# THE USE OF AUTHENTIC MATERIALS OF PROCEDURE TEXTS IN SPEAKNG CLASS AND STUDENTS' PERCEPTION AT THE SECOND GRADE OF SMA NEGERI 15 BANDAR LAMPUNG

**(A Script)**

**By**
**EKA PRATIWI YUNIANTI**



**LAMPUNG UNIVERSITY**
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# ABSTRACT

## USING AUTHENTIC MATERIALS OF PROCEDURE TEXTS TO FOSTER STUDENTS' SPEAKING ACHIEVEMENT AT THE SECOND GRADE OF SMAN 15 BANDAR LAMPUNG

**by**

**Eka Pratiwi Yunianti**

The objectives of this research were to find out whether authentic materials could improve students' speaking achievement in procedure texts and to analyze students' perception about the implementation of authentic materials in second grade of senior high school level. Thirty students of class XI Science 3 at SMA N 15 Bandar Lampung in the year 2016/2017 were selected as the sample of this research. This research used *one group pretest and posttest* design. The instruments for collecting data were speaking test and questionnaire.

The result showed that the students' speaking achievement taught through authentic materials improved. That the mean score of post test (79.43) was higher than that of the pre test (62.03) and the gain was 17.40. The significant level of data was lower than alpha value (0.00 < 0.05). It could be stated that that authentic materials improved students speaking achievement. On the other hand, the result for students' perception questionnaire showed that 22 students (73.03%) stated that they were active, they liked and felt satisfied with teaching learning process through authentic materials.

Based on the result above, it could be conducted that authentic materials could improve students speaking achievement in procedure texts and made the students satisfied with the teaching learning process.

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**By**
**EKA PRATIWI YUNIANTI**

**A Script**

Submitted in a Partial Fulfillment of
The Requirements for S-1 Degree at EESP

in
English Education Study Program
The Language and Arts Education Department of
Teacher Training and Education Faculty



**LAMPUNG UNIVERSITY**
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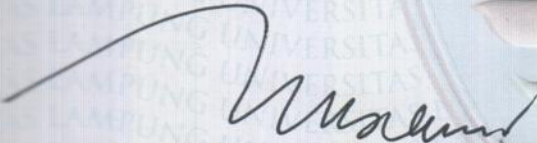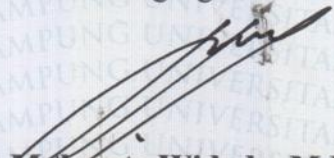| | | |
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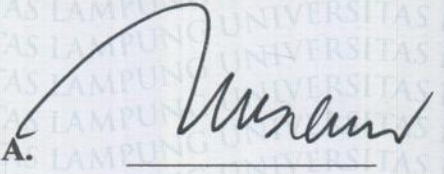The Department of Language and Arts Education

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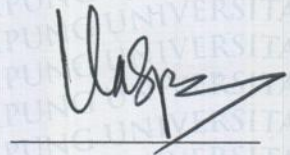NIP  19620203 198811 1 001

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**CURRICULUM VITAE**

The writer's name is Eka Pratiwi Yunianti. She was born on June 5th 1994 in Bandar Lampug. She is the only daughter and child of a great couple, Dr. drg. H. Syamsu Khaldun, M.Kes., and Ns. Maryani S.Kep, M.M.

Her educational background started at TK Dharma Wanita in 1999. She continued her study at SD Negeri 2 Raja Basa in 2000 and graduated in 2005. In the same year, she was accepted at SMP Al Kautsar Bandar Lampung and graduated in 2008. Then, she entered SMA Negeri 5 Bandar Lampung and graduated in 2011.

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# DEDICATION

This script is entirely dedicated to:

My beloved father and mother

Dr. drg. H. Syamsu Khaldun M.Kes  and Ns. Maryani S.Kep, M.M

My fabulous friends in English Department 2011 and 2012

My lovely almamater

Lampung University

## MOTTO

**"As ants do million steps to get sugar**

**The formula of a success are a hard work and never give up."**

**(EkaPratiwi, 2016)**

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Praise is merely for Allah SWT, The Most Gracious and The Most Merciful, who always gives me all the best in this life. This script entitled: Using Authentic Materials of Procedure Texts To Foster Students' Speaking Achievement at Second Grade of SMA Negeri 15 Bandar Lampung is presented to fulfill one of the requirements in accomplishing the S-1 Degree at the Department of Language and Arts of Teacher Training and Education Faculty, University of Lampung.

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The writer

Eka Pratiwi Yunianti

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## 1. INTRODUCTION

This chapter discusses introduction of the research dealing with background of problem, research questions, objectives, uses, scope of the research and definition of terms.

### 1.1 Background of Problem

One of many ways of communications is speaking. Speaking is a communication process between at least two people and speaking is a way to express someone's ideas. Byrne (1984) defines speaking as a two-way process between speaker and listener and it involves the productive skill and receptive skill of understanding. Speaking seems to be an easy job to do, this is because we do not only speak, but we also communicate each other with people by using language. Since English is a foreign language in Indonesia, students might feel difficult to speak English. In addition, in teaching learning process, sometimes the teachers do not apply appropriate the materials in teaching speaking.

In Indonesia, the teaching of English is based on the School-Based Curriculum (KTSP). In reference to this Curriculum proposed by the Department of National

Education in 2006, the objective of English teaching as a compulsory subject at senior high school level is to enable students to communicate in both oral and written forms. As the language is a means of communication, students have to be accustomed to speak is utterances orally in the classroom, even in the very simplest way, such as greeting, answering, expressing ideas, giving responses, and the like. Thus, the students need to have a good speaking achievement in order to achieve the objectives of English teaching and learning as stated in the current curriculum.

Commonly, learning English deals mainly with skills, i.e listening, speaking, reading, and writing. Among the four language skills, speaking is naturally difficult to master. This is true because speaking involves many aspects such as fluency, pronunciation, grammar, vocabulary and comprehension.

