

**“The use of Authentic Materials in Teaching Reading in SMPN 1
Kepahiang”**

THESIS

This Thesis is submitted to fulfill the requirement
For ‘Sarjana’ degree in English Language Education



By

Selvi Shintia

Nim: 16551060

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**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI (IAIN) CURUP
FAKULTAS TARBIYAH**

Jalan : Dr. AK Gani No. 01 PO 108 Tlp (0732) 21010 -21759 Fax 21010
Hoepage: <http://www.iaincurup.ac.id> Email: admin@iaincurup.ac.id Kode Pos 39119

APPROVAL

Nomor: 69^v /In.34/FT/PP.00.9/06/2022

Name : Selvi Shintia
NIM : 16551060
Department : English Study Program
Title : The Use of Authentic Materials in Teaching Reading in SMPN 1 Kepahiang

Has been examined by examining board of the English Study Program of Institute Agama Islam Negeri (IAIN) Curup, on :

Day / Date : Wednesday, February 2nd 2022

Time : 08.00 a.m – 09.30 a.m

At : Room 3 Munaqosah IAIN Curup

Has been received to fulfil partial requirements for the degree of Strata 1 in English Study Program of Education Tarbiyah Faculty IAIN Curup.

Curup, June 2022

Examiners

Head

Jumatul Hidayah, M.Pd
NIP. 19780224 200212 2 002

Secretary

Sarwo Edv, M.Pd
NIDN. 2007068102

Examiner I

Hadi Suhermanto, M.Pd
NIP. 19741113 199903 1 003

Examiner II

Paidi Gusmuliana, M.Pd
NIP. 19840817 201503 1 004



Dean
Dr. H. Hamengkubuwono, M.Pd
NIP. 19650826 199903 1 001

Hal : Pengajuan Ujian Skripsi

Kepada

Yth. Dekan Jurusan Tarbiyah IAIN Curup

Di-

Curup

Assalamualaikum Wr. Wb

Setelah mengadakan pemeriksaan seperlunya maka kami berpendapat skripsi atas nama Selvi Shintia, 16551060 mahasiswi IAIN Curup prodi Tadris Bahasa Inggris yang berjudul : **“Teacher Perception on the use of Authentic Materials in Teaching Reading in SMPN 1 Kepahiang”** sudah dapat diajukan dalam sidang *munaqasyah* Institut Agama Islam Negeri (IAIN) Curup.

Demikian permohonan ini kami ajukan, agar dapat diterima terlebih dahulu diucapkan terima kasih.

Wassalamu'alaikum wr. wb

Curup, Januari 2022

Advisor



Jumatul Hidayah, M.Pd

NIP. 19780224 200212 2 002

Co-Advisor



Sarwo Edy, M. Pd

NIDN. 200700810

STATEMENT OF OWNERSHIP

The researcher who sign below:

Name : Selvi Shintia

NIM : 16551060

Department : Tarbiyah

Study Program : English Tadris Study

State the thesis under the title **“The use of Authentic Materials In Teaching Reading in SMPN 1 Kepahiang “** is pure and never proposed to get scholarship in IAIN Curup, so the other university.

This statement was truly made by the writer. If in the next day there are a lot of mistakes, the writer ready for responsibility with regulation.

Curup, June 2022

The Researcher



Selvi Shintia

NIM. 16551060

PREFACE

All praise to Allah SWT that the writer had finally finished writing her thesis entitled “The use of Authentic Materials in Teaching Reading in SMPN 1 Kepahiang”.

This thesis submitted as a part of the completion for undergraduate degree of strata 1 (S1) in English Study Program of State College for Islamic Studies (IAIN) Curup. The writer realizes that this thesis is far from being perfect, therefore she really appreciates any suggestions and critics for being perfect in the future.

Last but not least, the writer hopes that this thesis will be really useful to those who are interested in this field of study.

Curup, June 2022
The Researcher



Selvi Shintia
Nim. 16551060

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Assalamu'alaikum Wr,Wb

First of all, the researcher would like to say thanks to God, Allah SWT the glorious, the lord, the almighty and the merciful for blessing and guidance, so that researcher could finish this thesis entitled **“The use of Authentic Materials in Teaching Reading in SMPN 1 Kepahiang”**.Praying and greeting to Prophet Muhammad SAW and all of this family and buddy who has bought us from the darkness to the lightness.

This thesis is presented in partial fulfillment of the requirement for “Sarjana” degree in English Study Program of Tarbiyah at IAIN Curup. In this chance, the researcher would like to express my deepest gratitude to:

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The researcher realized this thesis needs suggestion in order to make this thesis more value. May Allah SWT give the best reward and his bless for us. AAMIIN ya robbal-amin. Wassalamu'alaikumWr,wb

Curup, June 2022
Researcher

Selvi Shintia
Nim. 16551060

Motto and Dedication

Motto

“So remember Me, I will remember you”

(Q.S Al-Baqarah: 152)

Do the best, let Allah do the rest.

“If you look inside your heart, you don't have to be afraid of what you are. There's an answer if you reach into your soul and the sorrow that you know will melt away, and be strong.”

(Hero-Mariah Carey)

Dedication

This thesis is dedication to:

1. My deepest and honest go to my parents, Mr. Karman and Mrs. Sayati, Thanks for pray, and loves, supports, understandings, cares, and affections.
2. My love Akbar Sahiluddin thanks you for supporting me for everything, and especially I can't thank you enough for encouraging me throughout this experience.
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8. All of TBI students 2016.

ABSTRACT

Selvi Shintia. 2022 : The Use of Authentic Materials in Teaching Reading in SMPN 1 Kepahiang.

Advisor : Jumatul Hidayah, M.Pd

Co-advisor : Sarwo Edy, M.Pd

This study aimed at finding out: (1) Kinds of authentic materials used by the teachers to teach reading, (2) This study investigates teachers in teaching use of authentic materials in teaching reading at SMPN 1 Kepahiang. The method of this research was descriptive qualitative method. Data of the research were collected through interview and observation. The data was taken from two English teachers of SMPN 1 Kepahiang. The findings of the research revealed that teachers believe that authentic materials provide positive influence for students to get the knowledge especially in reading lesson because it contains the real material produced by native speaker. In addition, authentic material is suitable for all level of students. The researcher also found that teacher has a important role to determine the kinds of materials that are appropriate with learning objectives. According to the findings of the research, it is noticed that teachers' use strongly shape teachers' instructional practices and the selection of the materials that will be taught to the students. It is considered important to identify the beliefs of teachers since it is the fundamental concepts to develop foreign language teaching.

Keywords: Teachers Use, Authentic Materials, Reading Skill.

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CHAPTER I

INTRODUCTION

A. Background of The Research

Reading, listening, speaking, and writing are the four skills that students must master in order to achieve the basic language communication skills. Students should practice all of the skills, which cannot be separated if one expects to be able to communicate freely in English. Reading is one of the most important skills that students must learn. Reading is something that everyone does; it is an essential part of our daily lives, and it is widely assumed that everyone can do it. Dean defines reading as more than just seeing words clearly, correctly pronouncing printed words, and understanding the meaning of isolated words. Reading forces you to think and feel. Reading entails not only looking at and pronouncing words in a text, but also comprehending all of its components. The reader processes the text in relation to the purpose while reading. To be a good reader, students must first learn how to comprehend and comprehend the passage. As a result, she or he can accomplish the goal of reading text.¹

Reading means various things to different people. For some, it means recognizing written phrases, whereas for others, it means an opportunity to practice pronunciation and speaking. Reading, on the other hand, is always for a reason. It's something we do every day; it's far a

¹ Dean, G. 2013. *Teaching Reading in the Secondary Schools*. London: David Fulton.

necessary part of our lives, taken for granted and frequently assumed to be something that everyone can do. The reason for finishing is heavily dependent on the reason for reading.

Reading is important. It is the one of learning process to do. The process of reading subject namely is reading comprehension. Reading comprehension, according to Klingner, Vaughn, and Broadman, is a process of interaction between readers and what they bring to the text, such as prior or background knowledge and strategy use². This process also includes text-related variables, such as the readers' interest in the texts and their understanding of the genres of the texts. It means that what readers learn and how they respond to and comprehend the text are unique to them. Individual competencies, such as experience and how to interpret the text, influence the process of constructing meaning.

In teaching reading the teacher should give well material and suitable. In addition, the curriculum suggested using authentic materials for teaching language skills³. The authenticity of the reading material is the reading material written by native speakers and the English version of the native speakers contained in the reading of the text. Authentic materials are materials prepared in its original form and design for use in a class by native speakers of the language. In other words, they have not been altered in any

² Klingner, J.K, S. Vaughn, and A. Broadman. *Teaching Reading Comprehension to Students with Learning Difficulties*, (New York: The Guilford Press, 2007)

²Brown and Yule, *Teaching English Language*, (New York: Longman,1999), p. 234

³Brown and Yule, *Teaching English Language*, (New York: Longman,1999), p. 234

manner. Authentic instructional materials, according to this requirement, might include periodicals, newspapers, or recordings of real-life discussions.

One method for minimizing the difficulty is to use real resources in the teaching and learning process. Harmer further defines genuine texts as written or spoken texts intended for native speakers: they are actual texts intended for native speakers rather than language students⁴. The use of real resources in English instruction has been debated since the 1970s, when the Communicative Language Teaching (CLT) approach was introduced. It is also consistent with the requirement for genuine communication, which is a hallmark of CLT. Printed materials are examples of real materials. According to Genhard, real printed materials include all items in the form of books, sheets, or a collection of papers. Magazines, newspapers, restaurant menus, movie reviews, notes, journals, greeting cards, tale books, pamphlets, telephone books, and song lyrics are some examples. According to Genhard, providing realistic printed materials to the classroom is thought to assist pupils grasp that a large number of things are created in real life that utilize English as the language.

Authentic resources are affordable in this day and age since teachers do not require much money to obtain them. Furthermore, the resources are easily accessible since they may be downloaded from a variety of sources, including the internet. According to Nurmala Cahyani's recent research titled *The Effectiveness of Employing Authentic Material in Teaching*

⁴ Harmer, Jeremy. (1983). *The Practice of English Language Teaching*. New York: Longman Inc.

Students' Reading Comprehension at the Senior High School Level in Tangerang, using authentic material in teaching students' reading comprehension of news items is successful.⁵ It demonstrates that genuine resources are the best way for pupils to increase their comprehension during the learning process. In Indonesia, students' textbooks contain some printed real content. The majority of them are used to teach reading. Thus, in order to fulfill the lesson's aim, the authentic text should meet the good requirements for authentic content. According to Peacock, authentic content has been praised by several professionals as having a favorable influence on student motivation in the classroom. They say that "*authentic material more than interesting than non-authentic material such as course book*" in addition authentic will bring student understanding to approach their language culture that they learn and can add student motivation.⁶

Researcher did interview to some students in SMPN 1 Kepahiang. Most of students said that "We learn to read using authentic materials because in the reading materials we learn the content from native speakers or in real life, so it is easy for us to understand the text being taught".⁷ It means the reading material is used to comprehend full of authentic material. In addition, the authentic materials in reading support the students' reading skill, especially for students of SMPN 1 Kepahiang

⁵ Cahyani, Nurmala. (2015). *The Effectiveness of Using Authentic Material in Teaching Student' Reading Comprehension*, Retrived from <http://repository.uinjkt.ac.id/dspace/>

⁶Martinez, Alejandro. 2007 *Authentic Materials: an overview*, from [Http://www.telus.net/linguistics issues/authentic materials.html](Http://www.telus.net/linguistics%20issues/authentic%20materials.html). Pdf, Accessed on 23 August 2020

⁷Interview with *The Students of SMPN 1 Kepahiang*, 2020 academic year. On July 16th 2020. At 10.55 a.m

Furthermore, the researcher also interviewed the reading Teacher who said “I used some books which provide authentic material in teaching reading subject, For example I use the book Kemendikbud Curriculum K13 in terms of material and the questions are authentic” In conclusion the authentic materials are used by the Teacher in teaching reading.⁸

Based on phenomenon above reading materials used in English reading class for students at SMPN 1 Kepahiang are authentic because the materials are adopted from reading texts written by English native speakers. Therefore, the researcher is interested in conducting a study dealing with what authentic material used by the Teacher to teach reading in SMPN 1 Kepahiang.

