

# AUTHENTIC MATERIALS IN EXTENSIVE READING CLASS AT STAIN PONOROGO

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## **Abstract:**

*It is widely believed that English Foreign Language (EFL) learners need to develop their language proficiency by getting so much input. Moreover, students need to be familiarized with the real English usage where real forms of communication and cultural knowledge are crucially exposed. Teaching through authentic materials will make the learners feel that they are learning a real language which is used by the real native speakers for real communication. incorporating authentic materials helps students acquire an effective communicative competence in the language focus. The research intended to describe the implementation of authentic materials in extensive reading class, the problems arise and the students' responses toward the authentic materials in extensive reading class. The design of the research was Descriptive Qualitative method and the research subject was the lecturer of Extensive Reading class and 33 students in B class of the fourth semester of STAIN Ponorogo who took Extensive Reading subject. The instruments used were in the form of observation sheet, interview guideline and questionnaire. The implementation of authentic materials in extensive reading class covered some procedures into three main phases namely (1) Pre-Activity, (2) Main-Activity and (3) Post-Activity. The activities in main activity are as follows: (a) Pre-Activity; (b) Whilst-Activity; and (3) The language focus stage. There were problems arose during the implementation in terms of complicated planning, more time allocation and some disinterested students. Finally, the students showed significantly positive attitude toward the implementation of authentic materials in extensive reading class.*

**Key words:** *authentic materials, extensive reading, teaching reading.*

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## INTRODUCTION

It is widely believed that English Foreign Language (EFL) learners need to develop their language proficiency by getting so much input. The input that EFL learners acquire most is from their lecturers in the classroom activities. Unfortunately, not many of them have any initiative to try to get more input beyond class requirements or find other resources outside their classroom materials. These are some reasons why EFL lecturers need to compile more materials as input to be brought in the classroom. They have to concern on how students must be exposed to suitable materials and methods to advance their language proficiency.

One of the most challenging tasks that are faced by EFL lecturers is how to elicit the interest and to explore the creativity of their students so that they will be more motivated to learn. EFL lecturers are free to choose materials and method but they should pay attention to students' need and improvement. Not only vocabulary building, grammar structures, but also four skills i.e. listening, reading, speaking and writing should be well prepared for them. Moreover, students need to be familiarized with the real English usage where real forms of communication and cultural knowledge are crucially exposed.

Nowadays, Khaniya believes that in the course of the decade, the use of authentic materials has become increasingly popular in learning situations ranging from traditional intensive EFL to language training for professionals.<sup>1</sup> If learners are asked to study grammar rules or study the textbooks for the tests they can't understand nor experience the feel of the language as a real language used. Authentic materials are perceived by the learners as original, useful, and interesting. Teaching through authentic materials will make the learners feel that they are learning a real language which is used by the real native speakers for real communication.

Therefore, EFL lecturers must stimulate this real world in the classroom. One way of doing so is to incorporate the use of authentic materials in classroom. Reading is one of the essential skills to acquire knowledge. When people read, they expand their knowledge through reading so that they can learn various things. Experts argue

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<sup>1</sup>T.R. Khaniya, "Use of Authentic Materials in EFL Classrooms", *Journal of NELTA*, 11(2). 2006, 17-23. p.17.

that the use of authentic materials to teach reading helps to bridge the gap between classroom textbook knowledge and students' capacity to use real-language in real-world communication. To sum up, incorporating authentic materials helps students acquire an effective communicative competence in the language focus.

The fourth semester undergraduate students of Tadris Inggris (English Department) At STAIN Ponorogo are required to take Extensive Reading class. Students themselves have already got Reading I and Reading II before taking Extensive Reading class. The objective of Extensive Reading subject is aimed at strengthening students' reading comprehension skills and enriching their vocabulary by reading and reacting to a variety of adapted and authentic texts. Students also improve oral communication skills for professional and social interactions through extensive conversational practice. Practice includes communicating opinions on contemporary issues, developing formal and informal oral presentations, giving and following directions, and narrating and giving explanations.<sup>2</sup>

This course consists of 16 meetings. 14 meeting for tutorials and 2 meetings for evaluating, in this case the 7<sup>th</sup> meeting is for midterm test and the 16<sup>th</sup> meeting is for final test. Referring to the objectives above, the lecturers should be responsible for providing various activities and authentic materials in enhancing students' reading ability.