Based on the researcher's experience in PPL, it was found out that most students could not participate in speaking English to express their opinion because in daily teaching-learning process most teachers didn't concern to teach how to use the language. Another problem which was found by the researcher was that the teachers usually taught the students based on the book without another idea, as a result, they became too dependent on those books and the students did not have any chance to do exercise either in written or oral form. Therefore, it made them hard to learn English and become passive participants.

Actually, there are many instructional media that can be used by the English teacher to teach speaking. One of the media is authentic material. One of the important

principles of communicative language teaching is that authentic language should be used in instruction whenever possible (Omaggio-Hadley, 1993). Peacock (1997) defines authentic materials as the materials that have been produced to fulfill some social purpose in the language community. Martinez (2002) defines that "Authentic would be materials designed for native speakers of English used in the classroom in a way similar to the one it was designed for.

There have been several studies that are related to this research. Apriyani (2015) pointed out that there were some factors that caused students feel difficult in comprehending the text: students' interest of the materials and deficiency of using good reading technique. Besides, they also got difficulty in understanding the meaning of the words in the text, so they became lazy to read an English text. They tended to talk to their friends when the teacher gave an English text, they got difficulty to identify the specific information of each paragraph of the text. So, when teacher asked several questions related to the text, they could not answer them well. But after she used authentic reading comprehension materials of narrative text in SMP N 1 Metro, it was found out that authentic materials provided good effect for students to understand narrative text especially in fable form.

Another previous research was conducted by Sitinjak (2014). He found that based on his observation the reasons for their inachievement to write were i.e 1). Poor vocabulary, 2). Difficulty in generating their idea, and 3). Poor grammar. Besides, they did not pay attention to the materials given, or they also did not know such a convenient way that could help them in writing process. But after he used authentic

materials as media in procedure text at SMAN 8 Bandar Lampung, the use of authentic materials could ease them to learn and to understand the new materials presented. They provided real example of language in their real contexts. They provided real example of language in their real contexts and they avoided boredom when learning. Then it can be minimized by utilizing various materialss and activities. Thus, it was found that authentic materials can improve students' procedure writting achievement.

In brief, based on the problem in previous researches, the researcher used authentic materials in speaking to teach procedure text in senior high school. The researcher tried to find out whether the same result would be achieved in this research or not even though the skill was different. The researcher applied this materials in order to find out whether the result of the authentic materials can be used to improve the student's speaking achievement and it would attract the students' attention.

## 1.2 Research Questions

In general, the research questions in this study were:

1. Is there any improvement of the students' speaking achievement in procedure texts after being taught by using authentic materials?

2. What is the students' perception when they are taught speaking using authentic materials?

**1.3 Objectives**

The objectives of the research were:

1. To find out whether teaching speaking by using authentic materials could improve students' speaking achievementin procedure text after being taught by using authentic materials.

2. To find out the students' perception when they are taught speaking using authentic materials.

**1.4 Uses**

It is expected that uses of this research will result the following points:

1. Theorically, the result of this research might be useful for supporting the previous theories about authentic materials.

2. Practically, the result of this research can be used as informatiton for English teachers in Senior High School that this media can be used to teach speaking..

**1.5 Scope**

The research was conducted to the second semester of second grade students at SMAN 15 Bandar Lampung. The researcher used one class in amount of 30 students. The research was conducted on March, 4$^{th}$ 2016 until March, 12$^{th}$ 2016.This study was specifically designed to improve speaking achievement of the eleventh grade students. Based on School Based Curriculum (KTSP) 2006, the basic competence of English speaking skill for senior high school students were that they should learn procedures text which were taught by using authentic materials. The topic of

authentic materials was about procedure text i.e *"How to Make Fresh Apple Juice"* and *"How to Make French Fries"* by native speaker as the authentic listening viewing. The score of the test was based on five aspects; they are pronunciation, fluency, grammar, vocabulary and comprehension.

## 1.6 Definition of Terms

The definitions used in this research were needed in order to make were same perceptions dealing with the research. Thus, the researcher lists students' which important to know as follow:

### Speaking

Speaking is a communication process between at least two people and speaking is a way to express someone's ideas. In language skills, speaking had five aspects, that are vocabulary, pronunciation, grammar, fluency, and comprehension.

### Speaking Achievement

Speaking achievement is achievement to convey a message through expressing idea, thought, and feeling by audible symbol (sound) or bodily action (gestures) to other person (s) as the participant within context and purpose of speaking itself.

### Authentic Materials

Authentic materials are the materials that have been produced by native speakers to fulfill some social purpose in the language community.

**Procedure Text**

Procedure text is a text that explains how something works or how to use instruction or operation manuals.

## II. LITERATURE REVIEW

This chapter consists of concept of speaking, aspects of speaking, teaching speaking,authentic materials, procedure text, procedure teaching speaking of authentic materials, advantages and disadvantages, theoretical assumption and hypotheses.

### 2.1. Authentic Materials

One of the important principles of communicative language teaching is that authentic language should be used in instruction whenever possible (Hadley, 1993). However, there are several determining factors in relation to the authenticity of material, i.e. what authentic materials are, why it is important to use authentic material in the classroom, and what are the sources for authentic materials?

Authentic texts are some texts that are originally created to fulfill the social purpose in the language community for which it was intended. One important feature of authentic materials is that they are not produced for educational purposes and are rather defined as real life texts (Wallace, 1994: 145). Teachers may incorporate authentic materials not only to motivate the learners but also to give them the feeling that they are using real language- "the target language as it is used by the community that speaks it" (McNeill, 1994: 130).

The definition of authentic materials are the materials that have been produced to fulfill some social purpose in the language community (Peacock, 1997). Martinez (2002) defines that "*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". In this section, the advantages of using authentic materials in language teaching will be explored, and also the drawbacks of using them will be discussed.

