

**USING AUTHENTIC MATERIAL IN READING  
COMPREHENSION OF STUDENTS'  
LOW AND HIGH PROFICIENCY  
LEVELS AT SMAN 3  
BANDAR LAMPUNG**

**(A Thesis)**

**By  
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**MASTER IN ENGLISH EDUCATION STUDY PROGRAM  
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2017**

## **ABSTRACT**

### **USING AUTHENTIC MATERIALS IN READING COMPREHENSION OF STUDENTS' LOW AND HIGH PROFICIENCY LEVELS AT SMAN 3 BANDAR LAMPUNG**

**By: Nining Yasrida**

Reading is one of the most important skills that should be mastered by the students who learn English. In teaching foreign language, the teacher is obliged to choose interesting materials to increase students' reading interest. In this research, authentic material was believed to increase students' reading comprehension of high and low proficiency students. Therefore this study aimed to find out the significant difference of students' reading comprehension between high and low proficiency level students who were taught through authentic material, to find out the aspects of reading skills that mostly influenced by the students in reading comprehension through authentic material and to see students' perception of teaching and learning through authentic material.

This research was conducted at the eleventh grade of SMAN 3 Bandar Lampung. The data were collected by using multiple choice tests and questionnaires. The population of this research was the eleventh grade of SMAN 3 Bandar Lampung. The samples were the students of XI IPA 2 chosen by using purposive sampling. The data of this research were analyzed by using SPSS.

The result of the research showed that there was significant difference of students' reading comprehension between high and low proficiency level students who were taught through authentic material. The t-value on Sig. (2-tailed) was .000 in both high and low proficiency level students which means that  $\text{sig.} < \alpha$ . Finding inference was the aspect of reading that mostly influenced reading comprehension in high proficiency level students while finding supporting details was the aspect that mostly influenced in low proficiency level students. Moreover, the high proficiency level and low proficiency level students have a positive perception in teaching and learning through authentic material. It can be concluded that authentic material can be used in high and low proficiency level students. It is suggested that the English teacher should pay attention in choosing a good material to improve students' reading comprehension.

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**By:  
NINING YASRIDA**

A Thesis

Submitted in a partial fulfillment of  
the requirements for S-2 Degree



**MASTER IN ENGLISH EDUCATION STUDY PROGRAM  
LANGUAGE AND ARTS EDUCATION DEPARTMENT  
TEACHER TRAINING AND EDUCATION FACULTY  
LAMPUNG UNIVERSITY  
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COMPREHENSION OF STUDENTS' LOW AND  
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## **CURRICULUM VITAE**

The writer's name is Nining Yasrida. She was born in Bandar Lampung, on October 5, 1992. She is the Second daughter of two children of a lovely couple, Kaharuddin and Nellyahwati. She has one older sister named Nina Harnely Eka Putri. She lived in Bandar Lampung.

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**MOTTO**

**DON'T EVER GIVE UP WITH YOUR DESTINY  
(Julia DeVillers)**



## **DEDICATION**

*Alhamdulillah rabbil 'alamin*

This piece of work is entirely dedicated to:

My beloved parents, Kaharuddin and Nellyahwati

My lovely sister Nina Harnely Eka Putri

My beloved Niece Aisyah Alula Zahira

My beloved companions Febriyanti, Fellycia, Novita Sari

My friends of MPBI 2014

The last, my almamater “Lampung University”

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The writer hopes that this research would give a positive contribution to the educational development, and to the read

Bandar Lampung, 15 Maret 2017  
The writer,

Nining Yasrida

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## **I. INTRODUCTION**

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

### **1.1 Background of the Problem**

English is a tool of communication which is important to face globalization era nowadays. English is chosen as an international language. It means that every country uses English to interact with other people who comes from other countries. English cannot be separated from people's activities nowadays because it helps them to communicate or to give information broadly. People can follow the modern technology development and increase their knowledge. Furthermore, people can see now, many books are written in English, every product including services and goods use English. It is clear that English cannot be separated in our daily days.

English is very important and popular. Learners of foreign language also compete to learn English. They learn English for many reasons, such as with English they can go abroad in order to continue their study. But, in learning and using the

foreign language the learners should have a hard effort. Nations and people use English for communication either formal or informal in education.

In Indonesia, English is positioned as a Foreign Language which is taught from kindergarten up to University level as either a compulsory subject or as a local content. In learning English, there are four skills, that is, listening, reading, speaking, and writing. The students have to master all skills in English, but the most important skill is reading because the success of students' learning depends on the greater part of their ability to read. Besides that, by reading the students can get a lot of information, they can enrich their vocabulary and knowledge. In contrast, the students may fail in their study if they cannot read a text effectively. It happens because they cannot catch the idea, knowledge and information from the text. So, it is hoped that the students can read every text effectively to get idea and knowledge easily.

Students need to comprehend the text if they want to get idea and information. The students will get some benefits by comprehending the content of text. Reading activity becomes meaningless without comprehension. Richards and Renandya, (2002: 277) states that "reading for comprehension is the primary purpose for reading (though this is sometimes overlooked when students are asked to read overly difficult texts); raising students awareness of main ideas in a text and exploring the organisation of a text are essential for good comprehension. Comprehension does not only know what the letters stand for, but also needs fully understanding. Therefore, there is no reading without

comprehension. Since reading is basically trying to understand the writer's ideas so we keep guessing what the writer wants to say. However, there are some factors that become an obstacle for the students to get comprehension in reading. One of the factors may be the students' proficiency level.

The ideal proficiency level is when the students have high proficiency level. It is when the students have a good ability to master a language with all skills and all the components of language. These aspects of proficiency level can help the students to learn a new language easily and effectively. However, it is difficult to improve all of these skills all at once in terms of mastering a foreign language since proficiency in learning a foreign language and students' background of knowledge differ from an individual to another. Based on researcher's pre-observation, it was found that the students still have high proficiency level and low proficiency level. This condition may be affected by the material that the teacher given to them and the achievement of reading comprehension.

Language proficiency level also will determine students output. It makes difficulty for the teacher in teaching foreign language since not all students in high language proficiency level, but any of them still in low proficiency. Students with high proficiency level of English is easier to acquire a new language than the student in low proficiency level. In preparing the material and before starting the lesson, the teacher have to know first about the proficiency of students. It is important for the teacher in order to achieve the goal of the teaching

and learning. So, the students in low and high proficiency get better achievement in reading.

Based on the researcher's pre-observation in SMAN 3 Bandar Lampung, it was found that there were several causes that make students' reading unsatisfactory. There are many factors that can influence the learners' problems in reading comprehension. First, students argue that reading an English text is very difficult activity. It might be caused from the learners' lack of linguistic competence, such as vocabulary and structure. Learners with limited vocabulary and lack of structures will be difficult in comprehending the content of the text. Most students do not know how to use structure well. Structure is importance role in reading English text. Without using grammar well, the communication will be misunderstanding between writer and reader. A number of students also directly open their dictionary to find out the meaning of words that they do not know yet. By contrast, the students who do not have any dictionary will do nothing with the text.

Second problem is learners have no motivation and interest in learning a new language. It can be caused by the learners themselves who have no willingness in learning English. It comes from the teacher techniques or teaching reading strategy which has no variation so that the learners' get bored.

Third problem came from the teacher. The teacher always teaches them by using textbook. Learners are not challenged when they learn a new language by using textbook. Teaching English by using textbook is not teaching them the culture of

the target language. The content of the textbook is very easy to understand by the learners because it is written by the publisher in home. Because of this reason, the teachers need to use a kind of material which can renew their efforts to have the students attain the highest achievements and bring positive effect to the learners.

Based on the problems above, it can be said that a good material is needed in this situation. Material is used to help language learners to learn, Tomlinson (1998:13). In this term, the researcher applies authentic material which is suitable material which can be used in learning target language. Authentic materials is any kind of material taken from the real world and not specifically created for the purpose of language teaching. Wallace (1992:145) defines that Authentic texts have been defined as real-life texts, not written for pedagogic purposes, it is written by native speaker and contain “real” language.