Those theoretical and practical evidences led the researcher to investigate the implementation of authentic materials in Extensive Reading class by conducting the research entitled "Authentic Materials in Extensive Reading Class at STAIN Ponorogo". Based on the background of the study, the research questions are formulated as follows: (1) How does the lecturer implement authentic materials in Extensive Reading class?; (2) What are problems encountered in the implementation of authentic materials in Extensive Reading class?; (3) What are the students' responses toward the implementation of authentic materials in Extensive Reading class?

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<sup>2</sup>English Syllabus of STAIN Ponorogo, 2011.

## DISCUSSIONS

### The Significance of Teaching Reading

There are some assumptions about the nature of reading according to Penny Ur. People need to perceive and decode letters in order to read words. They need to understand all the words in order to understand the meaning of a text. The more symbols (letters or words) there are in a text, the longer it will take to read it. We gather meaning from what we read. Our understanding of a text comes from understanding the words of which it-is-composed.<sup>3</sup>

There are many reasons why getting students to read English texts is an important part of lecturer's job. According to Jeremy Harmer in his book *How to Teach English*, some of reasons are many students want to be able to read texts in English either for careers, for study purposes or simply for pleasure. Reading is useful for other purposes too: any exposure to English is a good thing for language students. At the very least, some of the language sticks in their minds as part of the process of language acquisition, and, if the reading text is especially interesting and engaging, acquisition is likely to be even more successful. Reading texts provide good models for English writing.<sup>4</sup>

### The Power of Extensive Reading

A current issue in pedagogical research on reading is the extent to which learners will learn to read better in a supportive atmosphere of enriched surrounding or in an instructed sequence of direct attention to the strategies of efficient reading. Krashen's *The Power of Reading* made the case that the extensive reading (free voluntary reading [FVR], as Krashen called it) is a key to student gains in reading ability, linguistic competence, vocabulary, spelling and writing.<sup>5</sup> John Green and Rebecca Oxford found that reading for pleasure and reading without looking up all the unknown words were both highly correlated with overall language proficiency.<sup>6</sup>

<sup>3</sup>Penny Ur, *A Course in Language Teaching: Trainee Book* (Cambridge: Cambridge University Press, 1999), 9.

<sup>4</sup>J. Harmer, *How to Teach English* (Harlow: Longman, 2000), 68.

<sup>5</sup>S. Krashen, *The Power of Reading* (Portsmouth, NH: Heinemann and Westport: Libraries Unlimited, 2004), 1.

<sup>6</sup>R. Oxford JM Green - *Tesol Quarterly*, 1995 - Wiley Online Library. Retrieved on May 20th 2012. <http://onlinelibrary.wiley.com/doi/10.2307/3587625/abstract>

All this research suggests that instructional programs in reading should give strong consideration to the teaching of extensive reading. It does not suggest that focused approaches to specific strategies for intensive reading ought be abandoned, but on the other hand strengthens the notion that an extensive reading component in conjunction with other focused reading instruction is highly recommended.

### **Authentic Materials**

It is already acknowledged that authentic materials are beneficial to the EFL learners. However, before we look at the reasons why that make them effective. It will be useful to identify what authentic materials are by defining the term.

Authentic material is not a text that is produced to be used in the purpose of teaching learning processes in the classroom as what is stated by Wallace that authentic texts have been defined as “...real-life texts, not written for pedagogic purposes”.<sup>7</sup> They are therefore written for native speakers and contain “real” language. Jordan refers to authentic texts as texts that are not written for language teaching purposes.<sup>8</sup> Authentic materials is significant since it increases students’ motivation for learning, makes the learner be exposed to the ‘real’ language as discussed by Guariento & Morley.<sup>9</sup>

What is common in those definitions is that authentic material is the material used in real activities by native speaker in the purpose of real communication, not for teaching learning processes.

### **Types of Authentic Materials**

Gebhard gives more examples of authentic materials EFL and ESL lecturers have used. Some of his examples, which may serve as source material for lesson planning, are shown below<sup>10</sup>:

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<sup>7</sup>C. Wallace, *Reading* (Oxford: O.U.P, 1992), 145.

<sup>8</sup>R.R. Jordan, *English for Academic Purposes: A Guide and Resource for Lecturers* (Cambridge. Cambridge University Press. 1997), 113.

<sup>9</sup>W. Guariento & J. Morley, “Text and Task Authenticity in the EFL Classroom”, *ELT Journal*, 55 (4), 2001, 347-353. p. 347.

