

BRINGING THE REAL WORLD INTO MADRASAH CLASSROOM TEACHING INSTITUT AGAMA ISLAM NEGERI (IAIN) BENGKULU

Riswanto

Dosen Institut Agama Islam Negeri (IAIN) Bengkulu
Email: riswancurup@gmail.com

Abstract: The paper aimed at discussing the nurturing effects of utilizing second hand as authentic materials for encouraging English as a foreign language (EFL) learning atmosphere among Madrasah learners. The paper was based on the community services program conducted by writer several months ago in collaboration with research and community services unit of IAIN Bengkulu. The program involved head master, English school teacher and 90 learners of Madrasah Tsanawiyah (MTs) Mambaul Ulum at central Bengkulu district. Quasi experiment reserach design was applied to testify the hypotheses. The raw data was analyzed by SPSS software program. The findings showed that authentic media impacts significantly towards students' motivation and learning achievement. The research result also proved that the school teachers were motivated to design their own classroom teaching media. In conclusion, the authentic materials bring the real world into the classroom teaching, promoting learners' motivation and learning achievement. The last, encouraging teachers' creativity in designing their own media without expense.

Key words: authentic materials, EFL, Madrasah learners

Abstrak: Tulisan ini membahas tentang kebermanfaatan materi otentik dalam pengajaran bahasa inggris kepada pembelajar bahasa asing di sekolah madrasah. Kajian dalam tulisan ini diangkat dari hasil penelitian penulis beberapa bulan yang lalu bekerjasama dengan lembaga penelitian dan pengabdian masyarakat (LPPM) IAIN Bengkulu. Konsep penggunaan media sebagai alat bantu dalam pembelajaran untuk mempercepat proses pemahaman terhadap penggunaan jenis-jenis teks dalam wacana bahasa Inggris. Dalam konteks teori konstruktivisme dikenal dengan zone of proximal development (ZPD) atau temporary help. Penelitian ini melibatkan para guru, ka sekolah dan 90 orang siswa madrasah di MTs Mambaul Ulum Bengkulu Tengah. Metode quasi eksperimen di pakai untuk menguji hipotesis. Data mentah kemudian dianalisa dengan meggunakan program SPSS. Temuan penelitian menunjukkan bahwa materi otentik mempengaruhi motivasi dan prestasi belajar bahasa Inggris siswa MTs Mambaul Ulum Bengkulu Tengah. Disamping itu, hasil penelitian menunjukan peningkatan kreatifitas guru merancang media ajar. Dari hasil penelitian bisa disimpulkan bahwa materi otentik mengajarkan siswa dengan dunia nyata, materi otentik meningkatkan motivasi dan hasil belajar dan yang terakhir bahwa materi otentik merangsang guru lebih kreatif dalam merancang media ajar.

Kata kunci: materi otentik, EFL, siswa madrasah

Introduction

The process of learning and teaching quality both within and outside the classroom is one of the responsibilities of professional teachers. The professionalism of teachers in accordance with the mandate of the law No. 14 of 2005 Article 1 that the teachers are professional educators with the primary task of educating, teaching, guiding, directing, train, assess and evaluate the students in early childhood education, formal education, primary education, and secondary education. In Article 6 of Chapter II also mentioned that the

position of teachers and lecturers as professionals aim to implement the national education system and achieve national education goals, namely the development of students' potentials to become a man of faith and devoted to god almighty One, noble, healthy, knowledgeable, skilled, creative, independent, and become citizens of a democratic and responsible.

The second, the study above shows that the duties and responsibilities of a professional teacher is very heavy because their job is not only to teach (transfer of knowledge) but also educate

(transfer of values / norms). Education does not just stop at the cognitive development (cognition and metacognition) but also important is how to process the liver (affective) that can be reflected in the attitudes and actions (character).

