

**IMPROVING STUDENTS' READING COMPREHENSION BY USING
AUTHENTIC MATERIAL AT THE SEVENTH GRADE STUDENTS OF MTS
DARUL ULUM PONCOL MAGETAN IN ACADEMIC YEAR 2016/2017**

THESIS



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CHAPTER I

INTRODUCTION

A. Background of the Study

English Language Teaching (ELT) materials (textbooks) play a very important role in many language classrooms but in recent years there has been a lot of debate throughout the ELT profession on the actual role of materials in teaching English as a second/foreign Language (TESL/TEFL). As a teacher, we must revive our student that English is very important. Actually not only English language which must we learned, but everyone needs to learn about one or more languages in order to make them able to communicate with another people.

Teaching material is one of the important factors in most language programs.¹The materials available for teaching English, especially for reading skills. Reading is a process of readers combining information from a text and their own background knowledge build meaning. When the students read the real texts, such as the TV programs, newspaper or brochure and the advertisement, so the reader easy for understand. Because the reader's background knowledge integrates to the text for create the meaning. Gail K Oura also said that the teacher encourages his students to bring into the classroom their own samples of authentic

¹IndriyatidanSa'jaun, Materials Development (Jakarta: MGMP-BERMUTU, 2009), 1.

language data from “real-world” contexts outside of the classroom.²So, teacher easy to take the materials from any source.

According to David Nunan, the goal of reading is comprehension.³In teaching reading, teacher must encourage students to read for general understanding, without worrying about meaning of every single word, the students, on the other hand, are desperate to know what each individual word means. So, the teachers may start by having students read for gist and then get them to read the text again for detailed comprehension. The teacher may start by identifying the topic of a text before scanning it quickly to recover specific information; they may read for specific information before going back to identify feature of text construction.

In teaching and learning activity, teachers must apply appropriate method and interesting materials. We know that sometimes the student feel bored in learning activity. It easy for students to feel bored because they thought that English language is difficult. They thought that English is not important to learn. So, someteachers may find themselves design for their English learning.

Whatever situation a teacher may have, it is very likely that at some time the teacher will find the need to adapt a particular text or lesson with material that he or she feels is more useful for lesson, many teachers often adapt or create activities involving authentic materials or media. Once teachers start to use authentic

²Gail K. Oura, “Authentic Task-Based Materials,” n.d., 67.

³David Nunan, *Practical English Language Teaching Reading* (New York: McGraw-Hill, 1221), 3.

materials and observe the impact the real world context has on students, they may actually seek out ways to incorporate them more into lesson plans. It is inline with

According to Tungesh G.M, Authentic materials can include brochures, circulars, pamphlets, notices, menus, instructional manuals, posters, advertisement, various kinds of magazines, newspapers as well as video clips, radio broadcasts and internet materials. These materials have been produced for some social or intellectual, and for business purposes in the community. Therefore, the language used is-‘real’ or authentic.⁴ So, there are unlimited sources for teaching materials. For people who live in countries where English is a foreign language, it is so simply a matter searching creatively. They can arrange the material comfortably. In addition, for teacher who live in urban area they can access supplementary material from television, magazines, newspapers or advertisements.

The students can learn from real thing around them and it can increase their learning motivation. According to Gariela Torregosa, Authentic materials and realia are often found in ESP course books today and particularly prevalent in Commercial English.⁵By uses the real material, the students can connect their material from their teacher with everything around them, so the students can feel easy to understand and remember it. The use of authentic materials in English classroom can be a particularly burdensome in foreign language context, where

⁴Tungesh G.M, *The Use of Media Sources and Authentic Materials for Language Teaching in ESL Classrooms* (India: Bhavnagar, 2012), 105.

⁵Gabriela TorregosaBenavent, SonsolesSanches Reyes Penamaria, “Use of Authentic Materials in the Esp Classroom,” n.d., 90.

authentic source and stimulus materials may be not readily available. The use of authentic materials in English classroom can motivate the student's learning process.

According to Signi Al Ngumri, the kinds of materials represent real situations with no pedagogical purposes but can be used for such purposes.⁶ Therefore, authentic materials bring EFL students learn into real contexts. It is expected the students be able to figure out the kinds of authentic materials for their learning. The kinds of authentic materials selected based on students' need and learning goals. In this case, EFL lecturers are to select the appropriate authentic materials for their learning. Having selected and provided authentic materials, they can directly use authentic materials or adapt authentic materials based on EFL abilities. If the lecturers select the authentic materials appropriately, it can make the EFL classrooms successful.

In the seventh grade of Mts Darul Ulum Poncol Magetan, the students have problems in reading comprehension. First, students find themselves difficult to understand text, especially in descriptive text, the second is the students feel bored and the last is students unmotivated to read the text.

In addition, based on the result of observation during the teaching reading process, the teacher only teaches and focuses on reading. For example, she asked the students to read and found the meaning of some words, describe and did the

⁶Signi Al Ngumri, "Authentic Materials Towards a Rational Selection and an Effective Implementation," n.d., 6.

exercise from the handbook and discussed all material using handbook. Further, the teacher did not use anything media or method to support her teaching reading process especially in descriptive text materials. Furthermore, the seventh grade of Mts Darul Ulum Poncol have the low score in reading. The standard score in English subject is 70, meanwhile a part of the seventh grade students of MTs Darul Ulum Poncol have score under it. The average of score of them is from 50 to 68, because the students have low motivation to read. The researcher want to apply the authentic material in reading class in order to motivate students to read.⁷

From the background stat above the researcher is interested to conduct a research with takes place at MTs Darul Ulum Poncol Magetan in academic year 2016/2017. As a subject of the research, the researcher focuses on the seventh grade students of MTs Darul Ulum Poncol Magetan in academic year 2016/2017. The title of study presented is **Improving Students' Reading Comprehension By Using Authentic Material At the Seventh Grade Students of MTs Darul Ulum Poncol Magetan In Academic Year 2016/2017.**

B. Limitation of the Problem

From the background of the study above, the indicators of the problem are as follow: the students difficult to understand text, the students feel bored and unmotivated to read the text. The impact of it, they have low score in reading

⁷ Research at the Seventh Garde Students of Mts Darul ulum Poncol Magetan, Tuesday 9 Mei 2017.

comprehension. The average of score of them is from 50-68. Meanwhile the standard score in English is 70. It happened because the teacher only focus in reading, she uses handbook in teaching learning process. At the time, teacher do not use interesting method or media to make students interest, so the students felt bored during the class.

Based on identification of the problems above, the researcher concludes that there are some problems that are faced by teacher in teaching reading. They are caused by teacher's media that it is not appropriate to improve students reading comprehension.

This research focus: (1) reading comprehension, (2) the use of authentic material.

C. Statement of the Problem

1. How can authentic material improve students' reading comprehension at the seventh grade students of MTs DarulUlumPoncolMagetan in academic year 2016/2017
2. How can authentic material improve motivation at the seventh grade students of MTs DarulUlumPoncol in academic year 2016/2017?

D. Objectives of the study

The researcher hoped to this study to get problem solving. Based on the problem formulation above, the objective of the study aims at improving the reading comprehension by using authentic materials.

E. Significances of the research

1. Theoretically

This result of the research is expected to increase the understanding concept in language teaching, especially in reading comprehension.

2. Practically

a. For English Teacher

The finding of this research can be used as a consideration in selecting the appropriate strategy or ways in teaching learning process for junior high school students especially to improve students' reading comprehension.

b. For Student

The finding of the research can help students to know how to improve reading comprehension. It can help the student to make them more interested in reading class.

c. For Researcher

The finding of the research can be used as starting point in improving the reader's teaching comprehension now and in the future. For the other researcher it can be used as one of the references in conducting a research on

English language teaching, especially in the implementation of the use of authentic materials for reading subject in junior high school students.

d. For School

The result of this research improve the institution's quality especially in the English teaching learning process in MTs DarulUlumPoncolMagetanin student's reading comprehension. By the result of the research can motivated the school to supply many aids in language learning so that can improve the quality of learning process in MTs DarulUlumPoncolMagetan

F. Organization of the Thesis

CHAPTER I Introduction

This chapter consist of some discussion about background of the study, limitation of the problems, statement of the problems and, objectives of the classroom action research and organization of the thesis.

CHAPTER II Review of Literature

This chapter explain about theoretical background, definition of the reading, reading comprehension, kinds of the reading, definition of authentic materials, characteristic of authentic material, kinds of authentic materials, sources of authentic materialsadvantages and disadvantages of authentic materials, previous study, theoretical framework and hypothesis.

CHAPTER III Research Method

This chapter explains about classroom action research object, setting and research subject, research variable, classroom action research procedure, definition of action research, planning, acting, observing, reflecting, data collection technique, data analysis.

CHAPTER IV Research Finding

This chapter explain about research setting, cycle explanation, data analysis process, and discussion.

CHAPTER V Closing

This chapter is the last chapter of the thesis that contains conclusion related to the research. In addition, the researcher gives some recommendations based on the research done already.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Background

1. Reading

a. The Definition of Reading

Reading is set of a skill that involves making sense and deriving meaning from the printed word. In order to read, we must be able to decode (sound out) the printed words and also comprehend what we read.⁸ Any reading text is full of sentences, words, ideas, descriptions, etc. it doesn't make sense, in class, just to get students to read it and then drop it and move on to something else. Good teachers integrate the reading text into interesting lesson sequences, using the topic for discussion and further tasks, using the language for study and then activation (or, of course, activation and study) and using a range of activities to bring the text to life.

