

**IMPROVING STUDENTS' READING SKILL OF NARRATIVE TEXT BY
USING AUTHENTIC MATERIALS**

SKRIPSI

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ABSTRACT

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This research was aimed to describe the improvement of the students' reading skill on narrative text by using Authentic Material. The subject of this research was the IX grade students of SMP Muhammadiyah 08 Medan in the Academic Year 2018/2019 with 41 students. It was conducted by using classroom action research. The instruments of collecting the data were observation sheet, interview, and tests which were carried out in two cycles and the two cycles conducted in six meetings. The tests were given to the students in the form of pre-test, post test I in the first cycle, and post test II in the second cycle. The technique of analyzing data applied quantitative and qualitative research. The result of data analysis showed that there was an improvement on the students' reading on narrative text from each cycle. It was showed from the mean of pre-test which was 50.97. After Authentic Material was applied in the first cycle, there was an improvement of the result of the students' mean which was 62.68 and for the second cycle after reflection on the first cycle, there was an improvement of students' mean which was 84.63. Moreover, pre-test there was 4.87% (2 students) who got over 70. In post test I in the first cycle there was 34.15% (14 students) who got over 70. In post test II in the second cycle there was 100% (41 students) who got over 70. In other words, the students' reading on narrative text was improved and based on the interview, and the observation sheet, they showed that students motivation and enthusiastic were also improved.

Keywords: CAR, Authentic Material, and Reading Narrative Text

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CHAPTER I

INTRODUCTION

A. The Background of the Study

Reading is a process that is carried and used by the reader to get the message that author tries to convey through words in written language. A process that requires the reader to understand the written word is an integral and visible in a glance, and the meaning of these words can be known (Samsu, 2013). In reading skill students are expected to have knowledge and ability to understand about the content that has explained in the text. Good reading texts can introduce interesting topics, stimulate discussion, excite creative responses, and provide the springboard for well-rounded, fascinating lessons.

Reading is a complex cognitive process and mastery of all aspects of reading is crucial for academic success and achievement. The requirements of reading comprehension increase as students attain higher grades when they are expected to comprehend more complex materials that are often concrete to requiring well developed reasoning skills as well as an ability to apply appropriate background knowledge in a variety of contexts. As Andrew (2008) states that reading integrates visual and nonvisual information. During the act of reading, the visual information found on the page combines with the nonvisual information contained in your head to create meaning. In that way, what's in your head is just as important as what's on the page in the process of creating meaning (reading).

Reading has important role in the context of English teaching as a foreign language in Indonesia. To make the students able to speak, listen, and write, they

should be good in reading skill first. Reading is considered one of the most important skills that university students of English as Second Language need to acquire (Levine et al., 2010:84). Reading is important not only in developing language intuition or determining academic succes, but also for completing certain task. Therefore, it is obligatory for students , especially those who study in collage to have good reading skills. To comprehend, readers must use information they already process to filter, interpret, organise and repect upon the incoming informatiion from the page. Efficient interpretation of text involves a combination of word recognition skills, linking of new information to prior knowledge, and application of appropriate strategies such as location the main idea, making connections, questioning, inferring and predicting.

In Curriculum 2013 for junior high school states that the students are expected to be able to comprehend the meaning of the text in form of recount, narrative, procedure, descriptive, and report in the context of daily life. Furthermore, the students have to master reading comprehension in order to enable them to get success of their learning. If the students do not understand about the text in a test, it will be difficult for them to fulfill the passing grade. As Yudi (2010) states that reading skills are necessary when students want to further their study, especially at the secondary level. They need good reading skills for acquiring knowledge and learning new information. By reading students can improve their knowledge. The students will get the benefit of reading if they read much and comprehend it well.

However, based on experience in teaching English during PPL at SMP Muhammadiyah 08 Medan in the IX-1 grade students, the researcher found that

many students were still difficulty in comprehending the text especially in narrative text. They did understand the meaning of the text. Students also had low motivation, did not have spirit and was interested in reading. The teacher also still used traditional and monotonous material which made the students bored and lazy to read the text.

Based on the problem above, the researcher intended to help the students which make to comprehend the text and enjoy the lesson by using Authentic Material. Authentic materials is very good strategy can be implied that affect the students in teaching reading. Authentic materials are often more interesting because they reflect real life phenomena. It is in line with Brown (1999)s' statement that the learners are more eager to learn when the language is authentic or meaningful. It is supported by Nuttal (1996:172) who states that authentic text can be motivating. Moreover, they have a positive affect on comprehension and learnersatisfaction (Berado, 2006). Authentic material refers to those taken from real life sources and they are not designed for teaching and learning purposes. The most common source of authentic materials that can be used in the clasroom are newspaper, magazine,songs, video, movie, and materials from the internet. Wallace (1998:145) one of the main purposes of using authentic materials in the clasroom is to expose students to as much real language as possible. Therefore, the students can gain real information and know what is going on in the world around them.The use of authentic materials in the classroom is discussed, with the student benefiting from the exposure to real language being used in a real context. Other aspects which prove positive when using authentic materials are that they are highly motivating, giving a sense of achievement when understood and

encourage further reading. They also reflect the changes in the use of language, there is a wide variety of text types, they are also very versatile (they can be used in different ways to promote different skills) and can be used more than once as well as be updated. Anything can be used as authentic material but for developing reading one of the most useful resources is the Internet, with large amounts of varied material being easily accessible.

Based on phenomenon above, the purpose of this research was to improve the students' achievement in reading narrative text so that they could understand and comprehend narrative well. That was why, the researcher was interested in conducting the research entitled "Improving the Students' Narrative Text by Using Authentic Material of Short Functional Text".

B. The Identification of the Problems

Based on the background of the study above, there were some problems that identified in this research, those were :

1. Many students are still difficult in comprehending narrative text
2. Many students still have low motivation
3. The students cannot find the main ideas in the text
4. The teacher still uses monotonous material in teaching reading.

C. The Scope and Limitation

The scope of this research is focused on reading comprehension and it is limited narrative text by using Authentic Material.

D. The Formulation of the Problem

Based on the identification of the study, the problems are formulated as:

1. Is there any improvement of the students' achievement in narrative text by using Authentic Materials?

E. The Objective of the Study

Based on formulation of the problem, the aim of the study is

1. To find out the improvement of the students' achievement in narrative text by using Authentic Materials

F. The Significance of the Study

In this research contribution is given as theoretically and practically.

1. Theoretically, this research can enrich theories in Authentic Materials.
2. Practically, the finding of this research can be useful for :
 - a. The students, to increase their achievement in reading especially narrative text.
 - b. The teachers, can add the information to improve the students achievement in reading narrative text.
 - c. The other researcher, this research can be reference the further research but different point of view.

CHAPTER II

REVIEW OF LITERATURE

A. Theoretical Framework

1. Reading

Reading is one of the important skills that should be paid attention to learn the process. Reading can be challenging, particularly when the material is unfamiliar to students. In addition, by reading, the students open their mind and refresh their knowledge every time. Actually the essence of reading is the reader necessity to work by them to interpret the text and get the meaning of what the writer wants to convey. According to Keren Tankersley (2003:2) states that “Reading is a complex process made up of several interlocking skills and processes.” It means that, the readers should have supporting capability of skills such as phonics and decoding, fluency, vocabulary and word recognition, comprehension and the last for thinking which help them to understand and to interpret the meaning what they have read.

