

DEVELOPING READING MATERIALS THROUGH AUTHENTICITY-CENTERED APPROACH (ACA) FOR GRADE X STUDENTS OF COMPUTER NETWORK ENGINEERING IN SMK YAPIM 1 MEDAN

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ABSTRACT

Sinaga, Tania La Rose. Registration Number: 2133321078. Developing Reading Materials through Authenticity-Centered Approach (ACA) for Grade X Students of Computer Network Engineering in SMK Yapim 1 Medan. A Thesis, English Educational Program, Faculty of Language and Arts, State University of Medan. 2019.

The objectives of this study was to develop the reading materials in descriptive text for grade ten students of computer network engineering in SMK YAPIM 1 Medan. This study was conducted a Research and Development (R&D). The subjects of the study were the students of grade ten students of computer network engineering in SMK YAPIM 1 Medan consisting of 29 students. The research procedures, were adapted from Jolly and Bolitho's model in Tomlinson (1998) with some modifications, consisting of conducting the need analysis, writing the course grid, developing draft, getting expert judgment and evaluating the draft, also revising the draft of the materials. The instruments to collect the data were need analysis questionnaire and expert judgment questionnaire. The data from the need analysis were analyzed quantitatively using frequency and percentage, then the results were used to develop the course grid. The data from the expert judgment were analyzed quantitatively through descriptive statistics while the suggestions were used to revise the first draft of the materials. The product of this study is a set of writing materials of recount text entitled "Well-performing and Affordable Netbooks" for grade ten students of computer network engineering in SMK YAPIM 1 Medan. It consists of introduction, main lesson and reinforcement.

Keywords: *Descriptive Text, Reading Materials, R&D Method*

*Graduate Status

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INTRODUCTION

Background of the Study

Learning English is what people do when they want to learn how to speak and understand the English language. People learning English often learn to read and write English at the same time. A lot of people learn English at school, where English is a common subject. Many people also want to spend their own personal time to learn English. Some of these people may not know any English, where others will have learned some English in school, and will want to advance their knowledge of it.

There are four main skills in English, they are speaking, listening, writing and reading. Being one of the four language skills, reading has an important objective. Reading as one aspect of English. Reading is one of the four skills which is viewed as the most important language skill that should be developed in the classroom. Moreover, reading empowers the mind and expands the students understanding of the world around them. Besides, the insertion of culture through reading is also considered as an important point since the material will be contextual and it can activate the students prior knowledge.

According to Pang *et al.* (2003:6), learning to read is an important educational goal for children and adults because the ability to read opens up new worlds and opportunities. It enables students to gain new knowledge, enjoy literature, and do everyday things that are part and parcel of modern life, such as, reading the newspapers, job listings, instruction manuals, maps, and so on. It is certainly not easy to present the English reading to Indonesian students whose language system is different. Reading in their own language is much easier than that of the language learned because they have mastered the vocabulary and the structure of their own. As reading plays an important role in language learning, it would be better that this teaching is wisely done. To understand a text students must have a good command of the vocabulary of the target language. The reader uses knowledge, skills and strategies to determine what the text meaning is.

The definitions of reading above can be concluded that reading is one of skills in English which is needed in the process to interpretation of graphic symbols and written symbols. Paulston & Brader in Sullivan (2012) states that reading materials which are suitable the needs of learners would be easier for them to achieve the learning purposes. Texts which are recognizable to students in terms of content can help them overcome any reading comprehension difficulties, they may encounter with less common vocabulary and with words specific only to the subject presented.

In fact, the abomination of learning English is reading a text or a passage. Most of students are too lazy to comprehend a text through having a reading activity. A long text or passage makes them so bored to read; furthermore, the topic is not interesting for them; it is not related to their environment/major. The students in the tenth grade of vocational must learn about several kinds of texts like narrative, recount, and descriptive text. By learning a descriptive text, students will get knowledge about how a descriptive texts look like. Based on the preliminary data, the researcher find that the reading materials of descriptive text are not specified for their major namely computer network engineering. The materials are given focus on the grammar, exercise without covering the specific needs student of computer network engineering. The text reading of descriptive seem irrelevant to the competency standard because the existing reading materials do not relate to the students' need. Here is one of irrelevant descriptive text:

TANJUNG PUTING NATIONAL PARK

Tanjung puting national park is an internationally famous ecotourism destination, which is located in the southwest of central kalimantan peninsula. visitors from foreign countries come to this park because of its amazing nature. this is called a park, but unlike any park that you have seen in your city, this is a jungle! it is a real jungle, which is home to the most interesting animal in the world: orangutans. Though the park is home to many animals, seeing orangutans is usually the visitor's main reason to visit the park. orangutan which literally mean the man of the forest, are the largest arboreal animal on the planet. most of their lives are spent in trees where orangutans travel from branch to branch by climbing or swinging with their long arms. To see orangutans, we should go to camp leakey, which is located in the heart of tanjung puting national park. camp leakey is a rehabilitation place for ex-captive orang