The role of a teacher in teaching and educating can not be replaced by anything. The existence of the teacher as a role model that can be replicated diguguh and has a very strategic role in guiding and nurture students to become child intelligent and noble. The attitude of a teacher seyognya professionalism is reflected in each activity both in academic and nonakademik, one of which is creativity in selecting and designing instructional materials in accordance with the characteristics of their students.¹

The teaching materials selection is based on some considerations both in terms of efficiency, effectiveness, local wisdom as well as religious values that exist in the community. Teaching materials used by teachers are not necessarily expensive but the most important is reaching the ultimate goals, learning objectives and does not violate cultural norms and values professed religious teachings.

In principle, the purpose of learning is the use of media in order to improve the quality and quantity of learning outcomes. The quality and quantity of teaching materials is not always determined by the value of the price attached to the object, but rather to how a teacher with creativity to manage the existing material in accordance with the learning objectives that can stimulate students to active learning, creative and proactive so that the learning experience gained would be more meaningful and character.

In a modern education system that learning is not always centered on the teacher, but the teacher's role as facilitator, motivator, mediator and initiator (student-centered) is needed to guide and direct their students in accordance with the ultimate goal of learning both cognitively (though think), affective (though the taste), conative (behavior / character) and psykomotor (sports).² The ability of the students in the process, cultivate and develop a set of knowledge in the form of qualitative learning experience and empirical will synergize with patterns of behaving and acting in

accordance with the cultural and religious contexts.

Teachers' creativity in designing the teaching materials used is one of the efforts to educate children to behave uniquely simple, cost-effective and creative use of things unused so that a material having a high value of benefits. The selection of teaching materials is of course take into consideration a variety of reasons both in terms of efficiency, effectiveness, local wisdom and religious values that exist in the community. Teaching materials used by teachers are not necessarily expensive but the most important is right on target, according to the learning objectives and does not violate cultural norms and values professed religious teachings.

In principle, the purpose of learning is the use of media in order to improve the quality and quantity of learning outcomes. The quality and quantity of teaching materials is not always determined by the value of the price attached to the object, but rather to how a teacher with creativity to manage the existing material in accordance with the learning objectives that can stimulate students to active learning, creative and proactive so that the learning experience gained would be more meaningful and character.

In a modern education system that learning is not always centered on the teacher, but the teacher's role as facilitator, motivator, mediator and / initiator (student-centered) is needed to guide and direct their students in accordance with the ultimate goal of learning both cognitively (though think), affective (though feel), conative (behavior / character) and psykomotor (sports). The ability of the students in the process, cultivate and develop a set of knowledge in the form of qualitative learning experience and empirical will synergize with patterns of behaving and acting in accordance with the cultural and religious contexts.

Teachers' creativity in designing the teaching materials used is one of the efforts to educate children to behave uniquely simple, cost-effective and creative use of things unused so that a material having a high value of benefits

Based on the facts of the results of previous studies, it is very important to development activities in the form of enrichment, stabilization and sharpening service activities such as school-based society by involving students and teachers in MTS Mamba'ul Ulum Four districts Talang Central

¹ Kunandar, *Penilaian Autentik* (Jakarta: Rajawali Press, 2013)

² Kurniawanrusman, Deni K, and RiyanaCepi, *Pembelajaran Berbasis TeknologiInformasidan Komunikasi* (Depok: PT. Raja

Significance of the Study

English is a skill that is very important for everyone, especially for learners at MTS Mamba'ul Ulum whose limited facilities and quality of teachers in managing active and interactive classroom atmosphere. It is therefore, it becomes our noble responsibility to direct and provide guidance to the teachers as the play makers at schools.

The teachers' skill and experience are very crucial in bringing the learners' success in their education. One of the most important skill is designing authentic, interactive and communicative media in teaching and learning English.

Research Objectives

This service activities have various purposes

1. As a follow-up and the results of research that has been done by previous investigators.
2. Stimulate students' interest in learning English with an authentic media.
3. Stimulate the interest of teachers to be more active and look for creative and design a simple learning media.
4. Data base of the schools and IAIN Bengkulu

Research Participants

The research targetted to the students and teachers at MTs Mambaul Ulum kabupaten Bengkulu Tengah. There were 90 students and 5 teachers were involved in the program

Research setting

The research was carried out on a group of students and teachers of MTS Mamba'ul Ulum Pondok Kubang Bengkulu tengah. MTs Mambaul Ulum situated in Central Bengkulu, Desa Harapan Makmur 15 KMs from central city of Bengkulu. The school can be achieved by four and two wheels vehicles. And it takes 20 minutes from the central city of Bengkulu.

