

**USING AUTHENTIC MATERIALS TO IMPROVE READING  
COMPREHENSION OF THE EIGHTH GRADE STUDENTS  
OF SMP N 1 BANTUL IN THE ACADEMIC YEAR OF  
2013/2014**

**A Thesis**

**Submitted as Partial Fulfillment of the Requirements for the Attainment of  
the Degree of *Sarjana Pendidikan* in English Language Education**



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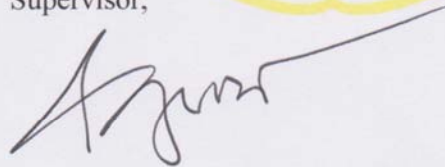
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**USING AUTHENTIC MATERIALS TO IMPROVE READING COMPREHENSION**  
**OF THE EIGHT GRADE STUDENTS OF SMP N 1 BANTUL IN THE ACADEMIC**  
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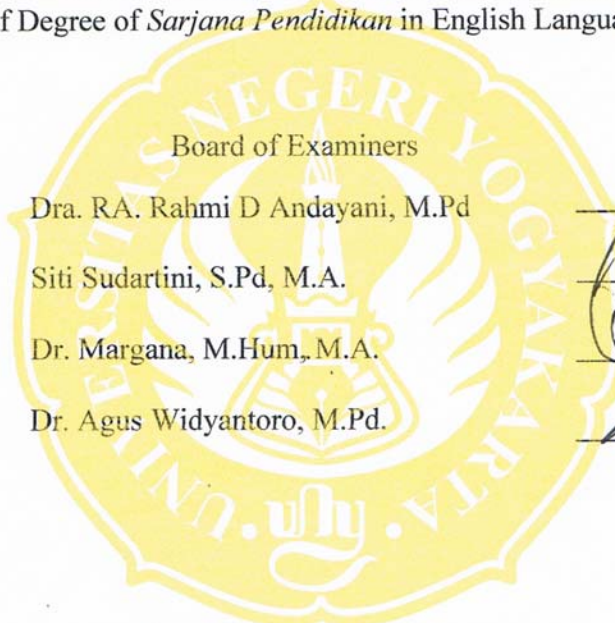
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*“Mottos”*

*In every difficulty, there is easiness.*

- ***Al-Insyirah: 5***

*I can't understand why people are frightened by new ideas, I'm frightened by old ones.*

- ***John Cage***

*A man is not called wise because he talks and talks again; but if he is peaceful, loving and fearless then he is in truth called wise.*

- ***Buddha***

## DECLARATION

Yang bertanda tangan di bawah ini, saya:

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

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**Yogyakarta, Juni 2014**

**Penulis,**

**Adi Rahmadi**

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*Alhamdulillah*, may praise be to Allah SWT, the Almighty for the mercy and strength and also for the blessing and for leading me to finish this thesis. Invocation and peace go to Muhammad SAW, the Prophet, his family and his disciples. May Allah bless them and give them peace.

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Last but not least, my greatest appreciation goes to Anita Dwi Aryani who always gives a great support in all my life, and for all of the happiness we have together.

Finally, I expect that my thesis contributes to the advancement the English teaching and learning process in the school. However, I realize that this thesis writing is far from being perfect. Therefore, any criticisms, ideas and suggestions for the improvement of this thesis are greatly appreciated.

Yogyakarta, June 2014

Adi Rahmadi

## **DEDICATIONS**

### ***I DEDICATE THIS THESIS TO:***

My beloved parents, Mr. Maman Rachman and  
Mrs. Nani Srisutarni for their long lasting love and  
kindness.

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**ABSTRACT**

The objective of this research is to improve the eighth grade students' reading comprehension in SMPN 1 Bantul through the use of authentic materials in the academic year of 2013/2014.

The research was action research. The subject of the research was the students of VIII-C class. The English teacher, the researcher, and the students of VIII-C class were the team members of the research. The data were obtained through observations and interviews with the students and the English teacher. The data were in the forms of field notes and interview transcripts. To support qualitative data, quantitative data were obtained from the pre-test and the post-test scores. The actions implemented in this research were using authentic materials in reading activity to improve students' reading comprehension. Authentic materials are texts produced by native speakers for a non-pedagogical purpose (Bacon & Finnemann: 1990). It is important to select the proper authentic materials out of the wide range. There are three main criteria in selecting authentic materials to be used in classroom; suitability of content, exploitability and readability (Nuttall: 1996). The texts used in the teaching and learning process of reading were authentic text of invitation and announcement. The research was conducted in two cycles. Every cycle consisted of some steps; reconnaissance, planning, acting and observing, and reflection.

The result shows that the implementation of using authentic materials in this study is successful to improve the students' reading skill. The indicators of the success of the implementation were that: 1) the students showed good comprehension about the text of the given topic, 2) by answering questions from the researcher the students showed good motivation in reading activity, 3) the students were able to practice reading through various given topics. Looking at the scores, it was found that the students' reading skill is improved by the use of authentic materials. There was a significant improvement between the mean of pre-test (5.2) and that of post-test (7.6).

## **CHAPTER I INTRODUCTION**

### **A. Background to the Study**

Nowadays, people have been living in the globalization era in which the development of most aspects of life grows rapidly. Consequently, they try to find a lot of information through many ways such as reading books, watching television, and listening to the news. However, the information they found is mostly in the form of written materials such as newspapers, internet articles and journals, text books, and so on which enable them to access the information easily.

In relation to the situation above, reading skills play an important role in facilitating people to comprehend the written materials. By reading, they can get a lot of information from various resources that gain their knowledge. Unfortunately, many people find problems on reading such as difficulties in understanding meaning of the words, sentences or even texts that they read. Regarding this, reading comprehension ability is needed to help them get the idea of the information clearly.

In Indonesia, particularly in the English teaching and learning process, reading plays significant roles for students as manifested in the Basic Competency and Standard of Competence of School Based Curriculum (*KTSP*). The Basic Competency and Standard of Competence of junior high schools states that students are expected to have some abilities in understanding short functional texts, monologues, and essays in the form of procedure, descriptive, recount, narrative, and report texts. It means that in the English teaching and learning

process, students need to have a good reading comprehension ability in order to comprehend those materials well.

In reference to the observation conducted by the researcher, many students of SMPN 1 Bantul still get difficulties in understanding English texts because of some factors. One of them is that the teaching strategy focuses only on the cognitive aspect, such as translation and vocabulary, without considering the affective and psychomotor aspects. This teaching strategy cannot arouse the students' motivation and involvement in the reading activity. As a result, it is difficult to improve students' reading comprehension ability.

With regard to this condition, the researcher is interested in conducting action research on improving students' reading comprehension ability in the English teaching and learning process using authentic materials.

## **B. Identification of the Problem**

Based on the observations and interviews with the students and the English teacher before the implementation of the actions in Grade VIII of SMPN 1 Bantul, especially in class VIII C, the researcher found some problems in teaching and learning process of reading dealing with students' reading comprehension ability. Those problems are caused by some factors such as students' ability in comprehending an English text, the material, and the reading activities.

The first problem comes from students. As readers and "actors" of the reading activities, many students find it difficult to read English texts. It is because the students' vocabulary mastery is still low. Besides, most of them are

less interested in the learning activities that were dominated by testing activities. Moreover, in their daily learning, especially in the reading class, the students focus on discussing the textbook without doing any more interesting activities. Those learning activities create a monotonous atmosphere which decreases their motivation to get involved to the reading activities. Therefore, this situation gives a big impact on the improvement of students' reading comprehension.

The second problem is related to the learning materials. In the daily meeting, the English teacher does not use various resources for teaching reading. He always uses a course book as the main source of learning. The texts, learning materials and also the tasks for daily learning are taken from text book. This condition automatically creates boredom for students and decreases their interest to learn reading.

The third problem deals with the activities during the reading teaching and learning process. In the classroom, the process of teaching and learning tends to be monotonous. The teacher only focuses on testing students' ability to translate and answer the questions. This can be seen from the learning activities which consist of discussing material in the textbook, reading aloud, looking for the meaning of English words, and finally answering the questions based on the text. There are no variations of learning reading which could engage students to be more involved to the reading activities. This makes the process of learning reading tend to be passive and uninteresting. Besides, these activities are dominated by higher-achieving students.

In reference to the discussion above, there are some problems concerned with students' reading comprehension ability at SMPN 1 Bantul. The crucial problems are the lack of students' motivation, ineffective teaching strategies, and the limited sources of the materials. Those problems are believed in causing big impacts on students' reading comprehension ability in the English teaching and learning process.

### **C. Delimitation of the Problem**

With regard to the identification of the problem, it is impossible for the researcher to solve all problems influencing students' reading comprehension ability. The previous section has described that the problems were related to students' reading interest in the English teaching and learning processes. These include students' vocabulary mastery, students' ability to understand language structure, students' ability to determine the function of language they have learned, and the teacher's way of selecting reading materials. In this study, the researcher focuses on the selection of the reading materials. In order to improve the students' reading comprehension, the researcher points at authentic reading materials to be used in English teaching and learning processes.

The researcher makes the limitation for three reasons. Firstly, the use of authentic materials emphasizes on real language use that is not specially prepared for teaching and learning processes. It can increase the students' ability to determine the function of language they have learned. Secondly, authentic materials give the students cultural information about the English speaking

countries. It can build the students' motivation and interest to learn English. Finally, it can be assumed that the use of authentic materials gives more meaningful and effective teaching and learning processes.

#### **D. Formulation of the Problem**

Based on the background of the study and the identification of the problems, the researcher formulates the problem as follows: Does the use of authentic materials improve the reading comprehension among eighth grade students of SMPN 1 Bantul in the academic year 2013/2014?

#### **E. Objective of the Research**

Based on the formulation of the problem, the objective of the study is to find out that the use of authentic materials can improve the reading comprehension of the eighth grade students of SMPN 1 Bantul in the academic year of 2013/2014.

#### **F. Significance of the Research**

The study is useful for some people such as the students and the English teacher of SMPN 1 Bantul, the researcher himself, and the other researchers. For the eighth grade students of SMPN 1 Bantul in the academic year of 2013/2014, it will increase their reading comprehension of English texts. For the teacher, it will help her to make an innovation in developing reading activities.

For the researcher, it will be used as an experience on how to conduct action research particularly in improving reading comprehension. In addition, this study

also gives experience for the researcher in handling an English teaching and learning process in a real English classroom.

For other researchers, it will be a reference to conduct a similar study. Moreover, the materials provided in this study can be used as a resource for other studies with similar problems and objectives.

## **CHAPTER II**

### **LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK**

This chapter presents the theoretical descriptions and conceptual framework. Each is presented below.

#### **A. Literature Review**

##### **1. English Teaching and Learning**

The theories of language teaching and learning take on great importance in the second language learning. The understanding towards the concept of teaching and learning may underlie the success of language teaching and learning process. Therefore, the following presents a discussion on the notion of teaching and learning.

Teaching is clearly defined by Brown (2000: 7). He explains that teaching is guiding and facilitating learning, encouraging the learners to learn, and setting the condition for learning. Supporting this definition, Kimble and Garmezy in Brown (2000: 7) define teaching as showing or helping someone to learn how to do something, giving instruction to someone, guiding someone in the study of something, providing someone with knowledge, and causing someone to know or understand it.

Those statements show that teaching is an active process which enables someone to know and understand a new thing or knowledge. Blum in Richard and Renandya (2002: 21) proposes that an effective teaching considers some crucial aspects including curriculum which is used to guide instruction, students, teaching

instruction, learning progress, class time which is used for learning, efficient classroom activities, instructional groups which are formed in the classroom to fit the instructional needs, standards for classrooms behavior, personal interactions between teacher and students, and rewards which are used to promote students' achievement.

With regard to the above aspects, teaching is not only a matter of transferring knowledge. Many aspects are involved in the process of teaching which determine the effectiveness of teaching process. Those aspects of effective teaching can be some guidances to create an effective teaching in the English teaching and learning process.

Learning, on the other hand, refers to getting of knowledge as a skill through study, experience, or instruction. In a more specific definition, Kimble and Garnezy in Brown (2000: 7) state that learning tends to be a change of behavior. It is the result of reinforced practice. This definition suggests that the learning process can be conducted through many ways of practices which lead the learners to change their behaviors relatively.

Breaking down the components of the definitions of learning, Brown (2000: 7) proposes that learning is acquisition or "getting", keeping of information or skill which implies storage systems, memory, and cognitive system, involving active, conscious focus and acting of someone toward events inside or outside her/him, relatively lasting but something which is easy to forget, involving some forms of practice, perhaps reinforced practice, and a change in behavior.

Those concepts of learning show that in the learning process, the learners get information or skills through some steps and forms of practices. In its process, there are many aspects involved such as the memory, behavior, and cognitive aspect. All of those aspects connect each other in determining the process of learning.

In relation to English teaching and learning, Brown (2000: 1) suggests that language learning is not a set of easy steps that can be designed in a quick individual activity. It needs total commitment, total involvement, total physical, intellectual, and emotional response in the process of sending and receiving messages in a second language. In other words, second language learning is affected by various factors such as first language, a new way of thinking, feeling and acting toward the new language.

In addition, Brown (2000: 95) states that stressing the role of the native language on the target language has been common in second language teaching. The native language is an obvious set of prior knowledge which underlie the further learning process. As a result, people who learn second language use their previous experiences to facilitate the second language learning process.

However, an understanding toward the theory of teaching and learning is important in the second language learning because it underlies everything that happens in the classroom. This understanding is considered as a set of knowledge and principles enabling teachers, as “technician” in the classroom to diagnose the needs of students, to treat students with successful educational techniques, and to evaluate the outcome of those treatments (Richards and Renandya, 2002: 11).

In reference to the theories above, the process of language teaching and learning is not only the process of transferring knowledge from the teacher to students. In fact, it involves various factors which influence the effectiveness of language teaching and learning process. Some of those factors are the teacher, students, the background knowledge, and the teaching method and strategies. In other words, an understanding toward the concept of language teaching and learning will be essential to determine the success of language teaching and learning in the classroom.

**a. Teaching English as a Foreign Language**

The rapid growth of English as an international language of communication has stimulated interesting discussion about the status of English, including in Indonesia. Brown (2001: 118) states that English is increasingly used as a tool for interaction among non-native speakers. He adds that most of English language teachers across the globe are nonnative English speakers. It means that their language is not monolingualism, but bilingualism. Instead, English as a second or foreign language has become a tool for international communication in transportation, education, commerce, banking, tourism, technology, diplomacy, and scientific researches in the world including in Indonesia.

Moreover, Harmer (2001: 4) states that a foreign language does not have an immediate social and communication function within the community where it is learned. It is used mostly to communication elsewhere. Furthermore, foreign languages are those in which the students do not have a readiness for

communication beyond their classroom. They may be obtainable through language clubs, special media, or books.

Those statements strengthen the position of a foreign language in a non-native language community which has not used in the daily communication of its society including in Indonesia. In the daily life, English is learned in a very limited environment such as at school as one of the compulsory subjects of secondary schools and a local content subject of elementary schools.

#### **b. Teaching English as a Foreign Language at the Junior High School**

The rules of teaching language for different age level are not the same. Each level, especially teens, requires special considerations in order to guide into right choices of teaching strategies, lesson planning, and the like. Therefore, it is important to understand the characteristics of teens before deciding to apply certain teaching method or strategy in the English teaching and learning process in the junior high school.

Brown (2001: 92) states that the period of teens which is between the childhood and adulthood, is age of transition, confusion, self-awareness, growing and changing bodies and minds. This implies some characteristics of a teenager which need to be considered. Specifically, he explains that around the age of twelve, intellectual ability adds logical thought. This influences the ability to focus on something which improves as a result of intellectual development. Moreover, self-importance, self-image, and self-admiration are crucial for them. Besides, teens are ultrasensitive to the others' perception toward their physical

and emotional changing. However, secondary school students are like adult in their ability to be involved in various communication contexts.

Those characteristics of a teenager (including junior high school student) give an understanding that one of the most important concerns of the secondary school teacher is understanding their needs. It can be implemented by designing an interesting teaching and learning process which can engage their skills and motivation, avoiding embarrassment of students, and encouraging the students participation in the teaching and learning process.

## **2. Reading Comprehension**

According to Zimmermann and Hutchins (2003) in Moreillon (2007:10), reading comprehension is a tool that good readers use to solve the comprehension problems they encounter in texts. They also identify seven reading comprehension strategies: activating or building background knowledge, using sensory images, questioning, making predictions and inferences, determining main ideas, using fix-up options, and synthesizing. It seems quite complex for the students in order to solve such comprehension problems.

Having got the strategies is still insufficient when we cannot grasp the process. Brown (2001) offers more specific strategies in reading and explains them in sequence so the process can be clearly seen.