utans and also a preservation site. it is a also famous center for research about orang utans which has been conducted by the famous primatologist Dr. Birute Galdikas since 1971. Here visitors can see daily feedings to orangutans at jungle platforms as part of the rehabilitation process to their natural habitat. this event gives them opportunity to see orang utans up close. To reach the place, we should take a boat down sekonyer river. the boat is populary called perahu klotok which is a boathouse that can accomodate four people. the trip by the boat to camp leakey takes three days and two nights. you sleep, cook, and eat in that klotok, night and day during your journey into the jungle. The traveling in the boat offers an unforgettable experience. in daylight, on your way to camp leakey, you can see trees filled with proboscis monkeys, monkeys that have enormous snout which can only be found in kalimantan. the monkeys anxiously await klotok arrivals. a troop of 30 light-brown monkeys may plunge from branches 10 meters or higher into the rives and cross directly in front of the boat. these monkeys know that the boat's engine noise and the threat of its propeller scare crocodiles, which find these chubby monkeys delicious. at night, you can enjoy the clear sky and the amazingly bright stars as the only lights for the night. With such exotic nature, no wonder many tourists from foreign countries who loved ecotourism frequently visit tanjung puting national park. what about you?

This text seem inappropriate to the competency standard for the students computer network engineering. The text is too general for the students. According to Hutchinson and Waters (1987:8) that to improve the learners' motivation and make learning better and faster, the teachers should prepare materials which are relevant to the students' need and interest. In addition for ESP teachers, the selection extends the use of what is available. Sometimes, they need to adapt or looking for the materials in order to help ESP students achieve their aims. Further, if associated with theory of authentic materials, the existing materials, particularly reading materials in teaching- learning process essentially should give the real information or situation related to the students' field because authentic materials are important tools for use in ESP classes, they motivate and immerse learners in specific areas of the target language in which practice is needed. Beside that, choosing the reading material of computer network engineering should also concern to the language features (the sentence pattern, the technical vocabularies

and the functional words), the level difficulties and the kinds of genre should be learned.

REVIEW OF LITERATURE

1. ESP (English for Specific Purpose)

In contrast to learners learning English for general purposes for whom mastery of the language for its own sake or in order to pass a general examination is the primary goal, the ESP learners is usually studying English in order to carry out a particular role. Therefore the theories of English for Specific Purposes are needed in English teaching and learning in the vocational School. Hutchinson & Waters (1987: 19) state that ESP is an approach to language teaching in which all decisions as to content and method are based on the learner's reason for learning. It means that ESP is not a particular kind of language or methodology, nor does it consist of a particular type of teaching material. However it is an approach to language learning which is based on learner need.

ESP approach to language teaching began as a response to a number of practical concerns as follows (Richards, 2001: 28):

- a. The need to prepare growing numbers of non-English background students for study at American and British universities from the 1950s.
- b. The need to prepare materials to teach students who had already mastered general English, but now needed English for use in employment, such as non-English background doctors, nurses, engineers, and scientists.
- c. The need for materials for people needing English for business purposes.
- d. The need to teach immigrants the language needed to deal with job situations.

ESP is different from General English. Hutchinson & Waters (1987: 53) state that what distinguishes ESP from General English is not the existence of a need as such but rather an awareness of the need. When learners and teachers know why the learners need English, that awareness

will have an influence on what will be acceptable as reasonable content in language course. In contrast to students learning English for general purposes for whom mastery of the language for its own sake or in order to pass a general examination is the primary goal, the ESP student is usually studying English to carry out a particular role, such as that of foreign student in an English-medium university, flight attendant, mechanic, or doctor (Richards, 2001: 28). He also explains that in ESP, learner's needs are often described in terms of performance that is in terms of what the learner will be able to do with the language at the end of a course of the study. Whereas in a general English course the goal is usually an overall mastery of the language that can be tested on a global language test, the goal of an ESP course is to prepare the learners to carry out a specific task or set of tasks.

Hutchinson and Waters (1987: 16) distinguish ESP course by the general nature of the learner's specialism. They then identify three large categories of ESP as: EST (English for Science and Technology), EBE (English for Business and Economics), and ESS (English for the Social Sciences). Each of these categories are then divided into two smaller categories, they are EAP (English for Academic Purposes) and EOP (English for Occupational Purposes). In English for Occupational Purposes, the language learnt for immediate use in a study environment will be used later when the student takes up a job. Further, English for Culinary Department of the Vocational School in this study belongs to English for Occupational Purposes.

Hutchinson and Waters (1987: 16) also make a basic distinction between target needs and learning needs. Target needs is what the learner needs to do in the target situation while learning needs is what the learner needs to do in order to learn.

2. Learning Material

In the teaching and learning process, materials have major importance. Materials refer to anything that helps the teacher to teach the

learner. The relationship between teacher, material, and students can be considered as similar as delivery service, the teacher as the deliverer is responsible to deliver the materials to the students. Materials can be considered as the whole reason of the interaction between the teacher and student. Student needs to master the materials as their reason of study. Materials can come in many forms. For example, there are written materials such as books and notes, and visual materials such as videos and pictures. In understanding the definition of materials in teaching and learning process, the researcher would like to show its definition according to some experts.

