

Improving Students' Reading Skill Of Narrative Text By Using Authentic Materials

Putri Selvina Panjaitan

¹Program Studi Pendidikan Bahasa Inggris, ²Universitas Muhammadiyah Sumatera Utara (Jl. Kapten Muchtar Basri No.3, Glugur Darat li, Kec. Medan Timur., Kota Medan, Sumatera Utara 20238)

Email: putrispanjaitaan@gmail.com

Abstract

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

Keywords: CAR, authentic material, and reading narrative text.

1. INTRODUCTION

Reading is a process that is carried and used by the reader to get the message that author tries to convey through words in written language. A process that requires the reader to understand the written word is an integral and visible in a glance, and the meaning of these words can be known (Samsu, 2013). In reading skill students are expected to have knowledge and ability to understand about the content that has explained in the text. Good reading texts can introduce interesting topics, stimulate discussion, excite creative responses, and provide the springboard for well-rounded, fascinating lessons. Reading is a complex cognitive process and mastery of all aspects of reading is crucial for academic success and achievement. The requirements of reading comprehension increase as students attain higher grades when they are expected to comprehend more complex materials that are often concrete to requiring well developed reasoning skills as well as an ability to apply appropriate background knowledge in a variety of contexts. As Andrew (2008) states that reading integrates visual and nonvisual information. During the act of reading, the visual information found on the page combines with the nonvisual information contained in your head to create meaning. In that way, what's in your head is just as important as what's on the page in the process of creating meaning (reading). Reading has important role in the context of English teaching as a foreign language in Indonesia. To make the students able to speak, listen, and write, they should be good in reading skill first. Reading is considered one of the most important skills that university students of English as Second Language need to acquire (Levine et al., 2010:84). Reading is important not only in developing language intuition or determining academic success, but also for completing certain task. Therefore, it is obligatory for students, especially those who study in collage to have good reading skills. To comprehend, readers must use information they already process to filter, interpret, organise and reflect upon the incoming information from the page. Efficient interpretation of text involves a combination of word recognition skills, linking of new information to prior knowledge, and application of appropriate strategies such as location the main idea, making connections, questioning, inferring and predicting.

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

However, based on experience in teaching English during PPL at SMP Muhammadiyah 08 Medan in the IX-1 grade students, the researcher found that many students were still difficulty in comprehending the text especially in narrative text. They did not understand the meaning of the text. Students also had low motivation, did not have spirit and was interested in reading. The teacher also still used traditional and monotonous material which made the students bored and lazy to read the text. Based on the problem above, the researcher intended to help the students which make to comprehend the text and enjoy the lesson by using Authentic

Material. Authentic materials is very good strategy can be implied that affect the students in teaching reading. Authentic materials are often more interesting because they reflect real life phenomena. It is in line with Brown (1999)s' statement that the learners are more eager to learn when the language is authentic or meaningful. It is supported by Nuttal (1996:172) who states that authentic text can be motivating. Moreover, they have a positive affect on comprehension and learnersatisfaction (Berado, 2006). Authentic material refers to those taken from real life sources and they are not designed for teaching and learning purposes. The most common source of authentic materials that can be used in the classroom are newspaper, magazine, songs, video, movie, and materials from the internet. Wallace (1998:145) one of the main purposes of using authentic materials in the classroom is to expose students to as much real language as possible. Therefore, the students can gain real information and know what is going on in the world around them. The use of authentic materials in the classroom is discussed, with the student benefiting from the exposure to real language being used in a real context. Other aspects which prove positive when using authentic materials are that they are highly motivating, giving a sense of achievement when understood and encourage further reading. They also reflect the changes in the use of language, there is a wide variety of text types, they are also very versatile (they can be used in different ways to promote different skills) and can be used more than once as well as be updated. Anything can be used as authentic material but for developing reading one of the most useful resources is the Internet, with large amounts of varied material being easily accessible. Based on phenomenon above, the purpose of this research was to improve the students' achievement in reading narrative text so that they could understand and comprehend narrative well. That was why, the researcher was interested in conducting the research entitled "Improving the Students' Narrative Text by Using Authentic Material of Short Functional Text"

