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IMPROVING STUDENTS' READING COMPREHENSION BY USING AUTHENTIC MATERIALS AT SMAN 6 MANDAU

BY

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IMPROVING STUDENTS' READING COMPREHENSION BY USING AUTHENTIC MATERIALS AT SMAN 6 MANDAU

Thesis

Submitted as Partial Fulfillment of the Requirements

for Getting Undergraduate Degree in English Education

(S.Pd.)

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This thesis entitled Improving Students' Reading Comprehension by Using Authentic Materials written by Suci Darma Yanti SIN 11714200511. It has been approved and examined by the Final Examination Committee of Undergraduate Degree of Education and Teacher Training Faculty of Sultan Syarif Kasim State Islamic University of Riau, on Dzulhijjah 26th, 1442 H / August 05th 2021 M as one of requirements for undergraduate degree award (S.Pd.) in English Education Department.

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Pekanbaru, 25 Januari 2021
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ABSTRACT

Suci Darma Yanti, (2021) : Improving Students' Reading Comprehension By Using Authentic Materials At Sman 6 Mandau

This study aims to improve students' reading comprehension at tenth grade students of SMAN 6 MANDAU through authentic materials.

This research is an experiment research conducted at SMAN 6 MANDAU. That the research subjects were 30 students of class tenth MIPA 3 at SMAN 6 MANDAU in the 2020/2021 school year. This research data is quantitative. The researcher used reading test. There were two tests which are pre-test and post-test. The given reading pre-test will inform the student's ability to decribe something and the post-test to measure whether there is a significant improve of authentic materials techniques on students' reading comprehension. Before conducting post-test, the students will get the treatment.

The results of this study indicate that the use of original materials is effective to improve students' reading comprehension. From several treatments given to students, students were able to better understand what they read. Until there is a very significant difference between their pre test and post test. This shows that using authentic materials in learning makes students better understand their lessons.

Keywords : improving, students' reading comprehension, authentic material

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ABSTRAK

Suci Darma Yanti, (2021) : Meningkatkan Pemahaman Membaca Siswa Dengan Menggunakan Bahan Asli Di Sman 6 Mandau

Penelitian ini bertujuan untuk meningkatkan pemahaman membaca siswa kelas X SMAN 6 MANDAU melalui materi autentik.

Penelitian ini merupakan penelitian eksperimen yang dilakukan di SMAN 6 MANDAU. Bahwa subjek penelitian adalah 30 siswa kelas X MIPA 3 SMAN 6 MANDAU tahun pelajaran 2020/2021. Data penelitian ini adalah kuantitatif. Peneliti menggunakan tes membaca. Ada dua tes yaitu pre-test dan post-test. Pre-test membaca yang diberikan akan menginformasikan kemampuan siswa untuk menggambarkan sesuatu dan post-test untuk mengukur apakah ada peningkatan yang signifikan dari teknik bahan otentik pada pemahaman membaca siswa. Sebelum melakukan post-test, siswa akan mendapatkan perlakuan.

Hasil penelitian ini menunjukkan bahwa penggunaan bahan asli efektif untuk meningkatkan pemahaman membaca siswa. Dari beberapa perlakuan yang diberikan kepada siswa, siswa mampu lebih memahami apa yang dibacanya. Hingga ada perbedaan yang sangat signifikan antara pre test dan post test mereka. Hal ini menunjukkan bahwa penggunaan materi otentik dalam pembelajaran membuat siswa lebih memahami pelajarannya.

Kata kunci : peningkatan, pemahaman membaca siswa, materi otentik

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ملخص

سوجي دارما يانتي، (٢٠٢١) : تحسين فهم القراءة لدى التلاميذ باستخدام المواد الأصلية في المدرسة الثانوية الحكومية ٦ مانداو

يهدف هذا البحث إلى تحسين فهم القراءة لدى تلاميذ الفصل ١٠ في المدرسة الثانوية الحكومية ٦ مانداو باستخدام المواد الأصلية.

هذا البحث بحث تجريبي تم إجراؤه في المدرسة الثانوية الحكومية ٦ مانداو. الأفراد ٣٠ تلميذا من الفصل ١٠ في المدرسة الثانوية الحكومية ٦ مانداو في العام الدراسي ٢٠٢٠/٢٠٢١. بيانات هذا البحث كمية. تم أخذ البيانات الكمية بطريقة إجراء عدة اختبارات لدى التلاميذ، ثم إجراء المعالجة، ثم إجراء اختبار آخر. ستستخدم الباحثة اختبار القراءة. سيكون هناك نوعان من الاختبارات، وهما الاختبار القبلي والاختبار البعدي. سيُخبر اختبار القراءة القبلي مهارة التلاميذ في وصف شيء ما، والاختبار البعدي لقياس ما إذا كان هناك تحسن كبير من تقنية المواد الأصلية على فهم القراءة لدى التلاميذ. قبل إجراء الاختبار البعدي، سيحصل التلاميذ على المعالجة.

تشير نتائج هذا البحث إلى أن استخدام المواد الأصلية فعال في تحسين فهم القراءة لدى التلاميذ. من بعض المعالجات المقدمة للتلاميذ، كان التلاميذ قادرين على فهم ما يقرؤون بشكل أفضل. حتى يكون هناك فرق كبير بين الاختبار القبلي والاختبار البعدي. يوضح هذا أن استخدام المواد الأصلية في التعلم يجعل التلاميذ يفهمون الدرس بشكل أفضل.

