Problem Encountered in Teaching Reading for Junior High School Students

Rheza Kusumawardani[1], Riyadi Santosa[2], Dewi Roschsantiningsih[3]
English Department, Graduate Program, Sebelas Maret University
rheza.nanta@gmail.com

ABSTRACT : The aim of this study is to explore the problem in teaching reading for junior high school students. One of junior high school in Surakarta was chosen as the research object of this case study. Eight students in grade eighth and a teacher are chosen as the sample, because the sample used in this study was purposive sampling. The data collection techniques are interview, observation, and document analysis.
This study finds that: 1) the problems found by the teacher, i.e. demotivated students and unappealing English text book material. By using authentic materials, the teacher can help improve students' motivation, provide various materials, and conduct many different activities in teaching reading. Thus, the teacher learned how to be creative in teaching. 2) the teacher uses authentic material to create lively atmosphere in the classroom so that the students are more interested to learn reading and make the students excited so that they want to discover things such as new vocabulary, religious values, and moral messages in the text. 3) through the use of authentic materials, students' vocabulary mastery is improving.

Keywords: problem, teaching reading, material, authentic material

INTRODUCTION

There are two main skills in a language, namely receptive and productive skills. Receptive skills are the skills in constructing some meaning from the discourse which are heard and seen by students, such as reading and listening skills (Harmer 2014, p.199). Meanwhile, productive skills are the language which is produced by human in the form of spoken or written such as speaking and writing skills (Harmer 2014, p.250). Before producing productive skills, students must get receptive skills, because they cannot produce a skill before receiving the receptive skill. The student cannot speak before listen to some words and cannot write before reading some texts. It means that reading as receptive skill is important.

To support teaching – learning process, teacher should prepare her material well. While, the teaching material could be text book as main material and authentic material as supplementary material. Incorporating authentic material with many kinds of media also give positive impact toward language learning development (I-Chang, 2011; Veronica et al., 2013; Patricia, 2015; Kochito, 2013). The use of aural authentic material has been proved to be an effective media in listening classes (I-Chang, 2011). Other

researchers reveal that CALL tools such as Zaption, EDpuzzle, and videonot.es can motivate and stimulate value in language learning (Veronica et al., 2013; Patricia, 2015; Kochito, 2013). Those media are used for improving students' listening skill. The researchers can proof some of authentic material which can improve students' writing and listening skill such as CALL tools such as Zaption, EDpuzzle, and videonot.es. On the other hand investigation in another kind of authentic media is needed, to know whether that medium is effective and appropriate or not to be used in teaching reading.

On the other hand, some researchers state that teachers do not need to use complementary materials like authentic materials because textbooks cover all materials. A researcher proposes an opposite opinion that says "We no longer need to use the term authentic materials in considering what materials to use. I believe that the term is out of date and no longer useful and that there are critical problems with the use of authentic materials in the ELT classroom" (Day 2004, p.111). He believes that textbook is sufficient to fulfill the need of the students. There is no need to take other sources such as authentic materials as supplementary materials. He explained that the disadvantages of authentic materials are bigger than their advantages. It can be too difficult for the learners to understand the content of the authentic materials because it is not always appropriate to curriculum and may demotivate the students. Thus, he recommends not to use them in teaching English.

The difficulty in understanding authentic materials make some researchers believe that authentic material is only appropriate for advanced learners. Teachers can only use authentic materials in intermediate and advanced language classes (Akbari & Razavi 2015, p.108). If it is used with lower level students, it will lead to frustration, confusion and de-motivation. Both of the researchers believe that authentic materials for beginner classes such as junior high school students can confuse and demotivate the students because of their difficulty.

Some researchers try to investigate the appropriateness of authentic material in students' level (Zohoorian¸ et al., 2011; Charlene, 2014). The capacity of authentic material in serving excellent resources for introducing language in its real form is proved in vocational high school (Zohoorian¸ et al., 2011). On the other hand, the other researcher who tries to use authentic material in the beginning language classroom can experience the benefits of authentic materials but for only small number of students (Charlene, 2014). Although, adult learners have enough foundation in learning English, introducing the real English to the learners in very beginning is needed. The researchers need to analyze some schools such as, play-group, elementary school, and junior high schools which use authentic material to know whether authentic materials is appropriate for young learners.