According to Neil Anderson in David Nunan's book, Reading is fluent process of readers combining information from text and their own background knowledge to build meaning.⁹

⁸ Caroline T. Linse, *Practical English Language Teaching: Young Learners* (McGraw-Hill Companies, New York, 2005), 69.

⁹David Nunan, *Practiical English Language Teaching* (the McGraw-Hill Companies, New York, 2003), 68.

In many reading instruction programs, more emphasis and time may be placed on testing reading comprehension than on teaching readers how to comprehend. Monitoring comprehension is essential to successful reading. Part of that monitoring process includes verifying that the necessary adjustments when meaning is not obtained.

Cognition can be defined as thinking. Metacognition can be defined as thinking about our thinking. In order to teach for comprehension, it is my belief that readers must monitor their comprehension processes and able to discuss with the teacher and/or fellow readers what strategies they use to comprehend. By doing this, the readers use both their cognitive and metacognitive skills.¹⁰

b. Kinds of Reading

1) Intensive Reading

Intensive study of reading texts can be means of increasing learners' knowledge of language features and their control of reading strategies. It can also improve their comprehension skill. It fits into the language focused learning strand of a course. The classic procedure for intensive reading is the grammar-translation approach where the teacher works with the learners, using the first language to explain the meaning of a text, sentence by sentence. Used on suitable texts and following useful

¹⁰David Nunan, Practical English Language Teaching (Singapura, 2003), 75.

principles, this can be a very useful procedure as long as it is only a part of the reading programs and is complemented by other language-focused learning and by extensive reading for language development and extensive reading for fluency development.

At its worst, intensive reading focuses on comprehension of a particular text with no thought being given to whether the features studied in this text will be useful when reading other texts. Such intensive reading usually involves translation and thus comprehension of the text. So, one goal of intensive reading may be comprehension of the text. The use of translation makes sure that learners understand, and when the learners do some of the translation themselves, it allows the teacher to check whether they understand.

If intensive reading is to be done well, the major principle determining the focus of the teaching should be that the focus is on items that will occur in a wide range of texts. The teacher should ask “how does today’s teaching make tomorrow’s text easier?”. There are four ways of putting this important principle into practice, the first is focus on items that occur with high frequency in the language as a whole such items will occur often in many different texts. Second is focus on strategies that can be used with most text, third is quickly deal with or ignore infrequent items, and the last is make sure that the same items and strategies get attention in several different texts.

2) Extensive Reading

Extensive reading fits into the meaning-focused input and fluency development strand of a course, depending on the level of the books that the learners read. Extensive reading is a form of learning from meaning-focused input. During extensive reading learners should be interested in what they are reading and should be reading with their attention on the meaning of the text rather than on learning the language features of the text.¹¹

c. Reading Principles

1) Encourage students to read as often and as much as possible

The more students read, the better. Everything we do should encourage them to read extensively as well as – if not more than – intensively. It is a good idea to discuss this principle with students.

2) Students need to be engaged with what they are reading

Outside normal lesson time, when students are reading extensively, they should be involved in joyful reading – that is, we should try to help them get as much pleasure from it as possible. But during lesson, too, we will do our best to ensure that they are engaged with the topic of a reading text and the activities they are asked to do while dealing with it.

¹¹ I.S.P, Nation, Teaching ESL/EFL Reading and Writing, 25-49

- 3) Encourage students to respond to the content of a text (and explore their feelings about it) not just concentrate on its construction.

Of course, it is important for students to study reading texts in class in order to find out such thing as the way use language, the number of paragraphs they contain and how many times they use relative clauses. But the meaning, the message of the text, is just as important as this. As a result, we must give students a chance to respond to that message I some way. It is especially important that they should be allowed to show their feelings about the topic – thus provoking personal engagement with it and the language. With extensive reading this is even more important.

- 4) Prediction is a major factor in reading

When we read texts in our own language, we frequently have a good idea of the content before we actually start reading.

- 5) Match the task to the topic when using intensive reading texts.

Once a decision has been taken what reading text the students are going to read (based on their level, the topic of the text and its linguistic and activation potential), we need to choose good reading task – the right kind of questions, appropriate activities before during and after reading, and useful study exploitation, etc.

- 6) Good teachers exploit reading texts to the full.

Any reading text is full of sentences, words, ideas, descriptions, etc. it doesn't make sense, in class, just to get students to read it and then drop

it and move on to something else. Good teachers integrate the reading text into interesting lesson sequences, using the topic for discussion and further tasks, using the language for study and then activation (or, of course, activation and then study) and using a range of activities to bring the text to life. Where students have been doing extensive reading, we should use whatever opportunities present themselves to provoke useful feedback.¹²

d. Reading Comprehension

Reading comprehension refers to reading for meaning, understanding, and entertainment. It involves higher-order thinking skills and is much more complex than merely decoding specific words. Teaching children how to derive meaning as well as analyze and synthesize what they have read is an essential part of the reading process. Here are two main reasons that people read: the first is for pleasure and the second is for information.

2. Authentic Material

a. Definition of Authentic Material

During the past decades, teaching a foreign language has gained more attention in most countries around the world. As a result, searching appropriate and effective materials occupies a great space of the teacher's thinking. One of the purposes of teaching foreign is to be able use in the real

¹²Jeremy Harmer, *How to Teach English*, 2010, 101-102.

world, in real situation. Therefore, the language teachers think whether it is enough to teach the language using course book or if they should adopt the materials using authentic materials to support their materials in course book.

According to Widdowson (cited in Miswan), authenticity is term which creates confusion because of basic ambiguity.¹³ Therefore, the authentic materials have been defined in different ways throughout the literature. Tatsuki argues that authenticity is taken as being a synonymous with genuineness, realness, truthfulness, validity, reliability, undisputed credibility, and legitimacy of materials or practice.¹⁴ David Nunan (as cited in Adams) refers to authentic materials as which have not been specifically produced for the purposes of language teaching.¹⁵ Bacon and Finneman (cited in Saadom) define authentic materials as text produced by and for native speakers of target language for non – pedagogical purposes.¹⁶ While Hwang has defined the authentic materials as:

Authentic materials (either written or spoken) are those which are designed for native speaker; they are real text not designed for language students, but for the speaker of the language in question.¹⁷

¹³Freda Mishan, *Designing Authenticity into Language Learning Materials* (Bristol: Intellect Books, 2005), 10.

¹⁴Donna Tatsuki, "What Is Authenticity?," Kobe City University, n.d., 2006, 1.

¹⁵Thomas W Adams, "What Makes Authentic Materials," 1995, 3.

¹⁶Dr. Bushra Saadom, "Investing EFL Collage Student Teachers' Attitudes Towards Using Authentic Materials During the Practicum," Baghdad University, n.d, 10.

¹⁷Dr. Caroline C. Hwang, "Effective EFL Education Through Popular Authentic Materials" 7, no. 1 (2005).

Peacock suggest that authentic texts are written by native speakers and to be used by native speaker or consumption. They are especially designed for native speaker or community.¹⁸ Other definition of authentic materials have emphasized in primacy of communicativeness. For example, Lee state that a text usually regarded as textually authentic if it is not written for teaching purposes, but for a real life communicative purpose, where the writer has a certain message to pass on to the reader.¹⁹ It means that writer of the texts intend to convey a message to the reader. It is in line with Mishan views that the core definition of authentic texts relies I an the fact that they have a communicative purpose.²⁰ In other words, authentic texts are written to fulfill a particular purpose, for example, to convey information, to eggage, to instruct or to persuade not to highlight particular linguistic or grammatical feature.

b. The Kinds of Authentic Materials

The kinds of authentic materials can be search and adapt from many resources such as the media, literature, computer software, and the most commonly is the internet. Besides that, each of them has an impact on teaching learning process.

¹⁸Matthew Peacock, "The Effect of Authentic Materialson the Motivation of EFL Learners," Oxford University Press 51 (1997), 144

¹⁹Winnie Yuk-Chun Lee, "*Text Authenticity and Learner Authenticity*,"Oxford University Press 49 (1995), 323.

²⁰Freda Mishan, *Designing Authenticity into Language Learning Materials*, 2005.

1) The media

As a tool for language teaching, media have always been used to facilitate the task of language learning. Media can be exploited in different way depend or the methodology that selected. From the authentic printed materials to broadcast ones (audio materials), media can be used to assist the lecturers in their teaching learning process. Among the kinds media that can be exploited are articles from newspaper and magazines, advert, brochures, radio and television program and etc.

2) Literature

It must be made clear that while any exploiting any literary text the focus should be on teaching the language not literature. It means that any literary text should be handled as any other kinds of text and should primarily aim at meaning not form.

3) Computer software

Software in general can be used in a way to enable student not only to interact with personal computers but with each other as well. The student be able to involve a wide range of speakers from different accents of different ages.