Authentic material refers to the use in teaching of texts, photograph, video selection, newspaper, magazine, short stories, novel and other teaching resources that were not specifically prepared for pedagogical purposes, Sukirlan (2012:6).

In reference to the problems and explanation above, the researcher employs authentic material to improve the students’ comprehension of reading. By using authentic material, the students are hoped to get the information from the text well in learning foreign language. The researcher assumes that authentic material will bring some benefits for the students and teacher. The teacher can use authentic material to increase the students’ motivation and make the students more

challenging in reading. Because the content of authentic material is not easy to understand. The language which is used in the authentic material comes from real life. So, when the students read the authentic text, they are curious about the meaning of the content.

Authentic material requires the teacher to be more creative to prepare the teaching material. To attract the students attention, the teacher can create their lesson by using authentic material by considering students' level. So, the students are not bored in learning process. Authentic material can increase students linguistic competence especially in vocabulary and structure. The students will get many words when they read the text and the students also will get much knowledge about the structure of the sentences based on real life text. Authentic material also teaches the students about the culture of the target language. It will teach how people in the target language use their language to communication.

Several studies on the implementation of authentic material in learning foreign language have been conducted by some researchers. For example, Guo (2012) has done the research about Using Authentic Materials for Extensive Reading to Promote English Proficiency. This study was quantitative research. The aim of this research is to discover the effects of extensive reading using online materials on students' language proficiency, and students' attitudes toward the extensive reading activity. The study result indicated a strong relationship between extensive reading and vocabulary development. Students thought that extensive reading also enhanced their overall English ability and knowledge. Khalili and



Mahsefat (2012) also have investigated quantitative research entitled the Impact of Authentic Listening Materials on Elementary EFL Learners' Listening Skills. This study was intended to investigate the impact of authentic listening materials on listening skills of Elementary students at university level. Based on analysis by using t-test formula, it shows that students who were exposed to authentic materials performed better in posttest. The analysis of feedback survey also denoted their satisfaction and positive attitudes to authentic listening materials. Finally, it may be a possible way to use authentic material in reading comprehension in different language proficiency level.

Different studies have proposed different ways of using authentic material in teaching learning process. As in the previous studies discussed above, however, they have not discussed yet the effect of using authentic material in reading comprehending in students' different proficiency level. Therefore, this study attempted to find the differences of students achievement between students in low proficiency and students in high proficiency in reading using authentic material. Authentic material was aimed to improve the students reading comprehension in both low and high proficiency level. Authentic material is used to know what aspect of reading which will be increased by students in high and low proficiency level. Besides, authentic material is an interesting material that can increase the students' motivation. The writer also would like to know the difference perceptions about authentic materials between low proficiency students' and high proficiency students'.

The writer assumed that it might be effective if she used authentic material in classroom. It is hoped that the students with high and low proficiency level can improve their reading comprehension and get more knowledge from it. So, in this research, the researcher tried to conduct a research entitled *Using Authentic Material In Students' Reading Comprehension Of Students' Low And High Proficiency Level*.

## **1.2 Identification of Problems**

Based on the background of the problem above, the researcher states identification of the problems which can be described as follow:

1. Students' vocabulary need to be increased.
2. Students' knowledge of structures need to be improved.
3. Students' lack of interest in reading.
4. Students' motivation in learning English need to be increased, especially in reading.
5. The students are unable to comprehend an English reading text and they cannot find the main idea and make inference from the text.
6. The teacher uses uninteresting technique and strategy.
7. The teacher only takes the materials from the English course book so that the that the material is not teaching about the culture of the language.

### **1.3 Research Questions**

Considering to the identification of the problems, the researcher formulated the problems as follow:

1. Is there any significant difference of students' reading achievement who are taught by using authentic material between students in low proficiency level and students in high proficiency level.
2. What aspect of reading is mostly influenced by the implementation of authentic material in both students high and low proficiency level?
3. How are the students' perceptions about authentic material between students in low proficiency and students in high proficiency level?

### **1.4 Objectives of the Research**

The objectives of the research are:

1. To find out whether or not there is significant difference or not of students reading achievement who are taught by using authentic material between students in low proficiency level and students in high proficiency level.
2. To find out the aspects of reading mostly influenced by the implementation of authentic material in both students high and low proficiency level.
3. To find out the students' perceptions about authentic material between students in low proficiency level and students in high proficiency level.

### **1.5 Uses of the Research**

There are two kinds of the uses of the research, such as:

#### **1. Practical Uses**

The practical uses of this research are:

- To increase students' vocabulary.
- Improve students' knowledge of structure.
- To motivate students in learning especially in reading.
- To increase students' knowledge about the culture of the target language.
- To increase student' knowledge of the target language by using authentic materials.

#### **2. Theoretical Uses**

- Theoretically, this research can give the contribution for the previous theories.
- Theoretically, this research can be used to verify that authentic material can be used in teaching reading in different proficiency level.

### **1.6 Scope of the Research**

This quantitative research was focused on the effect of students' reading comprehension achievement in students different proficiency level by using authentic material, find out the aspects of reading mostly influenced by the implementation of authentic material in both students high and low proficiency level and how the students' perception of authentic materials.

This research was conducted at the eleventh grade students of SMAN 3 at Bandar Lampung. Through purposive sampling technique, the researcher chose the samples based on identification of problems and judgement. In determining students proficiency level, the researcher gave a test from final examination test. The reading text was taken from authentic materials and the researcher applied narrative text based on syllabus for senior high school. Questionnaire was given to know the students perception both in low and high students' proficiency levels.

### **1.7 The Definition of Terms**

There are several terms used by the researcher to make clear and to avoid misunderstanding, they are clarified as follows:

#### **Authentic material**

Authentic material is a material written in target language and written by native English speakers. Authentic material is not made for learning purpose.

#### **Reading**

Reading is the process of understanding the written symbols or printed text from the writer. With reading, the reader can catch the message from what the writer has written.

#### **Reading comprehension**

Reading comprehension is a process of interpreting the symbol of the language and the meaning of the symbol by interacting with the text through the information in the text. With reading and comprehending the text, the reader can understand what the writer means.

**Proficiency level**

Proficiency level is an ability to master a language and all the components of language.

**Perception**

Perception is an individual reaction in understanding something about what they have already known.

## **II. THEORETICAL FRAMEWORK**

This chapter deals with review of previous of related research and review of related literature. The related literature will discuss some theories (concept of reading, concept of reading comprehension, aspect of reading, concept of teaching reading, concept of narrative text, concept of authentic materials, concept of proficiency, concept of perception), teaching procedure study, theoretical assumption, and the hypotheses.

### **2.1 Review Previous Research**

There are several researchers who have conducted the research about authentic material.

First, Guo (2012) has done the research about Using Authentic Materials for Extensive Reading to Promote English Proficiency. These study was quantitative research. This researched aimed to discover the effects of extensive reading using online materials on students' language proficiency, and students' attitudes toward the extensive reading activity. The study result indicated a strong relationship between extensive reading and vocabulary development. Students thought that extensive reading also enhanced their overall English ability and knowledge.

Second, Khalili and Mahsefat (2012) has investigated quantitative research entitled the Impact of Authentic Listening Materials on Elementary EFL Learners' Listening Skills. This study intended to investigate the impact of authentic listening materials on listening skills of Elementary students at university level. Based on analysis by using t-test formula, it is shown that students who were exposed to authentic materials performed better in posttest. The analysis of feedback survey also denoted their satisfaction and positive attitudes to authentic listening materials.

Third, Alijani and Maghsoudy (2014) investigated about The Effect of Authentic vs. Non-authentic Materials on Iranian EFL Learners' Listening Comprehension Ability. The purpose of this research is to examine the influences of authentic materials on listening ability of sixty female language learners. The results revealed that the authentic materials have benefit for EFL classrooms for the lack of real opportunities that will be existed for learners to be encountered with it while learning.