Bacon and Finnemann (1990) state that authentic materials are texts produced by native speakers for non-pedagogical purpose. The examples of authentic materials would be newspaper reports, magazine articles, advertisements, poems, songs, video clips, menus, horoscopes, etc. According to Guariento and Morley (2001) authentic materials can create a bridge between classroom knowledge and a students  capacity to participate in the real world events. Besides, a teacher has to make sure that activities taken from different sources link together to make a cohesive whole, and that they serve to fulfill the aims and objectives of your lesson" (Gower, 1995: 80).

The definition of authentic materials used in this paper is taken from Peacock (1997): materials that have been produced to fulfill some social purpose in the language community.

Although authentic is not for language learning program, it is important for language learners or students who want to broaden their knowledge about the way of using the foreign language in the real life. Authentic materials offer real language that is contextually rich and culturally pertinent. They also provide insight into the adult learners' new community and the services and opportunities offers.

It can be said that authentic material is important to learn, because it is full of language insight and related to the culture. Most of them contain a large variety of structures and vocabularies that have never been found in the school textbook. Although authentic text uses original language (language in which its sentence's structure and the use of vocabulary is not simplified) that is hard for students to comprehend, it can improve students' speaking achievement.

Authentic materials have some characteristics that must be known by the researcher before getting it. These criteria are important for the researcher to know, because by knowing the criteria of authentic material, the researcher able to differentiate whether the text is authentic material or not.

1. Authentic material is made by writers for readers whose first language is the same with the language used in the text. Or, it can be said that this type of the text is made for native speakers. Widdowson (1983) in Martinez (2002: 1) defines that authentic would be material designed for native speakers of English used in the classroom in away similar to the one it was designed for. It means that a text will be authentic if it is written for readers that has the same first language with the writer of the text.

2. Authentic material is a text in which its content is appropriate to the readers' world. It presents a lot of information appropriated to the readers' in comprehending writing achievement. Spelleri (2002: 4) notes that the material reflects a reality that is economically feasible for the learners. From the statement it can be said that the content of the authentic text or material is always adapted to the learners' world, learners' interest, need and ability

in comprehending the source.

3. Authentic material gives reliable information, in other words it can be trusted. It provides real information, not fictional information. Spelleri (2002: 4) says that the material respects the immigration status of the learner, whether documented or undocumented. The undocumented immigrant should not find himself in trouble for attempting to make use of knowledge gathered from the authentic material. From the statement it can be said that authentic material contain understandable news and information that can be trusted its truth and do not mislead the learners.

4. Authentic materials contain a lot of vocabularies appropriated to the learners' vocabularies. This text does not contain vocabularies that exceed the learners' vocabularies limitation. Spelleri (2002: 2) explains that the authentic materials contain non-complex vocabulary.

    a. The authentic item features picture, diagrams, and tables, because to make the student easier in understanding the material.

    b. The material uses bullet, titling, subtitles or other clear separation of text, because to make the student know the steps in making something.

    c. The material allows some learner interaction: a form to fill out, a recording to listen, to check list, and questions to think about, because the learner should understand the material and can develop their understanding about the material.

From the theories that have been mentioned above, it can be stated that authentic materials is not made for educational purposes. Authentic material is used to help the students understand clearly about the materials and the uses of it. In this

research, the researcher chose video as the authentic material was used in the class during the researcher did the research.

## 2.2. Previous Research of Authentic Material

Based on the previous research done by Sitinjak (2014) entittled "The Use of Authentic Material in Teaching Procedure Text Writing at the Second Year Students of SMAN 8 Bandar Lampung" in academic year 2013/2014, the result showed that there was a difference of students' procedure writing achievement after the implementation by using authentic material. From the research, it was also found that there was an improvement of students' achievement in writing procedure text after being taught by using authentic material. It could be seen from the pre-test score and post-test score.

Other research done by Putri (2015) with the tittle " The Implementation of Authentic Material and Non Authentic Materials of Procedure Text Students' Speaking Ability in academic year 2014/2015". The result showed there was difference of students' procedure text speaking ability after the implementation by using authentic and non authentic material. From the research, it was also found that there was an improvement of students' ability in speaking procedure text after being taught by using authentic material. It can be seen from the pre-test score and post-test score.

Based on the problem in previous research, the researcher used authentic materials in speaking to teach procedure text in senior high school. The researcher tried to find out whether the same result would be achieved in this research or not even though the skill was different.

## 2.3. Speaking

Spoken language is actually a process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts. In order to achieve a communicative goal throughspeaking, there are two aspects to be considered – knowledge of the language, and skill in using this knowledge. It is not enough to possess a certain amount of knowledge, but a speaker of the language should be able to use this knowledge in different situations.

Bygate (1987) states that "views the skill as comprising two components: production skills and interaction skills. Both of which can be affected by two conditions: firstly, processing conditions, taking into consideration the fact that a speech takes place under the pressure of time; secondly, reciprocity conditions connected with a mutual relationship between the interlocutor.

Naturally, spoken skill or speaking skill has two skills such as; (1) micro skills and (2) macro skills. Theoretically, macro and micro skills have their own implementation in speaking activities. Here are some crucial points of macro skills which should be implemented in speaking class.

1. Accomplish communicative functions appropriately according to situations, participants, and goals.
2. Use appropriate styles, registers, implicative, redundancies, pragmatic conventions, conversion rules, floor keeping and yielding, interrupting, and other sociolinguistic features in face-to-face conversations.

3. Convey links and connections between events and communicate such relations as focal and peripheral ideas, events and feeling, new information and given information, generalisation and exemplification.

4. Convey facial features, kinesics, body language, and other nonverbal cues along with verbal language.

5. Develop and use a battery of speaking strategies, such as emphasizing key words, rephrasing, providing a context for interpreting the meaning of words, appealing for help, and accurately assessing how well your interlocutor is understanding you.

Besides that, micro skills have some basic skills that should be implemented in speaking activities such as:

1. To pronounce the distinctive sounds of a language clearly enough so that people can distinguish them. This includes making tonal distinctions.

