuat apa sih?"*Some Ss replied, *"Tuna Muffins"."Yak, jadi disini something kita rubah menjadi Tuna Muffins ya"*. R asked again, *"What is the purpose of that procedure text?"* Ss replied*,"to tell show how to make Tuna Muffins"*. After that, R reminded Ss again the verbs they had learnt from the guessing game. R gave Ss worksheets. Ss were asked to do the worksheet based on the procedure text *"Tuna Muffins"*. When R gave them the worksheets, some Ss asked, *"Kok ngerjakke soal terus to mbak?"*

R replied, *"Ya iya, trus mau ngapain? Masak maen terus"*. When Ss did the worksheets, some of them asked the meaning of the questions and words. *"Mbak, soal nomer tiga itu apa?"* Another Ss asked, *"mbak yolk artinya apa?"* R explained them one by one.

Few minutes later, R asked Ss to submit the worksheets. Some Ss replied, *"belum mbak, bentar lagi"*. Five minutes later, R asked them to submit the worksheets and one by one they submitted the worksheets. After all Ss submitted their worksheets, R and Ss discussed the worksheets. The discussion had not finished yet but the bell rang, so R closed that day meeting. R greeted Ss, *"See you next time, Good bye"*. Ss replied the greeting, *"Goodbye mbak"*. However, before leaving the classroom, R did some interview with some Ss.

Vignette 4

Meeting 3

Date   : 22nd **April, 2014**

Time   : **09.55-11.15**

Place   : **VII A**

Respondents : R   : Researcher

                ET   : English Teacher

                Ss   : Students

That day, R arrived earlier at school. When R arrived at school, the bell for changing the lesson rang so R immediately came to the class. R came to the class with the English teacher. The teacher sat in the back and helped the R to maintain the Ss who sat in the back. When R came to the class, the students were noisy because they were happy to see R who would be teaching them for that day. Then, R greeted Ss. Before starting the lesson, R asked The Ss whether they still remembered the last meeting lesson with the R. Most of them replied that they still remember so the R asked some questions related to the materials they had learnt. *"Masih ingat pelajaran kemarin tidak? Kita belajar apa ya?"* asked the R. *" Prosedur teks mbak!"*, replied some of the Ss. *"Kalo ingat, coba prosedur teks*

itu yang gimana sih?", asked the R. Some Ss replied *"yang tentang resep-resep",* *"yang cara membuat sesuatu itu mbak". "Yak benar, terus tujaunya apa ya? What is the purpose?",* asked the R. Some Ss replied, *"To describe", "to inform". "Ya, benar. Tujuannya prosedur teks adalah to tell or to show how to make something ya…"* So, the R continued the lesson.

Before the R began the lesson, R divided The Ss into some groups consisted of four students. The first activity was putting a procedure text into good sequences. The R explained what they should do. The Ss were given a jumbled procedure text with the organized pictures. This text and the pictures were taken from internet so R did few adaptions with the words. The Ss should arrange the text into good orders based on the pictures. When R explained the activity, some Ss did not pay attention and some of them were noisy so when they were asked to do the exercise, many of them asked the R what they should do. R had to come to some groups to explain again. When doing the exercise, Ss asked many words they did not know. *"Mbak dissolved tu apa? Mbak flavoring to apa? Mbak kettle apa?"* asked some students. R wrote the words on the whiteboard and asked Ss whether they had known the meaning of the words. *"Ada yang tau artinya dissolve tidak?" "Apa mbak?",* some Ss asked R back. *"Dissolve itu artinya larut",* replied the R. In the middle of doing the exercise, The English teacher left the classroom. Few minutes later, R and Ss discussed the exercise. In discussing the exercise, R used some authentic materials. When R prepared the materials, some Ss said that they smelled something delicious. *"Hem….., baunya enak mbak". "Bawa kopi ya mbak?"*Then, R made the instant coffee like the Ss said. After discussing the exercise, Ss submitted the exercise they had done.

The next activity was still related to the previous text. The Ss looked some words and found the meaning based on the text. When R gave them the worksheet, The Ss looked enthusiastic and did the exercise right away. However, R stopped them and explained the activity first. *"Stop doing it, berhenti dulu ya, saya akan menjelaskan",* said the R. The students stopped doing the exercise. *"Apa yang harus kalian lakukan?"* asked the R. *"mencari kata mbak!"* replied

the Ss. *"That's right! Setelah kalian cari nanti kalian juga cari arti katanya ya dari teksnya"*, said the R. *"Silakan sekarang dikerjakan"*. The Ss were doing the exercise. After few minutes, R asked Ss to write the answers on the whiteboard. *"Siapa yang mau maju nomor 1?* Asked the R. *"Saya mbak…"* replied some Ss. Ss looked enthusiastic to write their answers. However, some Ss were still reluctant to come to the front to write their answer so the R needed to asked them and motivated them to be brave.

Five minutes before the bell rang indicating the end of the English lesson, R asked Ss about they had learnt from that meeting. *"Jadi apa yang kalian pelajari tadi?" "procedur teks mbak, cara membuat kopi."*, said the Ss. *"Selain itu kata-kata apa saja?"*, asked the R. Ss replied some words they had learnt. *"Jadi Tujuannya teks prosedur yang kalian baca tadi apa?"* asked the R. *"To show how to make something coffee"* replied some Ss. *"Jadi tujuannya adalah how to make a cup of instant coffee ya"*. Then the bell rang and R greeted the Ss. R left the classroom. Before R left the school, R met the English teacher said that R had done the teaching and asked about the next meeting. The English teacher said that R could teach again the next week. So R asked for permission to the English teacher to go home.

Vignette 5
Meeting 4
Date : 28th **April, 2014**
Time : 07.00-08.20
Place : VII A
Respondents : R : Researcher
               ET : English Teacher
               Ss : Students

The R came to the school earlier because R did not know whether there would be flag ceremony or not. When R arrived to the school, suddenly it was rain

so there wouldn't hold the flag ceremony. So the R asked the teacher whether the lesson would start at seven o'clock or waited for the ceremony. The other teacher told the R that R could immediately came to the classroom to teach. At that time, the ET had not come yet, so R, without telling the ET first, came to the classroom. When R arrived to the classroom, the Ss were still sweeping the floor, so R had to wait for them to finish sweeping the floor.

After Ss finished sweeping the floor, R came inside the classroom and greeted the Ss. "good morning, how are you today?" asked the R. "I'm fine, and you?" "I'm fine too, thank you", replied the R. *"We meet again ya…., sudah siap belajar?"* *"belum mbak"*, replied some Ss with smile. *"Saya anggap sudah ya"*, said the R. When R started the meeting, some boys Ss were coming. *"Nah, sekarang sudah dikelas semua ya"*, said R. Then, R started the lesson by said a prayer first. After that R asked Ss whether they still remembered the lesson they had learnt the previous meeting. R asked them whether they had ever made a sandwich before. "Have you ever made sandwich before?" asked R. Some Ss replied, *"belum"*, *"pernah"*. *"mbak bawa roti gak?"* asked one of Ss. *"Nanti ya…"* said R while dividing the Ss into some groups. R gave each group a sheet of paper contained a procedure text "how to make a sandwich". *"mbak kok Cuma gambarnya?"* *"ya nanti juga ada"*, said the R.

Before Ss start the practice, R asked them what they should do based on the procedure text. *"So, what do you need? Apa yang kalian butuhkan untuk membat sandwich?"* asked R. *"Bread, jelly, peanut butter", replied some Ss. "Berapa roti yang kalian butuhkan?" "Tiga", "three"*, said some Ss. One of the Ss asked *"endi to?" "Iki lho .."*, replied another students. *"What do you do first?"* Some Ss read the first step from the text. *"Right"*, said the R. *"What is next?"* Some Ss answered from the text. As R saw that Ss had known what they would do, R gave each group three pieces of bread, a cup of jelly and a cup of peanut butter, and a plastic knife. Ss started to practice the procedure text. They seemed enthusiastic to do the practice. While doing the exercise, some Ss still did not know what to do because they were afraid of making mistake. Then, they

asked R. R explained a little to the Ss and asked them to read the text. When they read the text, some students asked some words they did not know. Before R answered the question, R gave other students a chance to answer their friends' question. *"mbak, artinya opposite apa?"* asked a student. Then R asked other students to answer the question if they knew it. *"ada yang tau artinya opposite?"* asked the R. *"Lawan kata bukan mbak?"* replied a student. Then R continued to observe the classroom and check their work. Some groups still got a mistake and confused where to smear the jelly and peanut butter. So, R asked them to read the text and gave them clue. *"hayo…, udah dibaca belum teksnya, liat teksnya coba, kayak ginikah? Ada yang kurang lho ini",* said the R. "The Ss looked at the text and seemed confused. "*Nih, yang diolesi peanut butter bagian mana aja?*" asked the R. After that they started to understand what they were lacking.

R asked the Ss to answer the questions based on the procedure text they had practiced. Ss saw that most groups had finished their practice but R said to them to wait for their friends to eat the sandwich they had made. After they had done doing the exercise, R asked whether they wanted to eat the sandwich right away or later in break time. *"Mau makan sekarang apa nanti waktu istirahat?" "sekarang aja mbak…"*, replied some Ss. Then Ss ate the sandwich. After 5 minutes, R and Ss discussed the questions they had done. Ss replied to the R when R asked them the answers.

After that, Ss were given another procedure text and asked to answer the questions. That was an individual task. Ss did the exercise well until the bell rang. When the bell rang, all Ss submitted their works. After all Ss submitted their works, R greeted them and left the classroom because the teacher for the next lesson had been waiting outside the classroom. R then, met the ET and reported that R had finished the teaching practicum. R thanked the ET for his cooperation and help when R was conducting the practicum. The R left the school.

APPENDIX B

INTERVIEW TRANSCRIPTIONS AND INTERVIEW GUIDELINES

<div align="center">INTERVIEW TRANSCRIPTIONS</div>

R : **Researcher**
ET : **English Teacher**
S : **Student**

Observation

English Teacher

R : Selamat pagi pak, saya ryan.

ET : Pagi

R : Begini pak, maaf sebelumnya saya mengganggu waktu bapak. Saya ingin mewawancarai bapak tentang kegiatan belajar mengajar siswa khususnya pada reading skill.

ET : Santai saja mbak. Saya malah senang bisa membantu mbak. Jadi gimana?

R : Saya kan berencana melakukan penelitian di skolah ini, dan rencananya saya akan melakukan observasi dahulu sebelum melakukan penelitian. Salah satunya melalui wawancara ini. Saya ingin tahu bagaimana kemampuan siswa dalam belajar bahasa inggris khususnya reading.