الكلمات الأساسية : ***التحسين، فهم القراءة لدى التلاميذ، المادة الأصيلة***

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CHAPTER I

INTRODUCTION

A. Background

Reading is one of the four language skills students need to master. This is an important skill because in reading, a person can know what they want to know. According to Mr. Keraf Gorys, Reading is a process that contains physical and mental components. Along these lines, it can be translated also as a methodology giving importance to visual images.

The ability to communicate in written English is closely related to the reading skill, as one of the four skills of English teaching and learning process. The ability to read opens up new knowledge and opportunities. It enables students to gain information, to get some pleasure, and do many things that are part of modern life, such as, reading newspapers, magazines, maps and so on. The target of the English teaching and learning is to enable students to gain the functional literacy which is the ability to communicate both in simple oral and written English to deal with the daily life contexts, such as reading and understanding news papers or manuals. In other words, students are expected to be able to comprehend English texts in order to learn new knowledge, ideas and concepts.

Related to the situation that happened right now at Senior High School, some of the students have difficult to reading in front of their classroom. According to Klingner (2007, p.4), the students tend to have

learning disabilities on their reading comprehension. The students demonstrate many problems associated with low comprehension, including poor decoding, fluency and comprehension. In other words, since English is a compulsory subject in Indonesia, the students have difficulties in understanding the English texts because they have a limited exposure and skills to develop their reading. That is why they tend to find difficulties in understanding sentences, also finding main idea and specific information.

Based on the preliminary observation, the researcher found some problems related to the English teaching and learning process, especially in theteaching reading in SMA N 6 Mandau. Sometimes students are confused about the material provided by the teacher in the teaching and learning process but they are afraid to say with the teacher. Students have difficulty expressing their ideas or thoughts due to lack of vocabulary and grammar patterns. In addition, students lack the confidence to read in front of the class because of the shame and fear of making mistakes in grammar or pronunciation when they speak.

Those problems above also effect the students' motivation of the reading activities. The condition makes their interest of reading activities low. They were found unfocused and bored on the teacher's explanation. Another problem is related to the reading comprehension of the students. Because of the lack of reading materials as their exposure and the low

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motivation in the reading activities, they found it difficult to comprehend English passages.

Moreover, providing the appropriated reading materials for the students is important to enhance their motivation in reading activities. However, it is not enough to tell them to read a lot, Harmer (2001:210) states that the students need to be offered a programme which includes appropriate materials, guidance, tasks, and facilities. The Communicative Language Teaching highlighted the fundamentally communicative properties and the teaching and learning process characterized by authenticity and real-world simulation (Brown: 2001). One of doing so is to include the use of authentic materials in the reading activities.

The use of authentic materials helps to bridge the gap between classroom knowledge and students' capacity to participate in real-world events. In other words, incorporating authentic materials helps students acquire an effective communicative competence in the target language.

From the consideration above, the researcher decides to investigate to improve students' reading comprehension by using authentic materials at SMAN 6 Mandau.

B. Identification of the Problems

The research identified the problem as follows:

1) How is the increase students' interest in learning english at senior high school?
2) How is the improving sudents' reading comprehension?

3) What are the strategies must be done so that the articulation of the words spoken by the students' is good and correct?

C. Limitation of the problem

In this research, the researcher only focused on the use of authentic materials to improve reading comprehension of the grade X students of SMA N 6 Mandau.

D. Formulation of the Problem

Based on the background of the study, the identification and the limitation of the problems above, the research problem is formulated into the following question:

1. How is students' reading comprehension before being taught by using authentic materials?
2. How is students' reading comprehension after being taught by using authentic materials?
3. Is there any significant effect of using authentic materials method on students' reading comprehension?

E. Objectives of The Study

In line with the formulation of the problems mentioned above, the objective of the study is to describe how authentic materials can improve the reading comprehension of the students.

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F. Significance of The Study

This study is expected to produce outcomes that will be useful for the development of the English teaching-learning process. There are some expected advantages of the study, as follows:

1. To give more insight into or find out new ideas in the teaching of reading.
2. For the other teacher, at SMA N 6 Mandau or the other school, the research can be used as a model in choosing the right reading materials and knowing authentic texts as an alternative reading material, as a supplement of improving student's reading interest.

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CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Framework

1. The Nature of Reading

a. Definition of Reading

Reading is the process of receiving and interpreting information encoded in language form via the medium of print (Widdowson in Urquhart, 1998: 17). Further, Urquhart (1998: 14) stated that reading means dealing with language message in written or printed form. Reading can be defined loosely as the ability to make sense of written and printed symbols.

Nuttall (2000: 4) also defined reading as a process. She connects reading with the communication process and states that reading means getting out of the text as nearly as possible with the writer's messages. In other words, the writer as an encoder has something in mind which wants to be shared with other people during that process. To make it happen, the writer puts his ideas into words as a text. While the reader plays a role as the decoder, who may decode or construct meaning of the text, before the messages enter the reader's mind and finally communication is achieved.

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Identifying reading is often connected with the process of reading itself. The process is the interaction between a reader and a text which is normally silent, internal and private (Alderson, 2000: 3). It means that there are many things happen during reading. It is about how people interpret the written text in order to acquire knowledge or understand messages. Those processes involve three components which are the writer, the text and the reader.