In the term of language skill, there are few depth investigations related to the use of authentic material for improving reading skill. Previous studies done by Rashid & Majid (2014), Masood (2013), Prodngam (2011), Magvirat, et al. (2014), Sulistyani (2014) only focus on the use of authentic material in improving listening and writing skill. Where, authentic material proves to be beneficial for improving reading skill (Richards, 2006). Besides, some previous studies also do not specifically pay attention to the activity of reading which can be implemented through the authentic material. The

studies that have been done only pay attention to the teaching tools (I-Chang, 2011; Veronica et al., 2013; Patricia, 2015; Kochito, 2013) and ignore the importance of reading activity through it. Similar to reading activity, teachers' role also do not get significant place in some studies (Mamo, 2013; Al-Darwish, 2014; Ting-fai, 2011; Hanan & Mahmooud, 2015; Omid & Azma, 2016).

From the mentioned gaps, the researcher formulated two questions for this research:

1. What factors are influencing the teacher in using authentic material as reading supplementary material?
2. What kinds of reading indicator can be improved by using authentic material?

REVIEW RELATED LITERATURE

Problem in Teaching Reading

In this world, people communicate by using spoken and written languages, which requires speaking and writing skills as productive skill. Thus, the reasons for teaching reading as receptive skill are questioned. Before a teacher teaches reading to his students he should know the reason for it. Whereas the main reasons of reading are for pleasure and for information (Linse, p.71).

In broad categories, the reasons for reading are divided into two (Harmer 2014, p.200):

1) Instrumental: a man who wants to achieve some clear aims of something, so he reads the printed alphabet or words. For example, read a road sign to know where to go, or read the instruction on a ticket machine to know how to operate it, and read computer book instruction to know how to operate it.
2) Pleasurable: The other aim of reading is taking place largely for pleasure. Such as read magazines for spending weekend, read poetry for ricing literature, and read illustrated cartoon or photo-stories for entertaining his self.

Even though one of reading aim is for pleasure and it can be done by intense enjoy, it can also face some problem. There are four problems in reading (Harmer 2014, p. 203):

1) Language and vocabulary. Some students feel difficult when reading long sentences in a text, moreover if they find some new words and they do not know the meaning. This problem will lead them to miss the point of the text. Thus, the teacher or facilitator should facilitate the students as the reader with new vocabularies and grammar formula before exploring new text. It also important to build their reading habit by providing various texts, additionally if it is authentic text. It will train the students to make a contact with real target language.
2) Topic and genre. Not all of activity can prove students ability, many receptive skill activities is not really improve students skill because the activities are not appropriate with the lesson topic or the genre. Moreover, it is not familiar for students. For avoiding this problem the teacher must select the right text before giving it to his students, whether it is appropriate or not in fulfilling students need.

3) Comprehension tasks. Sometimes the teacher should check students' ability in comprehending the text to know whether the text is difficult or too easy. For solving this problem, the teacher can conduct a test, where the best test are those which raise students' expectations, help them tease out meaning, and provoke an examination of the reading passage. The questions such as asking the true-false statement, or asking about what, when, how many, and how often must be related to the text.

4) Negative expectation. Students with low motivation usually give up and get frustration when they see the text, they will feel it will be difficult to understand and it is impossible for them to understand it. For solving this problem the teacher should motivate his students by giving explanation about the advantages in mastering reading skill, for example the students will be able to discover detailed information or just get a general understanding of what something is about.

Indicators of Reading

Every language skill has its own indicators, so do reading. The reading indicators are also included main idea, explicit information, implicit information, vocabulary mastery, and reference words (Dorobat 2007, p.39). The other expert explains that some activity can be conducted to reach some goals such as asking the students to think the main point of the text to know their understanding about the main idea of the text, requesting the students to give some information about the text to know their understanding about explicit information in the text, inviting the students to use pronouns to refer back to the subjects to investigate their understanding in reference words, asking the students to looking for the synonym or the meaning of vocabulary to examine their vocabulary mastery, giving them short question related to information in the text to investigate their understanding about implicit information of the text (Harmer 2001, pp. 71-76). While, textual relationship or understanding of text main idea, receiving vocabulary, and understanding reference words in the text are some of indicators of reading mastery (Nunan 1991, p.70).