Based on the description above, the researcher was interested in conducting a research entitled: *“The use of authentic materials in Teaching Reading in SMPN 1 Kepahiang”*

B. Research question

Based on the background above, the research questions are formulated:

1. What kind of authentic materials are used by Teacher in teaching reading at SMPN 1 Kepahiang?
2. How the teachings use authentic materials in teaching reading at SMPN 1 Kepahiang?

⁸ Interview with *The Teacher* in SMPN 1 Kepahiang, On August 19th 2020, At 19.34 p.m

C. Research objective of the research

In conducting the study, the researcher has certain objective as main target to achieve in this research paper. The objectives of the study are;

1. This aim of this study is to investigate what kind of authentic materials used by the Teacher in teaching Reading at SMPN 1 Kepahiang.
2. This study investigates Teacher's in teaching use of authentic materials in teaching reading at SMPN 1 Kepahiang.

D. Delimitation of the research

This analysis specializes in the SMPN 1 Kepahiang. This study is limited to analysis of Teacher perception on the use of authentic material in teaching reading at SMPN 1 Kepahiang.

E. The significant of the research

The significance of the research is emphasized on the following points, as follow:

1. For the Teacher

The findings of this research are hopefully useful to give information or reference for English Teachers in Teaching and learning process. Especially in teaching reading and also can help the students to be master in reading. This study also contributes for teacher to explore what their perceptions about authentic materials in teaching Reading.

2. For the Students

This research hopes to give benefit for the students, especially for SMPN 1 Kepahiang student. the results of this study can provide a set of information for the students about the importance of authentic materials in reading skill so that they can use the materials to learn English inside or outside of the classroom.

3. For the Researcher

The researcher more understands about the important of reading and also knows more about the strategies in reading comprehension.

F. Definition of Key terms

1. Reading

According to Nation reading is the most effective ways in English learning than three skills other. Reading is a form of communication processes to get information faster from the writer by readers. So reading is useful in learning English process⁹.

2. Reading material

Reading material is defined as any text or paragraph that conveys a message or ideas to the reader via the act of reading¹⁰. Some elements

⁹Nation, I. S. (2008). *Teaching ESL/EFL reading and writing*. New York, NY: Routledge Publication\

¹⁰Singhal, M. (2001). Reading proficiency, reading strategies, metacognitive awareness and L2 readers. *The Reading Matrix*, 1(1), 1-8.

must be addressed when developing the material. The writer focuses on the reader's degree of interest as well as the goals of the reading activity.

3. Authentic material

Authentic content is defined as "written or spoken language generated by native speakers rather than for foreign language learners." Newspaper articles, tourist information brochures, radio programs, and "real life" conversations are examples of resources that can be used." Authentic materials are materials prepared in its original form and design for use in a class by native speakers of the language. In other words, they have not been altered in any manner. Genuine materials, on the other hand, are actual resources that have been changed for a class, such as jumbled paragraphs, chopped out headlines, and so on.¹¹

G. Research paper organization

This thesis is divided into five chapters: the first, Introduction; the second, Literature Review; the third, Methodology; the fourth, Finding and Discussion; and the fifth, Conclusion and Suggestion. Each chapter has multiple elements; for example, Chapter 1 includes the following sections: Background, Research question, Objective of the research, Delimitation of the study, Significance of the research, and Research paper organization. Chapter II includes a discussion of the associated hypotheses as well as a

¹¹Simon Haines, *For And Against Authentic Materials*, (the Modern English Teaching, 1995,) vol 4, no 3, p.60

review of the relevant results. Chapter III includes the following sections: research type, research object, data collecting techniques, research instrument, validity and reliability, research procedure, and data analysis approach. Finding and discussion are covered in Chapter IV, while conclusion and suggestions are included in Chapter V.

CHAPTER II

LITERATURE REVIEW

A. Review of The Related Theories

In this chapter, the writer aims to explain the theoretical foundation of the research: it will cover some aspect such as: (1) Reading, (2) Reading Material, (3) Authentic Material

1. Reading

1.1. The Definition of Reading

Reading is a form of communication processes to get information faster from the writer by the readers. So reading is useful in learning English process. According to Carrel reading is the most effective ways in English learning than three skills other.

Reading is frequently characterized as a natural activity involving the reader's cognitive function. "Reading is an exercise controlled by the eyes and the brain," writes Jeremy Harmer. The eyes receive the message, and the brain deciphers its importance¹². This process also need eye movement and if it is

¹² Jeremi Harmer, *the of English Language Teaching. Third Edition Completely Revised and Update*, (longman), Page 210

done orally, it needs the movement of muscles.¹³ Reading is made up of two interconnected processes: word recognition and comprehension. The process of understanding how written symbols match to one's spoken language is referred to as word recognition. The process of making understanding of words, phrases, and related material is known as comprehension. Background information, vocabulary, grammatical expertise, familiarity with text, and other tactics are commonly used by readers to assist them grasp written content.¹⁴

So reading is a process of getting idea for instance information, news, knowledge and pleasure. It is important because it is stressed on the ability to read text, look and other written material. A successful reader has his own strategies which enable to understand the message in the text.

Reading, according to the definitions above, is a process of obtaining meaning from connected written content that is controlled by the eyes and the brain. The goal of reading instruction is to help students improve their reading skills so that they can read English texts successfully. To be able to do so, readers need have certain goals in mind before interacting with the text. As a result, successful reading is always goal-oriented.

¹³ Penny Ur. 1996. *A Course in Language Teaching Practice and Theory*. (Cambridge university press), Page.138

¹⁴Elizabeths. Pang (et-all) *Teaching Reading*, [http:// www.curtin.edv.au/](http://www.curtin.edv.au/) Curtin/deft/smellier p-6, posted on august 21th 2020

2.1. The Purpose of Reading

Reading is a purposeful activity. A person may read to learn new information or to confirm existing knowledge. A person may also read for pleasure or to improve their understanding of the language being read. Reading is also very vital in civic life. Reading keeps an individual informed about his country's political, social, economic, and cultural issues. Reading has an impact on our attitudes, beliefs, standards, morality, judgements, and overall conduct; it molds our thoughts and behaviors. The goal of reading is to connect the concepts on the page to what you already know. To link the concepts, the reader must comprehend the subject matter.

The following purposes for reading are listed by Grabe William and L. Fredrika: reading to seek for easy information, reading to skim rapidly, reading to learn from text, reading to integrate information, reading to write, reading to criticize texts, and reading for general understanding.¹⁵

- a. Reading to find simple information Reading for basic information is a typical reading talent, yet other academics consider it to be a rather autonomous cognitive activity. It is utilized so frequently in reading assignments that it is most likely best seen as a form of reading ability.

¹⁵ Grabe, W. 2009. *Reading in a Second Language: Moving from Theory to Practice*. Cambridge: Cambridge University Press.

- b. Reading to swiftly skim Reading to skim is a typical aspect of many reading tasks and a beneficial skill in and of itself. It entails a variety of tactics for predicting where relevant information could be in the text and then using basic reading comprehension abilities to those portions of the text until a broad notion is formed.
- c. Reading for the purpose of learning from text Reading to learn is most common in academic and professional circumstances when a person has to learn a significant quantity of knowledge from a book; it necessitates the ability to recall important concepts, detect and develop rhetorical frameworks, and relate the text to the reader base.
- d. Reading to integrate information necessitates a judgement regarding the relative relevance of complimentary, mutually supportive, or 9 conflicting information, as well as the potential rearrangement of a rhetorical frame to accommodate information from numerous sources.
- d. Reading in order to compose and reading in order to criticize texts Reading to write and reading to analyze texts are two task variations of reading to assimilate knowledge. Both require the ability to produce, choose, and criticize textual content.
- f. Reading for broad understanding Reading for broad understanding requires highly quick and automated

word processing, significant abilities in constructing a general meaning representation of the core concept, and efficient coordination of multiple processes under time constraints.

Reading is done for a variety of reasons, not just for pupils. They must read widely in order to get information and understanding of social existence. It can assist a person stay informed about his country's social, political, and economic challenges.

3.1. Reading Material

Materials are components that are assembled to become something. It is having a logical relationship with a subject or the subsequent events or knowledge of which would have a substantial impact on a choice or course of action. It means that material is such kind of things that is needed for a subject to be mastered. Material means information and figures, to be used in book, composition, report, etc.

Teaching materials are the resources that a teacher use to provide teaching to students. Richard agrees, stating that teaching materials are an important component of most language programs. It aids and enhances the process of teaching

and learning.¹⁶ He goes on to say that whether the teacher utilizes a textbook, institutionally produced materials, or his or her own materials, the majority of the language input learners receive and the language practice that occurs in the classroom is based on the instructor's resources. According to Chanda et al., instructional material allows everyone in a classroom context to contribute successfully. Because teaching material is crucial in the process of teaching and learning, one thing to consider is how to use it so that it may provide an effective source of learning during the teaching and learning process.¹⁷

In teaching reading, material is a crucial aspect that affects learning process significantly. Teachers make real-world applications of reading available to their pupils by bringing a range of reading resources to the classroom. Students learn about the purposes of reading when they read "actual" books, newspapers, and magazines, follow directions for building things, find out how things operate, and search for information in reference books.

By explanation above, reading materials is written material intended to be read. Reading resources are essential

¹⁶ Richard, J C. (2001). *Curriculum Development in Language Teaching*. Cambridge: Cambridge University Press.

¹⁷ Chanda. At. Al 2000
<https://jurnal.uns.ac.id/englishedu/article/download/35877/23442>

since they serve as a tool to assist pupils in their reading classes. Reading material is defined as any text or paragraph that conveys a message or ideas to the reader via the act of reading. Some elements must be addressed when developing the material. The writer focuses on the reader's degree of interest as well as the goals of the reading activity.

4.1. The Importance of Reading Material

Reading resources are significant since it is one of the language skills that students must learn and master when studying English. Tignaneli claims that reading materials are subject to scrutiny at various stages of planning and execution and for various objectives such as formative, summative, and developmental, to name a few.¹⁸ The current investigation's assessment goal is solely summative; the data gathered are intended to guide decisions on the adoption of resources for classroom usage.

According to McDonough reading material becomes important because it influence the quality of the learners and interest¹⁹. By knowing the assumptions behind a set of instructional materials will enable them to select materials that

¹⁸Tignaneli, 2010. *Materials and Methods in ELT*. Oxford: Blackwell Publishing. 25

¹⁹McDonough, Jo, and Christopher Shaw. 2003. *Materials and Methods in ELT*. Oxford: Blackwell Publishing.

are more consistent with their framework or to modify materials to more closely fit the homework.