Some of them are: (1) Identify the purpose in reading, (2) Use graphemic rules and patterns to aid in bottom-up decoding (especially for beginning level learners), (3) Use efficient silent reading techniques for relatively rapid comprehension (for intermediate to advanced level), (4) Skim the text for main ideas, (5) Scan the text for specific information, (6) Use semantic mapping or clustering, (7) Guess when you are not certain, (8) Analyze vocabulary, (9) Distinguish between literal and implied meanings, and (10) Capitalize on discourse markers to process relationship.

In line with Zimmermann and Hutchins, Snow (2002) views reading comprehension as a meaning getting process, therefore it needs an understanding. The readers use the words *extracting* and *constructing* to emphasize both the importance and the insufficiency of the text as a determinant of reading comprehension. Considering Snow's, it can be seen that comprehending a text means getting meaning from the text. The readers try to extract the main points of the text and emphasize which things are important and not from the text.

Getting meaning from the text is not as simple as it said. Readers often had difficulties in finding unstated clues or implied meanings. Main factors which affect their endurance in overcoming the difficulties are their motivation and awareness, and their life experience as background knowledge. Therefore, in maximizing the outcomes, they should be in a proper level of anxiety, and be provided with the proper content of the texts.

To put the whole things above in a nut shell, we can say that a comprehension is the main point in reading. Yet, from Zimmermann and Hutchins', comprehending text is nearly impossible for students who lack of motivation.

### **3. Teaching Reading Comprehension**

Teaching is an activity in which the teacher guides and facilitates learning, gives a chance for the learners to learn, and sets the condition for learning (Brown, 2001). Guidance is done by leading the students to do activities in the effort of getting knowledge. The teacher can help the students in gaining the knowledge by giving facilities such as tasks. By giving these tasks, it means that the teacher let the students study by themselves. To make the teaching and

learning process runs well, the teacher needs to set a good situation for the students to learn. In setting a good condition, the teacher must consider a classroom method or technique that is used as this can influence in the way she or he manages the class.

Based on the definition above, teaching reading comprehension can be defined as a guidance that is done by the teacher to make the learners reach their knowledge, which is reading comprehension, on texts using a certain technique.

In teaching reading comprehension, the teacher should realize the micro skills which the students should be able to do. As stated in Brown (2001), there are fourteen micro skills that the students must do to reach their reading comprehension.

Some of them are: (1) recognizing core of words and interpreting word order patterns, (2) recognizing grammatical word classes (such as nouns, verbs, adjectives, adverbs, etc.), systems (for example tense, agreement, pluralization), patterns, rules, and elliptical forms, (3) recognizing cohesive devices in written discourse and their role in signaling the relationship between and among clauses, (4) recognizing the rhetorical forms of written discourse and their significance for interpretation, (5) recognizing the communicative functions of written texts, according to form and purpose, (6) inferring context that is not explicit by using background knowledge, (7) inferring links and connections between events, ideas, deduce causes and effects, and detecting such relations as main idea, supporting idea, new information, given information, generalization, and exemplification, (8) distinguishing between literal and implied meaning, (9) detecting culturally specific references and interpreting them in a context of the appropriate cultural schemata, (10) developing and using a battery of reading strategies such as scanning, skimming, detecting discourse markers, guessing the meaning of words from the context, and activating schemata for the interpretation of texts.

**a. The Role of Students**

Students' affection is an important thing for the teacher to watch in order to keep their mood and anxiety in a good level. Affect, or emotional state, is closely associated with language learning outcomes (Lems, Miller, and Soro, 2010). It means that one of good ways in assuring the students doing their job well is by maintaining their emotional state in a proper level.

Therefore, the students' motivation can be said as the key point in achieving successful teaching and learning of reading. Motivation is another key to successful reading because it has an important impact on the reading development (Murcia, 2001). In reading texts efficiently, the students need to focus and tenaciously aware of their goals. Without having sufficient motivation, they might be easily distracted.

**b. The Role of Teachers**

In defining the role of teachers, Richards and Rodgers (in Nunan, 1989) suggest that learner roles are closely related to the functions and status of the teacher. They point out that teacher roles are related to the following issues:

- the types of functions teachers are expected to fulfill, e.g. whether that of practice director, counselor or model
- the degree of control the teacher has over how learning takes place
- the degree to which the teacher is responsible for content
- the interactional patterns that develop between teachers and learners

By the types of functions teachers are expected to fulfill, as practice directors, they have a role in giving their students' scaffolding by giving clear instructions,

thorough explanations, and accurate guidance. Feez (1998) explains that through scaffolding, the teacher provides support for students. It can be done by providing explicit knowledge and guided practices. In giving clear instructions to the students, a teacher should be aware of their feedback both implied and explicit. A student's motivation would get easily lost when he/she did not know what should be done. Unclear instructions would only give nothing to them but confusion.

As defined by Harmer (1998), there are six principles in teaching reading.

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

Reading is an active activity. When the readers read a text, they must do other activity, not just read a text at glance. It means that the teacher does not merely ask the students to read a text, but he/or she has to make them realize that the reading is not passive skill. It includes the understanding of words meaning, the arguments stated in the text, and working out with the arguments whether they agree or not.

- 2) The teacher has to make the students enjoy reading the passage.

To make students interested in reading is important. When the students do not enjoy reading, they will get nothing from it. It is different from when they are interested in what they are reading, they will get more benefits. They can get more knowledge and new information from the text they are reading.

- 3) The teacher needs to encourage the students in responding the content of a reading text, not just to the language being used in the text.

Understanding language is also a part of comprehending a text. However, it is not the common thing in reading comprehension. The students have to be

accustomed to understand, respond to the meaning of the text, and express their feelings about the topic of the text. That is why it becomes the responsibility of the teacher to encourage them to do that.

- 4) The teacher should emphasize that prediction is a major factor in reading.

Prediction is one of the strategies in reading comprehension. Before the students come into the text, they can do prediction by looking at the title of the text. The title sometimes gives clues at what the text is about. By doing this, the students will actively start to the process of reading. Indeed, the teacher should give clues to make the students comprehend the text easily.

- 5) The teacher has to match the tasks to the topic.

Tasks are one of the ways to check the ability of the students in comprehending a text. Good tasks are those that are suitable for the topic being discussed. Tasks can be made by questions, puzzle, etc. In this case, the teacher has to consider choosing or creating the right tasks for the students.

- 6) The teacher should exploit reading texts to the full.

Exploiting reading texts to the full means that the teacher does not ask the students to read a text and then move to another activity having no relation to the text. However, the teacher should cover all the things that the students can work out with the text. The teacher has to discuss the text fully, study the language, and give additional tasks to the students.

Therefore, teachers are needed not only in motivating the students for being actively involved in the teaching and learning process of reading, but also to provide supports for their students through scaffolding.

### **c. Teaching Methods**

Another key component in teaching reading is the teaching methods. Feez (1998) proposes the genre approach which implements teaching and learning cycle. The cycle consists of five stages i.e.:

#### 1) Building the context

For this first stage, the teacher introduces the social context of the text to the students so they can explore features of the general cultural context in which the text-type is used and the social purposes the text-type achieves.

#### 2) Modeling and deconstructing the text

At this stage, the teacher shows the structural patterns and language features of the model text through general or class discussion so the students can investigate them. A comparison of the model with the other examples of text types also can be done in this stage.

#### 3) Joint construction of the text

As the students begin to contribute to the construction of the whole examples of the text-type, the teacher gradually reduces the contribution at this stage.

#### 4) Independent construction of the text

At this construction part, students work independently with the text while the teacher can assess their performance and achievement.

#### 5) Linking related text

At this last stage, the teacher leads the students to investigate how what they have learnt in this teaching and learning cycle can be related in the same or similar contexts and future or past cycles of teaching and learning.

There are many other kinds of methods such as PPP procedure which stands from Presentation, Practice, and Production. Harmer (1998) defines the procedure in which the teacher introduces a situation which contextualizes the language to be taught. The language, too, is then presented. The students now practice the language using accurate reproduction techniques such as choral repetition, individual repetition, and cue-response drills.

Both methods and procedures introduce the model text by contextualizing it first and then defining the language aspects right after. Yet, in the genre-based approach, it clearly has different sequences in contextualizing the text and modeling the text while in the PPP both step are in the same phase i.e. Presentation. A method containing more specific phase would work well towards reading learners.

#### **4. Teaching Reading for Grade Eight Students**

According to Nuttall (2000: 31) the general aim of reading program is “to enable students to enjoy (or at least feel comfortable with) reading in foreign language, and to read without help unfamiliar authentic text, at appropriate speed, silently and with adequate understanding.” In other words the purposes of teaching and learning reading are to prepare students to use the foreign language in real communication, for them to read the real text in the real context.

Comparatively, the target of English teaching and learning for Junior High School in Indonesia is to enable students to gain functional literacy. That is ability to communicate in simple written English to deal with the daily life context, such as reading and understanding newspapers or manuals (Depdiknas: 2006). In other

words, students are expected to be able to comprehend English text in order to learn new knowledge, ideas and concepts.

There are some standard of competencies and basic competencies that the eight grade students of Junior High School have to fulfill in order to learn reading.

**Table 1: Standard and Basic Competencies for Eight Grade Junior High School**

Semester	Standard competency	Basic Competency
1	5. Comprehending meaning of short functional texts and short essays in the form of descriptive and recount in the daily life contexts	5.1. Reading aloud short functional texts and essays in the form of descriptive and recount with appropriate pronunciation, stress and intonation in the daily life context 5.2. Responding to the meaning short functional texts accurately and appropriately in the daily life context 5.3. Responding to the meaning and the rhetoric of short essays of descriptive and recount texts accurately and appropriately in the daily life context
2	11. Comprehending meaning of short essays in the form of recount and narrative to interact in the daily life contexts	11.1. Reading aloud short functional texts and essays in the form of recount and narrative with appropriate pronunciation, stress and intonation in the daily life context 11.2. Responding to the meaning short functional texts accurately and appropriately in the daily life context 11.3. Responding to the meaning and the rhetoric

		of short essays of recount and narrative texts accurately and appropriately in the daily life context
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In summary, the purpose of reading can be seen in traditional view which is given information and also for enjoyment. In teaching and learning program, reading is aimed to communicate with the target language by the written text. The students are expected to read and understand the English texts to deal with real life communication where there are a lot of authentic materials there.

## **5. Authentic Materials**

### **a. Authentic Materials for Language Learners**

Authentic materials are texts produced by native speakers for a non-pedagogical purpose (Bacon & Finnemann:1990). Since they are not designed for pedagogical purpose, commonly, they do not come from a course book. They are not systematically developed in stages for language learners. However, nowadays, there are many experts who prefer to use authentic materials in teaching and learning English, both written and spoken as an alternative material.

A material is authentic when it contains authentic text. According to Tomlinson (1998), an authentic text is a text which is not written or spoken for language teaching purposes. A newspaper article, a rock song, a novel, a radio interview and traditionally fairy story are examples of authentic texts. Therefore, we can see such texts from television, newspaper and magazine. In that mass media, information is spread widely from a place to many other places. In communicating in such media, people naturally use and apply their language as

how they communicate and use their language in their daily life. It surely could be a perfect lab for a language learner.

Nunan (1999) also defines authentic materials as spoken or written language data that have been produced in the course of genuine communication, and not specifically written for purposes of language teaching. Therefore, by using authentic materials, a teacher can bring the students the authentic data from real world context into classroom. They can practice reading authentic and genuine language which is used in real life as the language and the students themselves really occur. For another purpose, the foreign language learners also can be introduced to the culture of the native people through the authentic materials.

Moreover, Gebhard (1996) sees authentic materials as a way to contextualize language learning. It means that authentic materials are also effective in providing the students with the context of every text. When they normally study the pedagogical materials, they tend to focus more on content and meaning rather than the context. On the other hand, authentic materials provide rich source of context in language instead of the language which are only provided by the teacher.

Hence, authentic materials undoubtedly do have effect towards language teaching and learning process. These are the differences between authentic and non-authentic materials:

**Table 2: Authentic materials vs non-authentic materials (Adams, 1995; Miller, 2003)**

<b>Authentic Materials</b>	<b>Non-authentic Materials</b>
Language data produced for real life communication purposes.	They are specially designed for learning purposes.
They may contain false starts, and incomplete sentences.	The language used in them is artificial. They contain well-formed sentences all the time.
They are useful for improving the communicative aspects of the language.	They are useful for teaching grammar.

From *Table 2* above, it is clearly shown that authentic material has essential differences towards non-authentic materials. Authentic material may contain false starts and incomplete sentences; however, it is powerful to provide the students products of real life communication.

#### **b. Advantages of Authentic Materials**

Moreover, authentic materials potentially prompt the students' motivation in comprehending texts. Here these are some arguments in using authentic materials:

- 1) Authentic materials have a positive effect on learner motivation.
- 2) They provide authentic cultural information.
- 3) They provide exposure to real language.
- 4) They relate more closely to learners ' needs and interests.
- 5) They support a more creative approach to teaching.
- 6) They provide a wide variety of text types, language styles not easily found in conventional teaching materials.
- 7) Unlike traditional teaching materials, authentic materials are continuously updated.
- 8) They have a positive effect on comprehension and learner satisfaction.

(Kilickaya, 2004; Mcknight, 1995; Wong, Kwok, & Choi, 1995; Berado, 2006)

There are many positive arguments from experts about using authentic materials. Those positive points indeed cannot be found in conventional teaching materials. However, using authentic materials is not as easy as pointing the advantage because there are always disadvantages alongside with advantages.

### **c. Disadvantages of Authentic Materials**

There are some issues over using authentic materials for students. The language used in real life provides many rude and inappropriate words. Those might give bad influence for the students. Moreover, it is hard to classify the level of the materials considering it is not designed pedagogically.

Richards (2001) cited in Kilickaya (2014) points out that alongside with the advantages, authentic materials often contain difficult language, unneeded vocabulary items and complex language structures, which may cause a burden both for the students and the teacher in lower-level classes. However not every text contains such negative impacts. It depends on how the teachers consider the current level of the students and select the authentic text to develop.

Furthermore, Martinez (2002) cited in Kilickaya (2014) mentions that authentic materials may be too culturally biased and too many structures are mixed. They may cause lower levels have a hard time in decoding the texts. They also may give the teachers difficulties in deciding the level of the texts.

Using authentic materials in teaching and learning process of reading is a challenging task for teachers. Hence, a teacher should be really selective in deciding the authentic text which is going to be chosen as material. When there is

an inappropriate content which unavoidable, he/she should be able to clearly explain the inappropriateness towards them. With selective decisions, authentic materials are powerful to introduce the students about real language application in daily life. The ways to decide whether an authentic text is suit for students would be explained in the next point.

#### **d. Using Authentic Materials in a Classroom**

In using authentic materials, there are many factors which should be considered due to the positive and negative impacts. The sources of authentic materials are various such as newspapers, Internet, magazines, brochures, letters, and so on. Due to the various sources, it is important to select the proper authentic materials out of the wide range. Nuttall (1996) cited in Brown (2001) gives three main criteria in selecting authentic materials to be used in classroom.

##### 1) Suitability of content

The text should be interesting, motivating and also relevant to the students' needs.

##### 2) Exploitability

It refers to how the text can be used and exploited in order to develop the competence of the learners in the teaching and learning process.

##### 3) Readability

Readability refers to the level of difficulty in the texts. It is about the amount of new vocabulary and new structure contained in the texts.

Along with those criteria, Berardo (2006) also adds two more, they are the variety and the presentation. Various types of texts avoid the students' boredom. Meanwhile, the presentation is about how the texts are presented in a classroom.

Brown (2001:313) has proposed some principles for designing interactive reading techniques that must also be considered in applying authentic materials in a class.

- a. In interactive curriculum, do not overlook the importance of specific instruction in reading skills.
- b. Use techniques that are intrinsically motivating.
- c. Utilize techniques with authentic language and content.
- d. Encourage the development of reading strategies.
- e. Include both bottom-up and top-down techniques.
- f. Subdivide your techniques into pre-reading, during-reading, and after-reading phases.
- g. Build in some evaluative aspect to your techniques.

From the first principle we can conclude that it is important to consider the specific instruction in reading skills. For example, we should consider whether the students should read a passage loudly or silently instead. It leads to whether the fluency or the accuracy should we develop. The second principle takes us to students' motivation. Again, according to Brown (2001:72), motivation is the difference. Thus, we can say that students' motivation is the difference between the success and the failure of a teaching and learning process. The third principle shows us the importance of using authentic materials in developing interactive

reading techniques. Both fourth and fifth principles guide us in deciding the strategies and techniques which have the ability to prompt the students' real capability in comprehending. The next principle introduces us to three phases in teaching reading. The last principle is about assessing the result.