But sometimes, the real fact is many of students feel reading instead of nothing. In their mind, reading is only saying words either orally or silently. They do not know what they have to read. So, all the teachers have responsibility to demand make interesting by using strategy when teaching reading process goes on. In order words, the students are interested in know what they have read. According to McIntyre et. Al (2011:113) states reading is comprehending, if children can read the words of the text, but do not understand what they are reading, they are not really reading. So, basically reading is a crucial goal that

children must master in order to be successful in school. As professional educators, the teachers are constantly pushing the students to increase the reading levels in their classrooms.

Moreover, Harvey and Gouduis in Pamela, et. al (2004:320) states that like writing, reading is an act of composition. When we write, we compose, thoughts on paper. When we read, we compose meaning in our minds. Thoughtful, active readers use the text to stimulate their own thinking and to engage with the mind of the writer. Based on the above explanation, the researcher concludes that reading is getting meaning from print. It is not only confined to print in text or book, but also this happen for communication between the reader and the writer. Therefore, the reader should interpret what is written by the writer.

2. Comprehension

Comprehension is ability to understand something or exercise that trains student to understand a language such as reading, listening. Meanwhile reading comprehension is a complex process which comprises the successful or unsuccessful use of many abilities (Wainwirgh: 2007). The fundamental goal of any reading activity is known enough science concepts and knowing the language in term understanding or comprehending.

So definition of reading comprehension is a thought process through which readers become aware of an idea, understand it in terms of their experiential background, an interpret it in relations to their own needs an purposes. Reading comprehension is not a skill or ability that can be developer

once and for all at any level of instructions. It is a cumulative process that began in early childhood and continuous as long as an individual reads for information.

Each new concepts developed enhances the individual's thinking process and enlarges the background for learning and understanding. As readers mature, their store of usable information advance to incorporate knowledge in many areas, and they become capable of understanding materials on gradually ascending levels of difficulty. Increasing maturity in comprehension need not involve new kinds of thinking skills, but it does require emphasis on the more complex abilities necessary for understanding. Very young children use these skill at an elementary level to select, understand, and interpret facts and make judgment. As they mature, understanding develop until they are able to apply the basic skill to interpret much more difficult material.

3. Reading Comprehension

Danny (2008) says reading refers to the ability to comprehend or make meaning from written text. Comprehension is the essential goal of reading and reading instruction. Effective comprehension instruction goes beyond literal comprehension by challenging students to make deep inferences about texts, to think critically about material they read, and to creatively transform the texts they encounter into other forms and formats. Moreover, effective instruction in comprehension should be engaging for students and teachers. Comprehension is the heart of any conventional definition of reading. Reading is the practice of using text to create meaning. The two keywords here are creating and meaning. If there is no meaning being created, there is no reading taking place.

Reading comprehension is the construction of the meaning of a written communication through a reciprocal, holistic interchange of ideas between the interpreter and the message. Reading comprehension requires an action on the part of the reader. That action involves the use of the existing knowledge that the reader has on the topic of the text as well as the text itself in order to create meaning. The problem in reading comprehension is making meaning from the text. The problem is solved by the intentional action of the reader, which includes the purpose for reading as well as the ability to draw upon prior knowledge that is relevant to the text. Moreover, Reading comprehension is one of the Indonesia language skills that must be developed at school. This is because the reading comprehension has become something important and indispensable for the students because students' success largely depends on their ability to read. Nunan (1999:137) defines the basic skill of reading as follow:

a. Pronunciation

Pronunciation is the utterance of any sound symbol or word. It is important in recognizing a word because the correct pronunciation of a word would have the reader to recall the meaning of it. Stress and intonation are under this part.

b. Structural system

Structural system is the part of a word that form unit of meaning or sound. The unit maybe parts of an inflectional ending, a compound word, prefix, and syllable

c. Vocabulary

Vocabulary is a list of words in which a reader can find word to express the meaning. In other recognition is much large than production vocabulary.

Reading comprehension ability in this context refers to the ability of students to grasp the information or ideas presented by the authors through readings so he can interpret ideas that they have discovered. Reading comprehension is essentially a process of building understanding of a written discourse. Moreover reading comprehension is an activity or activities undertaken by the reader to connect new information with old information in order to gain new knowledge. In addition, it is also done to link information and gain new knowledge.

4. Level of Comprehension

According to Barret in Brassell and Rasinski (2008) state that there are three types of action with his three-level taxonomy of reading comprehension: (a) Literal Comprehension, (b) Inferential Comprehension, and (c) Critical Comprehension.

a. Literal Comprehension

In this level, the readers get information and ideas that are explicitly stated in the text. Literal comprehension requires a reader to be able to retell or recall the facts or information presented in a text. Literal comprehension focuses on ideas and information explicitly stated in the selection.

b. Inferential Comprehension

Inferential comprehension refers the ability of a reader to take in information that is inferred or implied within a text. It is stimulated by purposes for reading and teacher's questions which demand thinking and imagination that goes beyond the printed page. In this level the student uses the ideas and information implicitly stated his intuition and personal experiences as a basis for conjecturing and hypothesizing.

c. Critical Comprehension

Critical Comprehension involves a reading making critical judgments about the information presented in the text. Critical comprehension refers to the ability to make judgment about ideas and information a writer offers. Competent reader will measure them against what they already know accepting or rejecting them in whole or part or with holding judgment until confirmation is reached. So, it means that the three levels of comprehension mentioned above are important and needed to be mastered by the students to be success in reading.

5. Students' Achievement in Reading

Achievement in reading comprehension refers to the mastery and proficiency of students in the area of reading comprehension. Reading comprehension is the skill of constructing meaning from text. The goal of all reading instruction is ultimately targeted at helping a reader comprehend text and constructing an approximate understanding of the writer's message. An achievement test is treated directly to classroom lessons, units, or even a total

curriculum. Achievement tests are limited to particular addressed in a curriculum within a particular time frame and are offered after a course has focused on the objectives in questions.

The primarily role of an achievement test is to determine whether course objectives have been met and appropriate knowledge and skills acquired by the end of a period of instruction. Reading comprehension achievement is determined by some indicators, they are the student's capability in comprehending a text as what is intended by the writer, the student's capability in answering the questions related to the text, the student's capability in retelling a text briefly, and the student's comprehending a text well in a short time.

6. Description of Authentic Material

The use of authentic materials in the classroom seems to have a positive effect on students motivation. Authentic materials are likely to be more interesting than artificial ones, such as course books – which are intentionally created for language learning purposes, since the materials may promote the real language used by an English community itself. Little and Singleton (1991) say that authentic materials are more enjoyable for learners, who consequently feel more motivated as they are brought closer to the target language culture. The students may also feel that they learn the real language, which is exactly the language they need to interact and communicate with in the real world.