4) The internet

In the World Wide Web, the lecturers can search a variety of materials that can be of great for their students. Endless lists of

material such as text, advert, magazine, radio and TV program. In website many sites contains interactive section. For example, <http://www.bbc.co.uk./communicate/> which contains message board and where the student can chat with native speaker. Other useful website are: <http://www.guardian.co.uk/guardian/>, <http://www.nytimes.com>, and <http://www.google.com>.²¹

Furthermore, the teacher can access and download list of valuable materials full of informative, aducational and information based on student's need to promote their learning.

c. Sources of Authentic Materials

In world globalized to an extent that would have been unthinkable only two decades ago, the source of authentic materials are abundant. The most common exploited sources are: newspaper, TV programmes, magazines, the internet, movies, songs, brochures, comics and literature (novels, poems, short stories and so on).

1) The media

As a tool for language teaching media have always been used to facilitate the task of language learning. Media have been exploited in different ways depending on the methodology selected. But wheteverthe

²¹Ristianah Ayuningtyas, "The Application of Authentic Materials to Improve Students' Writing Skill," 2010.

approach is, it is universally agreed that the media can do a lot to enhance the daily practice of language teaching. From printed to broadcast ones, media have always assisted teachers in their jobs, by bringing the outside world into the classroom and thus making learning more meaningful and challenging. Among kinds of media that can be exploited are articles from newspaper and magazines, adverts, brochures, radio and television programmes collected in vivo with all the background noises

2) Literature

It must be made clear that while exploiting any literary text the focus should be on teaching the language not literature. In other words, any literary text should be handled as any other kinds of text and should primarily aim at meaning and not form.

3) Computer software

Software in general can be used in a way to enable students not only to interact with personal computers but with each other as well. Many games involve a great amount of reading and listening. They also involve a wide range of speakers from different accents of different ages. However, the use of such tool is very expensive and requires special computer literacy from both teachers and learners.

4) The internet

In the World Wide Web, teachers have at their disposal a variety of materials that can be of great benefit to their students. Endless lists of materials such as texts, adverts, magazines, live radio and TV programs, video clips. Websites contain sections where students can chat with native speakers. It is worth mentioning here, that it is useless to ask students to go to the web and just listen or read without a clear aim. There must be a task behind any variety of any kind. For example, the teacher can search for sites that focus on a specific topic, make questions, and post them online. These online tasks can be performed by the learners themselves. In spite of the advantages it offers, the Internet cannot replace the hands-on three dimensional quality of real materials brought by the teacher.

5) Recorded materials

Over the last decades, recorded materials have received an immense interest to form the basis for listening and speaking activities. In addition to the already existing cassettes and tapes it is possible to use radio and TV programmes which can be recorded "off air". The VCR (the video cassette recorder) is becoming part of the standard equipment in many universities. It is a direct aid to many areas of language

teaching , listening, speaking and even reading and writing can be introduces through the VCR.²²

d. Advantages and Disadvantages of Authentic Materials

1) Advantages of Authentic Materials

- a) Having a positive effect on student motivation
- b) Giving authentic cultural information
- c) Exposing students to real language
- d) Relating more closely to students' need
- e) Supporting a more creative approach to teaching

2) The Disadvantages of Using Authentic Materials

- a) They may be too cuturally biased, so unnecessarily difficult to understand outside the language community
- b)The vocabulary might not be relevant to the student's immediate needs
- c)special preparation is necessary which can be time consuming
- d)with listening: too many different accents.²³

²²Signi Al Ngumri, "Authentic Materials: Toward a Rational Selection and an Effective Implementation," 2009.

²³Ristianah Ayuningtyas, "The Application of Authentic Materials to Improve Students' Writing Skill.",29-31.

e. Ways to Adapt Authentic Materials

There are some ways to adapt the authentic materials to suit the needs to the students such as adding, deleting, modifying and simplifying. It can be explore as follows:

1) Adding

Whenever we want our students to practise certain grammatical structures, items of vocabulary or minimal pairs that are not found in their L1, and the authentic material we want to use does not provide enough examples, we can supply the text with further examples of any of these linguistic exponents.

2) Deleting

Tetxbooks are prepered for an internatinal public with various needs.

We must not feel guilty if we have to omit two or three exercises in one units, if we feel that they are not relevant, or even the whole unit, if our students will not learn anything from it.

3) Modifying

There are two main techniques to modify a text: rewrite it and restructure it. furthermore, we can also adapt a text for our students to read aloud or for us to dictate it to the students, if we want them to practise certain features.

f. The Role of Authentic Materials in Teaching English

The elusive definitions of terms “authentic” and “authenticity” and their application to language learning have been the subject of great controversy over the past three decades. The idea of authenticity developed in 1970 from Communicative Language Teaching (CLT).²⁴ Using authentic materials in EFL Classroom particularly in teaching language has been effective over the past decades. It can be seen that many researcher shed more light on the usefulness of authentic materials to support language teaching learning.²⁵

Most of them state that the kinds of authentic materials help increase the students’ motivation in learning, especially in teaching skills. For instance Thanajaro noticed that the students’ self-satisfaction and motivation showed improvement after employing authentic text in classroom.²⁶ It means that authentic materials help motivate students learn the language by making them feel that they are learning real language. Furthermore, authentic materials help learners realize the relationship between the language presented in the classroom and the language use in real world situation.

²⁴Freda Mishan, *Designing Authenticity into Language Learning Materials*.

²⁵William Guariento and John Morley, *Text and Task Authenticity in the EFL Classroom*, Oxford University Press, 2001.

²⁶Metinee Thanajaro, *Using Authentic Materials to Develop Listening Comprehension in the English as a Second Language Classroom*, 2000.

g. Selecting and Applying Authentic Materials

1) Selecting Authentic Materials

Using inappropriate teaching materials make the students face difficulties in learning a foreign language. Berardo provides three criteria for choosing authentic texts: suitability of content, exploitability, and readability. Suitability of content indicates that the text should interest the students as well as be appropriate to their need and abilities.²⁷ And Lee states that a careful and wise selection of materials focused on learners is a must if we want a positive response from them.²⁸ It means that, the teachers should be careful when select the appropriate supplementary materials for their teaching, it should be relevant or students need and abilities.

Meanwhile, exploitory refers to how the text can be used to develop the students' competence and how the text can be exploited for teaching purposes. Finally, readability refers to the language of the text, including the structural and lexical difficulty as well as the amount of new vocabulary and grammatical forms.

2) Applying Authentic Materials

Using authentic materials in EFL classroom should give attention in some aspects such as the students' need, ability, and levels

²⁷Sacha Anthony Berardo, "The Use of Authentic Materials in the Teaching of Reading" 6 (2006).

²⁸Winnie Yuk-Chun Lee, "TextAuthenticity and Learner Authenticity.", 325.

of EFL students. Sometimes, the teachers have difficulties in applying the authentic materials directly and need to adapt them to be suitable for particular levels of the students.

According to McDonough and Shwa (cited in Mathela), materials adaption means matching materials to the students' need, the teacher demands and administration's purpose.²⁹ They also point out that adaption is concerned with whole course book, adaption concerns the parts that make up that whole.³⁰

h. Kinds of Text

1) Procedure

a) Social Function Procedure: to help us do a task or make something. They can be a set of instructions or directions.

b) Text Organization: goals (the final purpose of doing the instruction), materials (ingredients, utensils, equipment to do the instructions), steps (a set of instruction to achieve the final purpose)

c) Language Features : Use of imperative, use of action verbs, use of connectives

²⁹Mathela Rahman, "Using Authetic Materials in the Writing Classes," 2003.

³⁰Ibid, 73.

2) Recount

- a) Social Function Recount: to tell the readers what happened in the past through a sequence of events.
- b) Generic Structure of Recount: Orientation (who were involved, when and where was it happened), Events (tell what happened in a chronological order), re-orientation (optional-closure of events)
- c) Language Features Recount: use of pronouns and nouns, use of action verbs in past, use of past tense, use of adverbial phrases, use of adjectives.

3) Narrative

- a) Social function : to amuse or entertain the readers with actual or imaginary experience in different ways.
- b) Generic Structure: orientation (who was involved, when and where was it happened), complication (a problem arises and followed by other problems), resolution (provide solution to the problem)
- c) Language features: use of noun phrases, use of adverbial phrases of time and place, use of simple past tense, use of action verbs, use of adjectives phrases.

4) Descriptive

- a) Social Function: to describe a particular person, place or thing.
- b) Generic Structure: identification (identify phenomenon to be described), description (describe parts, qualities, characteristics)
- c) Language features: focus on specific participants, use of attributive and identifying processes, frequent use classifiers in nominal groups, use of the simple present tense.

B. Research Finding

In this term, the researcher takes a previous research finding. The firstly is presented by Tungesh G.M under the title “The Use of Media Sources and Authentic Materials for Language Teaching in ESL Classroom”. In this term show that as learners interact with real language content, learning is made more lively and meaningful.

The secondly is presented by MathelaRahmanuner the title “Various Discussion of Using Authentic Materials from The Teachers and Student’s Perspective for the Writing Classes: A Tertiary Level Level Scenario” BRAC University. In this term show that textbook materials are undoubtedly a valuable

resource but at the same time authentic materials can increase the student's potential for writing English language.

