

**THE USE OF MAGAZINE AS AUTHENTIC MATERIAL
IN WRITING NARRATIVE TEXT
AT EIGHT GRADE STUDENTS OF MTs NURUL ALI JEMBER
IN ACADEMIC OF YEAR 2022/2023**

THESIS



**UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R**

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**ENGLISH EDUCATION STUDY PROGRAM
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STATE ISLAMIC UNIVERSITY OF KH ACHMAD SIDDIQ JEMBER
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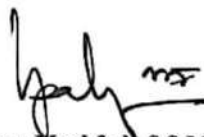
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Has been examined and approved
in Partial Fulfillment of The Requirements for Bachelor Degree (S.Pd)
Faculty of Tarbiyah and Teacher Training
English Education Department

Day : Friday
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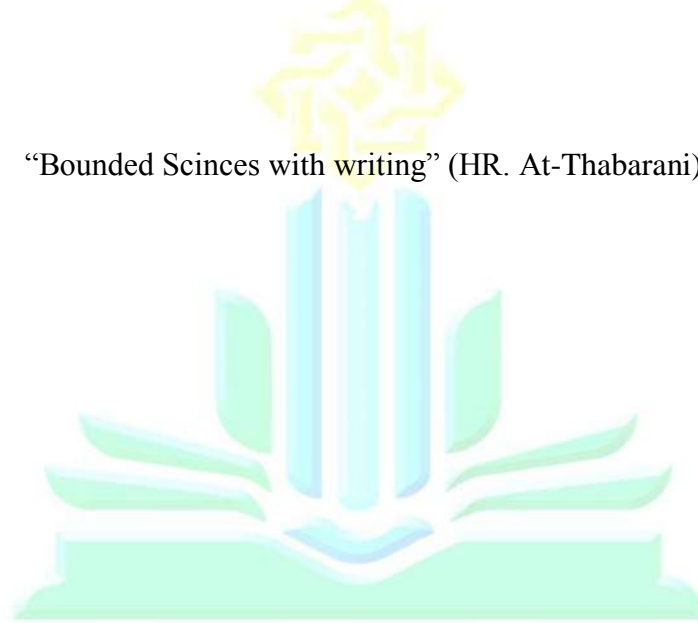


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MOTTO

قَيِّدُوا الْعِلْمَ بِالْكِتَابِ

“Bounded Sciences with writing” (HR. At-Thabarani)¹



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¹ HR. At Tharbarni “science”, 146. <https://rumaysho.com/13457-he-listening-and-search-tie-it-science-with-writing.html>

DEDICATION

I proudly dedicate this undergraduate thesis to:

1. My Lovely Parents

Thanks for my father Mr. Muhyidin and my mother Mrs. Nur Hayatun for their motivation, encouragement and love. Whom always supported me to reach my dream, my study, my work, especially process in this University, and their prayer for me to finish my thesis.

2. My young brother Dwi Putra Hardiansyah who always give support, attention, and pray for me.



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Alhamdulillah Rabbil Alamin thanks to Allah SWT. Who has always given His blessing and guidance, so I could accomplish this undergraduate thesis well. Showalat and Salam are given to our prophet Muhammad SAW, a human who has brought us from the darkness to the lightness, from the stupidity to the cleverness namely Islam Religion that we love.

This thesis for achieving an undergraduate degree in English Language Teaching of State Islamic University of Kiai Haji Achmad Siddiq Jember. The undergraduate thesis entitled “The Use of Magazine In writing Narrativetext at Eight Grade Students of MTs Nurul Ali Jember”

Thus I would like to express her deepest thanks to all of those who had helped, supported, and suggested her during the process of writing. Therefore, on this occasion, the writer expresses thankfully to honorable:

1. Prof. Dr. H. Babun Suharto, S.E., M.M, as a Rector of State Islamic University of Kiai Haji Achmad Siddiq Jember who has given opportunity for me to study in this university.
2. Prof. Dr. Hj. Mukni’ah M.Pd.I as the Dean of the Faculty of Tarbiyah and Teacher Training State Islamic University of KH Achmad Siddiq Jember who has facilitated to studying this faculty.
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7. The English teacher, Dewi Sri Astuti, S.Pd who supported me and helps in conducting my research in MTs Nurul Ali Jember. I realize that my thesis is far from being perfect.. I hoped this thesis will be useful for readers and future researcher needed it.

Jember, 14 June 2023



ABSTRACT

Kholisah 2023: *The Use of Magazine In writing Narrativetext at Eight Grade Student of MTs NurulAli Jember in Academic Year of 2022/2023*

Key Words: *Students' Difficulty Authentic Materials in Writing Narrative Text*

Writing skill plays an essential role in English learning. It is a productive skill that allows students to get more chances for processing language. Writing has complex things that have to be considered. Incorrectly linked ideas are one of the problems when students write. Because the students' knowledge and vocabulary are limited, they write what the words that they know.

There were two research Question in this research, those were: (1) How does the implementation of Magazine Authentic Materials in teaching narrative text at Eight grade students of MTs Nurul Ali Jember? (2) What are the advantages and disadvantages of magazine authentic materials in teaching narrative text?. The objectives of this research were to describe the implementation of Authentic Materials in teaching narrative text at eight grade students of MTs Nurul Ali Jember and to describe the supporting factors in teaching narrative text using authentic materials at Eight grade students of MTs Nurul Ali.

This research applied a qualitative descriptive as research method. It was conducted at MTs Nurul Ali Jember. The selection of participants technique was purposive to choose 2 students out of 20 students based on the teacher's recommendation. The data were gathered by interview, observation, and document review. The data analysis used in this research were data condensation, data display, and conclusion drawing. While triangulation of sources and tringulation techniques were used used to validate the data.

The findings of the research were: 1) The implementation of Magazine as Authentic Materials in teaching narrative text at Eight grade students of MTs Nurul Ali Jember were: a) students are given a magazine that has been printed, b) teacher ordered students to read and watch videos. 2) The advantages of authentic materials in teaching narrative text were: a) Improving learning motivation; giving authentic cultural information about English; creating creative learning and improving students communication competence; and creating more active teaching approach to teachers teaching. While the disadvantages were: a) It makes students confused, b)The students felt demotivated by the complexity of language and performance conditions unless the simple authentic text are carefully selected by the teachers.

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CHAPTER I

INTRODUCTION

A. Research Background

Writing skill plays an essential role in English learning. It is a productive skill that allows students to get more chances for processing language². Productive skill is a skill produced through knowledge and vocabulary that is owned by writer. In this skill, students actually must produce language by themselves based on their knowledge and vocabulary

Writing is an activity which is the writer writes down their ideas, thoughts, opinions, fact or even stories. Unlike speaking, writing is more complex and guarantees things, because when you write, it gives sophisticated words and many references with it. A lot of advantages of being master of writer, such composing academic essays, business report, letter, or email messages and the skill of writing lead us to communicate from different background and culture. Based on hadith

إِذَا سَمِعْتَ شَيْئًا فَاكْتُبْهُ وَلَوْ فِي الْحَائِطِ

Meaning: *When you hear something (from knowledge) then write it down even on the wall³.*

According to the hadith above, Rasulullah has taught us to write all the knowledge even it writes down on the wall. It means that writing activity is really important, main point to binding knowledge, it helps to

² Jeremy Harmer. 20 2007. *The Practice of English Language Teaching*. Essex: (Pearson Education Limited). 137

³ HR. Abu Khaitsamah, “science”, 146. <https://id.pinterest.com/friend advice>

remember the knowledge itself and it keeps all the information written and tough to be lost. Writing is one of tool to transferred knowledge from people to people, next generation and it can be references to the next knowledge. Writing was considered of domain of the elite and well educated, it becomes essential tool for people of walks of life in today's community.

Moreover, Nunan stated that writing is the physical act of committing words or ideas to some medium, whether it is hieroglyphics linked onto parchment or an e-mail message typed into a computer. On the other hand, writing is the mental work of inventing ideas, thinking about how to express them, and organizing them into statements and paragraphs that able to be clear and read by a reader. Moreover, the ultimate goal of writing are able to do task in many aspect beyond school and to pursue careers, idea that involve extensive writing.⁴

Writing has complex things that have to be considered. Incorrectly linked ideas are one of the problems when students write. Because the students' knowledge and vocabulary are limited, they write what the words they know. Besides, Heaton also stated that writing skill is complex and difficult to teach, requiring mastery not only grammatical and theatrical devices but also conceptual, material and judgmental elements⁵. Thus, it is clear that the important of writing cannot be ignored, it because the writing activity is the most complex activity that should be mastered by students in education and

⁴ Nunan, D. *Practical English language teaching*. (New York: Mc Graw Hill, 2003). 88

⁵ J.B Heaton, *Writing English Language Tests* (USA: Longman, 2000), 135.

most children that have formal education to learn and write.⁶ Meanwhile, some teacher are failed to teach writing, and it makes most of students feel so insecure to start writing. They do not know what to do with the task.

Therefore, most of teaching and learning in the class based on the textbook used by the teacher. Moreover using course books are helpful for amateur teachers because it provides the design of the lesson to be taught. A course book also had designed with the balanced and chronological presentation of information. Unfortunately, course book has also weaknesses. A research explained that course books may contain situation and character which do not match to students' interest⁷. In addition, textbooks could also be bored for the student if the materials are served in the same pattern yet predictable. Course books also do not serve the complete materials at all.

Meanwhile, materials are one of the important components in the language teaching-learning process. It can be defined as anything that can be used to facilitate the learning of a language, such as textbook, videos, games, websites and others. There are two kinds of materials that applied in teaching and learning process. The first is proposed materials, it is material designed for teaching and learning purpose. The second is authentic materials. It is a material which produced by a native speaker for non-pedagogical purposes⁸.

⁶ Heaton, J.B (2000). "Writing English Language Tests". (USA: Longman)

⁷ Andri Sarofah. The use of authentic materials in teaching writing of hortatory exposition Text. Vol-7. No-3. 2019. 120

⁸ Andri Sarofah. The use of authentic materials in teaching writing of hortatory exposition Text. Vol-7. No-3. 2019. 120

Berardo defined that authentic materials would be material designed for native speakers of English used in the classroom in a way similar to the one it was designed for⁹. Additionally, authentic materials is one of the materials that can provide cultural information about the target language, provide exposure to the real language, relate more closely to learners' needs, and support a more creative approach to teach, So that, authentic materials can support the learners to achieve the goals of English language learning.

In relation to it, the researcher preliminarily studied the students' writing-related activities before conducting the research. The researcher discovered that during the teaching and learning process, the teacher used real materials.¹⁰ Furthermore, one of the texts taught in Eighth grade students of MTs Nurul Ali Jember is Narrative text. Narrative text is a story with complication or problematic events and it tries to find the resolutions to solve the problems. It requires students' to have large imaginative. Thus, it is really important for the students to have large information dealing with narrative text. In addition, the books where they use in the classroom will not enough as material and the students need many sources such as newspaper, news on TV, or internet. These sources relate to one of the materials' types which is authentic materials.

Based on interview conducted by the researcher with English teacher, there are some main factors that caused the teacher used authentic material during teaching narrative text, such the teacher wanted to make students did

⁹ Berardo, A S. (2006). The use of Authentic Material in Teaching Reading. The Reading Matrix. Vol.6 No 2. 60-69

¹⁰ Observation in MTs Nurul Ali on July 25, 2022

not feel bored and have many sources dealing with the material because the students' able to find the material anywhere. Regarding it, the teacher also said that the most reason used authentic material is to motivate students to develop writing narrative text¹¹. Moreover writing skill gives many advantages for our future. It can be for academic side, job vacancy or even as a writer

Moreover, this study supported by some previous study which use authentic materials to improve writing skill. As study (2016) Saifudin Wafa showed that the research attempted to find out whether Authentic Materials able to improve students' coherent in writing. Authentic material also made students more interesting and able to express their ideas and opinion about the material. The study found that there was an improvement toward the students' coherent in writing showed that there more students who had significant improvement. Most of students were getting improved in term of supporting sentences. It means that, Authentic Material is good material to be used in teaching writing

The study conducted by Cut Sofia Raihan¹². This research showed us that it has purpose to examine whether authentic material can lead to improve students' writing skill. It was proved by students' good comprehension on comic strips and their pretest and posttest scores, which has a sufficient improvement from the average score in all of the assessment categories. The researcher in the research also explained that although the students have lack

¹¹ Interview with English teacher in MTs Nurul Ali on July 25, 2022

¹² Cut Sofia Raihan. *The Use of Authentic Materials in Improving Students' Writing Anecdotal Texts*. (Thesis: Ar-Raniry State Islamic University Darussalam Banda Aceh: 2017)

of vocabulary, and there is no background of knowledge of writing, the students able to increase their writing skill by implementing authentic material during teaching English. The different score before and after applying authentic materials showed that it develop students' ideas in writing, the students were not stuck of one material as used in the classroom, they could find material anywhere. It means the authentic materials can help students in writing anecdotal texts.

The different material taught by the teacher at the school gives impact to how the teacher teaches it, especially in teaching writing skill. Additionally, the teacher will not use same technique in different materials. Regarding, all the researches above only used authentic material in the different text such Anecdotal Texts and general text. Besides, the research above only focused to explain that authentic materials able to increase students' ability in writing. Meanwhile, this research will focus to how the teacher implement authentic material and the factor why the teacher uses it in teaching narrative text that other researcher hasn't conducted yet.

Based on the previous study and primary research, it can be concluded that authentic materials play important role to be used in teaching writing, moreover for the students' at MTs Nurul Ali Jember which implement authentic material in teaching narrative text, the students seem interested to learn narrative text because the teacher is not only focused to one textbook that usually used in the classroom. However, there had not been research yet that using authentic material in teaching students' writing narrative text. The

previous researches only focused on writing as the general or it did not use narrative text as the main discussion. Therefore, the researcher wants to describe and explain the implementation of authentic material in teaching writing narrative text at MTs Nurul Ali Jember

Using authentic materials makes the teaching and learning process more fun and effective because the topics are close to everyday life. And this research aims to describe the students' perception on the use of authentic materials in as the most important aspect, teaching material is very important. Suitable authentic materials mean that a sense of lesson is not missed and students can accept the use of materials. Interesting authentic materials can increase the interest of the students. Understandable genuine materials make materials easy to use, including vocabulary, in context and language.

Based on that problem and previous study above, the researcher to conduct this study under the title "The Use of Magazine as Authentic Material in Writing Narrative Text at Eight Grade Students of MTs Nurul Ali Jember".

B. Research Questions

Based on the background of study above, the research questions formulated as follows:

1. How does the implementation of Magazine as Authentic Materials in teaching narrative text at eight grade students of MTs Nurul Ali Jember?
2. What are the advantages and disadvantages of authentic materials in teaching narrative text?

C. Research Objectives

Based on the research questions above, the research objective formulated as follows:

1. To describe the implementation of Magazine as Authentic Materials in teaching narrative text at Eight grade students of MTs Nurul Ali Jember
2. To describe the supporting factors in teaching narrative text using Magazine Authentic Materials at Eight grade students of MTs Nurul Ali Jember

D. Research Significance

The significances of this research divided as theoretical and practical knowledge, those are explained as follows:

1. Theoretical Significance

The benefit of this research hopefully can enhance much knowledge about authentic material applied for writing narrative text

2. Practical Significance

a. For UIN KH Achmad Siddiq Jember

This research can be useful addition of literacy and library references at UIN KH Achmad Siddiq related to the implementation of Magazine as authentic materials in teaching narrative text

b. For MTs Nurul Ali

This research can be the inspiration and guidance to improve writing ability for all the students and it can give much information about the interesting way in teaching writing ability

c. For English Teacher

Every teacher would like to have good strategy to transfer their knowledge to the students, this is done to make student get improvement well about the material they have shared. This study can be used as additional method to teach narrative text using authentic material.

d. For Further Researcher

Every researcher needs references in conducting their research. This study can be new insight, knowledge and experience using authentic material to teach narrative text

E. Definition of key term

1. Authentic Material

Authentic material is this research referred to any material that was not created for intentional use in the English language. In other word, authentic materials are print or learner-contextualized materials and activities used in the classroom in ways that they would be used in the lives of learners outside their classes.