2. METHOD

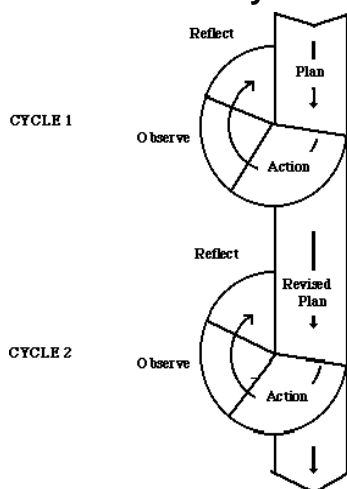
The research was conducted at SMP Muhammadiyah 08 Medan. it locates at Jalan Utama No.170, RT.02, Kota Matsum II, Medan. This school was chosen because the researcher found some problems in teaching reading especially narrative text.

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

This research was conducted by using classroom action research (CAR). According to Ary (2010) Action research is about taking action based on research and researching the action taken. It can be used to enhance everyday work practices, to resolve specific problems, and to develop special project and programs. Action research is based on the premise that local conditions vary widely and that the solutions to many problems cannot be found in generalized truths that take no account of local conditions. In this chapter, we focused on the use of action research in education. According to David (2000) Action research is concerned with social practice aimed towards improvement a cyclical process pursued by systematic enquiry a reflective process participative determined by the practitioners. There were some steps in classroom action research. According to David (2000) Action research is portrayed as a cyclical or spiral process involving steps of planning, acting,

observing, and reflecting. It is normal for a project to go through two or more cycles in an iterative process. Improvement is brought about by a series of cycles, each incorporating lessons from previous cycles.

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



Cycle 1

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

Planning

- Observed and analyzed the class to get the information about the situation of the class. Not only about it, but also including the interaction between teacher and students.
- Interviewed the students to obtain their problem in improving reading comprehension.
- Selected the collaborator who helps the researcher in analyzing the weakness in the learning process.
- Prepared research instrument, such as observation, interview sheet to observe the process of teaching and learning and the material.
- Made the lesson plan and designing the scenario of teaching and learning by using Authentic Materials strategy.
- Distributed the texts that were read and discussed by students in the first cycle.
- To know how far the students' achievement in reading comprehension without applying Authentic Materials strategy by pre-test.
- Prepared the test to measure the result of the study.

Action

- Teacher gave pre-test to the students in order to know how far the students' achievement in reading comprehension without applying Authentic Materials strategy.
- A teacher explained about the material of narrative text and refreshed their new vocabulary related to the text.
- Teacher prepared a chart on the whiteboard to write difficult word and main idea.
- Teacher wrote the title of the passage on the whiteboard, and then the teacher asked the students to write vocabulary and found main idea.

- e. Teacher repeated this process and asked the students to read.
- f. Teacher asked the students to make summary statement or about their statement about the story.

Observation

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

Reflection

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

3. FINDINGS

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

Qualitative Data

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

The interview was conducted to the teacher and the students in two sessions. The first session was in the first meeting when the first cycle had not been begun and the second session was in the end of the last meeting after the second cycle was ended. In the first session, the students were interviewed about their comments of reading and their understanding of narrative text. They were also asked about their difficulties in reading. The interview result showed that most students did not know about narrative text. The difficulties were in finding and organizing ideas, in constructing a good sentence and in comprehending the elements of reading. In the second session, students were interviewed about their comment of the implementation of authentic material Based on the interview, it can be concluded that students could produce a good narrative text if they applied the method. They said that this method was helpful, applicable, and effective. By applying this strategy they knew whether their writing was good or not, so they can improve their reading. To complete the data can be seen in Appendix VI.

