**Designing Worksheet Using Authentic Material**

**to Teach Reading Based on Discourse View**

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***Abstract***

*Reading process is not only an activity of pronouncing sentences but it tends to comprehensive process in understanding text and context of a certain topic. For instance, when we are reading a text about travelling we are trying to understand the vocabulary of the topic by recalling our knowledge to the topic. In teaching and learning process, reading is categorized as productive skill. This skill demands the students and the teachers to be more active in finding and giving information. The most authentic and real information can be obtain from authentic materials. Therefore, authentic materials (brochure, news paper, and leaflet etc) can be used as teaching media. However, the implementation of authentic material in teaching and learning process can be misleading, it is because authentic material provides reality level of English, up-to-date, provide certain context and directly relevant to certain need. In this case, teacher needs to arrange the activity for teaching and learning process more understandable contextually and lexically. This research is conceptual study of designing activity in the classroom through worksheet. The worksheet is designed based on discourse analysis. Therefore, the worksheet consists of three activities. The first activity starts from the small think of the text, lexis. Activity 1 and 2 tries to measure students’ ability in identifying reiteration lexis, synonym. Activity 3 is considered as macro skill, it tries to measure student ability in finding information explicitly and implicitly. Activity 4 is also macro skill of reading. In this activity students are encouraged to recognize the communicative function of written text according to form and purpose*

***Keywords****: Worksheet, Authentic Materials, Reading, Discourse Analysis*

***Abstrak***

*Proses membaca tidak hanya merupakan kegiatan mengucapkan kalimat tetapi cenderung proses yang komprehensif dalam memahami teks dan konteks topik tertentu. Misalnya, ketika kita membaca teks tentang perjalanan kami mencoba untuk memahami kosakata topik dengan mengingat pengetahuan kita ke topik. Dalam proses belajar mengajar, membaca dikategorikan sebagai keterampilan produktif. Keterampilan ini menuntut para siswa dan guru untuk lebih aktif dalam mencari dan memberikan informasi. Informasi yang paling otentik dan nyata dapat diperoleh dari bahan otentik. Oleh karena itu, bahan otentik (brosur, surat kabar, dan leaflet dll) dapat digunakan sebagai media pembelajaran. Namun, pelaksanaan materi otentik dalam proses belajar mengajar bisa menyesatkan, itu karena bahan otentik memberikan tingkat realitas bahasa Inggris, up-to-date, memberikan konteks tertentu dan langsung relevan dengan kebutuhan tertentu. Dalam hal ini, guru perlu mengatur kegiatan proses belajar mengajar lebih dimengerti secara kontekstual dan leksikal. Penelitian ini merupakan studi konseptual merancang kegiatan di dalam kelas melalui lembar kerja. Lembar kerja ini dirancang berdasarkan analisis wacana. Oleh karena itu, lembar kerja terdiri dari tiga kegiatan. Kegiatan pertama dimulai dari think kecil teks, lexis. Kegiatan 1 dan 2 mencoba untuk mengukur kemampuan siswa dalam mengidentifikasi pengulangan lexis, sinonim. Kegiatan 3 dianggap sebagai keterampilan makro, ia mencoba untuk mengukur kemampuan siswa dalam mencari informasi secara eksplisit dan implisit. Kegiatan 4 juga keterampilan makro membaca. Dalam kegiatan ini siswa didorong untuk mengenali fungsi komunikatif teks tertulis sesuai dengan bentuk dan tujuan*

***Kata kunci****: Lembar Kerja, Bahan Authentic, Reading, Analisis Wacana*

1. **Introduction**

Reading is the practice of using text to create meaning (Johnson, 2008). Reading is an activity that lead reader obtains meaning from the text. Some experts argue that gaining meaning of the text passes through a complex process. Therefore, they also state that reading is a complex process that encourage the reader bounded in to certain context (Schoenbach, Greenleaf, Szicko,&Hurwitz, 1999). It is a complex process because when we are reading, there is a process of encouraging the readers to understand and recall their knowledge to a certain topic. For instance, when we are reading a text about travelling we are trying to understand the vocabulary of the topic by recalling our knowledge to the topic. Furthermore, this process also bound the readers in to the context of a certain topic. So, reading process is not only an activity of pronouncing sentences but it tends to comprehensive process in understanding text and context of a certain topic.