2. Magazine

Magazine the In print media, magazines play a dominant role in promoting learning, especially in developing the language skills of the learners in the ESL/EFL classrooms. The main aim of using the magazines in the ESL/EFL classrooms by the teachers is to make the learners to understand the usage of language, grasp the information, entertain, give more information and persuade the learners learning the English language in an affable and pleasant learning environment.

3. Writing Narrative Text

Writing skill is all the knowledge and abilities related to expressing ideas through the written word. In other word, writing is communication act; it is way of sharing information, though experiences or ideas between others and ourselves by using writing form. Dealing with writing Narrative text, Narrative text is a kind of text dealing with story and complication or problematic events, then it tries to find the resolutions to solve the problems. Writing Narrative build on and encourage the development of the fundamentals of writing. They also require developing an additional skill set: the ability to tell a good yarn, and storytelling is as old as humanity. Good narrative writing skills are hard-won by students even though it is an area of writing that most enjoy due to the creativity and freedom it offers. The purpose of a narrative is simple, to tell the audience a story. It can be written to motivate, educate, or entertain and can be fact or fiction.

CHAPTER II

REVIEW OF RELATED LITERATURE

This second chapter covers two important points; those are previous research and theoretical framework.

A. Previous Research

This research to review five relevant researches which were chosen by the researcher in this research purposively. The researcher took benefits from reviewing these materials in term of : using the other researcher finding to look wether it relevant with the current study. Besides, the researcher wanted to avoid any similirity of researcher. This duplication or plagiarism has not taken place.

1. First, an article which came from Andri Sarofah¹³ with the title “The Use of Authentic Materials in Teaching Writing of Hortatory Exposition Text”. The research was conducted in an English lesson class of eleventh grades in science major of senior high school Surabaya. The participant of this study was an English teacher in a senior high school who applies authentic materials to teach writing of hortatory exposition text, and 20 students of eleventh grades of science major. This research is a qualitative study with Basic Interpretative design. The subject of the study is a teacher and students in a public school. The data were teacher’s works in the classroom, text or students’ writing and students’ responses toward the questionnaire.

¹³ Andri Sarofah (2019). The Use of Authentic Materials in Teaching Writing of Hortatory Exposition Text. *RETAIN-online electronic journal portal universitas negeri surabaya*. Vol-7 No-3.

Those were gathered through observation, portfolio, and questionnaire. The aim of this study is to describe how the teacher uses authentic materials in teaching writing hortatory exposition text. The result of the research showed that there are several stages done by the teacher in using authentic materials in teaching writing of hortatory exposition text, those are brainstorming, guiding students in discussing topic, monitoring students in collecting references, monitoring students in writing outline and draft, giving feedback to students' writing, and giving students chance to revise the writing. The researcher also explained that most of the students' writing was categorized as "excellent" and "good". While only a few of them were categorized as "adequate". Besides, students' responses toward the use of authentic materials in teaching writing hortatory exposition text were positive. The students were interested in the learning process since the teacher guided them gradually and authentic materials helped students in constructing arguments.

The similarities of this research were using authentic materials. Both andri's and this research used authentic material in teaching writing skill, andri's and this research also used qualitative method. Both the research describe how the teacher uses authentic materials in teaching writing

The differences of this research are the object of the research and the subject of the research. Meanwhile, andri's research focused to describe how the teacher uses authentic materials in teaching writing exposition text,

while this research focuses to use authentic materials in teaching narrative text.

2. Second, an article which came from Gusti Panji Sundana¹⁴, with the title “The Use of Magazine in Teaching Writing Descriptive Text”. This research carried out at one of private universities in Bandung. Besides, the research used qualitative and quantitative methods. Meanwhile, the data of this study were collected through pretests, posttest, and questionnaires. There are some kinds of authentic materials which used in this research, such magazine, and newspaper and internet articles as teaching media. This research showed that authentic materials able to increases the terms of organizing sentences or paragraphs and using appropriate topic. The learners, furthermore, improve on the use of appropriate grammar or vocabulary such as the use of simple present in writing description, the use of subject verbs agreement, and adjective words or phrases. Then, they also have improvement in content aspects in terms of appropriateness between content and theme, and stylistic technique. Besides, authentic materials gave positive attitude towards the use of authentic materials in descriptive writing. The students felt that the materials assist them in writing, they get many ideas to write and it enhance their vocabulary as well, as a result, the students were more interested in writing. In addition, the students were likely to utilize visual and interpersonal styles in learning since they were fond of learning writing descriptive paragraph by using the visual materials, such as articles from

¹⁴ Gusti Panji Sundana. (2017). The Use of Authentic Material in Teaching Writing Descriptive Text. *Journal of English Education*. Vol-6. No-1.

magazine, newspaper as well as articles from the internet. To conclude the research, the researcher explained that authentic materials gave an effectiveness in teaching writing descriptive text because the students felt interested and getting writing improvement of descriptive text.

The similarities of this research were using authentic materials. Both sundana's and this research used authentic material in teaching writing skill, sundana's and this research used qualitative method

The differences of this research are the object of the research and the subject of the research. Besides, sundana's research focused to the use of authentic material in teaching descriptive text, while this research focuses to use authentic materials in teaching narrative text.

3. Third, thesis which was written by Saifuddin Wafa¹⁵, under the title "The Use of Authentic Materials to Improve Students' Writing Ability of Descriptive Text (A Classroom Action Research at the Tenth Grade of MA Matholi'ul Huda Bugel Jepara in the Academic Year of 2015/2016)". The subject of this research was the tenth grade students of MA Matholi'ul Huda Bugel Jepara. The research design used by the researcher was classroom action research that consists of preliminary research and two cycles. Besides, this research was aimed to know the implementation of authentic materials to improve students' writing ability in descriptive text. There found some problems which were mentioned in this research, those are most of students had difficulties to find the vocabulary that they wanted and

¹⁵ Saifudin Wafa. *The Use of Authentic Materials to Improve Students' Writing descriptive text (A Classroom Action Research at the Tenth Grade of MA Matholi'ul Huda Bugel Jepara in the Academic Year of 2015/2016)*. (Thesis: Walisongo State Islamic University Semarang:2016)

organizing the words grammatically. Besides, the students needed lot of time to think the appropriate word that they wanted to write. This research also mentioned that several students were not confident with their work and cheats others because Most of them said that writing was difficult, they have to arrange several word into good sentence and arrange sentences into good paragraph.

This research closed that using authentic material in teaching writing descriptive text could make students able to express their ideas and opinion about the material. Besides, using authentic material also improved their ability in writing descriptive text. It showed an improvement on students' score from the first cycle to the second cycle. The mean in pre cycle was 62, cycle one was 70, 5, and cycle two was 80, 51.

The similarities of this research were using authentic materials, both the researchers conducted authentic material in teaching writing skill.

The differences of this research are the object of the research and the subject of the research. Besides, wafa's research focused to improve descriptive text, while this research focuses to use of authentic material in teaching narrative text. Wafa's research used classroom action research, while this research use qualitative method

4. Fourth, thesis which was written by Siti Sundari¹⁶. Under the title "The Effectiveness of Picture as Authentic Material to Improve Students' Writing in Descriptive Text (A Case Study of Eight Grade of MTs plus Raden Paku

¹⁶ Siti Sundari, *The Effectiveness of Picture as Authentic Material to Improve Students' Writing in Descriptive Text (A Case Study of 8th Grade of MTs Plus Raden Paku Trenggalek in The Academic Year of 2010/2011)*, (Surabaya: Airlangga University, 2011)

Trenggalek” This research conducted at eight graders students of MTs Pus Raden Paku Trenggalek. The objectives of this research is to examine whether the use of picture as an authentic material effective for improving the writing result of student or not. To achieve the objectives of the study, the researcher used a quantitative method to get the data during conducting the research, the researcher used pretest (without using picture as authentic material) and posttest (using picture as authentic material). This research showed that the post-test score was higher than the pre-test. The researcher concluded that the test statically improve significant. The post-test was statically higher than the pre-test, the researcher concludes that the writing score achieved by the eighth graders of MTs. Pus Raden Paku improved after they were taught using picture as authentic material. This research closed by the researcher’s statement that pictures were effective to improve the content and organization, but less effective to improve vocabulary and language use.

The similarities of this research were using authentic materials, both sundari’s and this research used authentic material in teaching writing skill. The differences of this research are the object of the research and the subject of the research. Besides, sundari’s research focused to improve descriptive text, while this research focuses to use of authentic material in teaching narrative text. Besides, sundari’s research used quantitative method, while this research used qualitative method.

5. Fifth, thesis which was written by Cut Sofia Raihan¹⁷, under the title “The Use of Authentic Materials in Improving Students’ writing Anecdotal Texts”. This research has conducted at the third year students of Private Islamic Boarding Secondary School of Madrasah Ulumul Qur’an Aceh. The research used classroom action research with implemented comic strips as the media used by the teacher, there were 29 students that became subject of the research. There are some problems that have been mentioned by the researcher in the research, those are lack of getting ideas, lack of vocabularies, and there was no background of knowledge of comic strips. There found an improvement of students’ writing during implementing authentic materials. It proved by students’ good comprehension on comic strips and their pretest and posttest scores, which has a sufficient improvement from the average score in all of the assessment categories. The different score before and after applying authentic materials showed that it develop students’ ideas in writing. It means that authentic materials can help students’ in writing anecdotal texts.

This research showed the differences between the pretest score and posttest score. The significant result showed that there was improvement on all of the writing categories. The score increased about 0.96 from 1.5 to 2.54 which mean students’ have more focus of their writing by implementing authentic materials.

¹⁷ Cut Sofia Raihan. *The Use of Authentic Materials In Improving Students’ Writing Anecdotal Texts*. (Ar-Raniry State Islamic University Darussalam – Banda Aceh, 2017)

The similarities of this research were using authentic materials, both Raihan's and this research used authentic materials in teaching writing skill. The differences of this research are the object of the research and the subject of the research. Besides, Raihan's research focused to improve anecdotal text, while this research focuses to use of authentic materials in teaching narrative text. Besides, Raihan's research focused to use comic strips as the media. Raihan's research used classroom action research, while this research used qualitative method

Table 2.1
Similarities and Differences
Previous Research and This Research

No	Writer's Name	The Similarities	The Differences
1	2	3	4
1	An article which came from Andri Sarofah "The Use of Authentic Materials in Teaching Writing of Hortatory Exposition Text	<ul style="list-style-type: none"> a. Both of the research conducted authentic materials in teaching writing skill b. Both of the research describe how the teacher uses authentic materials in teaching writing c. Both of the researcher used qualitative method 	<ul style="list-style-type: none"> a. The subjects of Andri's research were students of eleventh grades of senior high school of science major Surabaya, while the subject of this research is the Eighth grade of MTs Nurul Ali Jember b. Andri's research focused to describe how the teacher uses authentic materials in teaching writing exposition text, while this research focuses to use authentic materials in teaching narrative text

2	An article which which written by Gusti Panji Sundana "The Use of Authentic Material in Teaching Writing Descriptive Text	<p>a. Both research used magazine authentic material in writing skill</p> <p>b. Sundana's and this research used qualitative methods</p>	<p>a. The subject of sundana's research was the students at private university of bandung, while the subject of this research</p> <p>b. The subject of sundana's research was the students at private university of bandung, while the subject of this research is the eighth grade</p>
3	Thesis which was written by Saifuddin Wafa "The Use of Authentic Materials to Improve Students' Writing Ability of Descriptive Text (A Classroom Action Research at the Tenth Grade of MA Matholi'ul Huda Bugel Jepara in the Academic Year of 2015/2016	<p>a. The similarities of this research were using authentic materials</p> <p>b. Both of the researchers conducted authentic material in teaching writing skill.</p>	<p>a. Wafa's research used classroom action research, while this research use qualitative method</p> <p>b. The objective of wafa's research was to improve descriptive text while this research is to describe authentic material in teaching narrative text</p> <p>c. The subjects of wafa's research were the students of MA Matholi'ul Huda Bugel Jepara, while the subjects of this research were the students of MTs Nurul Ali Jember</p>
4	Thesis which was written by Siti Sundari. "The Effectiveness of Picture as Authentic Material to Improve Students' Writing in Descriptive Text (A Case Study of 8th Grade of MTs Plus	<p>a. both of the research have the same theme about authentic material in teaching writing skill</p>	<p>a. The aim of sundari's research was to improve descriptive text, while the aim of this research is to describe the use of authentic material in teaching narrative text.</p>

	Raden Paku Trenggalek		<p>b. sundari's research used quantitative method, while this research used qualitative method</p> <p>c. the subjects of sundari's research were eight grade students of MTs Pus Raden Paku Trenggalek, while the subjects of this research were the eighth grade of MTs Nurul Ali Jember</p>
5	Thesis which was written by Cut Sofia Raihan "The Use of Authentic Materials in Improving Students' writing Anecdotal Texts"	a. Both of the researchers conduct the research about authentic materials in teaching writing skill.	<p>a. The subjects of raihan's research were the students of third year at private Islamic boarding school of madrasah Ulumul Qur'an Aceh, while the subjects of this research were the eighth grade students of MTs Nurul Ali Jember</p> <p>b. Raihan's research used classroom action research, while this research used qualitative method</p> <p>c. The aim of Raihan's research was to improve anecdotal text, while the aim of this research is to use of authentic materials in teaching narrative text</p>

B. Theoretical Framework

1. Writing

a. The Nature of Writing

Writing is one of the English skills. Basically, writing is a way of communication to express writers' feeling or convey their messages to the readers.¹⁸ Writing becomes important for some reasons. According to Raimes in *Academic Writing: Research Paper Writing Book* said that writing to help students to learn since it reinforces the grammatical structures, idioms, vocabularies that the teacher have been teaching. Besides, it can also help students to have a chance to adventurous the language itself, to go beyond what they have just learned to say and take risk. Last, when they write, they necessarily involve with the new language, express their ideas, and constantly use of eye, hand and brain is a unique way to reinforce learning. According to Troyka, the nature of writing is divided into four divisions¹⁹. They are:

- 1) Writing is a way of thinking and learning.

Writing allows the writer to explore his or her ideas. In the process of writing it, the writers would choose a topic and master it. They present the arguments to support the subject he arises. As a process of learning, when a writer writes for readers, he or she play a teacher role that is to educate and present information.

¹⁸ Lynn Quitman Troyka. *Simon and Schuster Handbook for Writers*. (New Jersey: Prentice Hall. 1993). 3

¹⁹ Ali Ghufon, *Academic Writing: Research Paper Writing*, (Deepublish: Sleman, 2016), 51

2) Writing is a way of discovering.

Ideas and language can be connected in the way of writing. They can form an unexpected result of writing. Writing means discovering when a writer gets closer to what he wants to say.

3) Writing creates reading

In this sense, writing a result in permanent visible records that can be read by readers. Reading can help people get what writers mean. It's the access of conveying written work.