The activities of the First Cycle

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

Planning

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

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

Action

After administering reading evaluation I and having the result, the teacher announced the students' score to in the class. The teacher told the students that their score showed their ability in reading comprehension was still low. The students were motivated to do their best in reading next. In this cycle the writer taught the students how to comprehend narrative text based on the lesson plan that had been made. All plans that had been arranged were conducted. Authentic material also was implemented in the first cycle. First cycle was conducted during the second meeting to the fourth meeting. In the second meeting, teacher began to explain the material about narrative text. Before explaining the material more, teacher did brainstorming to students. This was done to know the students' understanding about narrative text. After having the brainstorming by asking and answering one another, then teacher began to give material to the students. The material was given to give good understanding more about narrative text to the students because there were a few students having good understanding about narrative text. The teacher explained about the social function and the generic structures of narrative text by giving an example paragraph as the material. After explaining the material, teacher gave an exercise to measure the students' understanding about the material.

In the third meeting, teacher reviewed the material in the second meeting to recall the student's memory about the last topic. Teacher asked to the students to explain their understanding about narrative text and its social function and generic structure. There were many students explaining narrative text well. The third meeting was the meeting that Authentic Material implemented. Students were taught how to comprehend a good narrative text through Authentic Material. In the fourth meeting, the teacher reviewed the material in the last meeting by inviting the students to explain the steps of Authentic Material in reading. In this meeting, the teacher administrated the reading evaluation II.

Observation

In the beginning of the first cycle, while the teacher was explaining the material the students were still making noises. The teacher asked to the students to keep quite during the teaching learning process. However, in the beginning of

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

In this cycle, teacher gave reading test. In this reading test II, the students discussed based on the topic given by using Authentic Material. The topic was more interesting for them. Of course, for the students they had found ideas and knowing about the topic. However, in working reading evaluation II, some of students were not seriously. Sometimes they cheated their friends' reading, and they whispered each other. Generally, the teaching- learning process in this cycle ran well. Based on the result of observation, it was concluded that teaching learning process ran well. The students' interest or students' motivation was growing up. Their focus on the material explained also was better in every meeting. It was concluded that Authentic Material created a good learning environment.

Reflection

There were many problems of students indicated by the teacher in the class in the first cycle that conducted during three meetings. The student noises were controlled meeting by meeting where in the first meeting they often made noises in the class. The students began to pay attention to the teacher after the teacher told their evaluation I scores. They, then, slowly listened to the teacher and focused on the material about narrative text. They realized that the after listening the teacher explanation about the importance of reading and the advantages of someone who had reading skill. The material was given for giving more understanding about narrative text to the students. The teacher action worked, the students could accept the teacher explanation and had good understanding about the material. The students understanding about the material could be seen from their enthusiasm and their interest in conducting the exercises or questions about narrative text. The students could answer and identify text and description of a narrative text. After students' reading were corrected, it was found that students' reading was better than before. Both of the orientation test score and score in cycle I showed improvement in students' reading. But, the percentage of students who achieve the standard score was not 70 % yet. There were only 11 students got the score up to 70 (33,33 %). It was happened because some of students did not understand yet how to read in a good sentence beside the students had lack of vocabulary. In correcting of students' reading product, some of them were errors of vocabulary, organization and capitalization. So, it was needed to do the second cycle. The problem found would be solved by teaching them how to find main idea by using Authentic Material.

The Activities of the Second Cycle

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

Planning

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

Action

In the second cycle, the students were taught how to comprehend the text. The teacher taught the students how to find idea in narrative text based on the lesson plan that had been made for the second cycle. In the fifth meeting the teacher explained the importance of produce a good sentence in order to the reader could get the ideas clearly. Teacher also gave the exercise which related to the material. The exercise was given in order to measure the students understanding about to the material. Based on the students reading evaluation II, there were found that some students also made error in spelling, vocabulary, punctuation and capitalization. All plans that had been arranged were conducted. Students were taught how to read a good narrative text trough Authentic Material. In the sixth meeting, the teacher reviewed the material in the last meeting by inviting the students to explain the steps of Authentic Material in reading. In this meeting, the teacher administrated the reading evaluation II. Teacher asked to the students to read a paragraph by using the Authentic Material. Then, the students worked their reading evaluation III individually. The teacher actively paid attention to them in every meeting of this cycle and teacher were also active in motivating students so they could produce a good reading