Moreover, Grabe (2009: 14) defined reading as complex combinations of processes. He describes those processes in ten detail processes. At the top, reading can be seen as a rapid process in the sense of how fast a person read materials. There are various processing skills work together during reading, such as word recognition, meaning formation, text comprehension, inferencing, critical evaluation and linking to the prior knowledge. Those synchronized processes make reading as an efficient process.

b. Purposes of Reading

When reading academic texts, your *general* purpose is likely to be one the following:

1) To get information (facts, data, etc.);
2) To understand ideas or theories;
3) To understand the author's viewpoint;
4) To support your own views (using citations).

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The purpose of reading is to connect the ideas on the page to what you already know. If you don't know anything about a subject, then pouring words of text into your mind is like pouring water into your hand. You don't retain much.

c. Process of Reading

Reading is a complex cognitive process of decryption signs in order to create or originate meaning (Schulz, Baker, Purcell, Association, and Conference, 1977: 30). It is a way of language acquisition, communication, and sharing information and ideas. Like all languages, it is a complex interaction between text and reader which is formed by a previousn reader knowledge, experience, attitude, and language community which is culturally and socially situated.

Reading process requires continuous training, development, and improvement. Besides, reading requires creativity and critical analysis. Commercials literature make business with each piece, congenital deviate from the literal words to create an image that makes sense to them in an unknown place it describes. Because reading is a complex process, cannot be controlled or restricted to one or two interpretations.

There is no concrete law in reading, but allows the reader to escape to produce their own products introspectively. This encourages deep exploration of text for interpretation (Certeau,

2002: 170). In reading activity is an aspect of language behavior with the apprehension of general process of interpretative which is covered communicative activity. It means that in reading, meaning is created by the reader base on of textual hints. This interpreting activity is not exclusive from the reading, but a packet with reading because reading is practical reasoning process that results the derived of meaning. In the process of deriving the meaning, the readers cannot create and complete to get the full meaning, but the meaning that reader gets only the meaning which is sufficient for reader needs.

As conclusion, the process of reading involved how meaning is negotiated in discourse (Widdowson, 1979: 168). Hereafter, Reading activity is a process that drives two disparate levels of mental activity. The first activity is dealing with immediate apprehension of information and the other is related with the discrimination of this information into patterns of conceptual significance (Widdowson, 1979: 168).

In process of reading, the reader not only creates meaning but also meanings should be negotiated in discourse as process of reading strategy. Reading should not be reaction to meaning but as interaction between writer and reader mediated through the text. Thus, how to make an efficiency reading depends on how effective the text is (Widdowson, 1979: 169).

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Readers process texts in two ways, either Top-Down or Bottom-Up. Bottom-up processing is when the reader builds up meaning by reading word for word, letter for letter, carefully scrutinizing both vocabulary and syntax. This is often associated with poor or slow readers, but can sometimes occur when the readers own schema knowledge is inadequate. TopDown processing is the opposite, where a global meaning of the text is obtained, through "clues" in the text and the reader's good schema knowledge. This is often associated with a good reader, who does not read word for word but quickly and efficiently.

2. Students' Reading Comprehension

According to Zimmermann and Hutchins (2003) in Moreillon (2007:10), reading comprehension is a tool that good readers use to solve the comprehension problems they encounter in texts. They also identify seven reading comprehension strategies: activating or building background knowledge, using sensory images, questioning, making predictions and inferences, determining main ideas, using fix-up options, and synthesizing. It seems quite complex for the students in order to solve such comprehension problems.

Having got the strategies is still insufficient when we cannot grasp the process. Brown (2001) offers more specific strategies in reading and explains them in sequence so the process can be clearly seen. Some of them are:

a. Identify the purpose in reading,
b. Use graphemic rules and patterns to aid in bottom-up decoding (especially for beginning level learners),
c. Use efficient silent reading techniques for relatively rapid comprehension (for intermediate to advanced level),
d. Skim the text for main ideas,
e. Scan the text for specific information, and
f. Analyze vocabulary,

In line with Zimmermann and Hutchins, Snow (2002) views reading comprehension as a meaning getting process, therefore it needs an understanding. The readers use the words *extracting* and *constructing* to emphasize both the importance and the insufficiency of the text as a determinant of reading comprehension.

According to King and Stanley (2004) that indicator of the students' reading comprehension of descriptive text are as follows:

a. Main Idea.

   The students are able to find the main idea of the text.

b. Finding Factual

   The students are able to find the generic structure and specificinformation of the text.

c. Reference

   The students are able understand the reference of the text.

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d. Inference.

Students are able to make the inference of the text.

e. Vocabulary

The students are able to understand the vocabulary of the text.

Students' performance in reading comprehension was measured with both experimenter-developed task and standardized test. At pretest, posttest, and follow-up test, students' reading comprehension skills were tested with experimenter-developed tasks.

3. The Factors Influence Students' Reading Comprehension

According to Dennis (2008), reading comprehension is a complex process between identifying printed symbols and interpreting the meaning behind the symbols. Some factors affect reading comprehension skill. They are complexity of the reading text, environmental influences, anxiety during reading comprehension, interest and motivation, decoding or word recognition speed, and medical problems. In the following section, these factors are elaborated in detail.

One of the factors that impacts learners' reading comprehension is the complexity of the texts. This factor is influenced by the readers' strength and fluency in language and their comprehending of its applications and different meanings. Oral abilities have a significant part in identifying how skilled a reader can be because learners hear words and obtain a lot of vocabulary. A lot of vocabulary assist learners in

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explaining the unknown words through applying the opinions of context (Dennis, 2008).