4) Writing ability is needed by educated people

Writing can help educated people in their life. Especially in the field of education, college students will be asked to write many pieces of writing like reports, essay, or others scientific writings. This writing ability is strongly needed by people in many sectors of life.²⁰

b. Components of Writing

The good writing skill can be analyzed to group and varied skills. Heaton divided components of writing into five main areas. They are grammar, mechanics, vocabulary, content and organization²¹.

1) Grammar

Grammar concerns about the ability to write correct and appropriate sentences. The writer has to give attention for preposition, tenses such as using of verbs, nouns, adjective, also conjunction and articles.

²⁰ Lynn Quitman Troyka. *Simon and Schuster Handbook for Writers*. (New Jersey: Prentice Hall. 1993), 2-3

²¹ Heaton, J.B, 2000. "Writing English Language Tests". (USA: Longman).135

2) Mechanics

It is related with the ability to use correctly words to the written language such as using of capitalization, punctuation, spelling. It is very important to lead the readers to understand or recognize what the written mean to express. The use of favorable mechanics in writing to make the readers easy to the group to conveying ideas or message of writing.

The explanation as follows:

- a) Capitalization. The use of capitalization can clarify the ideas. If the sentences are not capitalized correctly, ambiguous and misunderstanding, it can appear. It also helps to differentiate from sentences to others. The words which are capitalized at beginning of: the name of people, organization, first and last word of title.
- b) Punctuation. Punctuation can help the readers to identify should be taken as a unit of meaning and suggest how the units of it relate to each other.
- c) Spelling. Using of spelling has three rules; they are suffixes addition, plural formation and the change of certain words.

3) Content

The content of writing is about the ability to think creatively and develop thoughts, excluding all irrelevant information. It should be clear to the readers. So, they can understand what the messages convey and gain information from it. Also, the content of writing should be

well unity and complete because the characteristic of good writing has unity and completeness.

4) Vocabulary

Vocabulary is an essential part of compose writing. The writer needs vocabulary mastery well to express or write the ideas. The effective using of words or vocabulary in writing must be relevant with the topic to let the readers perceive and feel it. Someone who lack of vocabulary can be difficult to compose what they are going to express but appropriate words will help writers to compose writing.

5) Organization

Organization is the ability to develop ideas and topic which relevant in a united form. On the other hand, it concern in ways of writer to arrange and organize the ideas or messages in writing. There are many ways in process of organization writing involves coherence, order of importance, general to specific, specific to general, chronological order and spatial pattern.

6) Language

Language use in writing description and other forms of writing involve correct usage and point of grammar. However, considering that there are many points of grammar, the writer would like to quote a little literature about verbs, use modifier or adjective, adverbs, and participles in the writing, a modifier may other be a phrase. A single, well chosen-modifier is often more effective than several used

together. If it is difficult to describe with over used or warn-out modifier, find more interesting synonyms, in the dictionary.

c. Types of Writing

Brown categorized four types of writing performance, those are:²²

1) Imitative Writing

To produce written language, the learner must attain skills in the fundamental, basic tasks of writing letters, words, punctuation, and very brief sentences. This category includes the ability to spell correctly and to perceive phoneme-grapheme correspondences in the English spelling system. It is a level at which learners are trying to master the mechanics of writing.

2) Intensive Writing (controlled)

Intensive writing is producing appropriate vocabulary within a context, collocations and idioms, and correct grammatical features up to the long of sentence. Meaning and context are some importance in determining correctness and appropriateness but most assessment tasks are more concerned with a focus on form and are rather strictly controlled by the test design.

3) Responsive Writing

Responsive writing is writing which involves the development of sentences into paragraphs. The purpose depends almost exclusively on the context or function of writing

²² Douglas Brown, *Language Assessment Principles and Classroom Practices*, (Longman), 220

4) Extensive Writing

Extensive writing is when learners do a large quantity of informal writing on a wide range of topics and in various styles, and they do so for pleasure

d. Genre of Writing

According to the Writing Genre-A Structured Approach Book, there are 6 genres of writing²³ as follow:

1) Narrative Text

Narrative text is a text which tells about an imaginative experience in the past. The purpose is to entertain or to amuse the reader. A narrative always deals with some problems which lead to the climax and then turn into a solution to the problem. The generic structure of this text is:

- a) Orientation: it's the set of scene (where and when the story happen) and introduces the participant of the story (who and what is involved in the story)
- b) Complication: it tells the beginning of the problem which leads to the crisis (climax) of the main participants
- c) Resolution: it provides solution to the problem either in a happy or in a sad ending
- d) Reorientation (optional): it gives a closing remark to the story.

It consists of moral lesson or advice.

²³ Rigby, "First Steps Writing Map of Development 2nd Edition", (Education Department of Western Australia, 2005)

Some examples of narrative text are short stories, folk tale, legends, myths, fables, novels, cartoon, and picture book.

2) Recount text

Recount text is a text which tells about past experience, accidents or events. The purpose of this text is to retell events which have occurred. There are 2 kinds of recount text, personal and factual. The generic structure of personal recount is:

- a) Orientation: it introduces who were involved in the story, when and where the story happened.
- b) Events: it tells what happened in a chronological order
- c) Evaluation: it gives comments of the writer or speaker about past experience
- d) Reorientation (optional): it provides the conclusion of the experience.

The generic structure of factual recount is:

- a) Orientation: it introduces who were involved in the story, when and where the story happened.
- b) Events: it tells what happened in a chronological order

Some examples of recount text are diary, incident report and article.

3) Procedure Text

Procedure text is a text which tells about sequence of how to make something or consists of instruction to follow. The purpose of this text

is to tell the steps of doing or making something in a sequential order.

The generic structure of this text are:

- a) Goal: it states an opening statement with an objective
- b) Materials (optional): it lists the materials or items needed
- c) Steps: it provides a series of steps listed in a logical steps

Some examples of procedure text are recipes and instructions manual.

4) Descriptive Text

Descriptive text is a text which describes living and non-living things such as animals, towns, buildings. The purpose of this text is to describe particular person, place or thing. The generic structure of this text are:

- a) Identification: it introduces who, were or what is being described.
- b) Description: it describes the characteristics, parts and qualities of the subject being described.

There are several examples of descriptive text are biographies, autobiographies and magazine specifications.

5) Explanation Text

Explanation text is a text which gives straightforward information. It explains the process related to the information of natural, social, scientific and cultural phenomena such how volcano eruption occurs or how we get chocolate from. The purpose of this text is to give an

understanding of the process involved in the formation or the working of natural social, scientific and cultural phenomena. The generic structure of explanation text are:

- a) General statement: it presents the subject that is going to be explained
- b) Explanation: it supports the following paragraphs. The explanation statements are illustrated in sequence.

Some examples of explanation text are reports on natural phenomena, articles on scientific inventions and documentary films.

6) Analytical Exposition Text

Analytical exposition is a text which tries to convince the readers to agree with writer's point of view by analyzing a certain issue within a text. The purpose of this text is to put forward a point of view about something. The generic structure of this text are:

- a) Thesis: it introduces topic and indicates writer's position. It also outlines the write's arguments.
- b) Arguments: it supports the thesis by presenting a series of arguments.
- c) Reiteration: it restates the writer's point of view.

Some examples of analytical exposition are newspaper, debates and speeches.²⁴

²⁴ Lina Setiadi, dkk, *Seri Pendalaman Materi Bahasa Inggris untuk SMA/MA*, (Jakarta: Penerbit Erlangga, 2012), 23-44

In this case, the researcher use narrative text which will be explained by implementing authentic material at MTs Nurul Ali Jember

2. Authentic Materials

a. The Definition of Authentic Materials

The authentic materials can be found easily in daily life. Moreover, Masood explained that the authentic materials have much more varieties, it may spoke or written language data. It can be Cartoons, Book Reviews, Feature articles, News, Reports, Letters, Editorial Comments, Recipes, Advertisements, Horoscopes, TV and Radio, Weather reports, News Reports, Sports, news, Problem Pages and many others. Those can help the students to be familiar with new vocabularies and make them easy to remember the new vocabularies, so that the students will feel easy to write. In addition, authentic materials facilitate students to guess the meaning of the dictions that the students do not know yet²⁵

Authentic materials are language materials that were originally intended for native speakers, it is not for second language learners. Anderson claimed that authentic materials are the texts which have been written for native speaker of the language and not for second language readers.²⁶ This means that most everyday objects in the target language qualify as authentic materials. Besides, Davit defined that authentic material is as a text that was created to fulfill some social purpose in the language

²⁵ Asif Masood, *Exploiting Authentic Materials for Developing Writing Skills at Secondary Level*. 22

²⁶ Anderson, K. (2003). *Text Types in English 2*. (Macmillan Education Australia : PTY LTD). 40

community in which it produced²⁷. Using authentic materials can provide students with opportunities to expose authentic language of the real world in the classroom. On the other hand, the authentic materials are real in the sense that they are not created for students as the target audience. The obvious advantage, of course, is that by using authentic materials a teacher presents students with actual everyday language just as it appears in real life.

Based on the theory above, we can conclude that authentic material is material that is used in the classroom that has not been modified in any way for students. Authentic materials refer to oral and written language material used in daily situations by native speakers of the language. Some examples of authentic materials are newspapers, magazine, television programs, travel brochure, video, picture, etc.

b. Types of Authentic Materials

There are three types of authentic materials that have been delivered by Gebhard. Those are²⁸:

1) Authentic Listening

Viewing Materials, such as TV commercials, quiz shows, cartoons, news clips, comedy shows, movies, soap operas, professionally audio-taped short stories and novels, radio ads, songs, documentaries, etc.

²⁷ Tamo, D. (2009). The use of authentic materials in classrooms. *Linguistic and Communicative Performance Journal*. Vol-2. No-1. 74

²⁸ Gebhard. 2006. *Teaching english as a foreign or second language*. (Ann Arbor: the university of Michigan press). 209

2). Authentic Visual

Such as Slides, photographs, paintings, children' artwork, stick figure drawings, wordless street signs, silhouettes, pictures from magazine, ink blots, postcard pictures, etc.

3). Authentic Text

Such as Newspaper articles, movie advertisements, songs' lyric, restaurant menus, street signs, cereal boxes, etc.

c. Advantages of Authentic Materials

There are some advantages of implementing authentic materials. Those are²⁹:

- 1) The students have a positive effect on learner motivation because they were intrinsically more interesting and motivating.
- 2) The student gets provide authentic cultural information about the target cultural.
- 3) The student gets provide exposure to real language.
- 4) The student gets relating more closely to learners level and hence provide a link between the classroom and students needs in the real world.
- 5) The student get relating to the learners level and also may not represent and kind of real-life reading purpose.
- 6) The student has more support in creative approach to teaching activities, teachers can develop their full potential a teachers,

²⁹ Richards and Rodgers. (1986) *Approaches and Methods in Language Teaching*. 252

developing activities and task that better match their teaching style and the learning style of their students.

d. Disadvantages of Authentic Materials

According to a research conducted by Methela found disadvantages of using authentic materials in teaching writing skill. Those are³⁰:

- 1) Authentic materials are sometimes too culturally biased that becomes challenging to understand while writing.
- 2) When found a lot of different structures are mixed in an article, especially students with lower proficiency level face problems to process all of them at the same time. For example: newspaper articles. While selecting materials teachers need to look at some points that sometimes these materials use more complex sentence and superfluous vocabulary items which are time consuming for both the students and teachers

Since there are a lot media to used to be authentic material, this research decided to use magazine as the media in authentic material. Here is the definition of magazine according to experts as follow:

3. Magazine

a. The Definition of Magazine

The In print media, magazines play a dominant role in promoting learning, especially in developing the language skills of the learners in the ESL/EFL classrooms. The main aim of using the magazines in the ESL/EFL

³⁰ Methela Rahman. *Using Authentic Materials in the Writing Classes: A Tertiary Level Scenario*. (Thesis: BRAC University. 2013)

classrooms by the teachers is to make the learners to understand the usage of language, grasp the information, entertain, give more information and persuade the learners learning the English language in an affable and pleasant learning environment.

The word 'magazine' actually means 'storehouse' or 'warehouse' and it seems to be more appropriate since magazines are basically warehouses of information. It is a general tendency that all the learners read magazines in their own language both in print and online. But very few learners read magazines of the target language, i.e., the language they are learning. A lot of reading practice is essential for a language learner. So, the beginners and intermediate learners should concentrate more on learning the language by reading more and more magazines in English to develop their language skills. Magazines are learner-friendly and they are with full of pictures and colours so that they are attracted by the young learners. They create interest among the learners and they also serve as a tool to motivate the learners' reading skills enormously. Magazines also enrich the learners' language skills, grammar and their both passive and active vocabulary.³¹

It is the main responsibility of the teachers to design the needful authentic materials using newspapers and magazines of English to create interest among the learners and motivate them towards learning the language with a great enthusiasm and interest. Therefore, the teachers as

³¹ Author(s) agree that this article remains permanently open access under the terms of the Creative Commons Attribution License 4.0 International License

well as the learners of English should make use of the resources from newspapers and magazines to make their teaching and learning more productive.

4. Narrative text

a. The Definition of Narrative Text

According to Rebecca (2003), a narrative text is a text, which relates a series of logically, and chronologically related events that are caused or experienced by factors³². She stated that a key to comprehend a narrative is a sense of plot, of theme, of characters, and of events and of how they relate. Meanwhile, Anderson & Anderson (2003a), explain that a narrative is a text that tells a story and, in doing so, entertains the audience³³. It has character, setting, and action. The characters, the setting, and the problem of the narrative are usually introduced in the beginning. The problem reaches its high point in the middle. The ending resolves the problem. According to Keraf (1989: 136) that narrative is a form of composition, which has the main objectives in the form of activities that are tied together to become an event that happened in a certain time³⁴. From this opinion, it can be said that a narrative text is usually a product of writing which is developed and tied together to become a story which happened in a certain time in the past

From the statements above, it can be inferred that narrative texts is a text concerning with a story. The story includes some events which is

³² Rebecca, 2003. *A Critical Handbook of Children's Literature*. (Pearson Education). 67

³³ Anderson. 2003. *Text Types in English 2*. (Macmillan Education Australia PTY LTD). 8

³⁴ Keraf. 1989. *Argumentasi dan Narasi*. (Jakarta: Gramedia). 136

presented to amuse the readers or listeners. So, written narrative texts are aimed to entertain the readers.

b. Characteristic of Narrative Text

There are some characteristics that should be had by narrative text. Those explain as follows³⁵.

1) Theme

It is the overarching idea that the writer of the story wants to reader to understand. All other literary concepts are used to create theme

2) Plot

Plot is the structure of the narrative as it moves through time. It consists of the *exposition* (introduction of setting and characters), *rising action* (events that build conflict for the protagonist), *climax* (tension of conflict reaches highest, most intense point), *falling action* (the events following the climax), and *denouement* (the resolution of conflict)

3) Characters

Characters are the people involved in the narrative. There are two characters that usually we found in the narrative text. They are protagonist and antagonist

4) Conflict

Conflict refers to the issue or problem characters in a story are confronted by. The narrative is structured around how the characters

³⁵ Jackie White. *Narrative Elements Explained*. (Writing center: Lewis University). <https://lewisu.edu/writingcenter/pdf/narrative-elements-1.pdf>

face the conflict. There are four general types of conflicts: 1) person vs person (a couple going through a divorce); 2) person vs self (protagonist wrestling with depression); 3) person vs nature (protagonist trying to survive a natural disaster); and 4) person vs society (protagonist fighting for civil rights)

5) Settings

Setting refers to a time and place the story is set in (where and when). The location can either work symbolically or it can simply be a backdrop for the story to take place in

6) Point of View

Refers to the perspective the story is told from. This element includes first person and third person.

