

**THE EFFECT OF USING AUTHENTIC MATERIALS TOWARD  
STUDENTS' INTEREST IN READING AT THE SECOND  
YEAR OF STATE SENIOR HIGH SCHOOL 1  
UKUI DISTRICT PELALAWAN  
REGENCY**



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PEKANBARU  
1433 H/2012 M**

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(S.Pd.)



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## ABSTRACT

**PURNAWATI (2011):      The Effect of Using Authentic Materials toward Students' Interest in Reading at the Second Year of State Senior High School 1 Ukui District Pelalawan**

The objective of this research is to find out whether there is or not a significant effect of using authentic materials toward students' interest in reading at the second year of SMAN 1 Ukui. Because of based on the preliminary research at the second year students of state senior high school 1 Ukui distric Pelalawan regency, the writer found that students' interest in reading was still called low. Thus, the writer was interested in carrying out this research. The formulation of the problem in this research is:

- a. Is there any significant effect of using authentic materials toward students' interest in reading?

The subject of this research was the second year students of State Senior High School 1 Ukui district Pelalawan, and the object was the use of authentic materials and students' interest in reading at the State Senior High School 1 Ukui district Pelalawan. The population of this research was the second year students of State Senior High School 1 Ukui district Pelalawan. There were four classes of the second year students with the number of population 96 people. Because of this research needed two classes, the writer took only two classes, they were XI IPA<sup>1</sup> as an experiment class and XI IPA<sup>2</sup> as a control class. The total of sample was 48 students.

The instruments in this research were observation and questionnaires to get result, the writer used manual calculation. the last, the writer calculated the data by the formulation of t-test. After analyzing the data, the writer found:

1. Mean score of control class taught without Authentic materials was (2.16), categorized into **Enough**
2. Mean score of experimental class taught by authentic materials was (12.83), categorized into **Good**

Based on the data analysis by using manual, the writer found that  $t_0$  was 6.30, while T-table at the 5% grade of significance refers to 2.02 and the level of significance 1% is 2.69. ( $2.02 < 6.31 > 2.69$ ). It means that there is a significant effect of using authentic materials toward students' interest at the second year of State Senior High School 1 Ukui district Pelalawan. Regarding the result above,  $H_a$  is accepted, and  $H_0$  is rejected.

## ABSTRAK

**PURNAWATI (2011) : Pengaruh dari Penggunaan Materi - Materi Otentik terhadap Minat Siswa dalam Membaca pada Siswa Kelas 2 di Sekolah Menengah Atas Negeri 01 Kecamatan Ukui Kabupaten Pelalawan.**

Tujuan dari penelitian ini adalah untuk menemukan adakah perbedaan signifikan atau tidak dari pengaruh penggunaan materi-materi otentik terhadap minat siswa di dalam pembelajaran membaca pada siswa kelas dua SMA N 01 Ukui. Sebab berdasarkan pra penelitian, penulis masih menemukan minat yang rendah pada siswa kelas dua SMA N 01 Ukui, maka penulis berminat untuk mengadakan penelitian dengan rumusan masalah: Apakah ada pengaruh yang signifikan dari penggunaan materi otentik terhadap minat siswa dalam membaca?

Subjek penelitian ini adalah siswa kelas 2 SMA N 01 Ukui Kabupaten Pelalawan. Dan objeknya adalah guru menggunakan materi otentik dan minat siswa dalam membaca di SMA N 01 Ukui Kabupaten Pelalawan. Populasi dalam penelitian ini adalah siswa kelas 2 SMA N 01 Ukui Kabupaten Pelalawan. Terdapat empat kelas, yang mana dengan total populasi adalah 96 siswa. Karena penelitian ini membutuhkan dua kelas, penulis mengambil 2 kelas yaitu; XI IPA<sup>1</sup> sebagai kelas eksperimen and XI IPA<sup>2</sup> sebagai kelas kontrol. Total sampelnya adalah 48 siswa.

Instrumen dalam penelitian ini menggunakan observasi dan angket untuk mendapatkan hasil data dengan menghitung secara manual, yakni menggunakan rumus t-test. Berdasarkan hasil temuan penulis. Tertera dibawah ini:

1. Rata-rata nilai kelas kontrol yakni di ajarkan tanpa menggunakan materi otentik adalah (2.16), dan kategorinya adalah **Cukup**
2. Rata-rata nilai kelas experiment dengan menggunakan materi otentik adalah (12.83), dan kategorinya adalah **Baik**

Berdasarkan analisis data, penulis menemukan hasil  $t_{\text{observasi}}$  adalah 6.30, sedangkan T-Tabel dari 5% hubungannya sekitar 2.02 dan di level 1% hubungannya sekitar 2.69. oleh sebab itu, ini dapat menjadi analisis bahwa  $T_0$  lebih besar dari pada T-Tabel diantara 5% or 1%. Ini dapat dibaca dengan  $(2.02 < 6.30 > 2.69)$ . Hasil ini menjelaskan bahwa adanya pengaruh dari penggunaan materi otentik terhadap minat siswa dalam membaca pada kelas 2 SMA N 01 Ukui Kabupaten Pelalawan. Oleh karena itu, dapat disimpulkan bahwa  $H_a$  diterima dan  $H_0$  ditolak.

## الملخص

فرناوات (2011) : أثر استعمال مواد أصلية لمصلحة الطلاب في الصف الثاني في القراءة في المدارس الثانوية الحكومية العليا في القراءة في المدارس الثانوية الحكومية العليا كوي فاللون

خلفية هذا البحث هي لتتظن قيمة مادية عالية بسبب الاهتمام لأنه وفقا للحياة الحقيقية للطلاب . . بناء على دراسة مسبقة، والكتاب لا تزال تجد المصلحة الأمنية الثانية منخفضة طلاب الصف من المدارس الثانوية الحكومية العليا كوي فاللون ، ثم أنا مهتم بالأبحاث في مجال صياغة المشكلة هي وجود أي آثار كبيرة من استخدام مواد أصلية لمصلحة الطلاب في القراءة؟

كان موضوع هذه الدراسة من طلاب المدارس الثانوية في الصف المدارس الثانوية الحكومية العليا كوي فاللون. والكائن هو المعلم يستخدم مواد أصلية واهتمام الطلاب في القراءة عند السكان المدارس الثانوية الحكومية العليا كوي فاللون في هذه الدراسة كانت درجة المدارس الثانوية الحكومية العليا كوي فاللون حيث هناك 4 فصول مع مجموع السكان البالغ عددهم 96 طالبا. لأن هذا يتطلب دراسة ففتين، هما : (1) ، التجارب العلمية ال 11 و 11 (2) ، التاريخ العلمي الطبقة السيطرة. مجموع عينة هو 48 طالبا الصك في هذه الدراسة باستخدام المراقبة والاستبيانات للحصول على بيانات عن طريق حساب النتائج يدويا، وذلك باستخدام أي صيغة - T الاختبار. استنادا إلى النتائج التي توصل إليها الكتاب. المدرجة أدناه:

1. متوسط قيمة فئة عنصر التحكم التي يتم تدريسها من دون استخدام مواد أصلية هو (2،16) ، وفئة لا بأس
2. فئة الصف المتوسط التجربة باستخدام مواد أصلية هو (12،83) ، والفئة جيد

بناء على تحليل البيانات، وجد الكتاب نتائج الملاحظة 6.30طن، في حين في الجدول (5) .% (للقيام حوالي 2:02 ومستوى 1 .% الذي يمكن عمله حيا ل 2.69. لذا، قد يكون هذا التحليل الذي أكبر من الجدول T - بين 5 .% أو 1 .%. يمكن قراءتها مع (<6،30> 02:02 2.69) هذه النتيجة توضح أن تأثير استخدام مواد أصلية لمصلحة الطلاب في القراءة في الصف المدارس الثانوية الحكومية العليا كوي فاللون ، وبالتالي يمكن استنتاج أن يتم تلقيها هو ومرفوض.

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# CHAPTER I

## INTRODUCTION

### A. The Background of the Problem

Reading is one of some skills in English have to be mastered. It has been being a compulsory subject by Government through based curriculum ( KTSP ) which provides it become a skill that must be taught and learned by students, including senior high school as their guidance in teaching and learning process. In the teaching and learning process, the based competency of reading is able to understand the meaning of the functional texts and the simply of essay of report, narrative and analytical exposition texts in the contex of the daily life and for access of knowlegde.

State Senior High School 1 of Ukui District in Pelalawan Regency is the general school that encourages the students to develop their competence in reading, Based on the syllabus of State Senior High School 1 of Ukui district in Pelalawan regency, the basic competence of reading is enable the students to understand and respond the meaning of the short functional text (such as banner, poster, pamphlet ) formal or informal of written language accurately of the daily context.<sup>1</sup> There are some kinds of texts, such as report, narrative, and analytical exposition text. In this research, the report texts is used by the writer because of those texts had been studied by the learner, so it is not strange anymore for them. Even thought it still have problem. As stated by Burnes and Page that reading process is to reconstruct the

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<sup>1</sup> Harianto. 2011. Syllabus of SMAN 01 Ukui. Unpublished. Page 57

author's means.<sup>2</sup> It means that the students should be able to know and also understand deeply what the authors' means in her/his writing.

This school has been trying hard to achieve the better goal of teaching-learning process. Some efforts that have been done by this school such as: The English teacher has been using the better model of teaching, strategy, and method in other to make his students engaged to the learning. And another effort applied is the existence of library that contains many books there. This school expects the students to read much of English books to make them familiar with the language.

Since we realize that English is not a daily language, in the preliminary research, the writer was found that the students of State Senior High School 1 Ukui District Pelalawan have many problems in the English class. As the English teacher said that it was being a difficult thing to attract student's interest, activeness and enjoyment of reading activity. No doubt that interest in reading has been being a crucial aspect of learning activities. As Krapp stated that Interest plays an important role as an explanatory factor in the subjective theories of teachers and educators<sup>3</sup>. The teaching-learning activity without interest would be flat. An effective learning activity involves active students to take apart actively in the English class. They have comfortable feeling, enjoy and also had an intrinsic power of them to do the learning activity.

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<sup>2</sup> Don Burnes and Glenda Page, 1985, *Insight and Strategies for Teaching Reading (Brisbane College of Advance Education Sydney)*, page. 27

<sup>3</sup> Krapp, A. (1989). Der Stellenwert des Interessenkonzepts in der padagogisch orientierten Forschung [<http://www.informaworld.com/smpp/title~content=t775653642>].

Based on the brief explanation of the problems above, the writer concluded that most of the students of State Senior High School 1 of Ukui District in Pelalawan Regency still showed some difficulties of understanding reading materials because of they had low interest in reading. The difficulties shown by several symptoms below:

1. Some of the students are still out side when English lesson begin.
2. Some of the students do not spend their leisure times for reading book.
3. Some of the students are lazy to do the reading assignment.
4. Some of the students feel bored in reading texts
5. Some of the students do not pay full attention when the teacher is teaching.

Based on some problems above, the writer thinks that it is a challenge for the teacher to consider a technique, mediation, and atmosphere in teaching reading in which the students feel comfortable, curious, and motivated to learn the language enthusiastically. Besides, the teacher has to prepare the condition that supports the students to study confidently. Selecting the appropriate materials which can improve the students' ability, interest in learning should be considered by the English teacher.

So, in order to solve the problem, the writer is interested in applying authentic materials as the reading materials, of course by the better implementation to improve students' interest in reading. As Gebhard says that a way to make them being involved in these classes is by using authentic materials.<sup>4</sup> It means that authentic materials can influence the learners in their study, by using authentic materials, they

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<sup>4</sup> Gebhard, JG, 1996, *Teaching English as a Foerign Language: A Teacher Self-Development and Methodology Guide* , Ann Arbor: The University of Michigan Press, page 12

are being connected with the materials given by their teacher. Then, authentic materials are chosen as Richards, Platt and Weber see, that the use of different kinds of task in language teaching is said to make language teaching more communicative.<sup>5</sup> Authentic materials offer real language that is contextually rich; it can bridge the students into their real life. These materials have a high interest value because of their relevance with the learners' lives. Cohen emphasizes that the use of authentic materials can intrinsically motivate the learners.<sup>6</sup> The researcher hopes that authentic materials by the better implementation as reading materials in teaching-learning process will be able to solve the problems above.