Reading activity can improve some skills of a reader. It is stated that, there are many advantages of reading activity for the readers, such as; improving analytical thinking, increasing vocabulary and improving writing skill. Cunningham and Stanovich (2007) have found that analytical thinking is boosted by reading. Readers improve their general knowledge, and more importantly are able to spot patterns quicker. If you can spot patterns quicker, your analytical skill is increase. Furthermore, reading also increases our vocabulary than direct conversation (Cunningham & Stanovich, 2007). Therefore, by mastering vocabulary will lead readers to improve their writing skill.

Finally, reading activity is a complex process that leads readers to gain meaning from the text. This complex process gives many advantages to the readers. Reading activity can improve readers’ thinking to become more analytic. In addition, it also improve reader’s vocabulary as well as writing skill.

1. **Theory**
2. **Reading theories**

There are three theories of reading, bottom-up, top-down, and interactive model of reading (Varaprasad, 2009: 1). The bottom-up approach focuses on language elements such as grammar, vocabulary and cohesion, while the top-down approach includes a focus on background knowledge about content and organization, generally referred to as content and formal schemata respectively. A combination of these two approaches is generally known as the Interactive Model of Reading.

Understanding reading theories is very important for language teacher. Teacher who masters the theory will teach reading skill easily. Moreover, it is also useful for student, in order to increase their technique in reading comprehension. In this case, teacher can use the theory to design the teaching and learning process. Teacher can design students’ worksheet from the theories. For instance, designing reading worksheet with bottom-up theory, from this theory teacher start from the small part of the text, it can be grammar and lexical. Then it goes up to the highest level, understanding the content of the whole text.

1. **Authentic Material**

Authentic materials are any texts written and oral by native speakers for native speakers (Heitler, 2005). Meanwhile, according to Jacobson, Degener and Gates (2003) authentic material is printed materials used in ways that they would be used in the lives of learners outside of their education classes. Moreover, authentic material is written and oral material that is made by speaker of target language for non-teaching learning purpose. Furthermore, the source of authentic materials can be from, radio, TV, brochure, leaflet and etc.

Moreover, authentic material for teaching EFL reading skill is very important. Authentic material provides reality level of English, up-to-date, provide certain context and directly relevant to certain need (Jacobson, Degener & Gates, 2003). For instance, Real Business English – that is, English as it is used by business people to communicate with other businesspeople – English that has not been made especially easy for learners – can be a great motivator. Moreover, materials that are always up-to-date and topical have their own reason for being read with interest. They not only practice English, they also update our learners so that, at the end of their English lessons, they are better informed. Furthermore, Authentic materials from a particular source type, such as The Economist, tend to work in consistent areas of language, so after a while, students who practice reading The Economist will become experts, not only in reading The Economist but also in reading other English language business publications. Authentic materials also provide us with a source of up-to-date tools that can be directly relevant to certain English learners’ needs.

1. **Discussion**

I select authentic material (brochure) because authentic material provide natural language, up-to-date, provide certain context and directly relevant to certain need. Therefore by using authentic material the student will have chance to read the real language used in the real communication which is held in a certain context. It is in line with the discourse concerns, which focus on studying the relationship between language and the contexts in which it is used (Mc Carthy, 1991: 5). Moreover, by using brochure as the authentic material, I will measure micro and macro skill of reading. According to Mc Carthy (1991: 168) micro and macro level is used to see the discourse dimension. Furthermore, the micro skill I measure is lexical cohesion. There are two main concerns of lexical cohesion, reiteration and collocation (McCarty, 1991:65). In this case, I focus on reiteration which relate to synonym. Meanwhile, the macro skill I measure in the worksheet the usage of a battery of reading strategy such as scanning and skimming.

Moreover, the design of the worksheet uses bottom-up approach. However, before doing the activity, I try to do pre-reading by engaging in to a text student by using schemata theory. Mc Carthy (1991: I68) states that schemata theory has significant role in emerging background knowledge of students to make sense of the text. Furthermore, I start the activity with the small think of the text, lexis. Activity 1 and 2 tries to measure students’ ability in identifying reiteration lexis, synonym. Mc Carthy (1991: 65) states that exploring reiteration lexis will give meaningful, controlled practiced and improve text-creating and decoding ability, and providing the learner with varied context of using and practicing vocabulary. Activity 3 is considered as macro skill, it tries to measure student ability in finding information explicitly and implicitly. In this activity I try to explore students’ ability in scanning and skimming. Moreover, in activity 4 is also macro skill of reading. In this activity students are encouraged to recognize the communicative function of written text according to form and purpose.

