

# VISION

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## USING AUTHENTIC MATERIAL IN INCREASING STUDENT READING ABILITY

(Classroom Action Research)

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### *Abstract*

*This study talks about the use of authentic material to increase student ability in reading. The research method uses classroom action research. It conducted to the students of IAIN sultan Maulana Hasanuddin Banten. Based on the data, the research resulted that the use of authentic material can increase student reading ability. It can be seen from the range of percentage from the first cycle and second cycle. The students also hold positive attitude toward the use of authentic material in reading class. The data shows that the student tends to choose agree and strongly agree. But, the use of authentic material is also needs appropriate technique, method and strategy to support them. Key word: authentic material, reading*

### **A. BACKGROUND OF THE STUDY**

During teaching a foreign language has gained much more attention in most countries around the world. As a result, searching for appropriate and effective teaching materials occupies a great space of instructors' thinking. The purpose of learning a foreign language is to be able to benefit from using it in the real world, in real situations. Therefore, most of the language teachers think whether it is enough to teach the language using the course book tasks, which are regarded artificial because they are designed for teaching purposes only, or if they should adopt using authentic materials to scaffold learners' learning process in general and develop reading skills in particular. this is also grounded that student today It makes educator tend to look for materials that more closely reflect the language students, which will be encounter outside of the classroom. Grammar practice, drills, exercises, and reading comprehension and listening texts found in common textbooks are necessary, but students need to be exposed to and have access to the same language native speakers typically use.

In this respect, Harmer (2001:200) believes that, despite many textbooks' use of non-authentic materials to practice specific language points, only authentic materials will 'genuinely' improve listening and reading skills.

Morrow in Su-chin stated that authentic material conveys are real language; a real speaker or writer produced authentic text to convey a real message. Several theorist in Shin Cu also defined about the advantages authentic material. Among of them said that Authentic

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materials included a wide variety of text types and language styles not easily found in traditional teaching materials (Martinez, 2002; Peacock, 1997)<sup>1</sup>.

Gillmore stated that authentic materials are believed to generate greater interest among teachers, students and even publishers than do traditionally structured materials. Authentic material has wide variety. It can be ranges from literature, CDs, DVDs, news, movies, TV programs, even to brochures and menus<sup>2</sup>.

Floris in Siao-cing Guo points out the necessity for incorporating authentic materials in the course design because they are more motivating, and engaging, and relevant to students' lives<sup>3</sup>. Other researchers claim that authentic materials provide opportunities for language use in a more relevant and communicative way<sup>4</sup>.

Huang states the importance of authentic materials, because when at an adequate level they elevate learners' sensitivity to and competence in the language<sup>5</sup>.

Littlewood brings attention to several considerations in the adoption of authentic materials: learners' needs, their interest in topics, language situations and functions students would find useful<sup>6</sup>.

Related to the important role of authentic material in developing language skill, many teachers focus to provide authentic material in the classroom. They believe that authentic material can enhance learners motivation's arousing their interest and may increase their active in learning activity. In addition, the growth of technology today makes people can be easy to get authentic material from internet.

From this clarification, it is clear that authentic material has advantages in developing language skill. Therefore, this research tries to apply the use of authentic material in increasing students reading ability. This research will be conducted in UIN Sultan Maulana Hasanuddin Banten at the Reading class to develop their ability in reading. In this case, the writer provided her students Jakarta Post newspaper. It is authenticity text for students. It produces to the general reader, it did not used to teaching purposes. This newspaper provided interesting topics related to the life and it can be very easy to find.

## B. PROBLEM OF THE STUDY

Dealing to the background above, The following is the problem of this study

1. How the application of authentic material in reading class?
2. How the student's ability in reading by using authentic material?

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<sup>1</sup> Chin , Su, attitude of students and instructor toward authentic material.(<http://ir.lib.edu>, 2009)

<sup>2</sup> Gilmore, A. (2007). Authentic materials and authenticity in foreign language learning. *Language Teach*, 40, 97-118.

<sup>3</sup> Siao-cing Guo. Using Authentic Materials for Extensive Reading to Promote English, *English Language Teaching*; Canadian Center of Science and Education Vol. 5, No. 8; 2012, p. 197

<sup>4</sup> Sánchez, R. C., Pérez, A. S., & Gómes, P. C. (2010). An attempt to elaborate a construct to measure the degree of explicitness and implicitness in ELT materials. *International Journal of English Studies*, 10(1), 103-129.