The concept of using authentic materials in the teaching processes has now become popular. Through authentic materials, learners get exposure to „real English, not an artificial one. And it is believed that this will increase students

motivation in learning the language as they will learn from something that is exactly the same as that which native speakers will learn from (Morton, 1999). Apart from what the theorists have said about the complex context of authentic materials, various researches have presented some reasons for teachers to use authentic materials in their classrooms:

- a. Authentic materials increase learners motivation and create an enjoyable teaching learning environment (Peacock, 1997; Kilickaya, 2004).
- b. Authentic materials provide a bridge between the classroom and the real world, so language learners are closely exposed to the target language and the target community (Wong, Kwok & Choi, 1995; Martinez, 2002; Morrison, 1989).
- c. Authentic materials contain various text types and language styles (Peacock, 1997; Martinez, 2002).
- d. Authentic materials offer essential support in designing curriculum for a specific group of learners (Wong, Kwok & Choi, 1995; Peacock, 1997).
- e. Authentic materials are available which are suitable for every level of language learner (Guariento & Morley, 2001; Karpova, 1999).

6.1 Types of Authentic Materials:

Teaching materials are a very essential part of teaching and learning a foreign language. These days, the resources for teaching materials are available for everybody. The internet is regarded as a very important and rich source for authentic materials. Genhard (1996) classified authentic materials into three categories, namely 1) Authentic listening materials, such as radio news, cartoons,

songs, etc, 2) Authentic visual materials, such as picture stories, magazines, newspapers, post cards, etc, 3) Authentic printed materials, such as sports reports, newspapers, restaurant menus, train tickets, etc.

Description of the authentic materials as a media visual is picture stories. According to Symonds (1999:10), picture-story is made of comprehensive study imaginative processes in children. He adds that among the many methods employed was the collection of stories which were written in response to picture. Based on the definition above, it can be concluded that combination of picture and story is interesting to improve the students' motivation and comprehension in children because by using picture-stories the students can reflect what they are thinking about the story in the text. They not only read the text but also see the actions of the story in picture. It makes the students interested in reading the text.

Authentic texts should be materials that are not taken from second language learners, it must be materials that are used by native speakers in their daily life, for example, articles from newspapers, poems, American pop songs, some English advertisements, and so on (Peacock, 1997). Oguz and Bahar (2008) add that in order to have effective authentic materials in teaching the language, there are several factors that have to be considered, for example the learners needs, interests, age, language levels, expectations and language goals.

Gower (2004) states that artificial text simplification might generate less than ideal conditions since the language is often altered; this can cause meaningful communication and significant framework to be lost in teaching examples. The process of simplification may make learning more difficult. Therefore formal English language learning often does not apply to a daily authentic language

situation. Language learners need to get exposure to authentic materials in order to know how the real language out there is used. It is expected that through the use of authentic materials, learners' interest in learning English will be increased.

To increase the quality of education for students, creativity and effectiveness in teaching-learning strategies should be used. One way to fulfil this need is using authentic materials in the class (Oguz & Bahar, 2008). Wong, Kwok and Choi (1995) define authentic materials as materials that were taken from the real world without being prepared for teaching and learning English purposes.

6.2 The Advantages of using Authentic Materials:

There are some advantages of Authentic Material, namely Having a positive effect on students' motivation, giving authentic cultural information, exposing students to real language, relating more closely to students needs, supporting a more creative approach to teaching.

6.3 Disadvantages of authentic materials:

The use of Authentic Materials strategy also has some disadvantages. The disadvantages is in Often to culturally biased, difficult to understand outside the language community, special preparation is necessary, can be time consuming, too many structures are mixed so lower level have problems decoding the text, vocabulary might not be relevant to the students immediate needs.

Peacock (1997) says that that many authors have claimed that authentic materials are intrinsically more interesting and stimulating compared to non-authentic materials in learning a foreign language. However Guariento and

Morley (2001) have argued that authentic materials are not suitable for all language learners, particularly for students in lower levels, as they may create demotivation, confusion and frustration. Wong, Kwok and Choi (1995) also note that authentic materials can be distinguished by three points: the genuineness of time, location and people. These three factors give the students familiarity with the materials and the ability to relate the context with their own experiences and knowledge.

7. Description of Narrative Text

The genre of the text in this unit is narrative. According to Dirgeyasa (2014), the function of narrative genre is to amuse, entertain, and to deal with actual or vicarious experience in different ways. In some cases, narratives are set in historical ones. In writing this historical narrative, writers perhaps lead readers to think about social issues of a particular period of time. Narratives deal with problematic events which lead to a crisis or turning point of some kind, which in turn find a resolution. There are many types of narrative. They can be imaginary, factual or a combination of both. They many include fairy stories, mysteries, science fiction, romances, horror stories, adventure stories, fables, myths, and legends, historical narratives, ballads, slice of life, and personal experience. However, narratives can also be written to teach or inform, to change attitudes or social opinions e.g. soap operas and television dramas that are used to raise topical issues. Narratives sequence people or characters in time and place but differ from recounts in that through the sequencing, the stories set up one or more problems, which must eventually find a way to be resolved.

7.1 Generic Structure

The generic structure of narrative text consist of several parts. Anderson (1997:8) stated that the generic structure of narrative text consist of four parts. There are orientation, complication, sequence of events, and resolution. This is detail:

a. Orientation

Orientation is the introduction of the text. It includes what is inside the text, what the text talks in general, who involves in the text such as the characters, when and where it happen.

b. Complication

In complication, the text talks about what happens with the participants. It explores the conflict among the participants. Complication is the main element of narrative. Without complication, the text is not narrative. The conflict can be shown as natural, social, or psychological conflict.

c. Sequence of events

Sequence of events is where the narrator tells how the character react to the complication. The events can be told chronological order (the order in which they happen) or with flashback. The audience is given the narrators point of view.

d. Resolution

Resolution is the end of narrative text. This is the phase where the participant solve the problem aroused by the conflict. Whether the participants succeed or fail. The point is the conflict becomes ended.

7.2 Types of Narrative Texts

a. Legend

Legend is a narrative of human actions that are perceived both by teller and listeners to take place within human history. Typically, a legend is a short, traditional and historicized narrative performed in a conventional mode. Some define legend as folktale. The examples of legend in narrative text are: Sangkuriang, Malin Kundang, The Legend of Tangkuban Perahu, The Story of Toba Lake, etc.

b. Fable

Fable is a short allegorical narrative making a moral point, traditionally by means of animal characters that speak and act like human beings. The example of fable in narrative text are : Mouse Deer and Crocodile, The Ants and the Grasshopper, The Smartest Parrot, The Story of Monkey and Crocodile, etc.

c. Fairy tale

Fairy tale is an English language term for a type of short narrative corresponding. A fairy tale typically features such folkloric characters as fairies,

goblins, elves, trolls, dwarves, giant or gnomes, and usually magic or enchantments. The examples of fairy tale in narrative text are :Cinderella, Snow White, Pinocchio, Beauty and the Beast, The Story of Rapunzel, etc.

B. Previous Related Study

There is now a general consensus in language teaching that the use of Authentic Materials in the classroom is beneficial to the learning process. There are many references and studies related to the use of Authentic Materials. Peacock (1997) suggests that Authentic Materials as ideal motivators. They may increase the students' level on-task behavior, concentration and involvement in the teaching and learning activity more than artificial materials. His result of the study found that learner were on task 86% of the time when using authentic materials, and 78% of the time when using artificial materials. In line with Peacock's finding, Berardo (2006) found that positive effects by using Authentic Materials were that the materials were highly motivating, giving a sense of achievement when understood and encourage further reading. The participants of the research were highly motivated and preferred working with authentic materials, finding it more interesting materials. Another research of using authentic materials was done by Shao-cing Guo (2012). He examined the effect of reading toward authentic materials. The research showed evidence of vocabulary gain and motivation increase, the students also became more involved in class discussion. Based on the researches above, it can be summarized that authentic materials influences and stimulates students' reading motivation. It can give students more exposure of English language, increase motivation and also class interaction.