Observation

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

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

Reflection

Generally, all students had been able to use the method, so they produced a good description. Students' reading had improved. The students had been carefully in translating the text in order not to make incorrect meaning. They could find out their error in translating. However, a few students still did the same error. In the

second cycle, they also kept quite in reading by using Authentic Material. The class was conducive. Having corrected the students' reading, the mean of students who achieved the standard scores had been increased. The percentage of the students who got satisfying scores was 87, 88 %. This showed that the students' ability in reading narrative text improved.

Quantitative Data

Quantitative data was taken from test result twice in the end of two cycles. It meant that there were three reading scores within two cycles and also including reading evaluation I score which was taken in the first meeting.

Table 4.1 Students' Reading Scores for Pre –Test

No.	Students' Initial	Score
1.	AD	55
2.	AS	45
3.	AJ	55
4.	AP	50
5.	AH	65
6.	AHP	65
7.	DA	45
8.	DI	50
9.	FD	45
10.	FA	50
11.	FS	50
12.	FAQ	55
13.	FAB	50
14.	FK	55
15.	FR	50
16.	FA	50
17.	KM	40
18.	MK	60
19.	MRF	45
20.	MAN	40
21.	MRF	55
22.	MI	40
23.	MIH	45
24.	NH	45
25.	NP	50
26.	NM	60
27.	NC	70
28.	RY	70
29.	RN	50
30.	RA	50
31.	RR	45
32.	SB	55
33.	SA	50
34.	SDK	50
35.	SY	45
36.	SA	40
37.	TW	45
38.	ZM	55
39.	SL	50
40.	YA	50
41.	YS	50
S		2090
Mean		50.97

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

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

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

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

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

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

Table 4.2 Distribution of Students' Reading in Pre-Test

	Criteria	Total Students	Percentage
P	Failed	39	95.13%
p	Passed	2	4.87%

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

Table 4.3 The Students' Score in Cycle I

No.	Students' Initial	Score
1.	AD	70
2.	AS	60
3.	AJ	65
4.	AP	70
5.	AH	60
6.	AHP	60
7.	DA	50
8.	DI	75
9.	FD	65
10.	FA	50
11.	FS	60
12.	FAQ	50
13.	FAB	70
14.	FK	65
15.	FR	55
16.	FA	50
17.	KM	75
18.	MK	50
19.	MRF	65
20.	MAN	75
21.	MRF	50
22.	MI	75
23.	MIH	50
24.	NH	50
25.	NP	60
26.	NM	70
27.	NC	60
28.	RY	65
29.	RN	60

30.	RA	60
31.	RR	60
32.	SB	75
33.	SA	60
34.	SDK	70
35.	SY	70
36.	SA	60
37.	TW	55
38.	ZM	75
39.	SL	55
40.	YA	75
41.	YS	75
S		2570
Mean		62.68

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

$$\text{Formula, } X = \frac{\sum X}{n} = 62.68$$

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

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

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

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

	Criteria	Total Students	Percentage
P	Failed	27	65.85%
P	Passed	14	34.15%

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

Table 4.5 The Students' score in Cycle II

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

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

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

$$X = \frac{3470}{41} = 84.63$$

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

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

Table 4.6 Distribution of Students' score in Cycle II

	Criteria	Total Students	Percentage
P	Passed	41	100%

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

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

No.	Students' Initial	Pre-test	Post-test I	Post-test II
1.	AD	55	70	75
2.	AS	45	60	85
3.	AJ	55	65	85
4.	AP	50	70	80
5.	AH	65	60	75
6.	AHP	65	60	95
7.	DA	45	50	80