Literature Review

Second or foreign language acquisition and learning can not be distinguished from the underlying previous grand theory as so called constructivism theory. The philosophical concept of constructivism refers to the process of how to acquire knowledge. The ability to gain new information will depend on the way to empower old knowledge and relate it

Epistemologically, the process of learning new knowledge cannot be divorced from past knowledge. The more experience one has, the more knowledgeable for him or her to proceed with the new knowledge. Therefore, learning activity should be meaningful and comprehensible to engage learners to absorb new learning experience.

The idea on how to develop the learning experience of learners has been used and practiced by some well-known constructivists such as Vygotsky (1934), Dewey (1956), Brunner (1966), and Bartlett (1969) a long time ago. In principle, they agreed that the learning process is internalized and it involves psychological aspects in the process of retrieving, gisting, modifying, verifying, and selecting all information input from various sources.

In constructivism theory, learners play an active role in gaining knowledge. Teachers/lecturers function as mediators, facilitators, and motivators in accommodating learners to learn. The process of constructing knowledge is done through teachers' assistance (scaffolding). The word scaffolding is derived from building construction, which means temporary help.

In the context of teaching english as a foreign language at Madrasah, constructivism theory may underlie the important role of constructing meaning and in system of meaning. Reading is not just the matter of decoding letters from printed pages, but more on how to interpret the writer's intended meaning. Hence, Reading is an interactive process between the reader and the text.

Constructivism theory contributed some paradigm shift of teaching reading. The underlying concept of constructivism theories that inspires the theory of reading development are as discussed in the following subsections.

The theory of Vygotsky on social constructivism provided great understanding about the importance of environmental surrounding in helping learners to achieve their learning goals. The role of people around the learners' daily life might be able to cultivate learners' thinking (cognition) (Vygotsky, 1978).

In accordance with the concept of social constructivism, the roles of people who have better knowledge or those who are trained and experienced or more knowledgeable others (MKO) around the learners are very important to assist them to reach out their ultimate goals. The MKO can be understood as teachers, coaches, and smart

The theory postulates that learners' potential learning capacity will develop better if they are assisted by people that are more knowledgeable. Therefore, they need assistance, tutorials, and other academic help, which engage them to reach their maximum capacity. However, the assistance should not be given permanently (temporary help). The term of this help is well known as Zone of Proximal Development (ZPD) (Vygotsky, 1978).

In contrast, Piagets' (1980) claimed that psychological development gets along with learners' cognitive development, while learners' cognition develops as the learners internalized into the social activities. Hence, learners' cognition development is based upon their age development without much influence from the social environment.

The concepts of social constructivism theory have been practically implemented in the context of some classroom learning. The root of the theory teaches learners to be active, constructive, and autonomous. Practically, the role of teachers/lecturers in facilitating learning community is seriously needed for creating interactive, reciprocal teaching and cooperative learning class. Various interesting and innovating activities will enable learners to achieve more optimal and meaningful learning experiences. The activities can be done through peer group, small groups, classroom workshop, and simulation and role plays.

In addition, Vygotsky (1957) claimed that language is an essential device to develop learners' cognition. Language is considered as a medium of interaction. In the process of learning, learners use the language for some reasons such as learning interaction, delivering ideas, feeling, and thought.

The concepts of Media

Media is a means or a communication tool and a source of information.³ Known communication tools for the term media refers to everything that carrying or delivering a message from the source to the receiver (receiver). While the media is to be a source of information for the contents of the message. Some examples of media including images or brochures, leaflets, newspapers or printed material, computer programs. Examples of the above media can be a medium of learning when the objects it contains a message for the purpose of learning. So, learning media are objects that

contain messages used in the learning process to achieve the learning objectives.