2. To use stress and rhythmic patterns, and intonation patterns of the language clearly enough so that people can understand what is said.

3. To use the correct forms of words. This may mean, for example, changes in the tense, case, or gender.

4. To put words together in correct word order.

5. To use vocabulary appropriately.

6. To use the register or language variety that is appropriate to the situation and the relationship to the conversation partner.

7. To make clear to the listener the main sentence constituents, such as subject, verb, object, by whatever means the language uses.

8. To make the main ideas stand out from supporting ideas or information.

9. To make the discourse hang together so that people can follow what you are saying.

Thus, speaking is unit of communication skills between at least two people and it is a way to express somenone's idea orally. In this case, this research mainly focused on micro in speaking skills. It consists those aspects of the skills.

## 2.4. Aspects of Speaking Skills

There are five aspects related to the speaking skills as proposed by Haris (1974) i.e. pronunciation, fluency, grammar, vocabulary and comprehension conceptualized below:

a. **Pronunciation**

Pronunciation refers to the ability to produce easily comprehensible articulation so our speaking is understandable. Pronunciation also can be defined as the pattern of intonation. It refers to be the person's way of pronouncing words. Brown (2004) also states that pronunciation is an aspect of speaking that involves the language learner to know how to pronounce and understand the words that are produced by the speaker.

b. **Fluency**

Fluency is the parameter of the speaking level of someone. A fluent speaker is someone who is able to express oneself readily and effortlessly. Someone who has good fluency will perform or use the language easily and quickly in right order of language. Fluency is about how fluent the speaker uses the target language orally. Fluency includes reasonable fast speed of speaking and only a small number of pauses.

c.  **Grammar**

Grammar is a rule system in a language. Grammar is a system of units and patterns of language. As stated by Heaton (1978) that grammar is as the students' ability to manipulate structure and to distinguish inappropriate grammatical form in appropriate ones. Lado (1969) defines grammar as a system of units and patterns of language.

d.  **Vocabulary**

Vocabulary refers to the words used in a language. Phrases, clauses, and sentence are built up by vocabulary. Wilkins (1983) says vocabulary is very important because without words we cannot speak at all.

e.  **Comprehension**

Comprehension denotes the ability of understanding the speaker's intention and general meaning, good comprehension refers to good understanding. Heaton (1991) also says so: It means that if a person can answer or express the ideas well and correctly, it shows that he comprehends or understands well. If someone's language understanding is good, it will affect the speaking ability.

In speaking, there are several aspects that must be dealt with and it could be a reference to assess the speaking activity. Some types of speaking activity are also illustrated, and in this research, the researher will be used procedure text by using authentic materials to improve students' speaking achievement.

**2.5. Teaching Speaking Skills**

According to Hornby (1995: 37) teaching means giving the instruction to (a person) giving a person (knowledge skill, etc). Speaking means to make use of words in an ordinary voice, so teaching speaking is giving instruction to a person in order to communicate.

Teaching speaking means giving opportunity to learners to enable themselves understood. Teaching speaking is to teach learners to: (1) produce speech sound patterns with appropriate words, (2) Sentences according to the proper social setting, audience, situation and subject matter, and (3) organize their thoughts in a meaningful and logical sequence (Nunan, 2003 quoted by Kayi, 2006).

Byrne (1978) states that one of the English teacher's main tasks is to get the students to talk, to express themselves freely, but within of the language they have learned. Furthermore, according to Rivers (1987) teaching of speaking skill is more demanding of the teacher than teaching of any language.

Nunan (2003: 54-56) says that there are five principles for teaching speaking, they are (1) giving students chance to practice with both fluency and accuracy such as ask them to read aloud a text (2) providing opportunities for students to talk by using group work or pair work such as presentation. (3) planning speaking task that involves negotiation for meaning, such as discussion. (4) designing classroom activities that involve guidance and practice in both transactional and interaction speaking such as conversation.

In brief, teaching speaking means giving the opportunity of students to study about: (1) how to combine their ideas and thoughts. Moreover, it is also about (2) how students select the words and sentences orally which are appropriate to their social setting by considering the aspects of speaking; pronunciation, fluency, comprehension.

## 2.6. Materials in Teaching Speaking

Materials are things which are used to help the teacher to teach and the students to understand what is taught by the teacher. Materials in teaching speaking are things that are used to teach speaking skill by the teacher. In teaching speaking skill, the materials used are in oral form. The materials used by the teacher to teach speaking skill can be from book, newspaper, internet, video, picture or teacher's made materials. The materials which are used to teach must be appropriate with the grade of the students and the curriculum used at that time.

## 2.7. Teaching Speaking Procedures through Authentic Materials

The procedures of teaching speaking procedure text through authentic materials as follows:

1) **Pre-Activity**

Teacher gives a brief explanation of procedure texts.

2) **While – Activity**

    a. Teacher explains about procedure text (generic structure and language features).

    b. Teacher gives the example of procedure text by using authentic materials on video (how to make fresh apple juice).

c. Teacher asks the students about the procedure text by using authentic materials on video. For example:

a) What is the goal of the text?

b) Please mention the materials needed!

c) Can you mention the steps of how to make it?

Etc.

d. Then, the students respond to the teacher's question based on their comprehension.

e. Teacher gives feedback and asks the students to make the procedure text (the topic will be given by teacher: how to make orange juice).

f. Teacher asks the students to discuss their own procedure text based on the topic that given by the teacher with their classmate.

g. After that, teacher asks the students about the difficulties of the material, for example: the speaker's pronunciation, lack of vocabulary that make students confuse, etc).

h. Teacher and students discuss about the difficulties.

i. Teacher asks students to perform their procedure text in front of the class (in case if the time is enough) and records each student's performance.

**3) Post Activity**

a. After all students have performed their works, the teacher gives questionnaire and asks the students to fill the questionnaire.

b. The students fill the questionnaire.

c. After the students finish, the teacher collects the questionnaire in order to find out their perception of teaching speaking process by using authentic materials.