The students actually are able to get good achievement from their good perception about the subject especially the material that is given by the Teacher. Reading material becomes very important because it correlates the perception and achievement when students will probably get high score by having good perception

5.1. Reading Process

In a way, the reading process is a progress report. It suggests that a widespread inability to evaluate and communicate a clear vision of the reading process itself was a primary factor for the lack of forward mobility in attempts to build more emotional reading in the circumstance.

There are three ways to improve reading process, namely:²⁰

a) Eye movements and sense group

The skills involved in the eyes movement and sense group are mainly devoted to the ability of how the reader reads with ease by moving his eyes staidly across the kens without reading any words, phrases or sentences. It has been estimated that the average reading speed for students is

²⁰David Nunan, 2003 *Practical English Language Teaching*. New York: McGraw-Hill.P.67

approximately 120-150 words per minutes before training. After training it is hoped that the students may read about 200 words per minutes.

b) Skimming

Skimming is an important ability to have when reading. Skimming implies quickly scanning a text for general information or determining whether the material is relevant to our own objective. Aside from that, skimming is a talent that demands focus and a large vocabulary. Students may learn how to increase their understanding of major themes. It is also employed once a reader has studied thoroughly and needs to revisit the primary idea notion.

c) Scanning

Scanning is the process of quickly skimming over a text in order to find specific information. As a result, when scanning, the reader focuses solely on identifying specific information and frequently fails to follow the passage's linearity. In other words, in order to scan efficiently, students must understand what they are searching for, where they are likely to find it, and how to recognize the information when they discover it.

2. Authentic Material

1.2. Definition of Authentic Material

According to certain specialists, there are several definitions of genuine material. Authentic content, according to Haines, is "written or spoken language generated by native speakers rather than for foreign language learners." Newspaper articles, tourist information brochures, radio programs, and "real life" conversations are examples of resources that can be used."

Authentic materials, according to Berardo, are made with real-life aims in mind, and examples include magazine adverts, movie reviews, television shows, a dialogue between native speakers, train timetables, nutrition labels, and so on. They include samples of both spoken and written language.²¹ Internet access is another type of authentic material; according to Sudiran, using the Internet to teach authentic materials in the teaching and learning process would assist teachers make the classroom more entertaining and appealing.²² As a result, employing real resources in teaching will assist teachers in overcoming the challenges they have while developing instructional materials for their pupils.

Widdowson backs it up, saying, "Authentic Material is a type of material that is produced for native speakers of English

²¹Berardo, S. *The use of authentic material in teaching of reading.* (The Reading Matrix. 2006) 6(2). 60-69.

²²Sudiran. *Teachers' attitudes toward the use of the internet and its implementation as media of English Language Teaching in Indonesia.* (International Journal of Humanities and Social Science Invention (IJHSSI), 2019) 8(3), 45-50.

and is utilized in the classroom in a manner similar to the one it was developed for; an example of the material would be a radio news story."²³ According to Harmer, genuine texts (whether written or spoken) are materials produced for native speakers: they are real texts intended for language speakers rather than language students.

The most crucial thing to accomplish first is to define 'genuine material.' It is certainly beneficial for children to have relevant classroom experiences, to make language learning an educational process of self-development and discovery as well as the acquisition of a linguistic skill. However, this has little to do with actual materials. Using authentic materials simply means using samples of language created by native speakers for some genuine purpose rather than language produced and intended merely for the sake of the classroom.

Based on the aforementioned criteria, the author concludes that genuine materials may refer to resources acquired from the actual world of daily communication of native English speakers and not specifically produced for the use of teaching and learning English. These items can be used by English teachers to demonstrate a real-world context of English in everyday conversation.

²³Widdowson, <http://www.telus.net/linguisticsissues/authenticmaterials.html>

2.2. Type of Authentic Material

Teaching resources are a critical component of both teaching and learning a foreign language. Nowadays, everyone has access to resources for teaching materials. The internet is recognized as a vital and abundant source of authentic content. The following are the three categories of genuine materials:

- 1) Genuine listening resources such as radio news, cartoons, music, and so on.
- 2) Genuine visual resources, such as street signs, magazine and newspaper images, post cards, and so on.
- 3) Original printed items such as port reports, newspapers, restaurant menus, railway tickets, and so on.²⁴

Furthermore, another expert indicated that authentic materials may be divided into four groups based on certain features. These are genuine hearing and viewing resources, genuine visual materials, genuine written materials, and genuine regalia/real items.

- 1) Genuine Listening and Viewing Materials This type of authentic content is useful for a variety of activities, including listening and seeing. These items include TV news

²⁴Rashid Hamed Al Azri, Majid Hilal Al-Rashdi, "The Effect of Using Authentic Materials in Teaching", *International Journal of Scientific and Technology Research*, Vol. III, Issue 10, (October 2014), p. 251.

broadcasts, commercials, talk shows, music video clips, cartoons, and movies, among others.

- 2) Genuine Visual Materials¹³ This genuine material category is exclusively focused with seeing or sight activities. Photographs, paintings, postcards, stamps, traffic signs, posters, and web pages are examples of such items.
- 3) Authentic Printed Materials Authentic printed materials fall under this category. Newspaper or magazine articles, music lyrics, restaurant menus, tourist information pamphlets, and other things fall into this category.
- 4) Real Objects/Regalia Real things are included in this category of authentic materials. These are masks, dolls, puppets, and so forth.²⁵

From the theories above, the researcher only uses the third type to construct the research instrument because only printed material can be used in teaching reading class.

3.2. The role of Authentic Materials in Teaching Reading

Most teaching and learning systems rely heavily on instructional materials. The broad use of supporting materials contributes significantly to the variety of language training that happens across the world today. The widespread usage of

²⁵ A ebersold, Jo Ann and Mary Lee Field. 1997. *From Reader to Reading teacher*. New York: Cambridge University Press.

instructional materials has the potential to benefit instructors since they may be utilized as major teaching tools to augment the teachers' instructions. Because they give the fundamentals for the content of the lessons, the balance of the skills taught, and the types of language practice that students engage in, instructional materials can be rapid autonomous learning tools for students. Aside from the contact the pupils have with the teacher, authentic sources may provide the primary source of the language.²⁶

4.2. The use of Authentic Reading Materials in The Classroom

One of the primary goals of utilizing genuine materials in the classroom is to "expose" students to as much real language as possible. Even if the classroom is not a "real-life" environment, genuine materials play a significant role. It has been suggested that removing a text from its original context robs it of its authenticity:

“As soon as texts, whatever their original purposes, are brought into classroom for pedagogic purposes they have, arguably, lost authenticity,”²⁷

Even if this is true, the student is nevertheless exposed to genuine dialogue rather than the artificial language of course textbooks, which seldom offer accidental or incorrect instances.

²⁶ Carell, L. Patricia 1988. *Interactive Approaches to Second Language Reading*. New York: Cambridge University Press.

²⁷ Wallace, C. *Reading Oxford*, O.U.P. (1992)

They also tend to mirror contemporary educational trends. Authentic materials also allow the reader to get true knowledge and learn about what is going on in the world around them. They usually have something to say, whether it's information or a review. They also provide a sense of accomplishment. Extraction of true information from a true text in a new/different language may be tremendously motivating, improving pupils' motivation for learning by exposing them to 'real' language.²⁸ They also reflect changes in language usage (again, something that textbooks do not accomplish since they get highly obsolete very fast), as well as providing the student with confirmation that the language is actual and not just studied in the classroom:

“Authentic texts can be motivating because they are proof that the language is used for real-life purposes by real people.”²⁹

Because there are so many various forms of material, it is easy to locate something that will interest the student and may even inspire continued reading or pleasure reading. The benefit of bringing a whole newspaper or magazine into the classroom rather than photocopies of an item is that students may choose what they wish to read. The more a student reads, the better a reader he becomes, which not only enhances his language level

²⁸Guarinetto, W. & Morley, J. *Text and Task Authenticity in the EFL Classroom in ELT Journal* 55(4), pp 347-353 (2001)

²⁹Nuttal, C. *Teaching Reading Skills in a foreign language (New Edition)* Oxford, Heinemann (1996)

but also his confidence. If the student is interested in the book, he can apply it to his own experiences. One goal of genuine materials is to have students react in the same manner as L1 speakers react in their original language (L1). Learners who live in the target language environment will experience a range of scenarios in which distinct reading purposes/skills are required once they leave the classroom. The primary benefits of employing resources in the classroom are thus:

1. Having a positive effect in student motivation;
2. Giving authentic cultural information;
3. Exposing students to real language;
4. Relating more closely to students' needs;
5. Supporting a more creative approach to teaching.

These are the factors that motivate teachers to employ real materials in the classroom, but it is unavoidable that they will fix certain reading issues.

5.2. Level of Student's Ability

The phrase "level of student ability" refers to any traits of a person that allow him to successfully carry out an activity. Some variables influence it, including inheritance, practice, and training. According to Littlewood, ability is frequently limited to cognitive characteristics of a person's capacity to learn, namely intellect and a set of more specialized language learning abilities

known as language aptitude. Hornby defines ability as the mental or physical capacity, power, or skill needed to perform a task. While Evison defines ability as the talent or power to perform anything. Capacity may also be described as a person's general ability to complete activities.

6.2. Students Achievement

The amount of academic knowledge a student learns in a particular time frame is measured as student accomplishment. Each teaching level has its own set of criteria or goals that educators must instill in their students. Achievement is often measured by periodic progress and understanding checks and assessments; however, there is no agreement on how it should be measured or which components are most significant.

The extent to which a learner has met their short or long-term educational goals is referred to as a student's achievements. Individual disparities in academic achievement are closely connected with personality and IQ differences. Degrees of achievement are also influenced by pupils' levels of self-efficacy, self-control, and drive.

7.2. Advantage and Disadvantages Using Authentic Material

Using authentic material in teaching, have advantage and disadvantage, there are:

a) Advantages

Using authentic material in the classroom, even if it is not done in an authentic scenario and is correctly exploited, is significant for a variety of reasons, including:

- 1) Students are exposed to authentic discourse, such as films of conversations with celebrities in which intermediate students listen for gist.
- 2) Authentic resources bring pupils up to date on what is going on in the world, providing an interstice educational value. As educators working inside the school system, we have obligations for education and general development.
- 3) Textbooks frequently exclude incidental/improper English.
- 4) They can provide a sense of accomplishment, such as a pamphlet about England distributed to students to help them arrange a four-day trip.
- 5) If the task is different, the same piece of material might be employed in multiple situations.
- 6) Reading books are good for teaching and practicing mini-skills like skimming and scanning.

- 7) Language changes are included in the resources so that students and teachers may stay up to date.
- 8) Books, periodicals, and newspapers, for example, provide a wide range of text kinds and linguistic styles that are not commonly seen in traditional educational resources.
- 9) They can inspire students to read for enjoyment since they are likely to contain issues of interest to them, especially if students are given the opportunity to choose the topics or types of genuine materials to be used in class.

b) Disadvantages

The disadvantages mentioned by several writers are:

- 1) They may be overly culturally prejudiced, making them difficult to interpret outside of the linguistic group.
- 2) The vocabulary may be unrelated to the student's urgent needs.
- 3) Too many structures are combined, making it difficult for lower levels to decode the messages.
- 4) Special preparation is required, which might take time.
- 5) The material, such as news, might quickly become out of date.

