

**THE IMPLEMENTATION OF TEACHING READING USING AUTHENTIC
MATERIALS TO THE NINTH GRADE STUDENTS OF SMP NEGERI 1
PLEMAHAN KEDIRI IN ACADEMIC YEAR 2014/2015**

SKRIPSI

Presented as a Partial Fulfillment of the Requirements to Obtain
the Sarjana Degree of Education (S.Pd) of English Education Department
Faculty of Teacher Training and Education
University of Nusantara PGRI Kediri



SHINTADEWI RETNO AYU PALUPHY
NPM 10.1.01.08.0246

**ENGLISH EDUCATION DEPARTMENT
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UNIVERSITY OF NUSANTARA PGRI KEDIRI
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By:

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Approved by the Advisors to be proposed to
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Kediri, on Desember 27, 2014

The Advisors,

Advisor I



KHOIRIYAH, M.Pd
NIDN. 0719071501

Advisor II



SULI MULYATI, M.Pd
NIDN.

APPROVAL SHEET

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Board of Examiners,

Chairman : Drs. SETYA ADI SANCAYA, M.Pd

First Examiner : SULI MULYATI, M.Pd

Second Examiner : KHOIRIYAH, M.Pd



The Dean of Teacher Training and
Education Faculty of University of
Nusantara PGRI Kediri



Dr. H. SRI PANCA SETYAWATI, M.Pd
NIDN. 0716046202

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FKIP/BAHASA INGGRIS

KHOIRIYAH, M. Pd¹⁾, SULI MULYATI, M. Pd²⁾
UNIVERSITAS NUSANTARA PGRI KEDIRI

ABSTRACT

Reading becomes an important skill, especially in reading English. Most reading materials nowadays are written in English, for example manual book. If someone buys electronic tool, the manual book that described how to operate the tool is written in English. The objectives of the research are: 1) To describe the application of teaching reading using authentic materials to the ninth grade students of SMP Negeri 1 Plemahan Kediri academic year 2014/2015. 2) To know the students' responses in teaching reading using authentic materials to the eighth grade students of SMP Negeri 1 Plemahan Kediri academic year 2014/2015. This research uses qualitative method to know the implementation of teaching reading using authentic materials to the ninth grade students of SMP Negeri 1 Plemahan Kediri. The object of this research is the English teacher of SMP Negeri 1 Plemahan Kediri. Here, the writer also needs the students of SMP Negeri 1 Plemahan, Kediri.

The result of the data analysis mentioned that the teacher is creative enough in developing the materials. Here, the teacher gets the materials from everything around her. In this case, she uses Label from the things' wraps around her. For the teaching activity, the teacher uses three main phases in teaching. They are pre-teaching, whilst-teaching and post-teaching. By using this kind of authentic materials, the students gave good responses to the teaching activity so the teaching learning process of reading becomes more alive. Here, the students are active doing their activity. Finally the writer concludes that the use of authentic materials in teaching reading can bring the students into active activity and avoid their boredom of reading a very long text. So, the students can have effective time to train their reading comprehension well. The suggestion is delivered to the teacher to ask the students to make their own authentic materials.

Key word: Teaching, Reading, Authentic Materials

I. BACKGROUND

Reading is one of receptive skill in English because by reading, the readers can receive information, message, knowledge from the text as well as entertainment. So, by reading, someone can enrich and enlarge his or her knowledge and information. But, reading seems to be one of difficult skill in learning English because in reading, the students have to use not only their eyes to recognize the words and sentences, but also use their brain to understand the meaning of the words and sentences they read. In this case, Pang et. al. (2003: 6) says, "Reading is about understanding written texts. It is a complex activity that involves both perception and thought." It is clearly means that reading consists of two related processes: word recognition and comprehension.

In addition, Graesser in McNamara (2007: 3) cities, "Reading is an extraordinary achievement when one considers the number of levels and components that must be mastered. Consider what it takes to read a simple story. The words contain graphemes, phonemes and morphemes. Sentences have syntactic composition, preposition, and stylistic features."

So, in reading, the readers should achieve the ability to know about the

words in written language. In this way, the readers can learn more about the words and sentences in written language. It is mentioned in the quotation that readers can learn about the syntactic composition of words including stylistic features. So, here, the readers can enrich their vocabulary mastery from slang or idiom used in the text.