Furthermore, The definition of instructional media expanding as "everything that can be used as a tool in order to support the implementation of strategies or methods of teaching, which leads to the achievement of learning objectives".⁴ Learning media can be divided into two kinds. First, everything that exists or not intentionally produced for learning but then utilized for the achievement of learning objectives. Eg brochures, magazines, newspapers, books and other operational instructions of others. Second, objects, both the tools and materials that are deliberately created for the purpose of learning.

Various subjects have a close connection with complex objects. To bring the object to the various classes is certainly not easy, while the verbal explanations often make students less quickly understand the concept being studied. Therefore, learning media is very useful for learners in the learning process. There are some benefits of media in learning, as follows:⁵

1. Generating curiosity
Attract students' curiosity in knowing something. Media may be able to describe the thing that is out of students's background knowledge such as describing about winter and snow season which is not happened in several parts of the country like Indonesia.
2. Making the abstract concepts into concrete
The teachers may explain the conditions in a city slum to students in rural areas. For learners who had never been to the city hard to imagine how the state of society in the city. But with the airing of slum conditions through the pictures / photos, learners feel has been in the middle of the slum, because the media image / photo can record the state of a place much more complete than the lecture.
3. Overcoming the limits of the classroom
With the visit directly to the location of the object lesson, the teacher brought the learners on their learning needs. This step can also be done with images or photos that are able to bring the students to empathize with the problems studied.

⁴ Azhar Arsyad, Media Pembelajaran (Depok: Rajawali Press, 2013), 2-15.

⁵ Scott, W. A and, Ytreberg, Teaching English to Children

³ Sadiman et al. Media Pendidikan (Depok: Rajawali Press,

4. Overcoming differences in the experience of learners

Teachers may minimize the difference experiences among the learners. One possible cause is the different experiences of learners. For example, we teach the port as penyebaran. Chances are there are participants who had never been on a boat, or have never seen the TV footage and photographs. Displayed with the media, the possibility of learners who do not have the experience could be resolved.

5. Present information consistently learning

It is used when the teachers explaining the occurrence of rain, the wind changes, or social stratification through lectures, certainly different from one class to the other classes. Occasionally, however, lies not forget the important things delivered. With the media, the main payload of one class with another class will be drawn.

6. Presenting the events that have passed

Media is very appropriate for the material that examines events that have passed. For example atmosphere of times the proclamation of independence, the tsunami in Aceh, the earthquake in Yogyakarta, and so can be presented with images / photos.

7. Focusing

Media systematically arranged and communicative to attract the attention of learners to focus on the learning process. For example, a teacher was explaining about the world war but many learners who behave indifferently. When the teacher shows the pictures of the attack, Japan to an American base (Pearl Harbour), their attention was fixed on the drawings. Next they will participate more actively in learning. This is the benefit of the media as the concentration of attention.

8. Addressing the complex objects

It is used to observe the social phenomena in the market, the teacher can bring students to make observations. But often important information is not recorded by them because of the limitations of the human senses. By photographing, then seen together in the classroom, then the above shortcomings can be overcome.

9. Addressing the appearance of objects that are

The images and photos is a medium that can be enlarged and reduced. Learners will not be able to see the Earth without using a globe or binoculars.

10. Help students to remember what has been understood and absorbed

An assortment of media cards and puppet figures can be used to repeat the teaching materials are never taught so that learners remember back before the new teaching materials relating introduced.

Learning media are classified as follows; media still images, media boards, media projections, original objects and people, models, specimens, mocks up (part of the original object), diorama, out-door laboratory, community study, walking trips, field study, special learning trips, audio recording, and televisions.⁶

1. Still images (still picture) and graphics

two-dimensional visual objects is a depiction of a person, place or event or briefly corresponding still image is a portrait. While the graphic media are all media that contain graphics and an instructional objects that encapsulate information and ideas through a combination of pictures, words, symbols, and images. Included in the still images are graphs, charts, maps, diagrams, posters, cartoons, comics, drawings, photographs and paintings.