8.2. Criteria of A Good Authentic Material

Some researchers have state some criteria of good authenticity for authentic material. According to McGrath there are eight criteria of a good authentic text. These are:

- (1) Relevance to course book and learners' need,
- (2) Topic interest,
- (3) Cultural fitness,
- (4) Logistical considerations,
- (5) Cognitive demands,
- (6) Linguistic demand,
- (7) Quality, and
- (8) Exploitability.³⁰

Karpova in Azri et al provides a list of the criteria which need to be considered when using authentic materials as follow:

1. Content: genuine resources' content must be relevant for learners' age, interests, requirements, and goals.
2. Activities: tasks must be "sequenced and differentiated," and must involve communicative and cognitive procedures that combine the learners' prior knowledge and new information.
3. Relationship between teacher and student: the materials must be designed in such a way that a reciprocal

³⁰McGrath, I. *Materials Evaluation and design for language teaching*. (Edinburgh: Edinburgh University Press Ltd 2002).

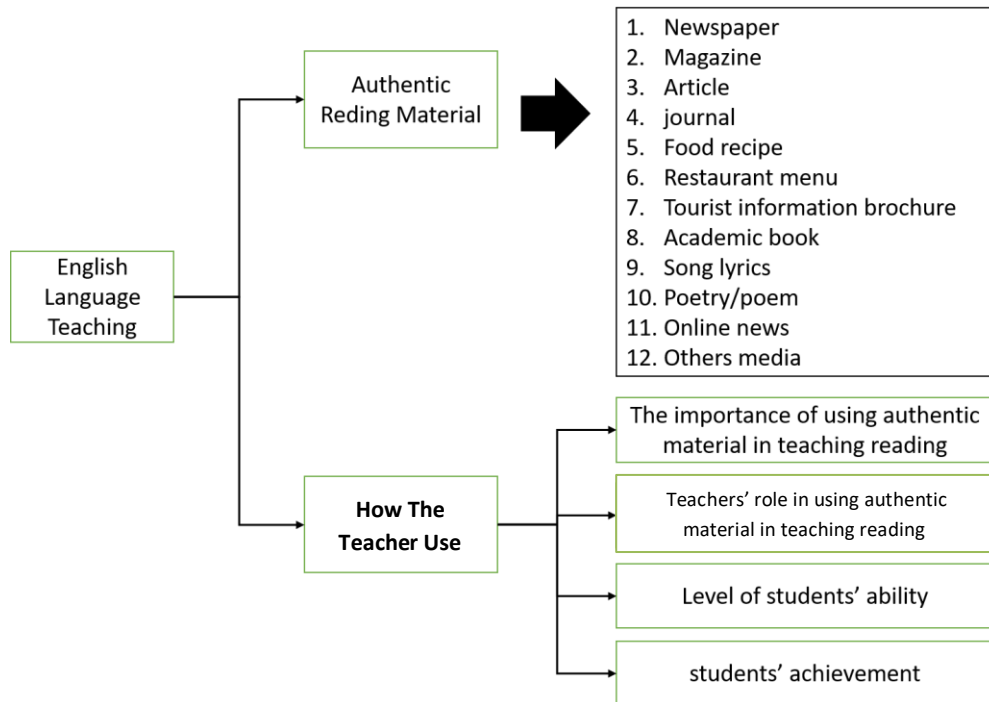
interaction between the instructor and the learner occurs.

4. Learning strategies: Learners' cognitive capacities must be developed by focusing on learning techniques.
5. Learning environment: The learning environment must foster risk-taking and idea exchange.
6. Societal Values and Attitudes: Genuine materials should represent social values and attitudes.
7. Culture is an issue: genuine resources must help learners develop their cultural, sociolinguistic, and paralinguistic awareness.³¹

³¹Karpova, L. V. 1999. *Consider the following when selecting and using authentic materials.* (TESOL Matters.9(2), 92-99)

B. Conceptual Framework

Table 1.1 Conceptual Framework



The conceptual framework above describes the research that is done by the researcher. The research is descriptive research entitled The use of authentic materials in teaching reading. In English Language Teaching (ELT), there are some components that support teaching process and one of them is teaching materials. Teaching materials are divided in to two, namely authentic materials and non-authentic materials. Authentic materials are real materials that are designed for native. It can be used as materials in teaching English especially in Reading because it introduces the students about the real

context so they can understand the culture of native language in real life. Some kinds of authentic materials that can be applied in teaching reading, namely; newspaper, journal, article, tourist information brochure. etc. Authentic materials can be applied properly in learning when teachers' perceptions are involved.

Besides, how the teacher use is also one of thing that affects the success of learning process. In learning process, there are four indicators of teachers' perception that strongly effect on the use of authentic materials, they are; (1) Importance of using authentic material in teaching reading, (2) Teachers' role using authentic material in teaching reading, (3) Level of students' ability, and (4) Students' achievement in reading subject.

In this study, there searcher explains in depth about authentic materials especially in teaching reading. Moreover, the researcher analyzes the use of authentic reading materials based on some indicators that have been mentioned.

C. Review of the Related Studies

Waheed made the initial discovery; she did a study titled the use of written genuine materials in ESL reading sessions. The study's findings indicate According to the findings, using real materials has various social and academic benefits, such as enhancing students' motivation and cultural understanding. Findings also indicate that the use of genuine materials is

encouraged since it adds a feeling of authenticity and reality to language schools.

The second discovery is Sriwahyuni, who did a study named employing genuine resources in increasing students' Reading Comprehension success in Muhammadiyah Yogyakarta seventh grade pupils. This researcher used a descriptive qualitative technique. Purposive sampling was used to choose all research seven grade kids from Muhammadiyah Yogyakarta. The data for this study was gathered through the use of a questionnaire (opening question) and an interview. Based on the findings, it can be stated that genuine content can considerably increase students' reading comprehension success.³²

In this study, the researcher explores the teacher's opinion of the use of authentic material in teaching reading, whereas two earlier studies focused on the application of authentic material in the teaching process. This study also provides detailed information regarding the type of genuine material utilized by the teacher in teaching reading.

³² Sriwahyuni, (2010)
<http://eprints.uny.ac.id/25715/1/Sri%20Wahyuni%2006202244124.pdf>

CHAPTER III

METHODOLOGY OF THE RESEARCH

This chapter describes the research methodology, which includes the research, subject of the study, data collection process, research instrument, and data analysis technique.

A. Kind of The Research

The descriptive technique was utilized in the investigation, which was qualitatively reported. According to Hancock, qualitative research focuses on creating explanations for social occurrences. It explains social phenomena in their natural context.³³ A descriptive method is a research method that focuses on methodically, factually, and properly documenting any circumstance or condition in a population.³⁴ In addition, L.R. Gay state that: "Descriptive research entails gathering data in order to test hypotheses or answer questions about the current state of the subject of study." A descriptive research determines and describes the current state of affairs. For two key reasons, the descriptive approach in general and a specific form of descriptive research in particular will be explored in length."³⁵

³³Baferly Hancock, *Trend Focus For Research And Developing In Primary Health Care: An Introduction To Qualitative Research*, Tren Focus. 1998, P.2

³⁴Nunurziah, *Metodologi Penelitian Sosial dan Pendidikan: Teori Aplikasi*, Jakarta 2007, P.47

³⁵L.R. Gay, *Education Research: Competences for Analysis And Application*, Florida International University. P. 189

In this research, the data is collected by qualitative way. The data gained is used to describe the use of authentic materials in Teaching Reading in SMPN 1 Kepahiang.

B. Subject of The Research

The subject of this research was the Teacher who taught reading subject in SMPN 1 Kepahiang. The subject is selected based on criteria that the Teacher used authentic material in teaching reading. The researcher selected the subject based on purposive sampling technique. Gay stated Purposive sampling is a non-probability sampling method that considers the characteristics of the sample that will be collected as a number of samples. Criteria are one sort of Purposive Sampling. Where it is a sample of all participants who meet the given criteria.³⁶ There are two Teachers selected as the subjects in this research.

C. Technique for Collecting the Data

a. Observation

In this research, the data gained by observation process the data is taken from learning process between Teacher and students in teaching reading in the class. The focus of this observation is the Teachers' material in teaching reading at SMPN 1 Kepahiang. The researcher conducted the observation to investigate the type of

³⁶ L.R Gay and Peter Airasian, *Educational Research Competencies for Analysis and Application*, (New Jersey:Prentice-Hall,Inc, 2000), P 137

authentic material used by the Teacher in teaching reading in the classroom. The instrument of collecting data is used by the researcher to get the data observation: from the observation result. This technique is used to observe the Teachers in the teaching reading in a real condition.

The observation session helps the writer to identify the authentic material the Teachers' uses in teaching Reading. The observation checklist used to obtain information about the level of effectiveness of the media used by teachers in teaching students in the classroom. It was also be used to gather data about the students' activity during the teaching and learning process and student's ability after the lessons. Then observation is given based on reality in the classroom.

The researcher uses non participant observation, according to fraenkell and Wallen, non-participant observation is the researcher do not participate in the activity being observe, but rather "site in the sidelines" and watch³⁷. it can be concluded that the researcher in this research only see and write what happened in the teaching process. The researcher focuses on the authentic material used by the Teacher in the class.

b. Interview

³⁷Fraenkel, Jack. R., and Norman E. Wallen. 2012. *How to Design and Evaluate Research in Education 8th Edition*. Boston: McGraw-Hill Higher Education

Interviews are a significant data collection strategy in qualitative research. An interview is a question-and-answer session between two people. An interview is an intentional contact, generally between two persons, in which one person attempts to obtain information from the other. According to Estebert's definition in Sugiyono's book, "interview is a meaning of two individuals exchanging information and ideas via questions and replies, resulting in communication and cooperative development of meaning regarding a certain issue."³⁸

In this research, the researcher used interview to gain the data about Teachers' perception on the use of authentic material in teaching reading at SMPN 1 Kepahiang.

D. Instrument of Research

a. Observation Checklist

The technique of gathering data and information firsthand by seeing people and locations at the sites is known as observation. Furthermore, according to the Cambridge dictionary, observation is "to closely observe the way something happens or someone does something, especially in order to learn." The technique of gathering data and information firsthand by seeing people and locations at the sites is known as observation. Furthermore, according to the Cambridge dictionary, observation is "to closely observe the way

³⁸Sugiyono, *Metode Penelitian Pendidikan* (Pendekatan Kualitatif, Kuantitatif dan R&D). (Bandung: Alfabeta, p,2002), p. 18

something happens or someone does something, especially in order to learn."

In this study, the researcher used an observation checklist to determine the type of genuine material utilized by the teacher to teach reading. The observation checklist contains nine primary pieces of genuine content from Genhard's Third category of authentic material in teaching reading. The researcher uses only the third type of authentic material because in teaching reading, only printed material is used. Meanwhile the first and the second of the theory are not used in teaching reading. Based on Genhard theory, an observation checklist for detecting the type of genuine material utilized by the teacher in teaching reading is constructed using a "Yes" or "No" checklist. The observation also makes use of field notes, which can assist the researcher in demonstrating broadly how real material is used in teaching reading in classroom activities.