ET : Kalu kemampuan mmbaca ya bisa dibilang agak kurang ya, terutama dalam pemahaman teks.

R : Apakah ketika pelajaran reading di kelas, para siswa menunjukan tanda-tanda bosan, kurang tertarik, atau bagaimana pak?

ET : Nah, sebenarnya tu tergantung bagaimana cara guru menyampaikannya dan materinya menarik atau tidak.

R : Kalau penggunaan otentik material itu apakah sudah maksimal atau malah belum diimplementasikan?

ET : Sebenarnya saya menggunakan otentik material dalam mengajar. Tapi kadang-kadang. Karena sumbernya masih sulit dan agak repot ya.

R : Mendapatkannya dari man aya pak?

ET : Biasanya dari internet dan bisa juga dari sekeliling mereka.

R : Kemudian kesulitan apa yang dihadapi ketika mengajar reading pak?

ET : Sebenarnya yang paling penting itu adalah menejemen kelas kemudian kita baru masuk ke pelajarannya. Kebanyakan dari murid masih kesulitan dalam kosa kata.

R : Selain itu masih ada kesulitan yang dihadapi siswa tidak pak?

ET : Ee… siswa itu masih mempunyai motivasi rendah.

R : Dari materinya ada kesulitan tidak pak?

ET : O… materinya itu kadang sulit untuk disesuaikan

R : Baik pak, terimakasih untuk waktu dan informasinya. Mohon bimbingannya juga untuk besok ketika saya melakukan penelitian di kelas. Terimakasih pak.

Student 1

R : Siang dek, minta waktunya sebentar ya?
   Pelajaran yang disukai apa dek?

S : Seni budaya sama bahasa inggris

R   : Kenapa suka bahasa inggris?
S   : Karena lebih mudah pelajarannya
R   : Dari kegiatan mendengarkan, berbicara, membaca, menulis, yang kamu sukai yang mana?
S   : Menedengarkan
R   : Kalau membaca suka enggak?
S   : Enggak terlalu
R   : Kalau kesulitannya apa ketika pelajaran membaca?
S   : Ya, artinya susah, membacanya juga susah
R   : Kamu penegnnya pelajaran bahasa inggris itu yang seperti apa sih?
S   : Em… yang ngapalin kosa kata

Student 2
R   : Pelajaran yang disukai apa dek?
S   : Bahasa inggris
R   : Beneran? Kenapa kok suka bahasa inggris?
S   : Ya suka aja mbak
R   : Diantara 4 kemampuan bahasa inggris mendengarkan, berbicara, membaca, menulis, yang paling susah apa dek?
S   : Berbicara
R   : Kalau kamu membaca enggak ada kesulitannya?
S   : Ada mbak. Enggak tau artinya sama cara membacanya enggak tau juga
R   : Pengennya pelajaran bahasa inggris yang gikmana sih?
S   : Gurunya yang enak ngajarnya, terus juga memerangkan pelajarnya yang enak, enggak ngerjain soal terus
R   : Makasih dek

Student 3
R   : Suak pelajaran bahasa inggris enggak dek?
S   : Agak sih mbak
R   : Kok agak kenapa?
S   : Ya soalnya susah e
R   : Susahnya bagian apa?
S   : Banyak mbak. Ngartiinnya, bacanya, pokonya susah mbak
R   : Pelajaran bahasa inggris yang gimana yang kamu inginkan?
S   : Em… yang gimana ya? Yang enggak susah-susah sama yang jelas neranginnya
R   : Makasih dek

Student 4
R   : Pelajaran bahasa inggris suka enggak dek?
S   : Lumayan suka mbak
R   : Sukanya bagian apa?

S   : Maksudnya?
R   : Mendengarkan, berbicara, membaca, atau menulis?
S   : Yang membaca mbak.
R   : Kenapa mambaca sulit?
S   : Itu lho mbak cara membaca kata-katanya sulit sama ngartiinnya susah juga
R   : Pengen pelajaran bahasa inggris yang gimana?
S   : Yang gamapng sama yang enggak ngebosenin lah pokonya
R   : Oke, makasih ya dek

Student 5
R   : Suka pelajaran bahasa inggris enggak dek?
S   : Suka
R   : Sukanya kenapa?
S   : Ya suka aja. Enggak tau kenapa
R   : Ada kesulitan dalam pelajaran bahasa inggris enggak dek?
S   : Em… Apa ya?
R   : Apa hayo?
S   : Artinya mbak
R   : Arti kata?
S   : Iya. Sama agak susah e memahami teks
R   : Pengennya pelajaran bahasa inggris yang gomana?
S   : Yang santai, menarik, asik, gampang, enggak kebanyakan soalnya
R   : Komplit ya. Makasih dek

Student 6
R   : Suka pelajaran bahasa inggris enggak dek?
S   : Suka mbak
R   : Yang disukai pelajaran yang apa? Mendengarkan, berbicara, membaca, menulis?
S   : Yang mendengarkan
R   : Kalau membaca suka enggak?
S   : Enggak terlalu
R   : Kenapa?
S   : Saolnya susah memahami teks yang panjang-panjang, sama artinya juga susah
R   : Ada kesulitan lain enggak?
S   : Itu mbak, Kata-kata bahasa inggris kadang enggak tau artinya jadi males baca. Sama pengen pelajaran yang enggak tegang
S   : Pengennya yang santai tapi tetep enak itu lho buat belajar, yang pelajarannya menarik juga
R   : Makasih dek

Student 7

R   : Suka pelajaran bahasa inggris enggak dek?
S   : Enggak terlalu mbak
R   : Kenapa?
S   : Enggak mudeng bahasanya
R   : Ada kesulitan lain selain itu?
S   : Banyak lah mbak. Aku tu sulit e kalo baca bacaan bahasa inggris. Soalnya enggak tau gimna bacanya. Juga gak ngerti artinya
R   : Terus pengen pelajaran bahasa inggris yang kayak gimana?
S   : Yang gampang, teksnya pendek, sama santai
R   : Makasih ya

Student 8

R   : Suka pelajaran bahasa inggris enggak dek?
S   : Suka tapi kalau pas bisa aja
R   : Pas bisa? Maksudnya gimana?
S   : Kalau pelajarannya pas gampang mbak
R   : Misalnya bagian apa dek?
S   : Kalau misalnya permainan tebak-tebakan kayak tadi
R   : Terus ada kesulitan enggak dalam belajar bahasa inggris?
S   : Ada
R   : Bagian apa?
S   : Em… itu lho mbak, aku enggak tau arti-artinya
R   : Arti kosa-kata?
S   : Iya
R   : Kamu pengen pelajaran bahasa inggris yang gimana?
S   : Yang gampang, enggak ngebosenin, sama yang santai
R   : Makasih ya

Student 9

R   : Suka pelajaran bahasa inggris dek?
S   : Enggak terlalu mbak
R   : Kenapa?
S   : Suka pelajaran olah raga soalnya
R   : O… terus kalu pelajaran bahasa inggris kamu ada kesulitan enggak?
S   : Em… Kalau disuruh membaca enggak bisa
R   : Kok enggak bisa? Enggak bisanya kenapa?
S   : Kata-katanya susah sama enggak ngerti artinnya
R   : Terus kamu pengen pelajaran bahasa inggris yang gimana sih?
S   : Yang enggak baca terus, menyenangkan, enggak tegang
R   : Makasih dek

Student 10

R : Suka pelajaran bahasa inggris dek?
S : Suka
R : Sukanya dimana?
S : Pas disuruh baca
R : Suka baca bahasa inggris ya?
S : Iya lumayan mbak
R : Ada kesulitan pas belajar bahasa inggris enggak?
S : Apa ya? Masih bingung baca kata bahasa inggris sama artinya enggak tau
R : Kamu pengen pelajaran bahasa inggris yang gimana?
S : Yang menarik sama enggak bikin ngantuk mbak. Juga yang penjelasannya jelas.
R : Oke, makasih

Cycle 1
Meeting 1
Student 1

R : Gimana ya tadi pelajarannya dek? Ngerti gak?
S : Ngerti
R : Lebih seneng kalau pelajaran biasa apa pelajara yang kayak tadi, pake barang-barang?
S : Seneng pelajaran yang kayak gini
R : Kenapa?
S : Ya… karna lebih santai
R : Jelas gak sama materi yang disampaikan?
S : Ngerti
R : Yaudah, makasih ya dek . .

Student 2

R : Giman dek tadi pelajarannya?
S : Asik mbak
R : Asik? Lebih asik yang kayak gini apa yang biasanya?
S : Yang kayak gini
R : Kenapa
S :Ya asik aja
R : Asikya gimana?
S : Lebih santai dan lebih mudeng
R : Beda ya dari yang biasanya? Terus ngerti gak sama materinya?
S : Ngerti
R : Dong sama yang diajarin tadi?
S : Dong
R : Yakin?
S : Yakin

Students 3

R   : Tadi gimana dek pelajarannya

S   : Enak mbak

R   : Enak? Seneng gak kalo kayak gitu tadi?

S   : Seneng

R   : Senengnya gimana?

S   : Ee….. pas yang buat kerajinan tadi

R   : Kalo dibanding sama ya pelajaran biasa gitu, mending yang gimana?

S   : Yang gini

R   : Trus mudeng gak yang disampaikan? Sama materinya tadi misalnya prosedur teks tadi tujuannya apa gitu…

S   : Mudeng

R   : Makasih ya dek . .

Student 4

R   : Tadi gimana dek pelajarannya? Seneng gak

S   : Seneng

R   : Kira-kira seneng pelajaran yang kayak gini apa kayak biasanya

S   : Kayak gini

R   : Kenapa? Kenapa senengnya hayo?

S   : …..

R   : Soalnya gimana kok kamu lebih seneng kayak gini, kenapa sih?

S   : Em….

R   : Gimana? Bosen gak sama ini?

S   : Enggak

R   : Jadi lebih asik yang …

S   : Yang ini

R   : Yang kayak gini? Terus ngerti gak sama yang disampaikan?

S   : Ret, tau

R   : Tau? Sama materinya tau?

S   : Tau

Student 5

R   : Giman tadi dek pelajarannya?

S   : Em… seneng

R   : Seneng? Senengnya gimana?

S   : Asik

R   : Kalo dibanding sama pelajaan biasa milih yang mana?

S   : Milih yang ini

R   : Kenapa?

S   : Kalo sama guru itu ketat banget, kalo sama ini enggak

R   : Tapi kalo pelajaran kayak gini dong gak sama yang disampaikan materinya?