First person: it tells the story from the perspective of one or several characters with the word *me* or *us*. The readers, as if from their own eyes, can envision the characters actions.

Third person: it tells the story from an outside perspective from the perspective of one of the characters (usually the protagonist). The third person uses the pronouns *he*, *she*, or *they*.

7) Style

This element refers to the way the writer uses language including diction, voice, tone, sentence style, etc. Paying attention to these details allows the reader to identify how and why word choice and sentence style.

c. Generic Structure of Narrative Text

There are three generic structures of narrative text. Those are³⁶:

1) Orientation

Orientation is part in which the writer tells the audience about who the character in the story are, where the story is taking place, and when the action is happen.

2) Complication

Complication is part where the story is pushed along by a series of events, during which we usually expect some sort of complication or problem to arise. This complication to involve the main character and often serves to (temporally) toward them

3) Resolution

To interest narrative, a resolution of the complication is brought about. The complication may be resolved for better or for worse, but it is rarely left completely unresolved (although this is of course possible in certainly types of narrative, which leave us wondering. (How is the end?)

In addition, Anderson showed the generic structure to construct a narrative text. They are³⁷:

1) Orientation

It is the opening story which tells about the characters, the setting of time and the setting of place.

³⁶Beverly, Derewianka. (1990). *Exploring How Texts Work*. (London: Primary English Teaching Association). 32

³⁷ Anderson, K. (2003). *Text Types in English 2*. (Macmillan Education Australia : PTY LTD) 8

2) Complication

It is part that contains events of the story which stimulates the reader to guess what will happen in the story.

3) Sequence of events

It is part where the characters react to the complication.

4) Resolution

This part contains the characters finally solve the problem in the complication.

5) Coda

Coda is part that contains a comment or moral values which can be learned from the story.

d. Language Feature of Narrative Text

There are some language features that should be used in narrative text. Those are³⁸:

- 1) Past tense: (Awoke, Began, Drank, ate)
- 2) Adverb of time: (Once upon a time, today, one day, will, yesterday, later, etc.)
- 3) Time Conjunction. (When, then, suddenly, before, after, until, a soon as, etc.)
- 4) Specific character (Cinderella, Alibaba, Putri Salju, Tangled, Ariel, etc.)
- 5) Action verbs. (Killed, walked, wrote, stayed, dug, etc.)
- 6) Direct speech. (Princess said "My name is Princess")

³⁸ Permana, Tahan Dwi. (2013). *The Implementation of Picture Series as Media in Teaching Writing of A Narrative Text of the Tenth Graders of Senior High School*. No- 01.Vol- 01. 67

- 7) Saying and thinking verb: verb that show report. (Said, told, thought, etc.)

e. Legends

Legends is a genre folklore that consist of a narrative featuring human actions, believed or perceived to have taken place in human history. Narratives in this genre may demonstate human values, and possess certain qualities that have give the tale verisimilitude. Legend, for its active and passive participants, may include miracles. Legends may be transformed over time to keep them fresh and vital. Many legend operate within the realm of uncertainty, never being entirely believed by the participants, but also never being resolutely doubted.³⁹ Legends are sometimes distinguished from myths in that they concern human beings as the main characters rather than gods, and somertimes in that they have some sort of historical basis whereas myths generally do not.⁴⁰ The Brothers Grimm defined legend as “folktale historically grounded”. A by product of the “concern with human beings” is the long list of legendary creatures, leaving no “resolute doubt” that legends are “historically grounded”.⁴¹

1. Malin Kundang
2. Danau Toba
3. Snake Princess

³⁹ Lady Govida by Jules Joseph Lefebvre, the authentic historical person is fully submerged in the legend, presented in an anachronistic high medieval setting

⁴⁰ Baldick, Chris (2015). Legend the oxford Dictionary of Literary Terms

⁴¹ Norbert Krapf, Beneath the Cherry Sapling: Legends from Franconia (New York: Fordham University Press) 1998

a. Malin kundang

One upon a time, on the north coast of Sumatera lived a poor woman and his son, who called Malin kundang. His father eventually died, and his mother lived alone as a poverty –stricken old woman. Malin kundang grew up as a skillful young boy. He always helps his mother to earn some money. One day, Malin kundang to come back.

After several years had gone by, Malin kundang finally decide to return to his village. He arrived wearing fine clothes and travelling on one of his ships. Someone arriving in such splendor was uncommon to the villagers, so many of them went down to the harbor to view the sight.

b. Danau toba

A long time ago, lived a young man namedtoba. He had two excellent abilities in term of fishing and farming. When fishing, toba was very astute and did not require a long time to get the fish. Just threw the hook into the river, and he got the big fish.

One afternoon, he went fishing to a river that was wide enough. Within second after he threw the hook into the river, the fish immediately grabbed the bait and he got a big fish for dinner.

Several hours, later he went home and carried firewood to cook the fish. however, when he got home, he was suprised because the fish was lost. He even found pieces of gold, and a beautiful girl who was sitting in his room.

c. Snake Princess

In an area called Simanulung, North Sumatra today, stood a kingdom. The king was ruled by a wish king. The king has a beautiful daughter. The king's daughter was famous for her beauty. Not only in the kingdom, the beauty of the princess is also well known across the country wants to marry the daughter of the king in the Simanulung area.

The young king family discussed with his advisors to marry the princess. The king confirmed again whether a princess was very beautiful to his advisors. All of the king's advisers simultaneously confirmed this fact. They also agreed that the princess should be made empress by the young king. Given that king also has a handsome face and the princess has a beautiful face. All the people will be happy if the king is side by side with a beautiful empress.

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J E M B E R

CHAPTER III

RESEACH METHODOLOGY

A. Research Design

This is qualitative research. Qualitative research is a research that concerned with the meaning people attach to things in their lives⁴², such as behavior, perception, motivation, action, etc. Generally, qualitative researcher empathizes and identifies with people the researcher study in order to understand how those people see things. Besides, qualitative research is the Central to the phenomenological perspective and understanding people from their own frames of reference and experiencing reality as they experience it. Qualitative research also refers to research procedure which brings about descriptive data in the form of written or spoken words and behavior available to be studied. Qualitative research as a research which investigates the quality of relationships, activities, situations, or materials in a particular activity or situation

The researcher of Qualitative research begins with the assumptions a world view the possible use a theoretical lens, and the study of research problems inquiring into the meaning individuals or group ascribe to a social or human problem. Meanwhile, this research use phenomenology design. Phenomenology study describes the meaning for several individuals of their live experiences of a concept or a phenomenon. Phenomenology focus on describing what all participants have in common as they experience a

⁴² Steven J. Taylor, *Introduction To Qualitative Research Methods. A Guidebook And Resource 4th Edition* (Canada: Acid-Free Paper, 2016),7.

phenomenon.⁴³

This brief report is part of classroom action research. It involved 3 undergraduate students majoring in English education who undertook extensive reading course during the COVID-19 pandemic. The participants documented their reading experience through digital storytelling (DST) at the end of the semester. Data from the DST were collected and analyzed using thematic analysis with narrative approach⁴⁴

The reason phenomenology design given why the researcher is use qualitative research. The researcher would like to obtain in-depth data about the implementation and the factor of using Authentic Materials in teaching narrative text based on the experience of Eight grade students at MTs Nurul Ali Jember

Thus imploying phenomenology design for this research, the researcher took the value of teaching narrative text using authentic materials. Based on teacher's experiences.

B. Research Location

The researcher take the research location at MTs Nurul Ali Jember which is located at Sumber Bulus, Ledokombo, Jember East Java. The location of this research can be chosen because MTs Nurul Ali Jember is the schools that the researcher observed (Primary Research) implemented authentic materials in teaching writing narrative text. This can be applied in

⁴³ John W. Creswell, *Qualitative Inquiry & Research Design (2nd edition)*, (London:Sage Production,2007).57

⁴⁴ MI Machfudi, S Ferdiansyah – Qualitative Research Journal, 2023 *A tale from extensive readers in an online extensive reading classroom*

other education. Meanwhile, other reason the researcher to conduct the research in this school because the researcher has got permission from the headmaster to conduct the research in this school and there has not been yet researcher that conducts the research about authentic materials in teaching writing narrative text in this school. Besides, the researcher ever conducted internship (Magang 1) in this school. There for researcher was interested in taking this act. The learning system and teachers and employees at the school also felt friendly and able to help researchers feel comfortable.

C. Research Subject

Research subject refers to the informant who becomes the research source. The informant reports the information which related to the research focus on this research.

Having subject of the research, the researcher will use purposeful sampling. Purposeful sampling is qualitative sampling technique which the researchers intentionally select individual and sites to learn or understand the central phenomena⁴⁵. Purposeful sampling also as the selecting information rich cases for the most effective use of limited resources with must be consistent with the aim and assumption that use in the research

The subject in this study is the English teacher and 20 students of MTs Nurul Ali Jember. The English teacher and student of MTs Nurul Ali will be interviewed and observed by the researcher.

⁴⁵ John W. Creswell, *educational research*, 4th edition (united states: pearson educationinc,2012), 206

D. Data Collection Techniques

This research conducted some data collecting techniques, those techniques explain below:

1) Observation

Observation is a technique which people use in their natural settings in order to understand social life from the perspective of the participant⁴⁶. Observation can be called as a technique in which the researcher used in taking field note of individual behavior and activities of the research site.

This research use participant observation where the researcher participates in the teaching process of teaching writing narrative text while becoming observer. The observation to be conducted to get the data about the implementation of Authentic Materials in teaching narrative text at Eight grade students of MTs Nurul Ali Jember

2) Interview

According to Taylor, interview is favored digging tool of social researcher⁴⁷. Interview is as the cheerful data collector with the role involves getting people to relax enough to answer the predefined series of question completely.

This research use in-depth interviewing (open ended interviewing) as this qualitative research method. By in depth qualitative interviewing, the researcher did this interviewing in face to face encounters between the researcher and informants directed toward understanding informants'

⁴⁶ Patricia leavy, *Research design* (new york: the Guilford press,2017), 134

⁴⁷ Steven J. Taylor, *Introduction To Qualitative Research Methods. A Guidebook And Resource 4th Edition* (Canada: Acid-Free Paper, 2016),102

perspectives on their lives, experiences, or situations as expressed in their own words deeply related to the implementation of authentic materials in teaching narrative text. The researcher took this type of interview because this type was so flexible, despite the researcher could add and improve the question so that it made the information which was gotten complete and valid. The data that the researcher to obtain from this interview is about the implementation and the factor use authentic materials in teaching narrative text at MTs Nurul Ali Jember

3) Document review

During the proses of the research, the researcher did not only use interview and observation to get the accurate data, but also used document review. Document is data which is consisted of public and private data that qualitative researcher obtain about a site participant in the study⁴⁸.

Document also as a sources provide valuable information in helping researchers understand central phenomena in qualitative studies, these example of public documents (e.g., newspapers, minutes of meetings, official reports) or private documents (e.g., personal journals and diaries, letters, e-mails)

In this research, some documents that have taken:

- a) Profile of MTs Nurul Ali Jember
- b) The data of the students at Eight class of MTs Nurul Ali Jember
- c) Photos of learning English process

⁴⁸ John W. Creswell, *educational research*, 4th edition (united states: pearson educationinc,2012), 223

E. Data Analysis

This section presents the data analysis procedures that were performed on the collected data in order to answer the research questions.

In this study, researchers applied data analysis according to Miles Huberman, and Saldana, it explains as follows:⁴⁹

1). Data Condensation

Data condensation refers to the process of selecting, focusing, simplification, abstracting, and/or changing the data that appears in the written field notes, interview transcripts, documents, and other empirical material. Using the condensation data to become stronger. The need for data condensation due to data that obtained things those need to be considered to choose things main/important and look for themes and patterns. By condensing, we are making data stronger.

2). Data Display

The second major flow of analysis activity is data display. Generically, a display is an organized, compressed assembly of information that allows conclusion drawing and action. Miles and Huberman convinced that good displays are a major avenue to robust qualitative analysis. The data display discusses and illustrate in this book include many types of matrices, graphs, charts and network. Looking at displays helps us understand what happening is and to do something either analyze further or take action—

⁴⁹ Matthew B. Miles, A. Michael Huberman, and Johnny Saldana, *Qualitative Data Analysis* (USA: SAGE Publishing, 2014), 15 & 16.

based on that understanding.

3). Verifying Conclusion

The last stream of analysis activity is conclusion drawing and verification. From the start of data collection, the qualitative analyst interprets explanation, causal flows and proposition. The component researcher holds these conclusions lightly, maintaining openness and skepticism. Then, verification is a fleeting second thought crossing analysts mind during writing with the elaboration and argumentation to develop inter-subjective consensus to conclude

Conclusions are verified as the analyst proceeds. Verification may be as brief as a fleeting second thought crossing the analyst's mind with a short excursion back to the field notes, or it may be thorough and elaborate, with lengthy argumentation and review among colleagues to develop inter-subjective consensus or with extensive efforts to replicate a finding in another data.

F. Validity of The Data

For all kinds of research, including qualitative research, possibly the key quality control issue deals with the validity of a study and the findings. Validity is referring to the correctness or credibility of a description, conclusion, explanation, interpretation, or other sort of account. A valid study is one that has properly collected and interpreted its data, so that the conclusions accurately reflect and represent the real world (or laboratory) that

was studied⁵⁰

The validity of the data used by researcher in this research was Sources triangulation and Techniques triangulation. Triangulation is defined as checking data from various sources and various ways. According to Jane Ritchie and Jane Lewis triangulation is useful in checking the validity of data or whether it is more a means of widening or deepening understanding of a subject through the combination of multiple readings.⁵¹

1. Sources Triangulation. To test the credibility of the data is done by checking data from different sources with the same technique. The data was obtained from the interview and observation process with the teacher and students regarding the implementation and the factor of using authentic materials in writing narrative text at MTs Nurul Ali Jember
2. Techniques Triangulation. To test the credibility of the data that was done by checking the data to the same source with different techniques⁵². The data was obtained from the interview and observation process with the teacher and students regarding the implementation and the factor of using authentic materials in writing narrative text at MTs Nurul Ali Jember

G. Procedure of The Research

Procedure of the research is a part which explains the research start from preface research, design development, the real research, and until report the

⁵⁰ Robert K. Yin, *Qualitative Research From Start To Finish* (New York: The Guilford Press, 2011), 78

⁵¹ Jane Ritchie and Jane Lewis, *Qualitative Research Practice*, (London: SAGE Publications: 2003), 275

⁵² Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif dan R&D Bandung*: (Alfabeta, 2011), 130

writing or the result⁵³. In this research there were three procedures that implements. Those are:

1) Stage of Pre-field Research

This is the first stage where it determines what must be done before a researcher came to the field of research object. There were six pre-field stages, those are:

- a) Arranging a research plan
- b) Selecting the research field
- c) Managing the license
- d) Exploring and evaluate the field of research
- e) Selecting the participant or the informants
- f) Prepare the research instrument

2) Stage of Fieldwork

The second procedure after getting the research licensed was the researcher entered the informant or research subject to collect the data with observation, interview and document review to get any information about the implementation and the factor of using authentic materials in writing narrative text at MTs Nurul Ali Jember.

3) Stage of Data Analysis

This is the last stage after getting the data. This stage was analyzing the data that include of data reduction, data display and drawing and verify it. Next, after the data analyzed, the last step has been done was making a research report.

