

**STUDENTS' PROBLEM IN COMPREHENDING SPECIFIC
TERM ABOUT AUTHENTIC TEXT MATERIAL FOR
SECOND GRADE OF SMPN 3 LANGSA**

THESIS

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**STUDENTS' PROBLEM IN COMPREHENDING SPECIFIC TERM
ABOUT AUTHENTIC TEXT MATERIAL FOR SECOND GRADE OF
SMPN 3 LANGSA**

ABSTRACT

This research entitled “*Students’ Problem In Comprehending Specific Term About Authentic Text Material For Second Grade of SMPN 3 Langsa*”, aims to find out students’ analysis of specific terms found in authentic text material and students’ problem in comprehending specific term about authentic text material. The participants of this study were thirty three students of second grade students of SMPN 3 Langsa. The method used in this research was qualitative research. This method allowed the researcher to analyze, categorize and interpret the data. In describing the findings, the writer used Miles and Huberman model. The data were gathered by spreading and collecting the result of questionnaire. The researcher used open ended questionnaire in this research. The questionnaire result showed that the participants found out the problems in comprehending specific term about authentic text material. Based on the data display, the result of students’ problem are: fourteen students encountered problem in lack of vocabulary and meaning, eleven students encountered problem in not understand about the meaning and eight students encountered problem in unfamiliar words in the text. To sum up, the writer hope the students are able to comprehend specific term about authentic text material. Than, the writer hope, this thesis useful for the students and the writer.

Key words: *Students’ problem, specific term, authentic text material*

CHAPTER I

INTRODUCTION

A. Background of Study

Authentic materials are common things we find in teaching English nowadays. Many teachers provide authentic materials than use textbook for supporting their teaching process. They try to achieve the goal of learning language. By using authentic materials, students will face different atmosphere when they learn a foreign language.

According to Morrow as cited in Ambigapathy, authentic text as the language produced by a real speaker or writer for a real audience which is expected to express a real message.¹ It means that, to help students learn English better, teacher should prepare them to communicate with the outside world. Authentic materials enable learners to interact with the real language and content rather than the form. Learners feel that they are learning a target language as it is used outside the classroom.²

Furthermore, Jack C. Richard quoted from Phillips, Shettlesworth, Clarke and Peacock stated that authentic materials have good effects to motivate the students. First, authentic materials give authentic cultural information about the target language. Second, they also provide exposure to real language and relate

¹ Ambigapathy, *A Review on the Effectiveness of Using Authentic Materials in ESP Courses* Zahra Zohoorian Vahid baghbab Islamic Azad University of Mashhad Professor Ambigapathy, Pandian University of Science Malaysia, English for Specific Purposes World, Issues 31 Volume 10, 2011, p.4.

² Sacha Anthony Berardo, *The Use of Authentic Materials in Teaching of Reading*, The Reading Matrix Vol.6 No.2 September 2006, p. 62.

more closely to students' need. The last, they can support a more creative approach teaching.³

Eventhough the authentic materials provide a students' learning in order to introduce them about the 'real' English' in use, it causes several problems especially for the students. It is because the authentic materials are different for created materials in that they are not produced as pedagogical purposes. Jack C. Richard stated that authentic materials often contain difficult language and unneeded vocabulary items.⁴

In learning authentic text, students will find specific terms in english language. The word "specific" is relating to one thing and not others;particular,⁵ meanwhile the word "term" is a word or expression used in relation to a particular subject, often to describe something official or technical.⁶ In short, specific term is a particular word or expression to describe something official or technical in English learning.

However, to notice students' comprehension about specific term about authentic materials, they should write their understanding in form of written text. Writing is a productive skill used by students to explain,describe or share everything either in personal or general idea. Some students think that writing is difficult because they find problems when they want to write. It is supported by

³Jack C. Richard, *Curriculum Development in Languange Teaching* (Cambridge : Cambridge University Press, 2001), p.219.

⁴ Jack C. Richard, *Curriculum Development in Languange Teaching*,220.

⁵Cambridge Dictionary,Meaning of "Specific" in the English Dictionary <http://dictionary.cambridge.org/dictionary/english/specific?fallbackFrom=british-grammar>, accessed on 18 May 2017

⁶Cambridge Dictionary, Meaning of "term" in English Dictionary, <http://dictionary.cambridge.org/dictionary/english/term?fallbackFrom=british-grammar>

Tangerporm's statement, he stated that writing is the most complex skill which needs suitable language use and vocabulary which are combined in good organization in order to make the reader understand the writing product.⁷

In this study, the researcher does the research at SMPN 3 Langsa, at second grade level. It is because in this level there are several teachers having used authentic materials for their teaching. The another reason why researcher chose this school because the researcher conducted *Praktik Pengalaman Lapangan* (PPL) in this school. The researcher ever taught in second grade and spread papers contain song lyric. The researcher asked the students to translate the meaning from the text. The result is students get confused to comprehend it because it is a kind of authentic text material.

The last, the researcher hopes to know more about the problems of the students and the factors caused the problems. This study will be very useful for other English teachers who are going to use authentic material in teaching English in order to anticipate the several problems when using the authentic text material.

Based on the statement above, the problems of using authentic text material in comprehending specific term are very important and interesting to know and analyzed. Therefore, the writer decided to conduct a research entitled "*Students' Problem in Comprehending Specific Term about Authentic Text Material for Second Grade of SMPN 3 Langsa*"

⁷ Thanatkun Tangpermpoon, *Journal : Integrated Approaches to Improve Students Writing Skills for English Major Students*, ABAC Journal Vol 28, No.2, May-August 2008,p.1

B. Research Questions

Based on the background above, this study answered the following research questions:

1. How are the analysis of specific terms found in the authentic text material?
2. What are the problems of the students when comprehending specific terms about authentic text material?

C. The Objectives of Study

Based on the background above, the objectives of the study are:

1. To analyze the specific term found in the Authentic Text Material.
2. To investigate the factors of the problems of students when comprehending specific terms about authentic text material.

D. The Significance of Study

Based on the objectives of the study, the researcher expects the benefit of this study are:

1. For Students

To determine students' problem in comprehending specific terms about authentic text material.