Table 1: Observation Checklist

No	Theories	Kind of Materials	Checklist		Note
			Yes	No	
1	Authentic Printed Materials	1. Newspaper			
		2. Magazine			
		3. Article			
		4. Journal			
		5. Food Recipe			

		6. Restaurant Menu			
		7. Tourist Information Brochures			
		8. Academic Book			
		9. Song lyrics			
		10. Poetry/poem			
		11. Online News			
		12. Others Media			

b. Interview Guidance

The interview questions in this interview techniques that are utilized by the learn listening Teachers as reply are semi structure interviews in which the lecturers offer free answers that have relation with in interview guidelines. A semi-structured interview is adaptable, allowing new questions to be raised throughout the interview in response to what the interviewee says. A semi-structured interview often contains a framework of issues to be addressed. The researchers chose this interview because they want additional information about this study. Before doing the research interview, the researcher must write a question about the study in the paper, and then conduct the interview. In this research, there are three interviews that are used to answer all research questions. The interview is constructed by using Theory that existed in Chapter 2. From the theories, the researchers' divides the questions based on perception of authentic material

mentioned in theory and make the questions based on the indicators.

The instrument can be seen in the table below;

Table 2: Semi Structured Interview

No	Variable	Indicators	Questions
1	How the teacher use	1. The importance of using authentic material in teaching reading 2. Teachers' role in using authentic material in teaching reading 3. Level of students' ability 4. Students achievement	1. How long have you been teaching Reading? 2. What do you know about authentic materials? 3. When did you begin using authentic materials in teaching Reading? 4. What kind of authentic material that you used in Reading? 5. Could we use authentic materials for all levels of students? Why? 6. Does the use of authentic have an important role in teaching listening? 7. What are the teachers' roles before using authentic materials in learning process? 8. What are the criteria that you

			<p>used for selecting authentic materials?</p> <p>9. Does the use of authentic material in listening can improve students' Achievement?</p>
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E. Data Analysis

"Analysis" entails "categorizing, arranging, altering, and summarizing data to acquire answers to research questions," according to Kellinger.³⁹ The data analysis approach was employed to determine the implementation of authentic reading material, therefore the researcher assessed the data as follows:

1. Collecting the data from the students by using interview. The researcher interviewed the students to know the implementation of authentic reading material.
2. After doing interview, the researcher made the transcription into his notebook, while listening again to the tape.
3. Classifying the data into the implementation of authentic reading material.
4. Identifying the implementation of authentic reading material that done by the Teacher in reading subject
5. After that the data were then analyzed.

³⁹Kasiram, M.2008. *Metodologi Penelitian*. Malang: UIN-Malang Press. p.128

6. Describe the analysis.
7. Take some conclusions.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter presented the finding and discussion from observation and interview. In collecting the data, the researcher used observation checklist and interview. The data lead the researcher to the conclusion of the research.

A. Findings

The findings from the observation checklist and the interview were given by the researcher. The researcher's purpose was to look into the type of genuine material utilized by the instructor in teaching Reading at SMPN 1 Kepahiang. The descriptive technique was utilized in the investigation, which was qualitatively reported.

1. The Kind of Authentic Material Used by the Teacher at SMPN 1 Kepahiang.

The researcher conducted the observation in SMPN1 Kepahiang in four meetings. It is in reading subject taught by the teacher during the learning process. The observation answered the first question of the research. During the observation, the researcher takes the data from what authentic materials used by the teacher in teaching reading process. The researcher conducted the observation from 15th November 2021 to 15th December 2021. The researcher found several data connected to the use of authentic material by the teachers in teaching reading activity.

There are two teachers who teach in SMPN 1 Kepahiang. The two teachers teach different grades in the school. The researcher observed teachers when they teach in the class. The researcher sees what kind of reading material used by the teacher in teaching reading. The findings of the observation are;

a) Teacher A

The researcher got the data during observation in teaching process in the class. Teacher A taught several genre texts in teaching reading. Teacher A taught the 2nd Grade of Junior high school. The result of observation can be seen in the table below;

Table 3
Kind of Authentic Materials used by Teacher A

No	Kind of Authentic Material Used	Note
1	News paper	Teacher A used the Newspaper once in teaching News Item
2	Magazine	Teacher A used the Magazine once in teaching Report Text
3	Article	Teacher A used the Article once in teaching Hortatory Exposition
4	Food recipe	Teacher A used the Food recipe once in teaching Procedure Text.

5	Restaurant Menu	Teacher A used the Restaurant Menu once in teaching Advertising
6	Tourist Information Procedure	Teacher A used the tourist information procedure once in teaching Procedure Text
7	Academic Book	Teacher A used the academic four times in teaching all kinds of reading text
8	Song lyric	Teacher A used the three times once in teaching reading
9	Online News	Teacher A used the twice once in teaching Argumentative Text

From the table above it can be seen that the teacher A used nine authentic materials in teaching reading. First, the teacher used Newspaper in teaching reading process. The topic is News Item and Report Text. Teacher A gave the Authentic Material as the main sources in teaching this kind of genre text. The teacher A asks students to read the text and grasp the material given. Teacher A also makes the Newspaper as the example and exercise. The students analyze the newspaper to answer teachers' questions about generic structure and

language function. The second, teacher A used magazine. Here, the teacher used the authentic material to teach Report Text. Because there are so many real examples of report text can be taken as the supporting materials. The third, Teacher A used article in teaching hortatory text, the teacher used this authentic material as the source in explaining the material. The fourth, Teacher A used the food recipes to teach procedure text. This material help teacher give the real situation to the students in conducting procedure text. The fifth, Teacher A used Restaurant Menu in teaching informational text namely; advertising. The teacher gave to the students the real example of advertising product before students makes their own advertising project. The sixth, Teacher A used Tourist Informational Procedure to teach procedure text. This kind of authentic materials used by the teacher to give another example of procedure text. The focus is to educate students that the procedure text is not only about food. The Seventh, Teacher A used Academic book in teaching all kind of Genre text in teaching reading. The teacher used Kemendikbud Curriculum K13 (students' Book) to give clear information to the students about the materials given. The academic book also helped Teacher A in giving new information connected to the material given. The seventh authentic material used by Teacher

A is Song Lyric. The teacher used song lyric in teaching all kind of reading process. The ninth authentic material used by the teacher A is Online News to teach students' comprehending about argumentative text.

b) Teacher B

The researcher got the data during observation in teaching process in the class. Teacher B taught several genre texts in teaching reading. Teacher B taught the 3rd Grade of Junior high school. the result of observation can be seen in the table below;

Table 4
Kind of Authentic Materials used by Teacher B

No	Kind of Authentic Material Used	Note
1	News paper	Teacher I used the Newspaper once in teaching News Item
2	Magazine	Teacher B used the Magazine once in teaching Report Text.
3	Article	Teacher B used the Article once in teaching Hortatory Exposition
4	Food recipe	Teacher B used the Food recipe once in teaching Procedure Text.
5	Restaurant Menu	Teacher B used the

		Restaurant Menu once in teaching Advertising
6	Academic Book	Teacher B used the academic four times in teaching all kinds of reading text
7	Song lyric	Teacher B used the three times once in teaching reading
8	Online News	Teacher B used the twice once in teaching Report Text
9	Others Media	Other source book

From the table above it can be seen that the teacher B used nine authentic materials in teaching reading. First, the teacher used Newspaper in teaching reading process. The topic is News Item and Report Text. Teacher B gave the Authentic Material as the main sources in teaching this kind of genre text. The teacher B asks students to read the text and grasp the material given. Teacher B also makes the Newspaper as the example and exercise. The students analyze the newspaper to answer teachers' questions about generic structure and language function. The second, teacher B used magazine. Here, the teacher used the authentic material to teach Argumentative text. Because there are so many real examples

of opinion can be taken as the supporting materials. The third, Teacher A used article in teaching hortatory text, the teacher used this authentic material as the source in explaining the material. The fourth, Teacher B used the food recipes to teach procedure text. This material help teacher give the real situation to the students in conducting procedure text. The fifth, Teacher B used Restaurant Menu in teaching informational text namely; advertising. The teacher gave to the students the real example of advertising product before students makes their own advertising project. The Sixth, Teacher B used Academic book in teaching all kind of Genre text in teaching reading. The teacher used Kemendikbud Curriculum K13 (students' Book) to give clear information to the students about the materials given. The academic book also helped Teacher B in giving new information connected to the material given. The seventh authentic material used by Teacher A is Song Lyric. The teacher used song lyric in teaching all kind of reading process. The ninth authentic material used by the teacher B is Online News to teach students' comprehending about Report Text. The last, Teacher B used Other Media namely;

2. The Teaching Use of Authentic Material in Teaching Reading.

In this section, the researcher interviewed the teachers to answer second questions about the use of authentic materials in teaching reading. The questions based on the authentic materials in teaching reading. The researcher conducted the interview to the teachers on November 16th, 2021.

The interview result is based on the indicators of the instrument blueprint in chapter III. The indicators are; the importance of Authentic Material, Teachers' role in using authentic material in teaching reading, level of students' ability in reading and the last is students' achievement. From the interview conducted by the researcher, the result proceeds in the table below:

Table 4
The Teaching Use Authentic Material in Teaching Reading

No	Indicators of How the Teacher Use	Teacher A	Teacher B
1	The importance of Using Authentic Material in Teaching Reading	<p>Teacher A stated that using authentic material in teaching reading is very crucial because students are given authentic and familiar material, then students can easily understand the material</p> <p>The using authentic material also give students motivation</p>	<p>Teacher A emphasized that Authentic material is crucial/ needed as a medium for students to learn from the Native Material in order to motivate students learning Reading easily.</p> <p>Authentic material also gives students opportunity to get</p>

		and interest in reading.	the material which is closer to them.
2	Teachers' role in using authentic materials in Reading	<p>Teacher is required to make a lesson plan connected to the use of Authentic material.</p> <p>Teacher also has a role to select appropriate the Authentic material in teaching certain topic in reading lesson.</p>	<p>Teacher A has a role in preparing the lesson plan. The teacher chose the right authentic material for certain topic.</p> <p>Example; the teacher used food recipe to teach students procedure text Teacher also used song lyric in teaching descriptive text. In sum, Teacher has a role to select the material to the students in teaching reading.</p>
3	Level of students Ability	<p>Authentic material can be used for all level/ grades in SMPN 1 Kepahiang. Because all of the students are selected by some requirement. So there is no problem in level of student.</p> <p>In some cases, we need to consider the material</p>	<p>The teacher stated that the level of authentic material must be in accordance with students' grade and level.</p> <p>Teacher A select the appropriate material to teach students in reading. For example; Teacher did not give journal to the</p>

		selection to the students. It is correct we can use authentic material for any grades but for the material we need to choose it carefully in order to make students can follow it well.	students in junior high school because it's too high.
4	Students' Achievements	Authentic material can give a big influence in students' motivation so it will impact to their achievement. So far, the students' achievement increasing.	The teacher argued that the using of Authentic material can improve students reading Achievements. Because the material is from students daily. It is really close to their real life. When the teacher give question to them, they can understand it easily

c) The Importance of Using Authentic Materials in Teaching Reading

The first indicator describes the importance of using Authentic Materials in teaching Reading. Teacher A emphasized that the use of Authentic Materials is needed as a medium for students to reading easily and also give contribution to the students' interest and motivation. Teacher A confirmed his beliefs on the interview, she said:

“sangat peran sekali, karna dapat meningkatkan motivasi dan minat pemahaman siswa terhadap teks tertulis berbahasa inggris juga mereka dapat mengerti dengan cepat materi yang disampaikan”.

