

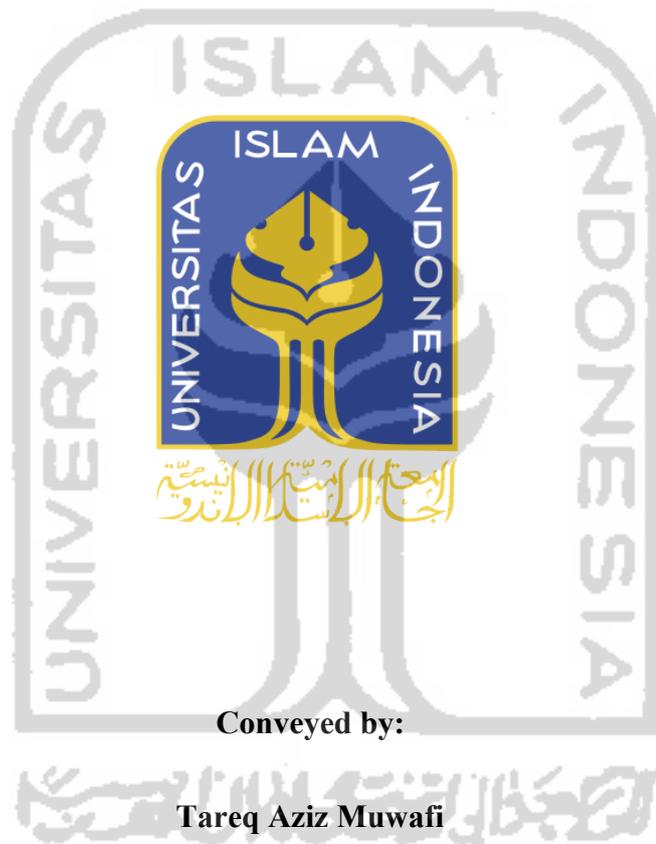
The Use of Authentic Materials to Teach News Item: Best Practice

A Thesis

Presented to Department of English Language Education as Partial

Fulfillment of Requirements to Obtain the *Sarjana Pendidikan* Degree in

English Language Education



Conveyed by:

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ENGLISH LANGUAGE EDUCATION DEPARTMENT

FACULTY OF PSYCHOLOGY AND SOCIAL SCIENCES

ISLAMIC UNIVERSITY OF INDONESIA

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APPROVAL SHEET

The Use of Authentic Materials to Teach News Item: Best Practice

By:

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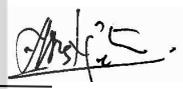
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Defended before the Board of Examiners on May 14, 2020, and Declared Acceptable

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STATEMENT OF WORK'S ORIGINALITY

I honestly declare that this thesis, which I have written, does not contain the work or parts of the work of other people, except those cited in the questions and references, as a scientific paper should.



Yogyakarta, April 18, 2020

The Writer



TAREQ AZIZ MUWAFI

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MOTTO

“Esok dirimukan terbang, memeluk mimpi yang akhirnya kesampaian

Esok dirimu kan terbang, Tak habis fikir kami melepas pemenang.”

(Jimi Multhazam “MORFEM”)



DEDICATION

This Paper Dedicated to my Future



ACKNOWLEDGEMENT

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Alhamdulillahillobbil'amin, all good praises due to Allah SWT, who has given us physical and spiritual faith, and strength of health to all for the writer to finish this thesis as partial fulfillment of requirements to obtain the *Sarjana Pendidikan* degree in English Language Education.

First, I say many thanks to my parents who always support and pray for me to be able to finish this lecture as well as possible because without them both, I am nothing. Secondly, to my biological brother, and people who surrounding me with positivity. Then, lastly, I would like to express my deepest gratitude to all lecturers and staff of the Islamic University of Indonesia, faculty, and English study program for helping me to complete this final project.

The researcher believes this thesis is still far from perfect. Therefore, suggestions and recommendations are compulsory for further improvements. The researcher expects this thesis can be beneficial for the readers.

Thank you for all the support in everything way.