2. Media board (board)

Media which use the board as a means of communication to convey information and ideas that are usually placed on a wall or horizontal surface. Various forms of media boards in between; blackboards, flannel boards, exhibition boards, sticky boards, demonstration boards, magnetic boards, nails, board bags, foam board and peg board.

3. Media with projections

Here's a media presentation using a projector.

- a. Still projection (pictures highlight not move), consisting of slides, filmstrips, transparencies, and opaque.
- b. Micro projection (media highlight micro)
- c. Microfilm and microfiche (Microfilm and microfiche)
- d. Motion pictures (Media highlight that moves)

⁶ Rumampuk, D.B. Media Instruksional. IPS. (Jakarta:

4. The original objects and people (Real objects and people) or realia (mock objects corresponding original objects)

A three-dimensional objects, such as dolls suitable for describing the topic My Doll.

5. Model

An artificial three-dimensional objects presenting an object is equal to the original object. Media in category of the model is the model slices, far-zoom models, mockups, and simplification of complex objects.

6. Section original objects (Mocks up)

Is a kind of model in the form of a limited section of the original object.

7. Diorama

Miniature three-dimensional dioramas to depict actual models such as the state space, miniature public figure, a miniature airplane, the negotiating history events, war, and so on.

8. Outdoor laboratory

Outdoor laboratory or "laboratory" in the outdoors is a medium in the form of nature, society, and culture results are used for learning resources. In laboratory science subjects in the outdoors can be agricultural land, rivers, and others. While the examples in the IPS, the study of society in which there are social elements such as history, geography, economics, sociology, and others. In English learning environment can be used as a source of inspiration to write a poem or write a paper.

9. Community study, walking trips, and field study
Similar to the outbound activities, ie learning activities outside the classroom by visiting places that support the learning goals such as historical sites, natural environment (eg, hold English camp), of culture, and so forth.

10. The variety of cards

The variety of simple card such as picture cards, flash cards, flip cards, circular cards, shuffle cards, pop-up cards, word / sentence cards and card games with various sizes and shapes adapted to the function of the cards in the learning process.

11. Poster

Poster cards similar to but larger size and more images are displayed and can also contain a series of images of a situation / event. For example the size is 75x55 cm poster depicting four (4) summer-season, fall, spring and winter

Type of Texts

There are 13 types of discourse English we often encounter which starts from Narrative Text, Descriptive Text, Recount Text, Report Text, Analytical Exposition Text, Hortatory Exposition Text, Procedure Text, Explanation Text, Discussion Text, News Item Text, Spoof Text Review Text, Anecdote Text. All these types of text used for learning material in the subjects of English at all levels. Good starting from elementary schools to high schools.

A. Narration

Type text included into group Narrative text is Narrative Text, Text Recount, Anecdote News Items Text and Text. All types mentioned above belong to the narrative text which serves to recount an event and inform readers about an event.

B. Description

Type the text that include both text is Descriptive Report Text, Descriptive Text and Explanation Text which text type is more emphasis on the depiction of something and tend to use words that connote mendeskripsikan.

C. Argumentation

Type the text that belongs to the group Argumentative Text is Analytical Exposition Text, Hortatory Exposition Text and Text discussion which text type is more emphasis on the reasons for supporting or break an assumption or a phenomenon that occurs. To find an explanation of the various types of the English text of the above, let us look at the following related articles:

1. Narrative Text
2. Recount Text
3. Procedure Text
4. Report Text
5. Analytical Exposition Text
6. Hortatory Exposition Text
7. Explanation Text
8. Descriptive Text
9. Discussion Text
10. News Item Text
11. Review Text
12. Anecdote Text
13. Spoof Text

A. Understanding Narrative Text

Narrative Text is one of 13 kinds of English texts (genre) that was born from the Narration (see Types Of Text) as ever Recount Text, Text Anecdote, Spoof News Items Text and Text which serves to tell the story of the past and for entertainment.

