

**THE EFFECT OF USING AUTHENTIC MATERIALS ON STUDENTS
READING COMPREHENSION**



Submitted as a Partial Fulfillment of the Requirements
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In English Department

by:

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**DEPARTMENT OF ENGLISH EDUCATION
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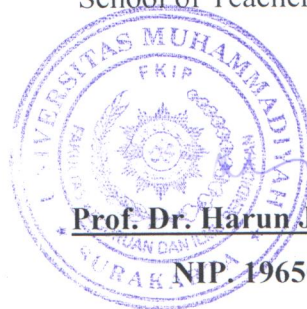
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THE EFFECT OF USING AUTHENTIC MATERIALS ON STUDENTS READING COMPREHENSION

Abstrak

Penelitian ini bertujuan (1) untuk mengetahui nilai sebelum dan sesudah tes pada pemahaman dalam membaca di kelompok percobaan; (2) untuk mengetahui nilai sebelum dan sesudah tes pada pemahaman dalam membaca di kelompok kontrol ; (3) untuk mengetahui nilai antara perbedaan yang signifikan siswa yang diajarkan dengan menggunakan otentik dan non otentik materi; (4) untuk menemukan apakah materi otentik efektif dalam pemahaman membaca dikelas IX SMPN 3 Tasikmadu. Penelitian ini dilaksanakan pada semester pertama di kelas 3 SMPN 3 Tasikmadu tahun pelajaran 2015/2016. Sampel yang digunakan adalah sampel acak. Ada dua kelas yang terdiri dari 37 siswa; kelas 9 C sebagai kelas percobaan dan kelas 9 D sebagai kelas kontrol. Instrument yang digunakan adalah tes. Peneliti menggunakan 50 soal pilihan ganda dalam materi ujian. Hasil penelitian menunjukkan bahwa pada (1) nilai sebelum tes pada pemahaman membaca dari kelompok percobaan 2688 dengan rata-rata 72,648. Sementara itu pada sesudah tes nilai para mahasiswa dalam Kelas percobaan 2904 dengan rata-rata 78,486.(2) nilai sebelum tes pada pemahaman membaca dari kelompok kontrol 2678 dengan rata-rata 72,378 dan pada nilai sesudah tes dari kelompok kontrol 2958 dengan rata-rata 79,94. (3) tidak ada perbedaan yang signifikan pada nilai antara siswa yang diajarkan menggunakan bahan otentik dan tanpa menggunakan bahan otentik yang diterima. Pelajaran yang menggunakan bahan otentik dalam meningkatkan pemahaman membaca siswa tidak efektif.

Kata kunci: pemahaman membaca, materi otentik, materi tidak otentik, penelitian percobaan.

Abstract

The objective of this research are: (1) to know the students' pre-test and post-test scores in reading comprehension in experimental group; (2) to know the students' pre-test and post-test scores in reading comprehension in control group; (3) to know the significant difference score between students who are taught by using authentic material and who are taught using non-authentic material; (4) to find whether authentic material effective in teaching reading comprehension at third grade of SMPN 3 Tasikmadu. The research was conducted in the first semester of the third grade students of SMPN 3 Tasikmadu in the academic year of 2015/2016. The sampling used was random sampling. The samples were two classes which consist of 37 students; class IX C as the experiment class and 37 students; class IX D as the control class. The instrument used was test; the researcher used the objective test in the form of multiple choices with 50 number test items. The result of the research reveals that: (1) the pre-test score in reading comprehension of the students in experimental group were 2688 and the mean was 72,648. Meanwhile the post-test score of the students in experimental group were 2904 with the mean 78,486. (2) the pre-test score of the students in control group were 2678 with the mean 72,378 and post-test score of control group were 2958 with the mean 79, 94. (3) there is no

significant difference score between the students taught by using authentic materials and taught without using authentic material was accepted. (4) the study use of authentic materials in improving students' achievement in reading comprehension was not effective.

Keywords: reading comprehension, Authentic Material, Non-authentic Material, experimental research

1. INTRODUCTION

The cone experience states that generally the students only 10% remember of what they read, 20% from what they hear, 30% from what they see, 50 % from what they hear and see, 70% from what they say and write, and 90% from what they say as what they do. Considering to the ability of remembering what they read in the foreign language is so limited, so the skill of reading should have more attention since it plays significant role in learning language. Harmer (2007: 99) states:

Reading is useful for language acquisition. Though the students are more or less understand what they read, the more they read the better they get at it. Reading also has a positive effect on students' vocabulary knowledge, on their spelling and on their writing.

While according to Lindsay and Knight (2006:70), reading is also an important way for learners to access new language and practice language they have already met. It means that we can learn the language when we are reading. Besides we get much, information about the content of the reading text, we can find how the way the writers write such as style, the mechanic or the vocabularies that is used. In addition, from reading, we will be helpful to acquire the language we are studying.