Authentic Material

Authentic material/texts defined as "real-life texts, not written for pedagogical purposes" (Wallace in Berardo 2006, p.61). It is supported by Tomlinson who states that "Authentic text is texts not written especially for language teaching" (2013, p.6). Authentic material also refers to the use of texts, photographs, video selections and other resources that are not prepared for pedagogical purposes (Richards 2001, p.252). It can be concluded that authentic material is a material which is not written for teaching-learning purpose, but for giving information and communicating with the user.

One of difficulty in learning foreign language is about shared knowledge of cultural reference and discourse patterning, because the target language and students own language has different culture and discourse pattern (Harmer 2014, p.200). Thus, when they learn target language sometimes they look hard to understand what they see or hear.

One of aims in using authentic material is to make students familiar with their target language, where authentic material also has many advantages (Richards 2001, pp. 252-253):

1) Increase learner's motivation. Authentic material is more interesting and motivating than text-book. There are many interesting sources for searching authentic material which relates closely to the interests of many language learners.

2) Provide authentic cultural information about the target culture. When using authentic material teacher can inform many aspect of target language such as its culture, including culturally based practices and beliefs and both linguistic and non-linguistic behavior.

3) Provide exposure to real language rather than the artificial texts found in created materials that have been specially written to illustrate particular grammatical rules or discourse types.

4) Relate more closely to learners' needs and provide a link between the classroom and students' needs in the real world. Authentic material will give students the use of language in real-world, not only use for conversation but also for reading a sign or written information.

5) Support a more creative approach to teaching. In using authentic material as supplementary material, teacher can develop their creativity by making classroom activity to be more varieties. He can match his teaching style and students' learning style.

Besides the advantages, authentic material has disadvantages also (Richards 2001, p.253):

1) Authentic material often contains difficult language and unneeded vocabulary items, which can be an unnecessary distraction for teacher and learners. Moreover it has not been simplified or written to any lexical or linguistic guide-lines, it can be too hard to understand by the students.

2) Created materials may be superior to authentic material because it is created based on syllabus and hence provide a systematic coverage of teaching items.

3) Using authentic material is a burden for teacher. It will waste teacher's time, because he/she should collect the material from many sources and also should select the material to make sure whether it is appropriate or not.

In order to avoid the disadvantages of authentic material, teacher needs to follow a seminar or workshop about authentic material, so he can get a guideline in selecting authentic material. Making group with another teacher also suggested, so they can discuss in dealing with authentic material (Richards 2001, p. 213).

Method

Participants

To answer the research questions, this study applied a qualitative case study design. Where, the setting of place is in this study is one of Surakarta junior high school. This school was nominated as the best junior high school in literacy by Sebelas Maret

University. Some students often have won many awards on curricular and extra-curricular activities. While, eight students of grade 8th and an English teacher of this private junior high school in Surakarta were chosen as the participants of this study.

Data Collection

This kind of research design used descriptive data. Some collective data tools were provided in this study such as observation, interview, and documents analysis.

After deciding the sources of data, the researcher had to decide what kind of technique that she would use in collecting the data. Basically, qualitative researchers used three main techniques to collect and analyze their data: observing, conducting in-depth interviews, and analyzing documents. (Fraenkel 2009, p.440).

In doing observation, the researcher must decide her role. There were four different roles that a researcher could take: participant observation, non-participant observation, naturalistic observation, and simulations (Fraenkel 2009, p.440). In this study the researcher chooses to be non-participant observation, because she did not participate in the activity but rather sit and watch.

There were four types of interviews: structured, semi-structured, informal, and retrospective interviews (Fraenkel 2009, p.445). In this study, the researcher used semi-structured interview, because through this kind of interview she could develop the questions to get more information. The use of this activity is to dig the information deeply from the authentic material user.

Documentation is collecting various types of documents (Creswell 2012, p.223). In collecting the data the researcher should identify the types of documents that could provide needed information to answer her research questions. In this study the researcher uses lesson plan, and student's task as documents which would be analyzed. In addition, she should ask permission to the owner for displaying and analyzing the documents.

For validating the data the researcher used triangulation, which used for minimizing bias. The triangulation in this research is data triangulation and member checking. in analyzing qualitative data the researcher would use a technique or an approach of analyzing the data, and she decides to adopt "bottom-up" approach for analyzing the data (Creswell 2012, p.237).