⁵³ Tim Penyusun, *Pedoman Karya Ilmiah*, 48.

CHAPTER IV

FINDINGS AND DISCUSSION

In this chapter the researcher described and discusses the finding of the from the research in the field. As mentioned in the previous chapter, it was the described the implementation of authentic materials to improve the students writing ability in narrative text at eight grade of MTs Nurul Ali Jember. In this finding, research and the analysis of the data collected which was preliminary research.

In this chapter, the research presented the brief description of the object and data presentation. It based on the result of observation and interview to the subject of the research. The data were also taken from document review. The research presents the findings of the research are:

A. The Brief Description of The Object

a. The Brief history of MTs Nurul Ali Jember

The history of MTs Nurul Ali Jember is started 2001 with the background by four people, namely: Mr.H. Ali rahbini. Established a junior secondary formal education institution which is based on SMPN 01 Kalisat. After several years, the changes continued until 2005, according to a letter issued by the Ministry of Religion with the registration number Kw.13.4/4/PP.03.2/03.2/3120/2006 14 September 2006 the institution was changed to have an Islamic spirit, which in this case is more known as Madrasah Tsawiyah and juxtaposed with the name Pondok Pesantren which houses it.

A formal education institution that specifically studies scientific knowledge but does not excellence in terms of reading classic books, followed by the establishment of a senior secondary formal education unit that has its parent branch to MAN 1 Jember in 2004. In 2005 the institution received permission to stand alone which in this case is better known as Madrasah Aliyah and is accompanied by the name Pondok Pesantren which houses it.

b. The student of MTs Nurul Ali Jember

The student of MTs Nurul Ali Jember that Registered in the main book of MTs Nurul Ali Jember explained in the following table

Table 4.1 students MTs Nurul Ali Jember

No	Class	Total Students	Lk	Pr
1	VII	138	58	80
2	VIII	125	60	65
3	IX	120	52	68

1. Data Presentation

This research used observation, interview and document review as tools for getting the relevant data and supports in this research. the following showed the data related to the focus of the research as presented below:

B. Reseach findings

Resarch finding discuss about the student problem in writing narrative text at Eight grade MTs Nurul Ali Jember. The researcher matched the research finding based on the decomentation and interview as follows:

In the field and from the result of interview, the researcher found that before startting writing, student know what are generic structure, because it helps them to make a good sentence or story to be organized so that easy to understand for the readers. It was explained by the teacher as follow:

1. Generic structure narrative text

In the field and from the result of interview, the researcher found that before starting writing, students should know what arethe generic structure, because it help them to make a good sentence or story to be. Organized so that easyto understand for the readers. It was explained by the teachers as follow:

a. Orientation

The orientation in writing narrative text is first, opening the text which introduces the characters involved in the incident (who) and

the time setting (when) and the place behind the incident (where).

This orientation lies in the first paragraph of the narrative text. So don't forget who, when, and where in this orientation.

“ In the orientation discussion, I think it is very easy for students to understand it, because this orientation only explain about who the character in the story, where and when the story take. However in this part, the students are easy to write but when the teacher asked about the orientation and which line is it. They can't answer. Maybe if the orientation about the main character using a name, they immediately get the answer, such as: Jaka Tarub, Cinderella, Malinkundang, etc. But if the main characters used English vocabulary, such as: Lion, Monkey, Ant, etc. Besides, some of them used a general character, did not explain specially about the character. They are really difficult to answer it, because of their lack of vocabulary.⁵⁴”

“Dalam diskusi orientasi, menurut saya sangat mudah bagi siswa untuk memahaminya, karena orientasi ini hanya menjelaskan tentang siapa tokoh dalam cerita, di mana dan kapan cerita itu diambil. Namun pada bagian ini, siswa mudah untuk menulis tetapi ketika guru bertanya tentang orientasi dan baris mana itu. Mereka tidak bisa menjawab. Mungkin jika orientasi tentang karakter utama menggunakan nama, mereka langsung mendapatkan jawabannya, seperti: Jaka Tarub, Cinderella, Malinkundang, dll. Namun jika karakter utama menggunakan kosakata bahasa Inggris, seperti: Lion, Monkey, Ant, dll. Selain itu, ada yang menggunakan karakter umum, tidak dijelaskan secara khusus tentang karakter tersebut. Mereka sangat sulit untuk menjawabnya, karena kurangnya kosakata.”

b. Complication

This complication consists of paragraphs that explain the beginning of this problem also starts a series of plots (storylines) which will then continue to conflict, climax, and no climax of the story. Generally, complications contain interactions between event actors.

“in term of complication, in my opinion it is more difficult than writing orientation. As I have explained before, the student have

⁵⁴ Interview, 17 January 2023

minimal English vocabularies. So in making the complication section, it took longer, sometimes they did it at their home to completed their writing. My first step in overcoming their lack of vocabularies. At this time I more focus on depositing minimal 5 vocabularies every meeting and also brought an English dictionary during English lesson. Besides their lack of vocabularies, sometimes they did not write a specific problem, because they only wrote 1 or 2 lines.⁵⁵”

“Dalam hal komplikasi, menurut saya lebih sulit daripada orientasi penulisan. Seperti yang telah saya jelaskan sebelumnya, siswa memiliki kosakata bahasa Inggris yang minim. Sehingga dalam pembuatan bagian komplikasi membutuhkan waktu yang lebih lama, terkadang mereka mengerjakannya di rumah untuk menyelesaikan tulisannya. Langkah pertama saya dalam mengatasi kekurangan kosakata mereka. Saat ini saya lebih fokus menyetorkan minimal 5 kosakata setiap pertemuan dan juga membawa kamus bahasa Inggris selama pelajaran bahasa Inggris. Selain kekurangan kosa kata, terkadang mereka tidak menulis soal tertentu, karena hanya menulis 1 atau 2 baris”

c. Resolution

Resolution in the paragraph that end the story. In this section, there is a settlement that makes the storyline end. Every problem that arises must have a solution, it can be closed with a happy ending or a tragic or sad ending

“If the ending was resolution’s problem, it is not different from the complication problem. When students write a narrative story. Especially in the resolution section, their writing are not related or compatible with initial story, such as example; the main characters is Malin kundang that the story end with a happy ending. Sometimes, in conclusion from the story, that’s because it only end at the complication section because most of the factors are their lack of vocabularies.

“Jika ending adalah masalah resolusi, tidak ada bedanya dengan masalah komplikasi. Ketika siswa menulis cerita naratif. Khusus pada bagian resolusi, tulisan mereka tidak ada kaitannya atau sesuai dengan cerita awal, seperti contoh; tokoh utamanya adalah

⁵⁵ Interview, 17 January 2023

Malin kundang yang akhir ceritanya happy ending. Kadang-kadang, sebagai kesimpulan dari cerita, itu karena hanya berakhir pada bagian komplikasi karena sebagian besar faktornya adalah kurangnya kosa kata.”

a. The planning of authentic materials in writting narrative text at eight grade in Mts Nurul Ali Jember?

Planning that is used to apply authentic materials for the first time, namely:

1. The teacher must understand about learning
2. After that the teacher finds out the students' difficulties
- 3 teachers are looking for solutions to achieve learning, namely using YouTube videos.
4. The teacher must know the learning goals.

“I was the first to find out what media could be used, the first I found out and I studied in advance what the learning objectives were. I really understand, my next step is to tell what the student's difficulties are.⁵⁶”

“Saya yang pertama mencari tahu media apa yang bisa digunakan, yang pertama saya tahu dan saya pelajari terlebih dahulu apa tujuan pembelajarannya. Saya sangat mengerti, langkah saya selanjutnya adalah memberi tahu apa kesulitan siswa. ”

After that the teacher finds out about the students' difficulties, it turns out that the students' difficulties are about the structure of narrative text. Because the narrative text structure explains the past, then I have to look for illustrations that really tell the past and the solution is to use videos on YouTube, now this is according to the student's requirements, the student explains.

⁵⁶ Interview, 17 January 2023

"I find it very difficult, ma'am, to learn narrative text, because narrative text was in ancient times, while I was not in the incident, so I have to know, I can't illustrate the incident, when I couldn't see the incident but the teacher at my school used videos so that I understand the events of the narrative text.⁵⁷"

"Saya susah sekali Bu, belajar teks naratif, karena teks naratif itu zaman dulu, sedangkan saya tidak ada di kejadian itu, jadi saya harus tahu, saya tidak bisa mengilustrasikan kejadian itu, padahal saya tidak bisa" Saya tidak melihat kejadiannya tetapi guru di sekolah saya menggunakan video agar saya mengerti kejadian dari teks naratif tersebut."

It is from these two statements, video authentic materials can help students understand narrative text. While some of the other students explained some of the difficulties in terms of grammar, so I also provided a video that explains grammar to make it easier, what the simple past English grammar structure looks like. And can also be explained through YouTube videos, so that can also help students understand the material to be explained.

See (<https://youtu.be/Tw2867jfX6Q>)

1. The Implementation authentic materials in writing narrative text

Teaching, writing in class on December 15 2022, she taught using reading after that, she also taught using authentic materials to her writing skills. Used notice as its materials ,meaning that prayers used printed magazines. After being active she teaches students learn how to sequence narrative text, by learning to sort first. The first order in writing narrative text.

⁵⁷ Interview, 17 January 2023

After she was active he taught students how to write narrative, well after that students learned how to write narrative text sequentially.

a. Generic structure narrative text

“First, when I taught them about narrative tex, I did not explain about generic structure to the students, because I thought that they already understood without being explained. Finally, I found their problem when I assessed their narrative text assignment. They did not use a generic stucture, some of it used but only the orientation. In the end, every lesson about this, I introduce them first, how to write well, how to arrange the story so that make organized and easy to understand for the readers.⁵⁸”

“Pertama, ketika saya mengajar mereka tentang teks naratif, saya tidak menjelaskan tentang struktur generik kepada siswa, karena saya pikir mereka sudah mengerti tanpa dijelaskan. Akhirnya, saya menemukan masalah mereka ketika saya menilai tugas teks naratif mereka. Mereka tidak menggunakan struktur generik, sebagian digunakan tetapi hanya orientasi. Akhir kata, setiap pelajaran tentang ini, saya perkenalkan mereka terlebih dahulu, bagaimana cara menulis yang baik, bagaimana menyusun cerita agar teratur dan mudah dipahami oleh para pembaca.”

b. Language Features

“When students writing narrative text, espicially in language features section, some of them use simple past tense and instead use simple present tense, for conjunction of time, there is no problem even though the onlyused work like ‘for’ ‘and’ ‘but’ and ‘because’ even though they wrote the only word that are always repeat with them, but they have made significant progress then before they didn’t use conjunction of time.

⁵⁸ Interview, 17 January 2023

It was told by teacher, as follow:

“Not all students but some of them complained that writing narrative text because more difficult than writing descriptive text.⁵⁹”

“Tidak semua siswa tetapi beberapa dari mereka mengeluh bahwa menulis teks naratif lebih sulit daripada menulis teks deskriptif. ”

It was explained by students 8, as follow:

“ problem atthe beginning of learning narrative text that in the used of tenses, (past tense), because I think it easier to used simple past present tense than past tense.⁶⁰”

“Persoalan awal pembelajaran teks narrative yaitu penggunaan tenses, (past tense), karena menurut saya lebih mudah menggunakan simple past present tense daripada past tense. ”

It was explained by students 2, as follow:

“I preferred to use present tense than past tense, because I still confused in differentiate between regular and iregular verb, and how to place it.⁶¹”

“Saya lebih suka menggunakan present tense daripada past tense, karena saya masih bingung membedakan regular dan iregular verb, dan bagaimana penempatannya. ”

c. Vocabulary

“In choosing vocabulary in writing narrative tex, this student must also be given the previous vocabulary, so students already have writing narrative text.⁶²”

“Dalam memilih kosa kata dalam menulis teks naratif, siswa ini juga harus diberikan kosa kata sebelumnya, sehingga siswa sudah memiliki menulis teks naratif. ”

⁵⁹ Interview with teacher, 22 January 2023

⁶⁰ Interview, with students, 22 January 2023

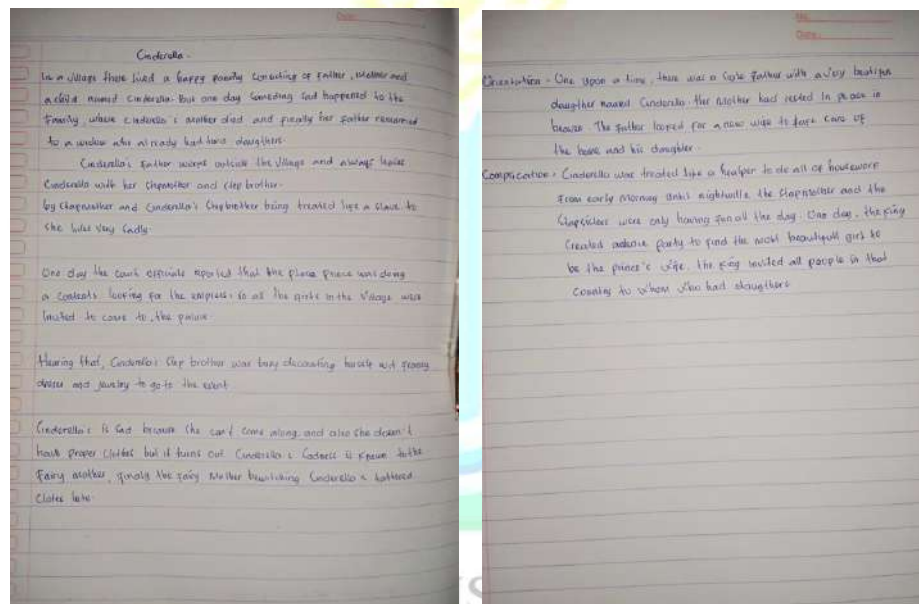
⁶¹ Interview with students, 22 January 2023

⁶² Interview with students, 22 January 2023

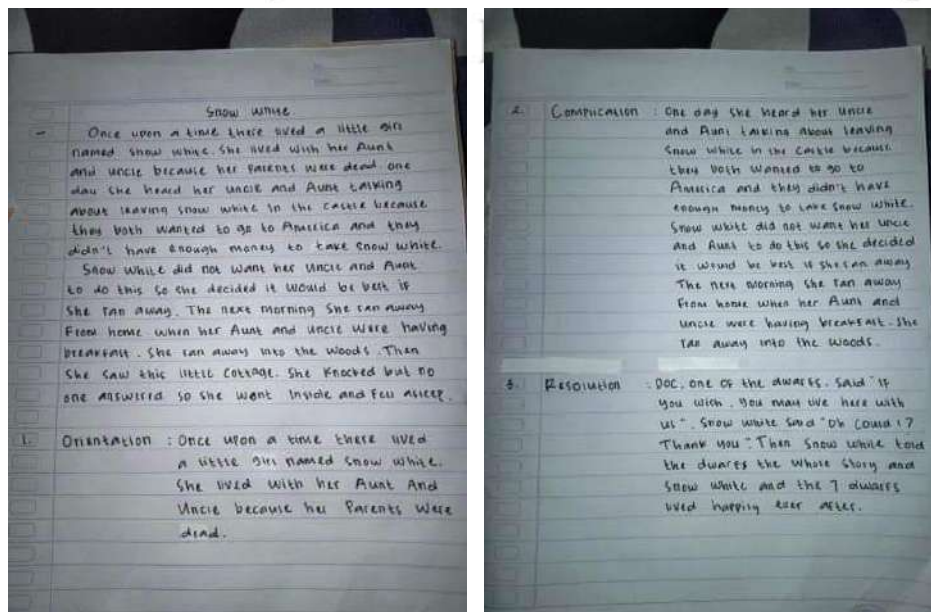
In this application, students are presented with you tube videos about narrative text, so students can easily understand narrative text. Students are asked to tell a narrative text. See (<https://youtu.be/T7QEIUckyFc>)

Then, students were asked to write narrative text.