The thirdly is presented by Rubina Rahman under the title "A Case for Authentic Materials for Language Teaching." In this term show that the use of authentic texts bring the learners and knowledge together when they encounter the language as it is used in real life situations and they can apply the generalization that they have formulated during the course of instruction.

Based on the previous research finding, the researcher can conclude that the authentic materials are beneficial in terms of initiating learner motivation because learners tend to have positive educational attitudes toward such materials.

C. Theoretical Framework

One of the main of using authentic materials in the classroom is to "expo" the learners to as much real language as possible. Even if the classroom is not a "real-life" situation, authentic materials do have a very important place within it. It has been argued that by taking a text out of its original context, it loses its authenticity.

Authentic materials give the reader the opportunity to gain real information and know what is going on in the world around them. More times than not, they have something to say, be it giving information, a review. They also produce a sense of achievement. Extracting real information from a real text in a new different language can be extremely motivating, therefore increasing students' motivation for learning by exposing them to 'real' language

(Guariento&Morely2001). They also reflect the changes in language use, (again something that does not occur in textbooks, which become very dated, very quickly) as well as giving the learner the proof that the language is real and not only studied in the classroom.

Teaching materials is one of the important factors in most language programs. The materials available for teaching English such as writing, speaking, listening and reading also. Reading is a process of readers combining information from a text and their own background knowledge build meaning. The reader's background knowledge integrates with the text to create the meaning. The goal of reading is comprehension.

In reading learning process, as the teacher, we must encourage students to read for general understanding, without worrying about meaning of every single word, the students, on the other hand, are desperate to know what each individual word means. So, the teachers may start by having students read for gist and than get them to read the text again for detailed comprehension. The teacher may start by identifying the topic of a text before scanning it quickly to recover specific information; they may read for specific information before going back to identify feature of text construction. In learning activity, we must use the good method, strategy and interesting materials. We know that sometimes the student feel bored in learning activity.

D. Hypothesis

Based on explanation above, the researcher proposes action hypothesis as follow: Authentic Material can improve reading comprehension to the seven grade student of MTs DarulUlumPoncolMagetan in academic year 2016/2017.



CHAPTER III

RESEARCH METHOD

In this chapter, the researcher will discuss about the research methodology of the study related to classroom action research object, setting of research subject, research variable, research procedure and research schedule.

A. Classroom Action Research Object

Classroom action research object of this research is improving student's reading comprehension by using authentic material at the seventh grade student of MTs Darul Ulum Poncol Magetan in academic year 2016/2017.

B. Setting

Setting of this research was at MTs Darul Ulum Poncol Magetan. This school is located in Poncol village, Poncol Magetan. Subject of this research is the seventh grade students of Mts Darul Ulum Poncol in academic year 2016/2017 that consist of 28 students. The class is dominated by the girls that are 22 and 6 boys. It was selected because they have problem in reading skill. They difficult to understand about text.

Based on the result of observation in teaching learning process and interview to students of Class VII have problem in reading comprehension and motivation. Most of them have difficulties in understands and comprehends the text. Besides,

they didn't have other sources about real thing to increase their knowledge because during the teaching and learning process, teacher is only apply handbook.

This study was conducted from 9th Mei 2017 to 1th Mei 2017. It includes the observation time. The classroom meeting will be done in two cycles. Each cycle will be done in two meeting periods. So, the total meeting is four meeting periods.

C. Variable

The researcher took some variables to be observed. They were:

1. Students' reading comprehension
2. Students' motivation

D. Research Procedure

1. Classroom Action Research

The design of this research was Classroom Action Research. Classroom Action Research is not about doing research on or about people, or finding all available information on a topic looking for the correct answer. It involves people working to improve their skills, techniques, and strategies. Action research is not about learning why we do certain things, but rather how we can do things better. It is about how we can change our instruction to impact students.³¹ The researcher used this method with the aim to improve class

³¹Eileen Ferrance, Action Research (LAB at Brown University, n.d.), 2-3.

students' reading comprehension, students' motivation and to solve reading problems that existed in the class.

There are several definitions of classroom Action Research: Classroom action research is a process to improve education by incorporating change and involves educator working to improve their own practice.³² Action Research is systematic procedures done by teachers (or other individuals in an educational setting) to gather information about, and subsequently improve, the ways their particular educational setting operates, their teaching, and their students learning.³³ So, teachers do research in the classroom to find information about the best way to teach and learn.

Based on statement above, it can be concluded that Classroom Action Research is research which is conducted by teacher with the purpose to look for information in her teaching learning process, finds problems in teaching, discovers learning teaching strategies that match learners' style and improve practices in the classroom based on the problem that faces.

2. Model of Action Research

Action research has a various kinds of model. It happens on the way or the steps we do the action. According to Kemmis and Mc Taggart, action research consists of four phases (planning, acting, observing and reflecting.

³²Donald Ary et al., Introduction to Research in Education, 8th ed (Belmont, CA: Wadsworth, 2010), 514.

³³John W. Creswell, Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research, 4th ed (Boston: Pearson, 2012), 576.

The result of one cycle is used to determine the need for the following cycle, until the problems get solved by the strategy.

Kemmis and Mc Taggar's concept of action research is set out in the model below:³⁴

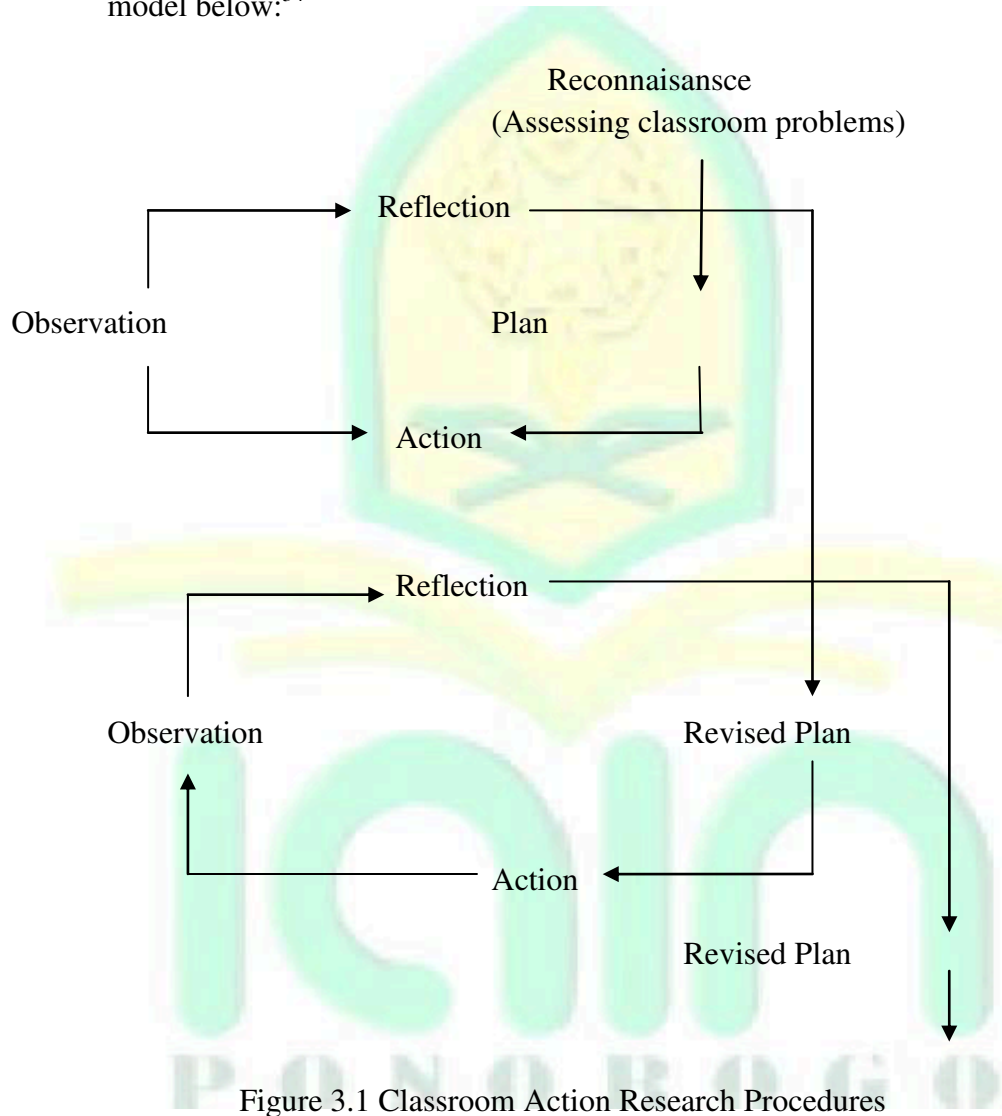


Figure 3.1 Classroom Action Research Procedures

³⁴Mohammad Adnan Latief, Research Methods on Language Learning an Introduction (Malang: UM PRESS, 2014), 146.

From the figure above it can be conclude that in action research there are four steps that teacher or researcher must do in order to get changes and improvement in teaching-learning process, that are: (1) plan, in which the teacher or researcher plan a critical information to improve what is already happening; (2) action or implement what have already planned; (3) observation, in this case the teacher or researcher observe the effect that occur after they act or implement the planning; and (4) reflection, they reflect the effects as the basis of further planning.