According to statement above, the researcher concluded in teaching speaking through authentic materials the teacher asked the students to pay attention to the authentic materials on video. Then, the students were expected to make their own procedure text in correct way and could perform it in front of the class fluently.

## 2.8. Text

Text is a semantic unit that is realized in the form of word, clause, and sentence. It is not only a group of words or sentences. There are two main categories of text namely literary and factual. Literary texts are text constructed to appeal emotion and imagination, for example, stories, movies, scripts, folktales, novels, and lyrics' song. There are three main text types in this category: narrative, poetic and dramatic. Factual text presents information or ideas and is aimed to show, tell or persuade the audience. The main text types in this category are narrative, procedure, recount, exposition, explanation and discussion.

Not all the texts the same. Some factors which account for the differences in texts are the purpose for which the text is being used and the language features. Each kind of text is structured in different ways to achieve its purpose. It is important to understand each type of text. Beside it is needed as an academic purpose, text also requires students to be real social life.

In addition, Hyland (2004: 6) states that the text is an autonomous object which can be analyzed and described independently of particular context, writer or

reader. Text has structure and it is orderly arrangement of words, clauses, and sentences by following the principles which guides the correct of element.

## 2.9. Procedure Text

Basically, procedure text is a text that is designed to describe how something is achieved through a sequence of actions or steps. It explains how people perform different processes in a sequence of steps. This text uses simple present tense, often imperative sentences. It also uses the temporal conjunction such as first, second, then, next, finally, etc. Further, Anderson & Anderson (1997: 2) assert that a procedure is a piece of text that tells the reader or listener how to do something. The purpose of procedure text is to provide sequenced information or directions so that people can successfully perform activities in safe, efficient, and appropriate ways.

Commonly procedure text is already familiar with people's daily life, for example in giving instructions to make something, in games rules, in recipes, manual steps, directions of destination (Derewianka, 2004: 23-27). The context consists of three parts:

    a. Title/goal

    b. List of material

    c. Steps/method/procedures

Furthermore, Anderson & Anderson (1997: 52-55) states that the generic structure of a procedure text contains: (1) an introductory statement that gives the aim or goal. This may be the title of the text or an introductory paragraph, (2) a list of the materials that will be needed to complete procedure: (a) this may be a list or a

paragraph and (b) this step may be left out in some procedures, (3) a sequence of steps in the order they need to be done: (a) numbers can be used to show first, second, third, and so on, (b) the order is usually important; such word as *now, next,* and *after this* can be used, (c) usually the steps begin with a command such as add, stir, or push.

There are some examples who delivered by native speakers and occurring in native speaker context of procedure text, the examples are as follow :

**How to make fresh apple strawberry juice**

**Materials :**
* 2 apples                    * paper towels
* 5 strawberry                * Pitcher
* Juicer                      * Stirring spoon
* Straight edge knife         * Drinking glass
* Cutting board

**Steps :**
*Rinse your apples and strawberries under cold water and dry them with a paper  towel.
*Leaving the skin on, place your apples on the cutting board and use your knife to slice them into quarters (four equally-sized pieces per apple)
*Place the pitcher under the juicer's spout so it will collect the juice.
*Push the apples down the juicer's chute one piece at a time.
*Next, add the strawberries.
*When finished, use your stirring spoon to stir the juice together in the pitcher
*Pour the juice from the pitcher into a drinking glass and serve it.
http://www.mahalo.com/how-to-make-fresh-apple-strawberry-juice

## 2.  How to make Healthy Egg White Omelette

**Materials :**

  * An egg                  * Salt            * Knife
  * Bowl                    * Blackpaper      * fork
  * Spatula                  * Frying pan

  **Steps :**
  * Place 1/2 ounce of butter into a frying pan over medium heat.* Hit an egg on the side of the bowl to crack it, then slowly strain the
  egg whites into a bowl while keeping the yolk inside egg's shell.  *Move the egg yolk between egg shell halves to help extract all of the egg whites into a bowl.
  *Add some salt, black pepper to your egg whites.
  * Move your pan around to cover the bottom with your melted butter.                 *
  Slightly scramble your eggs to make them fluffy.
  * Pour the scrambled egg mixture into your frying pan.
  * Place your spatula under half of the omelet once it has become a little firm.

* Flip one-half of your omelet on top of the other half, making a half-moon shape.
* Allow the omelet to cook until it reaches your preferred texture, then plate
your omelet and serve it.http://www.mahalo.com/how-to-make-a-healthy-egg-white-omelet/

## 2.10. Advantages and Disadvantages

To strengthen the research, the researcher provided the advantages and disadvantages in applying these materials, they are as follows:

### 2.10.1. Advantages of Authentic Materials

There are some advantages that can be obtained from using authentic texts or materials in teaching speaking.

a. Authentic materials can provide many chances for the researcher and students to understand about how to use the target language (in this case English) in the real life. Homolova (2004: 1) explains that authentic materials can provide resources for ESL/EFL and offer them opportunity to expose learners to materials produced for real life and for-out classroom context. By using authentic material, the students can understand materials with "real language", produced by real speaker for real audience. It can be said that by using the authentic materials, both of the researcher and students will understand how to use the target language in the real life. They will understand how to use the target language in communicating to the native speaker (that is a person who's their first language for the observer and students).

b. Authentic materials provides a large amount of the ways of using English (target language) in the real world. This text supplies a lot of ways of expressing various feelings and thoughts for the students. Homolova

(2004: 1) says that if the researcher use authentic materials sensibly they provide learners with secure bridges into real world of using English use. It means that this type of reading text can protect students from doing any mistakes in expressing their feelings and minds in their target language (English)

c. Authentic materials contains a lot of information from all aspects of life. This advantage is very important for the student to increase their knowledge. As Martinez (2002: 1) views that authentic materials keep students informed about what is happening in the world, so they have an intrinsic educational value. It means that authentic materials have educational value for students. Besides, they contain a lot of information needed by students to improve their language knowledge, and they also help students in improving their background knowledge.

d. Authentic material provides a lot of happiness for students. As Martinez (2002: 2) notes that they can encourage speaking 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 topic or kinds of materials to be used in the class. It means that authentic material have a large variety of topics that can make students to be interested in. And, it is important for the observer to give a chance to students in determining the topic of authentic materials that will be spoken by them.

e. Authentic materials keeps students informed about what is happening in the world, and have an intrinsic educational value. Education and general development are part of our responsibilities (Sanderson, 1999).

f. Students are exposed to real discourse, as in videos of interview with famous people where intermediate students listen for gist. They provide exposure to real language.