<sup>10</sup>J.G. Gebhard, *Teaching English as a Foreign Language: A Lecturer Self-Development and Methodology Guide* (Ann Arbor: The University of Michigan Press, 1996), 100-101.

**a. Authentic Listening Viewing Materials**

Silent films, TV commercials, quiz shows, cartoons, news clips, comedy shows, dramas, movies, soap operas; radio news, drama and ads; professionally audio taped short stories and novels; pop, rock, country, folk, and children's songs; home video; professionally videotaped travel logs, documentaries, and sales pitches.

**b. Authentic Visual Materials**

Slides, photographs; paintings; sketches; drawings by children; stick-figure drawings; wordless street signs; silhouettes; calendar pictures; pictures from travel, news, and popular magazines; ink blots; postcard pictures; wordless picture books; stamps; X-rays.

**c. Authentic Printed Materials**

Newspaper articles, cartoons, advertisements, movie advertisements, astrology columns, sports reports, obituary columns, and advice columns; travel magazines; science, math, and history books; short stories; novels; books of photographs; lyrics to popular, rock, folk, and children's songs, restaurant menus, street signs, cereal boxes, candy wrappers, tourist information brochures and tourist guidebooks; university catalogs; department store catalogs; telephone books; world, city, and relief maps; calendars; TV guides, driver licenses; comic books; greeting cards; business cards; bank checks and deposit forms; grocery coupons; hotel registration forms; pins with messages; bus, plane, train, taxi, and jitney schedules; teletext subtitles for the hearing impaired.

**d. Realia (Real world objects/miniatures)**

Dolls, puppets, currency, key rings, scissors, folded paper, toothpaste, toothbrushes, combs, stuffed and toy animals, wall clocks, balloons, walkie talkie, candles, fly swatter, string, thread, chewing gum, glue, rulers, tacks, paper clips, rubber bands, trays, aprons, plastic forks and spoons, dishes, glasses, bowls, umbrellas, wallets, purses, balls, phones, fishing reels, furniture, people, cars, bug collections, play money, stones, plants, sand, clay, ink, sticks, jars, coffee cans, chalks, credit cards, hats, Halloween masks, rubber vomit, manikins, to name a few.

Realia are often used to illustrate points very visually or for role-play situations. Realia are also used to pre-teach some new vocabulary, especially for young learners so that they can visually expose to a new objects.

### **The Advantages & Disadvantages of Using Authentic Materials in EFL Classrooms**

It is no doubt that EFL lecturers nowadays can get access to a great number of authentic materials including from the internet. However, using authentic materials in EFL classrooms has disadvantages and advantages. Gebhard stated some disadvantages: one disadvantage is that it takes time and efforts to locate authentic materials.<sup>11</sup> EFL lecturers need to spend more time and efforts to find, to select, to collect, and to match the authentic materials with the certain lesson.

The second disadvantage is that it is sometimes too difficult to make authentic materials and media comprehensible to the students.<sup>12</sup> Sometimes, authentic materials consist difficult or advanced vocabulary that students with low level ability would find difficulties to comprehend. The third disadvantage is that some students will not accept authentic materials and media as being valuable learning sources.<sup>13</sup> Take for instance, students sometimes think that TV drama or comedy is a form of entertainment rather than learning materials which they think are more serious.

Richards points out that along with these disadvantages, authentic materials often contain difficult language, unneeded vocabulary items and complex language structures, which causes a burden for the lecturer in lower-level classes.<sup>14</sup> Lecturers need to consider the complexity of vocabulary and language structure of authentic materials they choose with the level of their students. Lecturers also need to note that at lower levels, the use of authentic materials may cause students to feel discourage and confused since they lack of lexical items and structures used in the language focus. Lecturers need to spend more time to prepare and set the task which is suitable with students' level, especially with the lower level ones.

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<sup>11</sup>*Ibid.*, 101-103.

<sup>12</sup>*Ibid.*, 101.

<sup>13</sup>*Ibid.*, 102.

<sup>14</sup>J.C. Richard, *Curriculum Development in Language Teaching* (Cambridge: Cambridge University Press, 2001), 253.

Martinez mentions that authentic materials may be too culturally biased and too many structures are mixed, causing lower levels have a hard time decoding the texts.<sup>15</sup> Authentic materials sometimes contain cultural content which should be connected with a certain discourse that lower level students will have difficulties in decoding them.