8.	DI	50	75	80
9.	FD	45	65	85
10.	FA	50	50	90
11.	FS	50	60	85
12.	FAQ	55	50	95
13.	FAB	50	70	85
14.	FK	55	65	90
15.	FR	50	55	75
16.	FA	50	50	85
17.	KM	40	75	80
18.	MK	60	50	80
19.	MRF	45	65	85
20.	MAN	40	75	95
21.	MRF	55	50	85
22.	MI	40	75	75
23.	MIH	45	50	75
24.	NH	45	50	85
25.	NP	50	60	85
26.	NM	60	70	90
27.	NC	70	60	95
28.	RY	70	65	95
29.	RN	50	60	85
30.	RA	50	60	90
31.	RR	45	60	80
32.	SB	55	75	85
33.	SA	50	60	75
34.	SDK	50	70	95
35.	SY	45	70	90
36.	SA	40	60	75
37.	TW	45	55	75
38.	ZM	55	75	85
39.	SL	50	55	90
40.	YA	50	75	95
41.	YS	50	75	80
S		2090	2570	3470
Mean		50.97	62.68	84.63

In this research the indicator of successful achievement of students in narrative text was if the students have got score up to 70 in their reading evaluation because the English passing grade at the school was 70 the accomplishment scores (Nilai Ketuntasan Belajar). In reading evaluation I, there are 2 Students (4.87%) who got points up 70. The percentage of students' reading competence kept increasing when Authentic Material was applied. In the first cycle, there were 14 students (34.15%) got points up to 70 whereas in the second cycle, there were 41 students (100%) got points up to 70. It can be concluded that Authentic Material worked effectively and efficiently in helping students in improving their reading comprehension in Narrative text. To make data clearly, it can be seen in chart below:

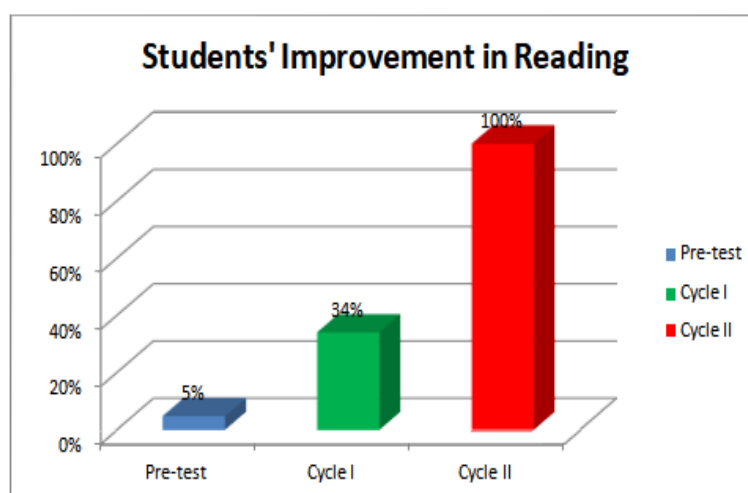


Chart 1: Student' Improvement in Reading

4. CONCLUSION

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

5. REFERENCES

- Arda, M., &Manurung, Y. H. (2021, January). THE EFFECT OF CONSUMER MOTIVATION ON HALAL FOOD PURCHASE DECISIONS ON STREET TRADERS OF KESAWAN MEDAN AREA IN THE PANDEMIC PERIOD OF COVID 19. In *Proceeding International Seminar of Islamic Studies* (Vol. 2, No. 1, pp. 62-68).
- Dewi, R. S., &Shara, Y. (2021).AntesedenPenghimpunan Dana PihakKetiga Bank Syariah Di Indonesia. *JurnalRisetAkuntansidanBisnis*, 21(1), 54-62.
- Dewi, R. S. (2021). The Analysis of Circumstantial Adjuncts in Jakarta Post Headlines News. *English Teaching and Linguistics Journal*, 2(1), 175-178.
- Dewi, R. S. (2020). The Effect of Using Clustering Technique on Students' Achievement in Writing Descriptive Text. *English Teaching and Linguistics Journal*, 1(2), 41-43.
- DEWI, R. S. (2019). THE EFFECT OF APPLYING THINK TALK WRITE (TTW) STRATEGY BY USING SLIDE PICTURE ON STUDENTS'ACHIEVEMENT IN WRITING SKILL.
- Ekayati, R. (2020). Shadowing Technique on Students' Listening Word Recognition. *IJEMS: Indonesian Journal of Education and Mathematical Science*, 1(2), 31-42.
- Ekayati, R. (2020). Shadowing Technique on Students' Listening Word Recognition. *IJEMS: Indonesian Journal of Education and Mathematical Science*, 1(2), 31-42.
- Hasnah, Y. (2017). TEACHERS AS ROLE MODELS IN NURTURING STUDENTS'CHARACTER. *KUMPULAN JURNAL DOSEN UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA*, (3).
- Lubis, B. N. A., &Sagala, R. W. (2020). The Comparative of Indonesian and Western Culture in Live Action: A Study of Cross-Culture. *English Teaching and Linguistics Journal*, 1(2), 56-59.
- Ginting, P., Hasnah, Y., &Hasibuan, S. H. (2021).PkmPelatihanTindakanKelas (Ptk) Berbasis Student Centered Learning (Scl) Bagi Guru Smp Di Kecamatan Medan Deli. *JURNAL PRODIKMAS HasilPengabdianKepadaMasyarakat*, 4(1), 58-72.