<sup>5</sup> Huang, C. C. (2005). Effective EFL education through popular authentic materials. *Asian EFL Journal*, 7(1). Retrieved from [http://www.asian-efl-journal.com/March\\_05\\_ch.pdf](http://www.asian-efl-journal.com/March_05_ch.pdf)

<sup>6</sup> Littlewood, W. T. (1992). *Communicative language teaching: An introduction* (4th ed.). Cambridge, UK: Cambridge University Press.

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3. How the student's attitude towards the use of authentic material?

## C. THE AIM OF THE STUDY

Related to the problem, the following is the aim of the study

1. To see the application of authentic material in reading class
2. To see the student's ability in reading by using authentic material
3. To investigate the student's attitude toward the use of authentic reading material

## D. THE SIGNIFICANCE OF THE STUDY

Theoretically and practically, this study is expected to be useful for readers who worked in education. It can help teachers or lecturer to be more selective in giving English material to the students and explore the student's need in learning. By doing of this study, it also can increase the belief between student and teacher in teaching and learning

## E. CONCEPTUAL FRAMEWORK

This study is supported by some theories related to the use authentic material. It is grounded by the concept of authentic material and the advantages of authentic material as the lecturers media in teaching. Authentic material is believed as the media which presented the real world and bring it into students in the class. According to Peacock, he defined that authentic materials as materials that have been produced to fulfill some social purpose in the language community.<sup>7</sup>

Then, Nunan clarified that referring authentic material as spoken or written language data that has been designed by native speaker for some real purposes of their own rather than using language is produced and designed for the class room.<sup>8</sup>

Gilmore also stated that the concept of authentic material has been used to refer to the function of task, the material being used or the people taking part in the learning process or communicative acts<sup>9</sup>

Heitler added the advantages of authentic material in learning language. He elaborated that authentic materials bring learners into direct contact, authentic materials drawn from periodicals are always up-to-date and constantly being updated and authentic materials can be found in from a particular source<sup>10</sup>. From the definition it can be concluded that authentic material can be used to explore student's motivation in learning.

Authentic material can be found easily in our daily life. it can obtain from video, Television, radio, newspaper, magazine etc. nowadays, by the tools of technology such as

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<sup>7</sup>Peacock, M. Authentic material on the motivation of learner, (ELT Journal V51, 1997) p.2

<sup>8</sup>Nunan, D. Second language teaching and learning (Boston: Heinle Publisher, 1999)

<sup>9</sup>Gilmore, *opcit* p. 97-118

<sup>10</sup>David Heitler, **TEACHING WITH AUTHENTIC MATERIALS**, ([www.intelligent-business.org](http://www.intelligent-business.org): Pearson, Longman, 2005) p. 5

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internet, teacher can access it from internet to get the authentic material. Related to this study, the researcher chooses newspaper as the authentic material in reading Class.

## F. PREVIOUS STUDY

As long as this time, the researcher has found previous study dealing with learner's attitude and authentic material, it can be seen on the following clarification:

1. Pamela M. Wesely did the research on Learner Attitudes, Perceptions, and Beliefs in Language Learning. This literature review examines recent research in the area of learner attitudes, perceptions, and beliefs about language learning and about themselves as language learners, together with the consequences of these perceptions on learning outcomes. After an overview of relevant definitions of these complex concepts, the review categorizes this research into three orientations: studies that have focused on how learner attitudes, perceptions, and beliefs relate to their traits and characteristics; studies that have examined how these notions relate to the learning environment; and studies that have looked at how these notions play out in the interaction between the learner and the environment. The review concludes with suggestions related to research design and research questions that would address current lacunae in the field.
2. Rashid Hamed Al Azri and Majid Hilal Al-Rashdi do the research on The Effect Of Using Authentic Materials In Teaching. They prove that using authentic materials in teaching English to EFL learners is "more effective than using non-authentic materials". The latter is and will surely be the researchers' conviction of the vital role that such authentic materials have, and will play for an effective, practical learning process that must happen in every teachers' classroom. simply, their studies point out that the use of authentic materials is regarded a useful means to motivate learners, arouse their interest and expose them to the real language they will face in the real world
3. Metinee Thanajaro interested to analyze Using Authentic Material to Develop Listening Comprehension in the English as a Second Language Classroom. from the analysis can be found that the use of authentic materials in this ESL classroom helped increase students' comfort level and their self-confidence to listen to the target language. Analysis of the class observation and the learning strategy questionnaire revealed that ESL students usually paid attention when someone was speaking English. Students also relied on outside sources such as dictionaries, or other people such as relatives to understand unfamiliar words. Finally, analysis of the class observation and the interview with students revealed that the use of aural authentic materials in ESL classroom had a positive effect on ESL students' motivation to learn