S   : Em, dong
R   : Yakin?
S   : Yakin
R   : Berarti tau dong tujuannya teks proseudre tadi apa?
S   : Tau
R   : Makasih ya..

Meeting 2
Student 1
R   : Giman tadi dek pelajarannya?
S   : asik mbak
R   : asik ya? Kalau belajar tadi yang didapat apa?
S   : maksudnya mbak?
R   : Gini, materinya dong kah? Kata-kata yang tadinya belum tau jadi tau kah?
S   : o… iya mbak. Tadi dong pelajarannya.
R   : kira-kira ada kata-kata bahasa inggris yang sebelumnya kamu gak tau terus jadi tau enggak?
S   : Eemm … ada, tadi tak catat di buku kata-kat yang dibahas
R   : Gitu ya, kamu lebih seneng pelajaran yang biasanya sama guru apa yang kayak tadi?
S   : Yang kayak tadi
R   : Kenapa?
S   : Seneng aja mbak, belajarnya santai
R   : Oke. Makasih ya..

Student 2
R   : Gimana tadi dek pelajarannya?
S   : Seneng mbak
R   : Seneng kenapa?
S   : Em.., ya pokoknya seneng deh mbak. Santai terus juga enggak bosen.
R   : terus kalo seneng nih, gimana sama materinya? Ngerti enggak sama yang kita pelajari tadi?
S   : ngerti mbak
R   : tadi ada kata yang belum kamu enggak tau artinya trus jadi tau gak?
S   : Eemm … ada,
R   : kamu lebih seneng pelajaran yang seperti biasanya sama guru apa yang kayak tadi?
S   : yang sama mbak, yang tadi
R   : Kenapa?
S   : soalnya kayak main, bikin sesuatu
R   : Makasih ya..

Student 3

R   : Giman tadi dek pelajarannya?
S   : Seneng mbak
R   : Seneng kenapa?
S   : Em.., ya pokoknya seneng deh mbak. Santai terus juga enggak bosen.
R   : terus kalo seneng nih, gimana sama materinya? Ngerti enggak sama yang kita pelajari tadi?
S   : ngerti mbak
R   : tadi ada kata yang belum kamu enggak tau artinya trus jadi tau gak?
S   : Eemm … ada,
R   : kamu lebih seneng pelajaran yang seperti biasanya sama guru apa yang kayak tadi?
S   : yang sama mbak, yang tadi
R   : Kenapa?
S   : soalnya kayak main, bikin sesuatu
R   : Makasih ya..

Student 4

R   : Tadi pelajarannya gimana?
S   : Asik mbak tapi asik yang keamrin
R   : Kenapa kok asik yang kemarin?
S   : Soalnya kemarin buat-buat gitu tapi yang tadi enggak
R   : O… jadi lebih seneng yang ada prakteknya ya?
S   : Iya mbak
R   : Tapi tadi tetep ngerti kan sama yang diajarkan?
S   : Iya mbak
R   : Ada kata-kata yang sekarang kamu tahu yang dulu belum tau?
S   : Ada sih mbak tapi cuma dikit
R   : Seneng pelajaran yang kayak tadi apa yang pelajaran biasa kayak waktu sama guru?
S   : Yang sama mbaknya tapi yang ada prakteknya
R   : Oke, makasih . . .

Student 5

R   : Gimana dek tadi pelajarannya?
S   : Asik
R   : Yang asik bagian apa?
S   : Em… santai lah mbak
R   : Sengn yang pelajaran kayak tadi apa yang biasanya?
S   : Yang kayak tadi
R   : Susah apa gampang tadi belajarnya?
S   : Lumayan lah mbak
R   : Makasih ya

Cycle 2
Meeting 1
Student 1

R   : Tadi pelajarannya gimana?
S   : Lumayan mbak
R   : Lumayan gimana?
S   : Ya lumayan, seneng sih mbak
R   : Bagian mana yang kamu seneng?
S   : Em… yang tadi pas tebak-tebakan sama buat kopi
R   : tadi kan tebak-tebakan kata, terus kamu tambah enggak kata-kata bahasa inggris yang kamu tau?
S   : Lumayan sih mbak soalnya tadi enak pake barang-barang segala
R   : Tadi waktu ngerjain soal ka nada teksnya, ngerti yang dimaksud dari teksnya enggak?
S   : Ngerti mbak
R   : Kalau suruh milih pelajaran yang kayak tadi apa yang biasanya?
S   : Yang tadi

Student 2

R   : Tadi gimana dek pelajarannya?Menyenangkan apa enggak?
S   : seneng mbak
R   : Pilih pelajaran yang seperti tadi apa yang biasanya?
S   : Yang tadi
R   : Kenapa?
S   : Ya sdengn mbak, soalnya enggak tegang terus ada hiburannya kayak tebak-tebakan tadi
R   : gitu ya? Kalau pelajarannya yang tadi nambah kos kata bahasa inggris kamu enggak?
S   : Iya, lumayan dikit-dikit
R   : Terus kalau suruh milih, kamu pilih pelajaran yang kayak tadi apa yang biasanya kayak guru?
S   : Yang kayak tadi
R   : Makasih

Student 3

R   : Gimana dek tadi pelajarannya?
S   : Lumayan mbak, enggak ngebosenin
R   : Lumayannya gimana?
S   : Ya enggak bikin bosen terus juga seneng tadi pake kopi segala
R   : Tadi kan ada kata-kata yang dibahas, nah, masih inget enggak?
S   : Em… Masih dikit, tadi tak catet juga mbak
R   : Kira-kira kamu pilih pelajaran yang kayak tadi pake barang-barang beneran apa yang pelajaran biasa?

S   : Yang kayak tadi mbak
R   : Makasih dek

Student 4
R   : Pelajarannya tadi gimana dek?
S   : Gampang-gampang susah mbak
R   : Maksudnya gimana tuh? Yang susah bagian apa?
S   : Em… Kata-katanya tadi lumayan susah mbak
R   : Tapi tadi kita bahas kan? Masih inget kan?
S   : Masih sih mbak.. tapi ya cuma dikit
R   : Tapi tadi seneng enggak pelajarannya?
S   : Seneng mbak
R   : Senengnya bagian apa?
S   : Pas tebak-tebakan sama bikin kopinya
R   : Makasih ya dek

Student 5
R   : Seneng enggak dek tadi pelajarannya?
S   : Seneng mbak
R   : Senengnya gimana?
S   : Pas tadi itu lho yang tebak-tebakan
R   : Tadi tebak-tebakan kata kan? Kira-kira nambah kosa kata bahasa inggris kamu enggak dek?
S   : Em… Ya… Lumayan mbak soalnya tadi juga pake barang-barang kayak tadi
R   : Jadi seneng kalo pelajaran kayak tadi itu ya?
S   : Iya mbak
R   : Makasih

Meeting 2
Student 1
R   : Seneng enggak dek tadi pelajarannya?
S   : Seneng mbak
R   : Senengnya pas bagian apa?
S   : Pas tadi buat roti sama pas makannya
R   : terus tadi kan kamu baca teks yang instruksi buat sandwich, kamu tadi tau semua kata- katanya enggak?
S   : Enggak mbak, tadi ada yang enggak tau
R   : Nah, kan tadi dibahas juga kosa katanya, terus sekarang jadi tau enggak?
S   : Lumayan mbak, tapi inget beberapa kata aja
R   : Kamu suka pelajaran yang kayak tadi apa pelajaran yang biasanya?
S   : Yang kayak tadi dong mbak

R   : Kenapa?
S   : Ada prakteknya sama enggak ngebosenin
R   : Oke, makasih

Student 2
R   : Tadi pelajarannya asik enggak dek?
S   : Asik mbak, terus aja mbak kayak tadi
R   : Lho, kenapa?
S   : Belajarnya santai juga seneng ada praktek bikin roti tadi
R   : Tapi mengerti tadi yang dipelajari enggak?
S   : ngerti kok mbak
R   : Kalu ada pilihan, kamu pilih pelajarannya yang kayak tadi apa yang biasanya sama guru?
S   : Yang tadi bikin apa mbal tadi?
R   : Sandwich, oke makasih

Student 3
R   : Tadi pelajarannya susah enggak?
S   : Enggak terlalu mbak
R   : Terus seneng enggak pelajaran kayak tadi?
S   : Seneng
R   : Senengnya gimana?
S   : Em… Seneng aja. Soalnya tadi bikin sandwich.
R   : Tapi bisa dimengerti enggak dek tadi pelajarannya?
S   : Iya, bisa kok mbak
R   : Tadi kan kita bahas kosa kata yang sulit, nah, kamu ngerti enggak?
S   : Ngerti dikit sih mbak tapi tadi.
R   : Terus sekarang masih inget juga kan?
S   : Inget sih dikit-dikit
R   : Makasih ya

Student 4
R   : Tadi gimana dek pelajarannya?
S   : Asik mbak, tiap hari aja kayak tadi
R   : Kenapa?
S   : Ya asik aja mbak, bisa praktek terus juga enggak bosen
R   : Tapi tadi ngerti enggak sam yang dipelajari?
S   : Ngerti kok
R   : Kalau kosa kata yang dibahas tadi kamu paham enggak?
S   : Paham mbak
R   : Kamu pilih pelajaran yang kayak tadi apa yang biasanya?
S   : Yang tadi

Student 5

R : Seneng enggak dek tadi sama pelajarannya?
S : Seneng kok mbak
R : Senengnya kenapa?
S : Soalnya tadi bikin roti apa mbak?
R : Sandwich
S : Iya, lupa
R : Paham enggak sam yang disampaikan tadi?
S : Lumayan paham
R : Kamu pilih pelajaran yang kayak tadi apa pelajaran biasanya sama guru?
S : Yang kayak tadi dong mbak.

INTERVIEW GUIDELINES

Planning

No.	Content	Item	
		Student	**Teacher**
1	Teaching and Learning English	- Do you like English? - Which part do you like? Is it Listening, Speaking, Reading, or Writing? - Do you have any difficulty in learning English?	- Do have any obstacles in teaching English especially in teaching reading?
2	Materials	- What do you think of the materials? Do you find it easy or difficult?	- Do you find it easy or difficult in teaching reading? - What are your teaching resources?
3	Instructional media	- Does your teacher use media in teaching? - What kind of media he/she use?	- Have you already used some authentic media during the learning activities? - If you have, where do you get the authentic materials?
4	Students' Reading skills and attitude		- How does the students' reading skills? - Do the students show some indicators of bored, uninterested, and unmotivated during the teaching and learning activities?