2. For Teachers

To investigate students' problem in comprehending specific terms and what factor caused it. It also can be a motivator to the teachers to use

authentic text materials, because the benefit of using the authentic text material is much bigger and much more important than the difficulties.

3. For Other Researcher

This research will also be useful for the next researchers who want to take the use of authentic text materials especially about specific term as their subject research. This research will be very helpful for them to know the difficulties in using authentic text material.

Therefore, they can avoid some problems during their research. The researchers will be more careful before using the authentic text materials when they read this study.

E. Scope and Limitation of the Study

According to the subject of the study “Students’ Problem in Comprehending Specific Term about Authentic Text Material for Second Grade of SMPN 3 Langsa”, the most important thing in this study is to know the problems of the students in comprehending specific terms about authentic text materials. This study does not talk about the use of specific terms in authentic text materials or the effectiveness of the authentic text materials, but this study will talk more about the problems of students in comprehending specific term when teachers using authentic text materials.

This study is also limited only for the classroom who have ever practiced using authentic materials for teaching English. It is because they would know much about the problems of using authentic text materials. In this research, the

writer will take the sample of students who have learned by using authentic text materials for their learning process at second grade students of SMPN 3 Langsa.

F. Terminology

The most important things that the writer has to explain here from the subject of the studies are:

1. Specific Term

Specific Term is a particular word or expression that has a precise meaning in some uses or peculiar to a science, art, profession, or subject. In this research this definition refers to proper nouns. Proper noun is a word that names a person, place, or thing.⁸ It is spelled with an initial capital letter, and if the proper name consists of more than one word, e.g., *the Statue of Liberty*, then all the major words are spelled with initial capital.

In summary, proper nouns are specific names. Specific details make what writer is communicating clearer. The more particulars writer include, the clearer his /her message becomes.

2. Authentic Text Materials

Authentic materials are language that were originally intended for native speakers, not second language learning.⁹ Rogers defines authentic material as “appropriate” and quality in terms of goals, objectives, learner

⁸ Gerald P. Delahunty and James J. Garvey, *The English Language: From Sound to Sense*, (Colorado: Parlor Press, 2010), p.155

⁹ UCLA International Institute, UCLA Language Materials Project, Authentic Materials, <http://www.lmp.ucla.edu/lessons.aspx?menu=003>, accessed on 19 May 2017.

needs and interest and “natural” in terms of real life and meaningful communication.¹⁰ In conclusion, authentic text materials are reading text that written by native speaker. The goal of using authentic material is to help feel the real world of communication and guide learners toward the language they need for their particular context.

¹⁰ D Tamo, *The Use of Authentic Materials in Classrooms*, LCPJ Article Vol.2, 2009,p.74.

CHAPTER II

REVIEW OF LITERATURE

A. Authentic Material

1. The Definition of Authentic Material

According to McDonough and Shaw as cited in Murdoch, authenticity can be described as “ a term which loosely implies as close an approximation as possible to the world outside the classroom, in the selection both of language material and of the activities and methods used for practice in the classroom.”¹¹

According to Breen, there are four types of authenticity. These are:¹²

- a. Authenticity of learners: refers to the ability of learners to interpret the meaning present in the text like the native speakers do in the in the real world.
- b. Authenticity of the tasks: refers to the chosen tasks provided for the learners to be engaged in an authentic communication and authentic aims for learning.
- c. Authenticity of the classroom: the most important role of the classroom is to enable the learners to experience “public and interpersonal sharing of content of language learning, the sharing of problems with such content, and revealing of the most effective means and strategies to overcome such problems.

Nunan defines authentic materials as spoken or written language data that has been produced in the course of genuine communication, and not specifically written for purpose of language teaching.¹³ In fact, in his teaching he encourages

¹¹ Yvette Murdoch, *Using Authentic Texts in The Language Classroom*, (University of Birmingham: Centre for English Language Studies., 1999), p.2

¹² Rashid Hamed Al-Azri and Majid Hilal Al-Rashdi, *The Effect of Using Authentic Materials In Teaching*,p. 250

¹³ Gail K.Oura, *Authentic Task-Based Materials: Bringing The Real World Into the Classroom*, Portland State University: Research Gate Article, 2008), p.67

his students to bring into the classroom their own samples of authentic language data from “real world” context outside of the classroom. They practice listening to and reading genuine language drawn from many different sources, including TV and radio broadcast, taped conversation, meetings, talks, and announcements. They also read magazines stories, hotel brochures, airport notices, bank instructions, advertisements and a wide range of other written messages from the “real world” in situations as they occur.

Furthermore, according to Herod as cited in Al- Azri and Al-Rashdi, authentic learning and ‘material and activities’ are designed to imitate the real world situations.¹⁴

Jacobson sees authentic materials as printed materials, which are used in classroom in the same way they would be used in real life.¹⁵

From the those explanation we can conclude that authentic material is a material that we can use with the students in the classroom and that have not been changed in any way for EFL students.

¹⁴ Rashid Hamed Al-Azri and Majid Hilal Al-Rashdi, *The Effect of Using Authentic Materials In Teaching*, (International Journal of Scientific & Technology Research Volume 3, Issue 10, October 2014), p.250

¹⁵ Rashid Hamed Al-Azri and Majid Hilal Al-Rashdi, *The Effect of Using Authentic Materials In Teaching*, p.250

2. Types of Authentic Material

Teaching materials are very essential part of teaching and learning a foreign language. These days, the resources for teaching materials are available for everybody. The internet is regarded as a very important and rich source for authentic materials. Genhard, classified authentic materials into three categories as follows:¹⁶

- a. Authentic listening materials, such as radio news, cartoon,songs,etc.
- b. Authentic visual materials, such as street signs, magazines and newspaper pictures, post cards,etc.
- c. Authentic printed materials, such as sports reports,newspaper,restaurant menus,train tickets,etc.