FINDING AND DISCUSSION

Problem in teaching reading

In investigating the use of authentic material in teaching reading, the researcher needs to know teacher's reasons in selecting it as supplementary material. The other things to know regarding the selection of authentic materials are whether there are difficulties in its implementation and the teacher's expectations. The more information about the factors in selecting authentic material can be seen in the table 4.1.

Table 4.1. The factors in selecting authentic material

Factors in selecting authentic material as reading supplementary material	
Problem	Advantages of authentic material as the solving
Demotivated students	a. Create a more creative activity in teaching reading b. Increase students' motivation
Unappealing text	a. Provide examples of the use of language in real life b. Appropriate to fulfill students' need c. Availability vocabulary

Table 4.1. displays there are two reasons that influence the teacher to use authentic material as supplementary material in teaching reading. The first comes from the problem in teaching reading and the second is the advantages from authentic material. The information is summarized from the collected data such interview with the teacher and the students. There are some data obtained from the interview with the teacher, among others are she explained that sometimes she found that the students were demotivated. It was probably because the length of the text which the students thought as too long and difficult to understand. She said that the students were reluctant to see the text. But she kept saying "Try to understand the text. It is a long text but the sentences are easy to understand." In her opinion, the students assume that the text is too long and it is difficult to understand. She encouraged them by saying "No, it is not. I know you can do it. I know your potential. I will not give material which is beyond your ability" and finally the students were willing to read the text.

The texts were commonly taken from the book. It means that the students might find that the book was too difficult for them. Thus, the teacher decided to use authentic materials as the supplementary materials in teaching reading. She wished that authentic materials give some benefits in teaching reading, it was reflected from the statement expressed during the interview. The teacher stated that she used authentic materials so that the students would not be bored. She used the materials to make the lesson interesting and to engage the students' interest in learning reading. She also explained that her reason for using authentic material was to motivate students and avoid boredom. Meanwhile, she could ask students to analyze the text and they expected to ask questions about vocabulary yet she also required them to bring a dictionary.

The other reason the teacher had in choosing authentic material is the advantages that she got from it, she said that the students were more enthusiastic when they got text from other sources. Besides, the students could learn coda in authentic materials, coda in the text-the conclusion of the text. Usually they relate it to religious values and moral messages especially in narrative text.

From the explanation of the teacher in interview section, it can be concluded that she had some reasons in using authentic material as supplementary material. The reasons

are to create attractive atmosphere in classroom so the students are more interested to learn reading and make the students excited so they want to discover things like new vocabulary, religious values, and moral messages in the text.

The teacher also informed that English text book for 8th grade was not appealing, so it encouraged her to provide additional material from other sources to make the lesson more interesting and make the students motivated to learn English especially reading. Based on her statement authentic material was more interesting than textbook, because the English book for grade 8th consists of mostly less interesting texts. So there was no challenge at all for the students. It makes the authentic material interesting, so the students get a lot of lessons from the book.

The teachers also stated that using authentic material could motivate the students in learning English and make the teacher more creative because by various materials such as text book materials and supplementary materials could support teaching and learning activities especially reading. She argued that authentic material increases student motivation, because the lessons which they got were not only from the text book. It also increased teacher creativity in understanding students in learning reading. She could make varied classroom activities. One of the activities is looking for vocab and distinguishing parts of speech. The verb comes in saying / thinking / action, so the students know "This one is an action verb". While, word"touching" refers to sense.This activity helps the students understand parts of speech. Once, they also had jumbling paragraph and walk gallery activity. In walk gallery, the teacher asked the students to arrange the paragraph properly. Each student has to provide feedback to their friend's assignment and score the writings. Sometimes the students give high score to their friends because they do not want their friends to get bad score. It does not matter and she keeps appreciating their efforts. It is different though in jumbble paragraph activity. In jumbling paragraph, the teacher asked the students to make a group, after arranging the paragraph they continue to discuss and make correction together.

Teacher's statement above is supported by some students' opinion about authentic material.Student 1 believes that using authentic material makes learning process more enjoyable because it feels realistic. Thus, that he feels that he has broader view of things. He learns about English lesson as well as about real life. Student 1 said that he could get something new. First, he learned something else, not only the material related to school. It feels like studying outside of school so he could get many benefits. It is not just the knowledge in the curriculum of 2013 but he and his friends also got knowledge beyond the curriculum 2013.