Furthermore, Patel and Jain (2008: 114) states, "Reading is the most important activiy in any language class. Reading is not only a source of information and a pleasurable activiy but also as a means of consolidating and extending one's knowledge of the language."It means that by reading, the students do both getting information or entertainment and enriching knowledge. Reading can improve student's ability, increase knowledge, get information, and know what they want. By reading a person can obtain information and knowledge from book that they read.

There are some aspects of reading that should be understood, they are phonological and phonemic awareness, fluency, vocabulary and comprehension. Among them, comprehension is the main point in reading.

But the fact is in teaching reading, the teacher only ask the students to read a certain text on the textbook and answer some comprehension questions. It makes some students get bored and do not use

their reading time effectively. This kind of fact is also found in SMP Negeri 1 Plemahan Kediri. In reading activity, sometimes, the teacher likes to give them a task to read the text, both aloud and silent reading, followed by some comprehension questions. Then, the teacher discusses the answers classically. This kind of method can bring the students into boredom and lose their concentration. These kind of passive students will only wait for their friends' answers. They will not read their own text and try to understand it.

Authentic materials can be found around the students' life. It can be got from magazine, newspaper, brochure, advertisement, song and many others. According to Harmer quoted by Awasthi (2006: 2), "Authentic materials are the text designed for the native speakers; they are real texts, designed not for language students, but for the speakers of the language."

Using authentic material has an effort to take part in resolving the problem through real materials on teaching reading ability. Moreover, the teacher is allowed to develop the material with their own idea if it is needed. So, the teacher not only makes the students interested in studying English, but also it can increase the students' reading ability.

Relating to the above statement, Chaves, adopted by Awasthi (2006: 2)

stated that the students enjoy dealing with authentic materials since such materials enable them to interact with the real language and its use. It means that authentic materials can bring the students to be in real life. They can learn the real language used in real text used in social life. They can learn the real English used in real situation. Besides, the teacher and the students can find the authentic materials easily around them.

Therefore, here, this research is concentrating on the title "The Implementation of Teaching Reading Using Authentic Materials to the Ninth Grade Students of SMP Negeri 1 Plemahan Kediri in Academic Year 2014/2015".

II. METHOD

According to Marshall and Rossman (2010: 2), "Qualitative research is typically enacted in naturalistic settings, draws on multiple methods that respect the humanity of the participants in the study, focuses on context." In this research, the writer needs to find out about the application of teaching reading using authentic materials done by the teacher and the students' responses during teaching learning process.

This research is taken place in SMP Negeri 1 Plemahan, Kediri. This school is one of Junior High School in Kediri that gives much attention to the students'

English development. It can be approve by some students who be the winner in some English competition, like English debate, English madding and English ollympiad. There must be good efforts done by the teacher in teaching English.

III. FINDINGS AND CONCLUSION

Based on the result of interview and classroom observation, it was found that the teacher prepared her teaching. She made up her lesson plan before entering the class. In her preparation, she also prepared her teaching scenario. Here, she did not only prepared her class and her students' condition. She also related her teaching materials with the students' experience in real life. It had purpose to encourage the students to the material presented.

The teacher used cooperative learning in reading comprehension game. Working in group is very motivating and attracting for the students because they can work and share with their friends and they do not need to think them selves.

In teaching activity, the teacher gave chance to the students to read the text silently and asked them to write some difficult words to be discussed together. Like Brown (2000: 315) said, "While reading, where the students need to take a note for some important thing while they are reading." It means that the teacher gave chance to the students to understand

the text by write notes of some difficult words while reading the text.

Furthermore, the authentic texts can bring the students into real life. It means that authentic text can bring real life into the classroom. From the result of class observation, it was found that the students were active in their reading activity. They were curious to answer the students' oral questions. Besides, they also active in looking for the answers from some labels sticked on the board. So, the use of authentic text as teaching media can encourage the students to the material and the activity.

So, the suggestions are given to the English teachers and the other researchers. The teacher should be creative in applying the teaching method. It means that in a meeting, the teacher can apply more than one methods. It can be used to avoid the students' boredom and lose of motivation. The media used by the teacher is good enough. But, it is better for the teacher to use other kinds of media. The media of teaching reading is not only a text. The teacher can use slide, film strips and so on. So, the students will not only find text as their reading media.

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