Fourth, Belaid and Murray (2015) have investigated the research entitled Using Authentic Materials in the Foreign Language Classrooms: Teacher Attitudes and Perceptions in Libyan Universities. The aimed of this research is to recognize deeply and understand the Libyan EFL teachers' perceptions, attitudes and reactions toward using authentic materials in teaching English within Libyan state universities. The results revealed that most EFL teachers hold positive attitudes to using authentic materials in language teaching.



Based on the previous studies above, authentic material deals with skills and teacher perception. But, the researcher has not found a research which conducted about authentic material in reading comprehension in different proficiency level yet. So that, the researcher would like to find the different of reading achievement by considering the proficiency level students and the research also would like to find the students' perception about authentic material.

## **2.2 Review of related literature**

### **2.2.1 Concept of Reading**

In learning English there are four skills that should be mastered by students, such as speaking, listening, reading and writing. Tadros (2014:2) states that reading is the process of constructing meaning from written text. It is a complex skill requiring the coordination of a number of interrelated source of information. It is clear that reading is the most important language skill, because by reading the learners will get some benefits.

Learners are expected to be good at reading in order to increase their knowledge and get some information. Reading is not a passive skill (Harmer, 2001:70). It means that the reader can understand the what the words means by understanding the components of language. It is also in line with Berardo (2006:61), he stated that reading is considered to be an interactive process (a conversation between writer/reader, even though the writer is not present. When people read a text, it involves an interaction between taught and language. Writer make eye contac with the reader while the reader read the text.

Learners try to take advantages of their knowledge of vocabulary, syntax, discourse, and the real world by using their schemata in reading. Reading is one of the important skills to build students' schemata and knowledge. However, Sutarsyah (2013:19) states that schemata is an abstract structure or concepts stored in memory based on the people experience and knowledge. It means that people have their own schemata, it implies that a person who has more background knowledge is able to comprehend better than those who have less background knowledge.

Reading is also useful in daily life as Wallace (1992:5) says that reading is so much a part of daily life for those of us who live in literate communities that much of the time we hardly consider either the purposes of processes involved. It is clear that when we are curious about how the literary in the past, we have to read. Nuttall (1982:2) describes the reasons for the reading. First, reading in different ways for different purpose. It means that when the reader has their own purpose when they read. The readers who read a novel because they looking for enjoyment. While the readers who read a newspaper, they looking for the information. When reading a book, it is unlikely reading a street maps, diagrams, graphs or maybe statistics. Second, authentic reasons for reading. It means that when we are reading, we also can learn about how the language is used in the real life.

Nuttall (1982:4) also says that reading is getting a message from the text. The reader read because they want to get something from the writing. By reading, the

reader can get a message of what the writer meant and what the writer had expressed. He also states that reading is the communication process. The writer or encoder has a message in his mind (it maybe an idea, a fact, feeling, an argument, etc.) to share with somebody by put it into the words and encode it as a text. Then the text is transferred to the mind of the reader or decoder the message it contains. Once it is decoded, the message enters the mind of the decoder and the communication is achieved.

Therefore it can be inferred that reading is the process of understanding the written or printed text from the reader. Reading is very important skill for the learners because by reading, learners will know what they do not know before.

### **2.2.2 Concept of Reading Comprehension**

Grabe and Stoller (2001:188) states the reading is the ability to read—taking general comprehension as the example—requires that the reader draw information from a text and combine it with information and expectations that the reader already has. Reading cannot be separated from comprehension because the purpose or the result of reading activity is to comprehend what he/she has read. While reading, the readers make their own interpretation between the symbol of the language and the meaning of the symbol. Salmi (2011:698) defines that reading comprehension is not only a matter of understanding the print on page but, it is the creation of meaning by combining what the print tells with all the reader already possesses as knowledge. Comprehension can be said such the result from what the reader get after reading text.

Comprehending text is not a simple activity, as Grabe (2002) states that reading comprehension involves ability to recognize words rapidly and efficiently, develop and use a very large recognition vocabulary, process sentences in order to build comprehension, engage a range of strategic process and underlying cognitive skills (e.g. setting goals, changing goals flexibly, monitoring comprehension), interpret meaning in relation to background knowledge, interpret and evaluate text in line with the readers goals and purpose, and process fluently over an extended period of time. It is clear there are some aspects are followed while reader comprehending the text.

Comprehension is really needed while reading. As Smith (2004:13) defines that comprehension may be regarded as relating aspects of the world around us—including what we read—related to the knowledge. It is clear that reading without understanding or comprehending the meaning of the text is useless activity. Richards and Renandya (2002: 277) state that reading for comprehension is the primary purpose for reading (though this is sometimes overlooked when students are asked to read overly difficult texts); raising students awareness of main ideas in a text and exploring the organisation of a text are essential for good comprehension. According to Woolley (2011:15), reading comprehension is the process of making meaning from the text.

It means when we read, the learner is not only know about the symbol in written, but also knowing the meaning of words.

Reading will not occur without comprehension. The reader cannot make eye contact with the writer if the reader cannot catch the meaning the text. Comprehension can be inferred that the result from reading process. Comprehension will make the reader able to determine the essence of the sentence or text and receive the main purpose of reading process. It is necessary for the readers because by comprehension the readers can get the aim of reading text.

### **2.2.3 Aspect of Reading Comprehension**

According to Davenport (2007:61), there common types of questions in reading:

1. Identifying main idea, main point, author's purpose, or an alternate title for the passage.
2. Recognizing the tone of the passage or identifying the style.
3. Comprehending information directly stated in the passage (finding supporting detail).
4. Answering relational questions about the author's opinions or ideas, even if not directly stated.
5. Recognizing the structural methodology employed to develop the passage, for example, sequencing (reference).
6. Extending limited information given by the author to a logical conclusion using inference (inference meaning)

This research was focused on main idea, supporting detail, inference meaning, vocabulary and reference.

### 1. Main Idea

Suparman (2012:130) states that main idea is the main purpose of comprehension—getting the main idea. Main idea is the most important idea that the writer develops throughout the paragraph. The reader have to be wise in deciding the main idea of the text. The author often states the main idea in the first or last few sentences of the first paragraph. However, the author might state the main idea anywhere in the passage. Sometimes the author only suggests the main idea by leaving clues within the passage. Longer reading passage can have more than one main idea. Sometimes the main idea of a literary passage is called theme. The question of main idea can be for example: *(1) What is the main idea in the first paragraph? (2) What is the main idea in the last paragraph?*

### 2. Supporting detail

Supporting details are those facts and ideas that prove or explain the main idea of a paragraph Gloria (1989:106). Supporting sentence or specific information develops topic sentence by giving definition, example, fact, incident, comparison, analogy, quotation, cause and effect. For example, after reading story about Cinderella, general question related to specific information can be for instance: *(1) Where did the Cinderella live? (2) How did her mother treat Cinderella?*

### 3. Inference Meaning

Inference is a good guess or conclusion drawn based on logic of passage. Finding inference means the reader imply the sentence/ passage understand and conclude it logically. In general questions relate to this type of reading can be for examples: *(1) What is moral value of the story? (2) What will you do if you were him?*

#### 4. Vocabulary

According to Linan et al (2007:87), the role of vocabulary in reading is clearly understood: vocabulary knowledge, the understanding of words meaning and its use, contributes to reading comprehension and knowledge building. Understanding vocabulary means comprehend what the words mean. When vocabulary mastery improves, comprehension will be deeper. The question of understanding vocabulary can be for instances: *(1) What is the closest meaning of the underlined word? (2) What is the synonym of the word "beauty" in line 5?*

#### 5. Reference

Reference is the intentional use of one thing to indicate something else in which one provides the information necessary to interpret the other. Finding inference means interpreting and determining one linguistic expression to another. In general questions relate to this type of reading can be for example: *(1) The word "him" in line 2 refers to?*

From all the definition above, reading comprehension is about getting the main idea, supporting details, inference, vocabulary and reference.