Figures of students worksheet the at class Eight MTs Nurul Ali Jember



Figures of students worksheet the at class Eight MTs Nurul Ali Jember



1. The advantages of authentic materials in writing narrative text?

There are many advantages of using authentic materials in teaching writing specially in writing narrative text. Based on the data that had been collected, the use of authentic materials in teaching narrative text were: improving students learning motivation; giving authentic cultural information about English; creating creative learning and improving students' communication competence; and creating more creative teaching approach to teachers teaching. The detail analysis can be illustrated as the following discussion:

a. Improving Student Learning Motivation

One of the reasons teachers chose authentic material as teaching writing as to improve student's motivation. All of teacher believed that teacher can improve motivation to learn English by getting to know the students environment according to what they need. It is proven by the result of interview. The researcher asks for three informants two teachers and one student as the in order to validate and strenghtened the data. The following is the first teacher explained as follow:

“Students need something interesting which is related to their real life, moreover narrative text. This text told about event in the past time. So the teachers have to look for materials which can bring them to that time and the solution is using authentic materials such as video on YouTube. This video is very helpful and made the students more understand. The students are also very happy in studying narrative text⁶³”

“Siswa membutuhkan sesuatu yang menarik yang berhubungan dengan kehidupan nyata mereka, apalagi teks naratif. Teks ini menceritakan tentang peristiwa di masa lampau. Sehingga guru harus mencari materi yang bisa membawa mereka ke masa itu dan solusinya adalah dengan menggunakan materi autentik seperti video di youtube. Video ini sangat membantu dan membuat siswa lebih paham. Para siswa juga sangat senang dalam mempelajari teks naratif”

⁶³ Interview , 22 January 2023

It was also confirmed by another teacher as the second informant as follow:

“I think I marked my words just the same what have said by previous informant, that in improving students learning motivation teacher need to seek what makes students happier than ever. Something interesting which makes students not feel bored with it. Of course in line with their material such as narrative text. Teacher also expected to bring innovation in teaching and learning process. Like give them audio visual media from any social media platform like Youtube, Tiktok and stuff”

“Saya rasa saya tandai perkataan saya sama seperti yang dikatakan informan sebelumnya, bahwa dalam meningkatkan motivasi belajar siswa guru perlu mencari apa yang membuat siswa lebih bahagia dari sebelumnya. Sesuatu yang menarik yang membuat siswa tidak merasa bosan dengannya. Tentu saja sesuai dengan materinya seperti teks naratif. Guru juga diharapkan dapat menghadirkan inovasi dalam proses belajar mengajar. Seperti memberi mereka media audio visual dari platform media sosial apa pun seperti Youtube, Tiktok, dan semacamnya ”

This statement related with student experiences. He explained:

“Now I am very happy in studying English because the video really help me in understanding the materials. It is proven by my value which got higher than before. So I motived myself to more diligent in studying English⁶⁴”.

“Sekarang saya sangat senang belajar bahasa Inggris karena videonya sangat membantu saya dalam memahami materi. Terbukti dengan nilai saya yang semakin tinggi dari sebelumnya. Jadi saya memotivasi diri saya sendiri untuk lebih rajin belajar bahasa Inggris”

Therefore, as teacher must tell about the goal of learning to the students. To support this goal teacher must make student interesting and familiar with the materials. So the student can easy to understand and learning process is not bored.

Based on those three informants above we can take poin that what makes student feel motivated and improving their learning is through interesting

⁶⁴ Interview with students, 22 January 2023

teaching. One of many ways is through attractive learning and such interesting material like narrative text which is there is story telling in it. Furthermore teachers are expected to combine it with technology side that related to student's daily life such as YouTube, Tiktok and any others platforms.

b. Giving authentic cultural information

Another reason why teachers use authentic materials is to provide cultural information about English to children and to relate more closely to student need. Student was easily imitating, thus, it was important to follow how English was spoken. When native speakers speaking in front of public, monitor, had dialogue with their partner spontaneously they used English by polite manner, more expression, used various away or expression to had communication.

Therefore teachers should give such good materials to help student using a suitable vocabulary in narrative text. The first informant explained:

“To help students create a suitable vocabulary in writing, the students should know the culture of English itself. Moreover the culture of Indonesia is very different with English. One of solution is by giving a video on YouTube that showed the culture itself. It is like how the way Bahasa and English arrange its sentences, the grammatical terms, understanding polite and unpolite words and so on.⁶⁵”

“Untuk membantu siswa membuat kosa kata yang cocok dalam menulis, siswa harus mengetahui budaya bahasa Inggris itu sendiri. Apalagi budaya Indonesia sangat berbeda dengan bahasa Inggris. Salah satu solusinya adalah dengan memberikan video di YouTube yang menunjukkan budaya itu sendiri. Seperti bagaimana bahasa Indonesia dan bahasa Inggris menyusun kalimatnya, istilah gramatikalnya, memahami kata-kata yang sopan dan tidak sopan dan sebagainya.”

⁶⁵ Interview, 17 January 2023

To support the data, researcher ask for another informant to validate the data. Here is a confirmation stated by the second teacher:

“Vocabulary is a key to learn English. To have such a good behavior in understanding vocabularies teacher always help students to distinguish Bahasa and English linguistic culture. Just about simple theory like grammatical terms, the slank words, the pronunciation, polite and unpolite words and stuff.⁶⁶”

“Kosakata adalah kunci untuk belajar bahasa Inggris. Untuk memiliki perilaku yang baik dalam memahami kosa kata, guru selalu membantu siswa untuk membedakan budaya bahasa Indonesia dan bahasa Inggris. Hanya tentang teori sederhana seperti istilah tata bahasa, kata-kata gaul, pengucapan, kata-kata sopan dan tidak sopan dan sebagainya. ”

However two informations still needed to strenghtened and validate the data based on triangulation theory. Here is the final confirmation ask from a student as the third informant as follow:

“Personally as students to be honest I feel difficult to arrange and translating Bahasa into English. What makes it hard is about the linguistic culture. Something about grammatical terms like past tense, future, continous, Bahasa did not have it. I am happy teahcher teaches us then I feel easier now.⁶⁷”

“Secara pribadi sebagai murid jujur saya merasa kesulitan untuk menyusun dan menerjemahkan Bahasa Indonesia ke Bahasa Inggris. Yang menyulitkan adalah soal budaya linguistik. Sesuatu tentang istilah gramatikal seperti past tense, future, continous, Bahasa Indonesia tidak memilikinya. Saya senang guru mengajar kami maka saya merasa lebih mudah sekarang. ”

Based on those three informants above we can take poin that giving authentic cultral information is so much importantant for students dealing with the different culture of language.

⁶⁶ Interview with students, 22 January 2023

⁶⁷ Interview with students, 22 January 2023

c. Creating creative learning and improving student competence

As English teachers must be more creative in finding and using common materials produced by native speakers in their daily life then used them as subject of learning. It can give more appropriate context for the use of certain learning materials. In addition most of materials for learning English in form of audio and audio visual. These authentic materials very useful to develop student's ability. It is proven by student's explanation as the first informant told me:

“I think studying using video on YouTube can help me to more understand and I can create a good writing because I found new idea from the illustration in the video⁶⁸”.

“Menurut saya belajar menggunakan video di YouTube dapat membantu saya untuk lebih memahami dan dapat membuat tulisan yang baik karena saya menemukan ide baru dari ilustrasi di dalam video”

To support the data, researcher ask for another informant to validate the data. Here is a confirmation stated by the second teacher:

Based on my experience, if I compare both regular teaching and using YouTube students more easy and feel happy to learn English, especially in writing class. YouTube give them well illustration so that students could imitate it.⁶⁹”

However two informations still needed to strenghtened and validate the data based on triangulation theory. Here is the final confirmation ask from a student as the third informant as follow:

“yes right, im happy when teacher give us audio visual learning in english class, it was so much joy and all friends feel excited in class.⁷⁰”

⁶⁸ Interview, 22 January 2023

⁶⁹ Interview, 22 January 2023

⁷⁰ Interview, 22 January 2023

“ya benar, saya senang ketika guru memberi kami pembelajaran audio visual di kelas bahasa Inggris, itu sangat menyenangkan dan semua teman merasa senang di kelas”

Based on the teachers experience, she also told me

“Most of student here is very difficult in understand materials. So I have to create creative materials in order the students interesting in studying. They are very difficult in looking for idea to create a good writing. To solve this problem I use materials on YouTube to make them more understanding and interesting in learning.⁷¹”

“sebagian besar siswa di sini sangat sulit dalam memahami materi. Jadi saya harus membuat materi yang kreatif agar siswa tertarik dalam belajar. Mereka sangat kesulitan dalam mencari ide untuk membuat tulisan yang baik. Untuk mengatasi masalah ini menggunakan materi-materi yang ada di youtube agar mereka lebih paham dan menarik dalam belajar”.

Based on interview above we can conclude that creative learning could give massive impact in teaching also motivate students to feel interested in learning difficult subject.

2. The disadvantages of authentic materials in writing narrative text?

However, on the other hand there are some significant disadvantages of using authentic materials in comparison with textbooks in writing narrative text. Authentic materials makes especially lower level students confused and demotivated by the complexity of language and performance conditions unless the simplest authentic texts are carefully selected by the teachers. This phenomenon had already confirmed by these three informants, two english teachers and one students in interview section as follow:

“I cannot deny and agree that however there still weaknesses and disadvantages in authentic learning. One simple thing is we know that

⁷¹ Interview, 17 January 2023

every student's level in understanding material are different. Authentic learning may be a problem for students with lower level of learning. They might be confused and demotivated by the complexity of language and performance conditions unless the simplest authentic texts are carefully selected by the teachers.⁷²”

“Saya tidak dapat memungkiri dan setuju bahwa bagaimanapun juga masih ada kelemahan dan kekurangan dalam pembelajaran otentik. Satu hal yang sederhana adalah kita tahu bahwa tingkat setiap siswa dalam memahami materi berbeda. Pembelajaran otentik mungkin menjadi masalah bagi siswa dengan tingkat pembelajaran yang lebih rendah. Mereka mungkin bingung dan terdemotivasi oleh kompleksitas bahasa dan kondisi penampilan kecuali teks autentik yang paling sederhana dipilih dengan hati-hati oleh para guru”

Another English teacher validate the statement as follow:

“I think I agree with the first informant, I face the same case dealing with authentic materials in learning English. Especially for student with lower level of learning. They were confuse to get the complexity.⁷³”

“Saya kira saya setuju dengan informan pertama, saya menghadapi kasus yang sama terkait materi autentik dalam pembelajaran bahasa Inggris. Terutama untuk siswa dengan tingkat belajar yang lebih rendah. Mereka bingung untuk mendapatkan kompleksitas”

To strengthen the data, researcher ask one students who feel confuse based on his point of view about authentic materials in writing class as follow:

“I am not really happy if teacher give me non text book material, I love the video, but I feel more difficult to understand because I think better for me if teacher directly explain the materials for us.⁷⁴”

“Saya tidak begitu senang jika guru memberi saya materi non buku teks, saya suka videonya, tetapi saya merasa lebih sulit untuk mengerti karena

⁷² Interview with teachers, 17 January 2023

⁷³ Interview with students, 17 January 2023

⁷⁴ Interview with student, 17 January 2023

saya pikir lebih baik bagi saya jika guru langsung menjelaskan materi kepada kami. ”

Based on the interview above we can conclude that there still disadvantages about authentic materials in learning English, especially in writing narrative text. Because authentic materials makes especially lower level students confused and demotivated by the complexity of language and performance conditions unless the simplest authentic texts are carefully selected by the teachers.

C. DISCUSSION

Before analyzing students assignment while the researcher interviewed the initial teachers about students difficulties in writing narrative texts. The researcher did this from an early age with the aim of knowing the difficulties in determining authentic materials and writing narrative text used by student assignments that had been given by the previous teacher. The researcher not only interviewed and analyzed and students assignments, but also interviewed the Eight grade students of MTs Nurul Ali Jember to match the teachers interview related to what she said about the researchers difficulties. This is evidenced by the narrative text of students assignment. This research is related to the title of the use of authentic materials in writing narrative text. Student difficulties in learning authentic materials. In Class Eight MTs Nurul Ali Jember the details of the discussion are explained as follow:

The researcher found that some students had problems faced by students in the generic structure of written narrative text. The written finds

that the problem is; students face difficulties in understanding the generic structure. The generic structure consists of orientation, complication and resolution. Orientation tells the viewer about the characters in the story, where the story takes place, and when the action takes place. Complications which consist of paragraphs that describe the story problems that the characters solve. Resolution is the end of the story, where the characters finally solve their problems and the researcher also finds students difficulties in terms of grammar.

The researcher found that some of students had problem which are faced by students in generic structure of written narrative text. The writer found that problems were; the students faced the difficulty in understanding the generic structure. Generic structure consists of orientation, complication, orientation told the audience about the character in the story, where the story was taking, and when the action happened.

Authentic materials to improve students narrative text writing is successful and effective. The students could get many ideas and vocabularies. They could also make good writing in narrative text well. It can be seen in their result of descriptive text writing such as in the content, organization, vocabulary, language use and mechanic. So, by using the method is helpful in the process of teaching learning text writing. Besides

media can be used to escalate, encourage the students to express their ideas, it can be used to help scholars in literacy to write.⁷⁵

The researcher found that some of students had problem which are faced by students in generic structure of written narrative text. The writer found that problems were; the students faced the difficulty in understanding the generic structure. Generic structure consists of orientation, complication, orientation told the audience about the character in the story, where the story was taking, and when the action happened.

The way before starting in writing narrative text that must know the generic structure first, it would help the writer easy to write, finished quickly and got reader attention. The finding about generic structure in writing narrative text was suitable with Prasyasto's theory in Armi Hartati's thesis with title "An Analysis of Student Ability

The students difficulties in writing narrative text such as: they only knew some of vocabularies that used in daily activity, they had difficulty in the used past tense, they doubted between present tense and past tense, they referred to choose descriptive text then narrative text because they thought that descriptive text easier to choose the theme and describing the things that based on the theme, the lack of their vocabulary, they had difficulty developed and arranged their ideas, they had difficulty to translated to English, they had difficulty in deciding the topic, writing the plot, conflict

⁷⁵ Suparwoto Sapto Wahono, *The record of using picture series to develop students' writing skills*, (English Review : Journal of English Education, 202), 966

and the ending if the teacher did not allow to search on internet, some of students sometimes had no idea what they would write and also lack of students interest in reading.