The second factor related to the environmental conditions that impact the learners who try to read a passage. Readers may have a lot of problems to understand a text in an unorganized environment than those who read in a calm and controlled place. If learners are in an unsafe place, they find it difficult to focus on their reading. When they are in safe environments, their reading comprehension ability will better. Readers will lose their concentration in understanding a text when there are noises like televisions or radios (Dennis, 2008).

The third factor is pertinent to the anxiety during reading comprehension. Examinations, class work, or homework situations can put more pressure on readers' reading than reading for enjoyment. Some learners react positively to examinations while others are overwhelmed by the pressure to carry out a reading activity. Learners who experience this anxiety may not completely understand the instructions and this may lead to confusion and poor comprehension of the reading task (Dennis, 2008).

The fourth factor is interest and motivation. According to Dennis (2008), learners' interest and motivation are very important in developing reading comprehension skill. If readers find the reading material monotonous, they will have a lot of problems in concentrating on their comprehension. This can lead to a lowering of reading comprehension

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among readers. If the reading material is interesting for learners they can easily understand it and can remember it clearly. EFL teachers should motivate their learners through providing interesting reading materials during their class time. The fifth factor is related to decoding or word recognition speed. Readers who have problems in decoding and recognizing words read slowly and find it more difficult to understand the meaning of passages than those without decoding problems. She expressed that vocabulary influences the reading comprehension skill because readers apply decoding skills to understand the pronunciation and meaning of words they have not seen before. Persons who have enough vocabulary can clarify the meaning or reading passages faster than those who should guess the meaning of unfamiliar words according to the clues of context (Dennis, 2008).

The last factor is concerned with the medical problems. According to Hollowell (2013), poor reading comprehension skill may be related to the medical difficulty that does not get addressed until the child is older. This involves undiagnosed ADD (attention deficit disorder), speech problems, and hearing impairments. She emphasized that learners with speech and hearing difficulties are less likely to take part in oral reading and class discussions. These are the two activities that help learners improve their reading comprehension skill.

Appart from the five factors described above, authentic materials are also one of the factors that affect students' reading comprehension.

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Because ccording to Philips and Shettlesworth; Clarke; Peacock in Richards (2001: 252), authentic materials has several advantages, one of them is They have a positive effect on learner motivation, because they are itrinsically more interesting and motivating than created materials. So, with the students' motivation in reading using authentic materials can improve students' reading comprehension.

Authentic material gives positive effects on learners motivation (Sukirlan, 2016:6). The teacher can use authentic material to increase the students' linguistic competence especially in vocabulary and structure and make the students more challenging in reading. The language which is used in the authentic material comes from real life. When teaching students by using authentic material, the teacher also teaches them about the culture of the target language itself unconsiously. Authentic material can make the teacher more creative in preparing the materials which can attract the students attention, So, the students are not bored while learning process.

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4. The Nature of Authentic Materials

a. Definition Of Authentic Materials

Authentic materials refer to the use of texts, photographs, video selections, and other teaching resources that were not specially prepared for pedagogical purposes inteaching. The advantages of authentic materials are stated by Philips and Shettlesworth; Clarke; Peacock in Richards (2001: 252) as follows:

1) They have a positive effect on learner motivation, because they are itrinsically more interesting and motivating than created materials. There is a huge supply of interesting sources for language learning that relate closely to the interest of many language learners.
2) They provide authentic cultural information about the target language. Materials can be selected to illustrate many aspects of the target language culture, including culturally based practices and belief and both linguistic and non linguistic behavior.
3) They provided exposure to real language rather than the artificial texts found in created materials that have been specially written to illustrate particular grammatical rules or discourse types.
4) They related closely to the learners needs and hence provide a link between the classroom and students' needs in the real world.
5) They support a more creative approach to teaching. In using authentic materials as a source for teaching activities, lecturer can develop their full potential as lecturers, developing activities and tasks that better match their teaching styles and the learning styles of their students.

Authentic materials are claimed to enhance learner motivation in a foreign language classroom. Learners are motivated and interested by learning and utilizing natural authentic materials which are

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considered to be more interesting or stimulating than invented ones (Fei and Yu-Feng, 2008 :12; Ma 2005: 70).

Authentic materials provided authentic cultural information. They give the readers the opportunity to gain real information and know what is going on in the world around them so that they can gain intrinsic educational values (Berardo, 2006:62: Martinez, 2002, cited in Oguz and Bahar, 2008:331).

Authentic materials provided exposure to real language. They enable learners to interact with the real language and content rather than the form, so that the learners feel that they are learning in the target language (Berardo, 2006:62; Kilickaya, 2004).

Authentic materials had been used for language learning for several years ago due to the rise of communicative approach. The goal of that approach is to develop communicative competence in a real life. For the purpose of the teaching and learning English, an authentic text is one whose primary intent is to communicate meaning. The relevant consideration here is not for whom it is written, but that there has been an authentic communicative objective in mind (Swaffar, 1985: 17, cited in Mishan, 2005: 12). Besides that, Wallace cited in Berardo (2006) adds that authentic materials or texts are texts used in real life communication which are not written for pedagogic purposes. In brief, a text is usually regarded as authentic if it is not written for

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teaching purposes but for a real-life communicative purpose, where the writer has certain message to pass on the reader.