According to Dick and Carey in Wardhana (2013), the instructional materials contain the content-either written, mediated, or facilitated by an instruction-that a students use to achieve the objectives. He adds that instructional materials refer to any preexisting materials that are being incorporated as well as to those materials that will be specifically developed for the objectives.

Nunan (1991) in Wardhana (2013) there are two kinds of instructional material. Those are commercially produced materials and teacher-development materials. Meanwhile, Tomlinson (1998) in Wardhana (2013) states that materials are anything which is used to help to teach language learners. He adds that materials can be in the form of a textbook, a workbook, a cassette, a CD-Rom, a video, a photocopied handout, a newspaper, a paragraph written on a whitebord or anything which presents or informs about the language being learned. In other words, they can be anything which is deliberately used to increase the learners' knowledge or experience of the language. Learning materials, from the explanation above, can be inferred as anything that can help the teacher in teaching the learner. Materials can be in the form of a textbook, a workbook, a cassette, a CD-Rom, a video, a photocopied handout, a newspaper, a paragraph written on a whitebord or anything which presents or informs about the language being learned.

3. Material Development

According to Graves (2000:14), material development is the planning process by which a teacher can put the objectives and goals of the course into units and tasks. Developing materials is necessary in order to provide more resources to the learners. With more resources, learners can receive better result in learning the language. In developing materials, developers must consider some important points such as selecting the topics of the materials and the activities. Those points must be conducted in proper order. Therefore, developers must follow some models. Meanwhile, Hutchinson and Waters (1987: 108), provide materials design models which consist of four elements. Those are input, content task, language focus, and task.

a. Input

The input may be in the form of a text, dialog, video-recording, diagram or any piece of communication data, depending on the needs. It provides a number of things: stimulus materials for activities, new language items, correct models of language use, a topic for communication, opportunities for learners to use their information processing skills, opportunities for learners to use their existing knowledge both of the language and the subject matter.

b. Content focus

Language is not an end in itself, but means of conveying information and feelings about something. Non-linguistic content should be exploited to generate meaningful communication in the classroom.

c. Language focus

In language focus, learners have the chance to take the language to pieces, study how to work and practice putting in back together again.

d. Task

The ultimate purpose of language learning is language use (Hutchinson and Waters, 1987: 109). Materials should be designed, therefore, to lead

towards a communicative task in which learners use the content and language knowledge they have built up.

There are five steps in designing materials as proposed by Tomlinson (1998: 247). Those steps are explained as follows:

1. Needs analysis

In this first step, the material developer collects information related to the material which is needed by the teacher and the learners in the classroom.

2. Goals and Objectives

After conducting needs analysis, the material developer determines the goals and objectives of the material which will be designed.

3. Syllabus design

Here, the material developer starts designing syllabus which is based on the curriculum and the result of needs analysis. The syllabus, then, becomes a basic for the material which will be arranged.

4. Methodology/Materials

In this step, the material developer starts designing the learning material. The material developer also finds out the teaching method which is suitable to the teaching material itself.

5. Testing and evaluation

After designing the material, the material developers then conducted a try out. Here, during the try out session, the material developer also obtains feedback from the teacher and the students as a basic of evaluation in order.

4. Authenticity-Centered Approach (ACA)

According to Mishan (2005), it should produce real world behaviour from the learners. Such tasks need to be designed that are

linked with actual communicative needs outside the classroom to ensure authenticity both of the tasks and the responses. It would be ideal if integrated tasks can be designed on them so that one text can be used for multiple teaching purposes. Moreover in our context, the teacher also needs to make sure that the materials selected should be such that lend themselves to such exercises, tasks and activities as will help in achieving the goals of the academic programme that the learners are attending. If this factor is ignored then there may arise a feeling of dissatisfaction with classroom activities and routine lessons.

Authentic materials are an excellent method of filling gaps in the existing syllabus gaps that may appear due to changes in the language itself. Learners can be introduced to new additions in the language and the new ways in which is being used. The use of authentic texts bring the learners and the knowledge together when they encounter the language as it is used in real life situations and they can apply the generalizations that they have formulated during the course of instruction. English Language Teaching researchers favoured the use of authentic materials on the grounds that they substitute real world for the artificially created linguistic data. The learners would be exposed to language as it is used in real life outside the classroom. Another argument in favour of the use of authentic materials is their cultural content. The learners would be exposed to the cultural force of the language that they are learning and so comprehension and perceptions of the language would improve; as Mishan argues *...there is substantial research evidence to support the use in language learning of the linguistically rich, culturally faithful and potentially emotive input supplied by authentic texts.*

Following these arguments, a heated debate started on what type of material is really authentic. Many different definitions emerged, all of them highlighting different aspects of the concept of the term 'authentic'. Cook (2003) describes it as *...authentic material simply*

means using examples of language produced by the native speakers for some real purpose of their own rather than using language produced for and designed solely for the classroom.