Although there are some disadvantages of using authentic materials in the classrooms, but there are also very strong reasons that lecturers should use them. Authentic materials and media “can reinforce for students the direct relation between the language classroom and outside world.”<sup>16</sup> By using authentic materials, students will not only acknowledged with the language in textbooks but also can expand their knowledge of the real use of language outside classrooms.

Nunan also supports the use of authentic sources leads to greater interest and variety in the material that learners deal with in the classroom. This authentic material helps bring the contact to life, and ultimately makes learning and using language more meaningful, and, ultimately, easily for students.”<sup>17</sup>

Addition to the above explanation, Gebhard also stated that authentic materials and media offer a way to contextualize language learning.<sup>18</sup> When students are given authentic materials, e.g. a real map, a menu, a brochure or anything that is used in the real world, they will tend to focus on content and the meaning rather only on the language itself. This offers students a valuable source of language input, so that they are not being exposed only to the language presented by the text and the lecturer. This helps lecturers to broaden students’ active learning to the real life experience.

### Considerations for the Implementation of Authentic Materials

When we first began using authentic materials, we tended to hand out materials to each student and made them work individually. Thus, experience has shown that having students work in pairs or group is a better approach because they tend to be more enthusiastic

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<sup>15</sup>A. Martinez, *Authentic materials: An overview*. *Karen’s Linguistic Issues*. Retrieved Nov, 20, 2003 from. <http://www3.telus.net/linguisticsissues/authenticmaterials.html>

<sup>16</sup>Gebhard, *Teaching English as a Foreign Language*, 102.

<sup>17</sup>*Ibid.*, 212.

<sup>18</sup>Gebhard, *Teaching English as a Foreign Language*, 102.

and work harder.<sup>19</sup> The student with low comprehension will tend to ask questions to his pair or to the other students in the group. They will work together and they have more time to participating in class activities. Unlike doing the task alone, whenever they have difficulties they tend to de-motivated and discourage to learn more. Lecturers have to pay attention to the approach that is suitable to teach English by using authentic materials.

The task design is also crucial when using authentic materials, and according to Lee, the following points should be considered:<sup>20</sup> In real-life communicative situations it is very common to use more than one language skill to achieve different communicative purposes, and for this reason an integrated skills approach is recommended. Contexts have to be provided tasks, so that learners can practice the skills in a natural, meaningful, and relevant way. The task content should be related to the authentic materials selected so that students can use them as a springboard for the tasks. Whether the task is used as pre-activity, practice activity, or post-activity depends on the course objectives, the skill(s) to be practiced, and learners' preferences.

Lecturers should also consider the appropriate trick to set the task according to the level of the students, not to choose the material according to the students' level. The authentic materials can be complex but the task can be suited with the students' level; for the lower level, the task can be: find the main idea, find new words, find the meaning, find verbs/nouns/etc, and make sentences from them.

Thus, lecturers can also select suitable authentic materials for lower levels which consists simple vocabulary, simple grammatical structure such as: leaflets, menus, timetables, video and audio advertisements, short reports, short news. The tasks should be rather simple and vocabulary should be introduced in advance. Excessive materials for intermediate levels can be longer articles and news or reports-etc.

The authentic materials should be used in accordance with the students' level of knowledge and the students should be helped by

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<sup>19</sup>Charles Kelly et al., "Effective Ways to Use Authentic Materials with ESL/EFL Students", *The Internet TESL Journal*, Vol. VIII, No.11, November2002<http://iteslj.org/>

<sup>20</sup>W.Y. Lee, "Authenticity Revisited: Text Authenticity and Learner Authenticity", *ELT Journal*, 49 (4), 1995, 323-328, p.325.

their lecturers to overcome the problems they get during teaching learning process. Some consideration for the implementation of authentic materials must also be given to know when and how the materials will be introduced and used in the lesson. If they are used effectively, authentic materials can help lecturers to bring the real world into the EFL classrooms and significantly bring the EFL classrooms into the lively environment.

### Authentic Task Activity Examples

The following are several examples from Gebhard (1996) of classroom activities in which students use authentic materials and have specific tasks to accomplish in order to meet real-world language objectives:

First, the topic was how to order food in a restaurant. The lecturer pulled together pictures of food items from magazines, and he had students in groups study a photocopy of an authentic menu and matches the pictures of the food items to some of those listed in the menu.