Finally, the writer decides to conduct a research entitled:

**“ The Effect of Using Authentic Materials Toward Students’ Interest in Reading At The Second Year of State Senior High School 1 Ukui District Pelalawan Regency”**

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<sup>5</sup> Richards, J.C.J. Platt and H. Weber. Richards, Platt J.C.J. dan H. Weber, 1986, *A Dictionary of Applied Linguistics*, London: Longman, page 76

<sup>6</sup> Cohen, Alissa. Cohen, Alissa, 2005, *Promoting Motivation in the Foreign Language Classroom*, In *Clear News* Volume 9 Issue 2 Fall, pp1-6 Available <http://clear.msu.edu/clear/newsletter/files/fall2005.pdf> , page 127

## **B. The Problem**

### **1. The Identification of the Problems**

Based on the background, there are some problems that can be identified as follows:

- a. Why are some of the students still outside when the English learning begins?
- b. How does the English teacher teach reading?
- c. What factors influence students who are lazy to read?
- d. Why do some students have not good response on the English teaching material?
- e. Why do some students get confused when they do the assignment?
- f. How is student's attention toward teacher's explanation?

### **2. The Limitation of the Problem**

By considering the problems, the writer only limits the problem to the context of the effect of using authentic materials toward interest in reading at second year students of State Senior High School 1 of Ukui district in Pelalawan regency.

### **3. The Formulation of the Problem**

The problem is formulated as follows:

1. Is there any significant effect of using authentic materials toward students' interest in reading at the second year of SMAN 01 UKUI?

### **C. The Reason of Choosing Title**

1. The researcher is interested in investigating and carrying out a research to know the effect of using authentic materials in reading interest.
2. This research is important to improve students' interest in reading.

### **D. The Objective and Significance of the Research**

#### **1. The Objective of the Research**

The objective of the research can be seen as follows:

- a. To find out whether there is or not a significant effect of using authentic materials toward students' interest in reading at the second year of SMAN 1 Ukui.

#### **2. The Significance of the Research**

The significances or the needs of this research are as follows:

- a. To enlarge and expand the writer's knowledge, especially in conducting a research.
- b. To give information and positive contribution to the research herself as a researcher conducting and acquiring her knowledge especially in the field of the education research.
- c. To add references, for those who want to investigate the same problem.

To complete the writer's tasks in fulfilling her partial requirement for the undergraduate degree in Department of English Education at Faculty Education and Teacher Training State Islamic University of Sultan Syarif Kasim Riau.

## **E. The Definition of Term**

In order to avoid misunderstanding and misinterpretation, it is necessary to explain any terms used in this research. The terms are as follows:

### **1. Authentic Materials**

Spoken or written language data have been produced in the course of genuine communication, and not specifically written for purposes of language teaching.<sup>7</sup> Authentic Materials according to the writer are the materials that are appropriate for the learners by the selecting them, they are up to date, interesting, suitable topic for class in the terms of course objective, appropriate to the level, useful, and it is a real materials produced by the native writer/speaker.

### **2. Reading**

The term refers to the sub skill that includes predicting content, understanding the main idea, and interpreting the text.<sup>8</sup> Reading according to the writer is a process which is conducted by the reader to get message or meaning from the written symbols.

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<sup>7</sup> Nunan, D.,1999, *Second Language Teaching and Learning*. Boston: Heinle and Heinle Publishers, page 12

<sup>8</sup> Graves, Kathleen, 2000, *Designing Language Course: A Guide for Teachers*. Canada: Thomson Heinle, page 85



### 3. Interest

Interest is statement of desire to learn or to know about some thing, curiosity and concern with feels have showed and express<sup>9</sup> it means that the students have feeling as like or dislike.

### 4. Effect

Hornby says that effect is a change procedure by an action or cause as defined.<sup>10</sup> It means that effect is an activity that can change caused by something.

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<sup>9</sup> Jack c Richards, 1992, *Longman Dictionary of Language and Applied Linguistics Malaysia* : Longman group Uk limited, page 306

<sup>10</sup> Hornby, 2000, *Oxford the Advance Learner Dictionary of Current English*, page 991

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. Theoretical Framework

##### 1. The Nature of Interest.

According to Hoovev Interest is something defined something which is the expression of a felt need.<sup>1</sup> It means that interest is anecessary feeling of something that may expresses by someone. In the same view, Daniel and Diana said that interest is an intrinsic motivator in the sense that engaging in an activity that is the subject of an interest is inherently satisfying and requires no additional reward.<sup>2</sup> It means that interest is the feeling that influence in doing something by pleasure of someone's itself. In addition, Crow and Crow in Djaali said that interest correlateswith moving style that supported someone of facing the thing, activity, experiment that stimulated by the activity itself.<sup>3</sup>

Hence, Deci and Ryan described to interest "an important directiverole in intrinsically motivated behavior in that people naturally approachactivities that interest them".<sup>4</sup>

Ahmadi states that interest is very important role in teaching learning process beside motivation, and intelligent and soon.<sup>5</sup> It means that interest is very

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<sup>1</sup>Hoovev, H. Kenneth, 1967, *Learning and Teaching in the Second School*, USA Allan and Bacon, inc, page 82

<sup>2</sup>Daniel C. Edelson&Diana M. Joseph, 2001, *Motivating Active Learning: A Design Framework for Interest-Driven Learning*, journal of Interest, October 10, 2011, page 7

<sup>3</sup>Crow D. Leatar & Crow, Alice, in Djaali, 2006, *Educational Psychology*, Bumi Aksara, Jakarta, page 121

<sup>4</sup>Deci, E. L., &Ryan, R. M., 1985, *Intrinsic Motivation and Self-Determination in Human Behavior*, New York: Plenum. Page 34

<sup>5</sup> Abu Ahmadi, 1987, *Teaching Learning Strategy*, ( Setia library: Bandung ), page 107

important in learning process, it influence the students for learning. In learning activity, the students have to have an interest, because without interest the students can not study well. While if they have a good interest they will be easy and enjoy the materials. Loretta says that interest is an important factor that should be taken into consideration when choosing materials for reading instruction.<sup>6</sup> Besides, there are two term of interest:

- a. State to learn or to know about something.
- b. Quantity that arouses concern oneself or about curious/ power to hold one's attention with one corner oneself.

Based on the definition above, interest seem to be attention to an object or hobby/ a like that has emotional ensure and always active to receive something that come from out.

There are some characteristics of interest, they are:

- a. Expressed interest.  
Someone expresses his interest with certain words.
- b. Manifest interest.  
Someone manifests his interest with certain activity.
- c. Inventoried interest.  
Someone can evaluate their interest by answering some question.

## **2. The Students' Interest in Learning.**

Learning is generally defined as relatively permanent changes in behavior, skills, knowledge, or attitudes resulting from identifiable psychological or social

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<sup>6</sup> Loretta Frances Belloni, 1978, *The Effects of Interest in Reading Comprehension of Low – Achieving Students*, Louisiana : journal of reading November, page 106

experiences. It means that for the students who had learned, they will change their behavior, skills, knowledge, etc permanently. The process of learning activity is needed an interest for getting full curiosity, attention of students 'learning. Hidi & Renninger said that "As you might suppose, a student who is truly interested is more likely to focus on the topic or activity more fully, to work at it for longer periods, to use more thoughtful strategies in learning—and to enjoy doing so."<sup>7</sup> It is clear enough what Hidi & Renninger said about students' interest.

Furthermore, also for the teachers who were as motivator and facilitator have to bring their students for interesting class. And they must be more creative for created of some new ways in teaching process. Because of this, students' interest in learning becomes an important focused in teaching-learning activity. As Skinner stated that<sup>8</sup>:

Interest is the feeling which accompanies special attention to some object, it is obvious that the two factors are inseparable and that they develop simultaneously. It is ordinarily less dependent upon the structure of the objective situation than simple attention and more a function of the history and present condition of the organism, interest has a relatively enduring and persistent quality that attention lacks. All educational activities without exception are built upon interest.

Interest based on Skinner is something that students really like to do frequently and is concerned with. Interest can not be separated with special attention because if students are interest in something they will give more attention to that thing. Educational activities such as learning and teaching will be done successfully if all people that involve in the process are interested in what they do. Students will

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<sup>7</sup>Hidi, S. & Renninger, A. In Kelvin, 2006, *A Four-Phase Model of Interest Development: Educational Psychology*, 41, 111-127.

<sup>8</sup> Skinner, E Charles, 1946, *Educational Psychology*, New Jersey, Prantice Hall, Inc, page 83

enjoy learning English if they interested in English and teachers will also enjoy teaching English if they interested in it.

According to Hornby Interest in reading is a lifelong commitment to acquiring information and enjoyment through the act of reading.<sup>9</sup> Once students interested in reading they will always like reading because there will be a feeling of want to know something from reading and that feeling will become bigger and bigger from time to time. And reading interest can be included in the literacy interest which students anxious to read literature a lot, and will keep doing it for a long time.

### **3. The Factors influencing Students' Interest in Reading.**

Crow stated that there are five factors which influencing students' interest in reading:<sup>10</sup>

#### **a. Home background experts**

A powerful influence in forming interest in reading. The guidance and help from parents and teachers give the most influence to the students' reading interest development. However, external motivation is needed to support students' interest in reading. Abdussalim in Zam stated that motivation/ interest is affected by some factors. High or low student motivation can be influenced by external factors and internal factors. The external factors are social life, the method, the teacher and the environment. The social life can be meant the parents and home

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<sup>9</sup> Hornby, A.S., 1995, *Oxford Advance Learner Dictionary*, Oxford, Oxford University Press, page 622

<sup>10</sup> Crow, Lester and Alice Crow, 1963, *An Outline of General Psychology*, New Jersey, Littlefield Adams and Co. Paterson, page 190

b. The level of students' intelligence.

The level of students' intelligence is related to the development of students' interest in reading. It is believed that the more intelligent here is including the students reading achievement; therefore, the students who are intelligent will tend to realize the importance of reading, especially authentic materials.

c. Level of reading time

Students' desire to read is influenced by the time that they spent in reading. Students will enjoy the reading if they like. Knowing the time spent in reading will be very helpful to know whether the students are interested in reading or not. Cronbach added that interest is the enjoyable things they like to talk about interest is, however, remarkable stable, and therefore highly significant for guidance. Students will talk much about the thing they like and do it as their hobby because they really enjoy it and feel comfortable to do it.

d. Other activities

Other activities can contribute the students' interest in reading: the students' interest in reading will be developed if they have the other interests that support their interest in reading. For example, students will read more about newspaper if they want to understand and getting more information.

- e. The number of books available

More the students interested in reading more the books they read. Stanley and Hopkins added interest in literacy shows that the students like to read and write. Pressey and Robinson stated interest is something students like to do, students watch to see and what they do when they are free to do as they wish. It means that the students will read more books that they are interested in. If the students are interested in reading Authentic materials, they will read the Authentic materials as many as they could.

#### **4. The Nature of Authentic Materials.**

Peacock states that authentic materials are materials that have been produced to fulfill some social purpose in the language community.<sup>11</sup> It is clear that the texts, which will be exploited, are not the materials, which are especially composed to be used in the classroom. Since the material that will be used is for reading purpose the written form of authentic material is more suitable than the spoken one, for example: articles, advertisement, letters, which are not especially composed to be used in the classroom. It aims at improving the reading skills and strategies of adult learners in a conventional classroom setting and in a computerized learning environment. The use of authentic materials is an important principle of communicative language learning and it contributes to the development of an individual learning style and learning autonomy.

Meanwhile, Widdowson, H in Alejandro differential of the terms “authentic “ and “ genuine material “ has been a seminal one in the field so I

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<sup>11</sup>Peacock in Sylvan, 2004, *Authentic Material: An Overview*. Karen’s Linguistics Issues, Page. 8.

should like to mention it here: Authentic would be material designed for native speakers of English used in the classroom in a way similar to the one it was designed for.<sup>12</sup> For example, a radio news report brought into the class so students discuss the report on pollution in the city where learners live.

Breen distinguishes four types of authenticity.<sup>13</sup>

- a. Authenticity of the texts which we may use as input data for our learners.

This refers to the authentic qualities of a given text, authentic texts for language learning are any sources of data which serve as means to help the learner to develop an authentic interpretation.

- b. Authenticity of the learner's own interpretation of such texts.