Meanwhile, Teacher B stated that using Authentic Materials motivate students to learn Reading material because the material is real. The materials also give students enjoying their time easily due to the material close to their real-life activity. She confirmed;

“Really, sangat sangat penting karena sebelum kita mengajar teks itu kita harus mengajak anak, mengajak anak untuk melakukan pendekatan sejak material ini kedunia yang mereka, em...kedunia yang mereka dapati atau yang mereka alami, contoh ketika kita ingin mempergunakan itu, apasih yang familiar bagi mereka, kalau kita mencontohkan dengan hal-hal yang asing atau yang yang nggak terkenal bagi mereka, mereka akan bingung, dan susah untuk membayangkan dan susah untuk masuk kedalam teks tersebut”.

d) The Teachers’ role in Using Authentic Materials in Teaching Reading.

The second indicator is teachers’ role in using authentic materials in learning process. Each teacher has its own preparation so that authentic materials can have a good impact on students’ learning outcomes. All of the teachers have same opinion about this indicator; they stated that the main role of teacher is to prepare the lesson plan because through it, the teacher can determine type of authentic materials that will be used in the class. She stated that;

“peranan guru memberikan atau informasi kepada siswa atau pengetahuan dan membantu siswa menemukan cara menghargai pembelajaran dan juga dalam hal mempersiapkan segala sesuatunya sebelum pelajaran dimlulai dalam hal ini ya pemilihan authentic materials yang relevan dengan materi ajar.”

In line with Teacher A, Teacher B also has the same opinion connected to the role of teacher in using authentic materials in teaching reading. The role of the teacher as the person who select the appropriate material for the certain themes in teaching reading. She confirmed;

”Relevan atau kecocokan antara materi dengan judul yang kita ambil misalnya, misalnya kita mau, contohnya procedure text ya, apasih makanan-makanan khas kepahiang contohnya lema, Lema itu kita, untuk kita memperkenalkan lema itu kan sulit tapi rata-rata anak mengetahui, karna background dari keluarga mereka mengetahui bahwa lema itu makanan yang dibuat dari rebung, jadi bisa mereka presentasikan karena gampang, walaupun mereka enggak tau, mereka bisa bertanya kepada ibu atau keluarganya, lalu yang kedua minat topikya...minat topik, minat gak si anak a...tapi minat itu enggak harus dari budaya atau kebiasaan anak, tapihal-hal yang biasa diadengar melalui media, melalui sosial media, zaman now kan kita tahu sendiri anak-anak itu sudah tau selebgram dan lain sebagainya, itu sudah menjadi topic kalau kita untuk membuat sebuah materi, lalukualitas yang pastinya, kualitas dari materi bahan ajar yang akan kita sajikan”.

e) Level of Students' Ability

The third indicator connected the use of authentic materials to teach reading is level of students' ability. In this research, the researcher wants to investigate whether authentic materials can be used at various levels of students' ability. Based on the result of interview, teacher A believes that the use of authentic

materials must be in accordance with the level of students in term of the materials selection. For example; journal cannot be used for junior high school students because the level of reading is high.

“Sebenarnya bisa tapi ada tingkatannya, contoh :kalo di SMP tidak atau belum bisa diterapkan menggunakan jurnal, sedangkan diperguruan tinggi sudah bisa pake jurnal”.

Meanwhile, Teacher B said that the using of authentic materials can be given to all level of students especially in SMPN 1 Kepahiang. Because the students are selected students. But in term of materials used in teaching process must be connected to their level of reading comprehending.

“kalok di SMP ini, ee...bisa digunakan untuk disemua level, karna memang rata-rata anak-anak disinini memang anak-anak yang terpilih gitu, termasuk anak-anak yang terpilih memang kapasitas mereka dalam menggunakan atau merespon dari Authentic Material ini saya rasa cukup bagus bisa digunakan untuk semua level”.

f) Students' Achievement

The last indicator is teacher belief about the effect of using authentic material in improving students' achievement. Based on result of interview, the entire teacher has same belief about this indicator. They claimed that the use of authentic material in reading can improve students' achievement. When students are given a reading test, they will easily answer the questions because they are used to read the material that is directly from

native material and close to their real-life situation.

Furthermore, the authentic materials also help them to activate their schemata (background knowledge). Teacher A said;

“Authentic Materials merupakan bahan cetak yang yang difungsikan dalam kegiatan pembelajaran didalam kelas, ketika substansi dari authentic materials tersebut telah dipahami dengan baik oleh siswa maka dengan sendirinya mereka juga akan merefleksikan authentic materials tersebut dalam kehidupan nyata melalui sikap, prinsip bahkan paradig mereka. Mungkin itu saja ya..”.

B. Discussion

1. Kind of material used by The Teachers in Teaching Reading

Based on the classroom observation, all of the teachers used the same kinds of authentic materials depend on the objectives of the lesson. Even there are some materials were not the same. Teacher A used Tourism Information Procedure in Teaching Procedure text meanwhile Teacher B did not use this kind of Materials in Teaching Reading. Both of the teachers did not use Journal as the material in teaching process. They thought that the language used was too high for junior students. They also skipped the Poem/poetry as the material in teaching reading. Teacher B also has others media used in teaching reading; Other source book the teachers used Menu Recipe to explain about Procedure Text and its response is significantly high motivated and active because students can immediately learn and practice the recipe directly.

Meanwhile, the learning objective about report text and argumentative text, both teachers used online news and article in order to deliver the material. The students also had a high motivation in learning. They also can answer the reading passages' questions easily when teacher gave the test in the end of lesson. The same finding is also proved by Maria the Teacher in Lab School in Malang he found that using various authentic materials give a big contribution to the development of students' reading comprehension. Based on Oguz and Bahar theory, the Authentic Printed Materials are the category of authentic material in printed forms.⁴⁰ These materials include newspaper or magazine articles, song lyrics, restaurant menus, tourist information brochures, etc. the Teachers in SMPN 1 Kepahiang used all kind of the Authentic printed material in teaching reading except; Journal and Poetry/poem. Two kind of these Printed material is too high for students in junior high school level.

2. The Teaching Use Authentic Materials in Teaching Reading.

Based on the result of the data of the teacher use of authentic materials in teaching Reading, it clears that that all of Teachers had strong belief on the use of authentic materials in teaching Reading. It was proven through the results of interview that have been obtained

⁴⁰ Oguz, A., & Bahar, H. O. (2008). *The importance of using authentic materials in prospective foreign language teacher training*. Pakistan Journal of Social Sciences, 5(4), 328-336.

by researcher. They agreed that authentic material is very important to use in teaching Reading because they can learn reading material effectively and they can build students background knowledge fast because the authentic material given is close to the students' real-life situation. They meet the material in daily activity so they are easy to comprehend the texts. Besides, the students can also improve their Reading skill through authentic materials given because it is directly from native speaker. The same finding is also proved by Mandasari authentic materials can improve students' English competence in both spoken and written, introduce the culture of native speaker, and motivate the students to learn autonomously.⁴¹

The teachers also stated that authentic materials can be used at all level of students, whether in terms of the education level or intelligence level. The finding is similar to opinion from Morrison who stated that authentic reading materials should be used at all levels from beginners to advance. They only need to pay attention to the type of authentic material that will be used so that the learning objectives can be achieved. In addition, the use of Authentic Materials can assist the teacher in improving their students' reading achievement.⁴² The students have become accustomed to comprehend

⁴¹ Mandasari, Berlinda. (2015). *Teachers' Beliefs on the Use of Authentic Materials to Teaching Listening*. Retrieved from <http://digilib.uns.ac.id/dokumen/download/52081/MjE3MjMy/Teachers-Beliefs-On-The-Use-Of-Authentic-Materials-To-Teach-Listening-abstrak.pdf>.

⁴² Morrison, B. (1989). *Using News Broadcasts for Authentic Listening Comprehension*. *ELT Journal*, 43, 14-18.

the reading text in English so they have no difficulty in answering questions on reading test. However, all the advantages of authentic material cannot be obtained without the role of teacher that involved. There are some teachers' roles needed before they use authentic materials in teaching and learning process, one of them is the teachers have to prepare lesson plan as an initial plan for them to determine what material they will teach by using authentic material.

CHAPTER V

CONCLUSION AND SUGGESTION

The conclusion and recommendation were delivered in this chapter. The following conclusion provides an answer to the study's research questions. While the recommendation was intended to provide information to researchers interested in undertaking more study in this sector.

A. Conclusion

1. What kind of authentic materials are used by Teacher in teaching reading at SMPN 1 Kepahiang?.

Teacher A: Newspaper, Magazine, Article, Food recipe, Restaurant menu, Tourist information Brochures, Academic book, Song lyrics, and online news.

Teacher B: Newspaper, Magazine, Article, Food recipe, Restaurant menu, book, Song lyrics, Online news, and others media.

2. How the teachings use authentic materials in teaching reading at SMPN 1 Kepahiang?

They agreed that authentic material is very important to use in teaching Reading because they can learn reading material effectively and they can build students background knowledge fast because the authentic material given is close to the students' real-life situation. They meet the material in daily activity so they are easy to comprehend the texts.

Besides, the students can also improve their Reading skill through authentic materials given because it is directly from native speaker.

The researcher found, based on the data and discussion, that all English instructors in SMPN 1 Kepahiang employed authentic content as a learning resource in teaching reading. They choose the sort of genuine content to utilize depending on the learning objectives to be met. Furthermore, all of the teachers in this survey expressed a high conviction in the utilization of real materials in the classroom. Teachers feel that authentic information may introduce students to English in a real-world context and, if given in an entertaining way, can drive them to continue studying. Furthermore, it can assist students improve their reading skills because they can learn directly how to speak English correctly in terms of both pronunciation and accent used by native speakers. Teachers also think that real information is appropriate for students of all levels, from beginner to advanced.

B. Suggestion

Based on the conclusion above, the writer recommends some suggestions;

1. For the Teacher

Teachers are encouraged to employ genuine materials in their classrooms as a means of exposing pupils to the real language spoken by native speakers. Carefully chosen resources increase students'

interest and drive, allowing them to attain Reading Comprehension and cultural knowledge goals.

2. For Students

The pupils' ability to communicate in English was demonstrated by their effective English learning. It is considered that in order to be a good learner, pupils must work hard. Authentic resources are items that are easily accessible to pupils. Knowing that actual resources are available means that students can learn from them both inside and outside of the classroom. They should use real materials to boost their English study skills.

3. For Further Researchers

It is one of the most difficult challenges to go deeper into this research in Indonesia. It is a great resource for future researchers who want to conduct a study on students' attitudes on the usage of genuine resources in English learning.

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Appendix A

Interview Guideline

1. How long have you been teaching Reading?
2. What do you know about authentic materials?
3. When did you begin using authentic materials in teaching Reading?
4. What kind of authentic material that you used in Reading?
5. Could we use authentic materials for all levels of students? Why?
6. Does the use of authentic have an important role in teaching reading?
7. What are the teachers' roles before using authentic materials in learning process?
8. What are the criteria that you used for selecting authentic materials?
9. Does the use of authentic material in reading can improve students' Achievement?