Moreover, Widdowson (1990) cited in Marinez (2002: 2) states that authentic materials can be defined as the materials designed for native speakers and they are used in the classroom in a way similar to their purpose when they are designed for. Here, the definition points out the term authentic as a real language. Though, when teachers bring the authentic materials in the classroom, they used it in genuine way in which those materials are designed to.

As Walkin (1976: 76) in Guariento and Morley (2001: 347) stated that exposure will help them to acquire an effective competence and to bridge the gap between the classroom knowledge and their participation in the real world. In other words, authentic materials can be use as a bridge to connect the classroom with the real world situation.

Furthermore, using authentic materials in the classroom is significant for many reasons. Martinez (2002), Berardo (2006), Richard (2006) proposed some advantages. Generally, authentic materials include incidental or improper English so the students are exposed to the real discourse. When they come to the teaching and learning contexts, authentic materials contain wide variety of text types which can be used in the classroom. They support more creative

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approach to teaching. The same piece of material can be used different circumstances if the task is different.

When choosing the authentic materials from the various sources, there are some criteria that should take into consideration. Nuttall (2000) cited in Berardo (2006) gave three main criteria in choosing authentic materials to be used in classroom.

a) Suitability of content

The texts should be interested, motivated and also relevant to the students needs.

b) Exploitability

Exploitability refers to how the text can be used and exploited in order to develop the competence of the learners in the teaching and learning process.

c) Readability

Readability refers to the level of difficulty in the texts. It is about the amount of new vocabulary and new structure contained in the texts.

Together with those criteria, Berardo (2006) also added two more criteria in his study. The first is variety, which are the various types of texts. It used in the classroom to avoid the students' boredom and also presentation. It is how the texts are presented in the classroom, whether the texts look attractive and interesting or not. The

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presentation of the texts plays a role to grab the students' attention. He also proposes some questions which are used to check before choosing authentic materials.

Tabel II.1

important factor by using authentic materials

Important factors in choosing authentic materials	
Suitability of Content	Does the text interest the student? Is it relevant to the student's needs? Does it represent the type of material that the student will use outside of the classroom?
Exploitability	Can the text be exploited for teaching purposes? For what purpose should the text be exploited? What skill/strategies can be developed by exploiting the text?
Readability	Is the text too easy / difficult for the student? Is it structurally too demanding / complex? How much new vocabulary does it contain? Is it relevant?
Presentation	Does it look authentic? Is it attractive? Does it grab the student's attention? Does it make the student want to read more?

According to Senior (2005) in Berardo (2006), when dealing with authentic materials, one should be bear in mind is that it should be done with a purpose. It needs to have a clear pedagogic goal for

what precisely the teacher wants the students to learn from the materials. The role of the teacher is needed to make the students confident when handling authentic materials.

Berardo (2006) gives possible solution which is to give text related tasks. There are three basic types of reading activities:

a) Pre-reading

   This activity is used to activate existing schemata or background knowledge of the students. It also provides information of linguistic or social-cultural inadequacy to prepare the students for reading the text.

b) While-reading

   It is used to encourage the students to be a flexible and active reader also to promote an interaction between reader and writer.

c) Post-reading

   This activity often comes as questions that follow a text. It is used to test understanding.

Furthermore, Nuttal (2000: 154) proposes guidance that can be used at each of those three stages. First, at the pre-reading stage before the students begin to read, providing a reason for reading, introducing the text, setting a top-down task, breaking up the text, dealing with new language and asking signpost questions can be a way to make the

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task more explicit and effective. Then, in while-reading, the way to organize the class determines how the teacher can guide students while they are reading.

Brown (2001: 313) has proposed several principles for designing interactive reading techniques that must also consider in applying authentic materials in the class. His principles are as follows; in interactive curriculum, do not overlook the importance of specific instruction in reading skills, use techniques that are intrinsically motivating, utilize techniques with authentic language and content, Encourage the development of reading strategies, include both bottom-up and top-down techniques, subdivide your techniques into pre-reading, during-reading, and afterreading phases, and build in some evaluative aspect to your techniques.

The introduction of authentic texts into teaching and learning situation has been viewed as one of the principles of task-based language teaching. According to Willis (1998) cited in Tilfarlioglu and Basaran (2007: 135), a variety of tasks can be designed to motivate and give learners a purpose for processing the meaning and accomplishing a desired end of product. It means that tasks can give students reason or purpose for doing the learning activities. Meanwhile, the term authenticity involved in task broadens the potential of the materials as the resource of language learning.

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5. Using Authentic Materials on Improving Students' Reading Comprehension

a. Definition of Using Authentic Materials on Improving Students' Reading Comprehension

Authentic material refers to those taken from real life sources and they are not designed for teaching and learning purposes. The most common sources of authentic materials that can be used in the classroom are newspaper, magazine, songs, literature and materials from the internet. Wallace (1998: 145) defines authentic texts as "real-life texts, not written for pedagogic processes". One of the main purposes of using authentic materials in the classroom is to "expose" students to as much real language as possible. Therefore, the students can gain real information and know what is going on in the world around them. Moreover, an advantage of taking a complete newspaper or magazine into classroom, instead of photocopies of an article, is that students can actually choose what they want to read. They are much more likely to read with enthusiasm if they have made decision about what they want to read.

Authentic materials are often more interesting because they reflect real life phenomena. It is in line with Brown (1999) s' statement that the learners are more eager to learn when the language is authentic or meaningful. It is supported by Nuttall (1996: 172) who states that "authentic texts can be motivating because they are proof

that the language is used for reallife purposes by real people". Moreover, they have a positive effect on comprehension and learner satisfaction (Berado, 2006). Thus, it can be implied that the use of authentic materials affect the students' reading comprehension.