Through reading authentic materials, the students can also learn new vocabulary and culture. While they learn, they can also experience the language in the real world beyond the classroom. That is why authentic materials can be used in language teaching.

C. Conceptual Framework

As it has been mentioned before that reading is considered as the most difficult skill to be mastered by the students of grade IX SMP Muhammadiyah 08 Medan. There were several problems in teaching and learning process of reading skill. One of the students is the low achievement in reading narrative text. This problem was related to the teacher, the students, the teaching and learning method and the reading materials. Since the aim of English teaching and learning in junior high school was to enable students to gain the functional literacy which was the ability to communicate both in simple oral and written English to deal with the daily life context, the students needed materials that could improve their reading comprehension. However, from the preliminary observation, the researcher found that the reading materials for the students were only taken from the course book.

There were no other reading materials outside the course book due to the aim of the teacher that oriented on the need of the students to face the final exam. Some students were found having less interest on English subject because of the reading tasks which were considered monotonous. They found that the subject was boring and less important. As a result, they found difficulties in the reading narrative text. They felt difficult to find the main idea. In fact, there were a lot of materials which could be used as reading materials to motivate the students in

teaching and learning process. One of the materials is authentic materials which can be good since authentic materials contain genuine communication. They provide students with opportunities to experience language as it is used in real-life situations. The students need to learn to communicate in English to deal with daily life context to prepare them to be ready to join the real-life situation in which they will be exposed to use of English outside the classroom. Furthermore, reading authentic texts efficiently is a way to build up the students' confidence and also motivate them. If the teacher carefully chooses the materials, with the students' general competence, the reading activity will be success-oriented and quite motivating. Then if the students know that they have read a difficult text but they have managed to understand it adequately, they will feel confident in their own ability to read in the foreign language and will be more willing to take charge of their own learning. Highly-motivated students will lead them to enjoy reading and it will result in acquisition of the target language. In conclusion, the researcher feels certain to use authentic materials to improve reading comprehension of the eight grade students of junior high school. Since authentic materials propose the same term with the aim of English teaching and learning process for junior high school.

CHAPTER III

RESEARCH METHODOLOGY

A. Location of the Research

The research was conducted at SMP Muhammadiyah 08 Medan. it locates at Jalan Utama No.170, RT.02, Kota Matsum II, Medan. This school was chosen because the researcher found some problems in teaching reading especially narrative text.

B. The Subject of the Research

The subject of the research was IX grade students at SMP Muhammadiyah 08 Medan with 41 students including with 18 boys and 23 girls. It was found that the students had low ability in reading narrative text. Based on the observation from the teacher to know students improvement in reading comprehension especially narrative text.

C. Research Design

This research was conducted by using classroom action research (CAR). According to Ary (2010) Action research is about taking action based on research and researching the action taken. It can be used to enhance everyday work practices, to resolve specific problems, and to develop special project and programs.

Action research is based on the premise that local conditions vary widely and that the solutions to many problems cannot be found in generalized truths that

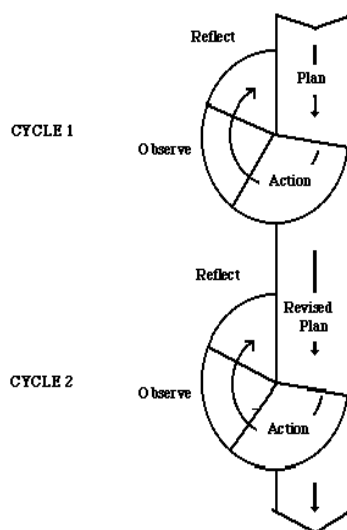
take no account of local conditions. In this chapter, we focused on the use of action research in education. According to David (2000) Action research is concerned with social practice aimed towards improvement a cyclical process pursued by systematic enquiry a reflective process participative determined by the practitioners. There were some steps in classroom action research, namely:

1. Reflect. Experience and perceptions are used to identify an area of focus based on a problem. Time is taken to review what is already known about the problem or focus area and to learn more about the problem. This may include review of the literature. This phase is also referred to as identifying and limiting the topic.
2. Plan. A plan is developed for taking action and for gathering information and data in order to observe or capture the experience or monitor the practice. It is in this phase that the research questions and methods are explicated.
3. Act. The researcher implemented the plan or changes a practice and collected data. Data may be collected from a variety of sources.
4. Observe. The researcher synthesized and analyzed the data. Key issues related to the problem are identified. This leads to reflection once more.

D. Procedure of the Research

According to David (2000) Action research is portrayed as a cyclical or spiral process involving steps of planning, acting, observing, and reflecting. It is normal for a project to go through two or more cycles in an iterative process. Improvement is brought about by a series of cycles, each incorporating lessons from previous cycles.

Figure 3.1 Action research as a cyclical process by David (2000)



a. Cycle 1

The procedure of research was conducted within two cycles that consisted of four meetings. Each of cycles had four steps, the steps were called planning, action, observation, and reflection. But, if it did not increase students' reading comprehension, the cycles were continued on and on to the next cycle until the result had found.

1. Planning

- a. Observed and analyzed the class to get the information about the situation of the class. Not only about it, but also including the interaction between teacher and students.
- b. Interviewed the students to obtain their problem in improving reading comprehension.
- c. Selected the collaborator who helps the researcher in analyzing the weakness in the learning process.
- d. Prepared research instrument, such as observation, interview sheet to observe

the process of teaching and learning and the material.

- e. Made the lesson plan and designing the scenario of teaching and learning by using Authentic Materials strategy.
- f. Distributed the texts that were read and discussed by students in the first cycle.
- g. To know how far the students' achievement in reading comprehension without applying Authentic Materials strategy by pre-test.
- h. Prepared the test to measure the result of the study.

2. Action

- a. Teacher gave pre-test to the students in order to know how far the students' achievement in reading comprehension without applying Authentic Materials strategy.
- b. A teacher explained about the material of narrative text and refreshed their new vocabulary related to the text.
- c. Teacher prepared a chart on the whiteboard to write difficult word and main idea.
- d. Teacher wrote the title of the passage on the whiteboard, and then the teacher asked the students to write vocabulary and found main idea.
- e. Teacher repeated this process and asked the students to read.
- f. Teacher asked the students to make summary statement or about their statement about the story.

3. Observation

The function of observation was to find out the information in the classroom when the teaching and learning process goes on in the class. As the observer, the teacher and researcher observed the learning process. It means that, all activities, students' behavior and classroom wrote in the study and observation sheet.

4. Reflection

Reflection was the feedback process from all of the steps had been conducted. The researcher and observer discussed about the act of implementation and decided to conduct the next cycle if it is necessary to get better result.

b. Cycle II

Based on reflection in cycle one, the researcher decided to apply this strategy in teaching and learning process for the next cycle, exactly in cycle II. The cycle focused in solving the problems that is found in cycle one.