Appendix B

Name : Meri Diana, M.Pd

Date : Selasa, 16 November 2021

Interviewer	Teacher
Assalamu'alaikum wa rahmatullahi wa barakatuh, mam perkenalkan saya Selvi Shintia mahasiswa dari IAIN Curup, ingin mewawancara mam sebentar minta waktunya ya mam.	Iya
Saya mau nanya ee.. udah berapa lama ngajar disini?	Mengajar disini sudah 13 tahun
Apa yang mam ketahui tentang Authentic Material?	Authentic Material itu adalah bahasa tertulis atau lisan yang dihasilkan oleh penutur asli.
Kapan mam mulai menggunakan Authentic Material dalam pengajaran Reading ?	Dari awal pertama masuk sini berarti sudah 13 tahun
Jenis Authentic Material apa yang mam gunakan dalam reading?	Jenis authenticnya mam ambil song lyrics sering mam gunakan lagu barat yang diciptakan atau ditulis langsung oleh orang luar, bisa online news, academic book, news paper, food recipes, restaurant menu, magazine, article pake tapi jarang.
Bisakah kita menggunakan Authentic Materials untuk siswa-siswa disemua level ? ee... mengapa?	Sebenarnya bisa tapi ada tingkatannya, contoh : kalo di SMP tidak atau belum bisa diterapkan menggunakan jurnal, sedangkan diperguruan tinggi sudah bisa pake jurnal.
Apakah penggunaan Authentic Material memiliki peran yang penting dalam pengajaran reading?	sangat peran sekali, karna dapat meningkatkan motivasi dan minat pemahaman siswa terhadap teks tertulis berbahasa inggris.
Apakah peran guru dalam proses pembelajaran sebelum digunakannya Authentic Materials?	ee...peranan guru memberikan atau informasi kepada siswa atau pengetahuan dan membantu siswa menemukan cara menghargai pembelajaran
Kriteria seperti apa saja yang mam gunakan dalam memilih Authentic	Relevan, minat topic dan kualitas

Materials?	
<p>Pertanyaan yang terakhir mam, apakah penggunaan Authentic Material bisa meningkatkan pencapaian siswa dalam nilai seperti itu.</p>	<p>Bisa karena kan, Authentic Materials merupakan bahan cetak yang yang difungsikan dalam kegiatan pembelajaran didalam kelas, ketika substansi dari authentic materials tersebut telah dipahami dengan baik oleh siswa maka dengan sendirinya mereka juga akan merefleksikan authentic materials tersebut dalam kehidupan nyata melalui sikap, prinsip bahkan paradigma mereka. Mungkin itu saja ya..</p>
<p>Terima kasih ya mam untuk waktunya, untuk jawabannya, terima kasih banyak, saya ucapkan teri masih wassalamu'alaikum wa rahmatullahi wa barakatuh</p>	<p>Wa'alaikumussalam wa rahmatullahi wa baraktuh</p>

Appendix C

Name : Vavia Darmayanti, M.Pd

Date : Selasa, 16 November 2021

Interviewer	Teacher
Assalamu'alaikum wa rahmatullahi wa barakatuh, perkenalkan mam nama saya Selvi Shintia saya dari mahasiswa IAIN Curup, minta waktunya sebentar mam untuk saya wawancara. Saya mau nanya mam sudah berapa lama ngajar disini ?	ee... saya masuk ke SMP Negeri 1 Kepahiang ini diawali tahun 2008, jadi kurang lebih sudah 13 tahun
Apa yang mam ketahui tentang Authentic Material ?	Authentic Material itu adalah materi atau pelajaran yang kita ajarkan kepada anak melalui pendekatan secara Authentic yaitu merefleksikan kepada kehidupan nyata sesuai dengan lingkungan dan keadaan anak pada lingkungan sekolah tersebut, baik itu lingkungan rumahnya ataupun lingkungan pergaulannya sehari-hari kayak gitu.
Lanjut mam, kapan mam mulai menggunakan Authentic Material dalam pengajaran Reading ?	Kalo menggunakan Authentic Material dalam pengajaran reading itu, yang saya aplikasikan kepada siswa itu, sejak Kurikulum 2013, Kurikulum 2013 atau yang disebut dengan K Thirteen atau K13 itu sudah dimulai sejak saya mengajar di SMP 1.
Jenis Authentic Material apa yang mam gunakan dalam reading?	Jenis ya...kalau jenis materi itu seperti contoh atau nama ya
Contoh seperti song lyrics	Oh iya...bias menggunakan seperti lyrics lagu bisa, pernah kami lakukan atau penggunaan-penggunaan teks yang merujuk kepada background knowledge dalam daerah masing-masing, contohnya kayak descriptive text pendekatan Authenticnya, mengenal sejarah-sejarah yang ada tempat-tempat wisata atau tempat-tempat bersejarah yang ada di kabupaten kepahiang.
Jadi tentang budaya kayak gitu ya mam	Iya tentang budaya
Bisakah kita menggunakan Authentic Materials untuk siswa-siswa disemua	ee...kalok di SMP ini, ee...bisa digunakan untuk disemua level, karna

<p>level ? ee...terus mengapa mam ?</p>	<p>memang rata-rata anak-anak disini ni memang anak-anak yang terpilih gitu, termasuk anak-anak yang terpilih memang kapasitas mereka dalam menggunakan atau merespon dari Authentic Material ini saya rasa cukup bagus bisa digunakan untuk semua level.</p>
<p>Pertanyaan selanjutnya, Apakah penggunaan Authentic Material memiliki peran yang penting dalam pengajaran reading?</p>	<p>Really, sangat sangat penting karena sebelum kita mengajari teks itu kita harus mengajak anak, mengajak anak untuk melakukan pendekatan sejak material ini kedunia yang mereka, em...kedunia yang mereka dapati atau yang mereka alami, contoh ketika kita ingin mempergunakan itu, apasih yang familiar bagi mereka, kalau kita mencontohkan dengan hal-hal yang asing atau yang yang nggak terkenal bagi mereka, mereka akan bingung, dan susah untuk membayangkan dan susah untuk masuk kedalam teks tersebut.</p>
<p>Apakah peran guru dalam proses pembelajaran sebelum digunakannya Authentic Materials?</p>	<p>Peran guru itu sangat penting ya...karena dapat meningkatkan motivasi jadi sebelum kita melakukan ee...proses pembelajaran itu kita lakukan pendekatan-pendekatan dulu, oh...ini apa ya nak ya.. pernah pernah dengar inikah? oh... iya mam itu ini namanya, pernahkah kalian kesana?, apakah kalian menontonnya?, apakah pernah menyaksikannya?, nah ee...pancingan-pancingan atau motivasi-motivasi itu sangat penting bagi seorang guru agar anak itu bisa memahami apa yang disampaikan tentang materi tersebut.</p>
<p>Pertanyaan selanjutnya krit kriteria seperti apa saja yang mam gunakan dalam memilih Authentic Materials?</p>	<p>em...kriteria-kriteria nya itu yaa...salah satunya adalah Relevan, Relevan atau kecocokan antara materi dengan judul yang kita ambil misalnya, misalnya kita mau, contohnya procedure text ya, apasih makanan-makanan khas kepahiang contohnya lema, Lema itu kita, untuk kita memperkenalkan lema itu kan sulit tapi rata-rata anak mengetahui, karna</p>

	<p>background dari keluarga mereka mengetahui bahwa lema itu makanan yang dibuat dari rebung, jadi bisa mereka presentasikan karena gampang, walaupun mereka enggak tau, mereka bisa bertanya kepada ibu atau keluarganya, lalu yang kedua minat topik ya...minat topik, minat gak si anak a...tapi minat itu enggak harus dari budaya atau kebiasaan anak, tapi hal-hal yang biasa dia dengar melalui media, melalui sosial media, zaman now kan kita tahu sendiri anak-anak itu sudah tau selebgram dan lain sebagainya, itu sudah menjadi topik kalau kita untuk membuat sebuah materi, lalu kualitas yang pastinya, kualitas dari materi bahan ajar yang akan kita sajikan.</p>
<p>Pertanyaan yang terakhir mam, apakah penggunaan Authentic Material bisa meningkatkan pencapaian siswa atau dalam nilai seperti itu mam</p>	<p>em...Authentic Material itu merupakan cetak, sorry bahan cetak atau materi yang akan kita sajikan kepada siswa sehingga siswa itu mudah merefleksikan kedalam dunia nyata mereka, jadi sebagai guru itu memang harus lebih kreatif lagi ee...memang harus melakukan observasi dulu, kira-kira ini anak ngerti gak ya, kita harus memang lebih giat lagi mencari materi-materi itu dari google, kita cari dari majalah atau hal-hal tertentu yang kita jadikan sebagai bahan cetak, jadi yang disebut dengan Authentic Material itu adalah bahan cetak yang kita gunakan untuk menyampaikan materi kita, sehingga anak itu bisa merefleksikannya kedalam dunia nyata mereka, saya kira demikian.</p>
<p>Terima kasih banyak yam am atas jawabannya, waktunya, saya ucapkan terima kasih banyak, wassalamu'alaikum wa rahmatullahi wa barakatuh</p>	<p>Ok sama-sama, wa'alaikumussalam wa rahmatullahi wa baraktuh</p>

Appendix D

Observation Checklist

Teacher 1

Name : Meri Diana, M.Pd

Date : 17 November 2021 -

Teacher 2

Name : Vavia Darmayanti, M.Pd

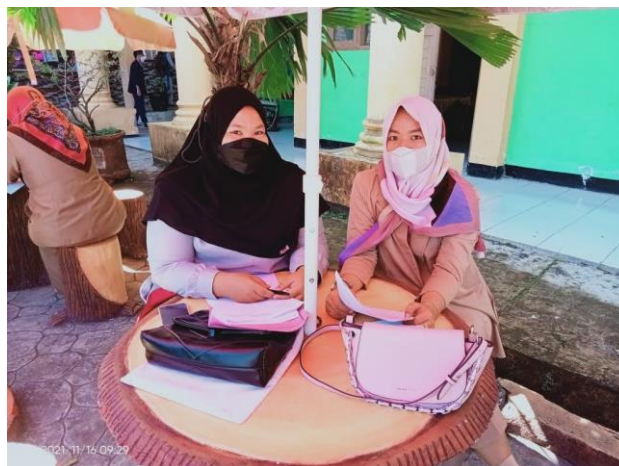
Date : 17 November 2021 -

Kinds of Authentic Materials	Teacher 1	Teacher 2
Newspaper	√	√
Magazine	√	√
Article	√	√
Journal		
Food Recipe	√	√
Restaurant Menu	√	√
Tourist Information Brochures	√	
Academic Book	√	√
Song Lyrics	√	√
Poetry/ Poem		
Online News	√	√
Others Media		√

Appendix E

Documentation

Interview Teacher A and Teacher B



Documentation
Observation in Class





KEMENTERIAN AGAMA REPUBLIK INDONESIA
 INSTITUT AGAMA ISLAM NEGERI CURUP
 FAKULTAS TARBIYAH

Alamat : Jalan DR. A.K. Gani No 1 Kotak Pos 108 Curup-Bengkulu Telpn. (0732) 21010
 Fax. (0732) 21010 Homepage <http://www.iaincurup.ac.id> E-Mail : admin@iaincurup.ac.id

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Nomor : 183 /In.34/FT/PP.00.9/12/2019