However, authentic materials often contain difficult language and unneeded vocabulary items, which can be unnecessary distraction for learners and teacher. In order to solve the problem the authentic material should be used in accordance with students' ability, with suitable tasks being given in which total understanding is not important. In order to overcome the problems created by difficult authentic material texts, one solution needed is to simplify them according to the level of the learners.

The used of authentic materials in the teaching of reading is benefitting students. Since authentic text is an exposure to real language being used in a real context, it is introducing the students how the language is really used. It is in contrast with artificial text which typically uses controlled language learning environment. In real world, students will not encounter the artificial language of the classroom but language how it is really used.

The used of authentic material is also recommended by Widdowson. He stated that it has been traditionally supposed that the language presented to learners should be simplified in some way for easy access and acquisition (Widdowson, 1990). Nowadays, there are

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recommendations that the language presented should be authentic. Berardo stated that using authentic material is good for the students because it enable learners to interact with the real language and content rather than form. Learners feel that they are learning a target language as it is used outside the classroom (Berardo, 2006).

b. Example of Using Authentic Materials on Improving Students' Reading Comprehension

To get your mind thinking of all the possibilities, authentic material can be include visual :

1) Photographs
2) Art works
3) Signs with symbols
4) Postcards
5) Picture
6) Books, etc.

Researcher make authentic materials fun and interesting by making classroom activities with a little creativity, the ways is determine the topic to be studied, for example the topic is about the descriptive text. Let students choose for themselves what objects they will describe by bringing these objects into the classroom. That way sturdents will more easily understand without having to imagine the objects to be described.

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c. Lesson plan

Standard Competence : make a students understand, apply, and analyze factual, conceptual, and procedural knowledge based on their curioosity in science, technology, arts, culture, nationality, and civilization related to the cause of phenomenon and event.

Basic competence : students analyze the social function, text structure, and language features from descriptive text. Teachers need to facilitate the students in order to learn about descriptive text.

Generic structure : Identification part and description part. The identification part will convey the identity of things, people, or places that will be described. In the description part, the things mentioned in the identification part will be described in detail. Descriptive text uses present tense for telling the facts of object descriptions and adjective for describing the things in general for the language features.

According to Raphael (1993) Teachers can teach the students about descriptive text by using the textbook. Students can learn about the social function, text structure, and language features from it. For the supplement material, teachers can also give authentic materials to the students. Students can learn how English is used in the real world by reading the authentic materials.

Anthony, Pearson and Raphael (1993) described reading as a process to grasp the meaning from written texts by using a dynamic

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interaction between the reader's existing knowledge, the information suggested by the written language, and the context of the reading situation (as cited in Farrell, 2009, p. 14). It means that reading can help students in enriching their knowledge as the process of grasping meaning from texts.

In teaching descriptive text, teachers should care for the learners, so that there is a process of learning by the students. The purpose of teaching according to Brown (2000) is guiding and facilitating learning, enabling the learners to learn, and setting the condition for learning (p. 7). So, teachers need to be very creative in facilitating students in learning descriptive text.

When teachers decide to use authentic materials in classroom, they and their students will get some advantages. There are many advantages that will be discussed here. The first advantage is the students are exposed to real language. Gebhard (2000) argues that authentic materials can become a bridge between the students and the real world (p.102). The students will get a wide picture of how English is used in the real world. The second advantage is that authentic materials are more related to learners' needs. Teachers should plan what to teach in their classrooms based on their students' interests and needs (Davies & Pearse, 2000, p. 14).

The last advantage is authentic materials bring cultural information for the students. David and Pearse (2000) confirm that

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when students read an authentic text, they also get to know the culture of the writer of that text (p.107). It will be very beneficial for the students to learn about culture.

B. Relevant Research

The purpose of the existence of relevant research is that the research conducted by this researcher can be accepted. According to Syafi'i (2018: p. 102) relevant research is required to observe some previous researches conducted by other researchers in which they are relevant to our research. There are some previous writers which have relevancy to this research:

The first is the thesis of Rina Desitarahmi. He conducted a study in 2013 entitled "Using Authentic Materials To Improve Reading Comprehension Of Grade Eight Students Of Smp 15 Yogyakarta" **.** This research was aimed at improving the reading comprehension of the grade eight students of SMP 15 Yogyakarta through the use of authentic materials. After analyzing, the results in this research show that the use of authentic materials is effective to improve the students' reading comprehension. The use of these materials is effective when they were used together with authentic tasks which provide communicative activities. After the actions were implemented, the students showed some improvements. They could focus on the lesson and actively participated in the teaching and learning process. They got familiar with some reading

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strategies and could apply them. They were able to scan the detail information of the texts, deduce the meaning of unfamiliar words and understand information when not explicitly stated. The research conducted by Rina Desitarahmi is different from this research in which in this research. The researcher used multiple choice questions to determine the results of the use of authentic materials, while Rina Desitarahmi used observation and interviews.