#### **2.2.4 Concept of Teaching Reading**

Reading is one of the most important skills in learning besides, listening, speaking, and writing. Furthermore, we hope that the learners can take the benefit from their reading skill; we may read something that is useful and interesting.

There are some purposes of reading according to Wallace (1992:6-7):

### 1) Reading for Survival

Some kinds of reading in response to our environment “reading survival”. Indeed some reading is almost literally a matter of life and death.

### 2) Reading for Learning

Much day to day reading is for this purpose of learning. Moreover, we may want not so much to learn something new as to remind ourselves about half-known facts or vaguely formulated opinions.

### 3) Reading for Pleasure

Reading for pleasure is done for its own sake. We do not have to do it. This point may be lost on children in school where literature, originally written primarily to offer enjoyment, is required reading for examination.

Referring to the statement above, it can be inferred that reading can help the student to improve their knowledge, get information from the English resources that they read. Students also can answer the question if it is related to reading text.

Harmer (2001:68) states some main reasons, why teachers should teach reading to their students, as follows:

1. Many of students want to be able to read texts in English, either for their careers, for study purposes, or only for pleasure.
2. Any exposure to English (provided they understand it more or less) is a good thing for the students.
3. Reading text also provides a good model for English writing.



4. Reading text also provides opportunities to study language: vocabulary, grammar, punctuation, and the way we construct paragraphs, and texts.

Based on the definitions above, it can be inferred that the main component of reading is understanding or meaningful interpretation. And in teaching process, the teacher must be creative to avoid the student's boredom, in teaching reading the teacher should be able to create teaching and learning enjoyable and variously.

### **2.2.5 Concept of Authentic Material**

There are many researchers who found out the advantages of authentic material in classroom. Authentic material is any kind of materials which are taken from the real world and it is not pedagogical purpose of language teaching. Wallace (1992:145) defines that authentic texts have been defined as real-life texts, not written for pedagogic purposes, it is written by native speaker and contain "real" language.

Authentic material consists of some types. As Sukirlan (2012:6) states that authentic material refers to the use in teaching of texts, photograph, video selection, newspaper, magazine, short stories, novel and other teaching resources that were not specifically prepared for pedagogical purposes.

Authentic material is not intended for pedagogical purpose. So, the teacher should prepare good material in teaching foreign language because teaching materials are the key component in language teaching program. Teacher not only prepares a

good material for the students but the teacher should prepare a suitable material that can improve students' reading comprehension and students' motivation. The use of authentic text is now considered to be one of many ways for increasing students' motivation for learning since the students feel that they learn the real language and it is used by the community that speaks it.

Issues of using authentic materials in language teaching have been influential because many practitioners involved in foreign language teaching and research have argued about the benefit of using authentic material. The use of authentic material in language teaching has many benefits for the students. Phillips and Shettlesworth (1978) and Clarke (1989); peacock (1997) in Richards (2001:252) they state the advantages claimed for authentic materials, such as:

1. They have a positive effect on learner motivation.
2. They provide authentic cultural information about the target culture.
3. They provide exposure to real language.
4. They relate more closely to learners' need and hence provide a link between the classroom and students' need in the real world.
5. They support a more creative approach to teaching.

The students will get information from authentic material but the teacher has to prepare suitable authentic material for students. Guariento and Morley (2001:347) states it is communicative movement a greater awareness of the need to develop students' skill for the real world has meant that teachers Endeavour to stimulate this world in the classroom.

Authentic material is effective for the students' learning, but in selecting of authentic materials and the topics should be based on the learners' need and the level of the students. Authentic material also has some problems for the students. According to Sukirlan (2012:6), authentic materials contain difficult language and burden for the teacher. If the teacher does not prepare suitable authentic material, the process of learning teaching will not run well because the students cannot understand the content of the material.

Besides that, Berardo (2006:63) provides three criteria for choosing authentic text, as follows:

1. Suitability of content, it is indicated that the text should be interest the students as well as be relevant to their needs and the texts should motivate as well as. A careful and wise selection of materials focused on learners is a must if we want a positive response from them.
2. Exploitability, it refers to how the text can be exploited for teaching purpose, for what purpose should be the text exploited and what skills or strategies can be developed by exploiting the text.
3. Readability

Readability, it is used to describe the combination of structural and lexical difficulty of a text, as well as referring to the amount of new vocabulary and any new grammatical forms present.

Authentic material gives positive effect on learners because authentic material is more interesting and motivating than textbook. Besides that, authentic materials are effective in teaching reading. Then, the students will get new information and

new knowledge from all aspect of life. It is possible to use authentic material in teaching reading since the students of senior high school should have more knowledge. Besides that, authentic materials keep the students informed about what is happening in the world. The students can learn about the culture of the target language. The students will know the real language of native speaker when the teacher uses authentic material. So, they have an intrinsic educational value.

On the other hand, authentic materials offer a lot of infotainments for the readers while the students will get happiness when they read the texts. Then, the students will be motivated when the teacher gives an interesting topic. The teacher should give a chance to the students in choosing the topic of authentic reading materials in order the students will be more motivated.

So in this research, the researcher wants to use authentic material in the classroom.

## **2.2.6 Advantages and Disadvantages of Authentic Materials**

### **2.2.6.1 Advantages of Authentic Material**

According to Sukirlan (2012:6), there are some advantages when the teacher uses authentic material in reading comprehension, as follows:

1. Authentic material give positive effects on learners motivation. It means that the students will get high motivation when reading authentic material because authentic material contains a lot of information in all aspects. But, the teacher should choose interesting material based on the students level and interest.

2. Authentic material provide authentic cultural information. It means that by reading authentic material, the students learn the culture of the target language uncounsciously. Cultural information will help the students to increase their background knowledge. By using authentic material the students will know the behaviour of the native language.
3. Authentic Material contains pleasure of reading if the teacher can choose an interesting material for the students. In this case, the researcher will choose short story with interesting topic so that it will increase students' pleasure of reading. So, it is important to choose authentic text that has an interesting topic in order to get a pleasure of reading.
4. It is supporting more creative approaching in teaching. So it is a good thing for the teacher.

#### **2.2.6.2 Disadvantages of Authentic Material**

Disadvantages mentioned by several writers are:

1. Authentic material contains unfamiliar words. There are many unfamiliar vocabularies that used by the native speaker. It makes the students difficult to comprehend the passage. So, the teacher should choose suitable authentic material to teach the students' in the classroom, such as consider the level of difficulty of the text with the students' level or ability.
2. The teacher should have more preparation before teach the students using authentic material. It relates to how the teacher determines the level of difficulty in authentic material to the students' ability. It relates to the disadvantages of number one.

3. The teachers need to add their time allocation when they want to teach the students using authentic material. Because the students will get some unfamiliar words that require them to open the dictionary or ask to their friends or teacher.

### **2.2.7 Concept of Narrative Text**

A narrative is a sequence of events, which is based on life experience that describes a sequence of fictional or non-fictional events.

The purpose of narrative text is to amuse or entertain the readers with actual or imaginary experiences in different ways. According to Knapp and Watkinson (2005:222) states that the structure of narrative is generally more complex than the orientation and sequencing typical of recounting. It means that narrative is always deals with some problems which lead the climax and then turn into a solution to the problem.

The examples of genre that fit the narrative text structure:

1. Folktale is very old traditional story from a particular place that was originally passed on to people in spoken form, e.g., *The Mighty*
2. Fairy tale is an old story about magic things happened intended for amusing and giving lesson, meanings, and moral values, e.g., *Cinderella*
3. Fable is traditional short stories that teach moral lesson, especially one with the animals as characters; these story are considered as one group of animal stories, e.g., *The Lion and the Mouse*

4. Myth is a story from ancient times, especially one that was old to explain about natural events or describe the early history of place or people, e.g., *Tower of Babel*.