The purposes of this study were to describe the students' difficulties in vocabulary mastery and the factors that caused students' difficulties in mastering vocabulary. This research employed qualitative approach using phenomenology design. The data were gathered by observation, interview, and document review. Data technique and data source triangulation were used to validate the collated data. The result of this research revealed that several students had difficulties in vocabulary mastery. This study showed that: first, the difficulties encountered by students were that the students go difficulties in translating words or sentences in English into Indonesia and vice versa. Students also experienced difficulties in understanding the meaning of the words, pronunciation, misspelling, and remembering or memorizing English vocabulary. Secondly, there were some factors that caused students got difficulties in vocabulary⁷⁶

These problems were suitable with Maslakhah (in Wiedarti's theory) in Ni Putu Eva F.D, Nengah M, Wayan W's with the title "Kesulitan Belajar Keterampilan Menulis Cerita Pendek Siswa Kelas IXC SMP Negeri 3 Singaraja Tahun Pelajaran 2016/2017" in that journal also explained "Difficult in determining topic to be written was a general

⁷⁶ MI Machfudi-Crew Journal,2022 *Students' difficulties in vocabulary mastery*

cliché problem that faced by writer. Every people or writer felt that there was no good, interest and suitable topic that to be written".⁷⁷ The researcher agreed with these explained about difficulty to decide the topic because topic that to be chosen should interesting, no general, suitable to write, and there was benefit from the topic that had chosen. This reasons made in determining topic became difficulty for students



⁷⁷ Dewi Fransiska N.P.T, Martha N, Wendra W "Difficulties in Learning Short Story Writing Skills for Class IXC Students of Singaraja State Junior High School 2016/2017 Academic Year". In e-journal 2016, Vol: 5, No: 3, page 7.

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, the researcher presents the conclusion of the material and suggestion for the English teacher, students, and further researcher who are interested in similar or relevant research.

A. Conclusion

The objectives of this research were to find out the students' difficulties writing authentic material in writing narrative text at Eight grade at MTs Nurul Ali Jember.

1. The implementation of authentic materials in teaching narrative text at Eight grade student of MTs Nurul Ali Jember Based on the result procedures for authentic materials in teaching narrative text students are given a magazine that has been printed, because the magazine has fun pictures, so that students understand more easily, than students after reading are presented watching videos, so students understand more about narrative text, than students learn how to sequence narrative text.
2. The advantages of authentic materials in teaching narrative text . improving learning motivation; giving authentic cultural information about English creating, creative active teaching approach to teachers teaching. While the disadvantages were make students confused themotivated by the complexity of language and performance condition unless the simple authentic text care carefully selected by the teachers.

B. Suggestion

Based on the conclusion above, the researcher provides some suggestion for the students, teacher, and other researcher who are interested to do related research.

1. For Institution, the researcher hopes students should practice their English reading activity at school or at home to enhance the used vocabulary in writing activity, increase the knowledge of English especially in writing narrative text, student have to enrich vocabulary to improve and increase their writing.
2. For English teacher, the researcher hopes the result of this thesis could be improving students' vocabulary to increase their writing in narrative text and increase students' interest reading activity. The teacher must give more activities in writing text, give learning motivation to students, and sometimes hold an event as writing competition to raise students' writing spirits.

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Magazine authentic materials narrative text

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

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Cerita dari Sumatera Utara

Asal Usul Danau Toba

Di suatu daerah di Sumatera Utara, hiduplah seorang pemuda. Suatu hari ia pergi memancing. Setelah cukup lama ia melemparkan pancing, tak seekor ikan pun yang menyentuh umpannya. Pemuda itu mencoba sekali melemparkan pancingnya agak ke tengah sungai. Tiba-tiba seekor ikan menyambarnya. Dengan susah payah pemuda itu menarik pancingnya hingga tampaklah seekor ikan besar tergantung di ujung tali pancingnya. Dengan senang hati ia bergegas pulang ke rumah dan langsung membawa ikan itu ke dapur. Ketika hendak memanggang ikan itu, ternyata persediaan kayu bakar telah habis. Ia menuju kamar untuk mengambil persediaan bayu bakar.

Saat kembali ke dapur, ikannya lenyap dan berganti dengan beberapa keping uang emas. Dengan perasaan bingung, pemuda itu mengambil kepingan uang emas itu dan hendak menyimpannya di kamar. Betapa terkejutnya saat membuka pintu kamar, ia melihat seorang gadis yang sangat cantik yang ternyata adalah jelmaan dari ikan tadi. Gadis itu meminta untuk diperbolehkan tinggal di rumah itu. Akhirnya, mereka pun menikah dengan syarat sang pemuda bersumpah tidak akan pernah mengungkit asul-usulnya.

Setelah menikah, mereka dikaruniai seorang anak laki-laki. Suatu hari, ibunya menyuruh anak itu mengantarkan bungkusan nasi dan ikan panggang untuk ayahnya di ladang. Di tengah perjalanan, tiba-tiba anak itu merasa lapar. Ia pun berhenti dan memakan sebagian isinya. Sesampainya di ladang, ia segera menyerahkan bungkusan itu kepada ayahnya. Sang ayah pun murka melihat isinya. Ia murka sambil berkata, "Dasar anak keturunan ikan!" Anak itu pun pulang dan mengadukan kejadian itu pada ibunya. Sang ibu pun sedih.

Seketika itu pula sang ibu menyuruh anaknya agar naik ke puncak bukit dan ia sendiri segera berlari menuju ke sungai. Saat ia berada di tepi sungai, cuaca yang semula cerah, tiba-tiba berubah menjadi gelap gulita. Langit bergemuruh disusul petir menyambar-nyambar disertai hujan yang sangat deras. Pada saat itulah, sang ibu segera melompat ke dalam sungai dan tiba-tiba berubah menjadi seekor ikan besar. Dalam sekejap, sungai itu banjir, menyebabkan genangan air yang luas dan akhirnya berubah menjadi sebuah danau yang sangat besar. Oleh masyarakat setempat, danau itu dinamakan Danau Toba.

8 Rangkuman 100 Cerita Rakyat Indonesia

Bahan dengan hak cipta

Cerita dari Sumatera Barat

Si Malin Kundang

Di pesisir pantai wilayah Sumatera hiduplah seorang anak laki-laki yang bernama Malin Kundang bersama ayah ibunya. Suatu hari ayahnya pergi mengadu nasib ke negeri seberang dengan mengarungi lautan yang luas. Hampir setahun ayahnya tidak pernah kembali dan dikabarkan telah meninggal.

Sejak saat itu, ibunya yang mencari nafkah untuk mereka berdua. Malin anak yang cerdas walau kadang nakal. Ia suka mengejar ayam hingga suatu kali terjatuh dan meninggalkan bekas luka di lengannya.

Saat dewasa, Malin Kundang merasa kasihan dengan ibunya yang sudah tua tetapi tetap bekerja. Ia pun menyampaikan niatnya untuk mencari nafkah di negeri seberang. Walaupun awalnya ibunya tidak setuju, tapi akhirnya ia tetap mengizinkannya untuk pergi. Di tengah perjalanan, tiba-tiba kapal yang dinaiki Malin Kundang diserang oleh bajak laut. Malin Kundang sangat beruntung dirinya selamat dan tidak dibunuh karena Malin bisa bersembunyi di sebuah ruang kecil yang tertutup oleh kayu.

Malin Kundang terkatung-katung di tengah laut, hingga akhirnya kapal yang ditumpanginya terdampar di sebuah pantai. Dengan sisa tenaga yang ada, Malin Kundang berjalan menuju ke desa yang terdekat dari pantai. Selanjutnya, Malin menetap di desa itu dan bekerja dengan gigih dan ulet. Malin pun menjadi kaya raya dan ia pun telah mempersunting seorang gadis. Berita Malin Kundang yang telah menjadi kaya raya dan telah menikah sampai juga kepada ibunya. Ibu Malin Kundang merasa bersyukur anaknya telah berhasil.

Suatu hari Malin dan istrinya melakukan pelayaran ke kampungnya dengan kapal yang besar dan indah disertai anak buah kapal serta pengawalnya. Saat Malin turun dari kapal, ibunya berdiri cukup dekat dan meyakini bahwa itu anaknya karena ia melihat bekas luka di lengannya. Ia pun segera memeluk Malin, tetapi dengan kasarnya Malin melepaskan pelukan. Bahkan, mendorongnya, menghina, serta tidak mengakui bahwa wanita itu ibunya. Ibu Malin sangat sedih dan marah. Karena itu ia segera menengadahkan tangan, "Oh Tuhan, kalau benar ia anakku, aku sumpahi dia menjadi sebuah batu". Tidak berapa lama kemudian angin bergemuruh kencang dan badai dahsyat. Tubuh Malin Kundang pun perlahan kaku dan menjadi sebuah batu karang.

Cerita dari Sumatera Utara

Kisah Putri Ular

Suatu negeri di kawasan Simalungun, dipimpin oleh seorang raja yang baik dan arif. Raja tersebut memiliki seorang putri yang cantik jelita. Berita tentang kecantikan putri raja itu diketahui seluruh pelosok negeri, termasuk seorang raja muda yang memerintah di sebuah kerajaan yang letaknya tidak jauh dari kerajaan ayah sang putri. Mendengar kabar tersebut, raja muda yang tampan itu berniat untuk melamar sang putri.

Keesokan harinya rombongan utusan raja muda datang ke tempat tinggal sang putri. Sesampainya di sana, mereka segera menyampaikan pinangan dari rajanya. Dan dengan sukacita, pinangan tersebut diterima oleh ayah sang putri. Raja muda sangat gembira mengetahui pinangannya diterima.

Malamnya, sang raja memberitahukan pada putrinya bahwa ada seorang raja muda yang meminangnya. Dengan malu-malu putri mengangguk bersedia. Sang raja mengingatkan putrinya untuk menjaga diri baik-baik, agar tidak terjadi sesuatu yang dapat membatalkan pernikahan.

Suatu hari, sang putri pergi mandi dengan ditemani beberapa orang dayangnya di sebuah kolam yang berada di belakang istana. Setelah beberapa saat berendam, sang putri duduk di atas batu di tepi kolam sambil membayangkan betapa bahagianya saat pernikahan nanti. Saat sang putri asyik mengkhayal, tiba-tiba angin bertiup kencang dan sebuah ranting pohon yang ujungnya tajam mendadak jatuh tepat mengenai hidungnya hingga menjadi luka.

Sang putri panik membayangkan pernikahannya dengan raja muda akan gagal. Pikiran itu terus berkecamuk di kepalanya hingga sang putri pun jadi putus asa. Sambil menangis ia berdoa minta dihukum atas perbuatannya tersebut. Tidak lama kemudian, petir menyambar-nyambar dan seketika kaki sang putri mengeluarkan sisik. Sisik tersebut semakin merambat ke atas. Dayang-dayangnya pun kaget dan segera memanggil kedua orang tua putri. Sesampainya di kolam permandian, mereka sudah tidak melihat sang putri. Yang tampak hanya seekor ular besar yang bergelung di atas batu. Ular besar penjelmaan sang putri pun segera pergi meninggalkan mereka dan masuk ke dalam semak belukar. Sang raja dan permaisuri beserta dayang-dayang tidak bisa berbuat apa-apa. Mereka pun menyesali nasib malang sang putri.

APPENDIXESI

PERNYATAAN KEASLIAN TULISAN

Yang bertanda tangan di bawah ini :

Nama : Kholisah
NIM : T20176046
Prodi : Tadris Bahasa Inggris
Fakultas : Tarbiyah dan Ilmu Keguruan
Universitas : Universitas KH Achmad Siddiq Jember

Dengan ini menyatakan bahwa skripsi yang berjudul “The Use of Authentic Materials in Writing NarrativeText at Eight Grade Students of MTs Nurul Ali Jember” adalah hasil karya/penelitian saya sendiri, kecuali bagian-bagian yang dirujuk sumbernya.

Demikian pernyataan keaslian tulisan ini saya buat dengan sebenarnya.

Jember 15 Juni 2023
Saya yang menyatakan


Kholisah
T20176046

APPENDIXES 2

Matrix of Research

Title	Research question	Variable	Indikator	Research Method
<p>The use of magazine as authentic materials in writing narrative text</p>	<ol style="list-style-type: none"> 1. How does the implementation of magazine as authentic materials in teaching narrative text at Eight grade students of MTs Nurul ali Jember? 2. What are the advantage and disadvantages of magazine as authentic materials in teaching narrative text? 	<ol style="list-style-type: none"> 1. Authentic material in writing narrative text 	<ol style="list-style-type: none"> 1. Magazine as Authentic materials Writing narrative text. <ol style="list-style-type: none"> a. Magazine b. Watching videos 2. Narrative text <ol style="list-style-type: none"> a. Generic structure b. of narrative text: c. Language feature of narrative text d. Vocabulary 	<ol style="list-style-type: none"> 3. Research Design and Research Type: Qualitative research, descriptive analysis research type 4. Data Resource: Students' Worksheet, an English teacher and students' interview 5. Data Collection Method: Interview and documentation 6. Data Analysis Method 7. Stage of analysis data: Descriptive analysis 8. Data validity Using Data Triangulation: <ol style="list-style-type: none"> a. Source and method trigulation

APPENDIXES 3

Interview Guideline for Teacher and Student

Research Question	Topic	Question
1. How does the implementation of magazine as authentic materials in teaching narrative text	The planning of magazine as authentic materials in writing narrative text?	What is your experience when you first taught about authentic materials? (Teacher)
		What did you find in explaining? (Teacher)
		What do you think when you find learned about narrative text? (Students)
		What do you think when you find learned about authentic materials? (Students)
2. What are the advantage and disadvantages of magazine as authentic materials in teaching narrative text	The implementation of magazine as authentic materials in writing narrative text?	What is your difficulty when you teach and explain in writing narrative text especially in language feature? (Teacher)
		What is your difficulty when you teach and explain in writing narrative text especially in grammar and vocabulary? (Teacher)
		Are there any difficulties when you learned (Student)
		Are there any difficulties when you learned grammar and vocabulary? (Students)

APPENDIXES 4

LESSON PLAN

Subject	: English
Class	: VIII
Semester	: II
Skill	: Writing
Topic of Discussion	: Malin Kundang
Time Allocation	: 2 X 45 Menit

I. Competence sStandard

1. Understand the meaning in short functional teks and monologue text in form of magazine authentic material in narrativ text and procedure in the daily life context.

II. Basic Competence

- 1.1 Responding the meaning in the short functional text and text in form of narrative text and procedure.

III. Learning Objectives

1. Students are able to tell about their sequence events
2. Students are able to make a simple narrative text

IV. Indicators

1. Stusents are able to tell about their sequence events
2. Students are able to make a simple narrative text

V. Learning Materials

1. Narrative text

Characteristic using to produce language and express idea, feeling and opinion

2. Language Features of Narrative

1. Focusing of specific and usually individualized participant.

2. Using relational and mental processes.
3. Using temporal conjunctions and temporal circumstances.
4. Using past tense
5. Using verbal processes
6. Using materials processes.

Example

Malin Kundang

Once upon a time, live a diligent boy named Malin Kundang. He lived in the seashore with his mother. They were poor, but they lived quiet and harmonious.

One day, a big ship closed to the beach near their village. They asked peoples to join work in their ship and went to cross island. Malin kundang wanted to join with them because he wanted to improve his family's life. But his mother didn't permit him. She worried to Malin. Malin still keep his argument and finally he sailed with the bigship.

Several years later, Malin Kundang succed and he became rich trader. Then, he came to his native village with his beautiful wife, but his wife didn't know Malin's real descent. His happy mother quickly approached Malin and brought a plate of village cake, malin's favorite. But Malin didn't admit that woman as his poor mother, and then he kicked the village cake which brought by his mother until scattered.