The second is the thesis of Sri Wahyuni. He conducted a study in 2013 entitled "Using Authentic Materials To Improve Reading Comprehension Of The Seventh Grade Students Of Smp Muhammadiyah 10 Yogyakarta In The Academic Year Of 2012/2013**".** The study attempted to solve the problems related to the students' reading comprehension. ent's reading scores in the pre-test and post-test. The results of the research show that using authentic materials can improve the students' reading comprehension and the students' reading involvement in the reading class through picture in power point slide and activities. There were improvements of students' involvement in the reading class toward the application of group work. They were more active in every activity, willing to participate in the group discussion, and more serious to finish the tasks in groups. The results of the implementation of authentic materials through picture in power point slide and activities (i.e. arrange the jumbled text to decide which is introduction, description and conclusion, find the main idea and supporting details based on the text,

complete the sentence with the suitable words and find the verbs based on the preview text) were successful in improving students' reading comprehension in the English teaching and learning process. The findings were supported by the mean score in a pre-test which improved from 59.6 to 70 in the post test. The research conducted by Sri Wahyuni is different from the research conducted in this research. Researchers used multiple choice questions to find out the results of using authentic materials, while Sri Wahyuni used study groups and involved media such as power points.

The third is the thesis of Nining Kristianti. He conducted a study in 2017 entitled "Using Authentic Materials In Reading Comprehension of Students' Low and High Proficiency Levels". The purposes of this study are to find out weather there is significant difference of students' reading comprehensionbetween high and low proficiency level students who were taught through authentic material, to find out the aspects of reading skills that mostly influenced by the students in reading comprehension through authentic material and to see students' perceptions of teaching and learning through authentic material. Based on the result of t-test sig. (2-tailed) showed that there is significant difference between high and low proficiency level students. Finding inference was the aspect of reading that mostly influenced reading comprehension in high proficiency level students while finding supporting details was the aspect that mostly influenced in low proficiency level students. Moreover, the high proficiency level and low proficiency level students have a positive

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perception in teaching and learning through authentic material. The research conducted by Nining Kristianti is different from the research conducted in this research. Researchers used multiple choice questions to find out the results of using authentic materials, while Nining Kristianti used summaries made by students by first determining a theme from the objects around them.

C. Operational concept

To avoid misunderstanding and misinterpreting, the operational concept will be used in this research. There are two variables in this research; X and Y. variable X is as independent variable, and variable Y is as dependent variable. In this research, variable X refers to using authentic materials and variable Y refers to students' reading comprehension.

The indicator in variable X using authentic materials.

Procedure of authentic materials (variable x) in Raphael (1993) are a follows:

1. Teachers teach the students about descriptive text by using the textbook.
2. The teachers teach the social function, text structure, and linguistic elements of the text.
3. Teachers also give authentic materials to the students for the supplement material.

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4. The teacher provides learning how English is used in the real world by reading authentic material.

The indicator in Variable Y or reading comprehension in King and Stanley (2004). They are:

a. Main Idea.

   The students are able to find the main idea of the text.

b. Finding Factual

   The students are able to find the generic structure and specific iation of the text.

c. Reference

   The students are able understand the reference of the text.

d. Inference.

   Students are able to make the inference of the text.

e. Vocabulary

   The students are able to understand the vocabulary of the text.

D. The Assumption and The Hypothesis

1. The Assumption

In this research, the researcher assumes that the better using authentic materials, will be the better students' reading comprehension.

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2. The Hypothesis

a. Ha (alternative hypothesis) : There is a significant effect towards students' reading comprehension taught by using authentic materials.

b. Ho (null hypothesis) : There is no significant effect towards students' reading comprehension taught by using authentic materials.

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CHAPTER III

METHOD OF THE RESEARCH

A. The Research Design

According to Arikunto, Suharsimi (2010:90) "the research design is a plan or the design made by the researcher as a square of the activities to be implemented". So that the plan can be a reference in the research process which will be implemented. Ary (2010) stated that this design is used because it provides little or no control of extraneous variables. Also, Campbell (1963) claimed that the experiment which is done between the pre-test and the post-test may cause the difference results between the two tests. In addition, Ary (2010) explained that there will be three steps of the one-group pretestposttest design: (1) administering a pretest; (2) applying the experimental treatment X; and (3) administering the posttest. The form of research design used in this study was pre-experimental. He represented the one-group pretest-posttest design as follows:

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The Research Design

Pretest	Independent	Posttest
Y_1	X	Y_2

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B. The Location and Time of The Research

The research study was conducted at X grade of SMA N 6 Mandau. It is located on Jl. Simpang Puncak Km.18, Boncah Mahang, Kec.Bathin Solapan Kabupaten Bengkalis. This research will be conducted from April 17 to May 7, 2021

C. Subject and Object of the Research

The subject of the research was the students of X - sciences of SMA N 6 MANDAU in the first semester by the academic year of 2020/2021. And the object of this research is using authentic materials to improve students' reading comprehension.

D. The Population and Sample

1. Population

Population is the whole of the research subject (Suharsimi Arikunto, 2006:108). According to Creswell (2012, p. 142), "Population is a group of individuals who have the same characteristic". There were 99 students of tenth grade at MAN 6 Mandau consisting of male and female students from three classes. The population of the research can be seen as follows:

classes	Total
X MIPA 1	35
X MIPA 2	34
X MIPA 3	30
Population	99

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2. Sample

This research is pre-experimental design which only carries out one group. So in this research, the researcher took a class to be the sample by using Cluster Sampling. According to Ary (2010), the Cluster Sampling is used when the target population is so large. After choosing randomly, the members of chosen group was X MIPA 3 consisting of 30 students. The sample of the research can be seen as follows:

No	Class	The Number of Students
1	X MIPA 3	30

E. Technique of Collecting Data

In this study, researchers used tests in collecting data, namely tests to measure students' reading comprehension of descriptive texts. According to Brown (2007), the test means a method to measure a person's ability, knowledge, or performance in a particular domain. The test was conducted by giving questions to students about descriptive texts.

