

**COMPARATIVE STUDY BETWEEN STUDENTS' READING
COMPREHENSION ACHIEVEMENT THROUGH AUTHENTIC
MATERIALS AND NON AUTHENTIC MATERIALS IN THE FIRST
YEAR STUDENTS OF SMA KOSGORO BANDAR SRIBHAWONO**

(A Script)

**By
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**ENGLISH STUDY PROGRAM
TEACHER TRAINING AND EDUCATION FACULTY
UNIVERSITY OF LAMPUNG
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ABSTRACT

A COMPARATIVE STUDY BETWEEN STUDENTS' READING COMPREHENSION ACHIEVEMENT THROUGH AUTHENTIC MATERIALS AND NON AUTHENTIC MATERIALS IN THE FIRST YEAR STUDENTS OF SMA KOSGORO BANDAR SRIBHAWONO

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The objective of this research is to find out whether there is a statistically significant difference of students reading comprehension achievement between using authentic and non-authentic materials.

This research is a quantitative research using static group comparison design. Reading tests were used as the instrument to elicit the data, which was administered in pretest and posttest. The subjects of this study were the first grade students of SMA Kosgoro, Bandar Sribhawono in academic year 2015/2016 in the even semester. The samples were the students in X.B class and X.C class. It was chosen by using lottery. The treatments were given in three times in both classes. The data gained from this research were statistically analyzed using independent group t-test through SPSS 17.

The results showed that there was a statistically significant difference of reading comprehension achievement between authentic and non authentic materials. The students taught through authentic material had better reading achievement than those provided with non authentic materials. This suggests that authentic material which have been proved appropriate to be applied in teaching reading comprehension.

Keywords: *Students' reading comprehension achievement, Authentic materials, Non-Authentic materials*

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A Script

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in

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Teacher Training and Education Faculty



**ENGLISH STUDY PROGRAM
TEACHER TRAINING AND EDUCATION FACULTY
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Research Title : **COMPARATIVE STUDY BETWEEN STUDENTS READING COMPREHENSION THROUGH AUTHENTIC MATERIALS AND NON AUTHENTIC MATERIALS IN THE FIRST YEAR STUDENTS OF SMA KOSGORO**

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Yang membuat pernyataan,

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CURRICULUM VITAE

The writer's name is Kurnelia Mustika Dewi. She was born in Metro, on November 14th 1994. She is the first daughter of a wonderful couple, Subur and Sarti Yulisnia Wati. She has one sister, her name is Ameilia Kartika Dewi.

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MOTTO

The ones who are crazy enough to think that they can change the world are the ones who do.

(Steve Jobs)

DEDICATION

This script is entirely dedicated to :

The greatest inspiration, my beloved parents: Subur and Sarti Yulisnia Wati

My lovely sister, Ameilia Kartika Dewi

My husband to be, Nico Saritua Sitorus

My Almamater, Lampung University

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Hopefully this script can give positive contribution to the educational development and also for those who want to carry our further research. The writer is completely aware that this script is far from the perfection. Therefore constructive input and suggestion are expected to compose better script in the future.

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Kurnelia Mustika Dewi

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I. INTRODUCTION

This chapter discusses introduction of the research which deals with several points. There are background of the research, identification of the problems, research questions, objectives of the research, uses of the research, scope of the research, and the definition of terms.

1.1 Background of the Research

As an international language, English takes a big role as a part of subject in school. In the English teaching and learning process, there are four skills which are important; listening, speaking, reading, and writing. In Indonesia, English has been selected as a compulsory subject for junior high school and senior high school. Commonly, the goal of the English teaching and learning is to enable students to gain the functional literacy which is the ability to communicate both in simple oral and written English to deal with the daily life contexts.

The ability to communicate in written English is closely related to the reading skill, as one of the four skills of English teaching and learning process. The ability to read opens up new knowledge and opportunities. It enables students to gain information, to get some pleasure, and do many things that are part of modern life, such as, reading newspapers, magazines, maps and so on. That is why reading plays important roles in teaching and learning process

of English. Moreover, the importance of reading is also stated in the School-based Curriculum of Senior High School (Depdiknas, 2006).

However, reading is one of the language skills which learners usually find the most difficult. Wallace as cited in (Desitarahmi, 2013) states that one of the difficulties which young learners, especially EFL learners may have is the incapability to understand texts. In other words, since English is a compulsory subject in Indonesia, the students have difficulties in understanding the English texts because they have a limited exposure and skills to develop their reading. That is why they tend to find difficulties in understanding sentences, also finding main idea and specific information (Desitarahmi, 2013: 2).

Based on the pre-observation at SMA Kosgoro, Bandar Sribhawono, the researcher found that the students were still confused to comprehend English passages. They commonly found difficulties in getting the information in the text. It is hard for them to deduce meaning, inferring and detect relation such as main idea, supporting idea, new and give information. The researcher assumed that it is because of the lack of materials provided by the teacher. In the teaching and learning process, she only uses the same textbook to teach the four skills. As a result, the teaching and learning process run less effective. It makes the students' interest of reading activities low. It can be seen from their English examination scores. Many students had score under the KKM. It is because the students had difficulty to read; most of them have limited knowledge mastery of vocabulary and lack understanding of reading skills such as: understanding vocabulary, making inferences, finding information detail and finding main idea.