According to Sally Ianiro, there are two categories of authentic materials-print and auditory.¹⁷ Some examples of the many types of authentic print materials include:

- | | |
|------------------|--------------------|
| a. Utility bills | i. Traffic Tickets |
| b. Packing slips | j. Greeting cards |
| c. Order forms | k. Calendars |
| d. ATM screens | l. Report cards |
| e. ATM receipts | m. TV guides |
| f. Websites | n. Food labels |
| g. Street signs | o. Magazines |

¹⁶ Rashid Hamed Al-Azri and Majid Hilal Al-Rashdi, *The Effect of Using Authentic Materials In Teaching*, p.251.

¹⁷ Sally Ianiro, *Professional Development No.1 Authentic Materials*, (American Institutes For Research: Developed by the California Adult Literacy Professional Development Project (CALPRO) September, 2007).

h. Coupons

p. Newspaper

Examples of the auditory materials includes:

a. Phone messages

e. Movies

b. Radio broadcasts

f. Videos and DVDs

c. Podcasts

g. Television programs

d. E-book

Gebhard gives more examples of authentic materials EFL/ ESL teachers have used. Some of his examples, which may serve as source material for lesson planing, are shown below:¹⁸

a. Authentic Listening / Viewing Materials—TV commercials,quiz shows,cartoons,news clips,comedy shows, movies,soap operas,professionally audio-taped short stories and novels,radio ads,songs, documentaries, and sales pitches.

b. Authentic Visual Materials—slides, photographs, paintings, children’s artwork,stick-figure drawings, wordless street signs,silhouettes,pictures from magazines,ink blots,postcard pictures, worldless pictures books, stamps,and X-rays.

c. Authentic Printed Materials-newspaper, movie advertisements,astrology columns,sport reports, obituary columns,advice columns,lyric to songs, restaurant menus, street signs,cereal boxes, candy wrappers,tourist information brochures,university catalogs, telephone books,maps TV

¹⁸ Gail K.Oura, *Authentic Task-Based Materials: Bringing The Real World Into the Classroom*,p.67

guides, comic books, greeting cards, grocery coupons, pins with messages and bus schedules.

d. Realia (“Real World” objects) used in EFL/ ESL Classroom—coins and currency, folded paper, wall clocks, phones, Halloween masks, dolls, and puppets, to name a few. (Realia are often used to illustrate points very visually or for role-play situations).

B. Authentic Text Material

1. The Definition of Authentic Text Material

According to Chazal, An authentic text is usually taken to mean a text which was not written for the language classroom, and which hasn't been messed with – it retains its original vocabulary and grammar, and bits of the text have not been cut out.¹⁹

According to Harmer as cited in Taylor, Authentic texts (either written or spoken) are those which are designed for native speakers: they are real texts designed not for language students, but for the speakers of the language in question.²⁰

Its mean that the using of Authentic Text Material is not for language teaching purpose but nowadays many teachers in EFL teaching classroom use this material to prepare their students to face the real situation about the language they learn.

¹⁹ Edward de Chazal, Teaching Global Blog, Using Authentic Texts in EAP Classroom, (Oxford University Press, 2014) , <https://oupeltglobalblog.com/tag/authentic-texts/> accessed on 26 May 2017

²⁰ David Taylor, TESL-EJ, *Inauthentic Authenticity or Authentic Inauthenticity?*, Vol.1 No.2 August, 1994, <http://www.tesl-ej.org/ej02/a.1.html>, accessed on 26 May 2017.

2. Types of Authentic Text Material

Sally Ianiro divides some categories for Authentic print material:²¹

- | | |
|------------------|--------------------|
| a) Utility bills | i) Traffic Tickets |
| b) Packing slips | j) Greeting cards |
| c) Order forms | k) Calendars |
| d) ATM screens | l) Report cards |
| e) ATM receipts | m) TV guides |
| f) Websites | n) Food labels |
| g) Street signs | o) Magazines |
| h) Coupons | p) Newspaper |

Gebhard also divides some categories for Authentic Print material:²²

- Authentic Printed Materials—newspaper, movie advertisements, astrology columns, sport reports, obituary columns, advice columns, lyric to songs, restaurant menus, street signs, cereal boxes, candy wrappers, tourist information brochures, university catalogs, telephone books, maps TV guide, comic books, greeting cards, grocery coupons, pins with messages and bus schedules.

²¹ Sally Ianiro, *Professional Development No.1 Authentic Materials*, (American Institutes For Research: Developed by the California Adult Literacy Professional Development Project

²² Gail K.Oura, *Authentic Task-Based Materials: Bringing The Real World Into the Classroom*, p.67

3. Benefits of Authentic Text Material

The idea of using Authentic Text material in language teaching is supported among references and many professionals in language pedagogy. According to Martinez as cited in Nematollahi and Maghsoudi, he listed the advantages of using Authentic Text Material:²³

- a. Students are exposed to real language
- b. There is a factual acquisition from most of them
- c. Textbooks do not contain inaccurate language
- d. Authentic material may be inspirational for some students
- e. One piece of text may be used for various and activities and tasks
- f. There is a wide choice of styles, genres and formality in authentic texts.
- g. They can make students eager to read for pleasure.

Furthermore, Patrick McCoy states several reasons in which authentic materials are motivating and useful to second language learners. First, one way authentic texts increase students motivation is by giving the learners the feeling that he or she is learning the “real” language.²⁴

Second, authentic materials present several opportunities to engage with language in specialized context. In particular, authentic texts have more natural examples of passive voice than EFL course books. If students keep

²³ Shirin Nematollahi and Mojtaba Maghsoudi, “The Effect of Authentic Versus Non-Authentic Texts on Upper Intermediate Iranian EFL Learners’ Vocabulary Retention”. *English Language Teaching*. Vol 8 No. 12, 2015.

²⁴ Patrick McCoy, “Using Authentic Text Materials: Keeping It Real”. accessed from ResearchGate, butions/2107853937_Patrick_McCoy, p.16

learning unsuitable model sentences for passive voice, they will never obtain naturalness in the use of the target language.²⁵

Moreover, the main advantages of using authentic materials in the classroom according to Berardo include:²⁶

1. Having a positive effect on student motivation
2. Giving authentic cultural information
3. Exposing students to real language
4. relating more closely to students' needs
5. Supporting a more creative approach to teaching

C. Specific Term

1. Specific Term In English

A specific term names a member of a group and stands for more definite, precise things or characteristics.²⁷ The word *flower* is a general term; rose is a specific word. General terms refer to groups, but specific terms refer to individuals. Context may make a word more or less specific in relation to another word. *Dog* is more specific than *animal*, less specific than *collie*. *Collie*, in turn, is less specific than *old Rover*.