- Ginting, P. (2021). Pengaruh Penerapan Strategi Group to Group Exchange Berbantu Media Microblogging Edmodo terhadap Prestasi Belajar Mahasiswa pada Mata Kuliah English Syntax. *KUMPULAN JURNAL DOSEN UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA*, 1(1).
- Ginting, P., Hasnah, Y., & Hasibuan, S. H. (2021). Pkm Pelatihan Tindakan Kelas (Ptk) Berbasis Student Centered Learning (Scl) Bagi Guru Smp Di Kecamatan Medan Deli. *JURNAL PRODIKMAS Hasil Pengabdian Kepada Masyarakat*, 4(1), 58-72.
- Nasution, D. K. (2021). Investigating the Impact of Code-Switching on English Foreign Language Students' Speaking Confidence. *EduTech: Jurnal Ilmu Pendidikan dan Ilmu Sosial*, 7(2).
- Saragih, M., & Novimariono, N. (2020). An Experimental Study of The Effectiveness PEOW MODEL Through Applying Quartet Card in Teaching English Writing. *Indonesian Journal of Education, Social Sciences and Research (IJESSR)*, 1(1), 32-40.
- Saragih, M., & Arika, A. (2020). Critical Discourse Analysis on the Politicians' Social Media Posts. *English Teaching and Linguistics Journal*, 1(1), 1-4.
- Sari, A. W. (2021). THE EFFECTS OF APPLYING RECIPROCAL TEACHING METHOD TO THE STUDENTS' ACHIEVEMENT IN READING COMPREHENSION. *English Teaching and Linguistics Journal*, 2(2), 179-187.
- Sari, A. W. (2021). The Effect Of Object-Oriented Programming (Adobe-Flash) Based Multimedia Learning Methods On English For Tourism Courses. *EduTech: Jurnal Ilmu Pendidikan dan Ilmu Sosial*, 7(2).
- Siregar, E. Y., & Manurung, I. D. (2020). The Effect Of Using Authentic Material As Media On The Students' Achievement In Listening. *English Teaching and Linguistics Journal*, 1(1), 5-15.
- Sriwardany, S., & Dewi, R. S. (2021). Analisis Financial Distress, Audit Delay Dan Opini Audit Terhadap Voluntary Auditor Switching Pada Perusahaan Yang Terdaftar Di Bursa Efek Indonesia. *Jurnal Riset Akuntansi dan Bisnis*, 21(1), 87-95.
- Syahputri, D., & Masita, S. (2018). An analysis Of The Students' Error In Writing Descriptive Text. *EduTech: Jurnal Ilmu Pendidikan dan Ilmu Sosial*, 4(1).
- Syahputri, D. (2020). The Ellipsis on the Main Character's Utterances in the Trolls Movie. *English Teaching and Linguistics Journal*, 1(2), 60-67.