

**USING AUTHENTIC MATERIALS TO IMPROVE JUNIOR HIGH
SCHOOL STUDENT'S READING COMPREHENSION IN READING
PROCEDURE TEXT**

PAPER

*Submitted as a Partial Fulfillment of Requirement
To Obtain the Degree of Strata One (S1)*



By

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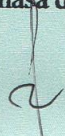
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**Using Authentic Material to Improve Junior High School Student's Reading
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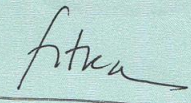
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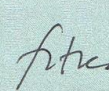
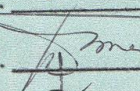
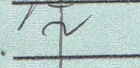
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The writer hopes that this paper will be useful for English teachers, especially for those who are teaching English at Junior High Schools.

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Writer



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ABSTRAK

Amni Harti, 2008 : Using Authentic Material to Improve Junior High School Student's Reading Comprehension in Reading Procedure Text
Pembimbing : Fitrawati, S.S, M.Pd

Using Authentic Material to Improve Junior High School Student's Reading Comprehension in Reading Procedure Text (menggunakan authentic material untuk meningkatkan pemahaman membaca siswa SMP dalam membaca text procedure).

Tujuan dari penulisan paper ini adalah untuk meningkatkan kemampuan membaca bahasa inggris siswa pada pembelajaran teks prosedur melalui penggunaan *authentic material* dan untuk menjelaskan keuntungan apa saja yang dapat diperoleh pada pembelajaran penggunaan teks prosedur melalui penggunaan authentic material.

Penulis mengamati kemampuan membaca siswa pada pembelajaran teks prosedur yang selama ini hanya mengandalkan buku teks yang tersedia belum memuaskan. Hal ini disebabkan oleh materi teks prosedur yang ada dalam buku teks belum mampu meningkatkan motivasi siswa. Materi teks prosedur yang ada tidak dekat dengan kehidupan siswa sehari-hari. Untuk itu perlu dicari cara lain yang bisa meningkatkan kemampuan membaca siswa pada pembelajaran teks prosedur melalui penggunaan authentic material.

Teknik ini diharapkan dapat menjadi salah satu alternatif dalam mengatasi masalah membaca pada pembelajaran teks prosedur. Penulis menyimpulkan bahwa proses pembelajaran lebih aktif, menarik dan komunikatif, serta dapat mengenalkan siswa pada konteks penggunaan bahasa yang sebenarnya.

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BIBLIOGRAPHY

CHAPTER 1

INTRODUCTION

A. Background of the Problem

Reading becomes one of the important skills that should be mastered by the students in learning English. Reading provides unlimited knowledge around the world. By reading, the students will get much information to enlarge their knowledge. Today, there are many books and references written in English. In order to absorb this knowledge the students have to be able to read efficiently and effectively. Students are required to comprehend what is read and then be able to use in their real life. Brown (2004) argues reading is the most essential skill for success in all educational contexts. It indicates that reading skill gives important contribution to students' success in learning.

According to Competence Based Curriculum 2004 and school Based Curriculum 2006 teaching reading comprehension for Junior High School students focuses on the understanding of genres and uses it in many contexts. There are five kinds of texts that they must learn. They are narrative text, descriptive text, recount text, procedure text and report. Each of the text has purpose generic structure and linguistic features. The students are needed to achieve all of them.

Based on the writer experience in teaching reading, teaching reading is not an easy job for the teachers, especially for English language

program. There are many problems faced by the teacher, whether it is from the students, reading material, even from the teacher herself. The first problem is from the students that they are not motivated and interested in reading especially reading an English text. The second problem is from the materials that are very limited. There were only a few English text books in the library so they were not enough for all the students. Because of that, the teacher only used the reading material based on the limited text book, asked the students to read the text then answer the question individually. The last one is from the teacher herself. It is difficult for the teacher to find and choose an interesting and meaningful material. Dealing with the effort of improving the students motivation and reading ability, the teacher should be able to find a new material which is interesting and meaningful for the students need beside varying the materials, because as we know that material is one of the important part which can influence the successful of teaching reading.