Moreover, Grellet (1981) states that authenticity of a text means that there is nothing changed from the original text. In using an authentic material, a teacher should maintain its layout and presentation as it occurs. He/she cannot add or modify the content and the appearance of the text due to its authenticity. Changing the appearance or the layout might possibly take the non-linguistics aspects clue of the authentic material itself away from the students.

Therefore, choosing authentic texts from the great amount of texts appeared in life is not simply picking a text we meet and serving it to the students. There are much criteria should be considered and many principles should be applied in keeping the materials from inappropriateness. Inappropriate materials would only give nothing to them but bad influences.

## **6. Related Study**

There is a study which also studied about authentic materials. The study entitled *Authentic materials and cultural content in EFL classrooms* Kilickaya (2004) revealed that 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.

## **B. Conceptual Framework**

Reading comprehension, as stated, is essential for the students to get information from texts. Meanwhile, as mentioned earlier in the background of the research, there happen some problems in teaching reading in SMP N 1 Bantul. By using authentic materials in teaching reading, the students in junior high schools can be introduced with real language used in daily life communication.

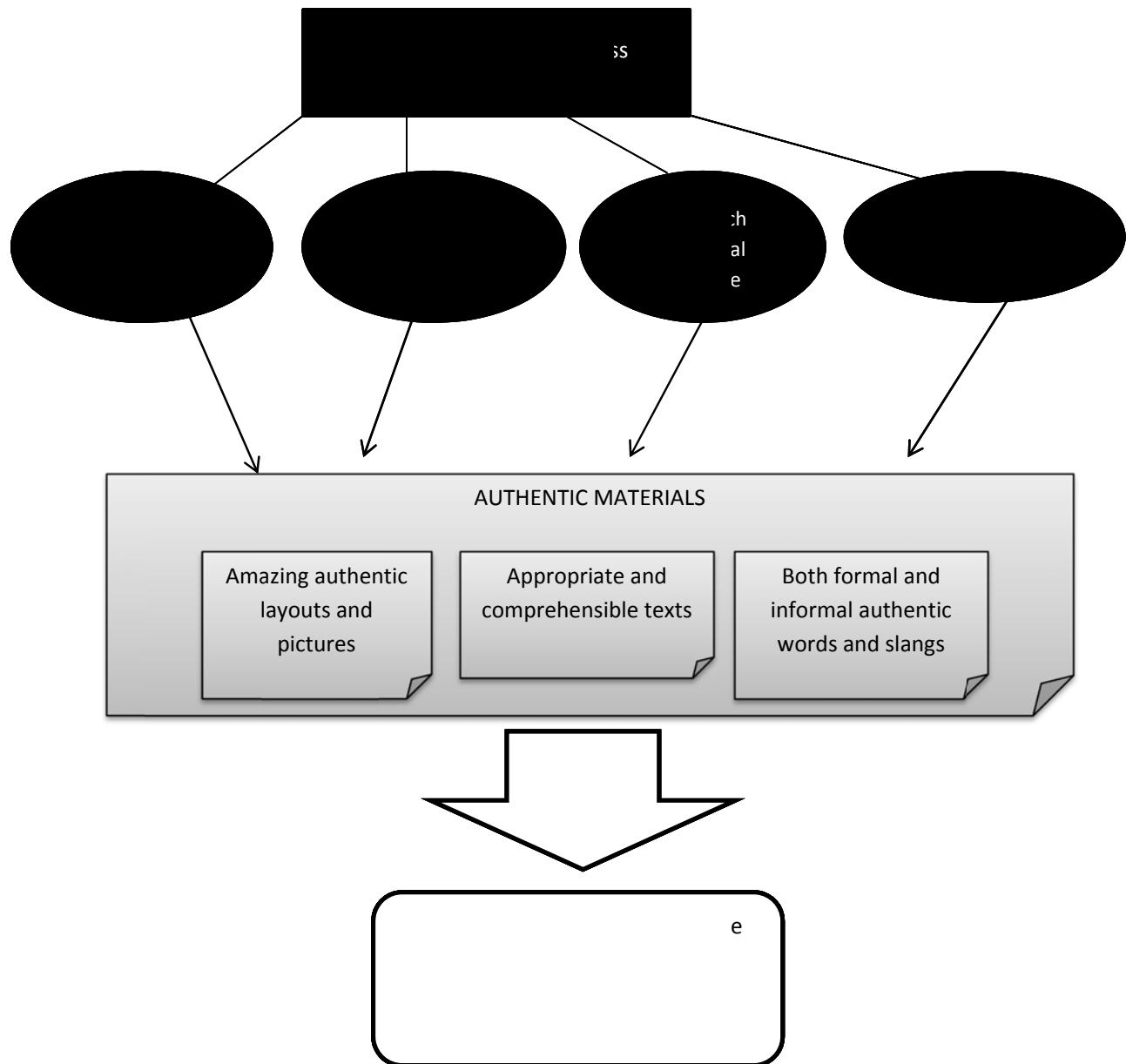
Suitable authentic materials do not only provide authentic language but also most of them are developed in amusing layout. The materials would appear in exactly the same way in daily life. They would send the students away from the ordinary and have many good influences towards their mood and motivation. The students who are in a good mood and motivation will be in enjoyment in analyzing and digging information from a text instead of boredom in which many of them apparently are trapped in the process of teaching and learning of reading.

Authentic materials and practices lead students to improve not only their genuine interest in studying English, but also their knowledge in real English itself. From regular textbooks, they had already got structural aspects of the language because their schemes are developed in educational purposes. However, the students need more than just learning grammatical rules and vocabulary items. They can obtain vivid examples in how the language is used in particular contexts from authentic materials.

Thus, using authentic materials as additional sources alongside with regular textbooks is a good choice for teachers in attempts to improve the students' reading comprehension in general. Both reading learners' interests and knowledge

about English will be surely improved by studying such materials. They got the rules from the pedagogical materials and got vivid examples from the authentic ones.

The concept can be seen further in the following diagram.



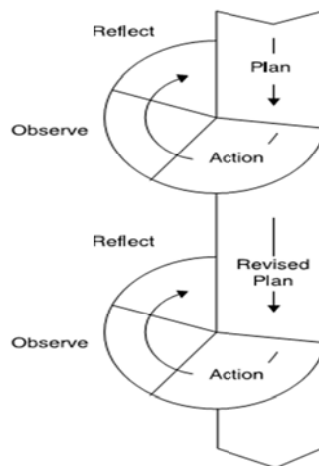
**Figure 1: The diagram of the conceptual framework**

### **CHAPTER III RESEARCH METHOD**

This chapter gives information about how this research is conducted. It includes explanations on the research design, the subject of the research, the research setting, place and time of the research, data collection procedure, data analysis, the steps of action research, and validity and reliability of the data.

#### **A. Research Design**

This research is categorized into action research. This study aims at improving students' reading skills through authentic materials in SMP N 1 Bantul. In conducting this action research, the researcher worked together with the English teacher and his friend as his collaborators in finding the problems related to the students' reading skills, planning the solution, implementing the action, evaluating and reflecting the effectiveness of the action (Burns, 2010:9). The action research process can be drawn in the scheme below.



**Figure 2: Cyclical AR model based Kemmis and Mc Taggart (1988).**

## **B. Setting of The Research**

The research was conducted in SMPN 1 Bantul. It is located on Jl. RA. Kartini 44, Bantul. The location is convenient because it is near the main road so that the students could get to the school easily. SMPN 1 Bantul has 24 classrooms which consist of 27-32 students for each classroom. The time allocation for the English teaching and learning processes in SMPN 1 Bantul is 2 x 40 minutes, twice a week.

The research was carried out during the English teaching-learning at SMPN 1 Bantul in the second semester in the academic year of 2013/2014. It was implemented on 8<sup>th</sup> of April, 2014 – 6<sup>th</sup> of May, 2014. In conducting the actions, the researcher was following the school schedule in which the English subject was taught twice a week. The duration was 80 minutes for every session.

## **C. Subject of the Research**

The subjects of the research were the students of VIII-C class of SMP N 1 Bantul, the researcher, research collaborator and the English teacher. The class consisted of 13 male and 16 female students. The researcher chose VIII-C class as the subjects of the research because the English teacher said that VIII-C class students have the lowest score average among the VIII classes of SMPN 1 Bantul.

## **D. Instruments of the Research**

The instruments for collecting the data in this study were a test instrument and a non-test instrument. The test instruments included pre-test and post test and the

non-test instruments included an observation guide and interview guide. The data obtained with the test instrument were in the form of numeric data. The scores in the pre-test and post test, were obtained through reading assessment. Reading assessment was used to get the information about the students' reading skills before and after the actions implementation.

Meanwhile, the data of the non-test instrument were in the form of field notes and interview transcripts of the teaching and learning process. Observation guide was used to find out the existing problem related to the students' reading ability. Interview guide was used to guide the researcher in conducting interviews with the English teacher and the students.

#### **E. Data Collection**

The data were collected step by step. First, the researcher did the observation during the English class and the result was made in the form of field notes. Observation was necessary for knowing the current condition. In the beginning of the cycle, when the action had not been implemented, he collected the data in the form of the students' reading scores and there were two scores from the researcher and the teacher. To complete the data, depth interview with both students and teacher was conducted by the researcher before the action of cycle one, in the reflection and after the action was finished. Here, the interview transcripts were used to give a clear description about the students' responses, the students' behaviors, and the collaborator's responses about the class activities during the actions. In the last step, post-test, the data gained were the students' reading

scores which were different from the pre-test. Meanwhile, during the implementation of the actions, the researcher always did observation by producing field notes in every meeting. After all data had been collected, they were analyzed in order to find the successful and unsuccessful result of the actions and to make the conclusion of the research.

#### **F. Data Analysis**

The data were obtained from the action conducted in the field. Firstly, the researcher collected all the data such as interview transcripts, field notes and photographs of the teaching and learning process. The second step was data reduction. In this step, the researcher chose, determined the focus, simplified, summarized and changed the form of the data that was in the field. The third step was classification in which the researcher classified all the data that had passed the data reduction process.

The result of the students' scores was analyzed by using Excel program to find out the mean of the students' scores. Then, the researcher determined whether there was any improvement on the students reading skill or not based on the mean of the test scores. In analyzing the data, the researcher held a discussion with the English teacher as the collaborator. It was used to see the data from different point of views and to avoid subjectivity in analyzing data and to get trustworthiness.

## **G. Data Validity and Reliability**

According to Burns in Madya (2006: 37-45), there are five validity criteria that can ensure data validity of action research. The five validity criteria are: (1) democratic validity, (2) outcome validity, (3) process validity, (4) catalytic validity and, (5) dialogic validity.

### **1. Democratic Validity**

Burns in Madya (2006: 38), states that democratic validity was related to stakeholders' chances to give their opinion, idea, and comment about the implication of the action research. In order to get democratic validity, the researcher interviewed the stakeholders of SMPN 1 Bantul (teachers, students, and school administrators). In the interview, the stakeholders were given chances to express their ideas, opinion and attitudes toward the problems faced, then the focus is to look for the solution of the problems. The interview was conducted during the research.

### **2. Outcome Validity**

Outcome validity was related to the outcome achieved by the researcher. The achievement of the outcome involved not only solving problem but also appearing new questions in the related research (Madya 2006: 40). To get the outcome validity, the researcher put back the problems at the VIII grade students of SMPN 1 Bantul in a scheme in order to make new questions. The researcher did this when the researcher did the reflection in the end of the action.

### **3. Process Validity**

Process validity meant that actions that were done in the research were believable (Madya 2006: 40). To get the process validity, the researcher collected the data by doing observation, and noted during the research process. The researcher noted/recorded anything happened in the teaching learning process of the VIII-C students at SMPN 1 Bantul. It meant that during the process, the researcher observed the participants of the research which were the students of VIII-C class. The researcher focused only on anything that could be caught by the researcher's senses.

### **4. Catalytic Validity**

The catalytic validity was related to how the stakeholders respond to the changes occurring to themselves (Burns, in Madya 2006: 43). It is a category of validity researcher uses to evaluate whether the research intended to spur social change accomplishes its objectives. The researcher got the catalytic validity through those 2 cycles of the observation, action plans, implementation, and reflection that were done at the eighth grade students of SMPN 1 Bantul.

### **5. Dialogic Validity**

Dialogic validity means that the stakeholders could participate in the process of the research (Burns, in Madya 2006: 44). To get the dialogic validity, the researcher worked collaboratively with the teacher in action research. It means having dialogue with practitioner peers, either through collaborative enquiry or reflective dialogue.

Furthermore, Burns (1999: 164) proposes four forms of triangulation. They are time, space, investigator, and theoretical triangulation. This research has 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. Then, to get the investigator triangulation, the researcher asked another researcher team member to help the researcher in the reflection steps so that it could avoid biased interpretation. Also, this research has theoretical triangulation since the data were analysed from more than one perspective.

In addition, in order to ensure the reliability, the researcher used the scores of students' reading tests, interview transcripts and field notes to get the same results. To obtain the data about teaching and learning processes, the researcher interviewed the collaborator, observed the teaching and learning processes, and interviewed the students who have just followed the lesson. Moreover, the reliability of the data was gained by giving the genuine data, such as the students' reading scores, field notes and interview transcripts.

## **H. Research Procedure**

The research belonging to action research used Kemmis and McTaggart's model with some modification. There are four steps in doing action research in nature and will be presented as follow.

### **1. Reconnaissance**

In this step, the researcher tried to find out the obstacles and weaknesses of reading skill possessed by the students in SMPN 1 Bantul. The researcher firstly

gathered the information related to the reading skill with the English teacher by doing an interview. Therefore, the researcher also observed teaching and learning process in VIII-C class of SMPN 1 Bantul. To complete the data in carrying out the reading problems, some students were also interviewed. As a result, it was known that there were no meaningful activities in reading session so that the students got less chance in practice their reading skills. After doing interview and observation, the problems were identified. Then the researcher and the English teacher together discussed the plan to implement the actions.

## **2. Planning**

After doing observation and interview, the researcher and the English teacher made a plan to conduct the feasible actions that will be implemented. The planning covered the identified problem based on the result of observation and interview. The purpose of the actions was to improve students' reading skill of VIII-C class of SMPN 1 Bantul through authentic materials.

## **3. Acting and Observing**

The action was conducted by the researcher while the English teacher observed the process. The researcher used authentic materials in solving students' problem in reading with certain basic of comprehending the texts. The research collaborator captured some pictures during the actions and also observed all emerging activities in the classroom. To make the class conducive, the research collaborator assisted the researcher in handling the class. The changes and obstacles of the students' involvement were written in the field notes with the result to be evaluated in the next step. The actions would be implemented with

some modification after looking at the result of the first cycle. Any document recorded guided the researcher to do the next step.

#### **4. Reflection**

Based on the observation, the researcher and collaborator made a reflection of the implementation of the action. The reflection was conducted by interviewing the students and the collaborator about their responses to the actions. The reflection was useful to show the effectiveness of the action conducted in the teaching and learning processes. At the end of the actions, the researcher and the collaborator discussed the results of the implementation of the actions and the problems occurring during the actions that seemed ineffective. The collaborator gave contribution to the reflection on the action that was taken. It was aimed to find out whether the actions were successful or not. The successful actions were used and reapplied in the next cycle, but those which were unsuccessful would be changed or improved into the suitable one.

## **CHAPTER IV**

### **RESEARCH FINDINGS AND DISCUSSION**

#### **A. Research Procedure**

In this research, some procedures were conducted to solve the problem. Those were planning, action, observation, and reflection. In the planning phase, some steps were conducted to determine the problems. First, the English teacher was interviewed to find the problem in the teaching and learning process. It was done to get the most suitable class to conduct the research. Second, the observation was done in the VIII-C class of SMP N 1 Bantul. Third, the English teacher and the students were interviewed to confirm the data gained from the observation. After that, the researcher planned the actions that might be implemented to overcome the problems.

In the action phase, the use of authentic materials was applied in the teaching and learning process of reading. During the implementation, the researcher, the English teacher, and the collaborator observed the condition of the teaching and learning process. It was done to know the students' responses and the impact of the actions. The actions were conducted to know the students' responses and the impact of the actions. The actions were conducted in two cycles for two meetings in first cycle and one meeting in second cycle. In the last phase, reflections were done in each meeting and each cycle. They were conducted to evaluate the actions and to solve the other problems during the actions.

## 1. Identification of the Field Problems

Identification of the field problems was done after conducting observation and interviewing both English teacher and some students of class VIII-C of SMP N 1 Bantul for eighty minutes on Tuesday April 8<sup>th</sup> 2014. The situation and condition of the teaching and learning process is described in the following field note below.

