

ABSTRACT

Azizah, Elsa Nur. 2023. Exploring EFL Teachers' Strategies for Teaching Reading Using Authentic Materials: A Case Study at the Seventh Grade of a Junior High School in Garut. Bachelor Thesis. English Education Department, Faculty of Tarbiyah and Teacher Training, UIN Sunan Gunung Djati Bandung.

This research investigates strategies for teaching reading using authentic materials in the context of English as a Foreign Language (EFL) instruction and explores students' perceptions of these strategies. Reading plays a vital role in language learning and acquisition; authentic texts can enhance students' comprehension and engagement. However, EFL teachers often face challenges in finding and adapting authentic materials for classroom use, which can be time-consuming.

This research applies a qualitative method with a case study approach, focusing on two English teachers and 40 seventh-grade students at Kersamanah Junior High School. Data collection techniques are semi-structured interviews, observations in two class sessions, and a close-ended questionnaire. Classroom observations in two sessions, accompanied by semi-structured interviews consisting of ten questions, are employed to investigate the teachers' strategies for teaching reading using authentic materials. Additionally, a close-ended questionnaire consisting of 25 items is administered to gain insights into students' perspectives on their teachers' strategies.

The findings reveal that the teachers adopt different strategies. Teacher 1 adopts a multifaceted approach, incorporating strategies like Activating Prior Knowledge, Interactive Processing, and Read-Aloud to engage students in the reading process. Teacher 2 combines Interactive Processing with the Questioning and Active Comprehension strategy to foster a deeper understanding of the reading material. They use authentic visual, audio-visual, and written materials from various sources to create an immersive reading experience. Furthermore, the research findings highlight students' positive perspectives toward the teacher's strategies for teaching reading using authentic materials, recognizing their significance in enhancing learning and comprehension. The students also express a positive perception of authentic materials as valuable resources for effective reading instruction, appreciating their authenticity and relevance.

In conclusion, the research emphasizes the importance of teachers' creativity in selecting and combining various strategies, media, and materials to cater to diverse learning styles. By employing effective strategies with authentic materials, EFL teachers can foster a more enriching and engaging reading experience for their students. The student's perceptions of the use of teaching strategies, media, and materials serve as a valuable indicator to measure the success of the teaching process, as it provides insights into the level of student engagement, comprehension, and interest in the learning experience.

Keywords: *Teaching reading, Authentic materials, Strategies for teaching reading, student perception*