²⁵ Patrick McCoy, "Using Authentic Text Materials: Keeping It Real", p.17.

²⁶ Sacha Anthony Berardo, *The Use of Authentic Materials in Teaching of Reading*, p.64

²⁷ Johnson County Community College, "Concrete and Abstract/ General and Specific". Concrete and Abstract Handout 2.

Table 2.1 Kinds of Specific Term in Sentences

Very General	Less General	More Specific	Quite Specific
Athlete	Baseball player	Yankee outfielder	Mickey Mantle
College student	Freshman	Boy in Comp class	Bill Jones
Vegetation	Tree	pickpocket	The new apple tree
Criminal	Thief		Man who stole my wallet

The students must learn not only to choose his or her words wisely but also specifically. The reader soon becomes confused and frustrated if he/ she is not given detail. The true meaning of what the author intends is obscured by general statements.

Table 2.2 General and Specific Statement in Sentences

General	Specific
He is an accomplished athlete	He is a skilled golfer
He drives an old car	He drives a 1950 Buick
The boy has a serious disease	The boy has leukimia
I have been reading a Shakespearean play	I have been reading <i>Hamlet</i>
Her grades at midsemester were	She received two failing grades.

poor.	
-------	--

Furthermore, according to Sargeant, the names of particular people, places and things are proper nouns. This definition same like Smith, He assume the actual names of people are proper noun. So are the names of states, streets, rivers, oceans, countries, companies, institutions, churches, and more.²⁸ They always begin with a capital letter.²⁹ Maurer as cited in Universitas Negeri Yogyakarta module has same perception, he stated that a proper noun is a name of a particular, individual person, place, or thing who/which is usually unique. It is written in a capital letter.³⁰

2. Types of Specific Term

a. Particular people

These people's names are examples of proper nouns. Here are the examples of people's names.

Table 2.3 Examples of People's names

No.	People's names
1.	Robin Hood
2.	Florence
3.	Nightingale

²⁸ WP Smith, "Proper Nouns". K12 Reader Reading Instruction Resourcer. <http://www.k12reader.com/term/proper-nouns/> accessed on 4 June 2017

²⁹ Howard Sargeant, *Basic English Grammar for English Language Learners Book 2*, (United State : Saddleback Educational Publishing, 2007), p.8

³⁰ Universitas Negeri Semarang Module, staff.uny.ac.id/sites/default/files/STR1.pd, accessed on 1 June 2017, p.2

4.	Mom
5.	Miss Park

The names of people who lives in a particular country are also proper nouns.

Table 2.4 names of people who lives in a particular country

Country	People	Country	People
Afghanistan	Afghans	Samoa	Samoans
Australia	Australians	New Zealand	New Zealanders
Britania	The British	Pakistan	Pakistanis
China	The Chinese	The Philipines	Filipinos
France	The French	Russia	Russians

b. Particular Places

The names of famous places, buildings and monuments are proper nouns.

Table 2.5 names of famous buildings

No.	Famous Buildings
1.	Dome of the Rock
2.	Empire State Building
3.	La Pedrera
4.	Leaning Tower of Pisa
5.	Lotus Temple

The famous monuments are proper noun. Here are the example of monuments.

Table 2.6 names of famous monuments

No.	Monuments
1.	Angkor Thom
2.	Liberty Enlightening the World
3.	The Acropolis Hill
4.	The Egyptian Pyramids
5.	The Great Wall of China

The famous places are also proper noun. Here are the examples of famous places.

Table 2.7 names of famous places

No.	Famous Places
1.	Acropolis of Athens
2.	Easter Island in the Polynesian Triangle
3.	Loch Ness
4.	Machu Pichu
5.	Mount Everest

The names of states are also proper nouns. Here are the examples of names of states.

Table 2.8 names of states

No.	Names of States
1.	Afghanistan
2.	Albania
3.	Algeria
4.	Andorra
5.	Brazil

The names of cities are also proper noun. Here are the examples of names of cities.

Table 2.9 names of cities

No.	Names of Cities
1.	Bangkok
2.	Delhi
3.	Dubai
4.	Jakarta
5.	Kuala Lumpur

The names of streets are also proper nouns. Here are the examples of names of streets.

Table 2.10 names of streets

No.	The Names of Street
1.	Bourbon Street
2.	Camden High Street
3.	Carnaby Street
4.	Champs-Elysees
5.	Chandni Chowk

The names of rivers are also proper nouns. Here are the examples of names of rivers.

Table 2.11 names of rivers

No.	The Names Of Rivers
1.	Brisbane River
2.	Colorado River
3.	Congo River
4.	Ganges
5.	Mosman River

The names of oceans are proper nouns. Here are the examples of the names of oceans.

Table 2.12 names of oceans

No.	The Names of Oceans
1.	Arctic
2.	Altantic
3.	Indian
4.	Pacific
5.	Southern

The names of companies are also proper noun. Here are the examples of company names.

Table 2.13 names of companies

No.	The Names of Company
1.	AOL
2.	Apple Inc
3.	Blackberry
4.	Circuit City
5.	Firefox

The names of Institutions are also proper noun. Here are the examples of Institutions.

Table 2.14 names of institutions

No.	The Names of Institutions
1.	Amnesty International
2.	Boy Scouts
3.	Harvard University
4.	Lions Club
5.	Montessory System

The names of restaurants are proper noun. Here are the examples of restaurant names.

Table 2.15 names of restaurants

No.	The Names of Restaurants
1.	Bakmi GM
2.	Chez Panisse Cafe
3.	Eleven Madison Park
4.	Hoka Hoka Bento
5.	McDonalds

c. Particular Things

The names of the days of week and months of the year are proper nouns.