Learner authenticity means that the learner must discover the conventions of communication in the target language which will enable him or her to gradually come to interpret meaning within the text in ways which are likely to be shared with a fluent user of the language.

- c. Authenticity of the tasks conducive to language learning.

Task authenticity reflects the purpose to which language input is used. It means that the chosen task should involve the learners not only in authentic communication with texts and others in the classroom, but also in learning and the purpose in learning.

- d. Authenticity of the actual social situation of the language classroom.

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<sup>12</sup> Widdowson, H in Alejandro, 1990, *Authentic Material: an Overview*, *Karen's Linguistic Issues*, Page 7.

<sup>13</sup> Breen, M., 1985, *Authenticity in the language classroom*. *Applied Linguistics* 6, P.60-70.



The authenticity of the classroom is a special social event and environment where in people share a primary communicative purpose that is learning. The authentic role of the language classroom is the provision of those conditions in which the participants can publicly share the problems, achievements and overall process of learning a language together as a social activity.

Morrow K. Explains that authentic material is a stretch of real language, produced by a real speaker or writer for a real message of some sort. It means that it is a part of language that used in real communication in real world and designed to convey real information.

### **1) The Criteria of Selecting Authentic Materials.**

Not all- authentic materials can be used for the purpose of teaching reading. It should fulfill the required criteria of authentic material. Festa and Richards give some criteria's in selecting materials, they are:

a. Interesting

The materials, which are chosen ideally can arise the reader's curiosity.

b. Up to date.

It is related to our own living now. For instance, we will hold the Thomas and Uber Cup Championship. We can take the topic, which is similar to their occasion.

c. Suitable topic for class in terms of course objective.

If the course objective is reading, we should choose the reading materials.

d. Appropriate to their level

In this case, we have to consider about the readers or students' level based on the students' ability.

e. Appropriate to the length of the period.

The length of material must be balanced with the period of the lesson. If the time is limited and the material is too long, then we have to lessen the material. In other words, we have to consider both the length of the material and the time of the class.

f. Useful

It means helpful, producing good result. In daily life, we often face a problem, so useful here is the material can overcome or give the way out of the problems, which often faces. Such as danger from fire, these text tell about the some steps we have to do in the bedroom if cut off by fire.

## 2) The Advantages of Authentic Materials.

Using authentic material in the classroom, even when not done in an authentic situation, and provided it is appropriately exploited, is significant for many reasons, amongst which are:

- a. Students are exposed to real discourse, as in videos of interviews with famous people where intermediate students listen for gist.
- b. Authentic materials keep students informed about what is happening in the world, so they have an intrinsic educational value. As teachers, we are educators working within the school system, so education and general development are part of our responsibilities.

- c. Textbooks often do not include incidental or improper English.
- d. They can produce a sense of achievement, e.g., a brochure on England given to students to plan a 4-day visit.
- e. The same piece of material can be used under different circumstances if the task is different.
- f. Language change is reflected in the materials so that students and teachers can keep abreast of such changes.
- g. Reading texts are ideal to teach/practice mini-skills such as scanning, e.g. students are given a news article and asked to look for specific information (amounts, percentages, etc.). The teacher can have students practice some of micro-skills e.g. basic students listen to news reports and they are asked to identify the names of countries, famous people, etc. (ability to detect key words).
- h. Books, articles, newspapers, and so on contain a wide variety of text types, language styles not easily found in conventional teaching materials.
- i. They can encourage reading for pleasure because they are likely to contain topics of interest to learners, especially if students are given the chance to have a say about the topics or kinds of authentic materials to be used in class.

## **5. Brief Discussion on Report Text**

Based on 2006 curriculum, the first semester student of senior high school learn several types of texts, one of them is report text. Report text is a text that describe the way things are such as a man-made thing, animal, and plants. It is

usually in daily life.<sup>14</sup>In some ways, Report is a text which presents information about something, as it is. It is as a result of systematic observation and analysis.<sup>15</sup>Report text describes the way of certain things and frequently refer to phenomenon of nature, animal and scientific object. Mostly, report is written after getting careful observation. Report text is almost we may find of newspaper, magazine, internet, because it is a phenomenon of daily life.

### **6. Teaching Procedures of Using Authentic Materials**

in order to be concret of teaching authentic materials, the writer have to show some procedures, strategies of teaching authentic materials. According to Homolova in Kartika Apriola suggests the reading strategies with authentic materials that used in the classroom<sup>16</sup>:

1. Skimming : a rapid glancing through the text to determined general content or a gist.
2. Scanning : a rapid glancing through the text to find specific information.

Procedures of skimming and scanning according to McWhorter<sup>17</sup>:

#### 1. Skimming

Read the following items: the title, the subtitle or introductory by line, the introductory paragraph, the headings, the first sentence of each paragraph, key words, the title of legend of any maps, graphs, chart or diagrams, the last paragraph.

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<sup>14</sup>Sudarwati and Eudia Grace. 2007. *Look Ahead :An English Course*. Erlangga. Jakarta

<sup>15</sup><http://popernity.blogspot.com/2010/07/report-text-definition-of-report-report.html>.  
dedicated at wednesday, 18<sup>th</sup> January 2012.

<sup>16</sup>Homolova, Eva. In Kartika Apriola. 2011. The application of using authentic materilas to improve the students' ability of SMA N 12 Pekanbaru in comprehending functional texts. Thesis of Riau University. Page 22

<sup>17</sup>*Ibid.*

## 2. Scanning

Do the following steps : check the organization ( how the article or material is organized ), forms specific questions ( try to fix in your mind what you are looking for by performing specific questions about the topic ) anticipate word clues ( may help you locate the answer more rapidly ).

In using authentic materials : keeping in real, according to Patrick McCoy, There are two activities used for authentic materials<sup>18</sup>:

### A. Activities I ( for example in first part of Robert Zemeckis's film Back to the future )

1. The first activity is a discussion that designed to focus students attention on movies, and the idea of time travel.
2. The next activity involves using visual cues to prompt English use and then predicting what is going to happen next in the film.
3. The third activity involve guessting the meaning of slang word/ new vocabulary in context.
4. The final activity for the first part of the film is a cloze activity where students must fill in dialogue blanks with the new vocabulary.

### B. Activities II ( the news article "Old Batteries, cell phones pose risk" ). The article is about the improper disposal of spent batteries and how unwanted cell phon pose a health hazard. Some toxic substances get into the food chain, which could be potentially hazardous for humans.

1. The first activity is a warm up discussion.

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<sup>18</sup>*Op.Cit.* Page 25

2. The next activity focuses on vocabularyt matching the words on the left with definitions on the right.
3. The third activity is followed by a skimming excercise.
4. At this point, the students read the article.
5. Students prepare for a group activity by choosing ten keywords or phrases to use to summarize the article and make three group or four discussion question based on the article. They then practice within their groups before getting into group with the students who discussed the other two articles to share their summaries and discussing questions.

Larimer and Schleicher in Ashley Hastings and Brenda Murphy present another contribution by Eve Connell -- a lesson plan for using a newspaper article.

The procedure outlined includes:<sup>19</sup>

1. A teacher finds an interesting article
2. A teacher prepares a vocabulary list and a worksheet with questions
3. The students read the article
4. The students do the worksheet
5. The students write a summary
6. The students discuss worksheets and summaries
7. The students discuss the ideas in the article
8. A teacher lists the ideas on the board

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<sup>19</sup>Larimer, R. E., and L. Schleicher in Ashley Hastings and Brenda Murphy.2000.*Thoughts on the Use of Authentic Materials*.All rights reserved.<http://www.focalskills.info/articles/authentic.html>. dedicated at Wednesday, 17<sup>th</sup> January 2012

After showing some of the teaching reading procedures in using authentic materials above, The writer in this research concludes that she interested in adopting Patric McCoy development to the classroom research, she thinks that it more suitable to be applied. Some activities will be adopted in classroom condition and also modified by the other theories of teaching reading procedures in using authentic materials. The procedure sub teaching as follow:

1. The teacher find an interesting topic.
2. The teacher asks students some questions about related topic ( the teacher tries to build students' background knowledge ).
3. The teacher asks the students to find new vocabulary or difficult word. The students try to determine the meaning of unknown words that seem critical to the meaning of text.
4. The teacher asks students to skim the text. Students skim a text quickly to know general idea, by using who, where, when, what, why, how.(WH Question).
5. The teacher asks students to do the worksheet
6. The students discuss worksheets and summaries
7. The teacher asks students to prepare for a group activity. They then practice within their groups before getting into groups with students who discuss the articles to share their summaries and discussion question.
8. The teacher gives explanation about the text and correct answer of questions.

### **7. Teaching Authentic Materials Toward Students' Interest**

Seeing all quotations above, the writer thinks that authentic materials are the appropriate materials has to be considered by teachers for engaging their students' interest in classroom learning. One of the most challenging tasks

constantly facing language teachers is how to capture the interest and to stimulate the imagination of their students so that they will be more motivated to learn. As Martinez suggests that teachers may use authentic materials for the learners to listen for the gist of the information presented and also he adds that by using authentic materials teachers will have the opportunity to encourage students to read for pleasure especially certain topics of their interest.<sup>20</sup> In this case, Martinez suggested that authentic materials need to be introduced in classroom teaching. Because of by using authentic materials, teachers will have the opportunity to encourage their students, in the other words, the students will involve in the classroom. In the same views, Melvin and Stout stated that the use of authentic materials renews interest in the subject matters.<sup>21</sup> It means that the using of authentic materials in the teaching-learning will be interested for students, and it is also logically true that when the students' interest increases, their motivation increases consequently.

Thus, as the teachers, they should consider about the text selection, it is an essential task on the part of the teacher, and this, as Spratt in Juana Moral explains, has to be done “according to the student’s interests (...) the authenticity of language (...) and the variety of formats, register and text organization”.<sup>22</sup> It clears that the authenticity of language is one of several ways to increase students’ interest in learning. More, Gonz’alez and Peacock detected a time effect in their

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<sup>20</sup>Martinez, A. In Danielatamo, 2002, *Authentic Materials: An overview*. Online document at URL <http://www.metu.edu.tr/~kilickay>

<sup>21</sup>Melvin, Bernice S. and David F. Stout. Melvin, 1987, *Motivating Language Learners through Authentic Materials, Interactive Language Teaching*, Wilga M. (ed) Cambridge University Press, page 43

<sup>22</sup>Spratt, M. in Juana Moral, 1985, “*Reading Skills*” in Matthews, A. et al (Eds.) (1985). *At the Chalkface*. London: Edward Arnold, Page 2



research with students' motivation increasing as they became more familiar with using authentic materials.<sup>23</sup> Hence, based on the quotations above, it is very clear that the existences of authentic materials have been showing by experts' argumentations. Because of this, writer concludes that authentic materials are some materials that should be considered by the teachers in teaching-learning classroom process.

### **B. Relevant Research**

There are many relevant researches in reading interest. This happened because reading is one of the English skills. Dealing with this research, the researcher took one of the relevant researches that had been investigated concerning the student in *A Study on The Ability of Second Year Students of SMA N 9 Pekanbaru in Comprehending Authentic Material*.<sup>24</sup> It was descriptive method Design. The research result showed that average student's scores are 56.92. It was categorized into good category.

The other relevant research researched at 2003/2004 academic years first semester is Elvie Sussanti. She conducted a research entitled "*Teaching Sentence Writing Using Authentic Material to The first Year students of SMUN 1 Sintang in Academic Year of 2003 / 2004*".<sup>25</sup> This research was True-Experimental Research Design. The average students' scores are 7.44 in treatment class and 6.98 in control class. It means that  $H_a$  was accepted and  $H_o$  was rejected.

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<sup>23</sup>Peacock, M. In Alex Gilmore, 1997, *The Effect of Authentic Materials on The Motivation of EFL Learners*, *ELT Journal* 51.2, 144-156.