3. Procedure of Action Research

In the model of action research by Mohammad Adnan Latief, there are four steps in one cycle. These steps are planning, acting, observing and reflection.

a. Planning

After the researcher found some problems that happen in the Seventh Grade of MTs Darul Ulum Poncol Magetan, she made planning for the class. First, she planned about the approach that will be used to overcome the problems, and she chooses cooperative learning. After that, she chooses authentic materials to improve students' reading comprehension.

In MTs Darul Ulum Poncol Magetan uses K13 curriculum. In order to make the teaching learning process easier and reached to goal, it was needed to make lesson plan. It was made based on syllabus. The material

for the Seventh grade of Junior high school in second semester is Descriptive text. Lesson plan that was designed by researcher about Descriptive text which was contain of standard competency, basic competence, indicators and purpose of learning, material and strategy, learning activity and assessment.

The next thing to do is setting up criteria of success. Classroom action research is able to be called successful if it can exceed the criterion that has been determined. In this study, the research will success when there is 85% numbers of students could achieve some improvement scores from the pre-test until the second post-test in cycle two and they could pass the target score of the minimal mastery level criterion (KKM). The KKM that must fulfill considering reading subject is 70 (seventy) which adapted from the school agreement (MTs Darul Ulum Poncol). If the criterion of the action success reached, it means that the next action of the Classroom Action Research would be stopped, but if the criteria have not been achieved yet, the alternative action would be done in the next cycle.

Beside, researcher prepared the instrument to record and analysis the data about process and result. She prepared the list of students scoring and observation form (field notes).

b. Acting

After planning the action, the researcher then implemented action to the Seventh Grade of MTs Darul Ulum Poncol Magetan. She implemented the technique, the activities, the material, and other that had planned in the classroom.

In this research, the researcher, applied the authentic materials in order to improve students' reading comprehension in the Seventh Grade of MTs Darul Ulum Poncol Magetan. She did activities which was prepared in lesson plan in actual situation. Included are pre-activities, main activities and closing activities.

Pre activities intended to get students' readiness about the topic. Meanwhile, the main activities were focus in teaching reading use authentic materials.

c. Observing

When the researcher implemented the action in Seventh Grade of MTs Darul Ulum Poncol Magetan, she did not only implement, but also observed the activities during the lesson using authentic materials, the situation of the lesson, and the students behavior when joins the lesson. The researcher made some notes for observation, and the result of the observation was presented in the form of field note.

d. Reflection

The researcher analyzed about what she had done and gotten in teaching learning process. Here, the researcher found the strength and weakness of teaching learning process and also from the students of seventh grades. From the weaknesses, the researcher will revise the plan for the next cycle.

During the teaching learning conducted by researcher in the seventh grades, she observed the all activities, the situation during the lesson, the students' behavior and students' changes and made some notes. Then, from the result of observation, the researcher revises the plan based on the weakness of the teaching learning process to get the better result of the action.

After doing the procedure of action research, then researcher found the result of it, and if the results have completed the standard that the researcher has made, that is exceed standard score in English subject, she can stop the cycle. It means that the students have reached some criteria and show improvement and change of their problems.

4. Technique of Collecting Data

Technique of data collection is to get the data and it must be chosen based on the kind of data acquired. Data collection played an important role in researcher, because without using good technique, the researcher was not

able to get valid data, otherwise the conclusion was inaccurate. Technique of data collection used in this study as follow:

a. Observation

The observation method is the most commonly used method specially in studies relating to behavioral sciences.³⁵ In a way we all observe things around us, but this sort of observation is not scientific observation. Observation become a scientific tool and the method of data collection for the researcher, when it serves a formulated research purpose, is systematically planned and recorded and is subjected to checks and controls on validity and readability. Under the observation method, the information is sought by way of investigator's own direct observation without asking from the respondent.

The observation can be done in pre-research and the implementation of the research uses strategy. With observation, researcher can observe the classroom situation when teaching learning happens, the facilitate that provide in Seventh Grade of MTs Darul Ulum Poncol, students' activities and students' behavior and also students' in language skill. The result of observation during the implementation of the authentic material is presented in the form of field note.

³⁵C. R Kothari, *Research Methodology Methods & Techniques* (New Delhi: New Age International (P) Ltd., Publishers, 2004), <http://ebookcentral.proquest.com/lib/concordiaab-ebooks/detail.action?docID=431524>, 96.

b. Field notes

The researcher analyzed field note during the teaching learning process during the teaching learning process in the classroom action research. Then the researcher interpreted the field note results.

c. Documentation

Documentation is reaching information by using written statement from some data. It can be called as secondary data. Secondary data is the data which have already been collected and analyzed by someone else.³⁶ Documentation also called as way to getting information or data through notes, transcripts, books, newspaper, magazines, agenda, etc. in other words, it can be stated that documentation is used to collect data through printed materials. The documents use in this research were taken from students' result's of the fortfolio, student's progress report, teacher's lesson plan, and photograph of teaching learning-process.

5. Technique of Data Analysis

In this study, the writer classifies the data into two kinds of qualitative and quantitative data. The qualitative data are obtained from observation, field notesand documentation. While the quantitative data is obtained from the score of the test.The interpretive qualitative research approach, focusing on the self-reflective nature of how qualitative research is conducted, read, and

³⁶Ibid, 111.

advanced, has become much more dominant in the qualitative discourse, and has in many ways, been integrated into the core of qualitative inquiry.³⁷

E. Schedule of Classroom Action Research

The Schedule of CAR

No	Plans	Month	Date	Year
1	Conducting the research	Mei	9-12	2017
2	Analysis of the research	Mei	15-17	2017
3	Repoting the research	Mei	18-20	2017

³⁷ John W Creswell, *Qualitative Inquiry & Research Design* (New Delhi: SAGE, 2007), 3.

BAB IV

RESEARCH FINDINGS

A. RESEARCH SETTING

This study was conducted at MTs DarulUlumPoncol which is located on SamanHudi Street ButoPoncolMagetan. The researcher selected MTs DarulUlumPoncol as the research setting this institution obligated the students to use Authentic Materials and in academically they have a good achievement in English subject. But, the researcher found their weakness in term of reading comprehension. Therefore, the researcher interested in examining the weakness carefully by using Authentic Materials. The population of this classroom action research is all members of class VII A which consist of 28 students.

Based on the observation, the researcher concluded that reading comprehension of the Seventh Grade students of MTs DarulUlumPoncol still on the lower score. Some of the students have a score under the standard score. The standard score is 70. But some of them have a score 65 until 69. It is because the media used in teaching reading comprehension is monotonous. So, the researcher tried to implement the authentic materials to improve the students' achievement and motivation in learning reading comprehension.

B. EXPLANATION EACH CYCLE

This research used Classroom Action Research (CAR). Car is a research which is done by teacher to solve learning problem in the classroom to make learning quality better, and to apply learning innovation to increase the learning quality. This CAR integrates many aspects such as students' responses, teacher-students interaction, and intra-students interaction to solve the research problem and increase students' reading ability. The fourth components will described at the following scheme:

In this chapter, the researcher reported the result of the cycles in this study. This research was conducted in two cycles. Each cycle described four components of classroom action research. They are planning, acting, observing, and reflecting. All of these results are presented respectively in the following sections.

1. Cycle I

a. Planning

In the first cycle the researcher did one meeting done in 2 x 40 minutes. The activities that were done in this phase were:

1) Identifying the problem

In this step, the researcher identified the students' problem in learning reading comprehension in the classroom. In learning process, the students easy feel bored if the teacher ask students to read the text. After that, the

researcher tried to applied the authentic materials in order to make students not easy feel bored and easy to understand the text.

2) Choosing the subject material

In this stage the writer chose the materials reading text which was suitable to the seventh grade of MTs DarulUlumPoncol in academic year 2016/2017, it was the text that contains descriptive text. It would be easier to practice the reading comprehension. the authentic material that used in descriptive text learning is “ brochure”

3) Making a lesson plan

In order to make the teaching learning process easier, it is needed to make the lesson plan. In the first cycle, the researcher make a lesson plan in descriptive text materials with the learning purpose to improving students' reading comprehension with applied the authentic materials. In the end of the lesson, the students are hoped to able to read loudly and fluently of descriptive text, read the descriptive text with good pronunciation and intonation, identify the information of the descriptive text and find the meaning of the difficult words based on the descriptive text. The standard competence in first cycle is comprehending meaning of short functional texts and short essays in the form of descriptive and recount in the daily life contexts.

4) Making the research instrument

- a) Observation sheet which would be used in observing the activities of students in the class, such as activeness and participation.
- b) The documentation, the researcher employed students' documentation of learning reading process. They were such as instruments structured observation. The documents were a way to collect data by documents.

b. Acting

The first cycle of classroom action research conducted on Tuesday, Mei 9, 2017 at 09.55 a.m. up to 11.15 a.m. In the first meeting, the researcher does some activities, such as the researcher greeted to class and introduced herself to the students and explained about the purpose of her coming. The researcher checked the attendance list by calling the students' name one by one. This was done in order to find out the students' nick names because the researcher felt that it felt much closer if she knew their nick names.