### *Vignette I*

Tuesday, April 8<sup>th</sup> 2014

VIII C Class

R: Researcher

ET: English Teacher

S: Student

1. R went to SMP N 1 Bantul to hold the observation on Tuesday, 8<sup>th</sup> 2014. He came to school at 8.30 to prepare the observation at 9.15.
2. After the bell of the 1<sup>st</sup> lesson hour rang, R met ET at the lobby to discuss the observation. ET would introduce R as the other teacher from other school who was doing a comparative teaching to do scoring at SMP N 1 Bantul. He said that it was very important to anticipate recklessness from Ss. Then ET and R went to VIII C class.
3. ET opened the class by greeting Ss and asked one of the S to lead the prayer. ET introduced R in front of the class then asked R to have a seat behind the class. ET then checked the attendance list. Around 10 Ss kept on talking then ET asked them to keep silent. ET gave instructions in English to make up an English classroom condition. After giving instructions in English, ET translated them into Bahasa Indonesia unless Ss would not understand well the instruction.
4. ET then asked Ss to open their text book to read a birthday card. ET then asked one of Ss to read the text loudly. S read in very low voice then ET asked to read louder. S made errors in pronunciation while reading. ET then asked other S to read the text.
5. ET then re-read the text to give corrections to miss-read words. While re-reading, ET also translated the sentences. ET asked the meaning of some words to Ss but they mostly remained silent. Only some of the Ss brought dictionary. Other Ss who didn't bring dictionary kept on waiting for ET's translation. Some of Ss were chatting to their chair mate. In some words, some Ss could answer ET's questions.
6. ET then asked Ss to answer comprehension questions which followed the text. ET gave 10 minutes for answering all questions. The class situation turned to

be little bit noisy and some Ss walked around the class to get answers. Some Ss discussed with their friends to answer the questions.

7. Right after 15 minutes were already up, ET asked Ss to write their answer on the whiteboard. Ss said that they had not done yet. ET gave them 5 more minutes to do. After time was up, ET called some Ss to write their answer on the whiteboard. Having finished writing the answers, some Ss were asked by ET about what they had written. They answered him in Bahasa Indonesia. Some of them couldn't answer correctly. It seemed that they got the answer from their friends.
8. ET then explained about the characteristic of birthday card and grammar focus. About 5 Ss were talking each other while ET explained the material. After that, ET asked Ss to write their own birthday. Ss asked to ET what should they write. ET said that they could write an invitation about a birthday party they would hold. Some Ss had already prepared a piece of paper but most of them were asking each other what they should write. Some Ss already started to write first sentence. About 5 minutes later, the bell rang. ET asked Ss to keep the paper save it for the next meeting.
9. R and ET greeted Ss then left the class. R told ET that he would do the pre test on the chosen schedule.

From the vignette, some problems were found during the teaching and learning process of reading in VIII-C. It could be said that there was little interaction between the English teacher and the students. The class still was not quite lively. The students seemed to be quite when the teacher asked them some questions about the meaning of some difficult words. Besides, there was also little interaction among the students. There was not any discussion among the students. The students tended to do the activity individually. When they had a chat with their friends, they did not talk about the text being read but they talked about something else instead.

Moreover, the students had low awareness during the teaching and learning process of reading. Their personal problems were rarely asked to the teacher.

Every time the students had been making mistakes, the teacher fixed the mistakes and that is it. The students did not make any notes or whatsoever.

After conducting the observation and concluded some problems above, the English teacher and the students were interviewed. The interviews were conducted after the teaching and learning process of reading.

The research was done collaboratively with the English teacher and the students of VIII-C. To determine the problems of the teaching and learning of reading in the class of VIII-C, an observation was conducted during the teaching and learning process of reading and some interviews were held to the English teacher and some students of VIII-C.

From the interview with the English teacher, it was known that the materials used were chosen by considering the students' future examinations. Moreover, many students lacked of awareness in responding every task given by the teacher. It was also noted that their vocabulary mastery was also a problem. This can be seen from the extract of Interview transcripts below.

- |    |   |
|----|---|
| R  | : <i>Bagaimana kondisi pembelajaran di kelas VIII-C bu'?</i> (How was the condition of learning in VIII-C, Ma'am?)  |
| ET | : <i>Kelas VIII-C ini sebenarnya kelas yang bagus di tingkat kelas VIII. Hanya saja untuk pelajaran Bahasa Inggris murid-muridnya kurang bisa mengikuti dengan baik.</i> (This class is such a good class in VIII graders. Yet, for English class, the students can not participate as well.)   |
| R  | : <i>Kendalanya seperti apa bu?</i> (What is the problem like, ma'am?)  |
| ET | : <i>Kalau untuk kendala tentunya banyak ya, anak-anak itu sering kurang kesadaran. Mereka itu saya persiapkan untuk menghadapi ujian-ujian pada akhir semester. Sudah saya persiapkan dengan memberikan tugas-tugas, tapi ya itu, banyak dari anak-anak itu mengeluh tidak faham dengan tugasnya.</i> (There are problems truthfully, the students often lacked of awareness. I prepared them for semester exams by giving tasks. Yet, they felt confused with the tasks.) |

R	: <i>Tugas-tugasnya biasanya diambil dari mana ya bu?</i> (Where did you usually take the tasks from ma'am?)
ET	: <i>Kebanyakan saya ambil dari buku paket dan LKS mas.</i> (Most of them are taken from the text book and LKS.)
R	: <i>Untuk materi bacaan di kelas reading bagaimana bu?</i> (How about the reading materials? )
ET	: <i>Itu saya ambil juga dari buku paket dan LKS mas.</i> (I take it from text book and LKS too.)
R	: <i>Pernah pakai materi-materi yang autentik begitu bu?</i> (Have you ever tried to use authentic materials, ma'am?)
ET	: <i>Wah itu belum pernah mas saya. Menggunakan materi dari buku paket saja murid-murid masih belum faham. Jadi saya tidak berani memberikan materi-materi yang autentik dari luar.</i> (No,I haven't. The materials from text book are still confusing them. So, I do not dare to give the authentic materials.)
R	: <i>Dalam skill membaca, ada kendala khusus tidak pada murid secara umum bu?</i> (In the reading skills, is there any particular problem generally ma'am?)
ET	: <i>Kebanyakan mereka masih lemah pada perbendaharaan kata, makanya tiap ada pelajaran Bahasa Inggris, saya menyarankan mereka untuk membawa kamus.</i> (Most of them still lacked in vocabulary mastery. Thus, I suggest them to bring their dictionary in every English lesson.)

(Appendix, Interview transcript, April 8<sup>th</sup> 2014)

After interviewing the English teacher, an interview was conducted with one of students in VIII-C. From the result, it was found that the students expected something new instead of same tasks. This can be seen from the extract of Interview transcripts below.

R	: <i>Terimakasih waktunya ya Fia, bisa cerita nggak, bu Nisma di kelas ngajarnya gimana?</i> (Thanks for the time Fia, can you tell me how Ms. Nisma taught in the class?)
F	: <i>Orangnya baik mas, tapi ya kita ga begitu mengerti kalau beliau ngomong Bahasa Inggris.</i> (She is good person, but we cannot really understand when she speaks in English.)
R	: <i>Tadi di waktu pelajaran Bahasa Inggris kayaknya semua anak di kelas kesulitan mengerjakan soal-soal yang diberikan guru?</i> (It seemd that everyone feels difficult with the tasks?)
F	: <i>Ya kita nggak faham arti Bahasa Indonesianya.</i> (We don't understand

	the meaning of the words in Bahasa Indonesia.)
R	: <i>Tadi kalian kan ada yang membawa kamus, Itu membantu nggak waktu kalian mengerjakan membaca teks atau mengerjakan soal-soal?</i> (Some of you handed dictionary, did it help you while reading texts or doing tasks?)
F	: <i>Sebenarnya memang membantu mas, tp juga masih sering bingung memahami teks atau soalnya.</i> (It can help us. However, we're often still confused in understanding texts or tasks.)
R	: <i>Trus kalian dibantu Bu Nisma menerjemahkan kalimat-kalimatnya?</i> (So, Ms Nisma helped you translating the sentences?)
F	: <i>Iya.</i> (Yes.)
R	: <i>Biasanya Bu Nisma bahan ajarnya diambil dari apa?</i> (Where did Ms Nisma take the materials?)
F	: <i>Dari buku paket dan LKS.</i> (From text book and LKS.)
R	: <i>Teks yang diberikan bu guru pernah nggak diambil dari kehidupan sehari-hari kaya misalnya dari internet, acara tv, iklan di koran, gitu?</i> (Have you ever been given with a text taken from daily life such as internet, TV program, and newspaper advertisement?)
F	: <i>Seingat saya blom pernah mas.</i> (As I remember, no, we have not.)
R	: <i>Selama ini kadang pernah nggak merasa bosan terhadap materi yang diajarkan?</i> (Have you even been bored with the materials?)
F	: <i>Iya sih mas. Soalnya dari buku tampilannya gitu-gitu aja. Trus kalo dari LKS kebanyakan soal.</i> (I presume yes, because the layout of the book is boring and the LKS gives us too many tasks.)

(Appendix, Interview transcript, April 8<sup>th</sup> 2014)

From the interview, some points can be concluded. The students were expecting something new in their reading class. The use of text book and LKS seemed to make the students started to feel bored toward the materials. Therefore, their willingness in studying English started decreasing.

Based on the observation and the interview with the English teacher and the students, there were some problems in the teaching and learning process of reading. Those problems could be seen as follows:

**Table 3: Field Problems**

No	Problems	Code
1.	The students had low awareness.	S
2.	The students got easily bored with the materials.	M
3.	The students lacked vocabulary mastery.	S
4.	The teacher only used text book and LKS in reading class.	T

Code : S: Students                      M: Materials                      T: Teacher

Having formulated the problems above, a discussion with the English teacher, had been held. We discussed the problems in VIII-C that would be solved. Considering this research was focused on the students' performance and the materials, we decided to try to solve the first three of the problems formulated.

### **1. Determining the Actions to Solve the Problems**

After having further discussion with the English teacher as a collaborator about the problems, we looked for the actions that were possible to do in solving the problems. We discussed the actions that could be applied in the teaching and learning process of reading aiming to improve the students' reading comprehension. Based on the agreement, the actions that would be implemented were as follows:

- 1) Using authentic materials to improve the students' awareness and attention.
- 2) Avoiding using a dictionary easily to enhance the students' willingness in finding the meaning of a word by the context.

## **B. Implementation of Cycle 1**

### **1. Planning**

In formulating the action, the researcher and the English teacher considered the formulated problems. We agreed and planned to use authentic materials in attempt to improve the teaching and learning process of reading. We believed that authentic materials are able to enhance the students' awareness and desire.

The students also needed to not easily find the meaning of an unknown word in a text by finding directly in a dictionary. By finding the words' meaning by the context, the students will easily acquire the new words instead just stating what dictionary says.

In implementing the authentic materials into teaching and learning of reading process, some procedures were being executed. These were presented as follows:

1) Selecting authentic texts which are fit for the curriculum to maintain the students' willingness in comprehending texts.

Authentic materials can be taken from newspapers, posters, television programmes, internet articles, and many other sources which can be found in our daily life. Some interesting and suitable materials had been found and captured from internet for authentic materials related to this research.

The authentic materials were expected to be able keeping the students' awareness in a required level. In selecting the materials, the researcher used the criteria as proposed by Nuttall (1996) i.e. suitability of content, exploitability, and readability.

The first authentic text was informal invitation. It provides amusing pictures which undoubtedly would motivate the students. As stated in basic competence, it also contains some informal languages which is useful for the students to enrich their ability to communicate in the daily life. The text is also challenging and exploitable considering many new words appear in the text. Furthermore, the text provides examples in using present verbs and passive voice. It would be good example for the students finding new vocabulary.

The second authentic text was formal invitation. It provides authentic layout which undoubtedly would raise students' awareness. As stated in basic competence, it also contains some formal languages which is useful for the students to enrich their ability to communicate in the daily life. The text is also challenging and exploitable considering many new words appear in the text. Furthermore, the text provides examples in using present verbs and passive voice. It would be good example for the students finding new vocabulary.

- 2) Developing the authentic texts into authentic materials by making tasks related to the authentic texts.
- 3) Arranging a course grid using selected authentic texts.

In developing the course grid, the activities were arranged based on the genre approach proposed by Feez (1998, 28-31).

- 4) A lesson plan was made based on the course grid.

## **2. Actions and Observations**

The actions were carried out two times i.e. on April 22<sup>nd</sup> and 24<sup>th</sup> 2014. The schedule of Cycle I can be seen in the table below:

**Table 4: The schedule of Cycle I**

Meeting	Day and Date	Time	Material
1	Tuesday, April 22 <sup>nd</sup> , 2014	2x40 minutes (9.15 a.m. – 10.35 a.m.)	<i>Informal invitation</i>
2	Thursday, April 24 <sup>th</sup> , 2014	2x40 minutes (10.35 a.m.–11.55 a.m.)	<i>Formal invitation</i>

They focused on the use of authentic materials in improving students' reading comprehension. The implementation was done by the researcher himself, while the observations were done by both him and the English. He acted as the teacher while the English teacher acted as the observers. The complete description of implementation in the first cycle was presented as in the following.

**a. 1<sup>st</sup> Meeting**

The first meeting was on Tuesday, April 22<sup>nd</sup> 2014 at 9.15 a.m. The researcher took control of the class. The English teacher also came to the class and observed the teaching and learning process from the back of the class. A friend of researcher helped him in taking pictures during the class.

This first meeting was focused on introducing informal invitation for the students. As an attempt to introduce the social function of the text, recalling the current knowledge of the students in text types along with its appearance in daily life was tried. However, they quite seemed ignorant at this first time. The interaction between the researcher and the students were still below par. Thus, a random name had been called and the discussion was led descended into birthday invitation.

This can be seen in the following extract of the field note.

1. R came to the school at 8.30 to prepare for first meeting of cycle 1. R directly met ET to discuss the lesson plan for that day. R gave the copy of lesson plan to ET to discuss the learning objective for that day.
2. When the bell rang ET and R went to the class. ET set his position behind the class. Unlike the previous meeting R opened the class by asking the class captain to lead the prayer. Then R checked the attendance list. No one was absent in that day. R continued by doing BKOF step, by asking 'Class, have you ever attended a birthday party? Iqbal, have you ever attended a birthday party?'. Then S (Iqbal) answered 'What Sir?'. One of his friends helped him to translate R's question. 'Oh. Yes. *Pernah* Sir'. 'When was it?' 'What Sir?' '*Kapan kamu menghadirinya?*' 'Oh. *Kapan ya Sir? Sudah lupa. Dulu waktu masih SD.*' 'Oh. Okay. I see. Thank you Iqbal.' R then continued to ask some other Ss about birthday party. 'Before attending the party, what did you get from your friend, the inviter, *yang mengundang?*' The Ss remained silent. R still had to translate the question. '*Sebelum menghadiri pesta, apa yang kalian dapat dari yang mengundang kalian?*' Then some Ss answered '*Undangan, Sir.*' 'Yes. Very good.'
3. R continued the warming up session by asking 'Do you know what invitation is? *Apa sih invitation itu?*'. The class remained silent. Then R took the attendance list then called two of Ss. Both of them answered the same that invitation is a card to invite someone to a birthday party. R continued 'Is it only for birthday party?' '*Apakah kartu undangan hanya untuk pesta ulang tahun?*' An S answered '*Tidak, Sir.*' '*Lalu, untuk apa saja?*' R replied. Some Ss said '*Acara-acara, nikahan, pertemuan, dan banyak lagi, Sir.*' 'Yes. Right. Invitation is used to invite someone to attend an occasion. *Undangan digunakan untuk mengundang seseorang untuk menghadiri sebuah acara.*'

(Appendix, Field Notes3, April 22<sup>nd</sup>, 2014)

As the modeling text, the authentic material was used. A text entitled "Maura Smythe's 7<sup>th</sup> Birthday" was given to the students as the model. The modeling text worked well in introducing informal invitation to the students. The topic of the material also successfully caught their attention. It can be seen from the way they analyze the text.

Moving to the joint-construction phase, the previous hand out was used for pair discussion. Each table received same text. Having captured plainly from internet, the material successfully amused the students with the colorful layout.

After the materials had been distributed to each pair, the instructions were generally explained for every pair briefly. It was expected that some curious students were willing to ask the detail of the instruction. Yet, only one asked about the instruction and asked the researcher to translate it into Bahasa Indonesia.

The instruction was to read the text and to find some unfamiliar words. After reading and finding some unfamiliar words, the students had to guess the meaning of the words. They were not allowed to open their dictionary. The researcher guided them to guess the meaning of the unfamiliar words by context.

After that, the researcher gave five comprehension questions related to the text. He asked the students to do it in pairs. Being amused by the materials, the students enjoyed their activity. Every student took a part in their discussion. When getting involved in the students' discussion, the researcher prompted the students to ask him whether there was any difficulty. The students and the researcher then discussed the answer of the comprehension question together.