<sup>24</sup>Putrawan, Juli., 2007, *A Study on the Ability of Second Year Students of SMA N 9 Pekanbaru in Comprehending Authentic Material*. Thesis, UR, page 27

<sup>25</sup>Elvie Sussanti, 2003, *Teaching Sentence Writing Using Authentic Material to The first Year students of SMUN 1 Sintang in Academic Year of 2003 / 2004*, thesis, Unpublished FKIP UNTAN, Pontianak, page 30

### C. Operational Concept

Operational concept is a concept as a guidance used to avoid misunderstanding. This research is going to be conducted to know the effect of authentic materials as the dependent variable (X) toward student's interest in reading as the independent variable (Y). To measure each variable the writer identifies them in some indicators as follows:

The sub procedures of teaching authentic materials as the dependent variable (X) as follow:

1. The teacher find an interesting topic.
2. The teacher asks students some questions about related topic ( the teacher tries to build students' background knowledge ).
3. The teacher asks the students to find new vocabulary or difficult word. The students try to determine the meaning of unknown words that seem critical to the meaning of text.
4. The teacher asks students to skim the text. Students skim a text quickly to know general idea, by using who, where, when, what, why, how.(WH Question).
5. The teacher asks students to do the worksheet
6. The students discuss worksheets and summaries
7. The teacher asks students to prepare for a group activity. They then practice within their groups before getting into groups with students who discuss the articles to share their summaries and discussion question.
8. The teacher gives explanation about the text and correct answer of questions.

The Students' interest in reading as dependent variable (Y):

1. Students always present in learning English.

2. Students spend their leisure times for reading English books.
3. Students feel enjoy doing the reading assigment.
4. Students feel engaged for learning.
5. Students pay full attention and show activeness when the teacher teaches.

#### **D. The assumption and hypothesis**

##### 1) Assumption

Before making a hypothesis as temporary answer to the research. The researcher would like present some assumptions of this study. The assumptions are as follows:

- a. The students' interest in reading is various
- b. The students' interest in reading can be improved by the better implementation of authentic materials.

##### 2) Hypothesis

Ha: There is a significant effect of students' interest in reading before and after using authentic materials at the second year of SMA N 1 Ukui.

Ho: There is no significant difference of students' interest in reading before and after using authentic materials at the second year of SMA N 1 Ukui.



## CHAPTER III

### RESEARCH METHODOLOGY

#### A. The Research Design

The design of this research was a quasy-experiment. According to Jhon, W. Cresswell,<sup>1</sup> “quasy experiments include assignment, but not random assignment of participants to groups. This is because the experimenter cannot artificially create groups for the experiment. And the type of this research is nonequivalent control group design. It is aimed to search whether there is an effect or not of treatment which has been done to the experimental subject without random assignment.<sup>2</sup> It means that the reasearcher used intact group without random, because in education, the group had been formed naturally.

**Table III.1**  
**Research Design**

Class	Pre-questionnaire	Treatment	Post-questionnaire
Experimental group	O <sub>A</sub>	X	O <sub>B</sub>
Control group	O <sub>A</sub>	-	O <sub>B</sub>

Where:

O<sub>A</sub> : Pre-Questionnaire for experimental group and control group

X : Receiving particular treatment

O<sub>B</sub> : Post-Questionnaire for experimental group and control group

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<sup>1</sup> Jhon W. Cresswell, 2008, *Education Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*, New Jersey: Person education, page 313

<sup>2</sup> Ibid p. 314

Before doing the treatment, the writer gave pre-questionnaire of the item's questionnaires to all of the samples. Pre-questionnaires given were to find out the students' interest in reading before implementing authentic materials. Then, the teacher taught reading materials by using authentic materials as reading materials (media) for experimental group and without using authentic materials for control group. After eight meetings, both of groups were given post-questionnaires to find out the effect of implementation of authentic materials to improve the students' interest in reading.

After giving particular treatment to the experimental group by using authentic materials as reading materials, the scores of questionnaires between experimental and control groups were analyzed by statistical analyze. It was aimed to know whether there is an effect or not of variable X into variable Y where using or without using authentic materials.

Then, the procedure of this research was divided into two ways, they were:

1. Procedures of collecting data for experimental class by questionnaires:
  - a. Pre-questionnaire

Pre-questionnaire was carried out to determine the students' reading interest of students as the sample. Item used for pre-questionnaire consisted of 20 items. It was about some indicators of interest. The test consisted of apart of statement of interest measuring by frequenting scales; they are always, often, sometimes, seldom and never.

b. Treatment

The treatment was conducting for experimental group. This used authentic materials as reading materials (media) that applied for about eight meetings.

c. Post-questionnaire

After conducting the treatment, post-questionnaire was administered and analyzed as final data for this research. The test given was the same test as given in the pre-test.

2. Procedures of collecting data for experimental class by observation:

Besides the item of questionnaire, the writer also observed the effect of using authentic materials on students reading interest. The kinds of observation in this research only described the condition of classroom participant itself. The observation was conducted by the teacher and the writer. The writer did eight meetings of observation to the experiment class in other to know the students' reading interest taught by authentic materials and those who were not taught by authentic materials at the second year of State Senior High School 1 of Ukui district in Pelalawan Regency.

**B. The Location and Time of the Study**

In this research, the researcher carried out at the second year of State Senior High School 1 of Ukui district in Pelalawan regency. It was conducted on Oktober up to November 2011, God willing.

### **C. The Subject and Object of the Study**

The subject of the research was all of the students of second year of State Senior High School 1 of Ukui district in Pelalawan regency, whereas the object of this research was the use of authentic materials toward students' interest in reading.

### **D. The Population and Sample of Study**

The population of this research was the second year students of State Senior High School 1 of Ukui district in Pelalawan regency. They were consisting of four classes. The number of the second year students of SMAN 1 was 96 students. Each of class consisted of 24 students. Arikunto stated that the amount of the subject is less than 100, it is better to take all the population and if the amount of the subject is more than 100, it is better to take sample about 10-15 % or 20-25 % of the population.<sup>3</sup> In order to make the efficiency of the time and energy, in this case, the writer took two classes to be sample. It means that the writer used cluster sampling. Both of classes were IX IPA 1 and IX IPA 2. It was determined by random sampling. To make sure, the writer shows the population or sample of the following table:

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<sup>3</sup> Suharsimi Arikunto, 2006, *Procedure of Research: A Practice Approach*. (edition of revision VI). Jakarta: PT. Rineka Cipta, Page 134



**Table III.2**

**The total Population of the second year students of SMA N 1 Ukui regency.**

<b>No.</b>	<b>Classes</b>	<b>Total</b>
<b>1</b>	<b>IPA IX 1</b>	<b>24</b>
<b>2</b>	<b>IPA IX 2</b>	<b>24</b>
	<b>Total</b>	<b>48</b>

### **E. The Techniques of Collecting Data**

In order to collect some data in this research, the writer applied the techniques as follows:

#### **a. Observation**

In this research, observation only described the condition of classroom participant itself. The observation was conducted by the teacher and researcher. The researcher did eight observations to the experimental class about the effect of using authentic materials toward students' interest in reading at the second year of state senior high school Ukui district in Pelalawan regency.

#### **b. Questionnaire**

The questionnaire was a number of questions from the respondents dealing with students' interest in reading. In this research, researcher gave some questions related to the students' interest in reading as an independent variable (Y), These questions were taken for knowing the students'

interest in reading after implementing authentic materials as reading materials.

#### **F. The Technique of Analyzing Data**

The data were analyzed by using T- test formulation. Hartono says that T- test is one of the statistic tests used to know whether or not the different significant of two samples of mean in two variables<sup>4</sup>. In analyzing the data using t-test, the ordinal data must be changed into interval data.

The technique of analyzing data used in this research was T- test formula. The writer used the formula in Hartono as follows<sup>5</sup>:

$$T_o = \frac{M_x - M_y}{\sqrt{\left(\frac{SD_x}{\sqrt{N-1}}\right)^2 + \left(\frac{SD_y}{\sqrt{N-1}}\right)^2}}$$

Where:

- $t_o$  : The value obtained
- $M_x$  : The mean score of experimental group
- $M_y$  : The mean score of control
- $SD_x$  : Standard Deviation X
- $SD_y$  : Standard Deviation Y
- $N$  : Number of student

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<sup>4</sup> Hartono, 2009, *Statistic of Education*, ( yogyakarta : LSFK2P ), page 178

<sup>5</sup> Ibit., page 208

## G. The Validity and Reliability

In the case of research, researcher had to measure the Item questionnaires that would be given to the respondents, it was aimed to know the standard level of item, in the other words, and the item might not be too difficult or easy.

### a. Validity

Validity of test is the crucial one that should be considered by researcher, the test should be standardized. Heaton stated that the validity of a test is the extended to which it measured what it was supposed to measure and nothing else. There were three kinds of validity that consist of content validity, construct validity, and empirical validity.<sup>6</sup>

In order to obtain the data about the effect of using authentic materials toward students' interest in reading, the writer should considered the test that would be given to the students, how accurate the test may be used to gain the valid data for this research.

In this research, to analyze the validity of questionnaires, the researcher used the formulation as Arikunto as follow<sup>7</sup>:

$$r_{xy} = \frac{\sum XY}{\sqrt{(\sum X^2) + (\sum Y^2)}}$$

In this research, the reseacher was calculated the item of questionnaires that used to know the validity. The result of validity of this research was 0.99.

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<sup>6</sup> J.B Heaton, 1988, *Writing English Language Test*, (Newyork : Longman Group UK Limited), Page 159

<sup>7</sup> Suharsimi Arikunto, 1996, *The Basics of Evaluated of Education*, Bumi Aksara, Jakarta, Page 67

### b. Reliability

What the writer wrote down about difficulty item and validity above, the test or instrument should be measured as reliability. Reliability is a necessary characteristic of any good test or instrument. Heaton explains that reliability is the primary importance used in both public achievement and proficiency test and classroom test.<sup>8</sup>

There were some factors affected the reliability of a test, they were:

1. The extent of the sample of materials selected for testing
2. The administration of the test, clearly this was an important factor in deciding reliability.

From the brief explanation about reliability above, so the writer concluded that it was an important point of selecting test as reliable as possible.

The reliability of item questioners used in this research will be analyzed by manually, as Arikunto stated that it was necessary to analyze the reliability of questionnaires by Alpha as counted as follow<sup>9</sup>:

$$r_{11} = \left( \frac{n}{n-1} \right) \left( 1 - \frac{\sum \sigma^2 i}{\sigma^2 t} \right)$$

However, first, we have to find the varians of all item by:

$$\sigma^{2(1)} = \frac{\sum X^2 - \frac{(\sum X)^2}{N}}{N}$$

In this research, the reseacher was calculated the item of questionnaires that used to know the reliability. The result of reliability in this research was 1.0454257.

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<sup>8</sup> Heaton, *Ibid*, Page 165

<sup>9</sup> Suharsimi Arikunto. *Loc. Cit*



## CHAPTER IV

### THE DATA PRESENTATION AND DATA ANALYSIS

#### A. The Data Presentation

In this chapter, the writer presents the result of the data observation and questionnaire used in the technique of data collection, which have been collected from the second year of SMA N 1 Ukui. The title of this research is *The Effect of Using Authentic Materials Toward Students' Interest in Reading of Second Year of State Senior High School 1 of Ukui District Pelalawan Regency*. The number of the students was 24 students.

There were two kinds of variable in this paper, namely: dependent variable (X) and independent variable (Y). Dependent variable referred to the effect of using authentic materials. It was investigated by using observation between the researcher and teacher. The numbers of item's observation is 8 items and each item was given. The Independent variable, the students' interest in reading was investigated by using questionnaire, there were 20 items given to the same respondents, and every item was measured by using the frequency scale (always, often, sometimes, seldom, never) with range score 5-4-3-2-1 for each. The chosen form of the happening frequency is shown as follows:

1. Never
2. Seldom
3. Sometime
4. Often
5. Always<sup>1</sup>

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<sup>1</sup> Azwar Saifuddin, 1999, *The Scale Arrangement of Psikology*, Pustaka Pelajar, Yogyakarta, Page. 34

The main purpose of this research was to find out the effect of using authentic materials toward students' interest in reading. The following is the description of the research instrument employed in this research.

### **1. The Presentation of the Students' Reading authentic materials.**

In this research, the researcher used observation to measure the implementation of authentic material; the researcher only presented the result of observation that had been completed by researcher from all aspects that had been observed. To make clear, it may be seen at appendix 1. The total observation is 56. At the first item of observation , the total of teacher's activity is 8 (100%) of 8 indicators, the second item of observation, the total of teacher's activity is 5 (62.5%) of 8 indicators, the third item of observation, the total of teacher's activity is 6 (75%) of 8 indicators, the fourth item of observation, the total of teacher's activity is 7 (87.5%) of 8 indicators, the fifth item of observation, the total of teacher's activity is 6 (75%) of 7 indicators, the sixth item of observation , the total of teacher's activity is 7 (87.5%) of 8 indicators, the seventh item of observation , the total of teacher's activity is 8 (100%) of 8 indicators, and the last item of observation, the total of teachers' activity is 6 (75%).