VI. Learning Method

Explanation, asking question and exercise

VII. Learning Steps

No	Teacher's Activities	Student's Activities	Time Allocated
1	A. Opening Activities 1. Greet the students 2. Checking the students' attendance 3. Checking their readiness "are you ready to have English lesson?"	A. Opening Activities 1. Greet the teacher 2. Listen and raise their hand 3. Answer the teacher	
2	B. Main Activities 1. Exploration a. Asks some students about the last meeting about narrative text 2. Elaboration a. The teacher explains the material (about narrative text and the language features of narrative text) b. The teacher gives chances to ask questions dealing with the material c. The teacher gives the question to the students 3. Confirmation a. The teacher asks the students to collect the paper b. The teacher motivates the student	B. Main Activities 1. Exploration a. Answer the teacher's question c. 2. Elaboration a. Listen to the teacher's explanation b. Ask question if there are any c. Answer the teacher's question 3. Confirmation a. Collect the paper to the teacher b. Listen to the teacher's motivation	
3	C. Closing Activities 1. The teacher summarizes the lesson 2. The teacher praises what the students did 3. The teacher says thank you and good bye	C. Closing Activities 1. Listen to the teacher's summarize and praises 2. Say thank you and good bye	

VIII. Media

A. Source of Material

1. Interlanguage, an English Course book for senior High School Students Year X, publisher : Grasindo

B. Teaching Aids

1. Magazine

IX. Evaluation

Technique	Instrumen form	Instrument
Speaking	Class task	Everyone answer the question from the teacher

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

LESSON PLAN

Subject : English
Class : VIII
Semester : II
Skill : Writing
Topic of Discussion : Danau Toba
Time Allocation : 2 X 45 Menit

I. Competence Standard

1. Understand the meaning in short functional teks and monologue text in form of magazine authentic material in narrativ text and procedure in the daily life context.

II. Basic Competence

1. Responding the meaning in the short functional text and text in form of narrative text and procedure.

2. Learning Objectives

1. Students are able to tell about their sequence events
2. Students are able to make a simple narrative text

3. Indicators

1. Stusents are able to tell about their sequence events
2. Students are able to make a simple narrative text

3. Learning Materials

3. Narrative text

Characteristic using to produce language and express idea, feeling and opinion

4. Language Features of Narrative

1. Focusing of specific and usually individualized participant.
2. Using relational and mental processes.

3. Using temporal conjunctions and temporal circumstances.
4. Using past tense
5. Using verbal processes
6. Using materials processes.

Example

Danau Toba

A long time ago, lived a young man namedtoba. He had two excellent abilities in term of fishing and farming. When fishing, toba was very astute and did not require a long time to get the fish. Just threw the hook into the river, and he got the big fish.

One afternoon, he went fishing to a river that was wide enough. Within second after he threw the hook into the river, the fish immediately grabbed the bait and he got a big fish for dinner.

Several hours, later he went home and carried firewood to cook the fish. however, when he got home, he was suprised because the fish was lost. He even found pieces of gold, and a beautiful girl who was sitting in his room.

4. Learning Method

Explanation, asking question and exercise

5. Learning Steps

No	Teacher’s Activities	Student’s Activities	Time Allocated
1	D. Opening Activities 1. Greet the students 2. Checking the students’ attendance 3. Checking their readiness “ are you ready to have English lesson?”	D. Opening Activities 1. Greet the teacher 2. Listen and raise their hand 3. Answer the teacher	
2	4. Main Activities 1. Exploration b. Asks some students about	4. Main Activities 1. Exploration d. Answer the	

	<p>the last meeting about narrative text</p> <p>2. Elaboration</p> <p>d. The teacher explains the material (about narrative text and the language features of narrative text)</p> <p>e. The teacher gives chances to ask questions dealing with the material</p> <p>f. The teacher gives the question to the students</p> <p>3. Confirmation</p> <p>a. The teacher asks the students to collect the paper</p> <p>b. The teacher motivates the student</p>	<p>e. teacher's question</p> <p>2. Elaboration</p> <p>d. Listen to the teacher's explanation</p> <p>e. Ask question if there are any</p> <p>f. Answer the teacher's question</p> <p>3. Confirmation</p> <p>a. Collect the paper to the teacher</p> <p>b. Listen to the teacher's motivation</p>	
3	<p>C. Closing Activities</p> <p>1. The teacher summarizes the lesson</p> <p>2. The teacher praises what the students did</p> <p>3. The teacher says thank you and good bye</p>	<p>A. Closing Activities</p> <p>1. Listen to the teacher's summarize and praises</p> <p>2. Say thank you and good bye</p>	

II. Media

A. Source of Material

1. Interlanguage, an English Course book for senior High School Students Year X, publisher : Grasindo

B. Teaching Aids

1. Magazine

a. Evaluation

Technique	Instrumen form	Instrument
Speaking	Class task	Everyone answer the question from the teacher

LESSON PLAN

Subject : English
Class : VIII
Semester : II
Skill : Writing
Topic of Discussion : Snake Princess
Time Allocation : 2 X 45 Menit

I. Competence Standard

1. Understand the meaning in short functional teks and monologue text in form of magazine authentic material in narrativ text and procedure in the daily life context.

II. Basic Competence

1. Responding the meaning in the short functional text and text in form of narrative text and procedure.

III. Learning Objectives

1. Students are able to tell about their sequence events
2. Students are able to make a simple narrative text

IV. Indicators

1. Stusents are able to tell about their sequence events
2. Students are able to make a simple narrative text

V. Learning Materials

1. Narrative text

Characteristic using to produce language and express idea, feeling and opinion

2. Language Features of Narrative

1. Focusing of specific and usually individualized participant.
2. Using relational and mental processes.
3. Using temporal conjunctions and temporal circuntances.

4. Using past tense
5. Using verbal processes
6. Using materials processes.

Example

Snake Princess

In an area called Simanulung, North Sumatra today, stood a kingdom. The king was ruled by a wish king. The king has a beautiful daughter. The king’s daughter was famous for her beauty. Not only in the kingdom, the beauty of the princess is also well known across the country wants to marry the daughter of the king in the Simanulung area.

The young king family discussed with his advisors to marry the princess. The king confirmed again whether a princess was very beautiful to his advisors. All of the king’s advisers simultaneously confirmed this fact. They also agreed that the princess should be made empress by the young king. Given that king also has a handsome face and the princess has a beautiful face. All the people will be happy if the king is side by side with a beautiful empress.

VI. Learning Method

Explanation, asking question and exercise

VII. Learning Steps

No	Teacher’s Activities	Student’s Activities	Time Allocated
1	<p>A. Opening Activities</p> <ol style="list-style-type: none"> 1. Greet the students 2. Checking the students’ attendance 3. Checking their readiness “ are you ready to have English 	<p>A. Opening Activities</p> <ol style="list-style-type: none"> 1. Greet the teacher 2. Listen and raise their hand 3. Answer the teacher 	

	lesson?"		
2	<p>B. Main Activities</p> <p>1. Exploration</p> <p>a. Asks some students about the last meeting about narrative text</p> <p>2. Elaboration</p> <p>a. The teacher explains the material (about narrative text and the language features of narrative text)</p> <p>b. The teacher gives chances to ask questions dealing with the material</p> <p>c. The teacher gives the question to the students</p> <p>3. Confirmation</p> <p>1. The teacher asks the students to collect the paper</p> <p>2. The teacher motivates the student</p>	<p>B. Main Activities</p> <p>1. Exploration</p> <p>a. Answer the</p> <p>b. teacher's question</p> <p>2. Elaboration</p> <p>a. Listen to the teacher's explanation</p> <p>g. Ask question if there are any</p> <p>h. Answer the teacher's question</p> <p>C. Confirmation</p> <p>1. Collect the paper to the teacher</p> <p>2. Listen to the teacher's motivation</p>	
3	<p>C. Closing Activities</p> <p>1. The teacher summarizes the lesson</p> <p>2. The teacher praises what the students did</p> <p>3. The teacher says thank you and good bye</p>	<p>C. Closing Activities</p> <p>1. Listen to the teacher's summarize and praises</p> <p>2. Say thank you and good bye</p>	

VIII. Media

A. Source of Material

1. Interlanguage, an English Course book for senior High School Students Year X, publisher : Grasindo

B. Teaching Aids

1. Magazine

b. Evaluation

Technique	Instrumen form	Instrument
Speaking	Class task	Everyone answer the question from the teacher

APPENDIXES 5

**Pictures of researcher interviewed the teacher and students of MTs Nurul Ali
Jember**



KIAI HAJI ACHMAD SIDDIQ
Interview with teacher about magazine Authentic materials narrative text
J E M B E R

APPENDIXES 6

Teaching student about magazine authentic materials



Student 1

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Student 2

Pictures student learning

Learning magazine authentic material narrative text



APPENDIXES 7

Pictures Student "Worksheet the Eight Grade of MTs Nurul Ali

Jember

(Snake Princess)

Night and day, the winter sun seems already for several night that she was so rough until she arrived at Sultan Sea beach. She stood up and saw the breadth of the sea and was like hearing a voice whispered by high into the sea. When she followed that voice and her body followed it until, her body was recovered. She became a beautiful woman. She took the sea and establish a great and beautiful kingdom. Now, she is called as Ratu Laut Selatan (Queen of South Sea).

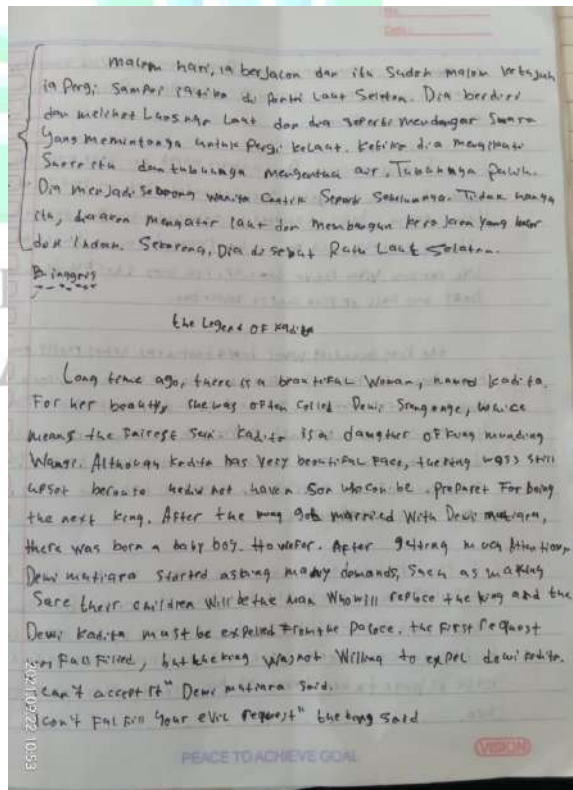
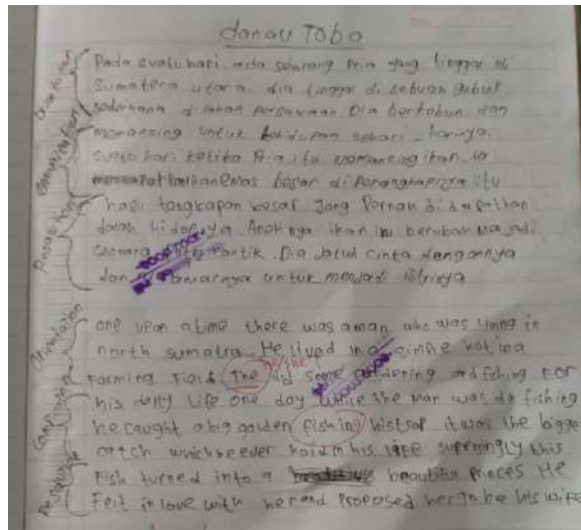
Knowing the nature of the king, Dewi Sinta was surprised to know that the king's mother is already disappeared. Plus, she was a revenge on her heart.

The next morning, Dewi Sinta asked her past lover to come with her name was Jaka. She commanded him to send her to the kingdom. Jaka accepted he couldn't when Dewi Sinta was sleeping tranquilly, wind entered her room, then a small boat, like an eye. When Dewi Sinta woke up, she was shocked that her body was full of scars and it was so bad.


The king's messenger heard that news, he was really sad. He knew that when Dewi Sinta suffered was not a common disease but that was with a curse. He assumed that Dewi Sinta was a demon. However, it was difficult to prove he had to decide in the last condition. He was confused that he had to decide in the residence of his adviser, her daughter had to be born in a order not to be disgrace.


Then Dewi Sinta when she was a girl, who was found from the people's house. Her heart was broken. She cried. But, she still believed that God would not let her be abused by the others. God's help was a cure soon and she was not allowed to have and she felt love in her heart as her friend never ever told her.

(Danau Toba)



APPENDIXES 9

**YAYASAN SOSIAL DAN PENDIDIKAN ISLAM**
MADRASAH TSANAWIYAH NURUL ALI
SUMBERBULUS – LEDOKOMBO – JEMBER
STATUS : TERAKREDITASI
NSM : 121235090073 NPSN : 20581510


Jl. Beringin No. 12 Sumberbulus-Ledokombo-Jember 68196 Tlp. (0331)7812013/081357905026. Email : mtsnurulali@yasion.com

SURAT KETERANGAN
Nomor : 007/A.2/B/PP.A2/V/2023

Yang bertandatangan dibawah ini, Kepala Sekolah MTs Nurul Ali Jember:


Nama : Halim Firdausi
NIP : -
Jabatan : Kepala Sekolah MTs Nurul Ali Jember

Dengan ini kami menerangkan bahwa mahasiswi berikut :

Nama : Kholisah
NIM : T20176046
Prodi/Jurusan : TBI (Tadris Bahasa Inggris)
Fakultas : Tarbiyah dan Ilmu Keguruan
Universitas : UIN KH. ACHMAD SHIDIQ JEMBER

Yang bersangkutan telah selesai mengadakan penelitian di Mts Nurul Ali Jember pada tanggal 15 Januari -18 Februari 2023, dengan judul : "The Use Of Authentic Materials In Writing Narrative Text At 2nd Grade Students Of Nurul Ali Jember" di lingkungan lembaga kami MTs Nurul Ali Jember
Demikian, atas pemberitahuan dan kerjasamanya di sampaikan terima kasih.

Kepala Madrasah,
MTs Nurul Ali Jember


Halim Firdausi, S.Pd.I.

APPENDIXES10

RESEARCH JOURNAL'S ACTIVITIES

Nama : Kholisah
NIM : T20176046
Title : The Use of Authentic Materials In Writing Narrative Text
At 2nd Grade Madrasah Tsanawiyah Nurul Ali Jember
Location : MTs Nurul Ali Jember

No	Day Date	Activity	Inisial
1	Monday, 15 January 2023	The researcher Gives a "Surat permohonan" to the school	K
2	Sunday, 16, January, 2023	The researcher was giving the research permission letter	K
3	Tuesday, 17 January, 2023	The researcher interviewed the teacher	K
4	Tuesday, 18 January 2023	The researcher analyzed students' writing narrative text	K

Kepala Sekolah



Halim Firdausi S.Pd.I

APPENDIXES11

CURRICULUM VITAE



Personal Information

Name : KHOLISAH
SRN : T20176046
Gender : Female
Religion : Islam
Place, Date of Birth : Jember, 5 May 1998
Address : RT 001 RW 017, Sumberbulus, Ledokombo, Jember, 68196.
Departement/Majors : English Education Departement
Faculty : Education and Teacher Training Faculty
Email Adress : kholisah223302@gmail.com

Education Background

- a. SD Negeri Sumber Lesung 05 (2005-2010)
- b. SMP Negeri 01 Ledokombo (2010-2013)
- c. SMA Nurul Islam Jember (NURIS) (2013-2016)
- d. UIN KH Achmad Siddiq Jember (2017-2023)