Reflection

No	Content	Item
		Student
1	Teaching and learning Reading	- Do you like the learning activities? - What part do you like? - Do you prefer this kind of learning activities or the usual activities?
2	Materials	- Do you find it easy or difficult? - Do you understand about what we have learnt?
3	Authentic materials	- Do you like learning using authentic materials?
4	Reading skills	- What kinds of improvement do you get after the learning activities?

APPENDIX C

COURSE GRID

THE COURSE GRID OF THE TEACHING AND LEARNING PROCESS OF THE SEVENTH GRADE STUDENTS OF SMPN 3 TEMPEL IN THE ACADEMIC YEAR OF 2013/ 2014

School   : SMP N 3 Tempel

Grade   : VII

Subject   : English

Semester   : 2

Standard of Competence:

Understanding meaning in a functional text and simple short essay related to the nearest environment in the form of procedure text.

Basic Competence:

Responding to meaning and rhetorical steps accurately, fluently and acceptably in the very simple essay related to the nearest environment in the form of descriptive text/procedure text.

Indicators	Learning Materials			Media	Activities	Learning sources
	Texts	**Vocabulary**	**Grammar**			
1. Identify the generic structure of procedure text 2. Identify the information/content s in the procedure	Procedure texts entitled: How to Make "Glass Deco" and "Tuna	How to Make "Glass Deco" Noun: sheet, pattern, glass, tiles, Verb:	Simple present tense S + V1 e.g. Fill each cup	Glass deco, vinyl sheet, pattern pictures, glue	**a. Presentation:** • The teacher introduces the materials • The students and the teacher discuss some vocabulary appearred in	Glass Deco, English magazine, Internet

text 3. Identify some vocabulary from procedure 4. Follow the instructions in the procedure texts 5. Answer some questions correctly related to the procedure texts	Muffins"	apply, fix, outline, dry, stick "Tuna Muffins" Noun: Ingredients, teaspoon, tablespoon, cups, mixture Verb: Preheat, combine, beat, fold, fill, bake	with tuna mixture.		procedure texts given • The students identify the nature of a procedure text and its function from some procedure texts **b. Practice :** • The students follow the steps in the procedure texts to make glass deco and in groups **c. Production:** • The students answer some questions and true and false questions based on the procedure text	

THE COURSE GRID OF THE TEACHING AND LEARNING PROCESS OF THE SEVENTH GRADE STUDENTS

OF SMPN 3 TEMPEL IN THE ACADEMIC YEAR OF 2013/ 2014

School : SMP N 3 Tempel

Grade : VII

Subject : English

Semester : 2

Standard of Competence:

      Understanding meaning in a functional text and simple short essay related to the nearest environment in the form of procedure text.

Basic Competence:

Responding to meaning and rhetorical steps accurately, fluently and acceptably in the very simple essay related to the nearest environment in the form of descriptive text/procedure text.

Indicators	Learning Materials			Media	Activities	Learning sources
	Texts	**Vocabulary**	**Grammar**			
1. Identify the generic structure of procedure text 2. Identify the information/content in the procedure	Procedure texts entitled: *"How to Make a Cup of Instant*	How to Make *"How to Make a Cup of Instant Coffee"* Noun: flavourings,	Simple present tense S + V1 e.g. Place jelly	Authentic materials used for making a cup of coffee and	**a. Presentation:** • The teacher introduces the materials • The students and the teacher discuss some vocabulary appearred in	http://www.wiki how.com/Make-a-Cup-of-Instant-Coffe http://www.wiki

text 3. Identify some vocabulary from procedure 4. Follow the instructions in the procedure texts 5. Answer some questions correctly related to the procedure texts	Coffee*"* and *"*How to Make a Peanut Butter and Jelly Sandwich:	extract, kettle, mug Verb: Put, take, pour, use, crush, stir, add, dissolve *"*How to Make a Peanut Butter and Jelly Sandwich*"* Noun: Peanut, butter, bread, pieces Verb: Place, put, complete, cut	on two pieces of bread.	sandwich	procedure texts given • The students identify the nature of a procedure text and its function from some procedure texts **b. Practice :** • The students arrange the jumbled steps of a procedure text according to the pictures • The students find the meaning of the words • The students practice and follow the steps of the procedure the **c. Production:** • The students answer some comprehension questions based on the procedure texts	how.com/Make-a-Triple-Decker-Peanut-Butter-and-Jelly-Sandwich

APPENDIX D

LESSON PLANS

LESSON PLAN

School   : SMP NEGERI 3 TEMPEL
Grade/ Semester : VII/ 2
Subject   : English
Text   : Procedure Text
Skill   : Reading
Allocated time   : 4 x 40

A. Standard Competence :
Understanding meaning in a functional text and simple short essay related to the nearest environment in the form of procedure text.

B. Basic Competence :
Responding to meaning and rhetorical steps accurately, fluently and acceptably in the very simple essay related to the nearest environment in the form of descriptive text/procedure text.

C. Indicators :
- Identifying the purpose of procedure text
- Identifying the information/contents in the procedure text
- Identifying some vocabulary from procedure

D. Learning Objective
      At the end of the lesson the students are expected to be able to understand the nature and the function of procedure text accurately.

E. Learning Materials
Make a glass deco based on the text and follow the instructions.
Procedure text "*Tuna Muffins*"
Vocabulary such as: *bake, heat, fill, fry, mix, add, pour, boil, simmer, stir, cook, remove, cut, pour, mash, grind*

F. Learning Method
·   PPP (Presentation, Practice, Production)

G. Teaching and Learning Activities
Opening activity:
- The teacher greets the students and call on the roll

Main activity:

Meeting 1

No.	Activities	Time
1	The teacher tells the indicators they should achieve	3 minutes
2	The teacher introduces the materials	5 minutes
3	Students are divided into 8 groups and each group consist of 4 students	5 minutes
4	Students read the procedure texts and infer the purpose of the procedure text	5 minutes
5	Students identify some difficult vocabulary from the text	10 minutes
6	Students make various drawing using *Glass Deco* in group	15 minutes
7	Students answer some questions individually based on the procedure text on the pack of *Glass* Deco	15 minutes
8	Students submit their works then discuss their works	10 minutes
9	The students tell their difficulties related to the learning materials	5 minutes

Meeting 2

No.	Activities	Time
1	The teacher tells the indicators they should achieve	3 minutes
2	The teacher introduces the materials	5 minutes
3	The students are divided into 8 groups and each group consist of 4 students	5 minutes
4	The students read the procedure text	5 minutes
5	The students identify some difficult vocabulary from the text	5 minutes
6	The students and the teacher discuss some vocabulary usually appear in procedure texts given	10 minutes
7	The students guess the purpose of the procedure texts based on the procedure texts given	10 minutes
8	The students do the exercises individually based on procedure text entitled *"Tuna Muffins"*	15 minutes
9	The teacher and the students discuss their works together	10 minutes
10	The students tell their difficulties related to the learning materials	5 minutes

Closing activity:
- The teacher and the students conclude the learning activities and the material.
- The teacher gives a chance the students to tell their difficulties in the learning process.

H. Learning sources
- *Procedure text* taken from a pack of *glass deco*
- *"Fitness Rx" magazine* December 2005 Edition page 140
- *www.food.com*
  Media:
- *Glass deco, vinyl sheet, pattern pictures, glue*

I. Assessing
   A. Assessing
1. Technique   : Practiced test and written test
2. Form   : Answering some comprehension questions based on a procedure text and making various *glass deco* drawing
3. Instruments   :
- *Follow the instructions on the text to make a glass deco.*
- *Answer the questions below based on the procedure text "How to make glass deco".*
- *Answer the questions below based on the procedure text "Tuna Muffins".*
- *Circle T if the statement is True or F if the statement is False based on the text.*
   B. Directions:
- Each correct answer in part A and B students get 10 score
- Maximum score is 100
- Students' score = students' correct score

ATTACHMENT

Meeting 1

A. **Answer the questions below based on the procedure text "How to make glass deco".**
1. How many steps does the text have to make a glass deco?
2. How many materials do you need to make glass deco?
3. Where do we apply colors? Outside or inside the outline?
4. What do you do after outlined it?
5. What is the last step in making glass deco?

B. **Circle T if the statement is True or F if the statement is False based on the text.**
1. You need glue to fix the vinyl sheet.   T / F
2. Outline the pattern on the vinyl sheet.   T / F
3. You have to apply colors outside the lines.   T / F
4. Wet your work completely and peel off your work.   T / F
5. You can stick it on a glass window.   T / F

Meeting 2

A. **Answer these questions based on the text.**
1. How many ingredients are in the recipe?
2. How many steps are in the text?
3. What should you do to the egg before mix it to the rest ingredient?
4. Do you also need the yolk to make the tuna muffins?
5. How long do you bake it?

B. **Circle T if the statements are True or F if the statements are False based on the text.**
1. You need ¼ teaspoon pepper.   T / F
2. You need raw brown rice.   T / F
3. You do not need to preheat the oven.   T / F
4. Combine all the ingredients including egg.   T / F
5. Bake the tuna muffin for 35 to 40 hours.   T / F

LESSON PLAN

School   : SMP NEGERI 3 TEMPEL
Grade/ Semester : VII/ 2
Subject   : English
Text   : Procedure Text
Skill   : Reading
Allocated time   : 4 x 40

A. **Standard Competence :**
Understanding meaning in a functional text and simple short essay related to the nearest environment in the form of procedure text.

B. **Basic Competence** :
Responding to meaning and rhetorical steps accurately, fluently and acceptably in the very simple essay related to the nearest environment in the form of descriptive text/procedure text.

C. **Indicators** :
- Identifying the purpose of procedure text
- Identifying the information/contents in the procedure text
- Identifying some vocabulary from procedure

D. **Learning Objective**
        At the end of the lesson the students are expected to be able to understand the nature and the function of procedure text accurately.