B. Purpose Communicative Narrative Text

Interest Communicative Narrative Text as described above is to entertain (Entertain) listener or the reader of a story or the story of the past relating to experience the real, imaginary or events quaint leading to a crisis, which eventually came to a solution.

C. Generic Structure Narrative Text

Each type of English text (genre) has the structure of the text is on its own. Structure of Narrative Text consists of three parts:

1. Orientation

In the Orientation section contains an introduction or an introduction to characters in the story and when and where it happened.

2. Complication

Complication section contains an overview emergence of crises or problems experienced by characters in the story to be solved.

3. Resolution

In the Resolution contains about how the characters of the story solve existing problems in the Complication. Usually there are more than a Resolution for a Complication.

In some references about the Narrative Text, there are additional generic structure in the Narrative Text, namely the addition of Coda after resolution. So the composition of Narrative text is Orientation, Complication, Resolution and Coda.

4. Coda is the last part of the structure Narrative Text that contain changes in the character and lessons to be learned from the story.

D. Feature Narrative Text

On the Narrative Text, there are some characteristics are as follows:

1. Using the Action Verb in the form of Past Tense. For example: Climbed, Turned, Brought, etc.
2. Using certain nouns as a personal pronoun

example: the king, the queen, and so on.

3. Using adjectives that make up the noun phrase. For example: long black hair, two red apples, etc.
4. Using Time connectives and Conjunctions to sort the events. For example: then, before, after, soon, etc.
5. Using Adverbs and Adverbial Phrase to show the location of the incident or event. For example: here, in the mountain, happily ever after, and so on.

E. Sample Narrative Text

Orientation:

Once upon a time there lived a little girl named Snow White. She lived with her Aunt and Uncle Because her parents were dead.

Complication 1:

One day she heard her Uncle and Aunt talking about leaving Snow White in the castle Because they both wanted to go to America and they did not have enough money to take Snow White.

Snow White did not want her Uncle and Aunt to do this so she Decided it would be best if she ran away. The next morning she ran away from home when her Aunt and Uncle were having breakfast. She ran away into the woods.

Resolution 1:

Then she saw this little cottage. She knocked but no one answered the so she went inside and fell asleep.

Meanwhile, the seven dwarfs were coming home from work. They went inside. There they found Snow White sleeping. Then Snow White woke up. She saw the dwarfs. The dwarfs said, "what is your name?" Snow White said, "My name is Snow White."

Doc, one of the dwarfs, said, "If you wish, you may live here with us." Snow White said, "Oh, could I? Thank you. "Then the Snow White of toll dwarfs the whole story and finally Snow White and the seven dwarfs lived happily ever after

Orientation:

Once, three fishes lived in a pond. One evening, some fishermen passed by the pond and saw the fishes. 'This pond is full of fish', they told each other excitedly. 'We have never fished

morning with our nets and catch Reviews
These fish!’ Then the fishermen left

Complication:

When The Eldest of the three fishes heard this, he was troubled. He called the other fishes together and said, ‘Did you hear what the fishermen said? We must leave this pond at once. The fishermen will return tomorrow and kill us all!’ The second of the three fishes Agreed. ‘You are right’, he said. ‘We must leave the pond.’ But the youngest fish laughed. ‘You are worrying without reason’, he said. ‘We have lived in this pond all our lives, and no fisherman has ever come here. Why Reviews These men should return? I am not going anywhere - my luck will keep me safe.’

Reslution:

The Eldest of the fishes left the pond that very evening with his entire family. The second fish saw the fishermen coming in the distance early next morning and left the pond at once with all his family. The third fish refused to leave even then

The fishermen arrived and caught all the fish left in the pond. The third fish’s luck did not help him - he too was caught and killed. The fish who saw trouble ahead and ACTED before it arrived as well as the fish who ACTED as soon as it Came both survived. But the fish who relied only on luck and did nothing at all Died. So Also in life.