### **2. The Presentation of the Students' Interest in Reading**

The data of the students' interest in reading were presented in every indicator used. They can be seen in the following table:

**TABLE IV.1**  
**The Students Read the English Book before the Lesson Taught**

NO	Alternative	Experimental Class				Control Class			
		Pre		Post		Pre		Post	
		F	P	F	P	F	P	F	P
A	Always	2	8.3	3	12.5	0	0	1	4.2
B	Often	5	20.83	6	2.5	4	16.6	6	2.5
C	Sometimes	11	45.8	13	54.2	10	41.7	9	37.5
D	Seldom	6	25	2	8.3	8	33.3	6	2.5
E	Never	0	0	0	0	2	8.3	2	8.3
Total		24	100	24	100	24	100	24	100

The table above shows various responses among the respondents in experimental and control class. It can be seen that 8.3 % of the respondents of experimental class always read the English book before the lesson taught before the treatment and this increases to 12.5% at the end of treatment. 20.83 % of the respondents are often in the beginning and this increases to 2.5 % at the end of treatment. 45.8 % of the respondents are sometimes in beginning and this increases to 54.2 % at the end. 25 % of the respondents are seldom in the beginning and this decrease to 8.3%. 4.2% of the respondent never decreases to no respondents at the end. While in control class, no respondents always read the English book before the lesson taught at the beginning and it increases to 4.2% at the end. 16.6 % of the respondents are often at beginning and this decreases to 2.5 % at the end. 41.7% of the respondents are sometimes in the beginning and decreases to 37.5%. 33.25 of respondents are seldom in the beginning and decreases to 25%. 0 % of respondent is never in the beginning and remaining the same at the end.



**TABLE IV.2****The Students Prepare the Equipments of Study; Pen, Book, Dictionary**

NO	Alternative	Experimental Class				Control Class			
		Pre		Post		Pre		Post	
		F	P	F	P	F	P	F	P
A	Always	2	8.3	3	12.5	1	4.2	1	4.2
B	Often	6	25	7	29.16	2	8.3	2	8.3
C	Sometimes	13	54.2	14	58.3	12	41.7	12	50
D	Seldom	3	12.5	0	0	7	29.16	8	33.3
E	Never	0	0	0	0	2	8.3	1	4.2
Total		24	100	24	100	24	100	24	100

Beside the table, some various responses among the respondents in experimental and control class can be seen at 8.3 % of the respondents of experimental class always prepare the equipments of study before the treatment and this increases to 12.5% at the end of treatment. 25 % of the respondents are often in the beginning and this increase to 29.16 % at the end of treatment. 54.2 % of the respondents are sometimes in beginning and this increases to 58.3 % at the end. 12.5 % of the respondents are seldom in the beginning and this decrease to 0 %. 0 % of the respondent never is remaining the same of the end. While in control class, 4.2 % of respondents always prepare the equipments of study at the beginning and remain same at the end. 8.3 % of the respondents are often at beginning and remain the same at the end. 41.7% of the respondents are sometime in the beginning and it increases to 50 %. 29.16 % of respondents are seldom in the beginning and it increases to 33.3 %. 8.3 % of respondents are never in the beginning and it decreases to 4.2% at the end.

**TABLE IV.3****The Students Read the English Book of Their Leisure Time**

NO	Alternative	Experimental Class				Control Class			
		Pre		Post		Pre		Post	
		F	P	F	P	F	P	F	P
A	Always	1	4.2	3	12.5	0	0	0	0
B	Often	4	16.6	6	25	1	4.2	1	4.2
C	Sometimes	8	33.3	9	37.5	3	12.5	4	16.6
D	Seldom	8	33.33	6	25	15	62.5	15	62.5
E	Never	3	12.5	0	0	5	20.83	4	16.6
Total		24	100	24	100	24	100	24	100

The brief explanation of various responses among the respondents in experimental and control class based on the table above. It can be seen that 4.2 % of the respondents of experimental class always read the English book of their leisure time before the treatment and this increases to 12.5% at the end of treatment. 16.6 % of the respondents are often in the beginning and this increases to 25 % at the end of treatment. 33.3 % of the respondents are sometimes in beginning and this increases to 37.5 % at the end. 33.33 % of the respondents are seldom in the beginning and this decreases to 25 %. 12.5 % of the respondents are never and it decreases to 0% of the end. While in control class, 0 % of respondent is always at the beginning and it remains the same at the end. 4.2 % of the respondents are often at beginning and it remains the same at the end. 12.5 % of the respondents are sometimes in the beginning and it increases to 16.6 %. 62.5 % of respondents are seldom in the beginning and it remains the same of the end. 20.83 % of respondents are never in the beginning and it decreases to 16.6 % at the end.

**TABLE IV.4****The Students Pay Attention to the Teachers' Explanation Well**

NO	Alternative	Experimental Class				Control Class			
		Pre		Post		Pre		Post	
		F	P	F	P	F	P	F	P
A	Always	4	16.6	7	29.11	2	8.3	2	8.3
B	Often	3	12.5	5	20.83	6	25	4	16.6
C	Sometimes	10	41.7	11	45.8	10	41.7	9	37.5
D	Seldom	4	16.6	1	4.2	6	25	5	20.83
E	Never	3	12.5	0	0	0	0	4	16.6
Total		24	100	24	100	24	100	24	100

The frequency and percentage of the table above shows various responses among the respondents in experimental and control class. It can be seen that 16.6 % of the respondents of experimental class are always pay attention on teacher' explanation before the treatment and this increases to 29.11 % at the end of treatment. 12.5 % of the respondents are often in the beginning and this increases to 20.83 % at the end of treatment. 41.7 % of the respondents are sometimes in beginning and it increases to 45.8% at the end. 16.6 % of the respondents are seldom in the beginning and this decreases to 0 %. 12.5% of the respondents are never and it decreases to 0% of the end. While in control class, 4.2 % of respondents are always at the beginning and it remains the same at the end. 25 % of the respondents are often at beginning and it increases to 16.6 at the end. 41.7% of the respondents are sometimes in the beginning and it increases to 45.8 %. 25 % of respondents are seldom in the beginning and it decreases to 20.83 %. 0% of respondent is never in the beginning and it increases to 16.6 % at the end.

**TABLE IV.5**  
**The Students Review the English Lesson at Home**

NO	Alternative	Experimental Class				Control Class			
		Pre		Post		Pre		Post	
		F	P	F	P	F	P	F	P
A	Always	2	8.3	4	16.6	0	0	1	4.2
B	Often	9	37.5	2	8.3	2	8.3	3	12.5
C	Sometimes	3	12.5	11	45.8	9	37.5	6	25
D	Seldom	9	37.5	7	29.16	7	29.16	8	33.3
E	Never	1	4.2	0	0	6	25	6	25
Total		24	100	24	100	24	100	24	100

The various respondents of experimental and control class who review the English lesson at home. It can be seen that 8.3 % of the respondents of experimental class are always review the English lesson at home before the treatment and this increases to 16.6 % at the end of treatment. 27.5 % of the respondents are often in the beginning and this decreases to 8.3 % at the end of treatment. 12.5 % of the respondents are sometimes in beginning and this increases to 45.8 % at the end. 37.5 % of the respondents are seldom in the beginning and this decreases to 29.16 %. 4.2 % of the respondent never and decrease to 0% of the end. While in control class, 0 % of respondent who including categorizing always at the beginning and it increases to 4.2% at the end. 8.3 % of the respondents are often at beginning and it increases to 12.5% at the end. 37.5% of the respondents are sometime in the beginning and it decreases to 25 %. 29.16 % of respondents are seldom in the beginning and it increases to 33.3 %. 25 % of respondents are never in the beginning and it remains the same at the end.

**TABLE IV.6**  
**The Students Like To Do the English Exercises**

NO	Alternative	Experimental Class				Control Class			
		Pre		Post		Pre		Post	
		F	P	F	P	F	P	F	P
A	Always	5	20.83	7	29.16	3	12.5	2	8.3
B	Often	4	16.6	8	33.3	2	8.3	5	20.83
C	Sometimes	10	41.7	6	25	9	37.5	5	20.83
D	Seldom	5	20.83	3	12.5	5	20.83	4	16.6
E	Never	0	0	0	0	5	20.83	8	33.3
Total		24	100	24	100	24	100	24	100

The presentation data of table above shows various responses among the respondents in experimental and control class. It can be seen that 20.83 % of the respondents of experimental class are always like to do the English exercises before the treatment and this increases to 29.16% at the end of treatment. 16.6 % of the respondents are often in the beginning and this increases to 33.3 % at the end of treatment. 41.7 % of the respondents are sometimes in beginning and this decreases to 25 % at the end. 20.83 % of the respondents are seldom in the beginning and this decreases to 12.5 %. 0 % of the respondent is never and it is remaining the same of the end. While in control class, 12.5 % of respondents are always at the beginning and it decreases to 8.3 at the end. 8.3 % of the respondents are often at beginning and increases to 20.83% at the end. 37.5 % of the respondents are sometime in the beginning and it decreases to 20.83 %. 20.83 % of respondents are seldom in the beginning and it decreases to 16.6 %. 20.83 % of respondents are never in the beginning and it decreases to 33.3 % at the end.

**TABLE IV.7**  
**The Students Come To the Class On Time**

NO	Alternative	Experimental Class				Control Class			
		Pre		Post		Pre		Post	
		F	P	F	P	F	P	F	P
A	Always	5	20.83	7	29.16	3	12.5	4	16.6
B	Often	6	25	7	29.16	5	20.83	6	25
C	Sometimes	9	37.5	10	41.7	10	41.7	12	50
D	Seldom	4	16.6	0	0	5	20.83	2	8.3
E	Never	0	0	0	0	1	4.2	0	0
Total		24	100	24	100	24	100	24	100

The data at the table above shows various responses among the respondents in experimental and control class. It can be seen that 20.83 % of the respondents of experimental class are always come to the class on time before the treatment and this increases to 29.16% at the end of treatment. 25 % of the respondents are often in the beginning and this increases to 29.16 % at the end of treatment. 37.5 % of the respondents are sometimes in beginning and this increases to 41.7 % at the end. 16.6 % of the respondents are seldom in the beginning and this decreases to 0 %. 0 % of the respondent is never and it remains the same of the end. While in control class, 12.5 % of respondents are always at the beginning and increase to 16.6% at the end. 20.83 % of the respondents are often at beginning and it increases to 25% at the end. 41.7% of the respondents are sometime in the beginning and it increases to 50 %. 20.83 % of respondents are seldom in the beginning and it decreases to 8.3 %. 4.2 % of respondents are never in the beginning and it decreases to 0 % at the end.

**TABLE IV.8****The Students Prepare Themselves before Facing the English Examination and Practice**

NO	Alternative	Experimental Class				Control Class			
		Pre		Post		Pre		Post	
		F	P	F	P	F	P	F	P
A	Always	1	4.2	8	33.3	2	8.3	2	8.3
B	Often	4	16.6	5	20.83	7	29.16	7	29.16
C	Sometimes	11	45.8	11	45.8	12	50	11	45.8
D	Seldom	7	29.16	0	0	2	8.3	4	16.6
E	Never	1	4.2	0	0	1	4.1	0	0
Total		24	100	24	100	24	100	24	100

From the table above shows various responses among the respondents in experimental and control class. It can be seen that 4.2 % of the respondents of experimental class are always prepare themselves before facing the English examination and practice before the treatment and this increases to 33.3% at the end of treatment. 16.6 % of the respondents are often in the beginning and this increases to 20.83 % at the end of treatment. 45.8 % of the respondents are sometimes, and it remains the same at the end. 29.16 % of the respondents are seldom in the beginning and this decreases to 0 %. 4.2 % of the respondents are never, and 0% of respondent at the end. While in control class, 8.3 % of respondents are always prepare themselves, at the beginning and it remains the same at the end. 29.16 % of the respondents are often and it is remaining the same of the end. 50 % of the respondents are sometimes in the beginning and it decreases to 45.8 %. 8.3 % of respondents are seldom in the beginning and it increases to 16.6 %. 4.1 % of respondents are never in the beginning and it decreases to 0 % at the end.