Hopefully, by these activities students are able to do scanning and skimming to find information in the text. Moreover, students are able to recognize communication function of the text through, identifying lexical cohesion, form of the text and purpose of the text. Therefore, by understanding those, student is applied English as communication and they will easily communicate the language in broader community.

**Teaching Steps**

|  |  |
| --- | --- |
| Level | X/ Senior High School |
| Skill | Reading |
| Time Slot | 90 Minutes |
| Objective | * Students are able to find information from the text by scanning and skimming * Students are able to understands the vocabulary used in a certain text or context * Students are able to identify the purpose of brochure * Students are able to understand the elements of brochure |
| Teaching Media | * Brochure * Worksheet * LCD projector |
| Procedures | |
| Opening  (15 minutes) | * Greeting * Checking the attendance * Encouraging the student |
| Pre-reading  (15 minutes) | * Activating students’ schemata about the text (brochure) by presenting example of brochures on the screen * Teacher gives explanation about brochure * Teacher gives model on how to find information on the text by scanning and skimming. |
| While-reading  (30 minutes) | * Teacher shares the brochure and the worksheet to the students * Students read the brochure * Student do activity 1, Match the words as synonym and answering the questions * Students do activity 2, answering the questions based on the text by scanning and skimming. * Students do activity 3, designing brochure. * Students do activity 4, answer the questions as the conclusion. |
| Post Reading  (15 minutes) | * Teacher divide the students in to several groups (number head) * Students do peer correction and discussion * Teacher gives feedback |
| Closing  (15 minutes) | * Teacher asks the problem encountered during the activities * Teacher concludes and giving overview about the lesson * Teacher close the class and greeting |

**Worksheet**

**Activity 1**

1. **The following words are synonym, match them! (one word can be more than one synonym)**

Activity Explore Adventure Fabulous Fascinating Rejuvenation Exciting Relax Sightseeing

1. **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**
2. **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**
3. **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**
4. **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**
5. **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**
6. **Fill in the blank with the appropriate words!**

A. Lounge B. Witness C. Luggage

D. Fascinating E. Luxurious F. Escort

1. The tour guide ………....... the foreign tourist to go around the city.
2. The tourists put their……………. In the cupboard
3. Foreign tourist prefers to stay in JW Marriot hotel than in Sahid Hotel. It is because JW Marriot is ………….. hotel
4. Jw Marriot hotel has big …………. for the guest.
5. Bali has many …………. beaches.

**Activity 2**

1. **Read the brochure and answer the following questions!**
2. What does Balibound offer to the tourist?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. What can the tourist do in Kintamani volcano?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Where can we play pool voleyball?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. How much money do the tourist spent for Kintamani volcano trip?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Where can the tourist enjoy BBQ lunch?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Do the tourist gets full day trip in rafting activity?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. How long do we enjoy spa service?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Where can we enjoy the activity with our children?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Will the tourist gets lunch service in all activities?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. How much money does the tourist spend for all activities?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. **Put (T) if the statement is true and put (F) if the statement is false!**

|  |  |  |
| --- | --- | --- |
| 1. | Balibound offers five outdoor activities to the tourist |  |
| 2. | We can enjoy water sport in Lambongan island |  |
| 3. | The tourist will get lunch service in Kintamani volcano trip |  |
| 4. | The tourist can enjoy sandy beaches in ocean rafting trip |  |
| 5. | White water rafting trip offers cave exploration |  |
| 6. | Kintamani volcano trip will close the tourist to the rice field |  |
| 7. | The spa service duration is only on 120 minutes |  |
| 8. | We will spend $358 to all activities |  |
| 9. | Balibound offers a fullday personal butler |  |
| 10. | Ballibound provide online reservation |  |

**Activity 3.**

**Design your brochure by using the following sentences. You can add appropriate sentences or pictures to make the brochure interesting.**

Located on the northern shore of Lombok

Room facilities

$ 345 per night including breakfast

Visit www.novotel.com

Ceiling fan

Price guide

Cable TV

Fridge

More information:

Novotel Lombok

**Activity 4**

**Answer the following questions!**

|  |  |  |
| --- | --- | --- |
| 1. | Where can you find brochure? |  |
| 2. | What things are there on the brochure? |  |
| 3. | What is the purpose of brochure? |  |

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