There are some text organization of narrative text which are the characteristics of narrative text, as follows:

1. Orientation, it refers to introduce the characters of the story, where does the story happen, and when does the story happen.
2. Complication, it denotes a crisis arises. It comprises initiating event, subsequent event and climax aspects when the characters face the problems.
3. Resolution, it shows that the crisis is resolved. In this part, the character does the act of solving or settling the problem for better or for worse one.
4. Re-orientation, it indicates the optional point. It means that a story is not always use this and usually, it states the conclusion of the event based on the writer point of view.

Language features play important role in knowing the genre of the text. Different genre text will have different language features. Language features of narrative are used in order to make a narrative text well. By knowing the language features of narrative text. We will know whether the text is a narrative text or not. There are some language features in narrative text, as follows:

1. Focus of the specific and individualized participants.
2. The use of noun phrase  
( A beautiful princess, a huge temple)

3. The use of connectives  
(first, before, that, then, finally)
4. The use of adverbial phrases of time and place  
( long time ago, in the kingdom)
5. The use of simple past tense  
(He walked away from the village)
6. The use of action verbs  
(walked, slept, woke up)
7. The use of saying verbs  
(said, told, asked)
8. The use of thinking verbs, feeling verbs, verbs of sense  
(she felt hungry, she thought she was clever, she smelt something burning)

### **2.2.8 Concept of Proficiency**

Tadros (2014:2) states that reading proficiency requires three sets of interrelated skill that develop over time: language and communication, mechanics of reading and content of knowledge. Language proficiency means the ability to master a target language and it deals with all of language components and skills. Components of language mean that linguistic competence such as phonetics, phonology, syntax, semantics and morphology while skills includes speaking, reading, listening and writing. A speaker's tacit knowledge of the structure of a language. Brown (1994:31) states that inference to language, competence is your underlying knowledge of the system of a language—its rules of grammar, its vocabulary, all the pieces of language and how those pieces fit together.



The government has determined standard proficiency for the students from scoring. It can be seen from education minister regulations section 6 number 4d in year 2015 is states that if the students get score under 55, it means that the proficiency level of the students are still low and the students with high proficiency level if they can reach the score more than 55. Most of school use grade equivalents or spassing certain test to determine the proficiency. Those number or scores related only to academic benchmarks and norm that are unconnected to any observable external standards.

This research was focused on students' proficiency level in reading. In mastering the reading skill, students have to master vocabulary, grammar and reading skills.

They are explained as follow:

#### 1. Vocabulary

Thornbury (2002:1) states that all the languages have words. Language emerges first as a words. It means that in using a language, word is the combination of letter which is as the symbols of language and it is used for communication. Every word has a meaning even it has some meanings. Communication will run well if we can use suitable words in our communication. Thornburry (2002:2) also says that when the words are limited, we will get frustated to fit the intended meaning. It is clear that vocabulary is very important in language proficiency.

#### 2. Grammar

Harmer (2001:12) states that the grammar of a language is the description of the ways in which words can change their form and can be combined into sentence in that language, if grammar rules are too carelessly violated, the communication

may suffer. It means that grammar is very important ways to make the communication clearly. Someone who masters a language already know how the grammar is used certainly. Without using grammar well, the communication will be misunderstanding between hearer and speaker.

### 3. Reading Skill

Reading is the process of understanding the written or printed text from the reader. Brown (1994:31) says that performance is actual production (speaking, writing) or the comprehension (listening, reading) of linguistic events. If the learners comprehend the content of the text, the learner is not only know about the symbol in written, but also knowing the meaning of words. By comprehending the text, the reader will get the information written by the writer.

This research used two categories to determine the language proficiency level of students, such low proficiency and high proficiency. Low proficiency and high proficiency were examined by a test which consists of students structures, vocabulary, and reading. The low and high proficiency will be determined by ranking their score and taken 30%. It is inferred that language proficiency level is about mastering a language with all of the language competences aspects.

#### **2.2.9 Concept of Perception**

According to Behm (2011:11), as sustainability is a broad and complex term, one can hypothesize that students will entertain a wide variety of definitions. These definitions will be based on their perceptions of the term. However, before these

definitions can be considered, one must examine the role perceptions play on the defining and understanding similar concepts. It is also supported by Brookfield (1969) in Behm (2011:11) who says that decision makers operating in an environment base their decisions on the environment as they perceive it, not as it is. Ahen (2009:7) says that perception is constructed as a result of individual observation towards certain things or events occur around them which will produce certain perception. It means that perception is a process of response made by individual related to his/her experience to the stimuli that given at the moment. It includes a specific idea, concept and impression. Because every learner will have different perception so learners who have learned English with authentic material will have their different perception after they learn that language.

Perception also deals with evaluation. Students' perception means students' evaluation. According to Nation (2010:126) the evaluation of learning and teaching can focus on quality of teaching, quality of learning, and also quality of course book or material. The quality of teaching means that how clear the teacher explain about the material, how the teacher use teaching technique or strategy in the class, and how the teacher makes the students feel relax and enjoy in learning. The quality of learning comes from the students feels after teaching and learning process. Whether the students were motivated or not. Whether they get progress after they learn or not. And the quality of the material means that whether the material is already good or not. Teacher, learning and material is a unity which is really important role in order to make teaching and learning process successful.

In this research, to determine how the learners' perceptions about authentic materials, the students were given questionnaire. The questionnaire from Richards (2001:232-235) was adapted for this purpose. The questionnaire consists of three important element such as the quality of teaching, quality of learning and quality of course book or material.

### **2.3 Teaching Procedure**

The teacher used authentic materials in teaching reading of narrative text. The teacher used task-based principle as the technique. Skehan (1996) cited in Richard (2001:161) says that tasks are activities which is meaning as the primary focus and it reflects to real-life language use. The teacher used opinion exchange task which learners engage in discussion and exchange of ideas, Richard (2001:162). In this term, the students were divided into four group and they will get text of narrative text then they discussed their opinion in whole class.

The researcher took some step in presentation of authentic material as follows:

#### **Pre Task**

Pre-task contains of some activities in order to explore the students' knowledge or what were students' already know before the material will be given. There are some activities in during task, as follows:

1. The students get brainstorming about narrative text by answering some questions.
2. The students get brainstorming about authentic material by answering some questions.

### **During Task**

During task contains of students' activities while the learning process on going.

The purpose of during task is to elaborate what students already know with what they are learning in the class. There are some activities in during task, as follows:

1. The students get explanation about authentic material and kinds of the authentic material.
2. The students get explanation briefly about narrative text.
3. The students are asked to work in group consisting 6 students in one group
4. The students are asked to work in group:
  - a. To discuss about narrative text based on the topic given
  - b. To identify the main idea
  - c. To make a list about the vocabulary which is difficult and find their similarities.
  - d. The students are asked to make a list about their opinion.
  - e. To share about their opinion about moral value from the text in the whole class.
5. The students are asked to check their answer together.

### **Post Task**

The aim of post task is to confirm what the students' get after the learning process finished. There are some activities in post task, as follows:

1. The students are asked to answer the questions in answer sheet individually as their homework.

2. The students get reflection by asking them what they have got and what they learnt.
3. The students close the meeting with greeting the teacher

#### **2.4 Theoretical Assumption**

Reading is an important skill by which the learners will get more informations. The assessment of reading is not end with measurement of comprehension, but the most important is the students' comprehension about content of the text. In learning and teaching process, the students usually tend to spend the time to get the information of the reading text. In learning foreign language, authentic materials is very useful to be used because the material is not for learning purpose and it comes from the target language. The authentic materials can improve learners' reading comprehension both students in low and high proficiency level. Authentic material helps the students comprehend the material more by explain its supporting aspect of reading comprehension such as main idea, supporting detail, vocabulary, reference and inference. So, the learners also have positive perception about authentic materials in reading comprehension.

#### **2.5 Hypotheses**

In relation to the theoretical assumption; therefore, the hypotheses can be formulated as follow:

1. there is significant difference of students reading achievement who are taught by using authentic material between students in low proficiency level and students in high proficiency level.