Having finished with the comprehension question, the researcher gave another handout of informal invitation. He explained the characteristics of informal invitation. He then explained about how to use simple present tense and passive voice. Almost all students know how to make sentences using simple present tense and passive voice. The problem in this explanation is students had very limited vocabularies. This can be seen in the following extract of the field note.

4. R gave them the first handout with a birthday card entitled *Maura Smythe's 7<sup>th</sup> Birthday*. R gave handouts to Ss at the front row then gave them simple commands to take one for each table then pass it to the friends at the table behind. When this happened, the class was a little bit noisy because Ss found the handout colourful. Ss seemed interested in the handouts. R asked Ss to read the instruction on how to use the handout. An S asked 'Artinya, Sir?' R then

answered '*Baca teksnya kemudian perhatikan kata-kata yang kalian tidak familiar.*' R gave the Ss 5 minutes to read the text.

5. Having finished reading the text, R asked Ss to say the words they found difficult in the text. R asked some Ss who raised their hand then he wrote the words on the board. R then guided Ss to find the meaning of the words without opening the dictionary. R gave some clues to let the students guess the meaning of the new vocabularies by context. Some Ss seemed to follow the activity. However, the others couldn't focus to the activity. After getting the meaning of the new vocabularies, R let the students to write the words with the meaning in Bahasa Indonesia.
6. After writing the new vocabularies, R asked Ss to answer comprehension questions related to the text. R asked Ss to do it in pair. Only few Ss had less difficulty although they did not use dictionary. R still had to guide almost all Ss to answer the question. Having finished with the comprehension questions, R directly discussed them with Ss orally. Most of the Ss could answer the questions correctly although R had to guide them.
7. R then gave another handout of informal invitation. R explained the characteristics of informal invitation. He then explained about how to use simple present tense and passive voice. Almost all Ss know how to make sentence using simple present tense and passive voice. The problem in this explanation is Ss had very limited vocabularies.

(Appendix, Field Notes3, April 22<sup>nd</sup>, 2014)

Based on the field note above, the "not easily open dictionary" mission seemed to work. However, the materials used were not only successful in improving the students' capability in guessing the meaning of difficult words by the context but also improving the interaction between the students and the teacher.

#### **b. 2<sup>nd</sup> meeting**

The second meeting was on Thursday, April 24<sup>th</sup> 2014 at 10.00 a.m. – 11.55 a.m. This meeting aimed to find the differences between informal and formal invitation. From the first meeting, it was known that the students needed much time in comprehending text.

The class was opened by praying and greeting the students and checking the attendance as usual. No one was absent. After the opening, the researcher

prepared LCD projector to show a slide about the next materials, i. e. formal invitation. The tried to attract their attention by giving question orally. However, only one student could answer and the rest remained silent. It can be seen from the extract of the field note below.

3. R gave warming up activities in form of oral questions for Ss to ask about the characteristics of informal invitation. The Ss still remembered them. Then R asked Ss to take the previous handout to be used in that meeting.
4. R prepared LCD projector to show Ss the formal invitation. R then asked Ss to look at the slide and R also asked 'can you guess what it is?' Not all Ss paid attention to the question. An S said 'invitation.' 'Yes. Right.'

(Appendix A, Field Notes4 April 24<sup>th</sup>, 2014)

Their awareness was still in a low level that time. Only few of them paid attention to the learning activity. The researcher provided slide, to attract their attention. Here, they could focus on what could be seen on the slide. The slide showed a kind of invitation and the students were asked to find what it is. Some of the students were stimulated to guess but the others still looked confused. However, the matter was that the students were still lack of awareness at this point.

Researcher then stimulate students by giving question orally related to the detail of formal invitation on the slide such as, who is the inviter, what is the occasion, and when is the occasion held. Some students can answer correctly. They asked about the layout too. It was because the layout was not as colorful as the previous handout. He then answered that that is one of the differences between the invitation on the slide and the previous one. He explained that the invitation on the slide was the formal invitation and what they had in hand out was the informal one.

After students already noticed the difference, the researcher explained about the characteristics of formal invitation using the slide. He explained about the language used too. The Students seemed to be amused because they rarely use LCD projector before in learning activity.

Having finished with the explanation, the researcher then asked the students to pay attention again to the example of formal invitation and to find some difficult words. They directly wrote the words on the notes then discuss the meaning with him without using dictionary. The interaction happened between the researcher and students although some of them talked each other.

The next phase was about assessing the students' individual performance. The researcher distributed the tasks to each student. The task was to find the differences between an informal invitation (Allie Williams' Graduation Party) and a formal invitation (inauguration invitation) based on the comprehension question. While the students doing the tasks, the researcher walked around to check their works. Almost all students could answer the questions without guidance. Only few of them still needed to be guided by the researcher.

### **3. Reflection**

The implementation of authentic materials in the first cycle was done in two meetings. It was on Tuesday, April 22<sup>nd</sup> 2014 and Thursday, April 24<sup>th</sup> 2014. After the implementation, a reflection was conducted.

Authentic materials had successfully prevented the students from getting bored. The students enjoyed the materials so the process went adequately well. Moreover, with the content of the text which suited their world, they enjoyed

digging up information of the text. However, the students still lacked of awareness. They seemed aware in asking about their difficulties.

In the vocabulary aspects, the students had done well in reducing their dependence on using dictionary. They had tried to find the meaning of new words by the context of the text. Knowing new unfamiliar words stimulated them to dig things more instead of directly looking up in the dictionary.

The interaction between the students and the researcher as a teacher was getting adequate. He involved in every group discussion and the students were willing to ask him after his prompting. Moreover, the interaction between students themselves was also getting better. They had discussed well together.

The English teacher also had a same note. She argued that both the researcher and the students were in need of improvement. This can be seen from the extract of interview transcript below.

R	: <i>Selamat siang, bu. (Good afternoon, ma'am.)</i>
ET	: <i>Siang, silakan masuk. Sebentar ya. (Afternoon. Please, come in. Wait a minute)</i>
ET	: <i>Ini sudah saya buat beberapa catatan selama cycle pertama. Lebih baik masnya tetap di KD yang kemarin untuk cycle ke-2 dengan melakukan perbaikan-perbaikan tentunya. (Here this is, I had made some notes during the first cycle. You better stay on the same basic competence for the next cycle with improvements indeed.)</i>
R	: <i>Iya bu, siswa masih terkesan kurang kesadarannya. Apa salah nya di saya atau gimana ya bu? (Affirmative, ma'am. The students still lacked of awareness. Was it something wrong with my teaching?)</i>
ET	: <i>Sebenarnya hanya masnya yang kurang percaya diri saja. Untuk dampak penggunaan authentic materials nya sudah cukup terlihat, hanya saja kesadaran siswa untuk mengidentifikasi banyak hal dari sebuah teks masih kurang jika dilihat dari waktu yang mereka butuhkan dalam mengerjakan soal. (Truthfully, you only need to be more confident. The authentic materials sure have impact, yet, in fact, the students wasted much time to identify the texts.)</i>
R	: <i>Authentic materials cukup efektif, masih pada KD yang sama, dan harus meningkatkan manajemen waktu dan kesadaran siswa untuk lebih efektif dalam</i>

*mengerjakan soal ya bu? (Authentic materials were quite effective, should be still in the same basic competence, and should improve both the time management and the students' awareness, is that all ma'am?)*

ET : *Seperti itu kurang lebih untuk bayangan di cycle 2 nanti. (Yes, that's all, more or less.)*

R : *Iya bu, terimakasih. (Yes, ma'am, thanks)*

R left the room.

(Appendix, Interview transcript, April 24<sup>th</sup> 2014)

In conclusion, the authentic materials sure had an impact in the students' reading comprehension in the first cycle. The materials successfully amused them so they did not easily get bored and stayed focused. Nevertheless, there were still some problems in the students' awareness. The researcher and the collaborator agreed to continue the cycle to solve the remaining problems.

### **C. Implementation of Cycle 2**

#### **1. Planning**

Based on the reflections in the first cycle, it was found that authentic materials were effective in keeping the students from getting bored and focusing their attention to the text. Their pictures, layout, and information amused them. The researcher also successfully maintained good interaction with the students. However, the students' awareness was not efficiently improved yet. They took too much time in comprehending texts.

The English teacher offered the use of cloze test and matching questions exercises. In addition to the use such exercises, she argued that a better time management should also be achieved. There was still less explanation and too much discussion in the classroom. The researcher should be more confident and

have more composure in explaining. Thus, it was concluded that both sides, the researcher and the students, needed to be improved. He should improve his teaching style and the students should be more aware with their duty in doing every exercise.

Therefore, it was agreed that even though authentic materials were quite effective in keeping the students in a proper mood, the students still needed to be treated in a proper way. Giving an effective reading tip to the students was needed in order to prompt their awareness.

The plans for the second cycle can be summarized as follows:

1) Selecting authentic texts

The authentic materials were expected to be able keeping the students' awareness in a required level. In selecting the materials, the researcher used the criteria as proposed by Nuttall (1996) i.e. suitability of content, exploitability, and readability.

The text was authentic announcement entitled "*SLAQ Meeting*". Although it does not provide amusing pictures for the students, the text contains brief language that is normally used to announce something. Moreover it was fit for both the basic competence of grade VIII Junior High Schools due to it is an announcement text as demanded and for the VIII graders. The text is also challenging and exploitable considering some new words related to a students' world appears in the text. Furthermore, the text provides examples in using present.

2) Arranging a course grid using selected authentic articles.

In developing the course grid, the activities were arranged based on the genre approach proposed by Feez (1998, 28-31).

- 3) Use Authentic Materials to keep the students in proper mood so they can enjoy their task and stay focused.
- 4) Improve the time management.

## 2. Actions and observations

The actions were carried out one time i.e. on April 29<sup>th</sup>, 2014. The schedule of the cycle II can be seen in the table below

**Table 5: The schedule of the cycle II**

Meeting	Day and Date	Time	Material
3	Tuesday, April 29 <sup>th</sup> , 2014	2x40 minutes (10.35 a.m.–11.55 a.m.)	<i>Announcement</i>

It focused on the use of authentic materials in keeping the students in a proper mood and prompting the students' awareness. The complete description of the implementation in the second cycle was presented as in the following.

### 3<sup>rd</sup> Meeting

The meeting was conducted on Tuesday, April 29<sup>th</sup>, 2014 at 10.35 a.m. – 11.55 p.m. This meeting focused on increasing the students' awareness. The class was started by greeting, leading the prayer and checking the attendance.

The researcher continued by conducting warming up session. For the second cycle, LCD projector was directly used to show the students a picture of announcement board. The slide then followed by question. The students answered the question together. Here, the class interaction was happened. This can be seen from the extract of Field notes below.

1. R continued by conducting warming up session. For the second cycle, R directly used the LCD projector to show the Ss a picture of announcement board. R asked the SS just to pay attention on the picture and to keep silent. The next slide showed a question ‘does your school have it?’ R then asked Ss to answer together, ‘Yes.’ R continued ‘What does it contain?’ Ss replied ‘*Pengumuman, Sir?*’ ‘Yes. Right. Announcement.’
2. R asked to the class. R asked to an S about announcement ‘Have you ever found an announcement? Where?’ ‘*Anu Sir, di depan sekolah.*’ ‘Oh, what kind of announcement it is?’ ‘*tentang jadwal ujian kelas IX.*’ ‘Very good.’ Then R asked to other students about where they can find announcement except at the school. They said in the market, in the internet, in the railway station and so on.

(Appendix A, Field Notes 5 April 29<sup>th</sup>, 2014)

The activity continued by giving students a model announcement entitled “SLAQ Meeting” on the slide. The students paid attention to the slide. The researcher then explained about the characteristics of announcement. Some of the students raised their hands asking about some unfamiliar words. The researcher let them guess by giving guidance. They could guess the meaning adequately.

During the explanation, the class condition was good. Every student in the class paid attention to what had been explained. The students’ awareness also had already started increasing as some students asked the teacher about some difficult words.

After the explanation, it was a bit different from the first cycle, in the second cycle the researcher directly gave the students tasks. The tasks were cloze test and ‘true or false’ test and they could do the tasks in pairs. While checking their works, it was found most of them could do the tasks correctly. They did the tasks less than 20 minutes. Having finished with the task, researcher and students discussed the tasks together. There was a good interaction between the class and researcher. Almost all students raised their hands to ask to answer the tasks. The

discussion went remarkably well. The students did not waste much time. Then, the problems were solved together and good results came up.

Having completed with the discussion, researcher then reviewed the lesson since the first meeting. The students seemed to remember the lesson given. Researcher then closed the class, lead the prayer and greet the students.

### **3. Reflection**

The implementation in the cycle II was done just in one meeting. It was on Tuesday, April 29<sup>th</sup>, 2014. The authentic materials still successfully made the students in a proper mood and successfully caught the students' attention. They responded well the information from the text. Furthermore, the authentic layout of the materials was able to keep them away from boredom.

The students' awareness was increased considering their curiosity and their time in doing the exercise. They were willing to ask to the researcher when they had difficulties. They also had used their time very well in both group and individual tasks.

The reflections above were done based on the observation during the teaching and learning process of reading and the interviews conducted by the researcher with the English teacher. It is in line with the concept of democratic, process, dialogic, and outcome validity. Meanwhile, there was more than one observer in gathering the data. This is in line with the concept of the triangulation. By looking the results in the second cycle which had shown improvements in the students' reading comprehension and students' awareness, he and the English teacher decided to stop the cycle.

#### **D. General Findings**

The implementation of the action in this research was over. Based on the actions, observation, and the reflections, the findings were found as the following.

First, authentic material is effective to improve the students' involvement in the teaching and learning process of reading. Formerly, the students had difficulties in keeping themselves in a proper mood and getting easily bored because they got drilled by monotonous materials. By varying the materials with such colorful and authentic materials, they were able to do their work happily.

Second, authentic materials provide various authentic vocabularies. Even though there are many words which are formal and informal, the students need to know them as well because those words are used in a real life communication.

The last, there were some factors that should be considered by the teacher to maintain the students' awareness. The teacher should give clear explanation for the students in doing their tasks because there might be some students who had wrong perception about what should be done in each step. The last, the teacher should be able to manage and handle the class well so that the students did not lose their attention.

Those findings were summarized in the table below

**Table 6: The Result after implementing authentic materials in improving students' reading comprehension**

<b>No</b>	<b>Pre-Condition</b>	<b>Cycle I</b>	<b>Cycle II</b>
1.	The students	The students were aware in asking their individual	The students' awareness was increasing considering

	had low awareness.	problems to the researcher.	both their friend and individual work took shorter time.
2.	The students got easily bored with the materials.	The researcher successfully kept their mood in doing their work.	The students' interest in authentic materials seemed increasing. Their willingness and mood were still in a good level.
3.	The students lacked vocabulary mastery.	The students' vocabulary mastery increased a bit. They were willing to find the meaning of each word by the context from the text, yet they still made mistakes.	The students had done their words' meaning finding by the context better.

In this part, the result of the students' score was shown as in the pre-test and post-test. Those scores are displayed in the Table 4.

**Table 7: Students' Mean Score**

<b>Pre-Test</b>	<b>Post-Test</b>
<b>5.2</b>	<b>7.6</b>

The result of the pre-test and post-test above showed the difference of the mean score. The mean of the pretest was 5.2. Meanwhile, the mean of the posttest was 7.6. It means that the mean of the pretest improved. The mean was obtained from the 29 students. From the result above, it could be concluded that Authentic Materials improve the students' reading comprehension in class VIII-C.

### **E. Research Discussion**

The research focuses on improving students' reading comprehension using authentic materials. This technique was implemented both in the first cycle and the second cycle. The findings of the research showed that authentic materials

were successful in improving the students' reading comprehension. From the findings, the discussion was written as the following.

The authentic materials were given by conducting teaching and learning of reading and asking the students to work in both group and individual in the process. Hence, the authentic materials allowed the students to collaboratively work in group discussion and also confidently work in individual during the teaching and learning process of reading.

Authentic Materials effectively kept the students' willingness in reading the text during the process. They did not get easily bored in analyzing the text. They also enjoyed doing the tasks considering their participation in group discussion and individual performance. When they were in a proper mood, their awareness was simultaneously in a good level.

Pedagogical materials are good for the students' process of learning, yet they hardly met the real language used in daily life and got many informal vocabularies from such materials which are obviously used in real daily life. Hence, by reading such materials, they also met the language used in the real daily life communication.

Those are in line with the advantages of the authentic materials as proposed by Philips and Shettlesworth (1978), Clarke (1989), and Peacock (1997) cited in Richards (2001). The advantages include the following points:

1. They have a positive effect on learner motivation.
2. They provide authentic cultural information.
3. They provide exposure to real language.