Table 2.16 names of the days

No.	Days of the week
1.	Monday
2.	Tuesday
3.	Wednesday
4.	Thursday
5.	Friday
6.	Saturday
7	Sunday

Table 2.17 names of the months

No.	Months of the year
1.	January
2.	February
3.	March
4.	April
5.	May
6.	June
7.	July

8.	August
9.	September
10.	October
11.	November
12.	December

The names of special days and celebrations are also proper nouns.

Here are the examples of special days and celebrations.

Table 2.18 names of special days and celebrations

No.	The Names of Special Days and Celebrations
1.	April Fools Day
2.	Army Day
3.	Children's Day
4.	Earth Day
5.	Eid Mubarak

The names of brands are also proper noun. Here are the examples of brand names.

Table 2.19 names of brands

No.	The Names of Brands
1.	Apple
2.	Cadillac

3.	Garnier
4.	Hyundai
5.	IKEA

The names of animals are proper noun. Here are the examples of animal names.

Table 2.20 names of animals

No.	General	Specific
1.	Ant	Argentine Ant
		Carpenter Ant
2.	Bee	Honey Bee
		Bumble Bee
3.	Bird	Cock
		Dove
4.	Cat	Abyssinian
		American Bobtail
5.	Caterpillar	Darth Vader
		Glass Jewel

The names of movies are also proper noun. Here are the examples of movies.

Table 2.21 names of movies

No.	The Names Of Movies
1.	Alice Through the Looking Glass
2.	Anabelle
3.	Beauty and the Beast
4.	Divergent
5.	Don't Knock Twice

The names of planets are also proper noun. Here are the examples of planet names.

Table 2.22 names of planets

No.	The Names Of Planets
1.	Mercury
2.	Venus
3.	Mars
4.	Jupiter
5.	Saturn
6.	Neptune
7.	Pluto

The satellite names are proper noun. Here are the examples of satellite names:

Table 2.23 names of satellite

No.	Satellite Names
1.	Courier 1B
2.	Metop-B
3.	Relay
4.	Skylab
5.	Sputnik 1

The names of flowers are proper noun. Here are the examples of flower names.

Table 2.24 names of flowers

No.	The Names Of Flowers
1.	Aster
2.	Azalea
3.	Bellflower
4.	Camellias
5.	Cherry Blossom

The names of trees are proper noun. Here are the examples of tree names.

Table 2.25 names of trees

No.	The Names of Trees
1.	Aloe Vera
2.	Black Walnut
3.	Black Willow
4.	Cork Tree
5.	Eucalyptus

The book titles are proper noun. Here are the examples of book titles.

Table 2.26 names of book titles

No.	Book Titles
1.	Pride and Prejudice and Zombies
2.	Something Wicked This Way Comes
3.	To Kill a Mockingbird
4.	Midnight in the Garden of Good and Evil
5.	Me Talk Pretty One Day

Website names are Proper Noun. Here are the examples of website names.

Table 2.27 names of websites

No.	Website
1.	Amazon
2.	Facebook
3.	Google
4.	LinkedIn
5.	Pinterest

D. Vocabulary

A.S Hornby said that vocabulary is the total number of words which make up a language.³¹ In the other word, language is arranged by so many words and phrases. He adds that vocabulary is a collection of words or phrases in language.³² It means that vocabulary is a language component which gives information or explanation in a language terms. Vocabulary development is important for beginnning reading in that when a students sounds out a word, he or she is also determining if the word makes sense on his or her understanding of the word. If a student does not know the meaning of the word, it is difficult to check for the word that fits. Vocabulary development is also a primary determinant for

³¹ A.S Hornby, *Oxford Advance Learner's Dictionary*, (Oxford University Press, 1987),p 461

³² A.S Hornby, *Oxford Advance Learner's Dictionary of Current English*, (Oxford University Press, 1995), p.1331

reading comprehension. Readers cannot understand the content of what they are reading unless they understand the meaning of the majority of words in the text.

Moreover, David L. Shepherd said that vocabulary is one of the most significant aspects of language development.³³ From his statement, we can conclude that vocabulary is the one that must be taken into consideration in language development. Vocabulary is necessary to be learned in order to understand and able to use the target language in the form of sentences. Vocabulary learning helps learner in acquiring the language.

Furthermore, in language teaching and learning, vocabulary becomes a fundamental part in reading comprehension, writing and effective communication.³⁴ Hence, vocabulary cannot be separated from reading, writing, listening and speaking skills since it is the basic form of language and integrated with those four skills.

Based on those statements, vocabulary is a word or a sound which represents a certain meaning as a unit of utterance. It is the most important part in language learning. To achieve four skills, a student must acquire the vocabulary well, and a student needs to increase their vocabulary mastery too. It is clear that vocabulary is a fundamental of a language. So, there is no language without vocabulary.

³³ David L. Shepherd, *Vocabulary Meaning and Word Analysis, Comprehension High School Reading Methods*, (USA: Bell and Howell Company, 1973), p.39

³⁴ S. Ababneh, "Strategies Used by Jordanian University Students' in Dealing with New Vocabulary in English". *Journal Education and Practice*. Vol.4 No.4, 2013, p.1

E. The Comprehension of Specific Term in Authentic Text Material

Vocabulary is by far the easiest language feature to focus on when using authentic materials, particularly with the beginner. This is in part because there are a variety of activities that you can do for which students do not need to use much grammar or do not need any listening comprehension skill. When teachers use authentic text material, it is possible in that text contains some specific terms. If students do not understand about specific terms, it will be a problem in their learning activities.

Their comprehension about specific term will help them to understand what a writer intended in their writing. Because of this reason students' comprehension about spesific terms in authentic material is really important.