1. Planning

The detail procedures of cycle as follows:

- a. Identified the new problem in cycle one based on the result of reflection
- b. Revised the scenario of teaching and learning in reading comprehension by using Authentic Materials strategy.
- c. Revised the lesson plan.
- d. Prepared the suitable for the test.
- e. Designed of the instruments such as observation, interview sheet.
- f. Prepared the material of narrative text about the text of organization.

g. In the cycle II, distributed one text to be read in group based on the row seat. The students needed to work with the text and friends in group. So that, they understood the content of the text.

2. Action

In this second cycle, the teacher focused in the improvement of the first cycle. The procedure was developed. The teacher made some revision of plan based on the need, such as:

- a. Teacher shared the result of the first cycle to the students and discuss about anything problem that related to the study for the first cycle.
- b. Teacher reviewed about the explanation of narrative text.
- c. The teacher guided the students' to make a small group, exactly a group based on the row seat.
- d. Before that, teacher explained the material about text of organization narrative text and refreshed their vocabulary related to the text.
- e. Then, the students were asked to think and write the information.
- f. Teacher asked the students to make summary statement or about their statement.

3. Observation

From the observation, the observer observed when the teaching and learning process go on in the class. So, all activities were noticed in this study.

4. Reflection

After the second cycle had been done, the researcher gave the test to know the progress of the students and interview to know their comment about the teaching and learning process.

E. Instrument for Collecting Data

In this research, there were three instruments used by researcher to collect the data, namely: test, observation, and interview. The test according to Ngalim (2000) is measure used to give achievement or the result of students which given by the teacher. The form of test was multiple choice tests. There were 20 questions for each cycle. In scoring the test of the text, it was determined from 0-100 by accounting the correct answer. The correct answer was given 5 score while the wrong answer was given 0 score.

Observation was a basic method for obtaining data in qualitative research. It was a more global type of observation than the systematic, structured observation used in quantitative research.

Interview was one of the most widely used and basic methods for obtaining qualitative data. Interviews were used to gather data from people about opinion beliefs, and feelings about situations in their own words. They were used to be understand the experiences people have and the meaning they make of the rather than to test hypotheses. Interviews may provide information that can be obtained through observation, or they can be used to verify observation.

F. Technique of Analyzing Data

This research applied quantitative and qualitative data. The qualitative data were obtained and analyzed to see the progress of the students reading comprehension and narrative text by using Authentic Materials strategy. Mean was the most widely used measure of central tendency. In order to know the mean of the students score of each cycle, the researcher applied formula supported by Ary (2010).

$$\bar{X} = \frac{\sum X}{N}$$

Where: \bar{X} = mean

\sum = sum of

X = raw score

N = number of cases

Moreover, the following formula below used to classify the number of the students who were competence to write narrative text supported by Ngalim (2000).

$$P = \frac{R}{T}$$

Notes:

P = the percentage of those who get the point 70

R = the number of those who get the point 70 or above

T = the total number of the students.

CHAPTER IV

DATA AND DATA ANALYSIS

A. Data

The data of this research were qualitative data (observation sheet, and interview) and quantitative data (test) which had been gathered within two cycles. Cycle I consisted of three meetings and cycle II consisted of two meetings, and there was reading evaluation I in the first meeting to get the students' basic level in understanding narrative text. So, totally there were six meeting in this research. The data were taken only from one class. The class was IX grades which consisted of 41 students.

B. Data Analysis

1. Qualitative Data

Qualitative data, namely observation sheet, and interview. The observation sheets were filled by the English teacher as a collaborator of this research. Based on the observation, it was concluded that teaching- learning process by applying authentic material method ran well. The situation of teaching- learning process was comfort, lively, and enjoyable. Authentic material created a good environment in teaching- learning reading comprehension in which students became active in asking questions to their friends or their teacher. Students discussed actively in their group and they were involved directly in reading process. Based on the result of observation that was conducted, it was concluded that teaching-learning process ran well and authentic material created a good

learning environment, so students enjoyed the class. The data completed can be seen in Appendix V.

The interview was conducted to the teacher and the students in two sessions. The first session was in the first meeting when the first cycle had not been begun and the second session was in the end of the last meeting after the second cycle was ended. In the first session, the students were interviewed about their comments of reading and their understanding of narrative text. They were also asked about their difficulties in reading. The interview result showed that most students did not know about narrative text. The difficulties were in finding and organizing ideas, in constructing a good sentence and in comprehending the elements of reading.

In the second session, students were interviewed about their comment of the implementation of authentic material. Based on the interview, it can be concluded that students could produce a good narrative text if they applied the method. They said that this method was helpful, applicable, and effective. By applying this strategy they knew whether their writing was good or not, so they can improve their reading. To complete the data can be seen in Appendix VI.

The activities of the First Cycle

The first cycle was done in three meetings. A reading evaluation II was administrated in the end of the cycle. The detail procedure of first cycle was described as follows:

1. Planning

Based on the result of the reading evaluation I which had been administered before, it was known that the level of students' achievement in narrative text was low. Some problems also had been predicted. Students made noise in the class. The class was not conducive for a learning process. The student felt difficult to comprehend the text and felt bored. Even more, the students' reading was very lack of sentences. There were only two students who passed.

Authentic material would be applied to improve the students' ability in reading on narrative text. The writer would be the teacher and the English teacher would be the collaborator who observed the teaching- learning process in which authentic material was implemented. The writer made lesson plan which involved scenario of teaching. The teaching material was about narrative text. There was one topic that would be given to the students during the three meeting of the first cycle. The instruments for collecting data such as observation sheet, and interview were also prepared.

2. Action

After administering reading evaluation I and having the result, the teacher announced the students' score to in the class. The teacher told the students that their score showed their ability in reading comprehension was still low. The students were motivated to do their best in reading next. In this cycle the writer taught the students how to comprehend narrative text based on the lesson plan that had been made. All plans that had been arranged were conducted. Authentic

material also was implemented in the first cycle. First cycle was conducted during the second meeting to the fourth meeting.

In the second meeting, teacher began to explain the material about narrative text. Before explaining the material more, teacher did brainstorming to students. This was done to know the students' understanding about narrative text. After having the brainstorming by asking and answering one another, then teacher began to give material to the students. The material was given to give good understanding more about narrative text to the students because there were a few students having good understanding about narrative text. The teacher explained about the social function and the generic structures of narrative text by giving an example paragraph as the material. After explaining the material, teacher gave an exercise to measure the students' understanding about the material.

In the third meeting, teacher reviewed the material in the second meeting to recall the student's memory about the last topic. Teacher asked to the students to explain their understanding about narrative text and its social function and generic structure. There were many students explaining narrative text well.

The third meeting was the meeting that Authentic Material implemented. Students were taught how to comprehend a good narrative text through Authentic Material. In the fourth meeting, the teacher reviewed the material in the last meeting by inviting the students to explain the steps of Authentic Material in reading. In this meeting, the teacher administered the reading evaluation II.