4. They relate more closely to learners' needs.
5. They support a more creative approach to teaching.

On the first cycle, in implementing the Authentic Materials, the students were taken into an enjoyable teaching and learning process of reading. The materials successfully kept the students' willingness, yet not quite successful in their awareness. They did every their work but not in time. It showed that they still lacked of awareness. Therefore, it was decided to solve the awareness problem in the next cycle.

From the first cycle, the English teacher argued that in solving the remaining problem, the exercises should be enhanced by varying them in many ways. Furthermore, she also argued that the researcher himself should specify his explanation to the students and maintain his composure. Therefore, in the second cycle, the exercises were varied into many ways and every instruction was explained instead of waiting the students to ask. The students were also motivated by giving tip in effective reading. Those gave good result considering the students not only were able to use their time effectively in this cycle but also comprehended the text well.

To put the whole things in a nutshell, authentic materials would be able to keep the students from many distractions. However, only giving the enjoyment to them was not effective. Their work rate was naturally decreasing when they were in enjoyment. Their anxiety should also be kept in a proportional level. Balancing the pressure with the enjoyment worked well in getting the best out of the students.

## **CHAPTER V CONCLUSIONS, IMPLICATIONS, AND SUGGESTIONS**

This chapter deals with three points. They are conclusions, implications, and suggestions. The explanation of each point is presented below.

### **A. Conclusions**

This research used the authentic materials to improve students' reading comprehension. It was done in two cycles which consisted of two meetings on first cycle and one meeting on second cycles. In both cycles, the researcher used the authentic materials and some accompanying activities using credit points. The research was begun in April 8<sup>th</sup> and ended in May 6<sup>th</sup>, 2014.

From the first cycle, the researcher found that the authentic materials could improve the students' reading comprehension. Furthermore, those could improve the students' interaction between the teacher and the students. However, the authentic materials could not really improve the students' awareness. That was why the researcher felt that he had to add some accompanying actions in Cycle II. Shortly, the use of authentic materials is shown to have improved the students' reading comprehension.

From the second cycle, the researcher found that the accompanying action by giving credit points could improve the students' awareness in the teaching and learning process of reading. He also found that the use of authentic materials is still effective in improving the students' reading comprehension.

In terms of quantitative data, there was an improvement on the students' reading comprehension. It could be seen from the result of pretest and post test. The mean of the students' scores improved from 5.2 on pretest to 7.6 on posttest. It showed that the use of authentic materials was successful in improving the students' reading comprehension.

### **B. Implications**

The research findings show that the use of authentic materials can improve the students' reading comprehension. The students were happy and could enjoy reading by using the materials. They could have better comprehension on reading than before. From the findings above, the implication of the study are as follows:

1. The use of authentic materials was effective to improve the students' reading comprehension. It allowed the students to have more awareness in mastering vocabulary in reading comprehension by using the authentic materials.
2. The use of authentic materials was effective. It could allow the students to have more comprehension of what they read. They were enthusiastic to use the authentic materials.
3. The variation in choosing the topics of the materials for reading text was effective. The students were motivated in reading as they were interested in the topics.

### **C. Suggestions**

Based on the conclusion and the implication above, some suggestions will be directed toward the students, the English teacher, and other researchers.

1. To the students

The students should practice reading English texts more. If they have low awareness in reading teaching and learning they can use the authentic materials.

2. To the English teacher

For the English teachers, it is important for them to be more creative in choosing the materials that will be used in the teaching and learning process of reading. When they use authentic materials, they have to consider the situation of the class by creating a good atmosphere in the class during the teaching and learning process of reading so that the students feel comfortable and enjoyable during discussion. They also have to be creative in choosing the topics of the texts and provide various texts for the students.

3. To other researchers

In this study, the researcher conducted the research in one month because of the limited time. Other researchers may follow up this study in a longer time in order to find more actions to improve students' reading comprehension. They can conduct this study in other schools which have different characteristics from SMPN 1 Bantul so that the research findings can be more general.

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# **APPENDICES**

**1**  
**FIELD NOTES**

## FIELD NOTES

### 1. While Conducting The Observation

Field Note 1

Tuesday, April 8<sup>th</sup> 2014

VIII C Class

R: Researcher

ET: English Teacher

S: Student

1. R went to SMP N 1 Bantul to hold the observation on Tuesday, 8<sup>th</sup> 2014. He came to school at 8.30 to prepare the observation at 9.15.
2. After the bell of the 1<sup>st</sup> lesson hour rang, R met ET at the lobby to discuss the observation. ET would introduce R as the other teacher from other school who was doing a comparative teaching to do scoring at SMP N 1 Bantul. He said that it was very important to anticipate recklessness from Ss. Then ET and R went to VIII C class.
3. ET opened the class by greeting Ss and asked one of the S to lead the prayer. ET introduced R in front of the class then asked R to have a seat behind the class. ET then checked the attendance list. Around 10 Ss kept on talking then ET asked them to keep silent. ET gave instructions in English to make up an English classroom condition. After giving instructions in English, ET translated them into Bahasa Indonesia unless Ss would not understand well the instruction.
4. ET then asked Ss to open their text book to read a birthday card. ET then asked one of Ss to read the text loudly. S read in very low voice then ET asked to read louder. S made errors in pronunciation while reading. ET then asked other S to read the text.
5. ET then re-read the text to give corrections to miss-read words. While re-reading, ET also translated the sentences. ET asked the meaning of some words to Ss but they mostly remained silent. Only some of the Ss brought dictionary. Other Ss who didn't bring dictionary kept on waiting for ET's translation. Some of Ss were chatting to their chair mate. In some words, some Ss could answer ET's questions.
6. ET then asked Ss to answer comprehension questions which followed the text. ET gave 10 minutes for answering all questions. The class situation turned to be little bit noisy and some Ss walked around the class to get answers. Some Ss discussed with their friends to answer the questions.
7. Right after 15 minutes were already up, ET asked Ss to write their answer on the whiteboard. Ss said that they had not done yet. ET gave them 5 more minutes to do. After time was up, ET called some Ss to write their answer on the whiteboard. Having finished writing the answers, some Ss were asked by ET about what they had written. They answered him in Bahasa Indonesia.

Some of them couldn't answer correctly. It seemed that they got the answer from their friends.

8. ET then explained about the characteristic of birthday card and grammar focus. About 5 Ss were talking each other while ET explained the material. After that, ET asked Ss to write their own birthday. Ss asked to ET what should they write. ET said that they could write an invitation about a birthday party they would hold. Some Ss had already prepared a piece of paper but most of them were asking each other what they should write. Some Ss already started to write first sentence. About 5 minutes later, the bell rang. ET asked Ss to keep the paper save it for the next meeting.
9. R and ET greeted Ss then left the class. R told ET that he would do the pre-test on the chosen schedule.

## 2. While conducting The Pre Test

Field Note 2

Thursday, April 17<sup>th</sup> 2014

VIII C Class

R: Researcher

ET: English Teacher

S: Student

1. R came to the school at 10.00. The class would be at the 6<sup>th</sup> lesson hour (11.15). R waited for ET at the lobby then after a moment ET came and R said that today he would like to conduct a pretest in reading comprehension test. ET said that it would be better to start as soon as possible to avoid Ss went out from the class.
2. R and ET went to the class then R introduced himself. The class situation turned noisy. R spoke louder to control the class condition. Some of Ss asked some personal questions to R about his campus and what he wanted to do there. R then directly started the class by checking students' attendance by calling their names to know them better. While calling one by one, the class situation became noisy again.
3. Having finished with the attendance list, R asked Ss 'Do you still remember about invitation that was explained last meeting?'. Ss remained silent, then R repeated the question in Bahasa Indonesia. '*Masih ingatkah kalian tentang invitation yang dijelaskan pada pertemuan yang lalu?*'. Some Ss answered '*Yes, itu tentang undangan ulang tahun*'. Some Ss answered '*Yes, tentang undangan to?*'. R answered, '*Yes, you are right! Benar sekali*'. Then R gave each S a handout of invitation and announcement text with comprehension questions about them. While distributing the handouts, some Ss said '*Mister, aku nggak paham ini kata-katanya*'. After distributing the handouts, R then said '*Okay, kalian boleh menggunakan kamus untuk mencari kata-kata yang sulit*'. Some Ss used their English – Indonesia dictionary to find the meaning

of some words they didn't know. Okay? I give you 25 minutes to answer the questions. *Saya beri waktu 25 menit untuk menjawab pertanyaan-pertanyaannya*, and please start now!'

4. Some Ss seemed to be confused. Some of them still did nothing but messing around with their friends. Some of Ss who already started to write their answers asked to R and ET the translation of some words in to English. R walked around the class to check Ss works. Less than 15 of total Ss who already answered almost all questions.
5. 5 minutes before the time limit, R reminded Ss to finish their work in 5 minutes. Most of Ss got panicked because some of them haven't answered all questions yet. For those who had already finished, they submitted their works to the front desk. When the time was already up, R asked all Ss to submit their works. The pretest products considered very poor.
6. R closed the class by asking Ss to read their book by themselves to prepare for the upcoming class.

### 3. While Working on The First Cycle

#### a. 1<sup>st</sup> meeting

Field Note 3

Tuesday, April 22<sup>nd</sup> 2014

VIII C Class

R : Researcher

ET : English Teacher

S : Student

1. R came to the school at 8.30 to prepare for first meeting of cycle 1. R directly met ET to discuss the lesson plan for that day. R gave the copy of lesson plan to ET to discuss the learning objective for that day.
2. When the bell rang ET and R went to the class. ET set his position behind the class. Unlike the previous meeting R opened the class by asking the class captain to lead the prayer. Then R checked the attendance list. No one was absent in that day. R continued by doing BKOF step, by asking 'Class, have you ever attended a birthday party? Iqbal, have you ever attended a birthday party?'. Then S (Iqbal) answered 'What Sir?'. One of his friends helped him to translate R's question. 'Oh. Yes. *Pernah* Sir'. 'When was it?' 'What Sir?' '*Kapan kamu menghadirinya?*' 'Oh. *Kapan ya Sir? Sudah lupa. Dulu waktu masih SD.*' 'Oh. Okay. I see. Thank you Iqbal.' R then continued to ask some other Ss about birthday party. 'Before attending the party, what did you get from your friend, the inviter, *yang mengundang?*' The Ss remained silent. R still had to translate the question. '*Sebelum menghadiri pesta, apa yang kalian dapat dari yang mengundang kalian?*' Then some Ss answered '*Undangan, Sir.*' 'Yes. Very good.'

3. R continued the warming up session by asking 'Do you know what invitation is? *Apa sih invitation itu?*'. The class remained silent. Then R took the attendance list then called two of Ss. Both of them answered the same that invitation is a card to invite someone to a birthday party. R continued 'Is it only for birthday party?' '*Apakah kartu undangan hanya untuk pesta ulang tahun?*' An S answered '*Tidak, Sir.*' '*Lalu, untuk apa saja?*' R replied. Some Ss said '*Acara-acara, nikahan, pertemuan, dan banyak lagi, Sir.*' 'Yes. Right. Invitation is used to invite someone to attend an occasion. *Undangan digunakan untuk mengundang seseorang untuk menghadiri sebuah acara.*'
4. R gave them the first handout with a birthday card entitled *Maura Smythe's 7<sup>th</sup> Birthday*. R gave handouts to Ss at the front row then gave them simple command to take one for each table then pass it to the friends at table behind. When this happened, the class was little bit noisy because Ss found the handout colourful. Ss seemed interested to the handouts. R asked Ss to read the instruction how to use the handout. An S asked '*Artinya, Sir?*' R then answered '*Baca teksnya kemudian perhatikan kata-kata yang kalian tidak familiar.*' R gave the Ss 5 minutes to read the text.
5. Having finished reading the text, R asked Ss to say the words they found difficult in the text. R asked some Ss who raised their hand then he wrote the words on the board. R then guided Ss to find the meaning of the words without opening the dictionary. R gave some clues to let the students guess the meaning of the new vocabularies by context. Some Ss seemed to follow the activity. However, the others couldn't focus to the activity. After getting the meaning of the new vocabularies, R let the students to write the words with the meaning in Bahasa Indonesia.
6. After writing the new vocabularies, R asked Ss to answer comprehension questions related to the text. R asked Ss to do it in pair. Only few Ss had less difficulty although they did not use dictionary. R still had to guide almost all Ss to answer the question. Having finished with the comprehension questions, R directly discussed them with Ss orally. Most of the Ss could answer the questions correctly although R had to guide them.
7. R then gave another handout of informal invitation. R explained the characteristics of informal invitation. He then explained about how to use simple present tense and passive voice. Almost all Ss know how to make sentence using simple present tense and passive voice. The problem in this explanation is Ss had very limited vocabularies.
8. After giving explanation, R closed the class by greeting Ss and reminded them to bring the last hand out in the next meeting.

## **b. 2<sup>nd</sup> meeting**

Field Note 4

Thursday, April 24<sup>th</sup> 2014

VIII C Class

R: Researcher  
 ET: English Teacher  
 S: Student

1. R came to the school at 10.00 to prepare for the class at 10.35. R came to the office to meet ET then discussed plans for that day's meeting.
2. When R came to the class, there were only two third of Ss and the rest were still outside. R waited for about 3 minutes then after Ss were complete, R started the class by leading Ss the prayer. Then R started the class by checking the attendance list and greeting the Ss.
3. R gave warming up activities in form of oral questions for Ss to ask about the characteristics of informal invitation. The Ss still remembered them. Then R asked Ss to take the previous handout to be used in that meeting.
4. R prepared LCD projector to show Ss the formal invitation. R then asked Ss to look at the slide and R also asked 'can you guess what it is?' Not all Ss paid attention to the question. An S said 'invitation.' 'Yes. Right.'
5. R asked the Ss to look at the previous handout. R then said 'Are there any differences? *Apakah ada perbedaan?*' Ss said 'yes.' 'Then what are the differences? *Lalu apa perbedaannya?*' R continued. Ss replied '*Kalo yang di depan gambarnya lebih sedikit.*' 'Is it only the picture? *Hanya pada gambarnya saja?*' The Ss remained silent. Ss founded difficult to find the differences between the formal invitation and the informal invitation.
6. R then stimulate Ss by giving question orally related to the detail of formal invitation on the slide such as, who is the inviter, what is the occasion, and when is the occasion held. Some Ss can answer correctly. They asked about the layout too '*Tampilannya kok nggak semeriah yang kemarin, Sir?*'. R then answered that that is one of the differences between the invitation on the slide and the previous one. R explained that the invitation on the slide was the formal invitation and what they had in hand out was the informal one.
7. After Ss already noticed the difference, R explained about the characteristics of formal invitation using the slide. R explained about the language used too. Ss seemed to be amused because they rarely use LCD projector before in learning activity.
8. Having finished with the explanation, R then asked Ss to pay attention again to the example of formal invitation and to find some difficult words. They directly wrote the words on the notes then discuss the meaning with R without using dictionary. The interaction happened between R and Ss although some Ss talked each other.
9. After discussion, R the distributed the tasks to each S. The task was to find the differences between an informal invitation (Allie Williams' Graduation Party) and a formal invitation (inauguration invitation) based on the comprehension question. While Ss doing the tasks, R walked around to check their works.

Almost all Ss could answer the questions without guidance. Only few of them still needed to be guided by the R.

10. After finishing the tasks, R asked Ss to submit their works to the front desk. After that, R closed the class by leading the prayer and asked Ss to study harder then greeted Ss.
11. R and ET discussed the meeting on that day at the lobby.

#### **4. While Working on The Second Cycle**

##### **3<sup>rd</sup> meeting**

Field Note 5

Tuesday, April 29<sup>th</sup> 2014

VIII C Class

R: Researcher

ET: English Teacher

S: Student

1. R came to the school at 8.30 to prepare for first meeting of cycle 2. R directly met ET to discuss the lesson plan for that day. R gave the copy of lesson plan to ET to discuss the learning objective for that day.
2. R reported to ET about the result of cycle 1. R and ET continued to discuss the actions which were going to be taken to solve the problems found during the first cycle and giving follow up to student's improvements.
3. After having discussion with ET, R entered VIII-C class. Then R continued by greeting students, leading the prayer and checking the attendance list. No one was absent that day.
4. R continued by conducting warming up session. For the second cycle, R directly used the LCD projector to show the Ss a picture of announcement board. R asked the SS just to pay attention on the picture and to keep silent. The next slide showed a question 'does your school have it?' R then asked Ss to answer together, 'Yes.' R continued 'What does it contain?' Ss replied '*Pengumuman, Sir?*' 'Yes. Right. Announcement.'
5. R asked to the class. R asked to an S about announcement 'Have you ever found an announcement? Where?' '*Anu Sir, di depan sekolah.*' 'Oh, what kind of announcement it is?' '*tentang jadwal ujian kelas IX.*' 'Very good.' Then R asked to other students about where they can find announcement except at the school. They said in the market, in the internet, in the railway station and so on.
6. R continued by giving Ss a model announcement entitled "SLAQ Meeting" on the slide. The Ss then paid attention to the slide R then explained about the characteristics of announcement. Some of the Ss raised their hands asking

about some unfamiliar words. R then let them guess by giving guidance. They could guess the meaning adequately.