This excludes any text that is supposed to copy the real life communicative discourse. The implication is that any text, written or spoken, that is deliberately designed by the textbook writers, teachers, material designers or any other concerned personnel for the explicit purpose of language teaching are inauthentic and artificial. Authentic text, then, remains a text that is outside the needs and goals concerns of teaching and learning language process. They are "... produced to fulfill some social purpose in the language community". David Forman as cited in Underwood (1989:56) sums it up as: *'Any text is 'authentic' if it is produced in response to real life communicative needs rather than as an imitation of real life communicative needs. This can be applied to any text, written or spoken, and in relation to any kind of situation of language use.*

RESEARCH METHODOLOGY

The objective of this research is to develop reading materials for the grade ten students of computer network engineering in SMK YAPIM 1 MEDAN. These materials will be developed based on the students' needs. This research is categorized as an Educational Research and Development (R&D). Borg and Gall (2003: 569) state that "Educational R&D is an industry-based development model in which the findings of research are used to design new products and procedures, which systematically field-tested, evaluated, and refined to meet the specified criteria of effectiveness, quality or similar standards". The result of this study will be reading materials for the grade ten students of computer network engineering in SMK YAPIM 1 MEDAN.

In this research, there will be two techniques which will be used. Those will be the students' needs analysis and the expert judgment. The first technique, the students' needs analysis, will be the technique conducted before the first draft of the writing materials will be developed. The data will be the target needs and the learning needs collected by distributing questionnaires for students. The second will be the expert judgment. It will be conducted after developing the first draft. The data will be conducted to evaluate the appropriateness of the materials.

RESEARCH FINDINGS AND DISCUSSIONS

Research findings

The needs analysis was conducted on October 18, 2018 by distributing questionnaires to 29 students of computer engineering and networking program class X of SMK YAPIM 1 Medan. This analysis was conducted in order to get information about the target needs and the learning needs of students in relation to develop appropriate reading materials for them.

The course grid is the guideline to develop materials and is designed based on the result of needs analysis. The result is taken from the options that have highest percentage chosen by the respondents. The course grid includes some parts in it, they are: identity, basic competences, number and names of units, topics, indicators, input of texts, language focus, and procedures to do the tasks. All of the parts in the course grid are used to develop the materials entitled Reading Materials for Tenth Grade Students of Computer Engineering and Networking. The topics are about describing features of computer products and peripherals and their uses. Since the focus is about describing something, the text type that the students learn is descriptive text which is

contextualized with the relevant topic. The grammar focuses are the use of Simple Present Tense and adjectives in series. The vocabulary is around adjectives that are particularly used to describe computer and peripherals.

Discussion

The materials in this research are in line with the theory of English for Specific Purposes (ESP) proposed by Hutchinson & Waters (1987). Based on the concept of ESP, the first step in developing materials is conducting needs analysis to find out students' target needs and learning needs. The needs analysis was conducted by distributing questionnaires to 29 respondents on October 18th. The respondents are the students of Computer Engineering and Networking at SMK YAPIM 1 Medan class X. Since the materials rely on ESP concept, the coverage of the materials concern with the specific topics related to the needs of students' study program. The decided topics are also in line with the result of needs analysis in which most of the students want English Reading materials that are contextualized to computer engineering and networking. The developed materials consist of 20 tasks and each of them follows the 2013 curriculum. The text type was descriptive text and the language focus is Simple Present Tense and the order of adjectives. The unit organization is adapted from Nunan (2004) which covers sequencing, grading, and integrating units and tasks. The theory states that the easier topics should come first. It can be seen that since the target needs are students on grade X, the topics should be simple since they are still beginners so the topics also should be in line with their level of cognitive related to their major. The topic is simply about describing about features of computer products and peripherals that they are already familiar. They consist of three parts: introduction (warm-up), main lesson (let's read) and reinforcement (let's review). Those parts are relevant with the steps proposed by Nunan (2004).

When the first draft of the materials is already finished, it was evaluated by the expert to know the quality of the materials. The evaluation is employed by distributing 19 questions based on BSNP. The questionnaire consists of four aspects to evaluate; they are content appropriateness, language appropriateness, presentation appropriateness, and layout appropriateness. The expert gave feedbacks to the first draft that need to revise before getting the final draft of materials. The final score of the four aspects in the first draft is 3.33 which is in the range of $3.00 \leq x \leq 3.49$. It means that the developed materials entitled English Reading Materials for X year students of Computer Engineering and Networking Study Program is considered as appropriate with the predicate of "Good".

CONCLUSIONS AND SUGGESTIONS

Conclusions

- a. The main goal of the tenth grade students of Computer Engineering and Networking at SMK YAPIM 1 Medan in learning English is to be able to communicate actively and fluently in English as well as to get success in the National Examination for English subject.
- b. Most of the students consider themselves at the level of beginner in terms of English proficiency. It means that their English is still limited and the language they can communicate is quite simple.
- c. Most of the students want to work after graduating from vocational high schools. The capability of communicating in English, especially speaking and reading, are believed can support their career in the working field.