2. Authentic material influences the aspects of reading in both high and low proficiency level students.
3. Authentic material has positive perceptions in both high proficiency level students and low proficiency level students.

### III. RESEARCH METHODS

This chapter deals with the design and the procedures of the research. This refers to the research design, population and sample of the research, variables, data collecting techniques, research instruments, research procedures, data analysis, data treatment and hypothesis testing.

#### 3.1 Design

In this research, the researcher used quantitative research by using one group pretest-post test design. At the first time of the research, the researcher gave pretest to measure the first ability before treatment and at the end of the time of experiment, the researcher gave the post-test. The research design can be shown as follow:

$$T_1 \times T_2$$

Notes:

$T_1$  = Pretest

X = Treatment

$T_2$  = Posttest

(Hatch and Farhady, 1982:20)

One group was determined into two categorized of students proficiency level (high and low). The researcher encoded the students based on their proficiency



level. Both of students in low and high proficiency were given same treatment by using authentic materials. This research was conducted in seven meetings with presentation as follows; the first meeting was tryout test. Second meeting was for proficiency test. Third meeting was for pre test. Fourth, fifth and sixth meetings were for treatments. The seventh meeting was for post test and distributed questionnaire. Proficiency test was given to know the students' proficiency level in English. Pretest was given to measure the students' ability before they were given treatment. Posttest was given to measure how far the students' achievement after they were given the treatment and Questionnaire was used to know the students perceptions about using authentic material in the classroom.

The treatments were conducted into three meetings of activities and each meeting took 2x30 minutes.

## **3.2 Population and Sample of the Research**

In this research, the researcher took a population and sample, as follows:

### **3.2.1 Population**

The population of this research was the eleventh grade at SMAN 3 Bandar Lampung in academic year 2016/2017. There are consist of nine classes with 36 students each class.

### 3.2.2 Sample

One class was taken as the sample of the research. In determining the subject of the sample, the writer used purposive Sampling Technique. Purposive sampling technique is used if the generalization is not the goal, Dawson (2002:54). The researcher chose the samples based on justification. The researcher determined the sample based students' proficiency level. In determining students' proficiency level, the researcher conducted a proficiency test by using final examination test and ranked their score from the highest into the lowest. High and low proficiency level students are taken 30% from the sample. In this research, the researcher focuses on students in high and low proficiency level students.

### 3.3 Variables

There were three variables in this research, they are described as follow:

1. Independent variable is authentic materials (X) because this variable can influence or have effect to dependent variable. In this research has two independent variables:

$X_1$  = authentic materials in students low proficiency level.

$X_2$  = authentic material in students' high proficiency level.

2. Dependent variable is Students' reading comprehension (Y) because this variable is observed and measured to determine the effect of the independent variable.

### **3.4 Data Collecting Technique**

In collecting the data, the research used two kinds of instruments. First, in order to know students' reading achievement, a set of reading comprehension test was used as the instrument. There are 50 items in form multiple choices with five options (A, B, C, D, and E). The material was about narrative text with interesting topic and it was designed based on School Based Curriculum for the eleventh grade students. Second instrument is questionnaire. In order to know the students' perception, a set of questionnaire which is adapted by Richard (2001:244) was taken for instrument. The questionnaire consists of 25 questions with five likert scales 5 (*Strongly Agree*), 4 (*Agree*), 3 (*Neutral*), 2 (*disagree*) and 1 (*Strongly Disagree*). All the collected data were then statistically analyzed by using SPSS (T-Test).

### **3.5 Tryout Test**

The try-out was administered to determine the quality of the test that is used in taking a data. Before the instrument were given to the sample, it is important to conduct try out. The aim of try out is to know whether the test was good or not. In this research, tryout of reading test and questionnaire are conducted in 12 IPA 4 which was not sample class on August 5<sup>th</sup>, 2016. The criterias of a good test are validity (face validity, content validity and construct validity) and reliability.

### 3.6 Validity

Validity refers to the extent to which the results of the procedure serve the uses for which they were intended, Hatch and Farhady (1982:250). It can be said that the test can be valid if the test measures the object to be measured and suitable with the criteria. Heaton (1991:159) also states that validity of the test is the extent to which it measure what is supposed to measure. To fulfill the validity of the test, the researcher applied face validity, content validity and construct validity.

#### a. Face validity

Face validity is fulfilled through experts' judgment by checking each word in the instrument to make sure that there is no mistyped word. Furthermore, mechanical aspects are also checked in order for the instrument looks tidy.

#### b. Content validity

Content validity is the extent to which a test measures a representative sample of the subject matter content (Hatch and Farhady, 1982:251). To get content validity of the test, the researcher adopted the material based on the objective of teaching in syllabus (K-13) for the eleventh grade of senior high school students and represents the materials in the class. In line with the syllabus for the eleventh grade of senior high school at the first semester, the students were required to be able to comprehend the meaning of short functional text in narrative form.

#### c. Construct validity

Construct validity is concerned whether the test is actually in line with the theory of what it means to know the language. To know whether the test is true

reflection of the theory of language that is being measured, it means that the items should really test the students whether they have mastered the reading text. According to Heaton (1991:161) states that construct validity is capable of measuring certain specific characteristics in accordance with a theory of language behavior and learning and it assumes the existence of certain learning theories underlying the acquisition of abilities and skills.

### 3.7 Reliability

Reliability refers the consistency of the test, and how the test can measure the same subject in different time but it has the same results (Setiyadi, 2006:16). In other words, the test procedures consistent in its score and give us an indication of how accurate the test score are.

#### 3.7.1 Reliability of Reading Test

To see how consistent the reliability of reading test, the researcher measures the coefficient of reliability between odd (x) and even (y), the researcher used Pearson Product Moment Formula to measure the correlation coefficient of reliability between odd and even number (reliability of split-half test) (Heaton, 1991: 164), in the following formula:

$$r_{xy} = \frac{N \sum xy - (\sum x)(\sum y)}{\sqrt{[N \sum x^2 - (\sum x)^2][N \sum y^2 - (\sum y)^2]}}$$

Where:

$r_{xy}$  : the correlation coefficient of reliability between odd and even

N : the number of students who take part in the test

x : the total numbers of odd number items

y : the total numbers of even number items

$x^2$  : the square of x

$y^2$  : the square of y

$\sum x$  : the total score of odd number items

$\sum y$  : the total score of even number items

(Hatch & Farhadi, 1982:198)

After getting the reliability of half test, the research used Spearman Brown to determine the reliability of the whole tests, as follows:

$$r_k = \frac{2 r_1}{1 + r_1}$$

Where:

$r_k$  = the reliability of the whole tests

$r_1$  = the reliability of half test

(Hatch and Farhady,1982:247)

The criteria of reliability are as follows:

0.80 up to 1.00 is very high

0.60 up to 0.79 is high

0.40 up to 0.59 is average

0.20 up to 0.39 is low

0.0 up to 0.19 is very low

### 3.7.1.1 Level Difficulty

Level of difficulty of an item simply shows how easy or difficult the particular item proved by in the test (Heaton, 1991:178). Level of difficulty is generally expressed as the fraction (or percentage) of the students who answered the item correctly. Besides that, the level of difficulty can be determined by dividing the number of students who get it right by the total number of students, it is calculated by the following formula:

$$FV = R/N$$

Where:

FV = Index of difficulty

R = Number of students who answer correctly

N = Total number of students

(Heaton,1991:178)

The criterias of the difficulty level are:

1.	0.00	- 0.03	: Difficult
2.	0.30	- 0.70	: Average
3.	0.71	- 1.00	: Easy

Based on the computing the level of difficulty and discriminate power in appendix 4, there were 60 items I the try-out test. After analyzing the criteria of the good test by using level of difficulty and discriminate power, it can be seen that 10 items were dropped. (See appendix)

**Table 3.1 Level of Difficulty**

Number items	Total	Remark
22, 26 and 42.	3	Difficulty items
1, 2, 3, 4, 5, 6, 7, 9, 10, 11, 12, 13, 15, 16, 17, 18, 19, 21, 23, 24, 25, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 43, 44, 45, 46, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60.	55	Average Items
8 and 14.	2	Easy Items

Based on table above, there were 3 items which are less than 0.30. it means that the items were difficult. There were 55 items were average (0.30-0.70). there were 2 items which higher than 0.70. It means that the items were easy. (see appendix)

### 3.7.1.2 Discrimination Power

Discrimination power (D) tells us whether those students who are performed well on the whole test tended to do well or badly on each item in the test, Heaton (1991:179). It is the proportion of the high group students getting the items correctly minus the proportion of the low-level students who get the items correctly. Then, the discrimination power of an item the extent to which the item discriminates between the test-taker from the less able. The formula of the discrimination power is:

$$D = \frac{U - L}{\frac{1}{2}N}$$

Where:

D = Discrimination index

Correct U = Number of correct answer from upper student

Correct L = Number of correct answer from lower student



$N$  = Total number of student

The criteria of discrimination power are explained as follows.