For the beginning, the researcher shared to the students about the theme that would be discussed. The teacher and the students identified about descriptive text. The researcher made group to their students. First, researcher as the teacher gave text reading text "brochure" to the students. Second, the teacher explained the material which is being studied. Thirdly, teacher divided the students into six groups. Each group consisted of four or five students. Fourth, teacher asked students to read and discussed the text reading with their group. After that, teachers asked each group send one

student to read the result of their discuss in front of the class. And then we are discussed together and corrected the material.

c. Observation

In this place, the researcher paid attention to teaching and learning process the classroom. She observed and made some notes about students' activeness and comprehension during the teaching and learning process. The researcher got the result of the students' achievement as their comprehension of the text and activeness in learning reading comprehension using authentic materials. Theresult of the first cycle areas follow:

1) Observation sheet

Table 4.1

Observation Sheet

No	Name	Aspect of Variable	
		A	P
1	AFIF CHOIRUL WARO	✓	-
2	ALFIYA ZAHROUL MAFAZA	✓	-
3	ANNISA' MUNTIQOTUL L	✓	-
4	AULIA DEWI MAHARANI	-	✓
5	BINTI SHOLIKAH	✓	-
6	CINTYA INTANSARI	✓	-
7	DEA LUTFIA FITRIANI	-	✓
8	DILA PUSPITA	✓	-
9	DWI LESTIYANI	-	✓
10	EKA SUCI FEBRI ATMASARI	✓	-
11	HABIB NAWAWI	-	✓
12	LAILA ERI ARINDANI	✓	-
13	LAILATUL MAGHFIROH	✓	-
14	MENDY USWATUN H	✓	-
15	MUKLIS SOLANAM	-	✓
16	NANDANIA HABIDAH	✓	-

17	NUR ADIB F.M	-	✓
18	NURUL AMALIYAH	✓	-
19	OKTAVIA KARISMA DEWI	✓	-
20	PRADANA ALI MUBAROK	-	✓
21	RADEA NURUTOMO	✓	-
22	RAHMA ALIYA	-	✓
23	RESTI DEWITA MAHARANI	✓	-
24	RISMA VANIA AGELLYNA	-	✓
25	ROFINGATUL IMAMAH	✓	-
26	ROID MUASISUL AHYAR	-	✓
27	SAVIRA RAGIL PRATIWI	✓	-
28	SITI MAYSAROH	✓	-
Total		18	10

Notes :

A : Activeness : students which smart and energetic with teachers' ask in learning process.

B : Participate : students which just follow her friend without have an idea.

2) Test

The test is made the researcher to know how far the students' achievement of reading comprehension. The test was about authentic materials. Teacher ask students to describe the picture "brochure". The students can be called achieve if the students score is up to the standard score. And if the students score is under to standard score, so the students called not achieve the standard score. The standard score is 70.

Table 4.2

Test result of cycle 1

No	Name	Aspect of Variable		Note
		KKM	Score	
1	AFIF CHOIRUL WARO	70	65	Not achieve
2	ALFIYA ZAHROUL M	70	78	Achieve
3	ANNISA' MUNTIQOTUL L	70	80	Achieve
4	AULIA DEWI MAHARANI	70	69	Not achieve
5	BINTI SHOLIKAH	70	78	Achieve
6	CINTYA INTANSARI	70	78	Achieve
7	DEA LUTFIA FITRIANI	70	88	Achieve
8	DILA PUSPITA	70	80	Achieve
9	DWI LESTIYANI	70	80	Achieve
10	EKA SUCI FEBRI A	70	88	Achieve
11	HABIB NAWAWI	70	88	Achieve
12	LAILA ERI ARINDANI	70	88	Achieve
13	LAILATUL MAGHFIROH	70	65	Not achieve
14	MENDY USWATUN H	70	69	Not achieve
15	MUKLIS SOLANAM	70	78	Achieve
16	NANDANIA HABIDAH	70	90	Achieve
17	NUR ADIB F.M	70	80	Achieve
18	NURUL AMALIYAH	70	65	Not achieve
19	OKTAVIA KARISMA DEWI	70	80	Achieve
20	PRADANA ALI MUBAROK	70	69	Not achieve
21	RADEA NURUTOMO	70	69	Not achieve
22	RAHMA ALIYA	70	78	Achieve
23	RESTI DEWITA M	70	90	Achieve
24	RISMA VANIA A	70	65	Not achieve
25	ROFINGATUL IMAMAH	70	65	Not achieve
26	ROID MUASISUL AHYAR	70	69	Not achieve
27	SAVIRA RAGIL PRATIWI	70	90	Achieve
28	SITI MAYSAROH	70	90	Achieve
Total Finish			2172	18

From the table above, can be concluded that some of students still have a score under the standard score, the standard score is 70. In first cycle, just 18 students which have a score that achieve the standard score.

d. Reflecting

In the first cycle the result of reflection can be reported observation as follows:

Table 4.3

No	Aspect of Variable	Total
1	Active	18
2	Participate	17
3	Students Achievement	18

A : Activeness : students which smart and energetic with teachers' ask in learning process.

B : Participate : students which just follow her friend without have an idea.

SA : Students Participate : the students which achieve the high score up to standard score

Regarding to the first cycle, researcher concluded that:

The result of observation on students' activeness and participate didn't show so maximal score yet that the evaluation result of students' reading comprehension was poor. 18 from 28 students were active in learning process, 10 students were participate and 18 from them have a

students achievement. So, still any students still not yet success. Teacher should monitor students' discussion intensively and give clearly reinforcement for the better result. So, the researcher want to continue to cycle two.

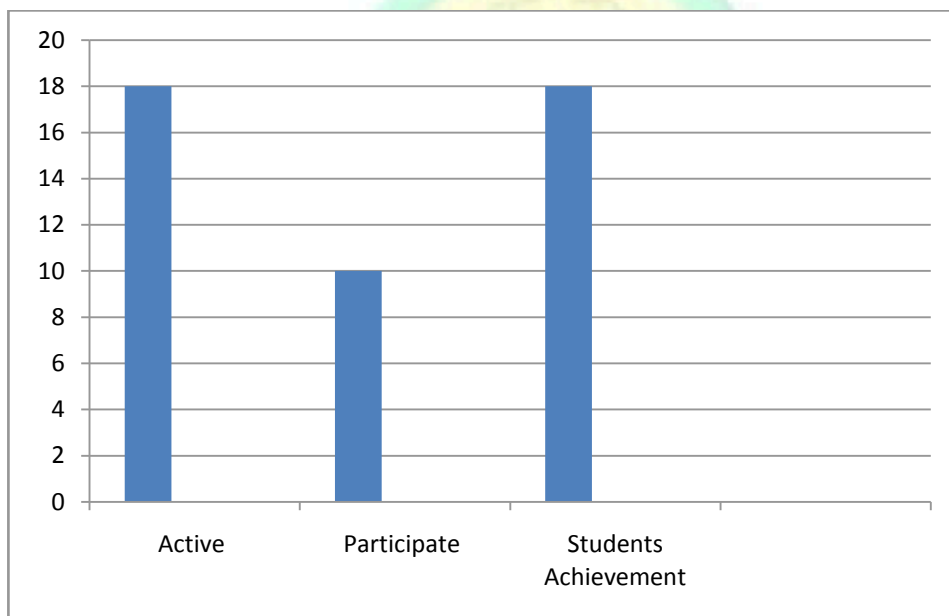


Figure 1. The result of activeness, participate and students achievement in cycle 1

2. Cycle II

a. Planning

The activities had to be done by researcher were:

- 1) Choosing the subject material

In this stage the writer chose the material reading text which was suitable to the second grade of MTs DarulUlumPoncolMagetan in academic year 2016/2017, it was the text that contains descriptive text. It would be easier to practice the reading comprehension. The descriptive text is “advertisement”.

2) Making lesson plan

In order to make the teaching learning process easier, it is needed to make the lesson plan. In the second cycle, the researcher make a lesson plan in descriptive text materials with the learning purpose to improving students' reading comprehension with applied the authentic materials. In the end of the lesson, the students are hoped to able to read loudly and fluently of descriptive text, read the descriptive text with good pronunciation and intonation, identify the information of the descriptive text and find the meaning of the difficult words based on the descriptive text. The standard competence in first cycle is comprehending meaning of short functional texts and short essays in the form of descriptive and recount in the daily life contexts.

3) Making the research instrument

- a) Observation sheet which would be used in observing the activities of students in the class, such as activeness and participate.

b) The documentation, every research had to be approved by attaching some documents such as picture. So to do this, researcher prepared a camera to take a picture of classroom action research.

b. Acting

The second cycle of classroom action research conducted on Friday, Mei 9, 2017 at 09.55 a.m. up to 11.15 a.m. the objectives of this second cycle were not different from cycle before, students were able to identify main idea, generic structure, and find detail information of descriptive text. In this cycle, the researcher applied the “advertisement”.

So did cycle before, researcher as a teacher began teaching learning process by greeting the students and asking their condition. Then, teacher checked students' attendance by calling their name.