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the language. Recommendations are offered to ease learners' frustration that resulted from the use of unfamiliar vocabulary and the speed of authentic speech.<sup>11</sup>

4. Akbari, Omid and Razavi Azam analyzed about Using authentic materials in the foreign language classrooms: Teachers' perspectives in EFL classes. They found that The results revealed that all of the teachers had positive attitudes toward providing authentic input in their classes, regardless of their nationality, teaching experience, and academic degree. The reason for such an attitude was to improve students' skills and expose them to the real English language. In addition, teachers indicated that they would tend to use more authentic materials in reading rather than listening classes. Furthermore, the results indicated that the internet and TV would be the most used sources for obtaining authentic materials. These findings are consistent with the current studies which provided evidence supporting the teacher's positive attitudes toward using authentic materials in their classes as Zhafarghandi investigation and Soliman E. M. Soliman ones. According to this study, the teachers disagreed on the suitable level of students for presenting such materials. Most of the teachers believed that the language level of the text and the course objectives are the guiding criteria for selecting appropriate texts. Finally, most participants indicated a need for additional training in using authentic materials, particularly in designing appropriate tasks. The results of this study could be viewed as a starting point for further exploration into the use of authentic materials in EFL teaching<sup>12</sup>

From the research above, it can be seen that this research is different with them, because this study is focused on using of authentic material in increasing student's ability In reading

## G. AUTHENTICITY

The term authenticity has generated a lot of discussion in linguistics, material design and language learning. however, the term means different thing than other people. The following are some of the definition from authenticity:

- Rost (2005) cited in Rashid authenticity is one of the terms which researchers talk about questionably.<sup>13</sup>
- Kilickaya (2004) states that 'authenticity' is a vital element for both materials designers and language teachers, who are willing to employ authenticity in language teaching in EFL classrooms. There were a number of studies engaged with studying authenticity and the use of authentic materials in EFL classes. For

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<sup>11</sup> Metinee Thanajaro, Using Authentic Material To Develop Listening Comprehension in English as a Second Language Classroom, Virginia Polytechnic Institute and State University in partial fulfillment of the requirements for the degree of Doctor of Education: Virginia, 2000) p. i-ii

<sup>12</sup> Akbari, Omid & Razavi Azam. Using authentic materials in the foreign language classrooms: Teachers' perspectives in EFL classes, *International Journal of Research Studies in Education*, 18 June 2015) p.8

<sup>13</sup> Rashied en majid. The Effect Of Using Authentic Materials In Teaching. *INTERNATIONAL JOURNAL OF SCIENTIFIC & TECHNOLOGY RESEARCH VOLUME 3, ISSUE 10, OCTOBER 2014*)p. 250

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many researchers, authenticity is very significant, because it prepares the learners for the real world situations in terms of using the target language.

- Tatsuki said that genuineness, realness, Genuineness, realness, truthfulness, validity, reliability, undisputed credibility, and legitimacy are just some of the words that are used when we talk about authenticity. Frankly there is a lot of confusion connected to the idea of "authenticity". On the other hand, using less authentic materials with our learners, may lead to less practice in the real world.<sup>14</sup>.
- MacDonald et al. (2006) in Rashid state that —if a correspondence occurs between the texts used by teachers in the classrooms and kinds of texts used in the real world, in this case, these texts can be regarded authenticl.<sup>15</sup>
- Gillmore stated that An authentic text is a stretch of real language, produced by a real speaker or writer for a real audience and designed to convey a real message of some sort.' Using these criteria, it is possible to say whether a text is authentic or not (within these terms) by referring to the source of the discourse and the context of its production.<sup>16</sup>
- Adel et all clarified that Authenticity is not an independent feature of language and language use to be used as a criterion against which language materials and language use are evaluated but an outcome of the process of helping the learners achieve the goals they have set for themselves. As far as the needs of the learner, whether pedagogical or target, which in turn are affected by different factors including the context and the goals are met, authenticity has been taken into account.<sup>17</sup>
- Nunan clarified that authentic materials have been defined, "as those which have been produced for purposes other than to teach language"<sup>18</sup>.
- Widdowson, as cited in Donna, authenticity refers to them as possessing "genuineness" – a characteristic of the text or the material itself – and he claims that this is distinct from "authenticity" which refers to the uses to which texts are put. So the claim here is that texts themselves can actually be intrinsically "genuine" but that authenticity itself is a social construct. In other words, authenticity is created through the interaction of users, situations and the texts. This clarification is figured on the following:

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<sup>14</sup> Donna Tatsuki, What is Authenticity?, Shizuoka, Japan: Tokai University College of Marine Science, May 13-14 2006, proceeding *Authentic Communication: Proceedings of the 5th Annual JALT Pan-SIG Conference.*, <https://jalt.org/pansig/2006/HTML/Tatsuki.htm> p. 1

<sup>15</sup> Rashid, *loc.cit*

<sup>16</sup> Alex Gilmore. Authentic materials and authenticity in foreign language learning. Tokyo: University Tokyo. <http://www.researchgate.net/publication/231910134>, March, 2007) p.5

<sup>17</sup> Adel&Kaveh. Authentic Language Material: a new Out Look, European Journal of Scientific Research. ISSN 1450-216X Vol.58 No.1 (2011), pp.84-87

<sup>18</sup> Nunan D. the learner-centered curriculum. Cambridge: Cambridge University Press, 1988) p. 99

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Figure 1. Interaction of users, situations and texts in authenticity

From the definition above, it can be seen authenticity is the original one. It is created to special goal such as for education. But its for all society. Therefore, everything is the real message information.

Then, Bren (1985) in Adel extends the common notion of authenticity and identifies four types:<sup>19</sup>

1. an authentic text is a stretch of real language produced by real speaker as well as, writers to convey a real message in order to the purpose of communication Therefore, authentic texts are any source of input, which serve as a way to help the learner to promote an authentic interpretation. Authenticity of the learners own interpretations of such texts; Authenticity of tasks conducive to language learning;
2. Authenticity of the actual social situation of the classroom language

By identifying a category of task authenticity above, Breen is able to recognize that a classroom activity may be valid, natural and 'authentic' to the language learning process, while the instances of language use that it entails may be inauthentic in the established sense of the word. As it is stated by Widdowson (1990) that to generalize the meaning of authenticity in this way is to rob the term of true significance. authenticity is dependent upon the authority of the native speaker. Authenticity is not an independent feature of language and language use to be used as a criterion against which language materials and language use are evaluated but an outcome of the process of helping the learners achieve the goals they have set for themselves. As far as the needs of the learner, whether pedagogical or target, which in turn are affected by different factors including the context and the goals are met, authenticity has been taken into account.<sup>20</sup>

## H. THE USE OF AUTHENTIC MATERIAL IN EFL CLASS

Using inappropriate teaching materials makes learners face difficulties in learning a foreign language. Learners need to be motivated to succeed in learning any language. Therefore, teaching materials must be motivating and raise learners' interest. If teaching

<sup>19</sup> Adel, *loc.cit*

<sup>20</sup>Adel, *Loc.cit*

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materials are not interesting and motivating, learners will learn nothing. Therefore, most of researcher has tried to do authentic material in language learning.

Although the use of authentic materials in the classroom has become general practice during the previous 30 years, the issue of authenticity has been one of the most debatable aspects in the ground. However, the need or usefulness of authentic materials has been increasingly recognized especially in non-native countries as Indonesia.

Akbari said that many empirical studies have demonstrated the positive effects of utilizing authentic texts by language learners. He collected some research about authentic material. For example, some researches show that using authentic materials leads to oral language development such as Bacon & Finneman, 1990; Miller, 2005; Otte, 2006; Thanajaro, 2000).<sup>21</sup>

Bacon and Finneman in Akbari have confirmed that using authentic materials has great influence on developing reading comprehension by presenting new words and expressions to students.<sup>22</sup>

Miller (2005) and Thanajaro (2000) in Akbari have shown the use of authentic materials which lead to aural language development.<sup>23</sup>

In addition, Otte (2006) in Akbari studied the impact of aural authentic texts on listening comprehension abilities of adult ESL students of an American university. He found that exposure to authentic materials would lead to better listening comprehension abilities and motivation of the language learners.<sup>24</sup>

Moreover, many experts of language teaching and pedagogy stated that applying authentic materials would improve the communicative ability of the learners, such as which has been done by Guariento & Morely, 2001 Authentic material is one's created to fulfill some social purpose in language community in which it was produced. With the onset of the communicative movement a greater aware of the need, it develops student skill for the real world has meant that teacher stimulates this world in the class room. In simply, the use of authentic material help bridge the gap between class room knowledge and student capacity to participate in the real world.<sup>25</sup>