**TABLE IV.9****The Students Do the Exercise by Themselves and Do Not Cheat with Others**

NO	Alternative	Experimental Class				Control Class			
		Pre		Post		Pre		Post	
		F	P	F	P	F	P	F	P
A	Always	1	4.2	2	8.3	0	0	0	0
B	Often	3	12.5	5	20.83	1	4.2	2	8.3
C	Sometimes	7	16.6	15	62.5	12	50	11	45.8
D	Seldom	6	25	2	8.3	11	45.8	11	45.8
E	Never	7	29.16	0	0	0	0	0	0
Total		24	100	24	100	24	100	24	100

By showing data of various responses of experimental and control class. It can be seen that 4.2 % of the respondents of experimental class always do the exercise by themselves before the treatment and this increases to 8.3 % at the end of treatment. 12.5 % of the respondents are often in the beginning and this increases to 20.83 % at the end of treatment. 16.6 % of the respondents are sometimes in beginning and this increases to 62.5 % at the end. 25 % of the respondents are seldom in the beginning and this decreases to 8.3 %. 29.16 % of the respondents are never and it remains the same of the end. While in control class, 0 % of respondent is always of the beginning and it remains the same at the end. 4.2 % of the respondents are often at beginning and it increases to 8.3 at the end. 50 % of the respondents are sometime in the beginning and it decreases to 45.8 %. 45.8 % of respondents are seldom and it remains the same of the end. 0 % of respondent is never and it remains the same of the end.



**TABLE IV.10****The Students Try to Finish the Exercise On Time**

NO	Alternative	Experimental Class				Control Class			
		Pre		Post		Pre		Post	
		F	P	F	P	F	P	F	P
A	Always	3	12.5	9	37.5	1	4.2	1	4.2
B	Often	5	20.83	3	12.5	1	4.2	0	0
C	Sometimes	11	45.8	12	50	10	41.7	10	41.7
D	Seldom	5	20.83	0	0	12	50	13	54.2
E	Never	0	0	0	0	0	0	0	0
Total		24	100	24	100	24	100	24	100

The item of questionnaire is showing by the table above. It can be seen that 12.5 % of the respondents of experimental class are always try to finish the exercise on time before the treatment and this increases to 37.5% at the end of treatment. 20.83 % of the respondents are often in the beginning and this decreases to 12.5 % at the end of treatment. 45.8 % of the respondents are sometimes in beginning and this increases to 50 % at the end. 20.83 % of the respondents are seldom in the beginning and this decreases to 0 %. 0 % of the respondent is never and it remains the same of the end. While in control class, 4.2 % of respondents who are concluded to categorize of always at the beginning and it remains same at the end. 4.2 % of the respondents are often at beginning and it decreases to 0% at the end. 41.7% of the respondents are sometimes and it is remaining the same categorize of the end. 50 % of respondents are seldom in the beginning and it increases to 54.2 %. 0 % of respondent is never and it remains the same categorized of at the end.

**TABLE IV.11****The Students Open the English Dictionary for Unknown Words without Asking the Teacher**

NO	Alternative	Experimental Class				Control Class			
		Pre		Post		Pre		Post	
		F	P	F	P	F	P	F	P
A	Always	5	20.83	10	41.7	2	8.3	4	16.6
B	Often	2	8.3	7	29.14	9	37.5	10	41.7
C	Sometimes	5	20.83	7	29.14	5	20.83	5	20.83
D	Seldom	9	37.5	0	0	8	33.3	5	20.83
E	Never	3	12.5	0	0	0	0	0	0
Total		24	100	24	100	24	100	24	100

From the data presentation of the table, here the explanation of the various responses among the respondents of experimental and control class. It can be seen that 20.83 % of the respondents of experimental class are always open the dictionary without asking the teacher before the treatment and this increases to 41.7 % at the end of treatment. 8.3 % of the respondents are often in the beginning and this increases to 29.14 % at the end of treatment. 20.83 % of the respondents are sometimes in beginning and this increases to 29.14 % at the end. 37.5 % of the respondents are seldom in the beginning and this decreases to 0 %. 12.5 % of the respondents are never and it decreases to 0% of the end. While in control class, 8.3 % of respondents are always at the beginning and it increases to 16.6% of the end. 37.5 % of the respondents are often at beginning and it increases to 41.7% at the end. 20.83 % of the respondents are sometimes in the beginning and it decreases to 0% of the end. 33.3 % of respondents are seldom in the beginning and it decreases to 20.83 %. 0 % of respondent is never in the beginning and it remains the same of the end.

**TABLE IV.12**  
**The Students Like to Read English Magazine**

NO	Alternative	Experimental Class				Control Class			
		Pre		Post		Pre		Post	
		F	P	F	P	F	P	F	P
A	Always	1	4.2	4	16.6	0	0	0	0
B	Often	5	20.83	13	54.2	2	8.3	2	8.3
C	Sometimes	5	20.83	7	29.16	4	16.6	5	20.83
D	Seldom	13	54.2	0	0	15	62.5	15	62.5
E	Never	0	0	0	0	3	12.5	2	8.3
Total		24	100	24	100	24	100	24	100

After showing the data percentage and frequency of various responses among the respondents, It can be seen that 42.2 % of the respondents of experimental class are always read the English magazine before the treatment and this increases to 16.6 % at the end of treatment. 20.83 % of the respondents are often in the beginning and this increases to 54.2 % at the end of treatment. 20.83 % of the respondents are sometimes in beginning and this increases to 29.16 % at the end. 54.2 % of the respondents are seldom in the beginning and this decreases to 0 %. 0 % of the respondent is never and it is remaining the same of the end. While in control class, 0 % of respondent is always at the beginning and it remains the same at the end. 8.3 % of the respondents are often at the beginning and it remains the same of the end. 16.6% of the respondents are sometimes and it increases to 20.83 of the end. 6.25 % of respondents are seldom in the beginning and it remains the same at the end. 12.5 % of respondents are never in the beginning and it decreases to 8.3 % at the end.

**TABLE IV.13****The Students Asked the Teacher If They Do Not Understand the Lesson**

NO	Alternative	Experimental Class				Control Class			
		Pre		Post		Pre		Post	
		F	P	F	P	F	P	F	P
A	Always	2	8.3	4	16.6	1	4.2	1	4.2
B	Often	4	16.6	10	41.7	3	12.5	5	20.83
C	Sometimes	6	25	6	25	5	20.83	4	16.6
D	Seldom	10	41.7	4	16.6	14	58.3	13	54.2
E	Never	2	8.3	0	0	1	4.2	1	4.2
Total		24	100	24	100	24	100	24	100

By seeing the table above, It can be seen that 8.3 % of the respondents of experimental class are always asked the teacher if they do not understand the lesson before the treatment and this increases to 16.6 % at the end of treatment. 16.6 % of the respondents are often in the beginning and this increases to 41.7 % at the end of treatment. 25 % of the respondents are sometimes and it remains the same of the end. 41.7 % of the respondents are seldom in the beginning and this decreases to 16.6 %. 8.3 % of the respondents are never and it decreases to 0% of the end. While in control class, 4.2 % of respondents are always at the beginning and it remains the same at the end. 12.5 % of the respondents are often at beginning and this increases to 20.83. 20.83 % of the respondents are sometimes and this decreases to 16.6% of the end. 58.3 % of respondents are seldom in the beginning and this decreases to 54.2 %. 4.2 % of respondents are never and it remains the same of the end.

**TABLE IV.14****The Students Like to Access the Materials of Internet**

NO	Alternative	Experimental Class				Control Class			
		Pre		Post		Pre		Post	
		F	P	F	P	F	P	F	P
A	Always	2	8.3	4	16.6	1	4.2	1	4.2
B	Often	8	33.3	9	37.5	12	50	10	41.7
C	Sometimes	6	25	6	25	8	33.3	9	37.5
D	Seldom	7	29.16	5	20.83	3	12.5	4	16.6
E	Never	1	4.2	0	0	0	0	0	0
Total		24	100	24	100	24	100	24	100

To make clearer of the table above, it needs a brief explanation by words:

It can be seen that 8.3 % of the respondents of experimental class are always access the materials of internet before the treatment and this increases to 16.6% at the end of treatment. 33.3 % of the respondents are often in the beginning and this increases to 37.5 % at the end of treatment. 25 % of the respondents are sometimes in beginning and it remains the same at the end. 29.16 % of the respondents are seldom in the beginning and this decreases to 20.83 %. 4.2 % of the respondents are never and this decreases to 0% of the end. While in control class, 4.2 % of respondents are always at the beginning and it remains the same at the end. 50 % of the respondents are often at beginning and this decreases to 41.7at the end. 33.3% of the respondents are sometimes in the beginning and this increases to 37.5 %. 12.5 % of respondents are seldom in the beginning and this increases to 16.6 %. 0 % of respondent is never in the beginning and it remains the same at the end.

**TABLE IV.15****The Students Pay Attention to Reading Materials Well**

NO	Alternative	Experimental Class				Control Class			
		Pre		Post		Pre		Post	
		F	P	F	P	F	P	F	P
A	Always	2	8.3	5	20.83	1	4.2	2	8.3
B	Often	2	8.3	5	20.83	7	29.16	8	33.3
C	Sometimes	8	33.3	10	41.7	13	54.2	14	58.3
D	Seldom	8	33.3	4	16.6	3	12.5	0	0
E	Never	4	16.6	0	0	0	0	1	4.2
Total		24	100	24	100	24	100	24	100

To make sure the data above, here some statements of the various responses of respondents. It can be seen that 8.3 % of the respondents of experimental class are always pay attention to reading materials well before the treatment and this increases to 20.83 % at the end of treatment. Often is remaining same of always point of respondent. 33.3 % of the respondents are sometimes in beginning and this increases to 41.7 % at the end. 33.3 % of the respondents are seldom in the beginning and this decreases to 16.6 %. 16.6 % of the respondents are never and this decreases to 0% of the end. While in control class, 4.2 % of respondents are always at the beginning and this increases to 8.3% at the end. 29.16 % of the respondents are often at beginning and this increases to 33.3% at the end. 54.3 % of the respondents are sometimes in the beginning and this increases to 58.3 %. 12.5 % of respondents are seldom in the beginning and this decreases to 0 %. 0% of respondent is never in the beginning and this increases to 4.2 % at the end.

**TABLE IV.16****The Students Like to Watch English at TV for Supporting Them of Learning English**

NO	Alternative	Experimental Class				Control Class			
		Pre		Post		Pre		Post	
		F	P	F	P	F	P	F	P
A	Always	0	0	2	8.3	0	0	0	0
B	Often	0	0	2	8.3	0	0	0	0
C	Sometimes	4	16.6	13	54.2	14	58.3	16	66.66
D	Seldom	10	41.7	5	20.83	7	29.16	5	20.83
E	Never	10	41.7	2	8.3	3	12.5	3	12.5
Total		24	100	24	100	24	100	24	100

In other to make easy of understanding the data above, the various responses among the respondents in experimental and control class should be explained by words. It can be seen that 0 % of the respondent of pre- experimental class shows always and this increases to 8.3% at the post-experimental class. 0 % of the respondent is often in the beginning and this increases to 8.3 % at the end. Point of sometimes after doing the treatment is increases to 54.2 % of the respondents, where before are 16.6 %. Point of seldom are 41.7 % of the respondents before treatment and this decreases to 20.83 %. And the last point is never are 4.17 % and this decreases to 8.3 %. While in control class, 0 % of respondent is always at the beginning and this remains the same at the end. 0 % of the respondent is often at beginning and this remains the same at the end. 56.3 % of the respondents are sometime in the beginning and this increases to 66.66 %. 29.16 % of respondents are seldom in the beginning and this increases to 20.83 %. 12.5 % of respondents are never in the beginning and this remains the same of the end.