Suggestions

a. Vocational Schools Students

The tenth grade students of Computer Engineering and Networking program should create communicative circumstance in the English classroom by being involved actively in the English activities. The designed materials will not work well if the students do not participate actively in the teaching and learning process. They also need to do the tasks earnestly to improve their own English skills.

b. English Teachers at Vocational High Schools

English teachers are one of the important points to make the teaching and learning process become successful. To achieve the goal of study, the teachers should understand well the students' needs in learning English. The researcher suggests the teachers to add more sources related to the students' major if the English materials they use are not appropriate enough. It is even possible for the teachers to develop the appropriate materials by conducting observation and needs analysis. The teachers can coordinate with other teachers to create their own products and the results can be implemented to the students to know whether the materials can improve students' skills or not. If the materials can support students' needs, they can make further development of the materials.

c. Other Materials Developers

To other materials developers, they can develop English materials for computer engineering and networking program for other skills, such as writing, speaking, listening or materials with integrated four skills. It is also suggested for other developers to emphasize the needs of the learners since the essential point in

developing materials for vocational high school students is laid to the relevant content to their study. It is important to understand the needs of the students and consider the real context of their field so that the products will be useful for their future carrier.

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According to Pang *et al.* (2003:6), learning to read is an important educational goal for children and adults because the ability to read opens up new worlds and opportunities. It enables students to gain new knowledge, enjoy literature, and do everyday things that are part and parcel of modern life, such as, reading the newspapers, job listings, instruction manuals, maps, and so on. It is certainly not easy to present the English reading to Indonesian students whose language system is different. Reading in their own language is much easier than that of the language learned because they have mastered the vocabulary and the structure of their own. As reading plays an important role in language learning, it would be better that this teaching is wisely done. To understand a text students must have a good command of the vocabulary of the target language. The reader uses knowledge, skills and strategies to determine what the text meaning is.

The definitions of reading above can be concluded that reading is one of skills in English which is needed in the process to interpretation of graphic symbols and written symbols. Paulston & Brader in Sullivan (2012) states that reading materials which are suitable the needs of learners would be easier for them to achieve the learning purposes. Texts which are recognizable to students in terms of content can help them overcome any reading comprehension difficulties, they may encounter with less common vocabulary and with words specific only to the subject presented.

In fact, the abomination of learning English is reading a text or a passage. Most of students are too lazy to comprehend a text through having a reading activity. A long text or passage makes them so bored to read; furthermore, the topic is not interesting for them; it is not related to their environment/major. The students in the tenth grade of vocational must learn about several kinds of texts like narrative, recount, and descriptive text. By learning a descriptive text, students will get knowledge about how a descriptive texts look like. Based on the preliminary data, the researcher find that the reading materials of descriptive text are not specified for their major namely computer network engineering. The materials are given focus on the grammar, exercise without covering the specific needs student of computer network engineering. The text reading of descriptive seem irrelevant to the competency standard because the existing reading materials do not relate to the students' need. Here is one of irrelevant descriptive text:

TANJUNG PUTING NATIONAL PARK

Tanjung puting national park is an internationally famous ecotourism destination, which is located in the southwest of central kalimantan peninsula. visitors from foreign countries come to this park because of its amazing nature. this is called a park, but unlike any park that you have seen in your city, this is a jungle! it is a real jungle, which is home to the most interesting animal in the world: orangutans. Though the park is home to many animals, seeing orangutans is usually the visitor's main reason to visit the park. orangutan which literally mean the man of the forest, are the largest arboreal animal on the planet. most of their lives are spent in trees where orangutans travel from branch to branch by climbing or swinging with their long arms. To see orangutans, we should go to camp leakey, which is located in the heart of tanjung puting national park. camp leakey is a rehabilitation place for ex-captive orang

utans and also a preservation site. it is a also famous center for research about orang utans which has been conducted by the famous primatologist Dr. Birute Galdikas since 1971. Here visitors can see daily feedings to orangutans at jungle platforms as part of the rehabilitation process to their natural habitat. this event gives them opportunity to see orang utans up close. To reach the place, we should take a boat down sekonyer river. the boat is populary called perahu klotok which is a boathouse that can accomodate four people. the trip by the boat to camp leakey takes three days and two nights. you sleep, cook, and eat in that klotok, night and day during your journey into the jungle. The traveling in the boat offers an unforgettable experience. in daylight, on your way to camp leakey, you can see trees filled with proboscis monkeys, monkeys that have enormous snout which can only be found in kalimantan. the monkeys anxiously await klotok arrivals. a troop of 30 light-brown monkeys may plunge from branches 10 meters or higher into the rives and cross directly in front of the boat. these monkeys know that the boat's engine noise and the threat of its propeller scare crocodiles, which find these chubby monkeys delicious. at night, you can enjoy the clear sky and the amazingly bright stars as the only lights for the night. With such exotic nature, no wonder many tourists from foreign countries who loved ecotourism frequently visit tanjung puting national park. what about you?