## 2.10.2. Disadvantages of Authentic Material

Vukoja (2005) mentions that there are also some disadvantages that can be obtained from using authentic texts or materials in teaching speaking.

a. The vocabulary might not be relevant to students' immediate needs, for example, by using video the native speaker usually speaks in daily conversation and as usual the native speaker sometimes gives some jokes while giving the explanation about some procedures, it can make the students confused to get the point.

b. Special preparation is necessary because it can be time consuming, for example in using video or picture before the researcher gives the treatment, she has to prepare all of the goods of that media, such as in video that she has to prepare the projector/LCD.

c. Too many structures are mixed, for example, the native speaker usually gives some jokes in English. It is confusing and it looks like disorder.

Ordinarily, in the teaching learning activities, every single method or media always have the advantages and the disadvantages. It is naturally, but authentic materials have more advantages then disadvantages. Because of that the researcher used this media in this research.

**2.11. Theoretical Assumption**

From the frame of theory and explanation above, it could be assumed that applying authentic materials in teaching speaking could give positive effect on improving students' speaking achievement. Authentic materials could make the students easier to communicate. By utilizing authentic material in procedure text speaking, it was assumed that students could create the interaction with others and were able to communicate some information. Thus, the students would be able to communicate well. As the result, students' speaking achievement could be improved.

**2.12. Hypotheses**

The theoretical assumption above led to the following hypotheses:

1. There was an improvement of the students' speaking achievement in procedure text after being taught by using authentic materials.

2. There was a different perception of the students when they were taught speaking achievement by using authentic materials.

# III. METHODS OF THE RESEARCH

This chapter discusses about design, population and sample, research procedure, procedure of data collecting technique, instruments, validity and reliability of instruments, scoring criteria, data analysis, and hypothesis testing.

## 3.1. Design of the Research

This research was intended to find out where there was an improvement of the students' speaking achievement of procedure texts after being taught by using authentic materials. In conducting the research, the researcher used different topics. The researcher used questionnaire to find out the perception of the students when they were being taught speaking by using authentic materials. The researcher used one class in which the students were given three times of treatments and two times tests. The design could be illustrated as follows:

| **T1 X T2** |
|---|

X             : Treatments ( three times)

T1          : Test 1

T2          : Test 2

(Setiyadi, 2006)

**3.2. Population and Sample**

The population of this research was the eleventh grade students of SMAN 15 Bandar Lampung in academic year of 2015/2016. The research was conducted on March, 4th 2016 until March, 12th 2016. There was one class as the sample of the research. The class was XI Science I that consisted of 30 students as the sample of this research. The class was taught by using authentic materials. This research used lottery technique for determining the sample. After choosing the class, the students were given different topic about authentic materials.

**3.3. Research Procedures**

In collecting the data, the following procedures were used:

1. Finding and selecting the materials

   In this stage, the researcher used same topics of authentic materials for both test and the topics were taken from the students' book and based on the teaching and learning syllabus.

2. Pretest

   The pretest was administered in order to find out the students' basic achievement. It required 90 minutes for the pretest. In this test, the researcher provided some topics to be chosen by the students to speak orally. The topic in this test was about how to make something (food and drink) by seeing the video.

3. Conducting treatments by using authentic materials

   In this case, the researcher gave treatments in three meetings. The class was given the treatments by using authentic materials as the media and has

been explained about the procedure text. In the first and second meeting the researcher used videos as the media for authentic materials.

4. Posttest

   Posttest was administrated after giving treatments to find out whether teaching speaking by using authentic materials could improve students' speaking achievement. The results could be seen from the average scores of pretest and posttest.

5. Recording

   The recording activities were done in order to transcribe the students' speaking skill during the test by using authentic materials. It was used to help the researcher in scoring the students' speaking test. So if the researcher applied the students' performance during the test, the researcher could replay the record.

6. Conducting Questionnaire

   The next step was distributing questionnaire to the students after the students' had done post test in order to find out about students' perceptions by using authentic materials.

7. Transcribing

   The data of the students' speaking skill from the audio recording were transcibed in order to investigate the students' improvement by analyzing the transcript and to help in scoring.

8. Analyzing the data

   After scoring students' work, the researcher found out the result of the test based on authentic materialsin order to find out the improvement of students' speaking achievement.

**3.4. Data Collecting Technique**

The explanation below was the procedure of data collecting technique as follows:

1. Pretest

   The pretest was administered in order to find out the students' basic achievement. It required 90 minutes for the pretest. In this test, the researcher provided some topics to be chosen by the students to speak orally. The topic in this test was about how to make something (food and drink) by seeing the picture and the video.

2. Posttest

   Posttest was administrated after giving treatments to find out whether teaching speaking by using authentic materials could improve students' speaking achievement. The results could be seen from the average scores of pretest and posttest.

3. Conducting Questionnaire

   The next step was distributing questionnaire to the students after the students' had done post test in order to find out the students' perceptions by using authentic materials.

**3.5 Instrument of the Research**

Naturally to gain the objective data, this research applied two kinds of instruments, they were speaking test and questionnaire.