CHAPTER III

METODOLOGY OF RESEARCH

A. Research Design

Research Design is a plan or concept of the research which is created by the researcher.³⁵ In this case, this research is conducted by using a qualitative research method. Specially, it is uses a descriptive qualitative research method. It is to get data from the research subjects that need to analyze. It is because the characteristic of qualitative research method is naturalness of the data.³⁶

Ary Donald stated that qualitative research seeks to understand the phenomenon by focusing on the total picture rather than a numeric of analysis data.³⁷ It means that the most important thing in qualitative research is the depth understanding of the data. To find out the data the writer uses questionnaire. The writer uses open ended question to find out the students' problem in comprehending specific term about authentic text material. Open ended question is questions that expect respondents to write answer in form of description of a thing.³⁸ The writer uses open ended question because open questions enable respondents to write a free response in their own terms, to explain and qualify their responses and avoid the limitations of pre-set categories of response.³⁹

³⁵ Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktek*, p. 51

³⁶ Sugiono, *Memahami Penelitian Kualitatif*, (Bandung : Alfabeta, 2010), p.20

³⁷ Ary Donald, *Introduction to Research in Education*, (USA : Wdsworth Thomson Learning, 2002), p. 44

³⁸ Sugiyono, *Metode Penelitian Kuantitatif Kualitatif dan R&D*, (Bandung: Alfabeta, 2014), p.200

³⁹ Louis Cohen, Lawrence Manion and Keith Morrison, *Research Methods in Education*, (New York: Routledge, 2005), p.248

After finding data from the research subjects, the writer tabulates the data and analyzes it. The analysis is described narratively.

B. The Location and Time of Research

1. The Location of the Research

The school of research in this study was carry out for the students of second grade of SMPN 3 Langsa. It is located in Jln. Jend. Ahmad Yani , Gampong Paya Bujok Seuluemak, Kota Langsa. This school was build on 1964.

SMPN 3 Langsa has fifty two rooms. There are headmaster's room, an administration room, one teacher's room, some class rooms, a history laboratorium, a science laboratorium, a mathematic laboratorium,a computer room, a library, a cooperation room, and some other rooms are for their own purposes. This school has a large garden and beautiful view which provided by field of sports, like volley ball, badminton and basket ball.

2. The Time of the Research

The study was carried out for several times. The research was done until the researcher obtained sufficient information. This research focused on the first semester students of the second grade at SMPN 3 Langsa. The schedule of the research can be seen as the following table:

Table 3.1 the schedule of the research

NO.	TIME	ACTIVITY
1.	19 th July 2017	Asking permission from school's principle to carry out the study
2.	2 nd August 2017	Spreading and collecting the questionnaires
3.	4 th – 5 th August 2017	Analyze the data

C. The Source of Data

The data consists of two types namely primary and secondary data. The source of data is explained in detail as the following paragraph.

1. The Primary Data

The primary data is the data which is gotten by the subject of the study directly. In the collecting process of primer data, the researcher found out by spreading the questionnaires directly. The respondents are the second grade students of SMPN 3 Langsa. The second grade students of SMPN 3 Langsa with total number of students are 403. Therefore, the researcher chose 33 respondents from VIII-6 class.

Table 3.2 The total number of students

NO.	CLASS	STUDENTS	TOTAL
1.	VIII.1	32	
2.	VIII.2	35	
3.	VIII.3	35	

4.	VIII.4	35	403
5.	VIII.5	36	
6.	VIII.6	33	
7.	VIII.7	32	
8.	VIII.8	35	
9.	VIII.9	34	
10.	VIII.10	31	
11.	VIII.11	34	
12.	VIII.12	32	

2. The Secondary Data

The secondary data is which are collected by finding some books, literatures, theories which discuss about specific term, authentic text material and the documentation data of SMPN 3 Langsa.

D. Procedure of Collecting Data

1. Questionnaire

Questionnaire according Sugiyono is data collection technique that is done by giving a set of questions or written statement to the respondent to be answered.⁴⁰ Furthermore, he classified questionnaire into two types. There are open ended question and close ended question.⁴¹

⁴⁰ Sugiyono, *Metode Penelitian Kuantitatif Kualitatif dan R&D*, p.199

⁴¹ Sugiyono, *Metode Penelitian Kuantitatif Kualitatif dan R&D*, p.200

E. Techniques of Data Analysis

The explanation of analyzing data process can be seen as paragraph below:

1. Data reduction

The data reduction is summarizing, selecting the particular things, focus on the important things, finding out the term and pattern. Therefore the data which have been reduced will give the obvious prediction and let the researcher to do the next easier collecting data and gathered the remain data.⁴² In this step, the writer needs to separate the accurate data from the accurate ones. Through the data reduction, the writer may focus on the data that will be analyzed.

2. Data display

The second steps of data analyse process is data display. Miles and Huberman state in Sugiono that “looking at displays help us to understand what is happening and to do something further analysis or caution on that understanding”.⁴³

3. Conclusion

In this stage, the writer makes a conclusion. After presenting the data into table. The researcher does the last step in the data analyzing process. The next step in the process of data analyzing is data verification or making a conclusion based on the result of the presentation of the data.

⁴² Sugiono, *Metode Penelitian Pendidikan Kuantitatif Kualitatif dan R & D*, p.246

⁴³ Sugiono, *Metode Penelitian Pendidikan Kuantitatif Kualitatif dan R & D*, p.249

F. The Research Procedure

There are some steps which do by the researcher to make sure that this research is done correctly, they are:

1. Preparation

The Preparation steps:

- a. Selecting the source of the research and find out the problem of study.
- b. Collecting the literature and theories. In this case, the researcher collects the theory and literature which has relationship to the students' problem in comprehending specific term about authentic text material.
- c. Preparing instrument of the questions which that be the questionnaire guidelines. The questions have purpose to analyze the students' problem in comprehending specific term about authentic text material.
- d. Asking permission to the english teacher of SMPN 3 Langsa.
- e. Making an appoinment to do the research with the respondents.

2. The Research Process

The Research Process steps:

- a. Spreading the questionnaire for students to analyze their problem in comprehending specific term about authentic text material.
- b. Collecting the result of questionnaire from the respondent who have finished answering their questionnaire.

- c. Analyzing the data on result of questionnaire.
- d. Making conclusion of the students' problem in comprehending specific term about authentic text material.

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

A. Research Finding

According to the research questions of the study, the research finding presents the result of the research based on the research questions. They are about the analysis of specific term found in the authentic text material and the problems of the students when comprehending specific term about authentic text material.