7. Different from the first cycle, in the 2<sup>nd</sup> cycle R directly gave the students tasks. The tasks were cloze test and 'true or false' test. Ss could do the tasks in pairs. While checking their works, R found most of them could do the tasks correctly. They did the tasks less than 20 minutes.
8. Having finished with the task, R and Ss discussed the tasks together. There was a good interaction between the class and R. Almost all Ss raised their hands to ask to answer the tasks.
9. Having completed with the discussion, R then reviewed the lesson since the first meeting. The Ss seemed to remember the lesson given. R told the class there would be post-test next week about what they had learn since the first meeting with R. R then closed the class, lead the prayer and greet the Ss. R and ET left the class.
10. R and ET discussed the last meeting in the lobby.

# 2

# **INTERVIEW TRANSCRIPTS**

## INTERVIEW TRANSCRIPT

### Interview 1

Tuesday, April 8<sup>th</sup> 2014

R : Researcher

ET : English Teacher

R : Bagaimana kondisi pembelajaran di kelas VIII-C bu'?

ET : Kelas VIII-C ini sebenarnya kelas yang bagus di tingkat kelas VIII. Hanya saja untuk pelajaran Bahasa Inggris murid-muridnya kurang bisa mengikuti dengan baik.

R : Kendalanya seperti apa bu?

ET : Kalau untuk kendala tentunya banyak ya, anak-anak itu sering kurang kesadaran. Mereka itu saya persiapkan untuk menghadapi ujian-ujian pada akhir semester. Sudah saya persiapkan dengan memberikan tugas-tugas, tapi ya itu, banyak dari anak-anak itu mengeluh tidak faham dengan tugasnya.

R : Tugas-tugasnya biasanya diambil dari mana ya bu?

ET : Kebanyakan saya ambil dari buku paket dan LKS mas.

R : Untuk materi bacaan di kelas reading bagaimana bu?

ET : Itu saya ambil juga dari buku paket dan LKS mas.

R : Pernah pakai materi-materi yang autentik begitu bu?

ET : Wah itu belum pernah mas saya. Menggunakan materi dari buku paket saja murid-murid masih belum faham. Jadi saya tidak berani memberikan materi-materi yang autentik dari luar.

R : Dalam skill membaca, ada kendala khusus tidak pada murid secara umum bu?

ET : Kebanyakan mereka masih lemah pada perbendaharaan kata, makanya tiap ada pelajaran Bahasa Inggris, saya menyarankan mereka untuk membawa kamus.

R : Oh ya bu, saya rasa sudah cukup, trimakasih waktunya.

**Interview 2**

Tuesday, April 8<sup>th</sup> 2014

R : Researcher

F : A student named Fia

R : Terimakasih waktunya ya Fia, bisa cerita nggak, bu Nisma di kelas ngajarnya gimana?

F : Orangnya baik mas, tapi ya kita ga begitu mengerti kalau beliau ngomong Bahasa Inggris.

R : Tadi di waktu pelajaran Bahasa Inggris kayaknya semua anak di kelas kesulitan mengerjakan soal-soal yang diberikan guru?

F : Ya kita nggak faham arti Bahasa Indonesianya.

R : Tadi kalian kan ada yang membawa kamus, Itu membantu nggak waktu kalian mengerjakan membaca teks atau mengerjakan soal-soal?

F : Sebenarnya memang membantu mas, tp juga masih sering bingung memahami teks atau soalnya.

R : Trus kalian dibantu Bu Nisma menerjemahkan kalimat-kalimatnya?

F : Iya.

R : Biasanya Bu Nisma bahan ajarnya diambil dari apa?

F : Dari buku paket dan LKS.

R : Teks yang diberikan bu guru pernah nggak diambil dari kehidupan sehari-hari kaya misalnya dari internet, acara tv, iklan di koran, gitu?

F : Seingat saya blom pernah mas.

R : Selama ini kadang pernah nggak merasa bosan terhadap materi yang diajarkan?

F : Iya sih mas. Soalnya dari buku tampilannya gitu-gitu aja. Trus kalo dari LKS kebanyakan soal.

R : Oh gitu. Ok kalo gitu cukup. Makasih ya, fia.

F : Sama-sama mas.

**Interview 3**

Tuesday, April 24<sup>th</sup> 2014

R : Researcher

ET : English Teacher

R : Selamat siang, bu.

ET : Siang, silakan masuk. Sebentar ya.

ET : Ini sudah saya buat beberapa catatan selama cycle pertama. Lebih baik masnya tetap di KD yang kemarin untuk cycle ke-2 dengan melakukan perbaikan-perbaikan tentunya.

R : Iya bu, siswa masih terkesan kurang kesadarannya. Apa salah nya di saya atau gimana ya bu?

ET : Sebenarnya hanya masnya yang kurang percaya diri saja. Untuk dampak penggunaan authentic materials nya sudah cukup terlihat, hanya saja kesadaran siswa untuk mengidentifikasi banyak hal dari sebuah teks masih kurang jika dilihat dari waktu yang mereka butuhkan dalam mengerjakan soal.

R : Authentic materials cukup efektif, masih pada KD yang sama, dan harus meningkatkan manajemen waktu dan kesadaran siswa untuk lebih efektif dalam mengerjakan soal ya bu?

ET : Seperti itu kurang lebih untuk bayangan di cycle 2 nanti.

R : Iya bu, terimakasih.

# 3

# OBSERVATION CHECKLIST

### Observation Checklist of the Teaching and Learning Process of Reading

Instruction :

The observer checks (v) to Yes/ No column based on the real condition. “Yes” if the researcher or the students does it while “No” if the researcher or the students does not it

Day, date : Tuesday, April 8<sup>th</sup>, 2014

No	Observation Items	Yes	No	Description
<b>A</b>	<b>Pre-teaching</b>			
1.	The teacher greets the students.	v		
2.	The students respond to the greeting.	v		
3.	The teacher asks the students' condition.	v		
4.	The students tell their condition to the teacher.	v		
5.	The students tell who is absent.		V	There were no students absent.
6.	The teacher outlines the materials.	v		
7.	The teacher explains the goal of the teaching and learning.		V	
<b>B</b>	<b>Whilst-teaching</b>			
1.	The students are ready to learn the materials.	v		
2.	The teacher explains the materials.	v		
3.	The teacher uses media		V	
4.	The students respond toward the teacher's explanation.	v		
5.	The teacher uses authentic materials		V	
6.	The teacher gives chances to the students to ask the questions.	v		The questions are related to vocabulary.
7.	The students ask the questions.		V	
8.	The students ask their personal problems.		V	
9.	The teacher acts out the instruction.	v		
10.	The students listen and follow the teacher action.	v		
11.	The students cooperate well in the reading activities.		V	They are lack of awareness in asking their

				problems
12.	The teacher checks the students understanding by giving some questions.	v		
<b>C</b>	<b>Post-teaching</b>			
1.	The teacher and the students summarize the lesson.	v		
2.	The teacher gives a reward and motivates the students to participate more in the next meeting.		V	
3.	The teacher gives the topic for the next meeting.		V	
4.	The teacher says good-bye.	v		

# 4 TEST

**Pre-test**

## Text 1

The Directors of the Indonesian Import  
Company request the company of  
Mr. John Taylor  
Managing Director of Woolcat Ltd.  
Hampshire  
on the occasion of the fiftieth anniversary of  
their  
company at the International Club In Jakarta  
On 10 September at 8.15 p.m.  
(Dinner at 09.00 p.m)

(Dress-Formal)  
R.S.V.P  
Zu Bakir, Indonesian Import Company  
250 Serang Road  
Jakarta, Indonesia

Answer the following questions based on the text 1.

1. What is the occasion?
2. Who is the inviter?
3. Who is invited to the occasion?
4. Where does the occasion take place?
5. What should we do if we cannot attend the occasion?

## Text 2

<p><b>Announcement</b></p> <p>To: All Departement Managers</p> <p>There will be a meeting this afternoon, Februari 7<sup>h</sup>, 2012 at 01.00 pm. In the meeting room. The meeting will discuss the customers' complaints. Since the topic is very important, presence is a must.</p> <p>Please come on time and don't forget to bring documents needed.</p> <p>Thank you</p> <p>Director</p>
---

Answer the following questions based on the text 2.

1. Who writes the announcement?

2. For whom the announcement is?
3. Where will the meeting take place?
4. When will the meeting be held?
5. What will be discussed in the meeting?

Answer key

Text1

1. The fiftieth anniversary of Indonesian Import Company.
2. The director of Indonesian Import Company.
3. Mr. John Taylor is invited to the occasion.
4. The occasion takes place at the International Club in Jakarta.
5. We should contact Mr. Zu Bakir.

Text 2

1. The writer of the announcement is the Director.
2. The announcement is for all department managers.
3. The meeting takes place in the meeting room.
4. The meeting will be held on February 8<sup>th</sup> 2012, at 01.00 p.m.
5. The meeting will discuss about the customers' complaints.

Post-test

## Meeting Announcement

Please join us for the presentation of the Fairmount Community Health Plan! Councilperson Cynthia Newbille and the City of Richmond want to celebrate the work that represents many of your ideas and visions for the greater Fairmount neighborhood.

When: Tuesday, April 30<sup>th</sup> at 5PM

Where: Family Resource Center (2405 Jefferson Avenue)



Virginia Commonwealth University  
Master of Urban and Regional Planning Program

- I. The paragraph below is based on the announcement above. Fill the blanks using the words in the box.

- |   |
|---|
| <ul style="list-style-type: none"><li>a. Comes</li><li>b. held</li><li>c. takes place</li><li>d. presentation</li><li>e. starts</li></ul> |
|---|

There is a (1) ... of the Fairmount Community Health Plan. It (2) ... in Family Resource Center at 2405 Jefferson Avenue. It is (3) ... on Tuesday April 30<sup>th</sup>, (4) ... from 5 pm. The Councilperson, Miss Cynthia Newbille, (5) ... to celebrate the great work of Fairmount neighborhood.

BANCROFT Martial Arts...together with  
COMBERMERE Martial Arts

*Present* **KARATE**

**TOURNAMENT**

**SUNDAY, APRIL 15<sup>TH</sup>, 2012**  
**11 AM - 4 PM**

★ BLACK BELT COMPETITION ★ TEAM KATA  
★ WEAPONS ★ "Q" BELT COMPETITION ★  
★ SPECIAL EVENT GRAPPLING ★

*at the North Hastings High School*  
**BANCROFT, ON**

FOR MORE INFORMATION PLEASE VISIT OUR WEBSITE:  
[HTTP://WWW.BANCROFTMARTIALARTS.COM](http://www.bancroftmartialarts.com)

**SPECTATORS \$5**

SUPPORT BANCROFT AREA FOOD BANKS WITH A DONATION  
OF NON-PERISHABLE FOOD ITEMS

II. Put a tick (v) on T if the statement is true and F if the statement is false.

	Statement	T	F
1	The meeting will be competition in the evening.		
2	It is held in the school area.		
3	People can see the tournament for free.		
4	For everyone who wants to know more information can contact via phone number.		
5	It is held on weekend.		

Invitation A	Invitation B
 <p><b>Glamour Girl Party</b> Join us for a day filled fun! We'll get our hair, nails and makeup done! <b>Abby's 6th Birthday Party</b> Saturday, November 19th 4pm Belle Ville Spa 456 Providence Rd. Charlotte, NC Rsvp - CaitiePattersonNC@gmail.com</p>	 <p><i>You are cordially invited to celebrate the wedding of Sara Elizabeth Johnson and Thomas Cade Willoughby On Tuesday afternoon June the 2nd at four o'clock Thirty-five East Olivet Avenue followed by a reception</i></p> <p>R.S.V.P. 213.555.1821</p>

**III. Answer the question based on the texts above.**

Questions	Invitation A	Invitation B
1. What is the occasion?		
2. Who is the inviter?		
3. Where does the occasion take place?		
4. When will the occasion be held?		
5. What should we do if we cannot attend the occasion?		

**IV. Draw arrows to match the words in Box A with the sentences in the Box B.**

**BOX A**

- Glamour (*pesona*)      **O**
- Join (*bergabung/ikuti*)      **O**
- Fun (*kegembiraan*)      **O**
- Party (*pesta*)      **O**
- Cordially (*dengan ramah*)      **O**
- Invited (*diundang*)      **O**
- Celebrate (*merayakan*)      **O**
- Wedding (*pernikahan*)      **O**
- Reception (*resepsi*)      **O**
- R.S.V.P. (*balas di ....*)      **O**

**BOX B**

- a social event where a group of people meet to talk, eat, drink, dance, etc., often in order to celebrate a special occasion
- a formal party at which important people are welcomed
- to get involved in an activity or journey with another person or group
- playful and often energetic activity
- to ask or request someone to go to an event
- a marriage ceremony and any celebrations such as a meal or a party which follow it
- used at the end of a written invitation to mean 'please answer'
- to take part in special enjoyable activities in order to show that a particular occasion is important
- the special exciting and attractive quality of a person, place or activity
- Warm and friendly

## Answer key

**Part I**

1. presentation
2. takes place
3. held
4. starts
5. comes

**Part II**

1. F
2. T
3. F
4. F
5. T

**Part III**

<b>Questions</b>	<b>Invitation A</b>	<b>Invitation B</b>
1. What is the occasion?	The occasion is Abby's 6 <sup>th</sup> birthday party.	The occasion is the wedding of Sara Elizabeth Johnson & Thomas Cade Willoughby.
2. Who is the inviter?	The inviter is Abby	Sara Elizabeth Johnson & Thomas Cade Willoughby.
3. Where does the occasion take place?	The occasion takes place in Belle Ville Spa, Providence Rd., NC.	The occasion takes place at Thirty-five East Olivet Avenue.
4. When will the occasion be held?	The occasion will be held on Saturday, November 19 <sup>th</sup> at 4 p.m.	The occasion will be held on Tuesday afternoon, 2 <sup>nd</sup> June at four o'clock.
5. What should we do if we cannot attend the occasion?	We should contact CutiepatootiesNC@gmail.com.	We should contact 213.555.1821

#### Part IV

Glamour (*pesona*): the special exciting and attractive quality of a person, place or activity

Join (*bergabung/ikuti*): to get involved in an activity or journey with another person or group

Fun (*kegembiraan*): playful and often energetic activity

Party (*pesta*): a social event where a group of people meet to talk, eat, drink, dance, etc., often in order to celebrate a special occasion

Cordially (*dengan ramah*): Warm and friendly

Invited (*diundang*): to ask or request someone to go to an event

Celebrate (*merayakan*): to take part in special enjoyable activities in order to show that a particular occasion is important

Wedding (*pernikahan*): a marriage ceremony and any celebrations such as a meal or a party which follow it

Reception (*resepsi*): a formal party at which important people are welcomed

R.S.V.P. (*balas di ....*): to ask or request someone to go to an event

Score:

Part I: 5

Part II: 5

Part III: 10

Part IV: 10

Total score: 30:3=10

**5**

**STUDENTS'  
SCORES**

**DAFTAR SISWA KELAS VIII-C**


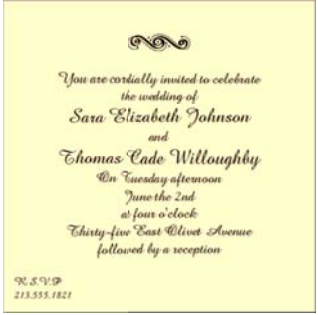
**SMP NEGERI 1 BANTUL TAHUN PELAJARAN 2013 / 2014**

<b>No.</b>	<b>Nama</b>	<b>Pre-test</b>	<b>Post-test</b>
1	Adyatama Yoda Millenio	5	8,3
2	Adzanun Muhammad F	4	7,6
3	Agastya Bayuasa R	3,5	7,6
4	Ahmad Taufiq Dwi H	4,5	7,6
5	Alifia Rizka Mutiari	6	8
6	Anisa Dias Nur'aini	4,5	8,6
7	Ardhita Kusuma Ramadhani	5,5	7,3
8	Arka Aradana	5,5	7,3
9	Derifasay Salsabilla	5	8,3
10	Dominika Dies Agra P	6	7,6
11	Fransisca Tania Adellia N	5,5	8
12	Ghaida Nabila	6,5	8
13	Ghassani Hawadaruzzahra	5	6,3
14	Hanun Zaki Naufal	4	7,6
15	Hanif Kridho P	6	8
16	Hanif Maulana Iqbal	5,5	7,3
17	Hidayat Setiawan	5	7,6
18	Iqbal Taufiqurrohman	5	7,3
19	Laurensia Anindyasari	7	8,3
20	Marcelinus Dwi A	6	5,3
21	Meilia Restu Arnaldi	5	7,3
22	Nan Bunga Ballerina	5	6,6
23	Paulina Akita Mayasari	5,5	7,6
24	Putri Sausan Kis Hanifah	5	8,3
25	Ratna Juwita	6	7,3
26	Sinta Ari Setianingrum	5	8,3
27	Syiena Gupita Noor Shafira	4,5	7
28	Tiyas Bagus Adie Pamungkas	7,5	9,3
29	Wikan Amarudin F	4	6,6
<b>Rata-rata</b>		<b>5,2</b>	<b>7,6</b>