Hadley (2001) pointed out that use of real or simulated travel documents, hotel registration forms, biographical data sheets, train and plane schedules, authentic restaurant menus, labels, signs, newspapers, and magazines will acquaint students more directly with real language than will any set of contrived classroom materials used alone<sup>26</sup>

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<sup>21</sup> Akbari&Razavi. Using authentic materials in the foreign language classrooms: Teachers' perspectives in EFL classes. **International Journal of Research Studies in Education. April 2015) p.2**

<sup>22</sup> ibid

<sup>23</sup> ibid

<sup>24</sup> ibid

<sup>25</sup> William Guoriento&JohnMorley. Text and Task Authenticity in The Class Room. *Elt Journal* Volume 55/4, Oxford University Press, 2001) p. 347

<sup>26</sup> Hadley, A. *Teaching language in context* (3rd ed.). Boston: Thomson Heinle.2001)p.97



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Peacock in Rashid mentions several reasons for using authentic materials in the classroom. They are followed by:

- They prepare learners for real life,
- They meet learners' needs,
- They affect learners' motivation positively,
- They encourage teachers to adopt effective teaching methods and
- They present authentic information about culture.
- Authentic material helps learners realize the relationship between the language presented in the classroom and language used in real world situations<sup>27</sup>.

From the reason above, it can be seen that the use of authentic material in teaching language learning is very support to the student's ability and also build the motivation and interesting to the students.

## I. SOURCES AND TYPES OF AUTHENTIC MATERIALS

According to Marrow in Yugandhar that "a stretch of real language produced by a real speaker or writer for a real audience and designed to carry a real message of some sort."<sup>28</sup>

In Yugandhra, Harmer says that authentic texts (either written or spoken) are those which are designed for native speakers: They are real text designed not for language students, but for the speakers of the language in question.<sup>29</sup>

then Nunan thinks that a rule of thumb for authenticity here is any material which has not been specifically produced for the purposes of language teaching.

Based on these definitions, we can find the real meaning of authentic materials: they are real language; produced for the native speakers; designed without the teaching purposes.

In this sense, there are a large amount of authentic materials in our life such as newspaper and magazine articles, TV and radio broadcast, daily conversations, meetings, documents, speech, and films. One of the most useful is the Internet. Whereas newspapers and other materials date very quickly, the Internet is continuously updated, more visually stimulating as well as interactive.

There are two main categories of authentic materials—print and auditory. Some examples of the many types of authentic print materials include:

- a. Utility bills
- b) Packing slips
- c) Order forms
- d) ATM screens

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<sup>27</sup> Rashed, opcit p.521

<sup>28</sup> DR.K. Yugandhar. **Enriching English Language Learning Ambiance with Authentic Materials, International Journal of English and Education** ISSN: 2278-4012, Volume:3, Issue:4, October 2014) p. 38

<sup>29</sup> ibid

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- e) ATM receipts
- f) Web sites
- g) Street signs
- h) Coupons
- i) Traffic tickets
- j) Greeting cards
- k) Calendars
- l) Report cards
- m) TV guides
- n) Food labels
- o) Magazines
- p) Newspapers

Examples of authentic auditory materials include :

- a) Phone messages
- b) Radio broadcasts
- c) Podcasts
- d) E-books
- e) Movies
- f) Videos and DVDs
- g) Television programs<sup>30</sup>

Gebhard in Gail K. Oura also gives more examples of authentic materials EFL/ ESL teachers have used. Some of his examples, which may serve as source material for lesson planning, are shown below<sup>31</sup>:

- a. Authentic Listening/ Viewing Materials – such as TV commercials, quiz shows, cartoons, news clips, comedy shows, movies, soap operas, professionally audio-taped short stories and novels, radio ads, songs, documentaries, and sales pitches.
- b. Authentic Visual Materials – such as slides, photographs, paintings, children’s artwork, stick-figure drawings, wordless street signs, silhouettes, pictures from magazines, ink blots, postcard pictures, wordless picture books, stamps, and X-ray
- c. Authentic Printed Materials -- newspaper articles, movie advertisements, astrology columns, sports reports, obituary columns, advice columns, lyrics to songs, restaurant menus, street signs, cereal boxes, candy wrappers, tourist information brochures, university catalogs, telephone books, maps, TVguides, comic books, greeting cards, grocery coupons, pins with messages, and bus schedules.