He then had them create their own menus, including pictures of food items they cut out of magazines. The students next wrote their dialogues about ordering food in a restaurant and they practiced the dialogues and took turns presenting them in front of the class. The lecturer also had students simulate being in a restaurant through the use of realia (e.g, plastic eating utensils and food order checks).<sup>21</sup>

Lecturers are possible to adapt lessons to a text using authentic materials. There are many examples of how ESL/EFL lecturers have done this. In Gebhard (1996), Garber and Holmes, for example, used authentic video as a means to have students in their ESL classes write and produce their own commentaries.<sup>22</sup> They prepared four, five minute video segments on everyday themes, showed them to the students without a soundtrack, and asked them to write a commentary based on the video segment of their choice.

Using video materials in classroom environment can increase students' motivation to learn a foreign language as they present real language, provide students with an aesthetic look at the certain situations, events, and cultures. Furthermore, video is very effective in teaching

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<sup>21</sup>Gebhard, *Teaching English as a Foreign Language*, 102.

<sup>22</sup>*Ibid.*, 103.

foreign language since it represents authentic environments; gives examples of particular language functions in operation; presents authentic language interaction; shows the nonverbal components of the language, i.e. lips movements, body language/gestures, facial expressions.

With the existing of the world wide web, EFL lecturers have a great opportunities to download large amounts of texts, audio, videos, newspapers, magazines, live radio and T.V shows, video clips and much more. There are abundance of useful materials for the EFL classroom. I would like to focus mainly on the internet. Of all the authentic materials are available in the internet, I really think the online newspaper an incredible resource at our fingertips. Even if in a foreign context, the internet allows you to download English newspapers for use in the EFL classroom.

The newspaper combines so much that could be used, here's a list to get some sparks flying in your syllabus development.<sup>23</sup>

**a. Scanning for the main idea**

The lecturer asks a question and the students scan the newspaper to be the first to get the answer.

**b. Headline matching**

Cut out headlines and articles. Glue on one page and photocopy. Students have to read and match correctly.

**c. The weather map**

Put the prompt –“what's the weather like in ....” on the board. Students ask/answer using the map with their group/pair. You can do the same with the stock exchange, foreign exchange, sports scores and other parts of the paper.

**d. The advice column**

Students read the question/letter and give their own advice. Later, read what Ann Landers or the advice columnist suggested.

**e. Comics**

Read the comics. Cut out and whiteout. Students then write their own content into the bubbles.

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<sup>23</sup>The #1 (authentic material in ELT) Posted by ddeubel on Saturday, October 30<sup>th</sup> 2010. <http://ddeubel.edublogs.org/2010/10/30/the-1-authentic-material-in-elt>.

**f. Debate**

Read an editorial together on a “hot” issue. Divide the class into two and they form arguments and then debate their side.

**g. 5 Ws**

Students read an article and have to answer the 5Ws and present for the class. A great way to introduce journalism and short article writing.

**h. Horoscopes**

Students read each other’s horoscopes. Did they come true?

**i. The Classifieds**

Can be used in a multitude of ways. One way I’ve used them is to list items you want to buy. Students search for them and report back to you. Another way is to give them a budget and have them find an apartment that is appropriate.

By using newspaper that we can download easily from the internet, lecturers can set up many tasks appropriate with students’ level. Another way to use authentic materials is to include them on reading boards.<sup>24</sup> A reading board looks similar to a bulletin board, but it is purposely designed to promote interaction between the reader and the text, i.e: quick quizzes, problems to solve, quotes from famous people, cartoons and jokes, and new items.

Lecturers can also use “Dear Abby” advice columns in which the problem is given with blank space which is provided for readers to write in their solutions/advice. Lecturers can use advertisements that ask readers to compare prices and select the best buy product, as well as cartoons with blank bubbles, cultural quizzes, crossword puzzles, and funny pictures or photos of classmates under which readers can write in possible captions.<sup>25</sup>

Authentic materials are the materials which are not specifically written for teaching. Many researchers have conducted studies about the authentic materials. Although they have different views, but they have common idea that using authentic materials in EFL classrooms

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<sup>24</sup>Gebhard, *Teaching English as a Foreign Language*, 104.

<sup>25</sup>*Ibid.*

can be the exposure to “real language and real life”. In other words, there are a lot of benefits that students can get from being exposed to the language in authentic materials although there are a few disadvantages.