This text seem inappropriate to the competency standard for the students computer network engineering. The text is too general for the students. According to Hutchinson and Waters (1987:8) that to improve the learners' motivation and make learning better and faster, the teachers should prepare materials which are relevant to the students' need and interest. In addition for ESP teachers, the selection extends the use of what is available. Sometimes, they need to adapt or looking for the materials in order to help ESP students achieve their aims. Further, if associated with theory of authentic materials, the existing materials, particularly reading materials in teaching- learning process essentially should give the real information or situation related to the students' field because authentic materials are important tools for use in ESP classes, they motivate and immerse learners in specific areas of the target language in which practice is needed. Beside that, choosing the reading material of computer network engineering should also concern to the language features (the sentence pattern, the technical vocabularies

and the functional words), the level difficulties and the kinds of genre should be learned.

REVIEW OF LITERATURE

5. ESP (English for Specific Purpose)

In contrast to learners learning English for general purposes for whom mastery of the language for its own sake or in order to pass a general examination is the primary goal, the ESP learners is usually studying English in order to carry out a particular role. Therefore the theories of English for Specific Purposes are needed in English teaching and learning in the vocational School. Hutchinson & Waters (1987: 19) state that ESP is an approach to language teaching in which all decisions as to content and method are based on the learner's reason for learning. It means that ESP is not a particular kind of language or methodology, nor does it consist of a particular type of teaching material. However it is an approach to language learning which is based on learner need.

ESP approach to language teaching began as a response to a number of practical concerns as follows (Richards, 2001: 28):

- a. The need to prepare growing numbers of non-English background students for study at American and British universities from the 1950s.
- b. The need to prepare materials to teach students who had already mastered general English, but now needed English for use in employment, such as non-English background doctors, nurses, engineers, and scientists.
- c. The need for materials for people needing English for business purposes.
- d. The need to teach immigrants the language needed to deal with job situations.

ESP is different from General English. Hutchinson & Waters (1987: 53) state that what distinguishes ESP from General English is not the existence of a need as such but rather an awareness of the need. When learners and teachers know why the learners need English, that awareness

will have an influence on what will be acceptable as reasonable content in language course. In contrast to students learning English for general purposes for whom mastery of the language for its own sake or in order to pass a general examination is the primary goal, the ESP student is usually studying English to carry out a particular role, such as that of foreign student in an English-medium university, flight attendant, mechanic, or doctor (Richards, 2001: 28). He also explains that in ESP, learner's needs are often described in terms of performance that is in terms of what the learner will be able to do with the language at the end of a course of the study. Whereas in a general English course the goal is usually an overall mastery of the language that can be tested on a global language test, the goal of an ESP course is to prepare the learners to carry out a specific task or set of tasks.

Hutchinson and Waters (1987: 16) distinguish ESP course by the general nature of the learner's specialism. They then identify three large categories of ESP as: EST (English for Science and Technology), EBE (English for Business and Economics), and ESS (English for the Social Sciences). Each of these categories are then divided into two smaller categories, they are EAP (English for Academic Purposes) and EOP (English for Occupational Purposes). In English for Occupational Purposes, the language learnt for immediate use in a study environment will be used later when the student takes up a job. Further, English for Culinary Department of the Vocational School in this study belongs to English for Occupational Purposes.

Hutchinson and Waters (1987: 16) also make a basic distinction between target needs and learning needs. Target needs is what the learner needs to do in the target situation while learning needs is what the learner needs to do in order to learn.

6. Learning Material

In the teaching and learning process, materials have major importance. Materials refer to anything that helps the teacher to teach the

learner. The relationship between teacher, material, and students can be considered as similar as delivery service, the teacher as the deliverer is responsible to deliver the materials to the students. Materials can be considered as the whole reason of the interaction between the teacher and student. Student needs to master the materials as their reason of study. Materials can come in many forms. For example, there are written materials such as books and notes, and visual materials such as videos and pictures. In understanding the definition of materials in teaching and learning process, the researcher would like to show its definition according to some experts.

According to Dick and Carey in Wardhana (2013), the instructional materials contain the content-either written, mediated, or facilitated by an instruction-that a students use to achieve the objectives. He adds that instructional materials refer to any preexisting materials that are being incorporated as well as to those materials that will be specifically developed for the objectives.

Nunan (1991) in Wardhana (2013) there are two kinds of instructional material. Those are commercially produced materials and teacher-development materials. Meanwhile, Tomlinson (1998) in Wardhana (2013) states that materials are anything which is used to help to teach language learners. He adds that materials can be in the form of a textbook, a workbook, a cassette, a CD-Rom, a video, a photocopied handout, a newspaper, a paragraph written on a whitebord or anything which presents or informs about the language being learned. In other words, they can be anything which is deliberately used to increase the learners' knowledge or experience of the language. Learning materials, from the explanation above, can be inferred as anything that can help the teacher in teaching the learner. Materials can be in the form of a textbook, a workbook, a cassette, a CD-Rom, a video, a photocopied handout, a newspaper, a paragraph written on a whitebord or anything which presents or informs about the language being learned.