Harmer (2004: 210) states that students need to be offered a program which includes appropriate materials, guidance, tasks, and facilities. It means that English teacher should provide the appropriate reading materials to enhance students' motivation in reading activities. One of doing so is to use authentic materials. Harmer (2004) states that authentic materials has positive effect on learners, in that it helps learner to produce better language, acquire the language faster and makes learners more confident to deal with real life situations. In addition, Kilickaya (2004) states that using authentic materials helps increase learners' motivation for learning a language, because they feel that they are practicing a real language used beyond the classroom.

From the consideration above, the researcher decides to investigate the better result by comparing the use of authentic materials and non-authentic materials to improve reading comprehension of the students of SMA Kosgoro, Bandar Sribhawono.

1.2. Identification of the Problems

1. The teacher does not provide the students with enough reading materials as their input by only using the same book in everyday teaching and learning process.
2. The teacher technique and method in the English teaching and learning is monotonous. The teacher mainly uses teacher-centered approach in the teaching and learning process.
3. The students are difficult to comprehend the English passages. They commonly complain that there are too many words they cannot understand from the passages.

4. Students are lack of materials for reading skill. It makes them lack of exposure in English in their teaching and learning process.
5. Students lack of vocabulary.
6. Students always get too many assignments every meeting by the English teacher.

1.3 . Limitation of the Problems

Based on the identification of the problems above, the focus of the research is to find out the better result between the use of authentic materials and non-authentic materials to improve reading comprehension of the tenth grade students of SMA Kosgoro, Bandar Sribhawono. This decision is taken by considering the problems found by the researcher in the pre-observation. In order to solve those problems, the researcher will try to present materials that are expected to give a positive effect on the reading comprehension ability of the students, which are authentic materials.

1.4. Formulation of the Problems

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

Are there any significant difference in students' reading achievement between those who are taught through authentic and non-authentic materials at SMA Kosgoro Bandar Sribhawono?

1.5. Objectives of the Research

In line with the formulation of the problems above, the objectives of the research are as follows:

Based on the research question, this particular study aimed at finding out whether there are any significant difference in students' reading achievement through authentic and non-authentic materials.

1.6. Uses of the Research

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

1. Theoretically, the result of this research are expected to support theories about authentic and non authentic materials.
2. Practically, the result of this research may give information to the English teacher that one of the two ways on this research is more effective in improving the students achievement in reading comprehension.

1.7. Scope of the Research

This research was conducted at SMA Kosgoro, Bandar Sribhawono and the materials used in this research were *authentic* and *non-authentic* reading comprehension materials. Both authentic and non-authentic materials were specified on short functional text. The subject of the research was the 10th grade students in academic year 2015/2016 in the even semester

in which a class XA consist of 30 students and class XB and XC consists of 26 students. Hence, this study was focused on the effect of using authentic and non-authentic reading materials also to find out which one is the best both of them for teaching reading comprehension. The types of teaching reading comprehension provided responsive in treatment. Then, for pretest and posttest the researcher used written text in authentic and non-authentic forms. There was pretest before treatments and posttest after giving treatments in this research.

1.8. Definition of Terms

Reading

It refers to the process of receiving and interpreting information encoded in language through the medium of print (Urquhart and Weir, 1998: 22)

Reading Comprehension

It refers to the way in which people extract meaning from the text (Harmer, 2004:199).

Authentic Materials

Authentic materials or texts are texts used in real life communication which are not written for pedagogic purposes(Wallace cited in Berardo, 2006).

Non-Authentic Materials

Non-Authentic Materials are materials that are specially designed for learning purpose and

the language used in them is artificial with well-formed sentence all the time which is useful for teaching grammar.

II. LITERATURE REVIEW

In relation to this study, there are several points of theories which should be reviewed. Some concepts are described in order to give similar understanding. Thus, this chapter discusses authentic material, non authentic materials, the concept of reading, reading comprehension, aspects of reading comprehension. By referring to those concepts, theoretical assumption, and hypothesis can be concluded.

2.1 Authentic Materials

Authentic materials had been used for language learning for several years ago due to the rise of communicative approach. The goal of that approach is to develop communicative competence in a real life. For the purpose of the teaching and learning English, an authentic text is one whose primary intent is to communicate meaning. The relevant consideration here is not for whom it is written, but that there has been an authentic communicative objective in mind (Swaffar, 1985: 17, cited in Mishan, 2005: 12). In addition, Gilmore (2007) states that authentic materials contain real language produced by a real speakers or writers for a real audience and designed to convey a real message. It means that in authentic materials, the language is not imaginary or artificial but originally used in the real world contexts. In brief, a text is usually regarded as authentic if it is not written for teaching purposes but for a real-life communicative purpose, where the writer has certain message to pass on the reader.