### Review of Previous Studies

Literature already incorporates much simplified reading material that would encourage even beginners to engage in extensive reading; however, there has been insufficient research to explore the effects of extensive reading that utilizes authentic materials. Krashen<sup>26</sup> specifies a crucial need for continuous research in this area in support of the inclusion of extensive reading in the EFL curriculum. Extensive reading provides contextualized clues for better reading comprehension and substantial linguistic input needed for language development. Several studies have found a correlation between extensive reading and specific linguistic skills including reading choices, improving writing skills, ease in oral communication, and improvement in other aspects of language.

Previous studies have also shown the usefulness and the importance of using authentic materials in ESL/EFL class as Kelly et. al,<sup>27</sup> Khaniya,<sup>28</sup> and Lee,<sup>29</sup> stated in their works. However, few studies have provided insights about learners’ attitudes toward authentic written input like what Chaves<sup>30</sup> has mentioned. In addition, there is a need to elicit students and lecturer’s responses toward using authentic materials in class.

Therefore, the present study is significant since it tries to investigate the implementation of authentic materials in teaching extensive reading and students’ willingness to interact with authentic materials, and the lecturer’ role in providing authentic input for the students.

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26S. Krashen, *The Power of Reading* (Portsmouth, NH: Heinemann and Westport: Libraries Unlimited, 2004).

<sup>27</sup>Kelly et al., “Effective Ways to Use Authentic Materials with ESL/EFL Students.

<sup>28</sup>Khaniya, “Use of Authentic Materials in EFL Classrooms”, 17-23.

<sup>29</sup>Lee, “Authenticity Revisited: Text Authenticity and Learner Authenticity”, 323-328.

<sup>30</sup>M. Chaves, “Learner’s Perspectives on Authenticity”, *IRAL*, 36(4), 1998, 277306.

## RESEARCH FINDINGS

### The Implementation of the Authentic Materials in Extensive Reading Class

Based on the result of observation and interview of the implementation of authentic materials in extensive reading class, the implementation can be done into the following steps:

#### a. Preparation

In preparation, the lesson plan must be designed well including the setting of: a) instructional objectives b) the material c) teaching technique d) teaching media e) teaching and learning activities and f) assessment. The lesson plan is different in every meeting, it must be appropriate to the topic discussed.

The pre-activity is always started by reading aloud in a group. Each student has their own part to read loudly and the rest members of the group listen the student who read aloud. Reading aloud is a regular practice in this extensive reading class. Reading aloud is one of ways to practice pronunciation, fluency, accuracy, as well as self-confidence. Most of the groupings is the same, from large group consist of 4 or 5 students, then next activity is in pairs, and followed by individual work. This steps are really organized and structured, from team work, pair work and independent work.

#### b. Implementation

The implementation of the authentic materials in extensive reading class is divided into 3 parts, pre-activity, main-activity, and post-activity. Pre-activity is done in preparing students to get into the topic of discussion easily. Lecturer has to prepare the students by asking questions not only to specific student or pointing students one by one but to all of students in the class. The questions will elicit students' background knowledge and link it with the topic so that student can response promptly. Therefore, lecturer needs to think of questions which are relevant and closely related to students' life, and relates them to the topic being discussed. The implementation of each different material is different.

The vocabulary building which is usually given in pre-activity, in this extensive reading class, it is involved in the discussion in the main activity. Vocabulary building is given by guessing the meaning

from context in group discussion. Answering related questions are also given in pair work before student has a chance to do it individually.

Some techniques are used such as re-arrange the jumble paragraphs and predictions. Re-arranging the paragraphs is applied in newspaper article, and internet article. Predicting is applied for guessing what happens next in the short story and predicting the ranking for internet article, and also predicting the title in newspaper article. For the brochure, the lecturer preferred to discuss the testimony and gain information step by step in group discussion and pay more attention to the purpose of the brochure and the most prospective readers for that kind of brochure. The assessment is taken before, during and after reading activities. The implementation of each different authentic material is different.

### c. Post Activity

In the closing activity, the lecturer asked the students to make conclusion, reflection on the reading class that day and lecturer gave motivation to students.

## **The Problems Arises During the Implementation of Authentic Materials in Extensive Reading Class**

Some problems were found in implementing authentic materials in extensive reading class. Based on the result of observations and interviews, among the problems arose are: (1) more complicated planning, (2) more time allocation for the preparation, (3) some disinterested students.