7. Material Development

According to Graves (2000:14), material development is the planning process by which a teacher can put the objectives and goals of the course into units and tasks. Developing materials is necessary in order to provide more resources to the learners. With more resources, learners can receive better result in learning the language. In developing materials, developers must consider some important points such as selecting the topics of the materials and the activities. Those points must be conducted in proper order. Therefore, developers must follow some models. Meanwhile, Hutchinson and Waters (1987: 108), provide materials design models which consist of four elements. Those are input, content task, language focus, and task.

e. Input

The input may be in the form of a text, dialog, video-recording, diagram or any piece of communication data, depending on the needs. It provides a number of things: stimulus materials for activities, new language items, correct models of language use, a topic for communication, opportunities for learners to use their information processing skills, opportunities for learners to use their existing knowledge both of the language and the subject matter.

f. Content focus

Language is not an end in itself, but means of conveying information and feelings about something. Non-linguistic content should be exploited to generate meaningful communication in the classroom.

g. Language focus

In language focus, learners have the chance to take the language to pieces, study how to work and practice putting in back together again.

h. Task

The ultimate purpose of language learning is language use (Hutchinson and Waters, 1987: 109). Materials should be designed, therefore, to lead

towards a communicative task in which learners use the content and language knowledge they have built up.

There are five steps in designing materials as proposed by Tomlinson (1998: 247). Those steps are explained as follows:

6. Needs analysis

In this first step, the material developer collects information related to the material which is needed by the teacher and the learners in the classroom.

7. Goals and Objectives

After conducting needs analysis, the material developer determines the goals and objectives of the material which will be designed.

8. Syllabus design

Here, the material developer starts designing syllabus which is based on the curriculum and the result of needs analysis. The syllabus, then, becomes a basic for the material which will be arranged.

9. Methodology/Materials

In this step, the material developer starts designing the learning material. The material developer also finds out the teaching method which is suitable to the teaching material itself.

10. Testing and evaluation

After designing the material, the material developers then conducted a try out. Here, during the try out session, the material developer also obtains feedback from the teacher and the students as a basic of evaluation in order.

8. Authenticity-Centered Approach (ACA)

According to Mishan (2005), it should produce real world behaviour from the learners. Such tasks need to be designed that are

linked with actual communicative needs outside the classroom to ensure authenticity both of the tasks and the responses. It would be ideal if integrated tasks can be designed on them so that one text can be used for multiple teaching purposes. Moreover in our context, the teacher also needs to make sure that the materials selected should be such that lend themselves to such exercises, tasks and activities as will help in achieving the goals of the academic programme that the learners are attending. If this factor is ignored then there may arise a feeling of dissatisfaction with classroom activities and routine lessons.

Authentic materials are an excellent method of filling gaps in the existing syllabus gaps that may appear due to changes in the language itself. Learners can be introduced to new additions in the language and the new ways in which is being used. The use of authentic texts bring the learners and the knowledge together when they encounter the language as it is used in real life situations and they can apply the generalizations that they have formulated during the course of instruction. English Language Teaching researchers favoured the use of authentic materials on the grounds that they substitute real world for the artificially created linguistic data. The learners would be exposed to language as it is used in real life outside the classroom. Another argument in favour of the use of authentic materials is their cultural content. The learners would be exposed to the cultural force of the language that they are learning and so comprehension and perceptions of the language would improve; as Mishan argues *...there is substantial research evidence to support the use in language learning of the linguistically rich, culturally faithful and potentially emotive input supplied by authentic texts.*

Following these arguments, a heated debate started on what type of material is really authentic. Many different definitions emerged, all of them highlighting different aspects of the concept of the term 'authentic'. Cook (2003) describes it as *...authentic material simply*

means using examples of language produced by the native speakers for some real purpose of their own rather than using language produced for and designed solely for the classroom.

This excludes any text that is supposed to copy the real life communicative discourse. The implication is that any text, written or spoken, that is deliberately designed by the textbook writers, teachers, material designers or any other concerned personnel for the explicit purpose of language teaching are inauthentic and artificial. Authentic text, then, remains a text that is outside the needs and goals concerns of teaching and learning language process. They are "... produced to fulfill some social purpose in the language community". David Forman as cited in Underwood (1989:56) sums it up as: *'Any text is 'authentic' if it is produced in response to real life communicative needs rather than as an imitation of real life communicative needs. This can be applied to any text, written or spoken, and in relation to any kind of situation of language use.*

RESEARCH METHODOLOGY

The objective of this research is to develop reading materials for the grade ten students of computer network engineering in SMK YAPIM 1 MEDAN. These materials will be developed based on the students' needs. This research is categorized as an Educational Research and Development (R&D). Borg and Gall (2003: 569) state that "Educational R&D is an industry-based development model in which the findings of research are used to design new products and procedures, which systematically field-tested, evaluated, and refined to meet the specified criteria of effectiveness, quality or similar standards". The result of this study will be reading materials for the grade ten students of computer network engineering in SMK YAPIM 1 MEDAN.