**TABLE IV.17****The Students Like to Listen to the English Songs That Are Able to Enrich Their English Vocabulary**

NO	Alternative	Experimental Class				Control Class			
		Pre		Post		Pre		Post	
		F	P	F	P	F	P	F	P
A	Always	2	8.3	5	20.83	0	0	0	0
B	Often	5	20.83	9	37.5	1	4.2	1	4.2
C	Sometimes	6	25	7	29.16	13	54.2	14	58.3
D	Seldom	5	20.83	3	12.5	9	37.5	9	37.5
E	Never	6	25	0	0	1	4.2	0	0
Total		24	100	24	100	24	100	24	100

The table above is explained the various responses among the respondents in experimental and control class. It can be seen that Point of always before the treatment is 8.3 % of respondents of experimental class and this increases to 20.83 % at the end of treatment. 20.83 % of the respondents are often in the beginning and this increases to 37.5 % at the end of treatment. 25 % of the respondents are sometimes in beginning and this increases to 29.16 % at the end. 20.83 % of the respondents are seldom in the beginning and this decreases to 12.5 %. 25 % of the respondents are never and this decreases to 0 % of the end. While in control class, 0 % of respondent is always at the beginning and it remains the same at the end. 4.2 % of the respondents are often at beginning and this remains the same at the end. 5.42% of the respondents are sometime in the beginning and it increases to 58.3 %. 37.5 % of respondents are seldom in the beginning and it remains the same of the end. 0 % of respondent is never in the beginning and it remains the same at the end.



**TABLE IV.18****The Students Write Down On Their Book on the Teachers' Explanation**

NO	Alternative	Experimental Class				Control Class			
		Pre		Post		Pre		Post	
		F	P	F	P	F	P	F	P
A	Always	4	16.6	11	45.8	2	8.3	2	8.3
B	Often	6	25	5	20.83	3	12.5	3	12.5
C	Sometimes	11	45.8	4	16.6	10	41.7	10	41.7
D	Seldom	1	4.2	3	12.5	6	25	7	29.16
E	Never	2	8.3	1	4.2	3	12.5	2	8.3
Total		24	100	24	100	24	100	24	100

The various responses of the table above among the respondents in experimental and control class can be seen that 16.6 % of the respondents of experimental class are always write down on their book on teachers' explanation before the treatment and this increases to 45.8 % at the end of treatment. 25 % of the respondents are often in the beginning and this decreases to 20.83 % at the end of treatment. 45.8 % of the respondents are sometimes in beginning and this decreases to 16.6 % at the end. 4.2 % of the respondents are seldom in the beginning and this increases to 12.5% at the end. 8.3 % of the respondents are never and this decreases to 4.2 % of the end. While in control class, 8.3 % of respondents are always write down on their book on teachers' explanation at the beginning and it remains the same at the end. 8.3 % of the respondents are often at beginning and it remains the same at the end. 12.5 % of the respondents are sometimes in the beginning and it remains the same at the end. 25 % of respondents are seldom in the beginning and it increases to 29.16% at the end.

12.5% of respondents are never in the beginning and it decreases to 8.3% at the end.

**TABLE IV.19**

**The Students Bought the English Book Related to the Lesson**

NO	Alternative	Experimental Class				Control Class			
		Pre		Post		Pre		Post	
		F	P	F	P	F	P	F	P
A	Always	3	12.5	3	12.5	1	4.2	1	4.2
B	Often	3	12.5	4	16.6	5	20.83	5	20.83
C	Sometimes	10	41.7	13	54.2	10	41.7	12	50
D	Seldom	7	29.16	4	16.6	6	25	4	16.6
E	Never	1	4.2	0	0	2	8.3	2	8.3
Total		24	100	24	100	24	100	24	100

The following statements below are going to explain the data of table above. It can be seen that 12.5 % of the respondents of experimental class always bought English text book related to the lesson before the treatment and this remains the same to 12.5% at the end of treatment. 12.5 % of the respondents are often in the beginning and this increases to 16.6 % at the end of treatment. 41.7 % of the respondents are sometimes in beginning and this increases to 54.2 % at the end. 29.16 % of the respondents are seldom in the beginning and this decreases to 16.6 %. 4.2 % of the respondents are never and this decreases to 0 % of the end. While in control class, 4.2 % of respondents are always at the beginning and it remains the same at the end. 20.83 % of the respondents are often at beginning and it remains the same at the end. 41.17% of the respondents are sometime in the beginning and it increases to 50 %. 25 % of respondents are seldom in the

beginning and it increases to 16.6%. 8.3 % of respondents are never in the beginning and it remains the same at the end.

**TABLE IV.20**

**The Students Read the English Materials for Helping Them in Learning**

NO	Alternative	Experimental Class				Control Class			
		Pre		Post		Pre		Post	
		F	P	F	P	F	P	F	P
A	Always	2	8.3	3	12.5	3	12.5	3	12.5
B	Often	3	12.5	5	20.83	4	16.6	4	16.6
C	Sometimes	9	37.5	9	37.5	3	12.5	4	16.6
D	Seldom	10	41.7	7	29.16	10	41.7	11	45.8
E	Never	0	0	0	0	4	16.6	2	8.3
Total		24	100	24	100	24	100	24	100

The last table above shows various responses among the respondents in experimental and control class. It can be seen that 8.3 % of the respondents of experimental class always read the English materials for helping them on learning before the treatment and this increases to 12.5% at the end of treatment. 12.5 % of the respondents are often in the beginning and this increase to 20.83 % at the end of treatment. 37.5 % of the respondents are sometimes in beginning and it remains the same at 37.5 % at the end. 41.7 % of the respondents are seldom in the beginning and this decreases to 29.16 %. 0 % of the respondent is never and this remaining the same of the end. While in control class, 12.5 % of respondents are always at the beginning and it remains the same at the end. 16.6 % of the respondents are often at beginning and it remains the same at the end. 12.5% of the respondents are sometime in the beginning and this increases to 16.6 %. 41.7 % of respondents are seldom in the beginning and this increases to 45.8 at the end.

16.6 % of respondents are never in the beginning and this decreases to 8.3 at the end.

## **B. The Data Analysis**

### 1. The use of authentic materials in the classroom.

The percentage of the use of authentic material for each category can be seen as follows:

- a. The teacher find an interesting topic. (100%)
- b. The teacher asks students some questions about related topic (the teacher tries to build students' background knowledge). . (62.5%)
- c. The teacher asks the students to find new vocabulary or difficult word. The students try to determine the meaning of unknown words that seem critical to the meaning of text. (75%)
- d. The teacher asks students to skim the text. Students skim a text quickly to know general idea, used who, where, when, what, why, how.(WH Question).(87.5%)
- e. The teacher asks students to do the worksheet. . (75%)
- f. The students discuss worksheets and summaries. (87.5%)
- g. The teacher asks students to prepare a group activity. They then practice within their groups before getting groups with students who discuss the articles to share their summaries and discussion question. (100%)

- h. The teacher gives explanation about the text and correct answer of questions. . (62.5%)

Further, the result of observation percentage above was inserted to the table of observation percentage to know the difference between the activities that were well done and the activities that were not well implemented. The following table is the recapitulation of the use of authentic materials.

**THE TABLE IV. 21**  
**Summary of the Percentage of Using Authentic Material**

NO	Result of Observation	F	P
1	Yes	53	662.5%
2	No	11	137.5%
Total		64	800%

The implementation of the observation percentage above of the use of authentic materials in teaching and learning English falls to good, for the obtained is 662.5%. Therefore, it can be said that the use of authentic materials was applied by the teacher.

**TABLE IV.22**  
**THE STUDENTS' INTEREST IN READING WITHOUT TAUGHT BY**  
**AUTHENTIC MATERIALS OF EXPERIMENTAL CLASS**

Item	Always		Often		Sometime		Seldom		Never	
	F	P	F	P	F	P	F	P	F	P
1	2	8,3	5	20,8	11	45,8	6	25,0	0	0,0
2	2	8,3	6	25,0	13	54,2	3	12,5	0	0,0
3	1	4,2	4	16,7	8	33,3	8	33,3	3	12,5
4	4	16,7	3	12,5	10	41,7	4	16,7	3	12,5
5	2	8,3	9	37,5	3	12,5	9	37,5	1	4,2
6	5	20,8	4	16,7	10	41,7	5	20,8	0	0,0
7	5	20,8	6	25,0	9	37,5	4	16,7	0	0,0
8	1	4,2	4	16,7	11	45,8	7	29,2	1	4,2
9	1	4,2	3	12,5	7	29,2	6	25,0	7	29,2
10	3	12,5	5	20,8	11	45,8	5	20,8	0	0,0
11	5	20,8	2	8,3	5	20,8	9	37,5	3	12,5
12	1	4,2	5	20,8	5	20,8	13	54,2	0	0,0
13	2	8,3	4	16,7	6	25,0	10	41,7	2	8,3
14	2	8,3	8	33,3	6	25,0	7	29,2	1	4,2
15	2	8,3	2	8,3	8	33,3	8	33,3	4	16,7
16	0	0,0	0	0,0	4	16,7	10	41,7	10	41,7
17	2	8,3	5	20,8	6	25,0	5	20,8	6	25,0
18	4	16,7	6	25,0	11	45,8	1	4,2	2	8,3
19	3	12,5	3	12,5	10	41,7	7	29,2	1	4,2
20	2	8,3	3	12,5	9	37,5	10	41,7	0	0,0
Total	49	204,1667	87	362,5	163	679,2	137	570,8	44	183,3

The table above shows the frequency and percentage of pre experimental class, before taught by authentic materials. The obtained data were then computed by the following calculation to obtain the score as well as its percentage:

$$49 + 87 + 163 + 137 + 44 = 480$$

$$49 \times 5 = 245$$

$$87 \times 4 = 348$$

$$163 \times 3 = 489$$

$$137 \times 2 = 274$$

$$44 \times 1 = 44$$

$$245 + 348 + 489 + 274 + 44 = 1400$$

$$P = \frac{1400}{2400} \times 100\% = 58.33\%$$

The data calculation above shows that the students' interest of pre experimental class is 58.33 %, the result of last percentage is called fallen

**TABLE IV.23**

**THE STUDENTS' INTEREST IN READING TAUGHT BY AUTHENTIC MATERIALS OF EXPERIMENTAL CLASS**

Item	Always		Often		Sometime		Seldom		Never	
	F	P	F	P	F	P	F	P	F	P
1	3	12,5	6	25,0	13	54,2	2	8,3	0	0,0
2	3	12,5	7	29,2	14	58,3	0	0,0	0	0,0
3	3	12,5	6	25,0	9	37,5	6	25,0	0	0,0
4	7	29,2	5	20,8	11	45,8	0	0,0	1	4,2
5	4	16,7	2	8,3	11	45,8	7	29,2	0	0,0
6	7	29,2	8	33,3	6	25,0	3	12,5	0	0,0
7	7	29,2	7	29,2	10	41,7	0	0,0	0	0,0
8	8	33,3	5	20,8	11	45,8	0	0,0	0	0,0
9	2	8,3	5	20,8	15	62,5	2	8,3	0	0,0
10	9	37,5	3	12,5	12	50,0	0	0,0	0	0,0
11	10	41,7	7	29,2	7	29,2	0	0,0	0	0,0
12	4	16,7	13	54,2	7	29,2	0	0,0	0	0,0
13	4	16,7	10	41,7	6	25,0	4	16,7	0	0,0
14	4	16,7	9	37,5	6	25,0	5	20,8	0	0,0
15	5	20,8	5	20,8	10	41,7	4	16,7	0	0,0
16	2	8,3	2	8,3	13	54,2	5	20,8	2	8,3
17	5	20,8	9	37,5	7	29,2	3	12,5	0	0,0
18	11	45,8	5	20,8	4	16,7	3	12,5	1	4,2
19	3	12,5	4	16,7	13	54,2	4	16,7	0	0,0
20	3	12,5	5	20,8	9	37,5	7	29,2	0	0,0
Total	104	433,3	123	512,5	194	808,3	55	229,2	4	16,7

The table above shows the frequency and percentage of pre experimental class, after taught by authentic materials. The obtained data were then computed by the following calculation to obtain the score as well as its percentage:

$$104 + 123 + 194 + 55 + 4 = 480$$

$$104 \times 5 = 520$$

$$123 \times 4 = 492$$

$$194 \times 3 = 582$$

$$55 \times 2 = 110$$

$$4 \times 1 = 4$$

$$520 + 492 + 582 + 582 + 4 = 1708$$

$$P = \frac{1708}{2400} \times 100\% = 71.16\%$$

The data calculation above shows that the students' interest of post experimental class is 71.16 %, the result included refers to high enough.