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<sup>30</sup> Sally Laniro. Authentic Material.,<http://www.calproonline.org/documents/AuthenticMaterialsFinal.pdf>, 2007

<sup>31</sup> Gail K. Oura. Authentic Task- Based Materials: Bringing the Real World Into the Classroom.  
<https://www.jrc.sophia.ac.jp/pdf/research/bulletin/ki21/gaio.pdf>.68

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- d. Realia (Real world" objects) Used in EFL/ ESL Classrooms -- coins and currency, folded paper, wall clocks, phones, Halloween masks, dolls, and puppets, to name a few. (Realia are often used to illustrate points very visually or for role-play situations.

In sum up, authentic material can be found easily in our life. it also meant that the student will get a lot of benefit by using authentic material in classroom. Because of authentic materials help students bridge the gap between the classroom and the outside world. Many students enroll in school to learn or improve a language-related task, such as helping a child with homework or speaking English at work.

Others enroll because they have personal long-term goals that involve education, such as becoming an engineer or business owner. In working with new students, teachers need to identify why students have come to class. When teachers know learners' motivations, they can target instruction to meet those goals. A key way to help learners reach their goals is to use authentic, goal-directed materials. A study of Jacobson in Sally showed that, when they used authentic materials *inside* the classroom, they were more likely to engage in literacy activities *outside* the classroom. If students express interest in improving nutrition, having them read authentic materials such as food labels *inside* the classroom should increase the likelihood they will also read labels at the supermarket.<sup>32</sup>

A study of ESL students showed that using authentic materials and instruction can increase students' reading gains on standardized tests<sup>33</sup>

Dealing to the explanation above, this research applied the use of authentic material in reading class. In this case, the authentic material is taken from Newspaper Jakarta Post. In American encyclopedia, they defines about newspaper as unbound publication issued at regular intervals that seek to inform, explain and interpret, influence and its own financial vianility by publishing advertising<sup>34</sup>

From the feature of newspaper, it is no wonder that there are many practitioner in education presented it as teaching media or material. Because they contains about the real language and topic in the real life. In respect to the advantages of newspaper, the one that should be remembered that giving newspaper in teaching material is more selective. As the teacher, we should see the appropriate material in learning reading. In doing this research, the writer provides her students "Jakarta Post". Jakarta Post is the one of an English newspaper in Indonesia. **it** is a daily English language newspaper in Indonesia. The paper is owned by PT Bina Media Tenggara, and the head office is in the nation's capital, Jakarta.

## J. THE ADVANTAGES OF AUTHENTIC MATERIAL

Using authentic material in the classroom, even when not done in an authentic situation, and provided it is appropriately exploited, is significant for many reasons. Some of them are:

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<sup>32</sup> Sally, Loc.cit

<sup>33</sup> Sally, loc.cit

<sup>34</sup> Oviom Navajo, Encyclopedia Americana . new York; st. Martin press, 1985,) Vol 20

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1. Students are exposed to real discourse, as in videos of interviews with famous people where intermediate students listen for gist. they provide exposure to real language .
2. Authentic materials have a positive effect on learner motivation.
3. Authentic materials keep students informed about what is happening in the world, so they have an intrinsic educational value. as teachers, we are educators working within the school system, so education and general development are part of our responsibilities”
4. Textbooks often do not include incidental or improper English.
5. Authentic materials can produce a sense of achievement, e.g., a brochure
6. The same piece of material can be used under different circumstances if the task is different. Language change is reflected in the materials so that students and teachers can Keep abreast of such changes.  
“Reading texts are ideal to teach/practice mini-skills such as scanning, e.g. students are given a news article and asked to look for specific information (amounts, percentages, etc.), basic students listen to news reports and they are asked to identify the names of countries, famous people, etc. (ability to detect key words)” quoted from Martinez in Tamo
7. Books, articles, newspapers, and so on contain a wide variety of text types, language styles not easily found in conventional teaching materials .
8. Authentic materials can encourage reading for pleasure because they are likely to contain topics of interest to learners, especially if students are given the chance to have a say about the topics or kinds of authentic materials to be used in class.
9. Authentic materials support a more creative approach to teaching

In respect to the advantages of authentic material, it can be claimed that learners are being exposed to real language and they feel that they are learning the “real” language. These are what make us excited and willing to use authentic materials in our classrooms, but while using them, it is inevitable that we face some problems. The disadvantages mentioned by several researchers are:<sup>35</sup>