Yogyakarta, April 18, 2020

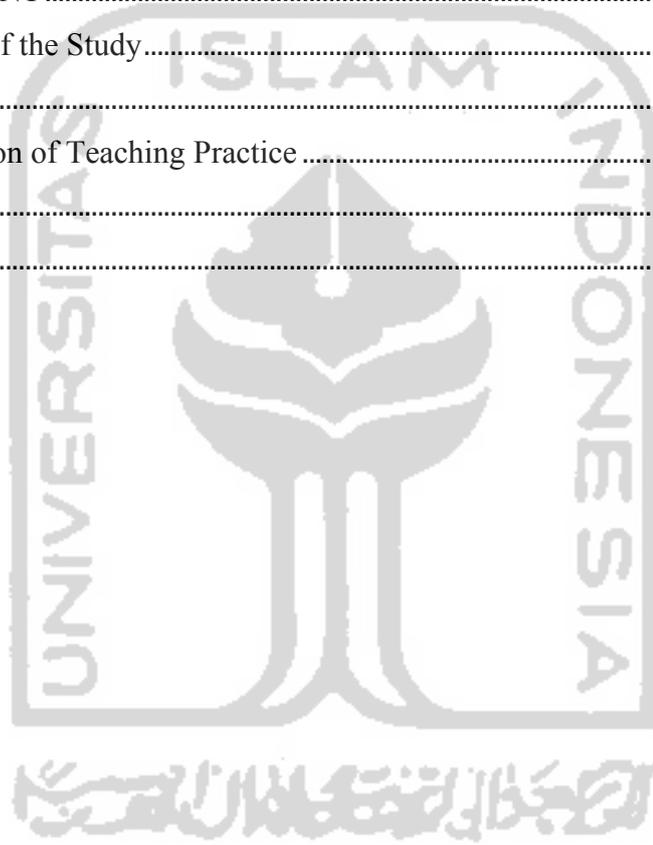


Tareq Aziz Muwafi

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A. Background of the Study

Researchers have discussed applying authentic materials as learning materials in EFL. Based on research that conducted by Fatima (2013), the teacher indicated an ideal reading class should be combined authentic materials and pedagogical materials. However, after several tests the result is showing that learner's having a positive attitude on daily communication skills (Reading, Writing, Speaking).

One of the kinds of authentic materials is News item printed or audiovisual, using authentic news item to teaching English language give the student a chance to interact with the real-world event and giving student materials that familiar with them. According to Park (2011), using authentic materials can enhance critical reading literacy and raising awareness of related problems and using it as a tool for brainstorming, will create a generation that is ready for multilingualism.

Based on my observation for field study program, the method used by the teachers is teacher-center which takes the teacher as the main resource in the class. After open the class the teacher explains the topic to the students clearly and used clear questioning to check the student's understanding. Using this method is suitable because that gives the teachers full control of the classroom environment. After asking the teachers that teaching English language on that school, the researchers found that the teachers only used textbooks that distributed by the government, this cause the student getting bored and not interested with the activity. Seeing this phenomenon the researches attempt to apply another type of materials. On this research explain about the step and stages of applying authentic materials for teaching news item.

B. Construct

The concept of authentic materials has been defined by some scholars in the past twenty years. In terms of functions, Tomlinson (2017) argues that authentic text is functioned primarily for communication. Similarly, (Harmer, 1991) claims that authentic text has nothing to do with educational purposes, but more on daily communication use. Thus, those authentic materials has created initially for communication tools, not for pedagogical purposes.

In terms of the manifestation, authentic materials made with the aim not for education by native speakers (Bacon & Finnemann, 1990: 35). Previous studies highlighted that authentic materials are produced for purposes other than to teach language, such a print materials like newspapers or calender or spoken materials like public announcements, regardless it is made by native or non-native speakers (Nunan, 1988:101), and contains original communicative and socio-cultural context (Mishan, 2005). The use of authentic materials in the classrooms although it needs two conditions; student English level, and criteria on the materials itself (Heitler, 2005)

Thus, (Lee, 1995) proposes some considerations in selecting authentic materials;

1. Textual Authenticity, which means must not change or simplify in any way because by simplifying, it will lose its authenticity.
2. Appropriateness of content means that the materials should interest and motivate the students as well as meet the students' needs.
3. Compatibility with course objectives means that the authentic materials than given in the classroom should be parallel with the curriculum.
4. Effectiveness refers to how the material can develop students' speaking ability.

Therefore using authentic materials in classroom need several criteria that can be accept, choose stories that are proficiency-level appropriate; political and science related and provide a window into the target culture. Because language and culture are interconnected, understanding the social context of language is extremely important. Incorporating the teaching of culture into a language curriculum can be used as a vehicle for teaching students how to communicate more effectively.