Some students argue that they like it better when the teacher gives additional material because the materials being studied becomes both informative and not boring. Such as student 2 who stated by using authentic material, reading material was more varied, the lesson was not boring. It motivated her to learn because authentic material could give a lot of information from anywhere. The student 2 also informs that explanation of material which comes from textbook takes a long time and make she and her friends bored because they just listen to teacher's explanation.

From the finding mentioned above, there are two reasons why the English teacher of private Junior High School in Surakarta uses authentic material as additional material

in teaching reading. The first factor is the difficulties faced by the teacher. An expert said there are three problems in teaching reading: 1) Language and vocabulary, 2) An appropriate topic and genre of the text with the syllabus, 3) tasks comprehension, 4) students' negative expectation toward the text (Harmer 2014, p. 203). Sometimes, the teacher found that the students were demotivated. It was probably because the length of the text which the students thought as too long and difficult to understand. The texts were commonly taken from books. It means that the students might find that the book was too difficult for them. So, she tried to use authentic material to build students interest in learning reading. This is in line with Desitarahmi (2013) who found that authentic material could enhance the interaction among the students and maintain the students' readiness to join the reading teaching and learning activities.

The teacher mentioned that the English text book for 8th grade was not appealing. A preview researcher states that not all materials in the book conform to the basic competences of the 2013 curriculum. Of the thirteen chapters, there are nine chapters of which conform to the curriculum while the other four chapters do not conform to the basic competence of the 2013 curriculum, i.e. chapter III, V, VII, and X (Arba'ati, 2015). To make the teaching-learning process goes well the teacher uses authentic material so that the materials become interesting and in line with syllabus.

The second factor is the expectation toward authentic material. The teacher wants to create lively atmosphere in the classroom so the students are more interested to learn reading and make the students excited so they want to discover things like new vocabulary, religious values, and moral messages in the text. Thus, she used authentic material to make it happen. This expectation are related to the advantages of authentic material such as increase learner's motivation, provide authentic cultural information about the target culture, provide exposure to real language, relate more closely to learners' needs and provide a link between the classroom and students' needs in the real world, and support a more creative approach to teaching (Richards 2001, pp. 252-253).

The research conducted some previews researchers indicate that authentic material can bring an effective class whether in teaching listening or writing by Chung (2010), Mamo (2013), and Rahman (2013). Based on the data in this study, the teacher stated that by using authentic material she becomes more creative because the use of various materials such as text book materials and supplementary materials could support teaching and learning activities especially reading.

Therefore, the teacher used authentic material to provide more examples of text which are in accordance with curriculum 13. It is expected that the use of authentic materials will help create a fun teaching learning process.

Reading Indicators that can be improved by Authentic Material

The writer needs to investigate the effect of using authentic material on students' reading skill. While, the indicators of reading skill are: main idea, explicit information, implicit information, vocabulary, and reference word. To answer the third research question, the researcher conducted observation during the teaching learning process in the classroom, interview to the teacher and analyze the document from students' answer

sheet. The more information about the indicators of reading that can be developed through authentic material can be seen in the table 4.2.

Table 4.2. The indicators of reading that can be developed through authentic material

Authentic Material	Reading indicators				
	Main idea	Explicit information	Implicit information	Vocabulary	Reference word
Audio visual material		√		√	
Visual material		√		√	
Printed material	√	√	√	√	√

Table 4.2. shows that each used type of authentic material can improve students' reading skill in different indicator. While, audio visual and visual material improves the explicit information and vocabulary indicators. On the other hand, printed material improves main idea, explicit information, implicit information, vocabulary, and reference word. These information are summarized from some obtained data such as observation, interview, and document analysis.

In observation one teacher was used a video that told a story about a man who was out of theft. Then, the victim reported it to the police. The police then asked the victim to describe the characteristics of the thief. After finishing the video the teacher asked the students to describe the thief. While in the third observation, teachers also use video clip of 'photograph' song. This video tells someone who thinks that a photo can save memories, which in the video displays the singer's picture from infancy to adolescence. After watching the video the teacher asked the students to mention the verbs they obtained from the video. Afterwards the teacher asks the students to retell the story of the song. From those activities, a student is able to gain new vocabulary and develop her ability to explain explicit information. This data shows that audio-visual materials can improve students' reading skill in terms of two indicators: vocabulary and explicit information.