A material is authentic when it contains authentic text. According to Tomlinson (1998), an authentic text is a text which is not written or spoken for language teaching purposes. A newspaper article, a rock song, a novel, a radio interview and traditionally fairy story are examples of authentic texts. Therefore, we can see such texts from television, newspaper and magazine. In that mass media, information is spread widely from a place to many other places. In communicating in such media, people naturally use and apply their language as how they communicate and use their language in their daily life. It surely could be a perfect lab for a language learner.

Moreover, Gebhard (1996) sees authentic materials as a way to contextualize language learning. It means that authentic materials are also effective in providing the students with the context of every text. When they normally study the pedagogical materials, they tend to focus more on content and meaning rather than the context. On the other hand, authentic materials provide rich source of context in language instead of the language which are only provided by the teacher. Hence, authentic materials undoubtedly do have effect towards language teaching and learning process.

2.2 Non-Authentic Materials

According to *Peacock (1997)* a non-authentic texts are especially designed for language learning purposes. The language in non-authentic texts is artificial and unvaried,

concentrating on something that has to be taught and often containing a series of “false-text indicators” that include:

1. Perfectly formed sentences (all the time);
2. A question using a grammatical structure gets a full answer;
3. Repetition of structures;
4. Very often does not “read” well.

Non-authentic text is the materials taken from course-book based on the curriculum. In choosing of material or text, it should be based on the students’ ability to know what they want.

The language in non-authentic texts is artificial and unvaried, concentrating on something that has to be thought and often contains a series of false-text indicators, which include:

1. Perfectly formed sentence.
2. A question using a grammatical structure gets a full answer.
3. Repetition of structure (Taylor, 1994: 6).

Berardo (2006) the artificial nature of the language and structures used, make them very unlike anything that the learner will encounter in the real world and very often they do not reflect how the language is really used. They are useful for teaching structures but are not

very good for improving reading skills (for the simple fact that they read unnaturally). They can be useful for preparing the learner for the eventual reading of “real” texts.

Concerning the description above, researcher infers that non-authentic material is materials used by teachers or learners to facilitate the learning of a language and specifically designed for the language learners. They are either adapted or simplified or written keeping in mind the language proficiency of the learners in question. Obviously include cassettes, videos, CD, DVD's, dictionaries, grammar books, workbooks, photocopies etc.

In conclusion, non-authentic materials are the materials that using for educational purpose only; for example text from text book, student work sheet or other educational practitioner that is adapted or reserved for pedagogical purpose.

1. Characteristics of Non-Authentic Material

The characteristics of non-authentic materials are contrary to authentic materials. From the definitions before, we can see that there are some characteristics of non-authentic materials below:

- a) The materials that teacher uses are for teaching language purpose.
- b) The materials that teacher uses are from workbook or text book.
- c) The scope of the material that teacher uses is narrow and the text type is not varied.

- d) The materials that teacher uses are sometimes monotonous of learning methodology to the classroom. In brief, non-authentic materials have four characteristics: non authentic materials are for teaching language purpose, taken from textbook, not varied in text type, and sometimes monotonous in leaning methodology.

2.3 Concept of Reading

Many people use the term reading in different ways. It is because people have different importance when they are reading. Therefore, reading was defined in various ways. Nuttal (2000: 2) sates that reading is a result of interaction between the writer's and the readers' mind. It is the way how the reader tries to get the message or the intended meaning from the writer. In this process, the reader tries to create the meanings intended by the writer; the reader can get the message, and the writer's message meaning sense.

Pang (2003: 6) defines reading as understanding written text. He says that reading consists of two related processes: word recognition and comprehension. Word recognition is defined as the process of getting how written symbols correspond to one's spoken language while comprehension is the process of making the meaning of words, sentences, and connected text. He also states that the reader who has background knowledge, vocabulary, grammatical knowledge, experience with text, and other strategies can help them to understand written texts.

Reading is an active process in which the reader shifts between source information (what they know and what the text says), elaborate meaning and strategies check their interpretation (revising when appropriate), and use the social context to focus their response (Groundund, 1985: 4). Since communicative courses focuses on message rather than form, the reading skill is redefined to focus on the purpose of reading. Bolgar (1998: 14) states that the target of reading is to look for and to get information embarrasses feels and reading meanings, some targets of reading are:

- a. Reading for details or facts
- b. Reading for main idea
- c. Reading for sequence or organization
- d. Reading for inference
- e. Reading to classify
- f. Reading to evaluate
- g. Reading to compare or contrast.