In this research, there will be two techniques which will be used. Those will be the students' needs analysis and the expert judgment. The first technique, the students' needs analysis, will be the technique conducted before the first draft of the writing materials will be developed. The data will be the target needs and the learning needs collected by distributing questionnaires for students. The second will be the expert judgment. It will be conducted after developing the first draft. The data will be conducted to evaluate the appropriateness of the materials.

RESEARCH FINDINGS AND DISCUSSIONS

Research findings

The needs analysis was conducted on October 18, 2018 by distributing questionnaires to 29 students of computer engineering and networking program class X of SMK YAPIM 1 Medan. This analysis was conducted in order to get information about the target needs and the learning needs of students in relation to develop appropriate reading materials for them.

The course grid is the guideline to develop materials and is designed based on the result of needs analysis. The result is taken from the options that have highest percentage chosen by the respondents. The course grid includes some parts in it, they are: identity, basic competences, number and names of units, topics, indicators, input of texts, language focus, and procedures to do the tasks. All of the parts in the course grid are used to develop the materials entitled Reading Materials for Tenth Grade Students of Computer Engineering and Networking. The topics are about describing features of computer products and peripherals and their uses. Since the focus is about describing something, the text type that the students learn is descriptive text which is

contextualized with the relevant topic. The grammar focuses are the use of Simple Present Tense and adjectives in series. The vocabulary is around adjectives that are particularly used to describe computer and peripherals.

Discussion

The materials in this research are in line with the theory of English for Specific Purposes (ESP) proposed by Hutchinson & Waters (1987). Based on the concept of ESP, the first step in developing materials is conducting needs analysis to find out students' target needs and learning needs. The needs analysis was conducted by distributing questionnaires to 29 respondents on October 18th. The respondents are the students of Computer Engineering and Networking at SMK YAPIM 1 Medan class X. Since the materials rely on ESP concept, the coverage of the materials concern with the specific topics related to the needs of students' study program. The decided topics are also in line with the result of needs analysis in which most of the students want English Reading materials that are contextualized to computer engineering and networking. The developed materials consist of 20 tasks and each of them follows the 2013 curriculum. The text type was descriptive text and the language focus is Simple Present Tense and the order of adjectives. The unit organization is adapted from Nunan (2004) which covers sequencing, grading, and integrating units and tasks. The theory states that the easier topics should come first. It can be seen that since the target needs are students on grade X, the topics should be simple since they are still beginners so the topics also should be in line with their level of cognitive related to their major. The topic is simply about describing about features of computer products and peripherals that they are already familiar. They consist of three parts: introduction (warm-up), main lesson (let's read) and reinforcement (let's review). Those parts are relevant with the steps proposed by Nunan (2004).

When the first draft of the materials is already finished, it was evaluated by the expert to know the quality of the materials. The evaluation is employed by distributing 19 questions based on BSNP. The questionnaire consists of four aspects to evaluate; they are content appropriateness, language appropriateness, presentation appropriateness, and layout appropriateness. The expert gave feedbacks to the first draft that need to revise before getting the final draft of materials. The final score of the four aspects in the first draft is 3.33 which is in the range of $3.00 \leq x \leq 3.49$. It means that the developed materials entitled English Reading Materials for X year students of Computer Engineering and Networking Study Program is considered as appropriate with the predicate of "Good".

CONCLUSIONS AND SUGGESTIONS

Conclusions

- d. The main goal of the tenth grade students of Computer Engineering and Networking at SMK YAPIM 1 Medan in learning English is to be able to communicate actively and fluently in English as well as to get success in the National Examination for English subject.
- e. Most of the students consider themselves at the level of beginner in terms of English proficiency. It means that their English is still limited and the language they can communicate is quite simple.
- f. Most of the students want to work after graduating from vocational high schools. The capability of communicating in English, especially speaking and reading, are believed can support their career in the working field.

Suggestions

d. Vocational Schools Students

The tenth grade students of Computer Engineering and Networking program should create communicative circumstance in the English classroom by being involved actively in the English activities. The designed materials will not work well if the students do not participate actively in the teaching and learning process. They also need to do the tasks earnestly to improve their own English skills.

e. English Teachers at Vocational High Schools

English teachers are one of the important points to make the teaching and learning process become successful. To achieve the goal of study, the teachers should understand well the students' needs in learning English. The researcher suggests the teachers to add more sources related to the students' major if the English materials they use are not appropriate enough. It is even possible for the teachers to develop the appropriate materials by conducting observation and needs analysis. The teachers can coordinate with other teachers to create their own products and the results can be implemented to the students to know whether the materials can improve students' skills or not. If the materials can support students' needs, they can make further development of the materials.

f. Other Materials Developers

To other materials developers, they can develop English materials for computer engineering and networking program for other skills, such as writing, speaking, listening or materials with integrated four skills. It is also suggested for other developers to emphasize the needs of the learners since the essential point in

developing materials for vocational high school students is laid to the relevant content to their study. It is important to understand the needs of the students and consider the real context of their field so that the products will be useful for their future carrier.

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