E. **Learning Materials**
- *Procedure text "*How to Make a Cup of Instant Coffee*"*
- *Procedure text "*How to Make a Peanut Butter and Jelly Sandwich*"*
- Vocabulary such as: *bake, heat, fill, fry, mix, add, pour, boil, simmer, stir, cook, remove, cut, pour, mash, grind*

F. **Method**
·   PPP (Presentation, Practice, Production)

G. **Teaching and Learning Activities**
Opening activity:
- The teacher greets the students and call on the roll

Main activity:
Meeting 1

No.	Activities	Time
1	The teacher tells the indicators they should achieve	3 minutes
2	The teacher introduces the materials	5 minutes
3	Students read the procedure text	5 minutes
4	Students identify some difficult vocabulary from the text	5 minutes
5	Students are divided into 8 groups and each group consist of 4 students	3 minutes
6	The students do the exercises based on the procedure text in group	15 minutes
7	The teacher practices the procedure text based on the students' directions	10 minutes
8	The students do the exercise based on the procedure text	15 minutes
9	The teacher and the students discuss their works	10 minutes
10	The students tell their difficulties related to the learning materials	5 minutes

Meeting 2

No.	Activities	Time
1	The teacher tells the indicators they should achieve	3 minutes
2	The teacher remind the students about the previous materials	5 minutes
3	The students are divided into 8 groups and each group consist of 4 students	5 minutes
4	The students read the procedure text	5 minutes
5	The students identify some difficult vocabulary from the text	5 minutes
6	The students make "sandwich" based on the procedure text in group	15 minutes
7	The students do the exercise based on the procedure text individually	15 minutes
9	The teacher and the students discuss their works together	10 minutes
10	The students tell their difficulties related to the learning materials	5 minutes

Closing activity:

- The teacher and the students conclude the learning activities and the material.
  The teacher gives a chance the students to tell their difficulties in the learning process.

H. Learning sources

- Procedure text that was taken from http://www.wikihow.com/Make-a-Cup-of-Instant-Coffee
- Procedure text that was taken from http://www.wikihow.com/Make-a-Triple-Decker-Peanut-Butter-and-Jelly-Sandwich
- *"Fitness Rx"* magazine December 2005 edition page 86
  Media:
- *Authentic materials used for making a cup of coffee and sandwich*

I. Assessing

    A. Assessing

1. Technique   : Practiced test and written test
2. Bentuk   : Answering some comprehension questions based on the procedure texts
3. Instruments   :
- *Answer the questions below based on the procedure text*

    B. Directions:

- Each correct answer get 20 score
- Maximum score is 100
- Students' score = students' correct score
  20

ATTACHMENT
Meeting 1
Arrange this procedure text into a good arrangement based on the pictures.
How to Make a Cup of Instant Coffee
Ingredients

     Water
     Instant coffee
     Sugar (optional)
     Cream or milk
     Flavorings, such as vanilla extract, cinnamon, or cocoa powder (optional)

Steps

(   ) If you add the extra ingredients, then stir thoroughly until the extra ingredients have been dissolved

(   ) Put water in a kettle and boil it.

(   ) Stir in the rest of the hot water.

(   ) Take the instant coffee and put about one teaspoon. This may vary based upon how strong you like your coffee.

(   ) Flavorings such as vanilla extract, cocoa powder, or ground cinnamon may be added at this time.

(   ) Add fresh whole milk or creamer to the coffee if desired.

(   ) Pour a teaspoon of hot (nearly boiling) water into the mug; only enough to dampen the instant coffee. If you use sugar, put in your sugar. Now, with a metal spoon, crush the slurry against the side of the mug.

Find the words below and write the meaning in Bahasa Indonesia

W	A	R	O	B	O	I	L	E	R
K	D	R	A	I	N	S	K	R	U
Q	D	R	E	S	S	P	U	T	S
X	E	R	X	E	S	O	S	I	H
C	A	S	E	B	O	X	E	F	T
R	E	T	A	K	E	S	P	R	O
U	D	I	S	S	O	L	V	E	P
S	W	R	U	R	F	J	K	S	L
H	O	E	N	P	Q	V	L	H	Y
M	U	S	E	I	C	J	A	Z	Z

    1. Boil   :
    2. Take   :

3. Hot   :
4. Fresh   :
5. Dissolve   :
6. Use   :
7. Crush   :
8. Put   :
9. Add   :
10. Stir   :

Answer the questions below based on the procedure text
1. Mentions the flavorings that you can add into the coffee.

2. How many teaspoons do you put the instant coffee?

3. What do you use to stir the instant coffee?

4. What are the ingredients you can add to flavor the instant coffee?

5. Where do you put the water to boil it?

Meeting 2
Answer these questions based on the procedure text "How to Make a Triple Decker Peanut Butter and Jelly Sandwich".
1. How many bread do you need in the recipe?

2. What is the first step to make a Triple Decker Peanut Butter and Jelly Sandwich?

3. Do you put peanut butter on the opposite side or the same side?

4. How many pieces do you cut the sandwich into?

5. What is the purpose of the text?

APPENDIX E

TEXTS

HOW TO MAKE

Application
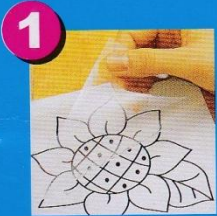
1 Apply glue to fix the clear vinyl sheet on the pattern.
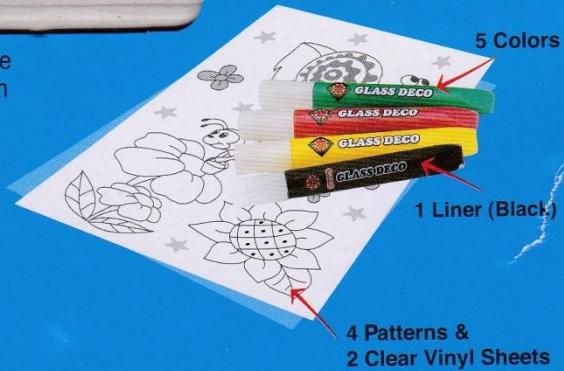
2 Outline the pattern and let it dry.

3 Apply colors inside the lines.

4 Dry completely and peel off your work.

5 Stick it on glass, mirror or tiles.

5 Colors

1 Liner (Black)

4 Patterns &
2 Clear Vinyl Sheets

TIPS!!!
• When clothes are smeared with "Glass Deco",
  clean them off immediately by hands with warm soapy water.
• We suggest children wear overalls and / or old clothes.

⚠ **WARNING:**
CHOKING HAZARD--small parts.
Not for Children under 3 yrs

Keep away your works from extreme heat, cold or damp conditions.
Save clothes from spots and stains.
After dry, possibly stains left on clothes.

CAUTION
• **Don't peel off the work from clear vinyl sheet before it gets dry completely.**
• **Heavy-painting needs more of drying time.**

AP CE EN71

AMOS
Free Glass Deco Patterns on the Web
www.amoskorea.co.kr

ITEM NO. GD10P6
KA -
10000905
AMOS GD10P6/016
8 80   20161

MADE IN KOREA

Eat to Win

By Robert Haas, MS, Best-selling author, Eat to Win

Tuna Muffins

Here's my classic Eat To Win recipe back by popular demand and updated for the 21st Century. This is a MediterrAsian-style lunch muffin that will please tuna lovers with its tangy flavor and artful blend of traditional Asian and Mediterranean cuisines.

- 2 cups cooked brown rice
- 3 tablespoons grated Parmesan cheese (or soy substitute)
- 7-ounce can albacore tuna packed in spring water (drained and flaked)
- 1/2 cup celery, chopped
- 1/2 cup plus 1 tablespoon scallion, chopped (including some of the green part)
- 1/4 teaspoon pepper
- 5 heaping tablespoons plain low-fat yogurt
- 1 tablespoon parsley flakes
- 2 teaspoons Tamari soy sauce
- 1 tablespoon lemon juice
- 3 egg whites

Preheat oven to 375°. Combine all ingredients except egg whites. Beat egg whites until stiff. Fold into rest of ingredients. Coat a six-space muffin tin with olive oil cooking spray. Fill each cup with tuna mixture. Make mounds with tuna (should be in the shape of a muffin). Bake 35 to 40 minutes or until golden brown on top. Run a knife around the edge of each muffin to loosen. Makes six muffins.

Nutritional Breakdown
Protein: 35.6%; Carbohydrate: 51.5%; Fat: 12.9%
Totals Per Serving
Calories: 149; Protein: 13.1g; Carbohydrate: 18.9g; Fat: 2.1g; Cholesterol: 15mg; Sodium: 288mg

NUTRITIONAL PROFILE (PER SERVING)

ENERGY
KCAL:	149
PRO g:	13.1
CHO g:	18.9
FAT g:	2.1
PUFA g:	0.3
SFA g:	0.7

VITAMINS
A (RE):	43
A (IU):	443
C mg:	6
B1 mg:	0.07
B2 mg:	0.22
B6 mg:	0.01
B12 mcg:	0.01
FOL mcg:	6
NIA mg:	2.6
PANT mg:	0.09

MISCELLANEOUS
H20 g:	97.8
CHOL mg:	15
FIBR g:	0.1
GRAMS:	80.2

AMINO ACIDS
PHE mg:	471
TYR mg:	390
LEU mg:	883
ISO mg:	521
VAL mg:	603
TRY mg:	129
MET mg:	321
CYS mg:	132
ARG mg:	606
HIS mg:	307
THR mg:	458
LYS mg:	914

MINERALS
Na mg:	288
Ca mg:	52
Mg mg:	6.47
Zn mg:	0.143
Mn mg:	0.01
K mg:	199
P mg:	76
Fe mg:	0.78
Cu mg:	0.069

Pie chart: 35.6% PRO, 12.9% FAT, 51.5% CHO

How to Make a Cup of Instant Coffee

Ingredients

Water

Instant coffee

Sugar (optional)

Cream or milk

Flavorings, such as vanilla extract, cinnamon, or cocoa powder (optional)

Steps

1. Put water in a kettle and boil it.
2. Take the instant coffee and put about one teaspoon. This may vary based upon how strong you like your coffee.
3. Pour a teaspoon of hot (nearly boiling) water into the mug; only enough to dampen the instant coffee. If you use sugar, put in your sugar granules. Now, with a metal spoon, crush the slurry against the side of the mug.
4. Stir in the rest of the hot water.
5. Add fresh whole milk or creamer to the coffee if desired.
6. Flavorings such as vanilla extract, cocoa powder, or ground cinnamon may be added at this time.
7. If the coffee has been modified, then stir thoroughly until the extra ingredients have been dissolved.

How to Make a Triple Decker Peanut Butter and Jelly Sandwich

Ingredients

Peanut Butter, Jelly, Bread (3 pieces)

Steps

1. Place jelly on two pieces of bread.

2. Put peanut butter on one side of the 3rd piece of bread.

3. Place peanut butter slice (peanut butter down) on one of the jelly slices

4. Now put peanut butter on the opposite side of the same piece of bread you previously put peanut butter on.

5. Put the other piece of jelly bread (jelly down) on top of the peanut butter slice, completing the sandwich.

6. Cut into two or four pieces. Enjoy!!

APPENDIX F

OBSERVATION CHECKLIST

Observation checklist of the teaching and learning process filled by the collaborator.