On this occasion the researchers try to used authentic news item, news items are text that used to inform readers, listeners, or viewers of the day's events that are newsworthy or important. We often find it in the newspaper because that section often tells the reader about a big, important, interesting, tragic, entertaining or fresh event or event that everyone should know about it. Wilbur Schramm (1949), who pointed out that news exists in the minds of the people, “news is not the event but is the report of the event”, introduced an interesting point. In the modern era news item has been switching from printed to online media resources, this change has several factors including ease, practicality and wasteful factors of the use of paper. There are so many types of news that we can find ranging from economics, politics, and sports, culinary, to natural disasters. Bndaka (2007) explain that using authentic materials in classroom (newspapers and magazines) to familiarize students with authentic sources of reading, retrain them use mother tongue reading skills and make them efficient and independent readers. but on this occasion the researchers use natural disasters news to teaching in MAN 2 Sleman yogyakarta.

C. Implementation of Teaching Practice

In this section, I described the implementation and the steps of learning the English language using Authentic Materials (News Item). The researcher conducted this teaching practice in a secondary school in Yogyakarta, the main topic that the researcher taught about News Item. In this phase, supervisor teachers did not allow the researchers to applied Ice Breaking activity due to inadequate time.



Pre-Teaching

Before i started teaching i did some preparation those are, find Lesson Plan about News item as my reference for teaching, for the materials i gathered from online news media (Jakarta Post). The reason why i chose the news about natural disasters, Indonesia had several times experienced natural disasters. Therefore, i decided to provide teaching materials about natural disasters so that students capable sort and make good and reliable news of natural disasters. After that, i prepared supporting facilities that help to teach and learning activity whiteboard, attendance list, projector.

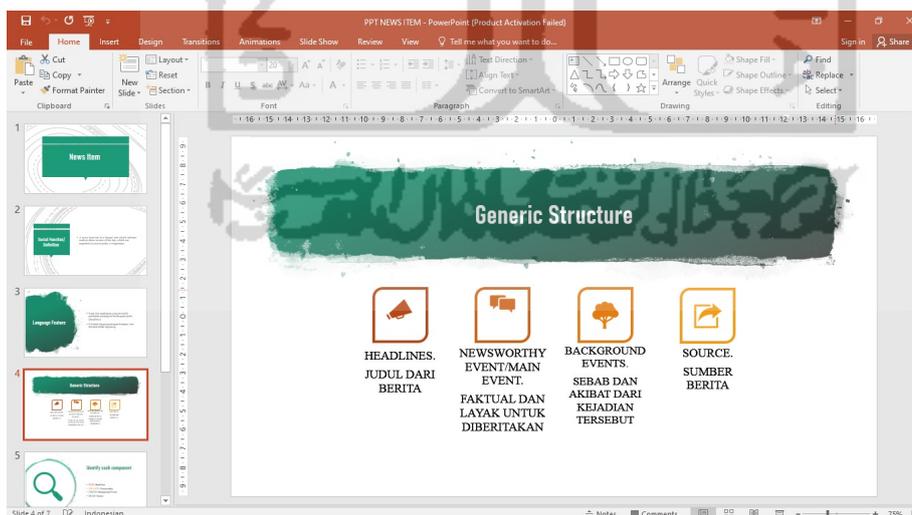
On this occasion i decide to have several criteria on what kind of news item that i applied on the activity, in terms of the level of difficulty i consider to use text that the level of vocabulary and the social cultural aspect on intermediate level, in terms of the length of the text is less than 500 words.



Picture 1. News From Online News Media

While Teaching

Before i started the lesson, i invited all the students to pray together and check the attendance. Since this my second time teaching in here some of the students feel comfortable with me. i started to ask them several questions that related with the materials, i asked them about some news that they interested, asking the student what they understand about a news item, after collecting all the answer i started to explain about the definition and the text structure the students little bit confuse with the vocabulary, so i simplified the definition using Indonesian language after they understand, i distributed them some news text and read it together after reading it together i give student instruction to identify each component such a headline, newsworthy, background events and source. Before we are going to the next activity i divided the students into 5 groups, each group should make a news text according to the predetermined theme, after the student gathered with their own groups i start to check each group work.



Picture 2. Materials for teaching news item



Picture 3. Checking Student Understanding

Post Teaching

After finished, each student should choose one member to read their news text in front of the class, but unfortunately the time is offer so some several groups can not read their news item text in front of the class. I found several problems that happen in classroom during the activity first, some of my students still having difficulties in understanding what i said. This problem happen cause their english ability may low in terms of listening, speaking lack of vocabulary. Second, the student easily distracted it happen because they seeking attention from their classmates. To overcome this i start repeat what I said first and then i translate it in indonesian, and for the second problem i start to pay more attention to students who are looking for attention.