1. Authentic materials may be too culturally biased, so unnecessarily difficult to be understood outside the language community.
2. The vocabulary might not be relevant to the student’s immediate needs. too many structures are mixed so lower levels have a hard time decoding the texts.
3. Special preparation is necessary which can be time consuming.
4. Too many different accents can be heard which can cause some confusion .
5. The material can become outdated easily, e.g. news.
6. There are many headlines, adverts, signs, and so on that can require good knowledge of the cultural background

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<sup>35</sup> Ibid, Tamo,

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7. Some students criticized the authentic environment as non-academic, non-rigorous, and time wasting to efficient learning. Sometimes even the materials instructors worked so hard to prepare just did not work well. Some instructors found that they had difficulty finding suitable authentic materials and created their own communicative activities. Some people thought authentic texts were made to seem “real” and might be edited and changed for language purpose

## K. CRITERIA FOR SELECTING AND USING AUTHENTIC MATERIALS

Because of many issues about the weakness and strengthness of authentic material, thus, as the teacher should choose the appropriate of material in teaching reading.

According to Berardo , authentic texts must be chosen based on: suitability of content, exploitability, and readability. He believes that the content is suitable if it interests the students and is appropriate to their needs and abilities.<sup>36</sup>

There are several important thing in using authentic material, in this case the Teachers should follow eight criteria when selecting authentic texts:

1. relevance (to syllabus, to learners’ needs);
2. intrinsic interest of topic/theme;
3. cultural appropriateness;
4. linguistic demands;
5. cognitive demands
6. logistical considerations: e.g. length, legibility/audibility;
7. quality (as a model of use or as a representative token of a text-type);
8. exploitability (McGrath, 2002:106).

## L. METHOD OF RESEARCH

This study conducted qualitative research by applying classroom action research to determine relation among two variables. The researcher used the procedure of Classroom action research defined by Carr And Kemmis in Karen’s book. They defined that action research is a from of self reflective inquiry undertaken by participants in social including educational situation in order to improve the rationality and justice of their (own social or educational practices, (b) their understanding of these practices and (c) the situations (and institution) in which these practices are carried out.

This research conducted use of authentic material in increasing student’s reading ability at FTK IAIN Sultan MAulana hasanuddin Banten. it was held at the fourth semester started from March up to June 2017. Classroom action research was used to accomplish the objectives of the study. Therefore, the researcher used field note, observation, test, questionnaire and interview to provide a more comprehensive picture of using authentic material in reading class, see their ability and attitude.

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<sup>36</sup> Berardo, S. The use of authentic materials in the teaching of reading. *The Reading Matrix*, 6(2) 2006) 60-69.

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## M. FINDINGS

The class room action research conducts two cycles. Each cycle consists of three meetings in applying authentic material. Each cycles implements the stages of CAR from planning, Action, Observation and Reflection. The following are the description of using authentic material class in reading class

### The Discussion of Cycle I

This first cycle is designed related to the needs and problems of the fourth semester students of English Education based on the diagnosis of the previous test. The students are lack in comprehension, especially in reading English newspaper.

#### Planning

At the planning stage, researchers designed the use of authentic material that aims to improve the ability of students in understanding and memorizing of the reading text.

#### Action

Implementation of learning in the first cycle is done in two meetings (action) and one meeting (evaluation). Each meeting is provided two titles of news from Jakarta post. Every meeting is also supported by three phase techniques in reading, they are followed by:

##### 1. Pre reading

Before reading the text, researcher shows the picture and title of text. The, ask the student to predict what is the topic about. They ask to write their prediction by using graphic organizer of predicting. It aims to expose their prior knowledge related to the reading text

##### 2. While reading

While reading, the teacher guides the students by think aloud while reading a book to students, modeling the process of predicting while reading. "Hmmm... my prediction that the story would be about \_\_\_\_ was right, but I did not think that \_\_\_\_ would happen. I'll make a new prediction that \_\_\_\_ will happen based on what we read."

##### 3. After reading

Give modeling the process of reflecting on predictions after reading. "My first prediction was \_\_\_\_\_. After reading part of the story I predicted \_\_\_\_\_. Now that I am finished reading I think my predictions were close/not close to what really happened because\_\_\_\_\_." After making predictions, students can read through the text and refine, revise, and verify their predictions.

#### Observation and Reflection

Observations are made simultaneously in the implementation of learning. Researcher and observer uses observation sheet and field notes to record what happens during the

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teaching and learning process. Then, the researcher uses test essay to see the student ability in reading.

From the observations, it can be seen that the students are very interested in reading newspaper “Jakarta post”. Because of the text is very close to their life. All the students can follow the teaching learning process effectively. They are enthusiastic when they find unfamiliar terms/ word. Automatically, it can increase their comprehension and vocabulary. This is also supported by the guidance provided from the researcher/writer. Their increasing in reading also indicated through the score after giving the test in the first cycle.