Before going to main activity, teacher introduced their teaching material by giving some questions related to the materials and students answered it spontaneously. Teaching material in the second cycle was descriptive text with use advertisement. The teacher and the students identified about description of advertisement. Then, the teacher gave students the advertisement. The teacher made group to their students. First, the researcher as the teacher gave advertisement to the students. Second, the teacher asked student to described and mention the characteristic in advertisement which is being studied. Thirdly, teacher

divided the students into six group. Each group consist of fourand five students. Fourth, teacher asked students to read and discus the descriptive text about content of advertisement with their group. After that, teacher asked the students to make advertisement with their group. After that, the teacher ask one students of each group to read the result of discussion in front of class. Then, teacher asked one students who guess to other group come back to their group. And then we were discussed together and corrected the material.

c. Observation

The researcher did observation during the learning process. The researcher paid attention to the learningprocess and took notes on how the activeness of student in learning process, the participation is between students and the achievement of students to understanding material or descriptive text. And it is about what happen in the classroom including the situation of the class when the activity occurred.

1) Observation Sheet

Table 4.4

Observation Sheet

No	Name	Aspect of Variable	
		A	P
1	AFIF CHOIRUL WARO	✓	-
2	ALFIYA ZAHROUL MAFAZA	✓	-
3	ANNISA' MUNTIQOTUL L	✓	-
4	AULIA DEWI MAHARANI	✓	-

5	BINTI SHOLIKAH	✓	-
6	CINTYA INTANSARI	✓	-
7	DEA LUTFIA FITRIANI	✓	-
8	DILA PUSPITA	✓	-
9	DWI LESTIYANI	✓	-
10	EKA SUCI FEBRI ATMASARI	✓	-
11	HABIB NAWAWI	✓	-
12	LAILA ERI ARINDANI	✓	-
13	LAILATUL MAGHFIROH	✓	-
14	MENDY USWATUN H	✓	-
15	MUKLIS SOLANAM	✓	-
16	NANDANIA HABIDAH	✓	-
17	NUR ADIB F.M	✓	-
18	NURUL AMALIAH	✓	-
19	OKTAVIA KARISMA DEWI	✓	-
20	PRADANA ALI MUBAROK	✓	-
21	RADEA NURUTOMO	✓	-
22	RAHMA ALIYA	✓	-
23	RESTI DEWITA MAHARANI	✓	-
24	RISMA VANIA AGELLIYNA	✓	-
25	ROFINGATUL IMAMAH	✓	-
26	ROID MUASISUL AHYAR	✓	-
27	SAVIRA RAGIL PRATIWI	✓	-
28	SITI MAYSAROH	✓	-
Total		28	0

Notes :

A : Activeness : students which smart and energetic with teachers' ask in learning process.

B : Participate : students which just follow her friend without have an idea.

From the table above, can be concluded that the result of the research is better than first cycle. All of students were active in learning process.

2) Test

The test is made the researcher to know how far the students' achievement of reading comprehension. the test is the instruction to analyse the advertisement and then make advertisement. The students can be called achieve if the students score is up to the standard score. And if the students score is under to standard score, so the students called not achieve the standards score. The standard score is 70.

Table 4.5

The result of cycle 2

No	Name	Aspect of Variable		Note
		KKM	Score	
1	AFIF CHOIRUL WARO	70	78	Achieve
2	ALFIYA ZAHROUL M	70	88	Achieve
3	ANNISA' MUNTIQOTUL L	70	85	Achieve
4	AULIA DEWI MAHARANI	70	90	Achieve
5	BINTI SHOLIKAH	70	88	Achieve
6	CINTYA INTANSARI	70	88	Achieve
7	DEA LUTFIA FITRIANI	70	95	Achieve
8	DILA PUSPITA	70	85	Achieve
9	DWI LESTIYANI	70	85	Achieve
10	EKA SUCI FEBRI A	70	95	Achieve
11	HABIB NAWAWI	70	95	Achieve
12	LAILA ERI ARINDANI	70	95	Achieve
13	LAILATUL MAGHFIROH	70	78	Achieve
14	MENDY USWATUN H	70	90	Achieve
15	MUKLIS SOLANAM	70	88	Achieve
16	NANDANIA HABIDAH	70	93	Achieve
17	NUR ADIB F.M	70	85	Achieve
18	NURUL AMALIYAH	70	78	Achieve
19	OKTAVIA KARISMA DEWI	70	89	Achieve
20	PRADANA ALI MUBAROK	70	90	Achieve
21	RADEA NURUTOMO	70	90	Achieve
22	RAHMA ALIYA	70	88	Achieve

23	RESTI DEWITA M	70	93	Achieve
24	RISMA VANIA A	70	78	Achieve
25	ROFINGATUL IMAMAH	70	80	Achieve
26	ROID MUASISUL AHYAR	70	80	Achieve
27	SAVIRA RAGIL PRATIWI	70	93	Achieve
28	SITI MAYSAROH	70	93	Achieve
Total finish			2457	28

From the table above, it can be concluded that all of the students have a high score. The students achieved the standard score. The standard score is 70.

d. Reflecting

In the second cycle, the result of reflection can be reported as follows:

Table 4.6

No	Aspect of Variable	Total
1	Activeness	28
2	Participate	0
3	Students Achievement	28

Notes :

A : Activeness : students which smart and energetic with teachers' ask in learning process.

B : Participate : students which just follow her friend without have an idea.

SA : Students Achievement : the students which achieve the high score up to standard score

From the table above, it can be concluded that the research is success. All of the students were active and achieved standard the score.

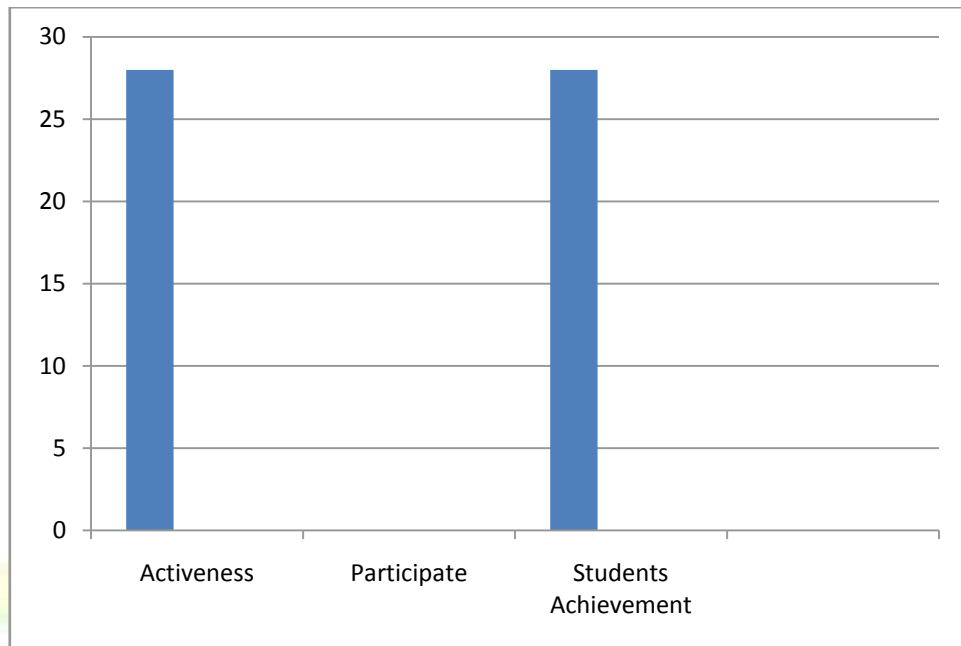


Figure 2. The result of activeness, participate and students achievement in cycle 2

On the second meeting, the students have big change. They were more active than before, students had enough preparation than before with bring dictionary. And because of the materials that brought by teacher is interesting. The class percentage and also each student's achievement increased although. They have high motivation during learning process.

Based on the reflection above, the researcher did not decide to continue the research.

C. DATA ANALYSIS AND DISCUSSION

Based on the data of the cycle I until cycle II, the researcher analyzed data and the result from the data as follows:

1. Cycle 1

In this cycle the researcher accumulated the mean or the class percentage as follows:

$$x = \frac{\sum f}{n}$$

$$x = \frac{2172}{28}$$

$$x = 77,57$$

The students passed based on the standard as follows:

$$p = \frac{f}{n} \times 100\%$$

$$p = \frac{18}{28} \times 100\%$$

$$p = 64,29\%$$

Based on the calculation above, it can be concluded that in the first cycle, the result of the test is still low, not achieved 100%. Because some of the students still have a difficulty in reading comprehension.

2. Cycle II

In this cycle the researcher accumulate the mean or the class percentage as follow:

$$x = \frac{\sum f}{n}$$

$$x = \frac{2457}{28}$$

$$x = 87,75$$

The students passed based on the standard as follow:

$$p = \frac{f}{n} \times 100\%$$

$$p = \frac{28}{28} \times 100\%$$

$$p = 100\%$$

Based on the calculation above, can be concluded that in the second cycle, all of student have a good reading comprehension. And the percentage of the result of test in the first cycle is 100%.