D. Conclusion

Using Authentic Materials for teaching news item give student more real-world event that surrounds their environment, using authentic news that student knows and interested will give more excitement to the student. this best practice report hopefully gives teachers another perspective to sorting teaching materials that more relevant and impactful in the classroom.



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Appendices

RENCANA PELAKSANAAN PEMBELAJARAN

Sekolah : MAN 2 Sleman
 Mata Pelajaran : Bahasa Inggris
 Kelas/ Semester : Kelas XII
 Materi Pokok : News Item Text
 Alokasi Waktu : 2 JP

A. Kompetensi Inti

- KI.1. Menghayati dan mengamalkan ajaran agama Islam
 KI.2. Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.
 KI.3. Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa inginnya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
 KI.4. Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

Kompetensi Dasar (KD)	Indikator Pencapaian Kompetensi
3.2. Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan dari teks news item lisan dan tulis berbentuk berita sederhana dari koran/radio/TV, sesuai dengan konteks penggunaannya.	3.3.1 Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan dari teks news item lisan dan tulis berbentuk berita sederhana dari koran/radio/TV, sesuai dengan konteks penggunaannya. 3.3.2 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan dari teks news item lisan dan tulis berbentuk berita sederhana dari koran/radio/TV, sesuai dengan konteks penggunaannya.
4.4. Menangkap fungsi sosial, struktur teks, dan unsur kebahasaan dari teks news item lisan dan tulis berbentuk berita sederhana dari koran/radio/TV, sesuai dengan konteks penggunaannya.	4.2.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks news items lisan dan tulis, dalam bentuk berita sederhana koran/radio/TV. 4.2.2 Menganalisis struktur teks, dan unsur kebahasaan teks news items lisan dan

	tulis, dalam bentuk berita sederhana koran/radio/TV. 4.2.3. Memproyeksikan teks news items lisan dan tulis, dalam bentuk berita sederhana koran/radio/TV.
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C. Tujuan Pembelajaran

Pertemuan 1

1. Siswa dapat **Mengidentifikasi** fungsi sosial, struktur teks, dan unsur kebahasaan dari teks news item lisan dan tulis berbentuk berita sederhana dari koran/radio/TV, sesuai dengan konteks penggunaannya.
2. Siswa dapat **Membedakan** fungsi sosial, struktur teks, dan unsur kebahasaan dari teks news item lisan dan tulis berbentuk berita sederhana dari koran/radio/TV, sesuai dengan konteks penggunaannya.
3. Siswa dapat **Menangkap** makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks news items lisan dan tulis, dalam bentuk berita sederhana koran/radio/TV.
4. Siswa dapat **Menganalisis** struktur teks, dan unsur kebahasaan teks news items lisan dan tulis, dalam bentuk berita sederhana koran/radio/TV.
5. Siswa dapat **Memproyeksikan** teks news items lisan dan tulis, dalam bentuk berita sederhana koran/radio/TV.

D. Metode Pembelajaran

Pendekatan : Teacher's centered
Model pembelajaran : Scientific learning

E. Media dan Bahan

Media : Powerpoint, News teks
Alat : Proyektor dan Laptop

F. Sumber Belajar

1. Teks Berita
2. Internet

G. Langkah – langkah pembelajaran

1. Pertemuan Ke 1 (2 x 45 Menit)	Waktu
Kegiatan Pendahuluan Guru : Orientasi <ol style="list-style-type: none"> 1. Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran. 2. Memeriksa kehadiran peserta didik sebagai sikap disiplin 3. Menyiapkan fisik dan psikis peserta didik dalam mengawali kegiatan pembelajaran. 	10 menit