2.4 Reading Comprehension

Reading comprehension has been defined in many ways. Nuttall (2000:4) suggests that the overriding purpose of reading is to get the correct message from a text; the message the writer intended for the reader to receive. The idea of reading has changed and moved from what was considered a receptive process, as Harmer (2004:199) says that it is the way in which people extract meaning from the text, to what is now said as an interactive process as Nuttall (2000: 11) states because both the reader and writer depend on one another. This

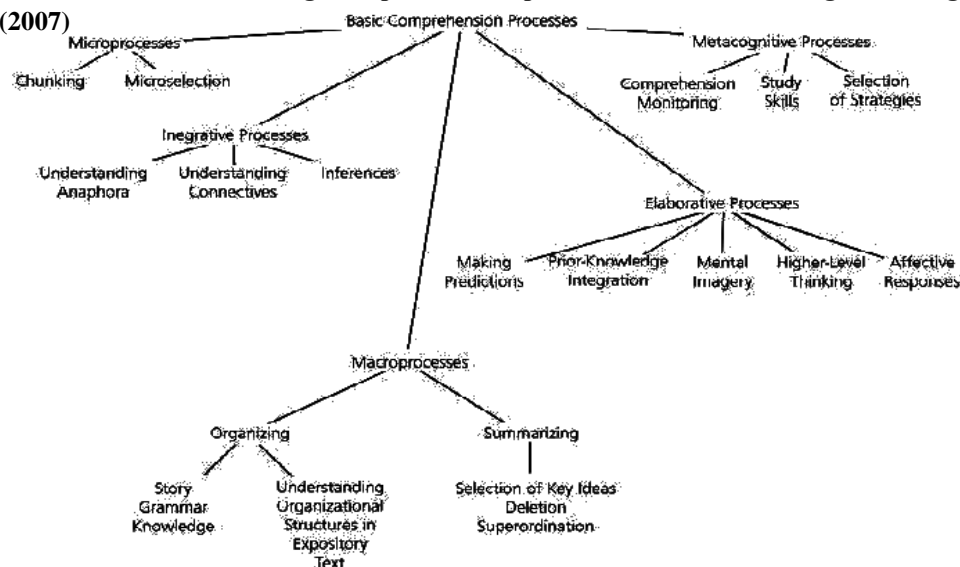
interaction may get complicated by the fact that the writer is absent at the time of reading and this condition may cause misunderstanding by the reader, except the reader can comprehend the text well.

According to Klingner, Vaughn and Broadman (2007: 8), reading comprehension is a process of interaction between readers and what they bring to the text, such as their prior or background knowledge and strategy use. This process also includes the variables related to the text, for example the readers' interest of the texts and their understanding of the genres of the texts. It means that what the readers learn and how they respond and comprehend the text is individualistic. The process of constructing meaning depends on the individual competencies, such as experience and how to interpret the text.

As said before that reading comprehension considers as a complex process, Irwin (1991) cited in Klingner, Vaughn and Broadman (2007: 9-11) proposed five basic comprehension processes. These processes work together simultaneously and complement one another. First, the micro processes happen within individual sentences. It is the ability to remember details idea of a text that carries meaning. The second are integrative processes. It is the process of understanding and inferring the relationships among clauses to make connection across sentences. Next, macro processes are the ability to organize ideas in a coherent way. These processes can be done through selecting the most important information to remember and delete relatively less important details. Also, there are elaborative processes. These processes connect the information provided in the text to the prior or background knowledge. The last processes are metacognitive processes. It is the conscious awareness or

control of cognitive process. In these processes the readers try to understand the texts, select what information to remember and decide the strategies used when reading. The metacognitive strategies that the readers use include repeating information to enhance recall, underlining important words or sections of a passage, note taking, and checking understanding. Those processes can be seen on the diagram below:

Figure 1. Irwin's five basic reading comprehension processes. Irwin in Klingner, Vaughn and Broadman (2007)



Actually, there are some ways in processing texts. They can be used as an approach or strategies dealing the texts whenever the reader read. It includes top-down, bottom-up and interactive approach. Bottom-up approach focused on the identifying the words and phrases then finding the detail information to build up the meaning of text Hammer (2001: 201). Here, the reader start to recognize the written symbols as the smallest units to build up the meaning, then continue to construct to the writers' intention of the whole text. According to Nuttal (2000: 17), this approach can be used when an initial reading leaves the readers

confused because their world knowledge is inadequate or the writer's point of view is very different from their own.

Top-down processing is the opposite, where the global meaning of the texts is built through the relation of the texts as a whole, prior knowledge and also experience of the reader. It requires readers to be an active participant. They draw their predictions, intelligence, and experiences to see the overall purpose of the text and interpret the writers' intention (Nuttall, 2000: 16). The last is interactive approach where both previous approaches combined by conscious choice of the reader and every component in the reading process can interact with any other component. So, both approaches are important and be used together; top-down to predict the meaning and bottom-up to check it.

It can be concluded that reading comprehension starts from the small unit of text which is words, then phrases, clauses, sentences until texts. It depends on the ability of the reader to draw meaning from the printed words to interpreting the information appropriately. This comprehension may include the variable of the text, such as vocabulary, syntax, and grammatical and the variable of the reader, like the background knowledge, cognitive development, strategy use, interest and purpose (Destiarahmi, 2013: 20).

2.5 Aspects of Reading Comprehension

This study is intended to use reading comprehension in macro skills. There are five aspects of reading which help the students to comprehend the English text i.e. main identifying main idea, identifying specific information, determining reference, making inference, and understanding vocabulary.