No.	Observation Items	Meeting			
		1	2	3	4
1	**Pre-teaching**				
	• The researcher greets the students	√	√	√	√
	• The researcher leads a prayer	—	√	√	√
	• The researcher asks the students condition	√	√	√	√
	• The researcher calls the roll	√	⌒	√	√
	• The researcher brushes up at glance the last materials	—	—	√	√
	• The researcher explains the goal of the learning	√	√	⌒	√
	• The researcher gives the outline of the materials	√	√	√	√
	• The researcher checks the students' readiness to learn	√	√	√	√
2	**Whilst-teaching**				
	• The students read the text	√	√	√	√
	• The students identify the language functions, texts, and vocabulary	√	√	√	√
	• The researcher gives the explanation	√	√	√	√
	• The researcher gives a chance to the students to ask questions or give opinion	√	√	√	√
	• The researcher checks the students' understanding	√	√	√	√
	• The researcher explains the instructions of the task	√	√	√	√
	• The students work in groups	√	√	√	√
3	**Post-teaching**				
	• The researcher and the students summarize the materials given	√	—	√	√
	• The students make a reflection towards the teaching and learning process	√	√	√	√
	• The researcher gives a preview of upcoming materials	√	⌒	—	⌒

APPENDIX G

STUDENTS' SCORES

The Score of the tasks of class VIIA

No	Name	Cycle 1		Cycle 2	
		Score meeting 1	Score meeting 2	Score meeting 1	Score meeting 2
1	ACHMAD RIZQI	80	80	93	90
2	AHMAD NAJMI	90	90	93	90
3	AMANDA HANA PERTIWI	90	70	93	90
4	AMIRRUDIN NUR HIDAYAT	90	90	93	80
5	ANGGER DAMAR RIAWAN	-	80	93	90
6	ASIH PUJI LESTARI	70	100	86	90
7	DESIANA TRISNATUN	60	100	93	90
8	DESTY NUR WIDYASTUTI	60	100	93	50
9	DWI AGUS WIDODO	90	90	93	90
10	DWI EKA PRASTYO	80	90	93	90
11	EKO KRISDIANTO	80	90	86	90
12	ELLYSTIA AMANDA PUTRI	50	100	93	90
13	ERIKA PURNAMA AJI	80	90	93	90
14	KHOLISYOH INDRIANI	80	100	93	90
15	KRISNA ANDHITA	100	90	93	80
16	KUSUMA ANDI SAPUTRO	-	60	93	90
17	LITA SINDI ASMARANTIKA	60	100	93	50
18	LUCIANA MAYA MAHEPADIKA	50	80	93	50
19	MUH AMIRUL RIZAL	90	80	93	90
20	MUHAMMAD DIMAS RAMANDIKA	80	90	93	90
21	MUTHMAINNAH HIDAYATUS SHOLIKHAH	60	80	86	90
22	PATRIA HERLAMBANG	80	90	66	80
23	QUSNI MUNTHOFIATUN FITRIANI	60	70	86	90
24	REGITA CINDY FEBIOLA	90	80	86	90
25	RIVA DWI PAMUNGKAS	80	90	93	80

26	RONI ANDIKA	-	80	86	90
27	SHINTA AYU CAHYANINGRUM	60	100	86	90
28	TITIAN NUR HIDAYATI	70	80	93	90
29	TSABITA SILMINAJA	70	100	93	90
30	UMI SALAMAH	60	100	93	90
31	YOSHA FAREL PRIATAMA	90	80	93	90
32	IKA NOVITA SARI	-	-	-	50

The Score of Pre-test and Post-test in Cycle 1 and Cycle 2

Number	Name	Cycle 1		Cycle 2
		Pre-test	Post-test	Post-test
1	ACHMAD RIZQI	60	90	85
2	AHMAD NAJMI	65	85	85
3	AMANDA HANA PERTIWI	80	95	80
4	AMIRRUDIN NUR HIDAYAT	80	85	85
5	ANGGER DAMAR RIAWAN	30	80	80
6	ASIH PUJI LESTARI	90	90	100
7	DESIANA TRISNATUN	80	95	90
8	DESTY NUR WIDYASTUTI	70	80	90
9	DWI AGUS WIDODO	60	65	90
10	DWI EKA PRASTYO	50	80	80
11	EKO KRISDIANTO	60	75	85
12	ELLYSTIA AMANDA PUTRI	70	90	100
13	ERIKA PURNAMA AJI	70	75	75
14	KHOLISYOH INDRIANI	80	90	80
15	KRISNA ANDHITA	70	75	90
16	KUSUMA ANDI SAPUTRO	40	75	80
17	LITA SINDI ASMARANTIKA	95	95	90
18	LUCIANA MAYA MAHEPADIKA	85	90	85
19	MUH AMIRUL RIZAL	75	85	90
20	MUHAMMAD DIMAS RAMANDIKA	60	75	80
21	MUTHMAINNAH HIDAYATUS SHOLIKHAH	70	70	75
22	PATRIA HERLAMBANG	60	60	80
23	QUSNI MUNTHOFIATUN FITRIANI	65	70	85
24	REGITA CINDY FEBIOLA	80	85	85
25	RIVA DWI PAMUNGKAS	80	85	80
26	RONI ANDIKA	30	90	85
27	SHINTA AYU CAHYANINGRUM	90	95	80
28	TITIAN NUR HIDAYATI	80	85	100
29	TSABITA SILMINAJA	80	100	90
30	UMI SALAMAH	90	95	90

(Continued)

Number	Name	Cycle 1		Cycle 2
		Pre-test	Post-test	Post-test
31	YOSHA FAREL PRIATAMA	70	80	85
32	IKA NOVITA SARI	70	80	75
MEAN	MEAN	69.8	83	85

APPENDIX H
STUDENTS' WORKSHEETS

Name/number: Yosha FAREL P

Class   : VII A

Answer these questions based on the procedure text "Tuna Muffins"

 A. Answer these questions based on the text.

 1. How many ingredients are in the recipe? (11)

 2. How many steps are in the text? (10)

 3. What should you do to the egg before mixing it to the rest ingredient?
  Beat egg whites uncill shff

 4. Do you also need the yolk to make the tuna muffins? yes

 5. How long do you bake it? 35 to 40 minutes

 B. Circle T if the statements are True or F if the statements are False based on the text.

 1. You need ¼ teaspoon pepper.   T / **F**

 2. You need raw brown rice.   T / F

 3. You do not need to preheat the oven. **T** / F

 4. Combine all the ingredients including egg. **T** / F

 5. Bake the tuna muffin for 35 to 40 hours. **T** / F

Name/number: Muthmainnah Hidayatus Sholikhah /21

Class : VII A

Answer these questions based on the procedure text "Tuna Muffins"

A. Answer these questions based on the text.

1. How many ingredients are in the recipe?

Answer: 11 (eleven)

2. How many steps are in the text?

Answer: 10 (ten)

3. What should you do to the egg before mixing it to the rest ingredient?

Answer: Beat egg

4. Do you also need the yolk to make the tuna muffins?

Answer: NO

5. How long do you bake it?

Answer: 35 to 40 minutes

B. Circle T if the statements are True or F if the statements are False based on the text.

1. You need ¼ teaspoon pepper.   (T)/ F
2. You need raw brown rice.   T /(F)
3. You do not need to preheat the oven.   T /(F)
4. Combine all the ingredients including egg.   (T)/ F
5. Bake the tuna muffin for 35 to 40 hours.   (T)/ F

Name   : Regita Cindy Febida.

Class/number: VIIa/29.

A. **Answer the questions below based on the procedure text "How to make glass deco".**

1. How many steps does the text have to make a glass deco?

   Answer: Five steps (5 langkah)

2. How many materials do you need to make glass deco?

   Answer: Four materials (4 bahan)

3. Where do we apply colors? Outside or inside the outline?

   Answer: on the vinyl sheet, in outside the outline

4. What do you do after outlined it?

   Answer: Apply colors inside the lines

5. What is the last step in making glass deco?

   stick it on glass, mirror or tiles

B. **Circle T if the statement is True or F if the statement is False based on procedure text "How to make glass deco".**

1. You need glue to fix the vinyl sheet.   (T)/ F

2. Outline the pattern on the vinyl sheet.   (T)/ F

3. You have to apply colors outside the lines. ,   T /(F)

4. Wet your work completely and peel off your work.   T /(F)

5. You can stick it on a glass window.   (T)/ F

Name : Krisna Andhita

Class/number: VIIA / 15

A. Answer the questions below based on the procedure text "How to make glass deco".

1. How many steps does the text have to make a glass deco?

    Answer: 5 (five)

2. How many materials do you need to make glass deco?

    Answer: 4 (four)

3. Where do we apply colors? Outside or inside the outline?

    Answer: in the oatline

4. What do you do after outlined it?

    Answer: APPy colors inside the ~~lines~~ liner

5. What is the last step in making glass deco?

    Stick it on glass, mirror or tiler

/100

B. Circle T if the statement is True or F if the statement is False based on procedure text "How to make glass deco".

1. You need glue to fix the vinyl sheet.   (T)/ F

2. Outline the pattern on the vinyl sheet.   (T)/ F

3. You have to apply colors outside the lines. ,   T /(F)

4. Wet your work completely and peel off your work.   T /(F)
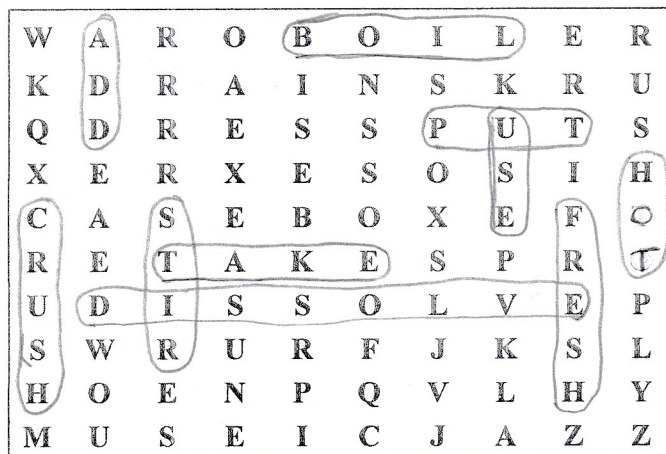
5. You can stick it on a glass window.   (T)/ F

Name   : Asih Puji Lestari

Class/number: VIIA / 06

Find the words below and write the meaning in Bahasa Indonesia

W	A	R	O	B	O	I	L	E	R
K	D	R	A	I	N	S	K	R	U
Q	D	R	E	S	S	P	U	T	S
X	E	R	X	E	S	O	S	I	H
C	A	S	E	B	O	X	E	F	O
R	E	T	A	K	E	S	P	R	T
U	D	I	S	S	O	L	V	E	P
S	W	R	U	R	F	J	K	S	L
H	O	E	N	P	Q	V	L	H	Y
M	U	S	E	I	C	J	A	Z	Z

1. Boil   : Mendidih.
2. Take   : Mengambil
3. Hot   : Panas
4. Fresh   : Segar
5. Dissolve : Larut.
6. Use   : Menggunakan.
7. Crush   : Menghancurkan.
8. Put   : masukkan.
9. Add   : tambahkan.
10. Stir   : Aduk.