Nevertheless, there are so many learners have trouble in reading, especially in reading foreign language. One of the problems in learning foreign language is the existence of discrepancy between the first language and the target language that will be learnt. As a rule, the problems arise because of less of knowledge of the target language by the learners. The problem usually felt by the beginner learners or the learners that do not know more about the target language. In this situation, the use of approach, method or the selection of material that will be used is determining very much the success of the learning process.

In learning foreign language can be use one of approaches which is correlated with the skill that will be learnt. Besides, determining the material that will be used also has to be relevant to the need of the students. Related to the type of material that can be used in teaching and learning language, especially for reading, Lindsay and Knight (2008: 69) states:

There are two basic types of the text-authentic and non-authentic. Examples of authentic text are newspaper article, website pages, email, and packaging and label and so on. Non- authentic texts are written especially for learners using imaginary context and simplified vocabulary and sentence construction, for example, a reading text in an elementary course book, and a reader for young learners.

The non-authentic materials are designed especially for the education purpose with non-real context and simple vocabularies, the authentic materials are dealing with the real context. In addition, the purpose of writing the material is not for education but for social purpose. This explanation about text type especially for authentic material is also in line with the statement of Harmer.

The use of authentic material is needed whenever our focus is using the language in a daily life context. Graves as quoted by Syaifudin (2008) emphasizes about the need of using authentic material in learning foreign language. According to him, the language learners should have the access toward the real example how the language is used in daily life. This case will give more motivation to them because they will be given chances to feel directly how the language used in real context. The authentic material is also supposed to have many advantages if it is brought to the classroom, especially in teaching language. Some of them are the authentic materials, which have a positive effect on learner motivation. They provide authentic cultural information and exposure to real language. The authentic materials also relate more closely to the learner's needs and interest and provide a wide variety of text types, language styles that are not easily found in conventional teaching material

The reasons why writer takes this title is the researcher thinks that it is quite good if we try to use authentic material in learning English, especially in improving reading skill that is supposed to be good in improving language acquisition.

The problem statement is how are the students' pre-test and post-test scores in reading comprehension in the experimental group, how the student's pre-test and post-test scores in reading comprehension in control group, Is there significant difference score between the students who are taught by using authentic material and who are taught using non- authentic material and Is there authentic material effective in teaching reading comprehension at third grade of SMPN 3 Tasikmadu.

The first study was conducted by Agung Wicaksono at the English department of the university of Nusantara "PGRI" Kediri in the academic year of 2008-2009 with title *Using Authentic Materials to Improve the Student's Reading Comprehension*. This research was carried out as classroom action research in collaborative with one of English lecturers in that university. This study took two problems in research formulation, those are (1) can authentic materials improve students' reading comprehension? (2) How is the process of the teaching and learning situation conducted when authentic materials are used in the reading class?

In classroom action research conducted by Wicaksono, there were two cycles and each cycle consisted of four step, those are planning, implementation, observation and reflection. The planning activities included preparing the material, making the lesson plan, and designing the steps in doing action; preparing a list of the student's name; preparing sheets for classroom observation; and preparing a test. The implementation activities included giving a pre-test; teaching reading comprehension using authentic materials based on the planned materials and steps; giving opportunity to the students to ask any difficulty or problem and giving post-test in every cycle. The observation activities concerns with observing the students activity during the action and making notes. The reflection activities in this phase were analyzing the observation results, and calculating the results of the reading comprehension test. The results of this research were displayed in term of each cycle. In the first cycle, the materials used were taken from newspaper, magazines, brochures, and the topic was chosen by the teacher. Meanwhile, in the second cycle, authentic materials from internet and the topic were selected and used by the students.

The second study was conducted by Nailul Fauziyah from College for Islamic Studies "Bahrul Ulum" Tambak Beras, Jombang, East Java with title *Using*

Advertisement in the Teaching of Reading. In this study, Fauziyah took advertisement as the media of teaching reading. From this action, it was hoped that developing discourse analysis in advertising introduces the students to relevant theories such as linguistic choices (lexis, morphology, syntax, semantic and phonology) and feature of context. This research was applied for the fifth semester of EFL students in order to construct their linguistic understanding with the real-language materials. The teaching of reading skill using advertisement applies the advertising discourse analysis and the communicative language teaching (CLT) approach. In this case, learners are presented with the task they have to perform or problem they have to solve.

