THE IMPLEMENTATION OF AUTHENTIC MATERIAL IN READING ABILIY AT THE SECOND GRADE OF SMKN 1 METRO

(A Script)

By

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ABSTRACT

THE IMPLEMENTATION OF AUTHENTIC MATERIAL IN READING ABILITY AT THE SECOND GRADE OF SMKN 1 METRO

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The aims of this research were to find out which aspect of reading is mostly improved after being taught using authentic material and what problems that are faced by students in the implementation of teaching reading using authentic material. This research was quantitative and qualitative research which used one group pre test-post test design. The subject of this research was the students of class XI AP2 of SMK N 1 Metro in the academic year 2016/2017 consisting of 25 students.

The data were analyzed by using Repeated Measure T-Test of SPSS 16. for windows. The result of the research showed that reference is a reading aspect that increases the most after being taught through authentic material and the problems the students faced in the implementation of teaching reading using authentic material were when they read the authentic materials, many of them do not know the meaning of the words and some of the students have problem in the pronunce the statement in the authentic material. It could be seen from the result of mean score from the pre test to the post test which was 20.4 in the pre test and increased to 24.24 in the post test. The gain for mean score of the pre test and post test was 3.84. Probability level (p) was 0.000, it showed that it was lower than 0.05 (p<0.05). The conclusion was drawn that there was an increased in students' reading ability after using authentic material, therefore was recommended to use as an alternative method to increased students' reading ability.

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By
DWIYANA RAMADHANTI SYANUR

A Script

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The Requirements for S-1 Degree

in

The Language and Arts Department of
Teacher Training and Education Faculty

TEACHER TRAINING AND EDUCATION FACULTY
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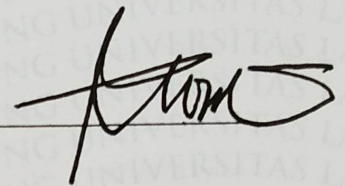**Dr. Nurlaksana Eko Rusminto, M.Pd.**
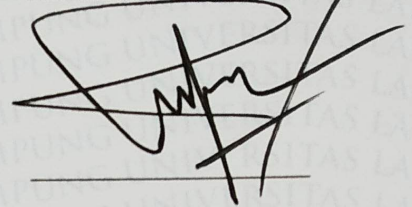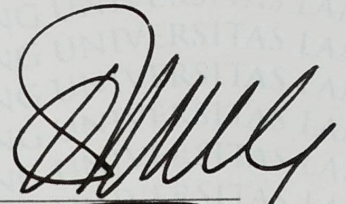NIP 19640106 198803 1 001

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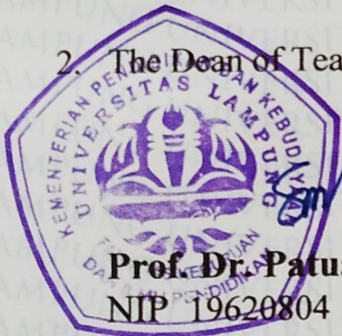1. Examination Committee

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CURRICULUM VITAE

The writer's name is Dwiyana Ramadhanti Syanur. She was born in Metro on January 27th, 1995. She is the youngest daughter of Drs. Hi. Abdul Sholeh Syanur and Dra. Komariah. She has only one older sister namely Yefrika Adila Syanur.

She started her study at Aisyiyah Bustanul Athfal Kindergarten Metro Pusat in 1998. In 2000, she continued her study at Elementary School in SD Negeri 9 Metro Pusat and graduated in 2006. Then she continued her study at Junior High School in SMP Negeri 2 Metro Timur in 2006 and graduated in 2009. After that, she was registered at Senior High School in SMK Negeri 1 Metro Timur and graduated in 2012.

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DEDICATION

This script is fully dedicated to:

My beloved parents, Drs. Hi. Abdul Sholeh Syanur and Dra. Komariah

My older sister, Yefrika Adila Syanur

My beloved big family of Syanur and big family of Abdullah

My beloved friends in English Department 2012

My Almamater, University of Lampung

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And seek help in patience and prayers

(Q.S. Al-Baqarah: 45)

It is not whether you get knocked down, it is whether you get up

(Vince Lombardi)

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The writer hopes this script contribute positively to the educational development and for those who want to accomplish further research. The writer realizes that this script is far from the perfection. There may be weaknesses and mistakes. Therefore, the writer would be grateful to accept any comments and suggestions.

Bandar Lampung,   January 2020

The Writer

Dwiyana Ramadhanti Syanur

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I INTRODUCTION

This chapter discussed introduction of the research used in this study. That are background of the problem, identification of problems, formulation of the research questions, objectives of the research, uses of the research, scope of the research and definition of terms.