2.5.1. Identifying Main Idea

Basically, main idea refers to important information that tells more about the overall idea of a paragraph or section of a text. Suparman (2011) states the main idea is the most important idea stated in the topic sentence and developed by supporting sentences in a single paragraph. Commonly, the main purpose of comprehension is getting the main idea. Usually the topic sentence tells what the rest paragraph is about in some paragraphs because the main idea is the only idea that should be developed in one paragraph. Naturally once we can find the topic, we are ready to find the main idea. Thus, the main idea is actually the point of the paragraph. It is basically the most important thought about the topic.

It is said that no reading without understanding the main idea. The author can locate the main idea in different places whether at the beginning, in the middle or even at the end of a paragraph. The main idea is usually a sentence, and it is usually the first sentence. The writer then uses the rest of the paragraph to support the main idea Example question of main idea can be:

(1) *What is the main idea of the passage?*

(2) *What is informed on the announcement?*

2.5.2 Identifying Specific Information

Commonly, supporting sentence or specific information develops or explain the topic sentence by giving reasons, examples, facts, an incidents, comparison, analogy, cause and effect and quotation. A paragraph contains facts, statements, examples specifics which guide us to a full understanding of the main idea. For example, after reading announcement text, general questions related to specific information can be:

1) *Who is the writer of the announcement?*

2) *Why do all of the managers have to come to the meeting?*

2.5.3 Determining References

Naturally, reference is a relation between objects in which one object designates, or acts as a means by which to connect to or link to, another object. According to Reimer in (2009:34) reference is a relation that obtains between expressions and what speakers use expressions to talk about. References are words or phrase used either before or after the reference in the reading material. They are used to avoid unnecessary repetition of words or phrases. It means that, such words are used, they are signals to the reader find the meaning elsewhere in the text. The paragraph below is as an example of the case mentioned:

To All Third Grade Students

All library books have to be returned on the twenty-second of May, 2009. They should be covered with non-colorful wrapping plastic. Lost books must be replaced with the ones of similar subjects. Fine will be charged to the late return of the books. Students who have handed on all books will get receipts that have to be submitted to the administration officers.

1) They Should be...(Line 1). The underlined word refers to?

2.5.4 Making Inference

Ordinarily, inference is about guessing something from the information which have we read or know. Graesser, Wiemer Hastings, &Wiemer Hastings (2001) states inference is the output of the interaction between the readers knowledge and the information in the text. One of comprehension strategies to make a conclusion about what is not directly stated in the text based on clues. Sometimes information is not given directly. According to Carnine, Silbert&Kameenui (1997), The implicit or inferential questions is appropriate for all grades if because they have been taught to think independently. Example question of making inference can be:

1) *Why does the principal make the announcement?*

2) *What does the advertisement offer?*

Below is as an example of making inference available in the text.

ANNOUNCEMENT

There will be a holiday camp next month. All scout must join this camp. The activity will take place at Bangunharjo camping sie and last for three days.

for further information, please contact Mr. Arkan.

Banyumas, May 12th, 2009

The Chief of Scout Organization

You can infer a great deal of information from these sentences: The writer is the chief of scout organization, There will be a holiday camp at Bangunharjo next month, the camping will last for three days, all scout can contact Mr. Arkan for further information.

2.5.5 Understanding Vocabulary

As a matter of fact, vocabulary is all the words which exist in a particular language or subject. Harmer (2004: 153) states that the ability to determine the meaning of vocabulary items from context is one of the most important aspects of successful reading. Concerning with those statements indeed vocabulary is basic for everyone who wants to develop or to produce utterances for reading.

The paragraph below is as an example of understanding vocabulary in reading text:

Announcement

To: All Department Managers

There will be a meeting this afternoon, February 7th, 2012 at 01.00 pm. in the meeting room. The meeting will discuss the customers' complaints. Since the topic is very important, presence is a must.

Please come on time and don't forget to bring documents needed.

Thank you

Director

This is example question of reference:

1) *The meeting will discuss the customer's complaints. The underlined word means....*

Therefore, reading comprehension involves respectively (1) determining main ideas, (2) determining specific information, (3) drawing references, (4) making inference and (5) understanding vocabulary.

2.6 The Differences between Authentic and Non-Authentic Materials

These are the differences between authentic and non-authentic materials:

Authentic Materials	Non-authentic Materials
Language data produced for real life communication purposes.	They are useful for improving the communicative aspects of the language.
They are specially designed for learning purposes.	The language used in them is artificial.
They may contain false starts, and incomplete sentences.	They contain well-formed sentences all the time.

	They are useful for teaching grammar.
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Table 1: Authentic materials vs non-authentic materials (Adams, 1995; Miller, 2003)

From the table above, it can be seen that authentic material has essential differences towards non-authentic materials. Authentic material may contain false starts and incomplete sentences; however, it is powerful to provide the students products of real life communication.