In the second observation, the teacher used images that are involved to visual material. By using those pictures the teacher held a walk gallery, in which the students in groups observed the randomly hung images then assembled them with the appropriate storyline. Some groups have some obstacles in compiling them, but finally there is one group that can arrange the storyline of the image correctly. The picture tells about the chronology of making a park bench, after arranging the pictures, the teacher asked about the related explicit information from the picture such as "can the bench be used directly

after painted?" and they answered "no" and explained that after the painting the bench should be dried again. This result shows that the image can improve the indicator of reading in term explicit information.

On the other hand, in the first observation the teacher also uses an image as a teaching media, the image used is human picture with a description of part of body. After that the students are asked to retell the part of body, and students are able to do it. This shows that the picture as visual media is able to improve reading skill in term of explicit information and vocabulary. In the fourth observation the teacher used texts, which are making the reading activity become more variable. For example, questions and answers activity is aimed to make students find the main idea, the conclusion of the story, new vocabulary and also the reference words. It shows that text as printed material is able to improve reading skill in term of main idea, explicit information, implicit information, vocabulary, and reference word.

The next data was obtained from the interview session with the teacher. In the interview session, the teacher said the use authentic materials help improve students' reading skills, especially in term of vocabulary. Through authentic material, the students also learn to analyze the text, look for new vocab, and distinguish the vocab.It means that authentic materials help improve students' vocabulary mastery. They are able to distinguish kinds of vocab, i.e. whether the words are verbs, adverbs, adjectives, or nouns.

The teacher also added other information reading teaching learning activity. She informed that after she gave authentic text, usually, she asked the students to retell the story of the text, amazingly their reading speed increases. According to her statement, authentic material was useful, because it can help the students' understanding the text, i.e. the generic structure of the text. The activity of reading involving authentic material also help the students work in team which increase their social skill. Teacher's statement shows that by using authentic material, students' reading speed, understanding, and socialization skill increase

It means that authentic materials gave positive impact in the teaching of reading. This is approved by students' ability in answering some reading question in interview section.

The students were involved in answering questions. While, each student got different authentic text, where student 1 got descriptive text and student 2 got recount text. The questions are of the same difficulty. The first question of each text asked the type of the text, which both of the students answered correctly. The second and the third questions of each text asked the generic structure of each text, both students could tell the generic structure and point the paragraph. The fourth question asked the main idea of each text which each students also answered correctly. The fifth question asked explicit information of the text, and each student could answer it based on the story. The seventh question asked reference word, which the students could answer well. The eight questions asked the meaning of some words which the students could answer well. The ninth question asked the students to differentiate verbs, adverbs, adjectives, and nouns. The students were able to differentiate each vocab.

The important point found in this discussion is that the use of authentic material gives positive effects to students' reading skill. It can be analyzed from reading indicators, i.e. main idea, explicit information, implicit information, vocabulary, and reference word (Brown 2003; Dorobat 2007; Harmer 2001; Nunan 1991). Thus, the data in this research showed that authentic material helps students improve their vocabulary and understand reading text through analysis of main idea, explicit information, and reference word in a text. While, Almussallam (2014) indicates that authentic materials are effective resources that can positively contribute to students' learning and achievement although she does not specify the indicators improved by authentic material. On the other hand, Liliani (2014) states that authentic material positively influenced the students' reading comprehension from "poor" to "very good" category. Thus, the data in this research showed that authentic material helps students improve their vocabulary and understand reading text through analysis of main idea, explicit information, and reference word in a text.

CONCLUSION

The result of this study implies that: 1) there are two reasons why the English teacher private Junior High School in Surakarta used authentic materials as additional materials in teaching reading. The first reason is due to the problems found by the teacher, i.e. demotivated students and unappealing English text book material. By using authentic materials, the teacher can help improve students' motivation, provide various materials, and conduct many different activities in teaching reading. Thus, the teacher learned how to be creative in teaching. The second reason is related to the expectation toward authentic materials. The teacher wants to create lively atmosphere in the classroom so that the students are more interested to learn reading and make the students excited so that they want to discover things such as new vocabulary, religious values, and moral messages in the text. 2) Through the use of authentic materials, students' vocabulary mastery and ability in understanding reading text are improving.

Regardless of inadequacy in this study, hopefully it can be noted at least as a new ground in mapping and analyzing the use of authentic materials in teaching reading in junior high school in Indonesia.

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