1. Speaking Test

   The first instrument of this research was speaking test. The speaking test of this research was conducted to find out whether authentic materials could

improve students' speaking achievement or not. The authentic materials used in this research was videos related to procedure text. The students were asked to speak in front of the class about procedure text by the researcher during speaking class.

2. Questionnaire

The last instrument used in collecting the data was questionnaire. This questionnaire was used to know the students' perception of teaching speaking by using authentic materials. The questionnaire consisted of 11 questions related to students' achievement in speaking and their perception about teaching learning process by using authentic materials in speaking class.

**3.6. Validity and Reliability**

In this study the instrument of the research was valued in terms of validity and reliability.

**3.6.1. Validity of the Instrument**

Validity is a matter of relevance. A test is said to be valid to the extent that it measures what is supposed to measure. This means that it relates directly to the purpose of the test. There are several types of validity. But in this research, the researcher only usedcontent validity and construct validity.

**1. Content Validity**

Content validity concerned with whether or not the content of the test is sufficiently representative and comprehensive for the test. In content validity, the materials were given based the curriculum used. To get the content validity of

speaking test, the researcher tried to arrange the materials based on the objective of teaching in syllabus for eleventh grade of senior high school students, and the students made a procedure texts peaking based on teacher's instruction (how to make something by seeing in video). Meanwhile, for the questionnaire, all the questions were focused on the perception that the students had faced during the implementation of authentic materials.

## 2. Construct validity

Construct validity concerned with whether the test is in line with the theory of what it means to know the language that is being measured, it was examined whether the test questions actually reflect what it means to know a language. If a test has construct validity, it is capable of measuring certain specific characteristic in accordance with a theory of language behavior and learning. This type of validity assumes the existence of certain learning theories or constructs underlying the acquisition of abilities and skill. To find out the construct validity of the test, the researcher used the formula of the test by the concept of speaking skill.

The researcher arranged the materials based on the objective of teaching in syllabus for eleventh grade students of senior high school and the formula of test based on the concept of speaking skills, so that the test is valid. As the construct validity for the questionnaire, allquestions were based on students' perception of the use of authentic materials.

**3.6.2.** **Reliability of the Instrument**

In this research, in order to find reliability of the instrument, inter-ratter reliability was used. It means there were two ratters to judge students' speaking performance. The first ratter was the researcher herself and the second ratter was the English teacher of SMAN 15 Bandar Lampung who is capable in scoring students' speaking. The teacher was 45 years old, graduated from STKIP Bandar Lampung in 1995 and he had teaching experience for 10 years. Both of them discussed the speaking criteria in order to obtain reliable result of the test.

Inter-rater reliability of the tests were examined by using statistical measurement:

$$R = 1 - \frac{6.\sum d2}{N(N\mathbf{2}-1)}$$

Notes:

R : Reliability of the test
N : Number of students
$d^1$ : The difference between R1 and R2
$d^2$ : The Square of $d^1$
1 – 6 : Constant number
(Shohamy, 1985: 213)

The standard of reliability

A. a very low reliability      ranges from 0.00 to 0.19
B. a low reliability      ranges from 0.20 to 0.39
C. an average reliability      ranges from 0.40 to 0.59
D. a high reliability      ranges from 0.60 to 0.79
E. a very high reliability      ranges from 0.80 to 0.100
(Slameto, 1998 in Susan, 2001)

**The Result of Reliability of Pretest**

$$R = 1 - \frac{6.\sum d2}{N(N2-1)}$$

$$R = 1 - \frac{6.949}{30(900-1)}$$

$R$= 1- 0.2111

$R$ = 0.7889 {a high reliability (ranges from 0.60 to 0.79)}

*(full explanation see the appendix11)*

**The Result of Reliabilityof Posttest**

$$R = 1 - \frac{6.\sum d2}{N(N2-1)}$$

$$R = 1 - \frac{6.774}{30(900-1)}$$

$R$ = 1- 0.1721

$R$ = 0.8279 {a very high reliability (ranges from 0.80 to 0.100)}

*(full explanation see the appendix12)*

**3.7 Scoring Data**

The scoring criteria was based on Harris (1974). There were several aspects that were evaluated: pronunciation, fluency, grammar, vocabulary and comprehension. The scores of each point were multiplied by four. Hence, the highest score was 100.

For example:

If the students get    5, so 5 X 4 = 20

4, so 4 X 4 = 16

3, so 3 X 4 = 12

2, so 2 X 4 = 8

1, so 1 X 4 = 4

For instance:

A student got 4 in Pronunciation, 3 in Vocabulary, and 3 in Fluency, 4 in comprehension and 3 in grammar.

Therefore, the student's total score will be:

| | |
|---|---|
| Pronunciation | 4 X 4 = 16 |
| Fluency | 3 X 4 = 12 |
| Grammar | 3 X 4 = 12 |
| Vocabulary | 4 X 4 = 12 |
| Comprehension | 4 X 4 = 16 |
| Total | 68 |

It means he or she got 68 for speaking.

**Table of Rating Scales**

| Aspects of speaking | Rating scales | Description |
|---|---|---|
| **Pronunciation** | 5 | Has few traces of foreign accent. |
| | 4 | Always intelligible though one is conscious of a definite accent. |
| | 3 | Pronunciation problems necessitate concentrated listening and occasionally lead to understanding. |
| | 2 | Very hard to understand because of pronunciation problem. Must frequently be asked to repeat. |
| | 1 | Pronunciation problem so severe as to make speech virtually unintelligible. |
| **Grammar** | 5 | Makes few (if any) noticeable errors of grammar or word order. |
| | 4 | Occasionally makes grammatical and/or word order errors which do not, however, obscure meaning. |
| | 3 | Makes frequent errors of grammar and word order which occasionally obscure meaning. |
| | 2 | Grammar and word order errors make comprehension difficult. Must often rephrase sentences and/or restrict himself to basic patterns. |
| | 1 | Errors in grammar and word order so severe as to make speech virtually unintelligible. |
| **Vocabulary** | 5 | Use of vocabulary and idiom virtually that is of native speaker. |
| | 4 | Sometimes use inappropriate terms and must rephrase ideas because of lexical inadequacies. |
| | 3 | Frequently use the wrong word; conversation somewhat limited because of inadequate vocabulary. |