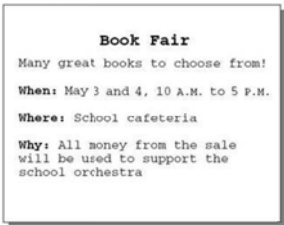
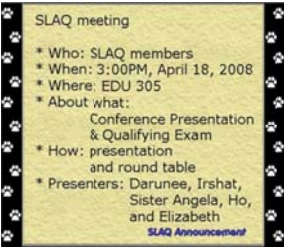
**6**

**COURSE GRID  
AND LESSON  
PLANS**


**COURSE GRID USING AUTHENTIC MATERIALS TO IMPROVE READING COMPREHENSION OF THE EIGHTH GRADE  
STUDENTS OF SMP N 1 BANTUL IN THE ACADEMIC YEAR OF 2013/2014**

Standard of Competence	Basic Competence	Indicators	Learning Activities	Learning Materials (Authentic)				
				Topics	Generic Structure	Grammar	Vocabulary	Spelling
11. Memahami makna dalam esai pendek sederhana berbentuk recount dan narrative untuk berinteraksi dengan lingkungan sekitar.	11. 2. Merespon makna teks tulis fungsional pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar.	<ol style="list-style-type: none"> <li>Students are able to identify some kind of invitations .</li> <li>Students are able to identify the generic structure and language feature of invitation.</li> <li>Students are able to find the specific information given in invitation card.</li> </ol>	<ol style="list-style-type: none"> <li><b>Building knowledge of text</b> <ol style="list-style-type: none"> <li>Presenting an invitation card.</li> <li>Whole class discussion</li> <li>Schema-building discussion</li> <li>Practice activity focusing on related vocabulary used.</li> </ol> </li> <li><b>Modeling of text</b> <ol style="list-style-type: none"> <li>Presenting the example of formal invitation (wedding invitation) and informal invitation (masquerade ball) through handout and LCD projector.</li> <li>Reading formal and informal invitation</li> <li>Practice activity focusing on identifying the characteristic of invitation cards.</li> <li>Practice activity focusing on the expression</li> </ol> </li> </ol>	<p>Authentic text of informal invitation:</p>  <p>Authentic text of formal invitation:</p> 	<ol style="list-style-type: none"> <li>The characteristics of invitation: <ol style="list-style-type: none"> <li>Letterhead (formal invitation)</li> <li>Invitee (the person who is invited)</li> <li>The body of invitation: <ul style="list-style-type: none"> <li>Occasion</li> <li>Date</li> <li>Time</li> <li>Place</li> </ul> </li> <li>Inviter (the person who has the event)</li> <li>Contact person for information</li> <li>Special notes (optional) <ul style="list-style-type: none"> <li>Example: No gift please</li> <li>Costume will be provided or wear one of your own.</li> </ul> </li> </ol> </li> </ol> <p>RSVP (“répondez s’il vous plaît”): respond, if you please.</p>	<ol style="list-style-type: none"> <li>Simple present tense <ul style="list-style-type: none"> <li>Example: I want you to come to my party</li> <li>Please come to my birthday party</li> </ul> </li> <li>Passive voice <ul style="list-style-type: none"> <li>Example: You are invited to a masquerade ball</li> </ul> </li> </ol>	<p>Join (v)</p> <p>Cordially (adv)</p> <p>Invited (adj)</p> <p>Celebrate (v)</p> <p>Reception (n)</p> <p>R.S.V.P. (n)</p>	

**COURSE GRID USING AUTHENTIC MATERIALS TO IMPROVE READING COMPREHENSION OF THE EIGHTH GRADE  
STUDENTS OF SMP N 1 BANTUL IN THE ACADEMIC YEAR OF 2013/2014**

			<p>commonly used in invitation.</p> <p><b>3. Join construction of text</b></p> <p>a. Discussing and editing whole class instruction</p> <p>b. Group working activity</p> <p><b>4. Independent construction of text</b></p> <p>a. Individual comprehension activity</p>	<p>Sources:</p> <p>1. <i><a href="http://www.affordableprincessparties.com/party-options.html#invitations">http://www.affordableprincessparties.com/party-options.html#invitations</a></i></p> <p>2. <i><a href="http://variousinvites.com/casual-and-formal-wedding-invitation-wording/">http://variousinvites.com/casual-and-formal-wedding-invitation-wording/</a></i></p>			
	<p>1. Students are able to identify some kind of announcement.</p> <p>2. Students are able to get specific information in the announcement.</p>	<p><b>1. Building knowledge of text</b></p> <p>a. Presenting the context through picture on LCD projector</p> <p>b. Whole class discussion</p> <p>c. Pair discussion about what information the student can found in the announcement</p> <p><b>2. Modeling of text</b></p> <p>a. Presenting the example of announcement through LCD</p>	<p>Authentic text of announcement:</p>  	<p>2. The characteristics of announcement</p> <p>a. Who: the person who writes the announcement</p> <p>b. What: the information the event / the topic</p> <p>c. When The date The time</p> <p>d. Where: the place</p>	<p>Present tense: <i>See Mr. Moore during lunch shift...</i></p> <p>Future tense: <i>All money from the sale will be used to support ...</i></p>		

**COURSE GRID USING AUTHENTIC MATERIALS TO IMPROVE READING COMPREHENSION OF THE EIGHTH GRADE  
STUDENTS OF SMP N 1 BANTUL IN THE ACADEMIC YEAR OF 2013/2014**

			<p>projector</p> <p>b. Whole class discussion</p> <p><b>3. Join construction of text</b></p> <p>a. Pre-reading activity</p> <p>b. Pair work discussion about school announcement</p> <p>c. Reading a school announcement</p> <p>d. Pair work (doing the tasks)</p> <p>e. Discussion and editing whole class discussion</p> <p>f. Group working activity</p> <p><b>4. Independent construction of text</b></p> <p>a. Individual comprehension activity</p>	 <p><b>SATURDAY SCHOOL</b></p> <p>May 3 May 10 May 17</p> <p>If you have more than 8 unexcused absences in any class, you must attend Saturday School to receive credit for that class. See Mr. Moore during your lunch shift to register.</p> <p>Source:</p> <ol style="list-style-type: none"> <li><a href="http://www.fpj.ma">www.fpj.ma</a></li> <li><a href="http://www.likeplayinghous.com">www.likeplayinghous.com</a></li> <li><a href="http://www.etsglobal.org">www.etsglobal.org</a></li> <li><a href="http://bhp.anderson2.org">bhp.anderson2.org</a></li> </ol>				
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## LESSON PLAN

SCHOOL	: SMP N 1 BANTUL
CLASS / SEMESTER	: VIII / 2
LESSON	: ENGLISH
TYPE OF TEXT	: INVITATION
SKILL	: READING
TIME ALLOCATION	: 4 X 40 MINUTES

### A. STANDARD COMPETENCE

11. Memahami makna dalam esai pendek sederhana berbentuk recount dan narrative untuk berinteraksi dengan lingkungan sekitar.

### B. BASIC COMPETENCE

11. 2. Merespon makna teks tulis fungsional pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar.

### C. LEARNING OBJECTIVES

At the end of the lesson the students are able;

1. To identify some kind of invitation.
2. To identify the generic structure and language feature of invitation.
3. To find the specific information given in invitation card.

### D. INDICATORS

1. Students are able to identify some kind of invitations.

2. Students are able to identify the generic structure and language feature of invitation.
3. Students are able to find the specific information given in invitation card.

#### E. CHARACTER BUILDING

1. Awareness
2. Cooperatives

#### F. LEARNING MATERIALS

1. The characteristics of invitation:
  - a. Letterhead (formal invitation)
  - b. Invitee (the person who is invited)
  - c. The body of invitation:
    - Occasion
    - Date
    - Time
    - Place
  - d. Inviter (the person who has the event)
  - e. Contact person for information
  - f. Special notes (optional)
    - Example:
      - No gift please
      - Costume will be provided or wear one of your own.
  - g. RSVP (“répondez s’il vous plaît”): respond, if you please.
2. Language used

Formal	Informal
You are cordially invited to	You are invited to ...
...	... invite / invites you to ...

<p>We are please to invite you</p> <p>...</p> <p>I would like you to come to</p> <p>...</p>	<p>Please join us ..</p> <p>Please come to ...</p>
---	--

## 3. Grammar in use

## a. Simple present tense

Example:

I want you to come to my party

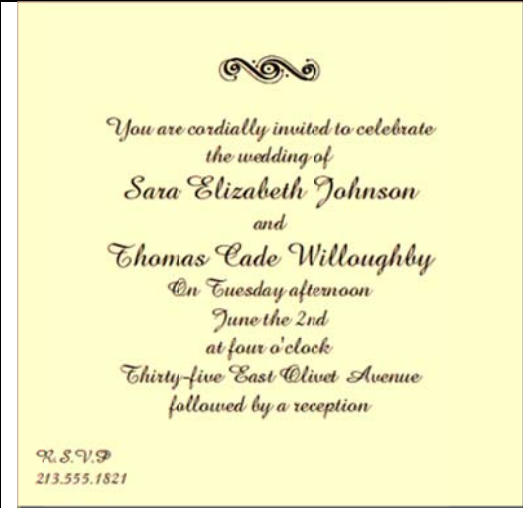



Please come to my birthday party

## b. Passive voice

Example:

You are invited to a masquerade ball

## 4. Texts

Formal	Informal
 <p style="text-align: center;">   <i>You are cordially invited to celebrate  the wedding of  Sara Elizabeth Johnson  and  Thomas Cade Willoughby  On Tuesday afternoon  June the 2nd  at four o'clock  Thirty-five East Olivet Avenue  followed by a reception</i> </p> <p>R.S.V.P. 213.555.1821</p>	 <p style="text-align: center;">   <b>You're invited to a  Masquerade Ball!</b>  <b>Maura Smythe's  7th Birthday</b>  <b>Saturday, January 5, 2008  2PM to 4PM  56 Ponies Road, Littleton</b>  <b>RSVP to Caroline by January 1  978-555-0000</b>  <small>Costumes will be provided or wear one of your own.  Please wear a hat for costume changing discretion.</small> </p>

## G. LEARNING METHOD

Text-based

## H. LEARNING STEPS

1. Building knowledge of text
  - a. Presenting an invitation card.
  - b. Whole class discussion
  - c. Schema-building discussion
  - d. Practice activity focusing on related vocabulary used.
2. Modeling of text
  - a. Presenting the example of formal invitation (wedding invitation) and informal invitation (masquerade ball) through handout and LCD projector.
  - b. Reading formal and informal invitation
  - c. Practice activity focusing on identifying the characteristic of invitation cards.
  - d. Practice activity focusing on the expression commonly used in invitation.
3. Join construction of text
  - a. Discussing and editing whole class instruction
  - b. Group working activity
4. Independent construction of text
  - a. Individual comprehension activity

## I. REFERENCES

1. <http://www.affordableprincessparties.com/party-options.html#invitations>
2. <http://variousinvites.com/casual-and-formal-wedding-invitation-wording/>

## J. ASSESSMENTS

1. Technique: question in written form
2. Form: matching, open ended, cloze test and true/false question.
3. Instrument: reading comprehension tasks
4. Scoring format:

Each of the correct answer and grammar: 2 points

Each of the correct answer but wrong grammar: 1 point

Each of the wrong answer: 0 point

Maximum score: 30

Final score: Total point = total score

3

Yogyakarta, 20 April 2014

Teacher

Researcher

Nisma Nurullaila, S.Pd.

Adi Rahmadi

NIP: 197011171994122002

NIM:

07202241034

## LESSON PLAN

SCHOOL	: SMP N 1 BANTUL
CLASS / SEMESTER	: VIII / 2
LESSON	: ENGLISH
TYPE OF TEXT	: ANNOUNCEMENT
SKILL	: READING
TIME ALLOCATION	: 2 X 40 MINUTES

### A. STANDARD COMPETENCE

11. Memahami makna dalam esai pendek sederhana berbentuk recount dan narrative untuk berinteraksi dengan lingkungan sekitar.

### B. BASIC COMPETENCE

11. 2. Merespon makna teks tulis fungsional pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar.

### C. LEARNING OBJECTIVES

At the end of the lesson the students are able;

4. To identify some kind of announcement.
5. To find the specific information in the announcement.

### D. INDICATORS

4. Students are able to identify some kind of announcement.
5. Students are able to get specific information in the announcement.

## E. CHARACTER BUILDING

3. Awareness
4. Cooperatives

## F. LEARNING MATERIALS

### 5. Announcement

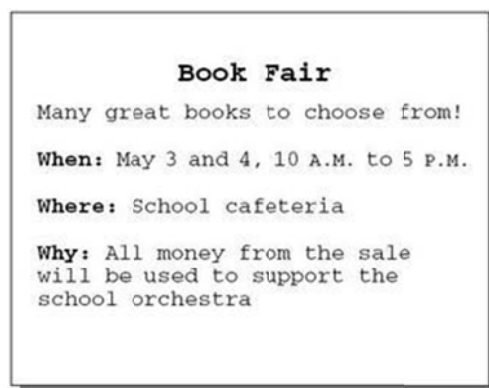
The purpose: to inform the other people

### 6. The characteristics of announcement

- a. Who: the person who writes the announcement
- b. What: the information  
the event / the topic
- c. When  
The date  
The time
- d. Where: the place

### 7. Language Used

- c. The language used is written briefly, clearly, and specific.



- d. Grammar: present tense and future tense


Present tense:

*See Mr. Moore during lunch shift...*

Future tense:

All money from the sale *will be used* to support ...

## 8. Texts

<p>SLAQ meeting</p> <ul style="list-style-type: none"> <li>* Who: SLAQ members</li> <li>* When: 3:00PM, April 18, 2008</li> <li>* Where: EDU 305</li> <li>* About what: Conference Presentation &amp; Qualifying Exam</li> <li>* How: presentation and round table</li> <li>* Presenters: Darunee, Irshat, Sister Angela, Ho, and Elizabeth</li> </ul> <p style="text-align: right; font-size: small;">SLAQ Announcement</p>	<div style="text-align: center;"> <h1 style="margin: 0;">SATURDAY SCHOOL</h1>  </div> <p style="font-size: 2em; color: #c0504d;">May 3 May 10 May 17</p> <p>If you have more than 8 unexcused absences in any class, you must attend Saturday School to receive credit for that class. See Mr. Moore during your lunch shift to register.</p>
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## G. LEARNING METHOD

Text-based

## H. LEARNING STEPS

5. Building knowledge of text
  - e. Presenting the context through picture on LCD projector
  - f. Whole class discussion
  - g. Pair discussion about what information the student can found in the announcement
6. Modeling of text
  - e. Presenting the exmple of announcement through LCD projector
  - f. Whole class discussion
7. Join construction of text
  - c. Pre-reading activity
  - d. Pair work discussion about school announcement
  - e. Reading a school announcement

- f. Pair work (doing the tasks)
  - g. Discussion and editing whole class discussion
  - h. Group working activity
8. Independent construction of text
- b. Individual comprehension activity

#### I. REFERENCES

1. [www.fpj.ma](http://www.fpj.ma)
2. [www.likeplayinghouse.com](http://www.likeplayinghouse.com)
3. [www.etsglobal.org](http://www.etsglobal.org)
4. [bhp.anderson2.org](http://bhp.anderson2.org)

#### J. ASSESSMENTS

5. Technique: question in written form
6. Form: matching, cloze, and open ended tasks.
7. Instrument: reading comprehension tasks
8. Scoring format:
  - Each of the correct answer and grammar: 2 points
  - Each of the correct answer but wrong grammar: 1 point
  - Each of the wrong answer: 0 point
  - Maximum score: 30
  - Final score: Total point = total score

Yogyakarta, 20 April 2014

Teacher

Researcher

Nisma Nurullaila, S.Pd.

Adi Rahmadi

NIP: 197011171994122002

NIM: 07202241034

# 7

# PHOTOGRAPHS



The students are doing the pre-test



The researcher is explaining the difference of formal and informal invitation.



The students and the researcher are having discussion.



Students are working in pair doing the exercise.



The students are doing the post test.