D: 0.00 – 0.20 = Poor

D: 0.21 – 0.40 = Satisfactory

D: 0.41 – 0.70 = Good

D: 0.71 – 1.00 = Excellent

D: - (negative) = Bad items which should be removed.

(Heaton,1991:180)

**Table 3.2 Discrimination Power**

Number items	Total	Remark
3, 8, 18, 22, 33, 39, 42, and 47.	8	Poor
1, 2, 4, 6, 7, 10, 11, 12, 13, 15, 16, 17, 19, 21, 23, 24, 25, 27, 28, 30, 31, 32, 34, 35, 38, 40, 41, 44, 45, 46, 48, 49, 50, 51, 53, 54, 55, 57, 58, 60.	40	Satisfactory
5, 9, 20, 29, 36, 37, 43, 52, 56, 59	10	Good
14 and 26.	2	Bad

Based on table above, it can be inferred that there were 8 poor items (less than 0.20), 40 items were satisfactory (has 0.21 – 0.40), 10 good items (has 0.41-0.70) and 2 items had bad items (has negative value in discrimination). After analyzing the data, the researcher got 50 items were good and 10 items should be dropped. Based on the criteria of reliability, it is found that the test items has very high reliability, that is 0.929017195.

### 3.7.2 Reliability of Questionnaire

To measure the reliability of the questionnaire, the researcher used Crombach Alpha. The questionnaire was adapted by the expert, so it was important to measure the reliability one more time. It was caused by different research and

the subject had different result of reliability.

The criterias of reliability using Crombach Alpha are:

0.80 up to 1.00 is very high

0.60 up to 0.79 is high

0.40 up to 0.59 is average

0.20p to 0.39 is low

**Table 3.3 The result of reliability**

Reliability Statistics	
Cronbach's Alpha	N of Items
.918	25

Based on table 3.3 above, the researcher found that the result of reliability of the questionnaire is 0.918. It means that the questionnaire of this reseracher has very high reliability. So, it can be concluded that the reliability of the questionnaire is very high. Furthermore, for each question it was found that each question of questionnaire had a high reliability. For the further information, it can be seen from the table in appendix.

### **3.8 Research Instrument**

Research instrument is used to collect the data. In this research, the researcher used two kinds of instrument, as follows:

#### **3.8.1 Reading Test**

In order to know the students' reading comprehension achievement, the research used reading test as the instrument. The test was multiple choices by considering five aspects of reading comprehension and all the text used authentic materials.

The type of the test was objective test with 50 items of multiple choices with five options (A, B, C, D, and E).

**Table 3.4 Specification of Reading**

No.	Aspect of Reading	Item No.	Total (%)
1.	Main Idea	1, 6, 11, 16, 21, 26, 31, 36, 41, 46	25%
2.	Supporting Detail	2, 7, 12, 17, 22, 27, 32, 37, 42, 47	25%
3.	Vocabulary	3, 8, 13, 18, 23, 28, 33, 38, 43, 48	25%
4.	Reference	4, 9, 14, 19, 24, 29, 34, 39, 44, 49	25%
5.	Inference	5, 10, 15, 20, 25, 30, 35, 40, 45, 50	25%
<b>Total</b>		<b>50 items</b>	<b>100%</b>

Based on table 3.4 the researcher took 50 items were administered in pretest and posttest. The same items were given in pretest and posttest. The numbers of items and arrangement of the text in pretest were changed randomly in order to use the items in post test.

### 3.8.2 Questionnaire

The questionnaire was distributed to the respondents after the conducted the post-test. The aim of this questionnaire was to find out the students' perception on the effect of authentic material. The questionnaire was adapted from Jack Richard (2001:244). The questionnaire contained three important elements such as the quality of teaching, quality of learning and quality of course book or material.

**Table 3.5 Aspect of Questionnaire**

No.	Aspect of Perception	Item No.	Total (%)
1.	Quality of Teacher	1, 2, 3, 4, 5, 6, 7, 8, 9	36%
2.	Quality of Material	10, 11, 12, 13, 14, 15, 16, 17	32%
3.	Quality of Learning	18, 19, 20, 21, 22, 23, 24, 25	32%
<b>Total</b>		<b>25 items</b>	<b>100%</b>

The questionnaire was taken and translated into Bahasa Indonesia in order to minimize the misinterpretation by the students. The questionnaire consisted of 25 items and it had 5 options in each question, i.e. 5 (*Strongly agree*), 4 (*Agree*), 3

(*neutral*), 2 (*Disagree*), 1 (*Strongly Disagree*). The data on the questionnaire were analyzed into Likert Scales and in the percentage to find out the students' perception on the implementation authentic material in teaching reading. Sugiyono (2011:134). The Likert scale was used to measure attitude, opinion, and perception of a person or a group of people about social phenomena. In this case, the students' perception were categorized into positive and negative statements score as shown in the following table:

**Table 3.6 Likert Scales**

Category	Score
Strongly Agree	5
Agree	4
Neutral	3
Disagree	2
Strongly Disagree	1

Sugiyono (2011:135)

The rating scores range from 20 to 100 (interval 80) and the questionnaire employs five categories. So, the choices of statements are the data of students which are ranged into five categories as in the following table:

**Table 3.7 The Rating Score of the Students' Perception**

Category	Range
Very High	84 – 100
High	68 – 83
Moderate	52 – 67
Low	36 – 51
Very Low	20 – 35

Mido cited in Wanci (2014:55)

The data were analyzed by the following formula:

$$P = \frac{nk}{N} \times 100\%$$

Notes :

P : Percentage from questionnaire

nk : Number of frequency  
 N : Total samples

Arikunto (2010: 324)

### 3.9 Scoring System

In scoring the result of the students' test, the researcher used Percentage Correct. The percentage correct score was used in reporting the result of classroom achievement tests and the ideal highest score was 100. The researcher calculated the average of the pre-test and the post-test by using the formula below:

$$P = (100) \frac{F}{N}$$

Notes :

P : Percentage of correct score  
 F : Number of right answers  
 N : Total number of items on test

(Hatch and Farhady, 1982:46)

### 3.10 Research Procedure

In collecting the data, the researcher used the following procedure, they are as follows:

In collecting the data, the researcher used the following procedure, they are as follows:

1. Determining the research problem

The first step of this research was determining the research problem. The researcher determined the kind of problems that appear in class.

2. Determining the population and selecting the sample

The population of this research was the eleventh grade of SMAN 3 Bandar Lampung and the samples were chosen by using purposive sampling. The researcher take one class which was divided into two based on their proficiency level students.

3. Arranging the material that are taught

The researcher arranged the material and prepared the lesson plan. Besides, the researcher used narrative and report texts for treatment. The materials were based on K-13.

4. Administering the try-out test

The try-out was conducted in the first meeting. The try-out class was the class which was not selected for the experimental class, but it had the same characteristic as the samples. This test was given to the students in order to determine the quality of the test used as the instrument. Then, this test was expected to measure the validity and the reliability of the pretest and the posttest and to determine which item should be revised for the pretest and the posttest. The test consisted of 50 items which contained of five options (A,B,C,D,E) and the time allocation was 60 minutes.