2.7 Advantages and Disadvantages of Authentic and Non-Authentic Materials

There are some advantages and disadvantages of authentic materials in teaching reading comprehension. According to Philips (in Chavez, 1998: 270) the main advantages of using authentic materials are as follows:

- It has a positive effect on students' motivation
- It gives authentic cultural information
- It exposes students to the real language
- It relates more closely to students need
- It supports a more creative approach to teach.

One of the aims of the authentic materials is to help the students react in target language learning. Learners who live in the target language environment, once outside of the classroom will encounter a variety of situations in which different reading skills are required. Therefore, we can claim that learners are being exposed to the real language and they feel that they are learning the real language.

On the other hand, Taylor (1994: 18) states that the disadvantages in using authentic materials are difficulty of language, unneeded vocabulary items, and complex language structures, because it comes from the native speaker.

a. Difficult Language

The learners get difficulty in authentic learning, because the language is taken from the real magazine, articles, newspaper, etc. that are written by the native speaker. Here, the learners will use dictionary to understand the text and to get the new vocabulary.

b. Unneeded vocabulary items

In this case, authentic materials are making the list of vocabulary, in order that the students are not confused about the content of the text.

c. Complex language structure

The language structure used is not perfect so that it is difficult to understand. Not only authentic material which has advantages and disadvantages but also non-authentic

material. The advantages of non-authentic materials are the language is easier and understandable, get clear objectives to develop, it is adapted for a particular aspect also materials are relevant, useful and focused on what students are learning at the point. The last, disadvantages of non-authentic materials are the topic of the materials are too common that lead students get bored and the vocabulary are less and simple so the students cannot improve their vocabulary.

2.8 Theoretical Assumption

In teaching reading, there are many ways that can be used by teachers to reach the goal of teaching learning process. Based on the literature review above, authentic materials is one of media that can be used to improve students' reading comprehension. Based on the previous explanation, reading is counted as a complex activity in learning a language. From the pre-observation result, the researcher assumed that the main problem that makes students in SMA Kosgoro, Bandar Sribhawono did not participate well in reading activities is because the teacher only uses the same book to teach them. The researcher assumed that authentic materials can give a better effect in students' reading comprehension achievement at the second year of SMA Kosgoro, Bandar Sribhawono.

2.9 Hypothesis

In relation with the theories and the assumption above, the researcher proposed the hypothesis could be formulated as follows:

H_0 = There is no difference of students' reading comprehension achievement between

students who are taught through authentic material and students who are taught through non-authentic material.

H₁= There is difference of students' reading comprehension achievement between students who are taught through authentic material and students who are taught through non-authentic material.

III. RESEARCH METHOD

This chapter presents research design, population and sample, data collecting technique, criteria of good test in reading, and hypothesis testing.

3.1. Research Design

This research was a quantitative research, in which data tend to use statistic as measurement in deciding the conclusion (Hatch and Farhady: 1982). In conducting this research, the researcher used *Static Group Comparison Design* that deals with two groups, the first one (E1) as experimental group one that was given treatment using non-authentic material and another one (E2) as experimental group two that was given treatment using authentic material.

The pretest was done first before the treatment. The aim of pretest was to know the basic of students' reading ability in comprehending texts. Experimental class 1 (E1) was needed for comparison purposes because it lets the writer interpret her findings more confidently.

Based on Hatch and Farhady (1982: 22), the researcher used the following design:

E1 (Random) : T1 X1 T2
E2 (Random) : T1 X2 T2

E1	=	experimental Group 1
E2	=	experimental Group 2
T1	=	the pretest
T1	=	the posttest
X2	=	treatment 1 (Teaching reading through narrative text by using authentic material)
X2	=	treatment 2 (Teaching reading through narrative text by using non-authentic material)

3.2. Variables

A variable can be defined as an attribute of a person or an object which varies from object to object (Hatch and Farhady, 1982:12). Besides, in order to assess the influence of the treatment in research, variables can be defined as independent and dependent variables. According to Hatch and Farhady (1982:15), the independent variable is the major variable that a researcher hopes to investigate, and the dependent variable is the variable that researcher observes and measures to determine the effect of the independent variable. In this research, the independent variable as the treatment variable. And the writer proposed three variables in this research, as follows:

- Non- authentic materials as an independent variable (X_1)
- Authentic materials as an independent variable (X_2)
- Reading achievement as dependent variable (Y)

3.3. Population and Sample

3.3.1. Population

The population of the research was the first grade students of SMA KOSGOROBandar

Sribhawono. There are three classes in the first year. The samples of this research were two classes of the first year students. Class X.A consists of 30 students and class X.B-X.C consists of 26 students and has the same level of ability.

3.3.2. Sample

The sample classes were taken through lottery, because all the classes have the same opportunities to be chosen as the sample of this research and to make sure that the students' abilities are homogeneous or not by seeing the data of the teacher in the school. The researcher took two classes as the experimental class 1 and 2. Therefore, the researcher took X.B class as experimental class 1, and the other one is X.C as the experimental class 2.