3. Observation

In the beginning of the first cycle, while the teacher was explaining the material the students were still making noises. The teacher asked to the students to keep quite during the teaching learning process. However, in the beginning of implementing Authentic Material, the teaching- learning process ran well. The situation was conducive for teaching- learning process because most of students could be controlled their noise. Students were serious not only when the teacher explained the lesson but when they read their narrative text. They were active in work. Some of students asked the teacher when they had difficulties. In this cycle the students had good interaction to the teacher. They had a good response to all the teachers' questions.

In this cycle, teacher gave reading test. In this reading test II, the students discussed based on the topic given by using Authentic Material. The topic was more interesting for them. Of course, for the students they had found ideas and knowing about the topic. However, in working reading evaluation II, some of students were not seriously. Sometimes they cheated their friends' reading, and they whispered each other. Generally, the teaching- learning process in this cycle ran well.

Based on the result of observation, it was concluded that teaching learning process ran well. The students' interest or students' motivation was growing up. Their focus on the material explained also was better in every meeting. It was concluded that Authentic Material created a good learning environment.

4. Reflection

There were many problems of students indicated by the teacher in the class in the first cycle that conducted during three meetings. The student noises were controlled meeting by meeting where in the first meeting they often made noises in the class. The students began to pay attention to the teacher after the teacher told their evaluation I scores. They, then, slowly listened to the teacher and focused on the material about narrative text. They realized that the after listening the teacher explanation about the importance of reading and the advantages of someone who had reading skill. The material was given for giving more understanding about narrative text to the students. The teacher action worked, the students could accept the teacher explanation and had good understanding about the material. The students understanding about the material could be seen from their enthusiasm and their interest in conducting the exercises or questions about narrative text. The students could answer and identify text and description of a narrative text.

After students' reading were corrected, it was found that students' reading was better than before. Both of the orientation test score and score in cycle I showed improvement in students' reading. But, the percentage of students who achieve the standard score was not 70 % yet. There were only 11 students got the score up to 70 (33,33 %). It was happened because some of students did not understand yet how to read in a good sentence beside the students had lack of vocabulary. In correcting of students' reading product, some of them were errors of vocabulary, organization and capitalization. So, it was needed to do the second

cycle. The problem found would be solved by teaching them how to find main idea by using Authentic Material.

The Activities of the Second Cycle

The data of students' score had been obtained in the first cycle and the difficulties of students' in reading had been known based on the reflection phase. Based on the reflection of the first cycle, it was needed to conduct the second cycle. This second cycle was intended to solve the problems found in the first cycle and to improve the success that had been achieved in the previous cycle. This cycle was also done in two meetings. The reading evaluation III was also administrated in the end of cycle. The detail procedure of second cycle was described as follows:

1. Planning

Teacher had indicated that the students had some problem in reading in the first cycle. The problems were several comprehend the text, main idea, and reading text. The vocabulary also had influenced the students reading. They didn't know some vocabulary in English well. In this cycle teacher taught the students how to comprehend the text by using Authentic Material. Students would be given a chance to read the text. It was hoped that the percentage of students who got the points up 70 would increased. The teacher would be more active in asking questions, in responding students' questions, and in giving explanations to

improve the interaction between the teacher and the students and time would be managed effectively and efficiently.

2. Action

In the second cycle, the students were taught how to comprehend the text. The teacher taught the students how to find idea in narrative text based on the lesson plan that had been made for the second cycle. In the fifth meeting the teacher explained the importance of produce a good sentence in order to the reader could get the ideas clearly. Teacher also gave the exercise which related to the material. The exercise was given in order to measure the students understanding about to the material.

Based on the students reading evaluation II, there were found that some students also made error in spelling, vocabulary, punctuation and capitalization. All plans that had been arranged were conducted. Students were taught how to read a good narrative text trough Authentic Material.

In the sixth meeting, the teacher reviewed the material in the last meeting by inviting the students to explain the steps of Authentic Material in reading. In this meeting, the teacher administrated the reading evaluation II. Teacher asked to the students to read a paragraph by using the Authentic Material. Then, the students worked their reading evaluation III individually. The teacher actively paid attention to them in every meeting of this cycle and teacher were also active in motivating students so they could produce a good reading

3. Observation

The students' interest to read was continuously growing up. Most students were very enthusiastic and serious when they had understood how to read narrative text by using the materials which were explained by the teacher. The condition of class kept quite. All the students were active to work in columns. Sometimes, they still did the errors in capitalization and punctuation, but the teacher remained them to correct their errors. They were also active in asking questions. Teacher had been successfully improved interaction with the students. Teacher had good responds to all questions and managed the time effectively and efficiently.

Based on the result of observation, it was concluded that teaching learning process ran well. In the second cycle the students' interest or students' motivation was continuously growing up. Their focus on the material explained also was better in every meeting. The observation result showed that in the last two meetings of the second cycle were better than the first meeting. It was concluded that Authentic Material created a good learning environment.

4. Reflection

Generally, all students had been able to use the method, so they produced a good description. Students' reading had improved. The students had been carefully in translating the text in order not to make incorrect meaning. They could find out their error in translating. However, a few students still did the same error. In the second cycle, they also kept quite in reading by using Authentic Material. The class was conducive.

Having corrected the students' reading, the mean of students who achieved the standard scores had been increased. The percentage of the students who got satisfying scores was 87, 88 %. This showed that the students' ability in reading narrative text improved.

5. Quantitative Data

Quantitative data was taken from test result twice in the end of two cycles. It meant that there were three reading scores within two cycles and also including reading evaluation I score which was taken in the first meeting. Six meeting were conducted in this research. The writer gave the evaluation I and II in the fourth and sixth meeting. In reading evaluation I, students got very poor scores. But, from the beginning of first cycle until the end of second cycle of this of this research, students' scores improve. The result of students' scores can be seen in the following table:

Table 4.1
Students' Reading Scores for Pre –Test

No.	Students' Initial	Score
1.	AD	55
2.	AS	45
3.	AJ	55
4.	AP	50
5.	AH	65
6.	AHP	65
7.	DA	45
8.	DI	50
9.	FD	45
10.	FA	50
11.	FS	50
12.	FAQ	55

13.	FAB	50
14.	FK	55
15.	FR	50
16.	FA	50
17.	KM	40
18.	MK	60
19.	MRF	45
20.	MAN	40
21.	MRF	55
22.	MI	40
23.	MIH	45
24.	NH	45
25.	NP	50
26.	NM	60
27.	NC	70
28.	RY	70
29.	RN	50
30.	RA	50
31.	RR	45
32.	SB	55
33.	SA	50
34.	SDK	50
35.	SY	45
36.	SA	40
37.	TW	45
38.	ZM	55
39.	SL	50
40.	YA	50
41.	YS	50
S		2090
Mean		50.97

The result of students' score showed that in the pre-test the highest score was 70 and the lowest score in the pre-test was 45. The total score of pre-test was 2090 and the number of students who took the test was 41 students, so the students' mean was:

Formula, $X = \frac{\sum}{n}$

$$X = \frac{2090}{41} = 50.97$$

From the analysis above, students' achievement in reading narrative text was low. The mean of students was 50.97. And to look the number of students' who were competent in reading test was calculated

$$P = \frac{39}{41} \times 100\% = 95.13\%$$

$$P = \frac{2}{41} \times 100\% = 4.87\%$$

Table 4.2
Distribution of Students' Reading in Pre-Test

	Criteria	Total Students	Percentage
<i>P</i>	Failed	39	95.13%
<i>P</i>	Passed	2	4.87%