Answer the questions below based on the procedure text

1. Mentions the flavorings that you can add into the coffee.
    such as vanila extract, cocoa powder

2. How many teaspoons do you put the instant coffee?
    one teaspoon

3. What do you use to stir the instant coffee?
    teaspoons

4. What are the ingredients you can add to flavor the instant coffee?
    Vanilla extract, cocoa powder.

5. Where do you put the water to boil it?
    in the kettle.

Name : Titian Nur Hidayati

Class/number: VII A / 28

Find the words below and write the meaning in Bahasa Indonesia

W	A	R	O	B	O	I	L	E	R
K	D	R	A	I	N	S	K	R	U
Q	D	R	E	S	S	P	U	T	S
X	E	R	X	E	S	O	S	I	H
C	A	S	E	B	O	X	E	F	O
R	E	T	A	K	E	S	P	R	U
U	D	I	S	S	O	L	V	E	P
S	W	R	U	R	F	J	K	S	L
H	O	E	N	P	Q	V	L	H	Y
M	U	S	E	I	C	J	A	Z	Z

1. Boil   : mendidih
2. Take   : mengambil
3. Hot   : panas
4. Fresh   : segar
5. Dissolve : larut
6. Use   : menggunakan
7. Crush   : menghancurkan
8. Put   : masukkan
9. Add   : tambah
10. Stir   : aduk

Answer the questions below based on the procedure text

1. Mentions the flavorings that you can add into the coffee.
   such as vanilla extract, cinnamon, or cocoa powder (optional)

2. How many teaspoons do you put the instant coffee?
   one

3. What do you use to stir the instant coffee?
   teaspoons

4. What are the ingredients you can add to flavor the instant coffee?
   water   sugar (optional), cream or milk

5. Where do you put the water to boil it?
   in the kettle

Names : 1. Titian Nur Hidayati
2. Umi Salamah
3. Kholisyoh Indriani
4. Desty Nur Widyastuti.

How to Make a Cup of Instant Coffee

Ingredients

Water

Instant coffee

Sugar (optional)

Cream or milk

Flavorings, such as vanilla extract, cinnamon, or cocoa powder (optional)

Steps

(7) If the coffee has been modified, then stir thoroughly until the extra ingredients have been dissolved

(1) Put water in a kettle and boil it.

(4) Stir in the rest of the hot water.

(2) Take the instant coffee and put about one teaspoon. This may vary based upon how strong you like your coffee.

(6) Flavorings such as vanilla extract, cocoa powder, or ground cinnamon may be added at this time.

(5) Add fresh whole milk or creamer to the coffee if desired.

(3) Pour a teaspoon of hot (nearly boiling) water into the mug; only enough to dampen the instant coffee. If you use sugar, put in your sugar granules. Now, with a metal spoon, crush the slurry against the side of the mug.

Names : Shinta Ayu Cahyaningrum.
Asih puji lestari
Amanda-Hana pertiwi
Lita Sindi Asmarantika

How to Make a Cup of Instant Coffee

Ingredients

Water

Instant coffee

Sugar (optional)

Cream or milk

Flavorings, such as vanilla extract, cinnamon, or cocoa powder (optional)

Steps

(7) If the coffee has been modified, then stir thoroughly until the extra ingredients have been dissolved

(1) Put water in a kettle and boil it.

(4) Stir in the rest of the hot water.

(2) Take the instant coffee and put about one teaspoon. This may vary based upon how strong you like your coffee.

(6) Flavorings such as vanilla extract, cocoa powder, or ground cinnamon may be added at this time.

(5) Add fresh whole milk or creamer to the coffee if desired.

(3) Pour a teaspoon of hot (nearly boiling) water into the mug; only enough to dampen the instant coffee. If you use sugar, put in your sugar granules. Now, with a metal spoon, crush the slurry against the side of the mug.

Tsabita Siiminaja
Desiona Trisnatun
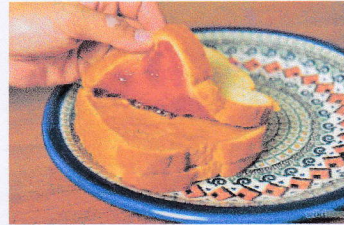Qusni munthofiatun fitriani
Muthmainnah Hidayatus Sholihhah

How to Make a Triple Decker Peanut Butter and Jelly Sandwich

Ingredients

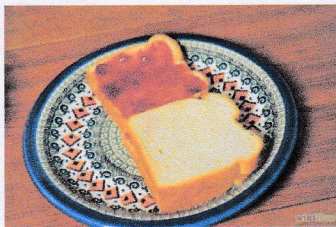Peanut Butter, Jelly, Bread (3 pieces)

Steps

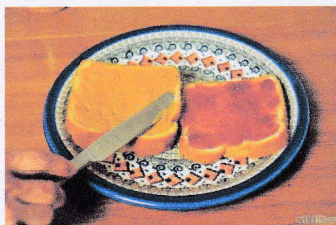1. Place jelly on two pieces of bread.

2. Put peanut butter on one side of the 3rd piece of bread.

3. Place peanut butter slice (peanut butter down) on one of the jelly slices
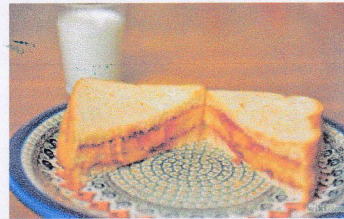

4. Now put peanut butter on the opposite side of the same piece of bread you previously put peanut butter on.

5. Put the other piece of jelly bread (jelly down) on top of the peanut butter slice, completing the sandwich.

6. Cut into two or four pieces. Enjoy!!

Answer these questions based on the procedure text "How to Make a Triple Decker Peanut Butter and Jelly Sandwich".

1. How many bread do you need in the recipe? 3 prece

2

2. What is the first step to make a Triple Decker Peanut Butter and Jelly Sandwich?

2 Place jelly on two pieces of Bread

3. Do you put peanut butter on the opposite side or the same side? opposite side

2

4. How many pieces do you cut the sandwich into? 2

1

5. What is the purpose of the text?

2 To tell How to make Triple Decker peanut Butter and Jelly sandwich

How to Make a Triple Decker Peanut Butter and Jelly Sandwich

Ingredients

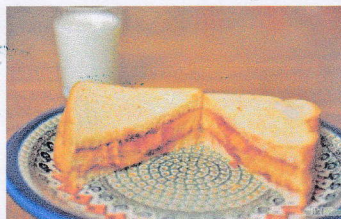Peanut Butter, Jelly, Bread (3 pieces)
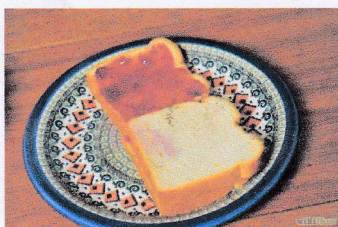
Steps

1. Place jelly on two pieces of bread.

2. Put peanut butter on one side of the 3rd piece of bread.
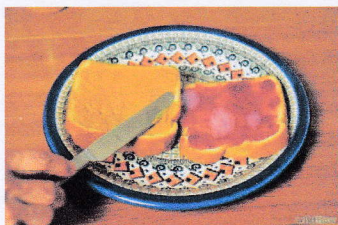

3. Place peanut butter slice (peanut butter down) on one of the jelly slices

4. Now put peanut butter on the opposite side of the same piece of bread you previously put peanut butter on.

5. Put the other piece of jelly bread (jelly down) on top of the peanut butter slice, completing the sandwich.

Nama kelompok :
1. Regita cindy Febiola
2. Titian Nur Hidayati
3. Kholisyoh Indriani
4. umi Salamah

6. Cut into two or four pieces. Enjoy!!

Answer these questions based on the procedure text "How to Make a Triple Decker Peanut Butter and Jelly Sandwich".

1. How many bread do you need in the recipe? 3 pieces

2. What is the first step to make a Triple Decker Peanut Butter and Jelly Sandwich? place jelly on two pieces of bread

3. Do you put peanut butter on the opposite side or the same side? opposite side

4. How many pieces do you cut the sandwich into? two

5. What is the purpose of the text? to show / tell to make Triple Decker peanut Butter and Jelly sandwich

APPENDIX I

PHOTOGRAPHS

Figure 1 and 2. The students were working in group making *Glass Deco*

Figure 3. The researcher was explaining the materials

Figure 4 and 5. The students practiced the steps of a procedure text

Figure 6 and 7. Authentic materials of making iced coffee and sandwich

Figure 8. Authentic materials of making *Glass Deco*

Figure 9 and 10. Students' work of making *Glass Deco*

APPENDIX J

LETTERS

PEMERINTAH KABUPATEN SLEMAN
DINAS PENDIDIKAN PEMUDA DAN OLAH RAGA
SMP NEGERI 3 TEMPEL
Alamat : Pondokrejo, Tempel, Sleman, Yogyakarta 55552
Telepon (0274)7498830 E-mail :smpnegeri3tempel@yahoo.co.id
Website : www.smpn3tempel.sch.id

SURAT KETERANGAN

Nomor : 420/092

Saya, yang bertanda tangan di bawah ini :

a. nama　　　　　　　: Lilik Mardiningsih, M.Pd.

b. jabatan　　　　　　: Kepala SMP Negeri 3 Tempel

dengan ini menerangkan bahwa :

a. nama　　　　　　　: RYAN OKTARINI

b. NIM　　　　　　　: 10202241052

c. fakultas　　　　　　: Bahasa dan Seni

d. program studi　　　: Pendidikan Bahasa Inggris

e. universitas　　　　: Universitas Negeri Yogyakarta

benar-benar telah melaksanakan penelitian di SMP Negeri 3 Tempel, Sleman,
Yogyakarta mulai bulan Mei sd. Juli 2014 dengan judul :

USING AUTHENTIC MATERIALS TO IMPROVE THE READING SKILL OF GRADE VII
STUDENTS AT SMP NEGERI 3 TEMPEL IN THE ACADEMIC YEAR OF 2013/2014

Demikian surat keterangan ini kami buat untuk digunakan sebagaimana mestinya.