1.1 Background of the Problem

Reading is an activity that can be done by all people without high cost. Reading is developed for students in order to get information and knowledge. The main function of teaching in Indonesia is as an instrument to gain science and technology, and as a device of international affair. It means that the major function of teaching learning of English in Indonesia is as an instrument of improving higher science and technology, which is absolutely needed in Indonesia specifically and world generally. According to (Williams, in Alimahsudin: 2000) reading is a process where by one looks at and understands what has been written. The keyword here is "understand" merely read aloud without understanding does not count as reading. Reading is an interactive process that goes on between the reader and the text, resulting in comprehension. The text presents letters, words,

sentences, and paragraphs that encode meaning. The reader uses knowledge, skills, and strategies to determine what that meaning is.

Many students feel that reading is boring. Some people postpone reading until the last of minutes, they realize that they do not have enough time to finish all. Moreover, in the classroom they get more tasks to read. For many people, reading is a hard job to do, because reading be done by spelling word by word.

The use of existing material has been considered to have some weakness (Crawford, 2002). Firstly, it does not present the real language model in real context, it also reduces teachers' role in the classroom from the classroom managers to the teachers who rely on other people ideas (Crawford, 2002). In addition, it does not accommodate local materials and brings about local culture. Martinez (2002) states that the existing materials have burdened students and teachers due to the difficult vocabularies covered and the preparation could be time consuming. They rarely offer real language example used in real life context (Jacobson, 2003). In the meantime, authentic materials support EFL learning environment in which exposure to the target language is needed as in the first language acquisition (Krashen, 1986). Furthermore, they help teacher provide their student opportunity to learn according to their need and interest (Jacobson, 2003).

There are so many media to teach reading, one of the media is authentic material. One of the important principles of communicative language teaching is that authentic material should be used in instruction whenever possible (Omaggio-Hadley, 1993). According to Peacock (1997), the definition of authentic materials is the materials that have been produced to fulfill some social purpose in the language community. Harmer (2004) states that authentic material has positive effect on learners, it helps learner to produce better language, acquire the language faster and makes learners more confident to deal with real life situation.

The reason why researcher chooses the authentic material as a media to teaching reading because the authentic material can be used to help the teacher solve the teaching reading problem. Authentic material can make the students enjoy and easy in their learning process in reading, the students learn how to choose words carefully because authentic media usually using a new vocabulary and easy to remember the vocabulary.

1.2 Identification of Problems

Based on the background of study above, the problems of the study are as follows:

1. The students' reading ability is fairly low.
2. The students are not enthusiastic with the teaching learning activity, especially in reading class.
3. The students have no motivation to read the text.

4. The students have negative attitude toward learning English.

1.3 Formulation of the Research Questions

The questions in this research are :

1. Which aspect of reading is mostly improved after being taught using authentic material in reading ability?
2. What problems that are faced by students in the implementation of teaching reading using authentic material?

1.4 Objectives of the Research

The objectives of this research are :

1. To find out which aspect of reading is mostly improved after being taught using authentic material in reading ability.
2. To find out what problems that are faced by students in the implementation of teaching reading using authentic material.

1.5 Uses of the Research

The uses of this research are as follows:

1. Theoretically

The result of this research is expected to be able to widen the skill of teachers in using authentic materials in order to improve students' reading ability.

2. Practically

The result of this research is suggested to apply the authentic materials to improve the students' competence in reading ability.

1.6 Scope of the Research

This research focuses on implementation reading ability through authentic materials. The research was conducted at the second grade of SMK N 1 Metro which consists of 25 students. In the pratically this study using some tests to collect data and was done at the second grade of SMK N 1 Metro. Reading ability test concern with some questions.

1.7 Definition of Terms

1. Reading is a complex cognitive process of decoding symbols in order to construct or derive meaning.

2. Reading ability is the act of understanding what you are reading. While the definition can be simply stated the act is not simple to teach, learn or practice. Reading ability is an intentional, active, interactive process that occurs before, during and after a person reads a particular piece of writing.

3. Authentic material is sometimes called authentic or contextualized, real life materials are those that a student encounter in everyday life but that were not created for educational purposes.

II LITERATURE REVIEW

This chapter discussed about review of previous research, reading skill, reading ability, aspects of reading, teaching reading, authentic material, authentic material in reading ability, procedure of using authentic material in reading ability, advantages and disadvantages of using authentic material in reading ability and theoretical assumption.

2.1 Review of Previous Research

Concerning the topic discussed in this research, there were several studies which have been conducted. Some previous research Putri (2015) and Apriyani (2015) prove that authentic material is an effective media for teaching reading easily and more fun. Putri (2015) found that the use of authentic materials made learning interesting and enjoyable. The students had learned gave good impression to them encouraged their motivation and could be better preserved in their mind. It could be seen from their enthusiasms when the students learning with their friend using authentic material.

On the other side, the previous research has been done by Apriyani (2015) at SMP Negeri 1 Metro. She was doing a comparative study between students' reading

achievement through authentic materials and non-authentic materials. She found that those two materials are able to lead the students to build the communicative teaching learning process in reading. In addition, authentic material provides good effect for students to understand narrative text especially in fable form. This method also built the relationship between the students and the teacher in learning process. The teacher as the key of learning, he or she have to manage the class to be interesting, comfortable and fun both students and teacher.