In this study the researcher used multiple choice, where Brown (2003) said that multiple choice is easy to do and can be assessed quickly. The test consists of 20 items that represent each indicator. In this study, a pre-test and two post-tests were used.

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F. Validity and Reliability

1. Validity Test

A measurement instrument is said to be valid if the instrument can measure something precisely against what you want to measure, test the validity of the instrument was carried out to test the accurary (validity) of each instrument items. As for what is used to test can be with the test SPSS or by using Karl's product moment correlation coefficient formula pearson. The r-table value of the moment product is searched for the distribution of the statistical r-table value based on the df (degree of freedom) value in the study. The formula df is n-2.

It means that validity is the most important consideration in evaluating measuring instruments. Pertaining to the definition of validity, Hughes (2003) stated that there are four kinds of validity. They are content validity, criterion-related validity, construct validity, and face validity. Each has different usage and function. To find out validity of test, researcher used *Cronbach's Alpha* Formula by using SPSS 19 version. The standard value of validity $r_{item} > r_{table}$ based on the try out result, it was determined that all of the items were valid. And try out is to obtain the validity and reliability of the test.

N = The total sample = 30 Students
Df = N – 2 = 30-2 = 28
In the distribution table with a significance level of 5% the number of df = 28 is 0.374.

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Table III. 1
Validity of Reading Comprehension Test

No.	r-item	r-table	Result
1	0,965	0.374	Valid
2	0,995	0.374	Valid
3	0,995	0.374	Valid
4	0,984	0.374	Valid
5	0,995	0.374	Valid
6	0,955	0.374	Valid
7	0,995	0.374	Valid
8	0,984	0.374	Valid
9	0,995	0.374	Valid
10	0,965	0.374	Valid
11	0,984	0.374	Valid
12	0,995	0.374	Valid
13	0,995	0.374	Valid
14	0,957	0.374	Valid
15	0,995	0.374	Valid
16	0,995	0.374	Valid
17	0,965	0.374	Valid
18	0,984	0.374	Valid
19	0,984	0.374	Valid
20	0,943	0.374	Valid

2.
3.
4.
5.

Based on the table above, the test that will be used as a research instrument is proven to be valid.

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2. Reliability Test

Brown (2003) mentioned that a reliable test is consistent and dependable so that the test can be measured through the scores given. The researcher tried to measure the reliability of the test through the rater reliability, specifically in inter-rater reliability. There will two raters who give different scores. To find the reliability, the researcher used *Cronbach's Alpha* formula.

Cronbach's Alpha is a measure of reliability that has a value ranging from zero to one (Hair et al., 2010: 92). According to Eisingerich and Rubera (2010: 27) the minimum reliability value of Cronbach's Alpha is 0.70. There are several reasons the researcher used the minimum reliability value of Cronbach's Alpha of 0.70. one of them, the reliable Cronbach's Alpha (0.70), can provide support for internal consistency. The value of the reliability level of Cronbach's Alpha can be shown in the following table below.

Table III.2
The Classification of Realibity

The Value of Cronbach's Alpha	reliability level
0.0 – 0.20	less reliable
>0.20 – 0.40	somewhat reliable
>0.40 - 0.60	reliable enough
>0.60 – 0.80	reliable
>0.80 – 1.00	very reliable

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Based on the table III.6 illustrated above, it can be seen that the total number of the students consisted of 38 students. The score of Cronbach's Alpha was 0.856.

Table III.3

Realibity Statistic

Cronbach's Alpha	N of Items
0.998	20

In the Reliability Statistics section it can be seen that the value of Cronbach's Alpha = 0.998 which is greater than the r table (0.374) with a significance level of 5%. This means that the instrument is proven reliable. If the value of Cronbach's Alpha is greater than r table with a significance level of 5%, then the instrument has a good level of reliability, or in other words, the result data can be trusted.

G. Technique Analyzing of Data

In analyzing the data collected the researcher used statistical methods, with the formula of paired sample test.

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CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

Refering to the data presentation and data analysis in chapter IV, finally the researcher concludes that the formulation of the problem are as follow :

1. students' reading comprehension before being taught by using authentic materials was in the "good" category, with a presentation of 70.0% with mean 75,17.
2. students' reading comprehension after being taught by using authentic materials was in the "verry good" category, with a presentation of 100% with mean 95,27.
3. there is a significant effect of using authentic material on students' reading comprehension at SMAN 6 MANDAU. With the value $t_0 > t_{tabel}$ (22,270 > 2,04) at the significance level 5% .

B. Suggestions

Suggestions are given to all subjects concerned with this research. This suggestion is made based on the conclusions and discussions that have been carried out by the researcher.

1. For the English Teachers

In this case the role of the teacher is very important. Teachers should consider students' interests before making

materials or lesson plans. This will help students to better understand the material and understand what they need to do in the future.

2. **For the School Institution**

Every school member should be able to support the implementation of learning English by using authentic materials. Schools can also provide learning tools. This can also be applied in the library by providing a wide variety of authentic materials that students can read in their spare time.

3. **For other Researchers**

Other researchers who want to conduct a study having a same topic are expected to make better improvement on using authentic materials to improve thereading activities in the classroom.

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