3.4. Data Collecting Technique

The data of the research were collected using reading test in the form of multiple choice questions and treatments as the instrument. There were two kinds of test, pre-test and post-test. Pre-test was administered in order to measure the student's reading comprehension achievement before the treatment, and post-test was administered after presenting the treatment in order to know the achievement of reading comprehension.

1. Try Out

Try out test was administered to measure that the research instrument is good for testing students' reading comprehension. The quality measurement was based on the calculation of its reliability, level of difficulty and discrimination power. In the reliability of the try-out, the Split-Half Method was used in order to analyze the odd (x) and even (y) of the test

items. To measure the coefficient of the reliability between odd and even group, the researcher used Spearman-Brown formula.

Table 1. Specification of Reading Test

No	Reading Sub-skills	Item Number	Percentage
1	Identifying Main Idea	1, 2, 9, 16, 20, 23, 36	17.5%
2	Identifying Details	3, 4, 11, 14, 15, 21, 22, 31, 33, 36, 37	27.5%
3	Making Inferences	6, 7, 10, 13, 18, 24, 25, 26, 28, 32	25%
4	Identifying References	27, 29, 30, 34, 35, 38	15%
5	Understanding Vocabulary	8, 9, 17, 19, 39, 40	15%
Total		40	100%

2. Pretest

The pretest was given before the treatment. It was aimed to know the basic of students' reading ability in comprehending texts before getting treatments. The test was in multiple choice forms with four options a, b, c, d.

Table 1. Specification of Pretest

Reading Sub-skills	Item Number	Percentage
Identifying Main Idea	1, 7, 9, 14, 21, 29, 33, 37	20%
Identifying Details	2, 11, 13, 17, 22, 26, 34	20%
Making Inferences	4, 10, 19, 27, 30, 36	15%
Identifying References	3, 8, 15, 18, 24, 28, 32, 38	20%
Understanding Vocabulary	5, 6, 12, 16, 20, 23, 25, 31, 35, 39	25%

Total	50	100%
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3. Treatments

In the treatment, the researcher used non-authentic materials in experimental class 1 and authentic materials in experimental class 2 to teach reading. The treatment was conducted in three times and within 90 minutes for each. The treatments were focused on using authentic materials and non-authentic materials in teaching short functional text. The material was taken from the internet and *“Headline English1”* hand book for first grade of SMA/MA.

4. Post test

The post test was administered once after treatment. It was given to measure students' reading ability in comprehending text and also to know the effect of authentic materials towards their reading comprehension achievement.

3.5 Criteria of Good Test of Reading

In this research, to prove whether the test of reading has good quality, it must be tried out first. It can be concluded as good quality if it has good validity, reliability, and level of difficulty and discrimination power.

3.5.1 Validity

A test can be considered valid if the test measure the object to be measured and suitable with the criteria (Hatch and Farhady, 1982: 250). The discussions of the validity of reading test are provided below.

1. Validity of the Reading Test

a. Content validity

Content validity is concerned with whether the test is sufficiently representative and comprehensive for the test. In the content validity, the material given must be suitable with the curriculum. Content validity is the extent to which a test measures a representative sample of the subject matter content, the focus of content validity is adequacy of the sample and simply on the appearance of the test (Hatch and Farhady, 1982; 251). The topic chosen is short functional text (invitation, advertisement, and announcement text). The topics are the representative of reading materials of School Based Curriculum or KTSP as a matter of tailoring the lesson to students' need. To know whether the test has a good content validity, the items of the test discussed with the expert (advisors), the researchers' colleague, and the English teacher of Senior High School.

b. Construct Validity

It is concerning to whether the test is actually based on the theory of which it means to know the language that is being measured. In this research the researcher will be focused on reading comprehension in the form of short functional text (invitation, advertisement, and

announcement text).

Nuttal (1985) states that the relation validity of the instrument refers to construct validity in which the question represents five of sort reading skills, i.e. determining main idea, finding detail information, reference, inference and vocabulary mastery. Skills of reading in the test are a part of the construct validity and the item numbers are a part of the content validity. The test will be compared to the table of specification to know whether the test has a good reflection of what has been taught. A table of specification is an instrument that helps the test constructor plans the test.

Table 1. Specification of Reading Test

No	Reading Sub-skills	Item Number	Percentage
1	Identifying Main Idea	1, 2, 9, 16, 20, 23, 36	17.5%
2	Identifying Details	3, 4, 11, 14, 15, 21, 22, 31, 33, 36, 37	27.5%
3	Making Inferences	6, 7, 10, 13, 18, 24, 25, 26, 28, 32	25%
4	Identifying References	27, 29, 30, 34, 35, 38	15%
5	Understanding Vocabulary	8, 9, 17, 19, 39, 40	15%
Total		40	100%

3.5.2 Reliability

Reliability of the test can be defined as the extent to which a test produces consistent result when administrated under similar conditions (Hatch and Farhady, 1982:243). Split-half technique will be used to estimate the reliability of the test and to measure the coefficient of the reliability between odd and even group, *Pearson Product Moment* formula is described as follows:

$$r_l = \frac{\sum xy}{\sqrt{[\sum x^2][\sum y^2]}}$$

r_l : Coefficient of reliability between odd and even numbers items.

x : Odd number.

y : Even number.

x^2 : Total score of odd number items.

y^2 : Total score of even number items.

xy : Total number of odd and even numbers.