The writer also will describe about the result of questionnaire with 33 students. There are seven questions on the questionnaire. Here the result of questionnaire will be discussed :

1. What do you know about proper noun?

According to students' answers, 28 students answered that they knew about proper noun and 5 students answered they did not know about proper noun. From 28 students' answers, proper noun is a name of particular people, place and thing.⁴⁴

2. What do you know about authentic text material?

According to students' answers, 31 students answered they knew nothing about authentic text material and 2 students answered they knew about authentic text material. 2 students who knew about authentic text material

⁴⁴ Result of questionnaire in August 2nd 2017, at Sekolah Menengah Pertama Negeri 3 Langsa

stated that authentic material was printed materials which were created by native speakers.⁴⁵

3. How do you identify the proper noun in authentic text material?

According to students' answers, 28 students answered that they identified proper noun by using its characteristic. Proper noun is begin with a capital letter. Meanwhile, 5 students answered they could not identified proper noun because they did not understand the concept of proper noun.⁴⁶

4. Do you face any difficulties in comprehending proper noun about authentic text material?

According to students' answers, 31 students answered "Yes". They have several reasons that make their difficulties. There were some reasons such as lack of vocabulary and the words in text was unfamiliar. Respondents answered that they got difficulties because they do not know the meaning from the text and they never learnt the words in the text before. Meanwhile, 2 students answered "No", they did not face difficulties in comprehending proper noun about authentic text material because they knew the meaning of the words in the text.⁴⁷

5. What is the most difficult thing when you comprehend proper noun about authentic text material?

⁴⁵ Result of questionnaire in August 2nd 2017, at Sekolah Menengah Pertama Negeri 3 Langsa

⁴⁶ Result of questionnaire in August 2nd 2017, at Sekolah Menengah Pertama Negeri 3 Langsa

⁴⁷ Result of questionnaire in August 2nd 2017, at Sekolah Menengah Pertama Negeri 3 Langsa

According to students' answers, 14 students answered that they had limited vocabulary, 11 students answered that they did not know about the meaning of words/text and 8 students answered that they never learnt or heard the words found in text before.⁴⁸

6. Does learning English by using authentic text material affect your English proficiency? Why?

According to students' answers, 29 students answered "No". The using of authentic text material did not help them to improve their English proficiency at all. It was caused by there were many unfamiliar words and terms in the text they read. Meanwhile, 4 students answered "Yes" because the using of authentic text material entertained them from bored textbook.⁴⁹

7. Does your English teacher often use authentic text material?

The 33 students answered, "No". They learn with authentic text was only twice.⁵⁰

Belows are the result of questionnaire students problems in comprehending specific term about authentic text material:

⁴⁸ Result of questionnaire in August 2nd 2017, at Sekolah Menengah Pertama Negeri 3 Langsa

⁴⁹ Result of questionnaire in August 2nd 2017, at Sekolah Menengah Pertama Negeri 3 Langsa

⁵⁰ Result of questionnaire in August 2nd 2017, at Sekolah Menengah Pertama Negeri 3 Langsa

**Table 4.1 students' problem in comprehending specific term
about authentic text material**

No.	Names of students	Problems in comprehending specific term about authentic text material
1.	ADS	Lack of vocabulary and meaning
2.	ANP	Lack of vocabulary and meaning
3.	AN	Unfamiliar words in the text
4.	AS	Unfamiliar words in the text
5.	CS	Not understand about the meaning
6.	CDA	Lack of vocabulary and meaning
7.	D	Unfamiliar words in text
8.	DT	Lack of vocabulary
9.	DA	Not understand about the meaning
10.	DSA	Unfamiliar words in the text
11.	F	Lack of vocabulary and meaning
12.	FS	Lack of vocabulary and meaning
13.	FDA	Unfamiliar words in the text
14.	HY	Not understand about the meaning
15.	HR	Lack of vocabulary and meaning
16.	IJ	Not understand about the meaning
17.	LT	Lack of vocabulary and meaning
18.	M	Unfamiliar words in the text

19.	NL	Lack of vocabulary and meaning
20.	NPA	Unfamiliar words in the text
21.	NA	Unfamiliar words in the text
22.	NAR	Lack of vocabulary and meaning
23.	NARA	Not understand about the meaning
24.	NN	Lack of vocabulary and meaning
25.	OS	Lack of vocabulary and meaning
26.	PHSW	Not understand about the meaning
27.	PM	Not understand about the meaning
28.	PRA	Unfamiliar words in the text
29.	RD	Lack of vocabulary and meaning
30.	RN	Not understand about the meaning
31.	SAH	Lack of vocabulary and meaning
32.	TTN	Unfamiliar words in the text
33.	WM	Lack of vocabulary and meaning

Based on the result above, generally students encountered difficulties in comprehending specific term about Authentic text material. Fourteen students difficult in “lack of vocabulary and meaning”. Eleven students difficult in “not understand about the meaning”, and eight students difficult in “unfamiliar words in the text”.

B. Discussion

As had been previously mentioned, it can be revealed that there were conflicting factors behind the comprehension of the students in specific term about authentic text material. There were three conflicting factors in comprehending specific term about authentic text material, they were: lack of vocabulary and meaning, the using of authentic text material and the frequency of using authentic text material.

1. Lack of Vocabulary and Meaning

The first important factor was due to the students ability in mastering vocabulary. Many respondents answered that they did not understand the meaning of the text. In other word, they did not have adequate vocabulary. They stated that they never learn or heard the words in authentic text material before, so the words become unfamiliar for them. Thus, this problem affected their ability to comprehend specific term about authentic text material. On the other hand, the lack of vocabulary caused problem in students' comprehension of specific term found in authentic text material.

Therefore, the students should have awareness to increase their vocabulary so that they have good ability in comprehending the meaning of a text. The students should bear in mind that mastering vocabulary is really important for their English competence. Vocabulary was central to

English language teaching because without sufficient vocabulary students cannot understand others or express their own ideas.

Wilkins wrote that "... while without grammar very little can be conveyed, without vocabulary nothing can be conveyed".⁵¹ Indeed, students need to use words in order to express themselves in any language. Most learners acknowledge the importance of vocabulary acquisition. They consider speaking and writing activities exhausting because they keep on using the same expression and words and very soon their conversation is abruptly interrupted due to missing words.