Based on the score, the mean of students was 50.97 and the percentage the of the students who passed was 4.87%. Only two students passed in pre-test session or evaluation I. It can be concluded that the students' achievement in reading is still low. Having implemented Authentic Material and conducted evaluation test II (Post Test I), the students score can be seen as follow:

Table 4.3
The Students' Score in Cycle I

No.	Students' Initial	Score
1.	AD	70
2.	AS	60
3.	AJ	65
4.	AP	70
5.	AH	60
6.	AHP	60
7.	DA	50
8.	DI	75
9.	FD	65
10.	FA	50
11.	FS	60
12.	FAQ	50
13.	FAB	70

14.	FK	65
15.	FR	55
16.	FA	50
17.	KM	75
18.	MK	50
19.	MRF	65
20.	MAN	75
21.	MRF	50
22.	MI	75
23.	MIH	50
24.	NH	50
25.	NP	60
26.	NM	70
27.	NC	60
28.	RY	65
29.	RN	60
30.	RA	60
31.	RR	60
32.	SB	75
33.	SA	60
34.	SDK	70
35.	SY	70
36.	SA	60
37.	TW	55
38.	ZM	75
39.	SL	55
40.	YA	75
41.	YS	75
S		2570
Mean		62.68

Based the table of post test I, the total score of students was 2570 and the number of students who took the test was 41 students, so the students' mean was:

Formula, $X = \frac{\sum}{n}$

$$X = \frac{2570}{41} = 62.68$$

From the analysis above, students' achievement in reading narrative text was low. The mean of students was 62.68. And to look the number of students' who were competent in reading test was calculated

$$P = \frac{27}{41} \times 100\% = 65.85\%$$

$$P = \frac{14}{41} \times 100\% = 34.15\%$$

Table 4.4
Distribution of Students' reading in Post-Test I

	Criteria	Total Students	Percentage
<i>P</i>	Failed	27	65.85%
<i>P</i>	Passed	14	34.15%

Based on the table above, it can be concluded that the students' ability in reading narrative text was still low. There were only 14 students that passed the evaluation test II. The result of evaluation II was still far from the Minimum Accomplishment Criteria (Kriteria Ketuntatasan Minimum). Therefore, the first cycle was considered unsuccessful. So, the next cycle was needed to improve the students' ability in reading.

Table 4.5
The Students' score in Cycle II

No.	Students' Initial	Score
1.	AD	75
2.	AS	85
3.	AJ	85
4.	AP	80
5.	AH	75
6.	AHP	95
7.	DA	80
8.	DI	80
9.	FD	85
10.	FA	90
11.	FS	85
12.	FAQ	95
13.	FAB	85
14.	FK	90
15.	FR	75
16.	FA	85
17.	KM	80

18.	MK	80
19.	MRF	85
20.	MAN	95
21.	MRF	85
22.	MI	75
23.	MIH	75
24.	NH	85
25.	NP	85
26.	NM	90
27.	NC	95
28.	RY	95
29.	RN	85
30.	RA	90
31.	RR	80
32.	SB	85
33.	SA	75
34.	SDK	95
35.	SY	90
36.	SA	75
37.	TW	75
38.	ZM	85
39.	SL	90
40.	YA	95
41.	YS	80
S		3470
Mean		84.63

From the table, the students' achievement in reading narrative text by using Authentic Material improved. The standard of criteria maximum was achieved by mean 84.63 from the total score of students was 3470 divided the number of students who took the test was 41 students, so the students' mean was:

$$\text{Formula, } X = \frac{\sum X}{N}$$

$$X = \frac{\text{---}}{\text{---}} = 84.63$$

From the analysis above, students' achievement in reading narrative text improved. The mean of students was 84.63. And to look the number of students' who were competent in reading test was calculated

$$P = \frac{x}{n} \times 100 = 100 \%$$

Table 4.6
Distribution of Students' score in Cycle II

	Criteria	Total Students	Percentage
<i>P</i>	Passed	41	100%

Based on the data above, the mean of the students score was 84.63 and the percentage was 100%. The result was better than the evaluation test I and evaluation test II that conducted. Generally, It can be concluded that the Authentic Material succeed in improving the students' ability in reading narrative text. The research was stopped in this second cycle.

Table 4.7
The Result of Students' Score for Pre test, Cycle I, and Cycle II

No.	Students' Initial	Pre-test	Post-test I	Post-test II
1.	AD	55	70	75
2.	AS	45	60	85
3.	AJ	55	65	85
4.	AP	50	70	80
5.	AH	65	60	75
6.	AHP	65	60	95
7.	DA	45	50	80
8.	DI	50	75	80
9.	FD	45	65	85
10.	FA	50	50	90
11.	FS	50	60	85
12.	FAQ	55	50	95
13.	FAB	50	70	85
14.	FK	55	65	90
15.	FR	50	55	75
16.	FA	50	50	85
17.	KM	40	75	80
18.	MK	60	50	80
19.	MRF	45	65	85
20.	MAN	40	75	95
21.	MRF	55	50	85
22.	MI	40	75	75
23.	MIH	45	50	75

24.	NH	45	50	85
25.	NP	50	60	85
26.	NM	60	70	90
27.	NC	70	60	95
28.	RY	70	65	95
29.	RN	50	60	85
30.	RA	50	60	90
31.	RR	45	60	80
32.	SB	55	75	85
33.	SA	50	60	75
34.	SDK	50	70	95
35.	SY	45	70	90
36.	SA	40	60	75
37.	TW	45	55	75
38.	ZM	55	75	85
39.	SL	50	55	90
40.	YA	50	75	95
41.	YS	50	75	80
S		2090	2570	3470
Mean		50.97	62.68	84.63

In this research the indicator of successful achievement of students in narrative text was if the students have got score up to 70 in their reading evaluation because the English passing grade at the school was 70 the accomplishment scores (Nilai Ketuntasan Belajar).

In reading evaluation I, there are 2 Students (4.87%) who got points up 70. The percentage of students' reading competence kept increasing when Authentic Material was applied. In the first cycle, there were 14 students (34.15%) got points up to 70 whereas in the second cycle, there were 41 students (100%) got points up to 70. It can be concluded that Authentic Material worked effectively and efficiently in helping students in improving their reading comprehension in Narrative text. To make data clearly, it can be seen in chart below:

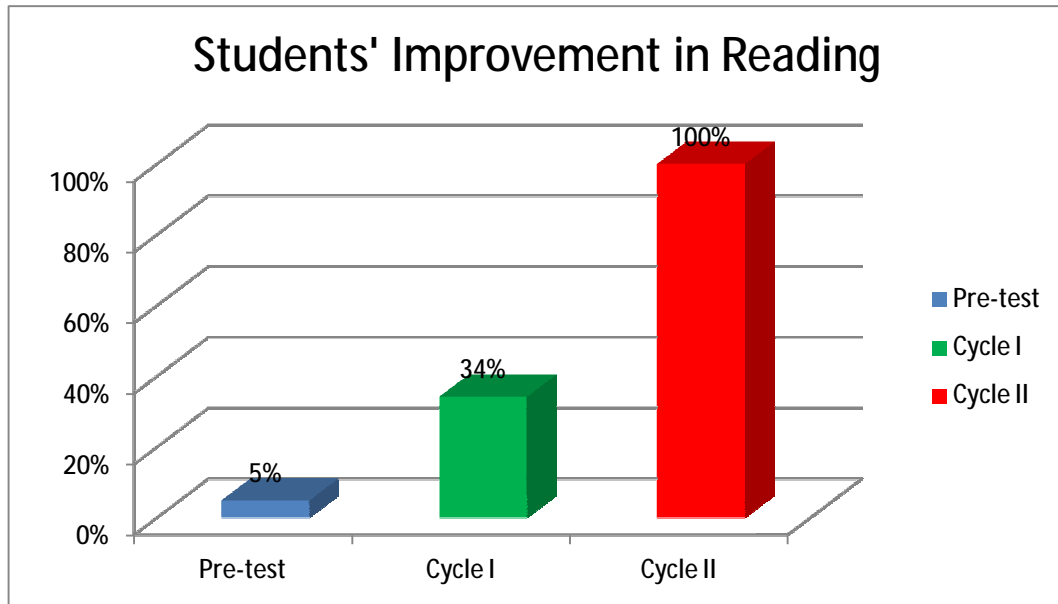


Chart 1: Student' Improvement in Reading

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of the research, it could be concluded that teaching reading narrative text by using Authentic Material could develop the students' achievement especially for students at IX grade class of SMP Muhammadiyah 08 Medan. The conclusions were drawn that there was an improvement of the students' reading on narrative text if it was taught by using Authentic Material. It was proven from the mean of the students' scores in three tests, namely pre-test 50.97 (4.87%), post-test I 62.68 (34.15%), and post test II 84.63 (100%). Moreover, the observation and interview sheet indicated that there was improvement in students' reading on Narrative text. Furthermore, Authentic Material as method made students active, enthusiastic, and joyful to develop teaching reading process.

B. Suggestions

After drawing the conclusion, the researcher would like to offer some suggestions based on the result and to complete this research:

1. The readers, to give information and knowledge to the about the process of teaching and learning reading.
2. The students, to improve their ability in reading narrative text.

3. The teacher, to use various models in teaching reading narrative text as by Authentic Material.
4. The other researchers who have interested in conducting the same field of research.

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DOCUMENTATION

Post-test I

Teaching Reading Narrative Text



Implementing Authentic Material in Reading Narrative Text



Post-test II

Teaching Reading Narrative Text



Implementing Authentic Material in Reading Narrative Text



APPENDIX V

OBSERVATION SHEET

No.	OBSERVER	Cycle I			Cycle II		
		1	2	3	1	2	3
1.	Teacher's capability in opening the class (How the teacher greets the students)		ö			ö	
2.	Teacher's giving motivation in the teaching and learning process (How the teacher gives the apperception before starting the teaching and learning process)			ö			ö
3.	Teacher's mastery (It is about the teacher's capability in mastering the material taught)		ö			ö	
4.	Teacher's teaching material clearly (It is about the clearness of the teacher's teaching)		ö			ö	
5.	The systematically teaching performance (It is about appropriateness with the lesson plan)		ö				ö
6.	Teacher's ability in organizing the class (It is about the class management performed by the teacher)		ö			ö	
7.	Teacher's ability in closing the class (It is about how the teacher closes the class and gives summary)			ö			ö
8.	The student's attention to the teacher's explanation (It is about whether the students are focus and serious to the students' explanation)		ö			ö	
9.	Motivation and enthusiasm of students in teaching learning process (It is about the curiosity and the enthusiasm of the students during the learning process)		ö			ö	
10.	Student's bravery in saying their opinion (There is comment and opinion from students during the learning process)		ö				ö
11.	Student's interaction in group discussion (It is about the activity of each students in their group and their activeness)		ö				ö
12.	Interaction and communication between students and teacher in teaching learning process (Good communication between teacher and students to support the students' understanding)		ö				ö
13.	Teacher and students' role in teaching learning process (Teacher's role in controlling the class and group and students' role in the class and group)		ö			ö	

Note:

Points à **1 = Bad**
 2 = Good
 3 = Very Good

Signature

English Teacher

APPENDIX VI

Interview Sheet

Interview report with the teacher in the first session

N O	Question	Answer
1.	What do you think about this class in learning process?	I think this class is good enough. Some of them have good capability in English. But, some of them have low motivation in learning English because they have difficulties in learning English.
2.	Do they like English subject?	Most of them don't like English and the others like English.
3.	Do you find out the difficulties in teaching reading, miss?	Yes, I do. Many students difficult to find main ideas and comprehend the text. They also had low motivation.
4.	How did you teaching reading to the students in the classroom?	I ask them to read and find the difficult word then translate narrative text, and discuss with their friends.

Interview report with the teacher in the last session

NO	Question	Answer
1.	What did you think about method which I have implemented to them	I think that Authentic Material is a good method in teaching reading

	<p>in teaching reading, namely Authentic Material method in the classroom?</p>	<p>because it gives the opportunities to the students to share their opinion and what they know about the topic with their friends in class discussion. Besides that, it can help the students how to find main idea well. This method makes all students active and enthusiastic in giving their opinion and delivers their idea with their group, increase their self-confidence to explore what they know about something, make them be joyful, and increase their interest in studying English especially in reading.</p>
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Interview report with the student in the first session

NO	Question	Answer
1.	Do you like reading in English subject?	<p>Student 1 : No Miss because I'm confused to write the text.</p> <p>Student 2 : I don't like Miss</p> <p>Student 3 : I don't like English Miss either reading, writing, or grammar Miss</p> <p>Student 4 : Yes Miss, I like English</p>

		because I want to be a English teacher so I take a English course
2.	What are difficulties that you are always facing when you were studying reading?	<p>Student 1 : I don't understand the meaning Miss</p> <p>Student 2 : I'm boring Miss because I don't know vocabulary</p> <p>Student 3 : so many Miss because I don't know whatever about English</p> <p>Student 4 : I just confused to deliver ideas and make text from one sentence to other sentence</p>
3.	How did you improve your reading?	<p>Student 1 : I don't have way Miss</p> <p>Student 2 : I don't know Miss because I don't like English</p> <p>Student 3 : so do I, Miss</p> <p>Student 4 : I just read anecdote book, magazine and comic, Miss</p>
4.	Have your teacher ever try to studying by using Authentic Material in the class?	<p>Student 1 : No</p> <p>Student 2 : No</p> <p>Student 3 : No</p> <p>Student 4 : Never</p>

Interview report with the students in the last session

NO	Question	Answer
1.	<p>What do you think about Authentic Material in studying writing after I taught you in the classroom?</p>	<p>Student 1 : I like it Miss because can make me joyful in learn English</p> <p>Student 2 : the first time, I don't like English Miss but after this I like and I'm not boring to write the text</p> <p>Student 3 : it makes me enjoy and fun in learn English Miss, I'm be happy to read English text. Miss using method which makes me like reading and easy to deliver idea in the text.</p> <p>Student 4 : this method is very good Miss. I can be joyful and can comprehend the text. This method also can improve my rreading especially in narrative text Miss. Thank you Miss had taught reading in English by comfort and joyful.</p>