(Lado, 1961)

The criteria of reliability are:

- 0.80 – 1.00: high.
- 0.50 – 0.79: moderate.
- 0.00– 0.49: low.

(Hatch and Farhady, 1985:247)

To know the coefficient correlation of whole items, *Spearman Brown`s prophecy* formula

will be used. The formula can be seen as follows:

$$r_k = \frac{2r_l}{1 + r_l}$$

r_k : The reliability of the test.

r_l : The reliability of the half test.

(Hatch and Farhady, 1982:246).

The result of the reliability test can be seen in *Appendix 9*.

3.5.3. Level of Difficulty

Level of difficulty relates to “how easy or difficult the item will be in the form of the point of view of the students who took the test. It is important since test items which are too easy (that all students get right) can tell us nothing about differences within the test population (Shohamy, 1985: 79). Level of difficulty is calculated by using the following formula:

$$LD = \frac{R}{N}$$

LD = level difficulty

R = number of students who answers it right

N = total number of students

The criteria are:

LD < 0.30 = difficult

LD = 0.31- 0.70 = satisfied

LD > 0.71- 1.00 = easy

(Arikunto, 1997:214)

3.5.4. Discrimination Power of the Test

Discrimination power refers to the extent to which the item differentiates between high and low level students on that test. A good item which is according to this criterion, is one in which good students did well, and bad students failed (Shohamy, 1985:81).

The formula is:

$$DP = \frac{\text{Upper-lower}}{\frac{1}{2}(N)}$$

DP = discrimination power

Upper = proportion of “high group” students getting the item correct

Lower = proportion of “low group” students getting the item correct

N = total number of students

The criteria are follows:

LD = 0.00-0.20 = poor

LD = 0.21-0.40 = satisfactory

LD = 0.41-0.70 = good

LD = 0.71-1.00 = excellent

(Arikunto, 1997:223)

The computation result of level of difficulty and discrimination power can be seen in

Appendix 10.

3.5.5. Scoring System

In scoring the result of students' test, the researcher would use Arikunto's formula (1989: 271). The ideal test highest score is 100. The researcher calculated the average of the pretest and posttest by using this formula:

$$S = \frac{R}{N} \times 100$$

Where:

S = the score of the test
 R = the right answer
 N = the total of the items

For example, if a student get 35 correct answer. Then the total score of the student will be as follow:

$$\text{Total score} = 35/40 \times 100 = 87,5$$

It means that the student get 87.5 for the reading comprehension test.

3.6. Hypothesis Testing

After collecting the data, the writer analyzed them in order to findout whether there are any difference of students' reading comprehensionachievement between the students who are taught using authentic material andthose who are taught using non-authentic material and which of the two materialis more effective for teaching reading. The writer used SPSS (Independent Group T-test). The hypothesis for the research questions are:

H₀ : There is no significant difference between authentic and non authentic material on the reading comprehension achievement.

H₁ : There is significant difference between authentic and non authentic material on the reading comprehension achievement.

The criteria are:

If the t-ratio is higher than t-table: H₁ is accepted

If the t-ratio is lower than t-table: H₀is accepted

V. CONCLUSION AND SUGGESTION

This final chapter presents the conclusion of the research findings and suggestions for English teachers who want to try to use authentic or non-authentic materials to teach reading comprehension and for those who want to conduct similar research.

5.1 Conclusions

The objective of this research was to find out whether there is significant difference in students' reading achievement between those who taught by using authentic and non-authentic materials. In relation to the result of the study, it was concluded that:

1. Authentic and non-authentic materials can improve students' reading achievement in all aspects of reading comprehension. It can be seen that the mean score in experimental class 1 was improved 13.30 points from 55.50(pretest) to 63.92 (posttest). There was also improvement in experimental class 2 that the mean score was improved 8.42 points from 57.65(pretest) to 70.96 (posttest). So, it can be said that authentic and non authentic materials can give positive impact but authentic materials gave a better result than non authentic materials in improving students' reading achievement.
2. Students who are taught using authentic materials become more interested in English than those who are taught using non authentic material because they can

improve their reading ability by using interesting news items from newspaper or other sources. So, it can be said that authentic material is more effective as teaching reading material for teaching reading than non authentic material. Learning to read using authentic materials can create an interesting teaching learning.

5.2 Suggestions

Based on the conclusion above, some suggestions are put forward as follows:

1. The teacher should be able to find and choose an appropriate material in teaching English, especially in teaching reading comprehension. Authentic and non authentic material are the materials which have been proved appropriate to be applied in teaching reading comprehension although authentic material gives better result for the students.
2. Authentic materials can give better result than non authentic materials, it is suggested that English teacher apply authentic material as a variation of news item materials in teaching reading.

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