**TABLE IV.24**  
**THE SUMMARY OF PRE QUESTIONER OF CONTROL CLASS**

Item	Always		Often		Sometime		Seldom		Never	
	F	P	F	P	F	P	F	P	F	P
1	1	4,2	6	25	9	37,5	6	25,0	2	8,3
2	1	4,2	2	8,33	12	50,0	8	33,3	1	4,2
3	0	0,0	1	4,17	4	16,7	15	62,5	4	16,7
4	2	8,3	4	16,67	9	37,5	5	20,8	4	16,7
5	1	4,2	3	12,50	6	25,0	8	33,3	6	25,0
6	2	8,3	5	20,83	5	20,8	4	16,7	8	33,3
7	4	16,7	6	25,00	12	50,0	2	8,3	0	0,0
8	2	8,3	7	29,17	11	45,8	4	16,7	0	0,0
9	0	0,0	2	8,33	11	45,8	11	45,8	0	0,0
10	1	4,2	0	0,00	10	41,7	13	54,2	0	0,0
11	4	16,7	10	41,67	5	20,8	5	20,8	0	0,0
12	0	0,0	2	8,33	5	20,8	15	62,5	2	8,3
13	1	4,2	5	20,83	4	16,7	13	54,2	1	4,2
14	1	4,2	10	41,67	9	37,5	4	16,7	0	0,0
15	2	8,3	8	33,33	13	54,2	1	4,2	0	0,0
16	0	0,0	0	0,00	16	66,7	5	20,8	3	12,5
17	0	0,0	1	4,17	14	58,3	9	37,5	0	0,0
18	2	8,3	3	12,50	10	41,7	7	29,2	2	8,3
19	1	4,2	5	20,83	12	50,0	4	16,7	2	8,3
20	3	12,5	4	16,67	4	16,7	11	45,8	2	8,3
Total	28	116,7	84	350	181	754,2	150	625	37	154,17

The table above shows the frequency and percentage of pre control class.

The obtained data were then computed by the following calculation to obtain the score as well as its percentage:

$$28 + 84 + 181 + 150 + 37 = 480$$

$$28 \times 5 = 140$$

$$84 \times 4 = 336$$

$$181 \times 3 = 543$$

$$150 \times 2 = 300$$

$$37 \times 1 = 37$$

$$28 + 84 + 181 + 150 + 37 = 1356$$

$$P = \frac{1356}{2400} \times 100\% = 56.5\%$$

The data calculation above shows that the students' interest of pre experimental class is 56.5 %, the result of last percentage is called fallen.

**TABLE IV.25**

**THE SUMMARY OF POST QUESTIONER OF CONTROL CLASS**

Item	Always		Often		Sometime		Seldom		Never	
	F	P	F	P	F	P	F	P	F	P
1	0	0	4	16,7	10	41,7	8	33,3	2	8,3
2	1	4,2	2	8,3	12	50,0	7	29,2	2	8,3
3	0	0,0	1	4,2	3	12,5	15	62,5	5	20,8
4	2	8,3	6	25,0	10	41,7	6	25,0	0	0,0
5	0	0,0	2	8,3	9	37,5	7	29,2	6	25,0
6	3	12,5	2	8,3	9	37,5	5	20,8	5	20,8
7	3	12,5	5	20,8	10	41,7	5	20,8	1	4,2
8	2	8,3	7	29,2	12	50,0	2	8,3	1	4,2
9	0	0,0	1	4,2	12	50,0	11	45,8	0	0,0
10	1	4,2	1	4,2	10	41,7	12	50,0	0	0,0
11	2	8,3	9	37,5	5	20,8	8	33,3	0	0,0
12	0	0,0	2	8,3	4	16,7	15	62,5	3	12,5
13	1	4,2	3	12,5	5	20,8	14	58,3	1	4,2
14	1	4,2	12	50,0	8	33,3	3	12,5	0	0,0
15	1	4,2	7	29,2	13	54,2	3	12,5	0	0,0
16	14	58,3	7	29,2	3	12,5	0	0,0	0	0,0
17	0	0,0	1	4,2	13	54,2	9	37,5	1	4,2
18	2	8,3	3	12,5	10	41,7	6	25,0	3	12,5
19	1	4,2	5	20,8	10	41,7	6	25,0	2	8,3
20	3	12,5	4	16,7	3	12,5	10	41,7	4	16,7
Total	37		84		171		152		36	150,0

The table above shows the frequency and presentation of post control class. The obtained data were then computed by the following calculation to obtain the score as well as its percentage:

$$37 + 84 + 171 + 152 + 36 = 480$$

$$37 \times 5 = 185$$

$$84 \times 4 = 336$$

$$171 \times 3 = 513$$

$$152 \times 2 = 304$$

$$36 \times 1 = 36$$

$$185 + 336 + 513 + 304 + 36 = 1374$$

$$P = \frac{1374}{2400} \times 100\% = 57.25\%$$

The data calculation above shows that the students' interest of pre experimental class is 57.25

**TABLE IV.26**  
**RANGE SCORE OF EXPERIMENTAL AND CONTROL CLASS**

NO	EXPERIMENT CLASS (X)	NO	CONTROL CLASS (Y)
1	6	1	6
2	10	2	0
3	7	3	4
4	5	4	0
5	5	5	0
6	13	6	0
7	5	7	0
8	0	8	5
9	13	9	8
10	9	10	6
11	22	11	0
12	4	12	2
13	36	13	4
14	13	14	2
15	21	15	4
16	11	16	5
17	19	17	1
18	19	18	0
19	31	19	1
20	11	20	4
21	16	21	0
22	7	22	0
23	12	23	0
24	13	24	0
Total	308		52

The table above shows that the students' interest in experiment class is higher than control class. It was shown by the calculation  $308 > 52$ . To answer the effect of using authentic materials toward students' interest in reading, the writer needed to compare the obtained mean of the result number of each class; it is shown by the following form:

**TABLE IV.27**  
**MEAN AND STANDARD DEVIATION OF RANGE SCORE FOR**  
**EXPERIMENT AND CONTROL CLASS**

STUDENTS	RANGE SCORE		X (X-MX)	Y (Y-MY)	X <sup>2</sup>	Y <sup>2</sup>
	X	Y				
1	6	6	-6.83	3.84	46.64	14.74
2	10	0	-2.83	0	8.00	0
3	7	4	-5.83	1.84	33.98	3.38
4	5	0	-7.83	0	61.30	0
5	5	0	-7.83	0	61.30	0
6	13	0	0.17	0	0.028	0
7	5	0	-7.83	0	61.30	0
8	0	5	0	2.84	0	0
9	13	8	0.17	5.84	0.028	34.10
10	9	6	-3.83	3.84	14.66	14.74
11	22	0	9.17	0	84.08	0
12	4	2	-8.83	-0.16	77.96	0.02
13	36	4	23.17	1.84	536.84	3.38
14	13	2	0.17	-0.16	0.028	0.02
15	21	4	8.17	1.84	66.74	3.38
16	11	5	-1.83	2.84	3.34	8.06
17	19	1	6.17	-1.16	38.06	1.34
18	19	0	6.17	0	38.06	0
19	31	1	18.17	-1.16	330.14	1.34
20	11	4	-1.83	1.84	3.38	3.38
21	16	0	3.17	0	10.04	0
22	7	0	-5.83	0	33.98	0
23	12	0	-0.83	0	0.68	0
24	13	0	0.17	0	0.02	0
<b>TOTAL</b>	<b>308</b>	<b>52</b>			<b>1510.6</b>	<b>91.28</b>
<b>MEAN</b>	<b>12.83</b>	<b>2.16</b>			<b>62.94</b>	<b>3.80</b>

While the result of the standard deviation of reading interest each class is as follows:

- a. Standard deviation for experimental class

$$SD_x = \sqrt{\frac{\sum x^2}{N}} = \sqrt{\frac{1510.58}{24}} = \sqrt{62.94} = 7.93$$

- b. Standard deviation for score of control class

$$SD_x = \sqrt{\frac{\sum x^2}{N}} = \sqrt{\frac{91.28}{24}} = \sqrt{3.80} = 1.95$$

- c. Mean of experimental class

$$\frac{\sum fx}{N} = \frac{1708}{24} = 71.16$$

- d. Mean of control class

$$\frac{\sum fy}{N} = \frac{1374}{24} = 57.25$$

The last calculation, the researcher used t-test for knowing whether there was or not any significant effect of comparison both of classes, where the experimental class was used by authentic materials, and the control one was not used it. The formulation is as follows:

Counting the value of  $t_0$

$$t_0 = \frac{M_x - M_y}{\sqrt{\left(\frac{SD_x}{\sqrt{N-1}}\right)^2 + \left(\frac{SD_y}{\sqrt{N-1}}\right)^2}}$$

$$t_0 = \frac{12.83 - 2.16}{\sqrt{\left(\frac{7.93}{\sqrt{24-1}}\right)^2 + \left(\frac{1.95}{\sqrt{24-1}}\right)^2}}$$

$$t_0 = \frac{10.67}{\sqrt{\left(\frac{7.93}{\sqrt{23}}\right)^2 + \left(\frac{1.95}{\sqrt{23}}\right)^2}}$$

$$t_0 = \frac{10.67}{\sqrt{(1.65)^2 + (10.40)^2}}$$

$$t_0 = \frac{10.67}{\sqrt{2.72 + 0.16}}$$

$$t_0 = \frac{10.67}{\sqrt{2.88}}$$

$$t_0 = \frac{10.67}{1.69}$$

$$t_0 = 6.31$$

By observing the data analysis, it can be described that the coefficient of T-test is 6.31. to prove the formulation of the research whether there is significant effect or not between variable X toward variable Y, where the experimental class used authentic materials toward students' interest in reading. The level of T-test = 6.31. So the score can be comparing with the degree of freedom (df). Then to get the level of ' df ' the following formula is used:

$$df = (N1-N2) - 2$$

$$= (24 + 24) - 2$$

$$= 48 - 2 = 46$$

The formulation above shows that the degree of freedom is 46. Because the degree of 46 is not available of the table coefficients correlation “r” product moment significant 5% and 1%, the writer took 45 as nearest score to 46. The t-table at 5% level of significance = 2.02 and at 1% level of significance = 2.69. So, the writer can conclude that  $t_o$  is higher than t-table both in 5% and 1% level of significance.  $2.02 < 6.31 > 2.69$ . Therefore, the first hypothesis ( $H_a$ ) that postulates significant effect of using authentic materials toward students’ interest in reading is accepted automatically the second hypothesis ( $H_o$ ) is rejected.



## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

#### **A. The Conclusion**

After finishing the data analysis in the previous chapter, it seems very important for the writer to make a conclusion of this research and also give suggestions for the students and teacher.

Based on the data analysis, the writer concludes that the research finding for “how is a student reading interest without taught and taught by authentic materials”. We can see at the table IV.29 that the students who were taught without authentic materials of posttest on control class is 2.16, and for the posttest on experimental class taught by authentic materials shows that the mean of students is 12.83. For the second research finding. T-table at the 5% grade of significance refers to 2.02. While, in the level of significance 1% is 2.69. Therefore, it can be analyzed that  $t_0$  is higher than t table in either at 5% or 1% grade of significance. It can be read that  $(2.02 < 6.31 > 2.69)$ . It means that there is significant effect of using authentic materials toward students' interest in reading at the second year of State Senior High School 1 Ukui district, Pelalawan.

#### **B. The Suggestion**

Considering the result of this study, the writer would like to give some suggestions. They are as follows:

## **1. Suggestion for Teacher**

- a. The researcher suggests that English teachers has to choose the appropriate materials for teaching in order to make the students feel more interested and not bored of learning English.
- b. The teacher must to improve the students' interest in reading by giving many kinds of authentic materials that enrich the students by the question in form of content of the text, supporting details, and texts it is based on the KTSP generally, and syllabus particularly.
- c. The teacher has to consider how the way to collaborate between strategy, method, model, approach and also tecniques used for teaching the English class in order to make an effective teaching-learning process, this case is able to support his or her teaching activity.

## **2. Suggestion for Students**

- d. The students should be more active, critical on the teachers' explanation; this case is able to support their confidence to interact between the teacher and students in learning.
- e. The students have to find some interesting book, articles, etc. In order to influence the students to be good readers and enrich their knowlegde in English.

Finally, the writer considers that this study still needs validation from the next researcher who has the same topic as this study.

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