Understanding Recount Text

Recount Text is one of a kind English text recounting the events or experiences in the past (Experience In the Past Moment). The purpose of Recount Text is to provide information or to entertain the reader. Recount Text tidak inside a complication (Complication) as in Narrative Text.

Communicative Purpose Text Recount

Recount Text communicative purposes as described above is to report on events, event or activity with the aim to preach or entertaining of course without any conflict within the story.

Generic Text structure Recount

1. Orientation

Orientation or introduction is to give information about who, where and when the event or

2. Events

Events is a recording of what happened, which is usually presented in chronological order, such as “In the first day, I And in the next day And In the last day ...”. In the Events section is also usually contained personal comments about the event or events recounted.

3. Reorientation

At the reorientation, there is a recognition that there diOrientation repetition, repetition summarizes the sequence of events, incidents or events told.

Characteristics of Linguistic Recount Text

There are several characteristics of language that might be friends found when reading a Recount Text. The characteristics of dariRecount Text language are:

1. Using the Past Tense. Suppose we went to the zoo, I was happy, etc.
2. Using Conjunction and Time connectives to sort the event or events. For example and, but, the, lists are that, etc.
3. Using Adverbs and Adverbial Phrase to express the place, time and manner. Suppose yesterday, at my house, slowly, etc.
4. Using Action Verbs. Suppose went, slept, run, brought, etc.

Sample Text Recount

Orientation:

On Friday we went to the Blue Mountains. We stayed at David and Della’s house. It has a big garden with lots of colorful flowers and a tennis court.

Events:

On Saturday we saw the Three Sisters and went on the scenic railway. It was scary. Then, Mummy and I went shopping with Della. We went to some antique shops and I tried on some old hats. On Sunday we went on the Scenic Skyway and it rocked. We saw cockatoos having a shower.

Reorientation:

In the afternoon we went home. That was very pleasant moments with my family that I ever got.

Procedure Definition of Text

What is the Procedure Text? Procedure Text is one of the English text or commonly called the genre that shows a process in the making or mengoprasikan something that serves to illustrate how something is done through the regular steps.

Interest Communicative Procedure Text

Communicative Objectives of Procedure Text adalah give instructions on how (Steps) to do something through the actions or steps that sequence.

Procedure linguistic structure Text

The structure of the language of Procedure Text consists of three parts, namely:

1. Aim / Goal

In the first part of the linguistic structure Procdeure This text contains information about the purpose of the manufacture or pengoprasian something.

2. Materials

In the second, Materials consists of ingredients used in making things. But not all of Procedure Text incorporate parts materials, sometimes a procedure Text does not have bagianmaterials. There are three types of procedural text that does not use materials section, namely:

- a. Procedural Text that explains how things work or how to carry out the instruction manual. For example: How to use the video game, the computer, the tape recorder, or the fax, etc.
- b. Procedural Text that instruct how to do certain activities with peraturanya. Examples: raod safety rules, or video game rules, etc.
- c. Text-related procedural nature or human behavior. ContohnyaHow to live happily, or How to secceed.

3. Steps

On the steps, lists of steps or sequences that must be done so that the objectives outlined in the section Aim / Goal could be achieved. Steps or sequences of the sequence must be from the first to the last.

Characteristics of Linguistic Text Procedure

There are several characteristics of the language in the Text Procedure, among which:

1. Using sentence patterns imperative (command)

2. Using action verbs, for example turn, put, do not, mix, etc.
3. Using connectives (conjunctions) to sort of activity, for instance then, while, etc.
4. Using adverbials (adverb) to declare the details of time, place, manner accurate, for example, for five minutes, two hours, and so on.
5. Using the simple present.

Implementation of Activities

Some obstacles were found before, while and after the program. Before the project is implemented, there are some preparation that should be done, namely:

1. Doing literature study on the various media of learning English that still difficult to be made by teachers and the way to use them.
2. Preparing the equipment and materials for the manufacture of a former media
3. Testing the former media.
4. Determining the length of time of execution and the implementation service activities together with team
5. Determining and preparing the material that will be presented in a community service activity. The Implementation of service activities will be lasted for two weeks in March, 2016.