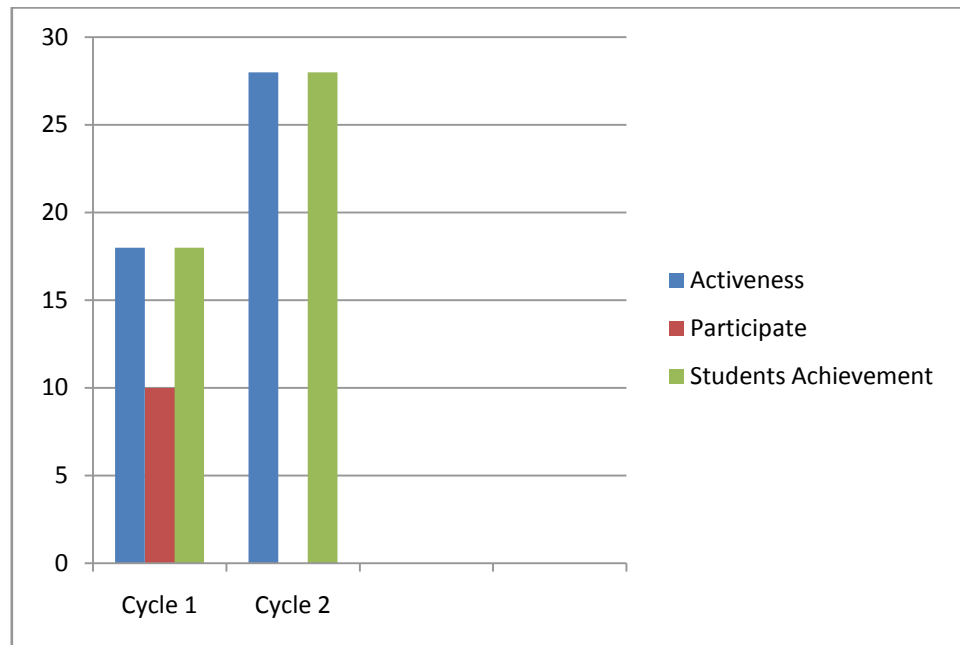


Figure 3. The result of the activeness, participate and students achievement in each cycle.

From the diagram above, can be concluded that the criteria of success was achieved. The result of second cycle were better than first cycle. The students who are active in first cycle is only 18, meanwhile in the second cycle all of the student were active. And the student achievement in first cycle is still not complete, meanwhile in second cycle, the students achievement reached the standard score.

D. DISCUSSION

In the first cycle, the researcher was not satisfied with the result which is gotten because the mean which accumulated the researcher still low. It was 65,

69. It still under from the target score. And about percentage of students passed were 64,29%. It means that ten students were satisfied and didn't pass target score in teaching reading. Beside that, during teaching process, the students were passive. They find difficulty in understanding the material because some of them did not bring dictionary.

In the second cycle, the students had big change they were more active than cycle before. They result showed that twenty eight students who presented in English teaching passed the target score. It means that 100% students can finish in this teaching. And the mean of students score is 87,75.

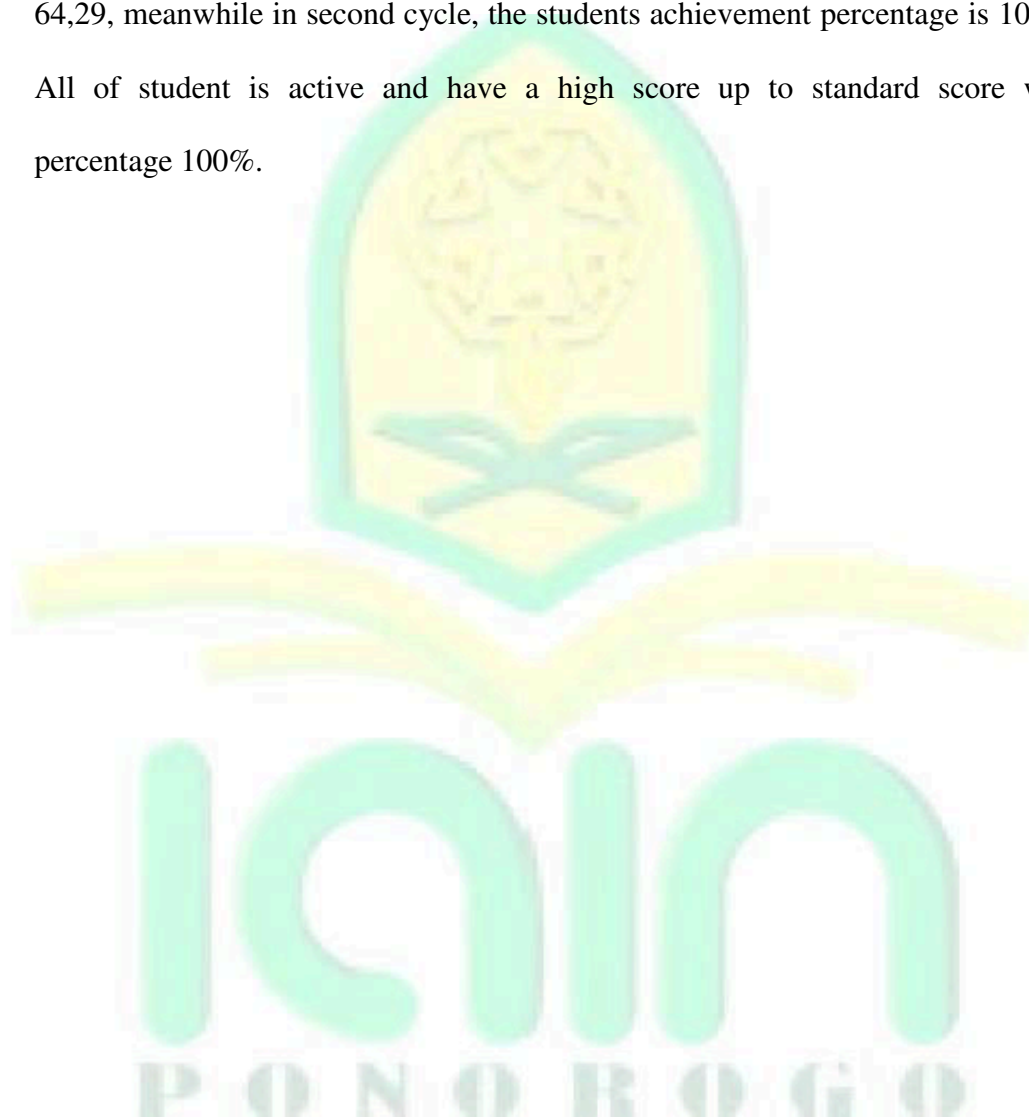
Table 4.7

The result observation for students

Aspect observed	Cycle I		Cycle II	
	Frequency	Percentage	Frequency	Percentage
Activeness (A)	18	64,29%	28	100%
Participate (P)	10	60,71%	0	0%
Students Achievement (SA)	18	64,29%	28	100%

From the table above, can be concluded that the research is success. The result percentage of second cycle were better than first cycle. The students active

percentage in first cycle is only 64,29%, meanwhile in the second cycle all of the student be active with the percentage 100%. And in second cycle, nothing participate students. And the student achievement percentage in first cycle is still 64,29, meanwhile in second cycle, the students achievement percentage is 100%. All of student is active and have a high score up to standard score with percentage 100%.



CHAPTER V

CLOSING

A. Conclusion

After conducting two cycles of classroom action research, researcher concluded that in the first cycle, the researcher applied authentic materials “brochure”. In this cycle, the researcher asked students to identified the brochure. as the descriptive text, because in the brochure there is a picture which can be described by student. In the second cycle, the researcher applied authentic materials “advertisement”. In this cycle, the researcher ask students to identify description of advertisement. Then, the teacher asked student to described and mention the characteristic of advertisement. And then, the researcher asked the students to read and discuss the descriptive text about the content of advertisement and make advertisement.

After the researcher applied the authentic materials in the seventh grade students of MtsDarulUlum Poncol, the achievement of students is raised. It could be seen that the result of test in first cycle is 77,57, and the result of test in second cycle is 87,75. Also we could see the percentage of the result of students learning motivation in first and second cycle was 64,29% and 100% respectively. It imply that the authentic materials can improve students reading comprehension.

B. Suggestion

The researcher would like to propose some suggestion for the English teacher, students, and other researcher. The suggestions are described as follow:

1. For the English teacher

- a. The teacher should give enough time for the students to reading about text, so the teacher will out only focused in writing, but also focused on other skill.
- b. The teacher can use authentic materials in teaching English, especially in the teaching reading class in order to make the students more active, communication and interest when join the lesson. It also can help the students to improve and develop their reading comprehension.
- c. The teacher can choose and use many kinds of materials in teaching learning process to make the students more active and interest in learning English. it can make students not easy to feel bored in learning process.

2. For the students

In reading comprehension, the students are feel bored if the teacher only give the based texts. The teacher can use authentic materials to solve the problem. With implementing authentic materials, the students hopefully can practice reading more.

3. For other researcher

It can be said that authentic materials can improve the students' reading comprehension and also make students more motivated in learning English. The result of the research is expected to be able to encourage other researchers who interested in including researcher dealing with authentic materials; it is suggested to use it as a starting point. However, it must be developed with other condition that might be different and implement it in other skill. such as speaking and writing.