Sleman, 25 Agustus 2014
Kepala SMP Negeri 3 Tempel

LILIK MARDININGSIH, M.Pd.
Pembina, IV/a
NIP 19610914 198203 2 008

KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN
UNIVERSITAS NEGERI YOGYAKARTA
FAKULTAS BAHASA DAN SENI
Alamat: Karangmalang, Yogyakarta 55281 ☎ (0274) 550843, 548207 Fax. (0274) 548207
http://www.fbs.uny.ac.id//

Nomor   : 0308i/UN.34.12/DT/III/2014

14 Maret 2014

Lampiran   : 1 Berkas Proposal

Hal   : **Permohonan Izin Penelitian**

Kepada Yth.
Bupati Sleman
c.q. Kepala Kantor Kesatuan Bangsa Kab.
Sleman
Jl. Candi Gebang, Beran, Tridadi, Sleman

Kami beritahukan dengan hormat bahwa mahasiswa kami dari Fakultas Bahasa dan Seni Universita: NegeriYogyakarta bermaksud mengadakan **Penelitian** untuk memperoleh data guna menyusui Tugas Akhir Skripsi (TAS)/Tugas Akhir Karya Seni (TAKS)/Tugas Akhir Bukan Skripsi (TABS), dengai judul:

USING AUTHENTIC MATERIALS TO IMPROVE THE READING SKILLS OF GRADE 7 STUDENTS OF SMP N 3 TEMPEL IN THE ACADEMIC YEAR OF 2013/2014

Mahasiswa dimaksud adalah :

|		
Nama	:	RYAN OKTARINI
NIM	:	10202241052
Jurusan/ Program Studi	:	Pendidikan Bahasa Inggris
Waktu Pelaksanaan	:	Maret – Mei 2014
Lokasi Penelitian	:	SMP N 3 Tempel

Untuk dapat terlaksananya maksud tersebut, kami mohon izin dan bantuan seperlunya.

Atas izin dan kerjasama Bapak/Ibu, kami sampaikan terima kasih.

a.n. Dekan
Kasubbag Pendidikan FBS,

Indun Probo Utami, S.E.
NIP 19670704 199312 2 001

Tembusan:
1. Kepala SMP N 3 Tempel
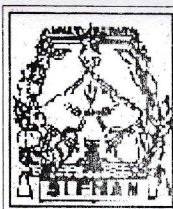
PEMERINTAH KABUPATEN SLEMAN
BADAN PERENCANAAN PEMBANGUNAN DAERAH

Jalan Parasamya Nomor 1 Beran, Tridadi, Sleman, Yogyakarta 55511
Telepon (0274) 868800, Faksimilie (0274) 868800
Website: slemankab.go.id, E-mail : bappeda@slemankab.go.id

S U R A T   I Z I N

Nomor : 070 / Bappeda / 1090 / 2014

TENTANG
PENELITIAN

KEPALA BADAN PERENCANAAN PEMBANGUNAN DAERAH

Dasar : Peraturan Bupati Sleman Nomor : 45 Tahun 2013 Tentang Izin Penelitian, Izin Kuliah Kerja Nyata, Dan Izin Praktik Kerja Lapangan.

Menunjuk : Surat dari Kepala Kantor Kesatuan Bangsa Kab. Sleman

Nomor : 070/Kesbang/1045/2014   Tanggal : 21 Maret 2014

Hal : Rekomendasi Penelitian

MENGIZINKAN :

Kepada	:	
Nama	:	RYAN OKTARINI
No.Mhs/NIM/NIP/NIK	:	10202241052
Program/Tingkat	:	S1
Instansi/Perguruan Tinggi	:	Universitas Negeri Yogyakarta
Alamat instansi/Perguruan Tinggi	:	Karangmalang Yogyakarta
Alamat Rumah	:	Sombangan, Sumbersari, Moyudan, Sleman
No. Telp / HP	:	085743710576
Untuk	:	Mengadakan Penelitian / Pra Survey / Uji Validitas / PKL dengan judul

USING AUTHENTIC MATERIALS TO IMPROVE THE READING SKILLS OF GRADE 7 STUDENTS OF SMP N 3 TEMPEL IN THE ACADEMIC YEAR OF 2013/2014

Lokasi : SMP N 3 Tempel, Sleman

Waktu : Selama 3 bulan mulai tanggal: 21 Maret 2014   s/d   21 Juni 2014

Dengan ketentuan sebagai berikut :

1. Wajib melapor diri kepada Pejabat Pemerintah setempat (Camat/ Kepala Desa) atau Kepala Instansi untuk mendapat petunjuk seperlunya.
2. Wajib menjaga tata tertib dan mentaati ketentuan-ketentuan setempat yang berlaku.
3. Izin tidak disalahgunakan untuk kepentingan-kepentingan di luar yang direkomendasikan.
4. Wajib menyampaikan laporan hasil penelitian berupa 1 (satu) CD format PDF kepada Bupati diserahkan melalui Kepala Badan Perencanaan Pembangunan Daerah.
5. Izin ini dapat dibatalkan sewaktu-waktu apabila tidak dipenuhi ketentuan-ketentuan di atas.

Demikian ijin ini dikeluarkan untuk digunakan sebagaimana mestinya, diharapkan pejabat pemerintah/non pemerintah setempat memberikan bantuan seperlunya.

Setelah selesai pelaksanaan penelitian Saudara wajib menyampaikan laporan kepada kami 1 (satu) bulan setelah berakhirnya penelitian.

Dikeluarkan di Sleman
Pada Tanggal   :   21 Maret 2014

a.n. Kepala Badan Perencanaan Pembangunan Daerah

Tembusan :

1. Bupati Sleman (sebagai laporan)
2. Kepala Dinas Dikpora Kab. Sleman
3. Kabid. Sosial Budaya Bappeda Kab. Sleman
4. Camat Tempel
5. Ka. SMP N 3 Tempel, Sleman
6. Dekan FBS - UNY
7. Yang Bersangkutan

Sekretaris
u.b
Kepala Bidang Pengendalian dan Evaluasi

Dra. SUCI IRIANI SINURAYA, M.Si, MM
Pembina, IV/a
NIP 19630112 198903 2 003

PEMERINTAH DAERAH DAERAH ISTIMEWA YOGYAKARTA
SEKRETARIAT DAERAH
Kompleks Kepatihan, Danurejan, Telepon (0274) 562811 - 562814 (Hunting)
YOGYAKARTA 55213

SURAT KETERANGAN / IJIN
070/REG/V/566/3/2014

Membaca Surat	: KASUBBAG PENDIDIKAN FBS	Nomor	: 0308I/UN.34.12/DT/III/2014
Tanggal	: 14 MARET 2014	Perihal	: IJIN PENELITIAN/RISET

Mengingat :
1. Peraturan Pemerintah Nomor 41 Tahun 2006, tentang Perizinan bagi Perguruan Tinggi Asing, Lembaga Penelitian dan Pengembangan Asing, Badan Usaha Asing dan Orang Asing dalam melakukan Kegitan Penelitian dan Pengembangan di Indonesia;
2. Peraturan Menteri Dalam Negeri Nomor 20 Tahun 2011, tentang Pedoman Penelitian dan Pengembangan di Lingkungan Kementrian Dalam Negeri dan Pemerintah Daerah;
3. Peraturan Gubernur Daerah Istimewa Yogyakarta Nomor 37 Tahun 2008, tentang Rincian Tugas dan Fungsi Satuan Organisasi di Lingkungan Sekretariat Daerah dan Sekretariat Dewan Perwakilan Rakyat Daerah.
4. Peraturan Gubernur Daerah Istimewa Yogyakarta Nomor 18 Tahun 2009 tentang Pedoman Pelayanan Perizinan, Rekomendasi Pelaksanaan Survei, Penelitian, Pendataan, Pengembangan, Pengkajian, dan Studi Lapangan di Daerah Istimewa Yogyakarta.

DIIJINKAN untuk melakukan kegiatan survei/penelitian/pendataan/pengembangan/pengkajian/studi lapangan kepada:

NIP/NIM : 10202241052

Nama	: RYAN OKTARINI
Alamat	: FAKULTAS BAHASA DAN SENI, PENDIDIKAN BAHASA INGGRIS, UNIVERSITAS NEGERI YOGYAKARTA
Judul	: USING AUTHENTIC MATERIALS TO IMPROVE THE READING SKILLS OF GRADE 7 STUDENTS OF SMP N 3 TEMPEL IN THE ACADEMIC YEAR OF 2013/2014
Lokasi	: KABUPATEN SLEMAN
Waktu	: 20 MARET 2014 s/d 20 JUNI 2014

Dengan Ketentuan
1. Menyerahkan surat keterangan/ijin survei/penelitian/pendataan/pengembangan/pengkajian/studi lapangan *) dari Pemerintah Daerah DIY kepada Bupati/Walikota melalui institusi yang berwenang mengeluarkan ijin dimaksud;
2. Menyerahkan soft copy hasil penelitiannya baik kepada Gubernur Daerah Istimewa Yogyakarta melalui Biro Administrasi Pembangunan Setda DIY dalam compact disk (CD) maupun mengunggah (upload) melalui website adbang.jogjaprov.go.id dan menunjukkan cetakan asli yang sudah disahkan dan dibubuhi cap institusi;
3. Ijin ini hanya dipergunakan untuk keperluan ilmiah, dan pemegang ijin wajib mentaati ketentuan yang berlaku di lokasi kegiatan;
4. Ijin penelitian dapat diperpanjang maksimal 2 (dua) kali dengan menunjukkan surat ini kembali sebelum berakhir waktunya setelah mengajukan perpanjangan melalui website adbang.jogjaprov.go.id;
5. Ijin yang diberikan dapat dibatalkan sewaktu-waktu apabila pemegang ijin ini tidak memenuhi ketentuan yang berlaku.

Dikeluarkan di Yogyakarta
Pada tanggal 20 MARET 2014
A.n Sekretaris Daerah
Asisten Perekonomian dan Pembangunan
Ub.
Kepala Biro Administrasi Pembangunan

Hendar Susilowati, SH
NIP. 19580120 198503 2 003

Tembusan :
1. GUBERNUR DAERAH ISTIMEWA YOGYAKARTA (SEBAGAI LAPORAN)
2. BUPATI SLEMAN C.Q KA. BAKESBANGLINMAS SLEMAN
3. DINAS PENDIDIKAN, PEMUDA DAN OLAHRAGA DIY
4. KASUBBAG PENDIDIKAN FBS, UNIVERSITAS NEGERI YOGYAKARTA
5. YANG BERSANGKUTAN