| | 2 | Misuse of words and very limited vocabulary make comprehension quite difficult. |
|---|---|---|
| | 1 | Speech is so halting and fragmentary as to make conversation virtually impossible. |
| **Fluency** | 5 | Speech as fluent and effortless as that of native speaker. |
| | 4 | Speed of speech seems rather strongly affected by language problems. |
| | 3 | Speed and fluency are rather strongly affected by language problems. |
| | 2 | Usually hesitant; often forced into silence by language limitations. |
| | 1 | Speech is so halting and fragmentary as to make conversation virtually impossible. |
| **Comprehension** | 5 | Appear to understand everything without difficulty. |
| | 4 | Understand nearly everything at normal speed although occasionally repetition may be necessary. |
| | 3 | Understand most of what is said at slower-than-normal speed with repetitions. |
| | 2 | Has great difficulty following what is said can comprehend only "social conversation" spoken slowly and with frequent repetitions. |
| | 1 | Cannot be said to understand even simple conversational English. |

**(**Harris, 1974)

The score of speaking based on five components can be compared in the percentage as follows:

| | |
|---|---|
| Grammar | 20% |
| Vocabulary | 20% |
| Fluency | 20% |
| Pronunciation | 20% |
| Comprehension | 20% |
| Total = | 100% |

**Table of Rating Sheet Score**

| S's Codes | Pron. (1-20) | Fluen. (1-20) | Gram. (1-20) | Voc. (1-20) | Compr. (1-20) | Total (1-100) |
|---|---|---|---|---|---|---|
| **1.** | | | | | | |
| **2.** | | | | | | |
| **3.** | | | | | | |

**3.8. Data Analysis**

The researcher computed the students' scores in order to find out the students'
achievement in procedure text speaking by using authentic materials:

1. The researcher made a scoring of students' pretest and posttest

2. After the researcher got the raw score of pretest and posttest, the
   researcher tabulated the result of the test and calculated the score of pretest
   and posttest. The researcher used SPSS16 to calculate it. It could be found
   the score that indicated whether there was an improvement on students'
   speaking achievement after the treatment by using authentic materials.

3. The researcher used students' score of questionnaire based on their
   perception which had been got the treatment by using authentic materials.

4. The researcher drew conclusion. The conclusion was developed from the
   result of statistical computerization, that is repeated measure T-test in
   SPSS16 and the researcher observation during the teaching learning
   process.

**3.9. Hypothesis Testing**

The researcheranalyzed the data in order to find out whether there was an
improvement on the students' speaking achievement or not after the treatments.
The researcher used the gain score of pretest and posttest to find out the
improvement of the treatment effect. The design could be seen as follows:

$$t = t \frac{Md}{\sqrt{\frac{\sum x^2 d}{N(N-1)}}} \qquad \text{and} \qquad x^2 d = d^2 - \left(\frac{(\sum d)^2}{N}\right)$$

t      : Test
Md   : Mean
xd   : Deviation of each subject (d - Md)

$x^2d$ : Total of quadratic deviation

N      : Subject on sample

(Arikunto, 2010: 349-350)

The criteria are:

$H_0$     : There is no significant improvement of the students' speaking achievement in procedure text after being taught by using authentic materials. The criteria is Ho (null hypothesis) is accepted if alpha level is higher than 0.05 ( > 0.05)

$H_1$     : There is a significant improvement of the students' speaking achievement after being taught by using authentic materials. The criteria $H_1$ is accepted if alpha level is lower than 0.05(  < 0.05).

# V. CONCLUSIONS AND SUGGESTIONS

This chapter consists of conclusions and suggestions. They are explained in the following points.

## 5.1. Conclusions

After conducting the research at the eleventh grade of SMAN 15 Bandar Lampung and analyzing the data, the researcher draws the conclusions as follows:

1. There was a significant improvement of the students' speaking achievement in procedure text after being taught by using authentic material. It could be seen from the the gain between posttest and pretest score, that is, 17.40. It could be stated that there was a significant improvement of the students' speaking achievement after the treatments were given. While the result of the hypothesis which showed that the sig. level was smaller than alpha (0.000 <0.05). In the other words, it could be concluded that authentic materials improved students' speaking achievement of procedure texts.

2. The ressult of this students' questionnaire of their perception of authentic materials showed that they liked the teaching speaking of procedure texts by using authentic materials and they felt satisfied after they were taught by authentic materials.

## 5.2. Suggestions

In reference to the conclusion above, the researcher recommends some suggestions as follows:

### 5.2.1. Suggestions for English Teachers

1. Teachers who usually teach by using a conventional method are suggested to try to apply aunthentic materials media in teaching learning process. In other words, they should develop an interesting material in order to attract and trigger the students to participate and practice speaking in the classroom.

2. Since authentic materials can develop students' achievement in speaking, teachers might try not to limit students' ideas by giving any topic or subject. If it is necessary, teachers can facilitate them to think about a wider topic by giving several videos of authentic materials.

### 5.2.2. Suggestions for Future Researchers

1. It can be said that there are a few studies of authentic material and its implementation in speaking of short text in this case procedure

texts. Therefore, the further research could be  investigate of this media in teaching speaking of the other texts.

2. Further research on similar issue can be conducted in lower or higher level of education and more classes as the subjects to compare their achievements and also to verify the use of authentic materials itself.

3. Additionally, further research can also be aimed at investigating the role of the interest to language learning in the other skills achievements, such as listening, reading and writing.

In brief, those are the conclusions of the research findings and suggestions for English teachers who want to try to implement authentic materials in teaching speaking and for further researchers who want to investigate the research about this teaching learning media.

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