Relevance for Teachers activity of this devotion has no relevance to the needs of teachers in the field. Based on the survey results before the execution, the English teacher is still experiencing difficulties in designing instructional media

The Results of Activity

Workshops result and training Based on the interviews, debriefing and direct observations during the activity, the community service activities gives the following results:

- a. Increasing knowledge and understanding of English teachers in designing and making English Learning Media
- b. increasing English teacher's skills in the manufacture of media-based teaching scrap materials, which enabled participants to create their own media in the former school

Supporting and inhibiting factors. Several factors support the implementation of community service activities are overwhelming interest and enthusiasm of the participants during the event, so that the

Whereas the inhibiting factor is the limited training time as well as the lack of availability of tools

Conclusion

It can be concluded that the authentic materials bring the real world into the classroom teaching, promoting learners' motivation and learning achievement as well as encouraging teachers' creativity in designing their own media without expense

References

- Azam, Nurfani, Sumarno dan Adi Rahmat. (2006). *Metodologi Penelitian Untuk Peningkatan Kualitas Pembelajaran Penelitian Kuasi Eksperimen dalam PPKP*. Direktorat Ketenagaan Direktorat Jendral Pendidikan Tinggi Departemen Pendidikan Nasional.
- Azhar, Nurul. "Pembagian Jenis-Jenis wacana,"E-artikel, accessed January 20, 2016, <http://pusatbahasaalazhar.wordpress.com>.
- Arsyad, Azhar. *Media pembelajaran*. Depok: Rajawali Press, 2013.
- Arsyad, Safnil. *Menulis Artikel Jurnal Internasional dengan gaya retorika Bahasa Inggris* Jakarta Barat: Halaman Moeka, 2014.
- Badriah. "Cara efektif penggunaan bahan ajar otentik dalam pembelajaran bahasa Inggris,"E-artikel, accessed January 23, 2016, <https://badriahbadriah.wordpress.com/2010/07/03/>.
- Bungin, Burhan. *Analisis Data Penelitian Kualitatif*. Depok: PT. Raja Grafindo Persada, 2010.
- Creswell, John. *Research Design*. Jogjakarta: Pustaka Pelajar, 2013.
- Jasmansyah. "Jenis-jenis teks dalam bahasa Inggris," accessed January 15, 2015, <https://bahanajar.wordpress.com/textspeech/jenis-jenis-text-ing/>.
- Kunandar. *Penilaian Autentik*. Jakarta: Rajawali Press, 2013.
- Marzban, A. "The Effect of Authentic Texts on Motivation and Reading Comprehension of EFL Students at Intermediate Level of Proficiency," *E-Journal*. In vol.5, No.1, (January 2015): 85-91, accessed June 15, 2016. <http://dx.doi.org/10.17507/tpls.0501>.
- Rusman, Kurniawan., DeniK and Riyana Cepi. *Pembelajaran Berbasis Teknologi Informasi dan Komunikasi*. Depok: PT. Raja Grafindo Persada, 2012.
- Rumampunk, D. B. *Media Instruksional IPS*. Jakarta: Depdikbud, 1992.
- Sadiman, A. Dkk. *Media pendidikan*. Depok: Rajawali Press, 2012.
- Scott, W.A and Ytreberg, L.H. *Teaching English to Children*. London: Longman, 1990.
- Sugiyono. *Statistika untuk Penelitian*. Bandung: Alfabeta, 2013..
- Sukardi. *Metodologi Penelitian Pendidikan*. Jakarta: PT. Bumi Aksara, 2015.
- Vygotsky, L.S. (1978). *Mind and society: The development of higher mental processes*. Cambridge, MA: Harvard University Press.
- Vygotsky, L.S. (1978). *Zone of Proximal Development*. Retrieved on Nov 4th 2010, from <http://brains.parlow.net/blog>.
- Yahya, Dede. "Perkembangan Teknologi Informasi dan Komunikasi di bidang Pendidikan di Indonesia," <http://www.dedyahya.com/2011/10/>.