Tentang

**PENUNJUKKAN PEMBIMBING I DAN 2 DALAM PENULISAN SKRIPSI
 INSTITUT AGAMA ISLAM NEGERI CURUP**

- Menimbang :**
- Bahwa untuk kelancaran penulisan skripsi mahasiswa, perlu ditunjuk dosen Pembimbing I dan II yang bertanggung jawab dalam penyelesaian penulisan yang dimaksud ;
 - Bahwa saudara yang namanya tercantum dalam Surat Keputusan ini dipandang cakap dan mampu serta memenuhi syarat untuk diserahi tugas sebagai pembimbing I dan II ;
- Mengingat :**
- Undang-Undang Nomor 20 tahun 2003 tentang Sistem Pendidikan Nasional ;
 - Peraturan Presiden RI Nomor 24 Tahun 2018 tentang Institut Negeri Islam Curup;
 - Peraturan Menteri Agama RI Nomor : 30 Tahun 2018 tentang Organisasi dan Tata Kerja Institut Agama Islam Negeri Curup;
 - Keputusan Menteri Pendidikan Nasional RI Nomor 184/U/2001 tentang Pedoman Pengawasan Pengendalian dan Pembinaan Program Diploma, Sarjana dan Pascasarjana di Perguruan Tinggi;
 - Keputusan Menteri Agama RI Nomor B.II/3/15447,tanggal 18 April 2018 tentang Pengangkatan Rektor IAIN Curup Periode 2018-2022.
 - Keputusan Direktur Jenderal Pendidikan Islam Nomor : 3514 Tahun 2016 Tanggal 21 oktober 2016 tentang Izin Penyelenggaraan Program Studi pada Program Sarjana STAIN Curup
 - Keputusan Rektor IAIN Curup Nomor : 0047 tanggal 21 Januari 2019 tentang Pengangkatan Dekan Fakultas Tarbiyah Institut Agama Islam Negeri Curup.

MEMUTUSKAN :

Menetapkan

- Pertama :**
- Jumatul Hidayah, M.Pd** 19780224 200212 2 002
 - Sarwo Edy, M.Pd** 2007068102

Dosen Institut Agama Islam Negeri (IAIN) Curup masing-masing sebagai Pembimbing I dan II dalam penulisan skripsi mahasiswa .

N A M A : Selvi Shintia

N I M : 16551060

JUDUL SKRIPSI : An Analysis of Reading Material Authenticity.

Kedua : Proses bimbingan dilakukan sebanyak 8 kali pembimbing I dan 8 kali pembimbing II dibuktikan dengan kartu bimbingan skripsi .

Ketiga : Pembimbing I bertugas membimbing dan mengarahkan hal-hal yang berkaitan dengan substansi dan konten skripsi. Untuk pembimbing II bertugas dan mengarahkan dalam penggunaan bahasa dan metodologi penulisan .

Keempat : Kepada masing-masing pembimbing diberi honorarium sesuai dengan peraturan yang berlaku ;

Kelima : Surat Keputusan ini disampaikan kepada yang bersangkutan untuk diketahui dan dilaksanakan sebagaimana mestinya .

Keenam : Keputusan ini berlaku sejak ditetapkan dan berakhir setelah skripsi tersebut dinyatakan sah oleh IAIN Curup atau masa bimbingan telah mencapai 1 tahun sejak SK ini ditetapkan ;

Ketujuh : Apabila terdapat kekeliruan dalam surat keputusan ini, akan diperbaiki sebagaimana mestinya sesuai peraturan yang berlaku .

Ditetapkan di Curup,
 Pada Tanggal 10 Desember 2019

Dekan



Imahdi Nurmal

Tembusan : Disampaikan Yth :

1. Rektor
2. Bendahara IAIN Curup;
3. Kabag Akademik kemahasiswaan dan kerja sama;
4. Mahasiswa yang bersangkutan.



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Nomor : 1203/In.34/FT/PP.00.9/08/2021
Lampiran : Proposal dan Instrumen
Hal : Permohonan Izin Penelitian

27 Oktober 2021

Kepada Yth. Kepala Dinas Penanaman Modal dan
Pelayanan Terpadu Satu Pintu (PTSP)
Kabupaten Kepahiang

Assalamualaikum Wr, Wb

Dalam rangka penyusunan skripsi S.1 pada Institut Agama Islam Negeri Curup :

Nama : Selvi Shintia
NIM : 16551060
Fakultas/Prodi : Tarbiyah / TBI
Judul Skripsi : Teacher Perception On The Use Of Authentic Materials In Teaching Reading in SMPN 1
Kepahiang
Tempat Penelitian : SMPN 1 Kepahiang

Mohon kiranya Bapak berkenan memberi izin penelitian kepada Mahasiswa yang bersangkutan.

Demikian atas kerjasama dan izinnya diucapkan terimakasih

a.n Dekan

Wakil Dekan I,

Baryanto, MM.,M.Pd

NIP. 19690723 199903 1 004

Tembusan : disampaikan Yth :

1. Rektor
2. Warek 1
3. Ka. Biro AUAK



PEMERINTAH KABUPATEN KEPAHIANG
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU
Jl. Alpa Mu'an Komplek Perkantoran Pemkab. Kepahiang Telp. (0732) 3930035
KEPAHIANG

IZIN PENELITIAN

Nomor : 503/144/I-Pen/XI/DPMPTSP/2021

DASAR :

1. Peraturan Menteri Dalam Negeri Republik Indonesia Nomor 64 Tahun 2011 tentang Pedoman Penerbitan Rekomendasi Penelitian;
2. Peraturan Bupati Kabupaten Kepahiang Nomor 1 Tahun 2020 tentang Perubahan Ketiga Atas Peraturan Bupati Kepahiang Nomor 25 Tahun 2016 tentang Struktur Organisasi Perangkat Daerah Kabupaten Kepahiang (Berita Daerah Kabupaten Kepahiang Tahun 2020 Nomor 1);
3. Peraturan Bupati Kepahiang Nomor 7 Tahun 2021 tentang Perubahan Kedua Peraturan Bupati Kepahiang Nomor 14 Tahun 2017 tentang Pelimpahan Kewenangan Penerbitan dan Penandatanganan Perizinan dan Non Perizinan Dalam Rangka Penyelenggaraan Perizinan Terpadu Satu Pintu;
4. Surat Permohonan Izin Penelitian Nomor : 1203/In.34/FT/PP.00/08/2021 tanggal 27 Oktober 2021.

DENGAN INI DIBERIKAN IZIN PENELITIAN KEPADA :

Nama : SELVI SHINTIA
NPM : 16551060
Pekerjaan : MAHASISWA
Lokasi Penelitian : SMP NEGERI 1 KEPAHIANG
Waktu Penelitian : 15-11-2021 s.d 15-12-2021
Tujuan : MELAKUKAN PENELITIAN
Judul Proposal : "TEACHER PERCEPTION ON THE USE AUTHENTIC MATERIALS IN TEACHING READING IN SMPN 1 KEPAHIANG"
Penanggung Jawab : WAKIL DEKAN I, FAKULTAS TARBIYAH INSTITUT AGAMA ISLAM NEGERI CURUP
Catatan : 1. Agar menyampaikan Surat Izin ini kepada Camat setempat pada saat melaksanakan penelitian.
2. Harus mentaati semua ketentuan Perundang-undangan yang berlaku.
3. Setelah selesai melaksanakan kegiatan berdasarkan Surat Izin ini agar melaporkan hasilnya secara tertulis kepada Bupati Kepahiang cq. Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kabupaten Kepahiang.
4. Izin Penelitian ini akan dicabut dan dinyatakan tidak berlaku, apabila ternyata pemegang surat izin ini tidak mentaati/mengindahkan ketentuan-ketentuan seperti tersebut diatas.

Kepahiang, 9 November 2021

Pt. KEPALA DINAS PENANAMAN MODAL
DAN PELAYANAN TERPADU SATU PINTU
KABUPATEN KEPAHIANG,


IONO ANTONI, S.Sos., M.M.
Pembina, IV/a

NIP. 19810116 200502 1 001



BIAYA GRATIS

Tembusan disampaikan Kepada yth:

1. Bupati Kepahiang (sebagai laporan)
2. Kepala Badan Kesbangpol Kabupaten Kepahiang
3. Kepala Dinas Pendidikan dan Kebudayaan Kabupaten Kepahiang
4. Camat Wilayah Tempat Penelitian



KARTU KONSULTASI PEMBIMBING SKRIPSI

NAMA : Selvi Shintia
 MAHASISWA : Tarbiyah / Tadris Bahasa Inggris
 NIM : 16551060
 PEMBIMBING I : Jumatul Hidayah, M.Pd
 PEMBIMBING II : Sarwo Edy, M.Pd
 JUDUL SKRIPSI : Teacher Perception on the use of
 Authentic materials in Teaching
 Reading in SMPN 1 Kepahiang

• Kartu konsultasi ini harap di bawa pada setiap konsultasi dengan pembimbing 1 dan pembimbing 2;

• Diajarkan kepada mahasiswa yang menulis skripsi untuk berkonsultasi sebanyak mungkin dengan pembimbing 1 minimal 2 (dua) kali, dan konsultasi pembimbing 2 minimal 5 (lima) kali dibuktikan dengan kolom yang disediakan;

• Agar ada waktu cukup untuk memperbaiki Skripsi sebelum di ujikan di hadapan agar konsultasi terakhir dengan pembimbing di lakukan paling lambat sebelum ujian skripsi.



KARTU KONSULTASI PEMBIMBING SKRIPSI

NAMA : Selvi Shintia
 MAHASISWA : Tarbiyah / Tadris Bahasa Inggris
 NIM : 16551060
 PEMBIMBING I : Jumatul Hidayah, M.Pd
 PEMBIMBING II : Sarwo Edy, M.Pd
 JUDUL SKRIPSI : Teacher Perception on the use of
 authentic materials in Teaching
 Reading in SMPN 1 Kepahiang

Kami berpendapat bahwa skripsi ini sudah dapat dijadikan untuk ujian skripsi IAIN Curup.

Pembimbing I

[Signature]

Jumatul Hidayah, M.Pd
 NIP. 1978022-4200212002

Pembimbing II

[Signature]

Sarwo Edy, M.Pd
 NIP. 2007068102



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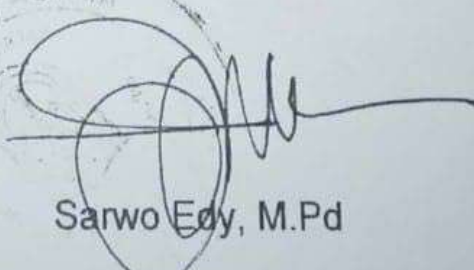
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BIOGRAPHY



Selvi Shintia. She was born on 16th September 1996 in Kepahiang. She is youngest daughter of marriage between Karman and Sayati. She has 3 sisters; her name is Yeli Yulianti, Wiwik Nopalia, and Dewi Kartika. In 2002, she started in elementary school at SDN 20 Kepahiang, graduated in 2008. Then she continued her junior high school at SMPN 2 Kepahiang and graduated in 2011. After that she continued her senior high school at SMKN 2 Kepahiang and graduated in 2014. In 2016, she was accepted in English tadris study program Faculty of Tarbiyah the State Islamic University of Curup. At the end of her study, she could finish her thesis in 2022 entitled "The Use of Authentic Materials in Teaching Reading in SMPN 1 Kepahiang.