In fact, most of English teachers do not think about finding the new materials that are interesting, meaningful and appropriate to the students need. They only used the reading materials from the provided handbook which is not interesting and meaningful any more for the students.

One possible way to overcome the problem above is by using Authentic Materials. By looking at the theory and some previous result done by the teacher, the writer is inspired to apply authentic materials to overcome the problem faced by the students. Authentic material is an

effective ways which's ways which help bring real world in the classroom, exposing the students to cultural features generates a deeper understanding of an interest in the topic (Kelly: 2002). As states by Rucchert (2006) that bringing authentic material into the class can be motivating for the students, as long as it adds a real life element to the students' learning experience course.

Relating to the curriculum mentioned above, in this paper the writer only focuses on using authentic materials in teaching reading procedure text. The writer chooses procedure text as the materials of teaching because it is one of the genres stated in English curriculum for the ninth year's students in the first semester, and it is mostly found in people daily life. In this paper, writer uses authentic material as a teaching media or to help the students in understanding a procedure text, because the authentic material in which dealing with how to make something and how to follow the operation guidelines of electronic instruments are really closed related to procedures text. Most of vocabularies in which are used in procedure text are found or written on authentic materials. Most of authentic materials are also followed with serial of pictures in which explain a sequence of steps. Beside, most of the example of that authentic material can be found directly in student's daily life. For example, ingredients and cooking procedures in food packages, instruction and warning in the household object and machines, instruction in Simpati card voucher, cosmetics, medicine or certain products are never used in

teaching reading. It is usually throw away to the waste basket after being used by some people. In fact, most of those things refer to procedure text which give information “how to do, how to make and how to operate”. So, the writer thinks the students will be able to improve their reading comprehension in reading procedure text in real situation and condition through authentic materials on the other hand, using authentic materials for teaching media does not need much money, so teaching and learning process will bring students to the real context and the real usage of English.

B. Identification of the problem

Many problems have been found by the teacher in teaching reading comprehension especially in teaching procedure text, whether it is from the students, reading sources, even from the teacher herself. There are three common problems in teaching reading. The first problem deals with the student. Most of them are not motivated in reading activities. The second one is very limited reading source that are available. The last one is from the difficulty of the teacher in choosing and finding an interesting and meaningful material.

C. Limitation of the problem

Based on the problem that faced by the teacher in teaching reading comprehension in procedure text which have been mentioned above, in this paper the writer only focuses on reading sources, namely teaching reading comprehension by using authentic material especially for Junior High School in reading procedure text.

D. Formulation of the problem

The problem can be formulated as follow “How can the teachers use Authentic Materials in Teaching Reading Comprehension in reading procedure text for Junior High School Students.

E. Purpose of the study

The purpose of the study is to describe how the teachers use authentic material in teaching reading in reading procedure text. To be specific the purposes the study to describe how the teacher use authentic material in teaching reading comprehension in reading procedure text of the ninth year’s students in Junior High School.

CHAPTER IV

CONCLUSION AND SUGGESTIONS

A. Conclusions

Based on the discussion in the previous chapters, it can be concluded as following;

1. Teaching reading is not difficult since the teacher has creativity in using the interesting, appropriate and meaningful material to the students.
2. Authentic material is the real and original material that can be taken for many sources such as magazines, advertisement, cooking recipes, menu, booklets, and instruction of certain products like cosmetics, tool and machines.
3. Authentic material is a good material for teaching reading that is interesting, appropriate and meaningful for the students.
4. By using authentic materials in teaching reading the students are motivated in reading activities because it is new and interesting for them and suitable with the students' needs.
5. The students feel better with authentic material which helps them involve in the 'real' language because it enables them to interact with the real language and content.

B. Suggestions

1. Reading teacher should be creative in selecting and using interesting appropriate and meaningful material for their students.
2. The teacher is suggested to use authentic material in teaching reading because it is interesting, appropriate and meaningful material that can be motivated students in reading
3. The teacher should have a mature preparation especially for the material before coming to the class.
4. It is suggested to the students to be more active in the class to build a communicative teaching learning process.

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