<p>4. Guru menyampaikan tujuan pembelajaran, mengumpulkan informasi atau kompetensi dasar yang akan dicapai.</p> <p>5. Guru menyampaikan cakupan materi News Item</p> <p>Apresepsi</p> <ol style="list-style-type: none"> Mengingatkan kembali materi prasyarat dengan bertanya. Mengajukan pertanyaan yang ada keterkaitannya dengan pelajaran yang akan dilakukan. <p>Motivasi</p> <p>Peserta didik diberi motivasi atau rangsangan untuk memusatkan perhatian pada topik</p>	
<p>Kegiatan Inti</p> <p>Mengamati</p> <ol style="list-style-type: none"> Guru mempersentasikan pengertian tentang News item pada murid yang terdapat pada slide power point. Guru mengenalkan struktur teks dan unsur kebahasaan dari News Item <p>Unsur kebahasaan:</p> <ul style="list-style-type: none"> Kata dan ungkapan yang menarik perhatian tentang isi berita pada judul (headline) Kalimat langsung dengan kutipan, dan kalimat tidak langsung. <p>Struktur Teks:</p> <ul style="list-style-type: none"> Judul (Headlines) Isi Berita (Newsworthy event/Main event) adalah peristiwa fakta atau berita utama yang akan diinformasikan kepada para pembaca. Berita yang ditulis harus suatu berita yang penting dan layak untuk diberitakan kepada masyarakat luas. Latar belakang kejadian (Background events) penjelasan lebih lanjut berupa serangkaian peristiwa yang melatar belakangi terjadinya masalah dalam peristiwa tersebut, serta peristiwa lain yang memperjelas kronologi peristiwa. Sumber Berita (Source) sumber berita tersebut. Karena news item adalah text yang bersifat memberikan informasi maka perlu adanya sumber yang terpercaya agar para pembaca yakin dengan berita yang mereka baca. sumber informasi dapat berupa komentar dari saksi peristiwa tersebut atau pendapat para ahli. <ol style="list-style-type: none"> Guru memperlihatkan contoh News teks terhadap siswa. Guru menjelaskan tiap bagian yang terdapat dari news item 	70 menit
<p>Menanya</p> <ul style="list-style-type: none"> Guru mengajukan pertanyaan mengenai News item di layar untuk mendapatkan informasi dari apa yang diamati oleh siswa. 	
<p>Mengumpulkan Informasi</p> <ul style="list-style-type: none"> Mengumpulkan informasi dari murid untuk mengetahui pemahaman murid terkait materi. 	
<p>Mengasosiasikan</p> <ul style="list-style-type: none"> Mengelompokan Siswa Menjadi 5 kelompok Membuat teks- teks berita tentang fenomena alam pendek dan sederhana 	

Mengkomunikasikan	
<ul style="list-style-type: none"> • Mempresentasikan hasil diskusi berupa kesimpulan berdasarkan hasil analisis secara lisan dan tertulis 	
Penutup	10 menit
<ul style="list-style-type: none"> • Melakukan refleksi terhadap kegiatan yang sudah dilaksanakan. 	

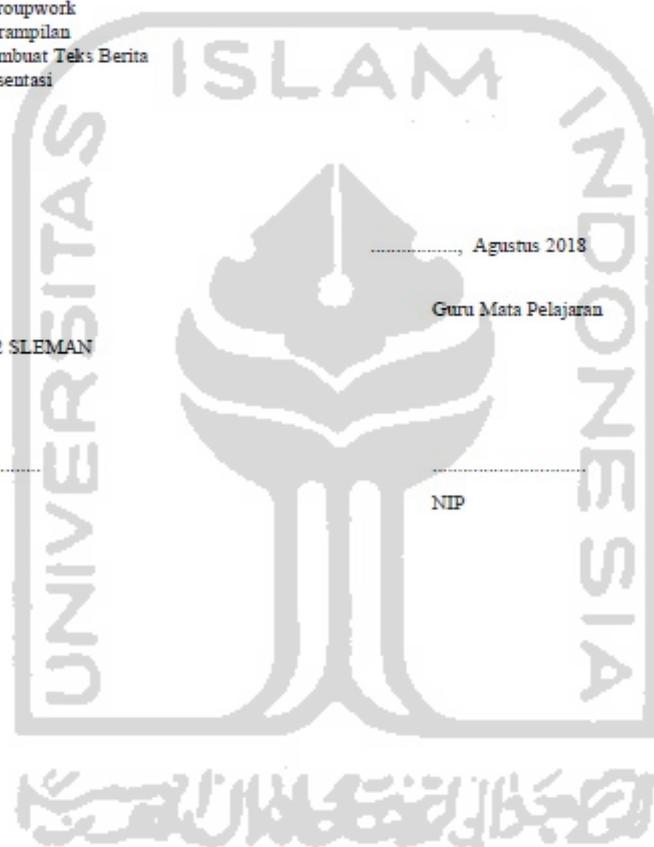
I. Penilaian

1. Teknik penilaian

- a. Sikap
Penilaian Observasi
- b. Pengetahuan
- Groupwork
- c. Keterampilan
Membuat Teks Berita
Presentasi

Mengetahui,
Kepala MAN 2 SLEMAN

NIP



....., Agustus 2018

Guru Mata Pelajaran

NIP