From the data and observation in the learning process, it results that the ability of students is still in sufficient level (enough). The students find the difficulties when they answer the test about synonym (close meaning) and the definition. From these weaknesses can be used as a guide to carry out an effort to improve reading through the recognition of new terms, unfamiliar words/term in English.

## The Discussion of Cycle II

After carrying out the action on cycle 1 and based on the results of reflection which shows the level of competence of reading, the researcher and observer tries to meet the needs of students to achieve the desired competence. Therefore, researcher provides an effort to solve the problems and increases their scoring.

## Revised Planning

In accordance with the purpose of cycle II, the researcher plans to solve the problems of unfamiliar term/words. This cycle consists of three meetings; two meeting for the action and on meeting for the test.

In the application of authentic material in revised planning, researcher uses different text but still close to student life. Besides that the researcher also uses technique three phases as in previous cycle. But there are differences associated related to the weaknesses found in previous cycles. In while reading, the researcher helps students give meaning to difficult words/unfamiliar terms and words by using synonyms, antonyms or definitions. By using this way, it helps the students to understand the meaning and remember the word. The following table will clarify the increasing from first cycle and second cycle.

**Table of Result Test in Cycle I and Cycle II**

category	Cycle I	cycle 2
Total	2345	2550

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Min	50	65
Max	80	90
Averages	73.28	79.68

Based on the table above, it can be indicated that there is an increasing between the first cycle and second cycle. The students can achieve the percentage by using authentic material in the reading class. it meant that the use of authentic material is an alternative way to increase reading comprehensive

After doing the implementation of authentic material in reading class, the researcher also gives questionnaire to the students related their attitude toward authentic material. The researcher uses five likert scale and interview to get the deep data. As the result, the students hold the positive impact on the using of authentic material in the class. the clarification can be seen on the following:

## Recapitulation

No.Item	Mean	SD	N	Rit	Rkrit	Status
1	4.38	0.49	31	0.49	0.3	Valid
2	4.25	0.44	31	0.47	0.3	Valid
3	4.38	0.49	31	0.46	0.3	Valid
4	4.35	0.55	31	0.5	0.3	Valid
5	3.67	0.83	31	0.53	0.3	Valid
6	4.25	0.57	31	0.47	0.3	Valid
7	4.29	0.52	31	0.52	0.3	Valid
8	3.93	0.57	31	0.57	0.3	Valid
9	4.19	0.41	31	0.54	0.3	Valid
10	4	0.57	31	0.6	0.3	Valid
11	4.16	0.58	31	0.49	0.3	Valid
12	4	0.68	31	0.59	0.3	Valid



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Related to the frequency table above, this recapitulation table shows the mean of student who choose the five scale likert. It also supported that all of the instruments are valid and reliable, because  $R_{hit}$  is bigger than  $R_{Table}$ . The following is the description:

Number of Item	: 12
Option	: 5
Minimum Score	: $1 \times 12 = 20$
Maximum score	: $5 \times 12 = 60$
Range	: $60 - 12 = 48$
SD	: $48/5 = 9.6$
Mean	: $12/3 = 4$

From this calculation can be gained the following score:

High	: $4 + 9.6 = 13.6$
Enough	: $-5.6 -$
Low	: $4 - 9.6 = -5.6$

The formulation described that the students tend to the positive. It can be proved from the dominant option 4 (agree) or 13.6.

## L. CONCLUSION AND SUGGESTION

After collecting data and analyze them, the writer comes to the conclusion.

1. The application of authentic material is supported by three phase technique. In the first cycle, the application of authentic material is done with the help of strategy predicting. In the second cycle, researchers re-strengthen student's ability by giving synonyms, antonyms and definitions to understand the reading text and students easily remember the vocabulary.
2. Based on the implementation of authentic material since planning, action, observation and reflecting, it is indicated that the use of authentic material can improve student ability in reading. it can be seen from the range of percentage from the first cycle and second cycle. The percentage shows that there is an achievement between both of cycles.
3. From the questionnaire and interview, the researcher also found that the student hold positive attitude to the use of authentic material. They tend to choose agree and strong agree in using of authentic material in reading.
4. The use of authentic material needs an appropriate technique, method or strategy to support the implementation in the classroom

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5. The selection of authentic material is an important thing in choosing them as the media in language teaching learning. it's likely has different linguistic and bias.

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