During the planning, it needs lecturer's creativity to collect more authentic materials and choose the appropriate authentic materials which are matched with the students' need, learning objectives and the topic. Lecturer has to be creative to make different kinds of activities for each authentic material chosen. It also needs more time to do all the things above. The other obstacle is some disinterested students. Although just few of them, but lecturer needs to consider that for more improvement.

Based on the above explanation, lecturer cannot avoid the obstacles when implementing authentic materials in extensive reading

class in terms of complicated preparation, time allocation and some disinterested students.

### **The Students' Responses towards the Implementation of Authentic Materials in Extensive Reading Class**

Referring to the result of questionnaire given to 33 students, the students showed significantly positive attitude towards the implementation of authentic materials in extensive reading class.

There were of students agreed that authentic materials. There were 32 out of 33 students who thought that authentic materials. Most students agreed that authentic materials : (1) introduce them to language used in the real world (97%); (2) could fulfill their needs in reading extensively (97%); (3) improve the value of reading class (94%); (4) improve language proficiency more than textbook do (94%); (5) improve reading comprehension do (89%); (6) improve writing styles more than textbook do (76%); (7) improve familiarity with grammar rules in original context (82%); (8) improve knowledge of vocabulary in real situation (94%); (9) improve cultural understanding (58%); (10) are interesting (82%); (11) can motivate students in extensive class (88%).

There are 64% of students preferred authentic materials rather than textbook in reading text. There are 90% preferred to have newspaper as the authentic materials to be used in class. The next preference was short stories 88%; novels 82%; internet materials 76%; magazine 67%; brochure 45%; and poem was only 39%. Finally, it can be concluded that the students showed significantly positive attitude towards the implementing authentic materials in extensive reading class.

### **CLOSING**

The implementation of the authentic materials in extensive reading class covers some procedures into three main phases namely Pre-Activity, Main-Activity and Post-Activity.

Pre-activity is dealing with brainstorming activity. The teacher activated the students' schemata/ background knowledge in accordance with the topic being discussed.

Main-Activity is divided into: (1) pre-task is in which the lecturer lead students to the main activities and the language focus; (2) whilst-task in which the students perform the task in small groups, in pairs or individually, while the teacher monitors from a distance; and (3) the language focus- the students examine and discuss specific features of the material for the tasks. Post-Activity is called the closing activity in which the teacher together with the students makes the review, conclusion and reflection. Lecturer also gives motivation to students.

In implementing authentic materials in extensive reading class, the lecturer faces some problems in terms of complicated planning, time allocation and some disinterested students. Overall, the students showed significantly positive attitude toward authentic materials in extensive reading class.

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1. Artikel belum pernah dipublikasikan atau diterbitkan dalam sebuah jurnal atau sebuah buku.
2. Jumlah halaman artikel antara 20-25 halaman kwarto dengan spasi ganda dan Font Times New Roman berukuran 12 point.
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5. Tehnik penulisan mengikuti aturan Kate A. Turabian dalam *A Manual for Writers of Term Papers, Theses, and Dissertation* diterbitkan oleh The Chicago University Press.
  - a. Buku: Frans Magnis Suseno, *Dalam Bayangan Lenin: Enam Pemikir Marxisme dari Lenin sampai Tan Malaka*, (Jakarta: Gramedia, 2003), 45.
  - b. Buku terjemahan: *Jacues Derida, Specters of Marx*, Terj. Hartono Hadikusumo (Jakarta: Yayasan Bentang Budaya, 2000), 45.
  - c. Artikel dalam sebuah buku atau ensiklopedia: Muhammad Zubayr Siddiqi, "Hadith A Subject of Keen Interest" dalam P.K. Kroya (ed.), *Hadith and Sunnah Ideals and Realities* (Malaysia: Islamic Book Trust, 1996), 7-19.
  - d. Artikel dalam sebuah jurnal: Achmad Muchaddam Fahham, Corak Ajaran Tasawuf Dalam Fath Al-rahmān Bi Alsharh *Risālat Al-walī Raslān Al-dimashqī Karya Abū-Yahyā Zakariyyah Al-ans Arī, Al-shāfi'i*, Jurnal Penelitian Keagamaan & Sosial Budaya Kodifikasia Vol. 1 (2007). 69.
  - e. Kitab Suci: Q.S. al-Nisa.' (4):56.