5. Administering Proficiency test

The research gave proficiency test in order to determine the student's proficiency level in English. It used Final Examination test which consists of 35 items with five options (A,B,C,D,E) to determined the students proficiency level.

6. Administering Pretest

The pretest was conducted before the treatments. It was used to know how far the students' reading skills before the treatment from the researcher. The researcher used short story as the media and it was applied which focused on the students' reading comprehension ability. The students had to choose the correct answer from the five options (A,B,C, D, or E).

#### 7. Implementing the treatment Authentic Material

The researcher gave treatments. It used authentic materials. The treatment was conducted in three times. Each treatment has conducted in 2x30minutes. The students in high and low proficiency level have given same treatments by teaching reading using authentic materials.

#### 8. Administering Posttest

The researcher conducted the post-test after the treatments. It was used to know how far the students' reading comprehension ability after the students were given the treatment using authentic material. The post-test was the same with pre-test because the researcher used the multiple choices. The questions of post-test had similar difficulty with the pre-test, and test items related to the material that the students have learnt.

#### 9. Administering Questionnaire

The researcher gave a questionnaire to the students to see the students' perception toward authentic material. The questionnaire consisted of 25 items. Then, the students were given 10 minutes to answer the questionnaire. The result of the questionnaire was used to know the students' perception in both students low and high proficiency level.

## 10. Analyzing the Data

The researcher analyzed the data using normality test, homogeneity test, random test, and hypothesis test.

### 3.11 Data Treatment

The aim of data treatment was to determine whether the students' reading skill increase or not. The data were examined by using independent group T-test, because the independent variable had more than one group, High proficiency level and Low proficiency level which means that there were two different groups.

In addition, the data were computed by using Statistical Package for Social Science (SPSS). So, the researcher analyzed the data statistically as follows:

#### 1. Normality Test

Normality test was used to measure whether the data of test have normal distribution or not. Then, the students' score of pre-test and post-test were analyzed to gain normality test. The hypotheses for the normality are as follows:

$H_0$  = The data is distribute normally

$H_1$  = The data is not distribute normally

The data would be determined normal if it had the criterion for the hypothesis as:

The hypothesis will be accepted if  $\text{sign} > \alpha$ . In this research, the researcher used the level of significance of 0.05.



## 2. Homogeneity Test

The homogeneity testing was intended to test whether the variance of the data in High proficiency and Low proficiency was equal or not. The data was statically computed through SPSS and the hypotheses for the homogeneity test are follows:

$H_0$  = The data is not homogenous

$H_1$  = The data is homogenous

In which, “ $H_0$  is accepted if significant value does not exceed level of significance at 0.05, meanwhile  $H_1$  is rejected if significant value exceeds level of significance at 0.05”.

## 3. Hypothesis Test

This test was to find out the hypothesis which was proposed by the researcher is accepted or not. In this research, the researcher used independent group T-Test. Independent Group T-Test. Independent group was used because there are two independent groups to be compared, Hatch and Farhady (1982:125). The formulation is as follows:

$$t = \frac{x_1 - x_2}{S \sqrt{\frac{1}{N_1} + \frac{1}{N_2}}}$$

In which  $S = \sqrt{S^2}$

$$S^2 = \frac{(N_1 - 1) S_1^2 + (N_2 - 1) S_2^2}{(N_1 - 1) + (N_2 - 1)}$$

Notes:

$x_1$  = the mean of high proficiency level students

$x_2$  = the mean of low proficiency level students

S = standard deviation

$N_1$  = the number of the students in the experimental class I

$N_2$  = the number of the students experimental class II

(Hatch and Farhady ,1982:126).

The criteria are:

$H_0$  : t-ratio  $\leq$  t-table = accepted

$H_1$  : t-ratio  $\geq$  t-table = accepted

### 3.12 Hypothesis Testing

The hypothesis was used to prove whether the hypothesis proposed in this research was accepted or not. The researcher used SPSS (Independent Group T-Test). The hypothesis for the research questions are:

**$H_0$  :** There is no difference of students' reading comprehension between students' high proficiency level and students' low proficiency level those who are taught through authentic material.

**$H_1$  :** There is a difference of students' reading comprehension between students' high proficiency level and students' low proficiency level those who are taught through authentic material.

The criteria are:

If the t-ratio is higher than t-table=  $H_1$  is accepted

If the t-ratio is lower than t-table =  $H_0$  is accepted

## V. CONCLUSIONS AND SUGGESTIONS

This chapter describes the conclusions of the discussions and also the suggestions to the other researchers and English teachers who want to use authentic materials and develop students' reading skill and for those who want to conduct the similar research.

### 5.1 Conclusions

Based on the discussion and the results of the data analysis in this research, the researcher draws conclusions as follows below:

1. There is a significant difference of students' high proficiency level and low proficiency level in reading comprehension achievement through authentic material. It can be seen from the result of post-test in both classes which showed that  $p < 0.05$ ,  $p = 0.000$ ,  $0.000 < 0.05$ . It proves that  $H_0$  is rejected and  $H_1$  is accepted which means that there is significant difference of students' high and low proficiency level in reading comprehension achievement through authentic material. It can be caused high and low proficiency level students have different schemata. Although their schemata are different, authentic material improves students' reading comprehension. It can be seen from the gaining score of high and low proficiency level students' are increased after reading through authentic material. It can be concluded that authentic material improves students

reading comprehension not only in high proficiency level but also in low proficiency level students.

2. Based on the gain of each of aspects of reading, authentic material influenced the aspect of reading in high and low proficiency students. In high proficiency level, authentic material increase students' knowledge in finding inference. When students are asked to conclude the text logically, they did not get difficulty to make the conclusion. Since high proficiency level students have better schemata. In low proficiency level students, authentic material also increase students knowledge in finding supporting details. When the students are asked to answer of supporting details questions, they did it well because the answer is already taken in the text.
  
3. From the result of questionnaire in both experimental classes, it was found that the students' perceptions by the implementing authentic material are positives. It can be seen from the percentage of interval score of students' perception where 33.3% students in very high interval and it means that they felt strongly positive and 66.7% in high interval and it means that students felt positive. Meanwhile in low proficiency level students was, there was 8.3% in very high interval or it means that they felt strongly positive and 91.7% in high interval and it means that they felt positive. All students like reading English through authentic material and they also agreed that authentic material can be applied as the good material to comprehend their reading especially in learning foreign language. So, the students have positive perception toward authentic material.

## **5.2 Suggestions**

In reference to the conclusions, some suggestions are given for both English teachers and further researchers.

### **5.2.1 Suggestions for English Teachers**

Based on the results of the research, authentic material can be used as material in teaching foreign language, by considering some points, as follows:

First, select the authentic material which is suitable with the students' level thinking. It causes that authentic material comes from real language in the second language which consists of many difficult words. Authentic material can be misunderstanding for students, if they cannot catch the meaning of the text well.

Second, make an interesting material with authentic material. It is caused that authentic material is not for pedagogic purpose, the teacher should make their own material by using authentic material. Interesting material can build students' interest in reading as long as they suitable with the material.

Third, it was found that finding inference is the lowest aspect in comprehending the text. The teacher should give more explanation about this aspect until the students can find inference from the text correctly, especially in low proficiency level students.

### **5.2.2 Suggestions for Further Researchers**

Besides the suggestions for English teachers, there are also several points necessary for further studies to concern, as follows:

Firstly, this study has been conducted about authentic material in small participants. The further study may apply more participants. It is because the

different context and setting may be worth investigation since it may discover new findings and values of authentic material. So that, the conclusion might be more general.

Secondly, it was found out that there are different achievements between high and low proficiency level in quantitatively. It is suggested to the further study employ qualitative design to know what problems that mostly found in both high and low proficiency level students which can make the achievement different.

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