Similarly, with the study conducted by Nailul Fauziyah, advertisement here is used. But if in Fauziyah's study, the advertisement was just as the media, in this study, it is become one of the reading material studied by the students. The aim to use advertisement is not to develop discourse analysis in advertising to introduce the students to relevant theories such as linguistic choices (lexis, morphology, syntax, semantic and phonology) and feature of context because of the level is different. Thus, this study only concern to the comprehension of the students toward the reading text that derived from authentic material

2. METHOD

This research design used in this study is quantitative research in the form of experimental research. This research is an experimental research which uses of one of cooperative learning: Authentic compare Non-Authentic material. This experiment is the control event will be planned to carry out and gather evidence relevant to the hypotheses. The research systematically introduces changes into natural happening and then observes the real condition of those changes. The research is divided into two classes. The first grade students in class C. Otherwise, the student's of class D who were in control group did not get treatment but they were taught as usual by their teacher using textbook or students' workbooks. The treatment was teaching reading comprehension using the authentic materials. The material used were an advertisement from magazine, an application letter, news article from Jakarta Post, a

procedure text to make some food, and a folktale story. Some of the materials were retrieved from internet, such as the news from Jakarta post, the procedure of making some food, and the folktale. This study population took was from the third grade students at SMPN 3 Tasikmadu in academic year of 2016-2017. The total number of sample is 74 students that consist of 37 students for class C and 37 students for class D. Class C become the experimental group and D as the control group.

3. RESEARCH FINDING AND DISCUSSION

3.1 Implementation of Research

a. Initial Stage

Before conducting the research, the writer prepared and completed the thesis proposal, constructing instruments of the research, obtaining permission letter to conduct the research to the Headmaster of SMPN 3 Tasikmadu. After obtaining the permission letter, the researcher conducted the tryout of readability test to try out class; IX A. The experimental class was IX C and the control class was IX D. The teaching method used in experimental class was Authentic Material, while the teaching method used in control class was Non-Authentic Material.

b. Implementation Stage

The implementation stage was conducted in two weeks. this research was intended to know the effectiveness of using authentic material in reading comprehension, the score of the experimental and the control group test were analyzed. The researcher divided the test result into two groups, experimental group and control group. The researcher used statistical analysis to analyze data that had been collected. Then it was tested by using t-test formula to measure the differences of the students' score before and after the treatment, and between the experimental and control group. Then, the results of the tests were analyzed using descriptive and inferential data.

3.2 Discussion

The use of t-test formula was to check the significant difference of scores achieved by the experimental group and the control group. The statistical analysis showed difference between those taught using authentic material and taught without authentic material. The above tables showed that the mean of pre-test and post-test result of experimental group were 72.648 and 78.486. Hence, the difference of both scores was 5,838. Meanwhile, the pre-test and post test score of control group were 72,378 and 79, 94 with the difference 7,562. The mean of pre-test of the experimental group were 72.648 and the mean of pre-test of control group were 72,378 with the difference score about 0, 27. From the result, we could know that the pre-test score of experimental group were more than the control group. Meanwhile the mean of post-test score of experimental group were 78,486 and the mean of post-test for the control group were 79, 94. It meant that the control group achieved the higher score with the difference about 1,454. Therefore, the overall mean for the control group were 7,567 and the mean for the experimental group were 5,837. The score difference of both groups were 1, 73. In addition, the higher mean score was gained by the control group, which did not get treatment using authentic material. Based on the result of the statistical analysis using t test, the result of t count or the different mean between control group and experimental group is 0,804. If the value was compared with the t table with degree of freedom 72 as stated in hypothesis testing, the t count 0,804 was less than the t table 2, 00. Therefore, based on the hypothesis testing, the H_0 was accepted and the H_a was rejected. It meant the use of authentic material in improving student's reading achievement was not effective.

4. CONCLUSION

Based on the previous description of the data analysis, the researcher can state the findings are as follows:

1. According to the result of data analysis, the pre-test score in reading comprehension of the students in experimental group were 2688 and the mean was 72,648. Meanwhile the post-test score of the students in experimental group were 2904 with the mean 78,486. It could be concluded that the mean of pre-test and post-test result of experimental group were 72.648 and 78.486. Hence, the difference of both scores was 5,838.
2. Meanwhile, the pre-test score of the students in control group were 2678 with the mean 72,378 and post-test score of control group were 2958 with the mean 79, 94. It showed that the difference of both mean of pre-test score and post-test score were 7,562.
3. Based on the result of computation the data using t-test it could be concluded that the t count were 0,804. Meanwhile, the t table with degree of freedom 72 were 2, 00. If the value of t count and t table were compared, the t count 0,804 was less than the t table 2, 00. Therefore based on the hypothesis testing, if the t count was less than t table, the Ho (null hypothesis) that stated there is no significant difference score between the students taught by using authentic materials and taught without using authentic material was accepted. In the other hand, the Ha (alternative hypothesis) was rejected.

From the above explanation, it could be concluded that according to this study the use of authentic materials in improving students' achievement in reading comprehension was not effective. It was probably because the researcher did not use random sampling to assign the sample. Therefore, the competence of the experimental and control group was not the same. Other factors that influence the result of the study were selection of authentic materials that was used and the existence of extraneous variable.

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