Other students are confronted with the problem of forgetting the words immediately after the teacher has elicited their meaning or after they have looked them in the dictionary and this also a cause of the lack of vocabulary. The more words students learn, the easier they memorize them.

In order to be able to have a rich vocabulary, not only the students need to learn as many words as possible, but they also need to remember them because, in fact, learning is remembering. Unlike grammar learning which is based on a system of rules, vocabulary knowledge implies accumulating individual items. It is a learning process that relies primarily on memory.

In conclusion, the lack of vocabulary obstructed students to improve their comprehension about second or foreign language

⁵¹ D.A Wilkins, *Linguistics In Language Teaching* , (London : Hodder & Stoughton Educational, 1971),p. 111-112

learning. Students should pay attention to their effort in learning and memorizing vocabulary.

2. The Using of Authentic Text Material

The using of authentic text material was the second problem. This was caused much by unfamiliarity with the authentic cultural information and real language presentation. Authentic texts have “real” message and at the same time can be perceived as more genuine. The cultural dimension were more vivid since slang and everyday language were often used. This situation was different with what they have learnt from their daily communication and textbook. Thus, students were not able to comprehend the entire text. In this case, it was important for the students to read a lot authentic text material like songs websites, street sign, greeting cards, calendars, food labels, magazines, newspaper and make strategies in comprehending specific term about authentic text material.

Students can make a vocabulary sheet for difficult and unfamiliar word after the reading. The practices will help them to recognize the native speakers’ culture and language in the real situation. Therefore, practices will ease the students to comprehend the specific term about authentic text material. In summary, the using of authentic text material caused problem in students’ comprehension of specific term about authentic text material.

3. The Frequency of Using Authentic Text Material

The frequency of using authentic text material was the third problem. All of the respondents answered that the teacher only use authentic text material twice. They did not understand all the information given to them. They also found many unfamiliar words. The chance to learn and comprehend the authentic text was just a little. When they learn with authentic text frequently, it will enhance new words to the students' vocabulary.

Reading a text just once is not enough to understand it. Re-reading is great for those times when students read the words but can not get them to make sense. It is also great for finding things students might have missed the first time. If there are any words in the text, students will see them again every time they read again. It will help them to remember them. The more chance students get, the higher the students achievement.

Nation and Bonesteel stated that, in order to reach the goal of reading an authentic text in English while having an authentic reading experience, learners at all level of proficiency must have frequent opportunities to actually experience authentic reading in English.⁵² The frequent chance the students get, will exercise them to find and analyze the content of a text.

⁵² Paul Nation and Lynn Bonesteel, *The Authentic Reading Experience: Building Reading Comprehension and Fluency*, (London: Pearson Longman ELT Article , 2011).

In summary, the frequency of using authentic text material caused problem in students' comprehension about authentic text material.

The above findings showed that problems occurred in the students' comprehension in specific term about authentic text material. Comprehension was actually due to the ways the students learn or their learning strategies. With good strategies, the students will be success in comprehending spesific term about authentic text material because in this comprehension students should master vocabulary and learn with authentic text material frequently before they analyze the specific term.

There are some preparations in enhancing their comprehension in specific term about authentic text material :

1. Always make special time to read

Reading for fun can be done anywhere. Students could take a fun book they like. However, if students are reading to improve their comprehension, they need to focus and study. This means they need to make a special time for this reading. Making time for their reading will let them focus well without risk of being interrupted. This time should be quiet, and they should avoid distracted. Students should try to spend 30 minutes everyday on focused reading authentic text. The more they read, the more they will improve.

2. Asking questions while reading and after reading

There are a few things students can do before, during and after they read to help them better understand the text. Before they read, browse the

text. It means they should look over the text quickly without actually reading every word.

Then, take some time after they read, to browse again and summarize what they remember. They can say or write a few sentences that describe what the text was about. Thinking about what they read will show them how much of it they really understood and help them to figure out if they still have questions.

3. Improve fluency first

It is hard to form an understanding of what students are reading when they read word by word instead of full sentences. That is why, to improve their understanding, it is important to improve their fluency first. Fluency is how smoothly they can read. When students read in their head, they should have a certain rhythm to the words.

Improving fluency can be as simple as choosing slightly easier texts to read, or it might take some time and practice. They can practice sight words very quickly. Once they can read at a comfortable speed, they can focus on understanding.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

After analyzing and describing the data, the writer draws conclusions are as follows:

1. Students still encountered problems to analyze the specific term about authentic text material. They could not identify it eventhought they know the characteristic of specific term. The students failed to identify specific term about authentic material because the had inadequate vocabulary. This factor influenced their comprehension in analyzing and identifying the specific term found in authentic text material.
2. There were several factors causing the difficulties. They were lack of vocabulary, the using of authentic text material and the frequency of using authentic text material. Students encountered difficulties in comprehend specific terms about authentic material because they had inadequate vocabulary and they were not used to learn with authentic text material.

B. Sugestion

There are many suggestion of this study. The first is for the students who never learnt with Authentic text material. The second is for the students who have learnt with Authentic text material. The third is for the next researchers who want to take the use of authentic text material in their research. The last is for the English teachers of Sekolah Menengah Pertama Negeri 3 Langsa.

1. For students who are never learnt with authentic text material that it is important to know about the authenticity of English in use. Students will know the use of English in the real world. It will help the students for the real world of communication.
2. For the students who have learnt with authentic text material and find the similar difficulties but have not found the solutions from the difficulties that they can prepare their selves by increasing their vocabulary mastery so that it will help them to comprehend the meaning of the text. Moreover, they can enhance their frequency in learning with authentic text material in order to improve their comprehension about authentic text.
3. For the next researcher who want to take the use of authentic text material in their research that they should aslo know the difficulties of using the authentic text, so they can solve the problems and do the research easily.
4. For the English teachers of SMPN 3 Langsa that they have to support the facility in the teaching process as well, especially the references about authentic text material. It is to give big chance for the students to feel the real world communication through Authentic text material.

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