So, authentic material usage can make the students more motivated. It also can help the teacher to learn in the classroom. Authentic material is easy media and its' content is interesting.

2.2 Reading Skill

Reading is the process of looking at a series of written symbols and getting meaning from them. When we read, we use our eyes to receive written symbols (letters, punctuation marks and spaces) and we use our brain to convert them into words, sentences and paragraphs that communicate something to us. Reading can be silent (in our head) or aloud (so that other people can hear).

Reading is a receptive skill - through it we receive information. But the complex process of reading also requires the skill of speaking, so that we can pronounce

the words that we read. In this sense, reading is also a productive skill in that we are both receiving information and transmitting it (even if only to ourselves).

According to William (1984), he defines reading as a process where by one looks at and understands what has been written. Rohani Ariffin (1992:1) in her book entitled Anthropology of Poetry for Young People defines reading as a highly personal activity that is mainly done silently. There is a clear understanding that reading is something related to the activity of acquiring information and it is done either silently or aloud.

Cameron (2001:125) said that reading bring together visual information from written symbols, phonological information from the sounds those symbols make when spoken, and semantic information from the conventional meanings associated with the words as sounds and symbols. It means that when reading a text, the reader find new thing that he/she might not know yet and he/she also learns about new information that would be added his/her knowledge. He/she may also find information that would be helped him/her in learning something. Moreover, reading is essentially about understanding, that the readers would be understanded texts that they read by constructing a meaning for themselves and that writers would be tried to ensure that their readers are able to understand what they write (Cameron, 2001:125). The writer is the encoder and the reader is the decoder. The decoder has a message in his/her mind (it may be an idea, a fact, a feeling, an argument, etc) that he/she wants somebody else to share. To make this

possible, he/she must first put his/her ideas into words or in the written from as a text. The text is accessible to the mind of other person who reads it. Once it is decoded, the message enters the mind of the decoder and communication is achieved. It means that the reading is the process of interaction among the writers, the text, and the reader. In this process, the reader tries to receive the message from the writer through the text as well as possible.

I concluded that reading is an activity to get the core of the text in order to understand the content of text through a series of alphabets and words into a sentence that has the information to be conveyed to the reader

2.3 Reading Ability

Ramelan (1990:i) says that reading to student is also something crucial and indispensable since and success of his study depends for the greater part on his ability to read. If reading skill is poor, he is very likely to fail in his study or least he will have difficulty making progress. On the other hand, if he has a good ability, he will have a better chance to succeed in his study at school. Based on the statements above, it can be concluded that reading comprehension means understanding and remembering the ideas you find as you read.

Reading ability is the process of constructing meaning from text. The goal of all reading instruction is ultimately targeted at helping a reader comprehend text. Reading ability involves at least two people, the reader and the writer. The

process of comprehending involves decoding the writers' words and then using background knowledge to construct an approximate understanding of the writers' message.

Alderson (2000:28) defines reading as "an enjoyable, intense, privat activity, from which much pleasure can be derived, and in which one can become, totally absorbed." Besides Alderson, Clark and Silberstein (1987:2) also define reading an active cognitive process of interacting with print and monitoring comprehension to establish meaning.

So, reading is the process of perceiving meaning of written material while ability itself is needed in reading in other to get the idea from the written materials.

2.4 Aspect of Reading

In reading, there are several aspects which should be considered by students in order to read well.

1. Main Idea

   Main idea is called the topic sentence (Mc. Whother, 1986:36). It tells the content of the paragraph. In other word, the main idea is the important ideas that is developed by the writer throughout paragraph and sometimes are available in key words and explicit or implicit message.

2. Specific Information

   Specific information or supporting idea is developed from the main idea by giving the specific definitions, examples, facts, comparison, cause and effect that is related to the topic sentence.

3. Reference

   According to Lattulipe in Marsiyah (2009) reference is the words or phrases that is 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 to be a signal to the reader to find the meaning elsewhere in the text or sometimes is called pronoun.

4. Inference

   When a reader adds information that he or she already knows to what is stated, the reader is making an inference (Beech, 2005). In other words, the readers can make conclusion after reading the text.

5. Vocabulary

   Barnhart (2008: 697) states that stock of words are used by person, class of people, profession is called vocabulary. Concerning with the statements indeed vocabulary is fundamental for everyone who wants to speak or to produce utterance for reading.

2.5 Teaching Reading

Grabe and Stoller (2002: 20) state that reading is a set of common underlying processes that are activated when we read. In other words that reading can make

the students recall what we look before it, so they can understand the meaning from what they look.

According to Brown (2001) recent research on teaching reading has shown that a combination of top-down and buttom-up processing, so called interactive reading, is almost always a primary ingredient in successful teaching methodology because both processes are important. From the statement above, the researcher can be said that teaching reading is a job for an expert. Contrary to the popular theory that learning to read is natural and easy, learning to read is a complex linguistic achievement.

2.6 Authentic Material

Martinez (2002) defines that authentic materials are sometimes called authentic or contextualized, real life materials are those that a student encounter in everyday life but that were not created for educational purposes. They include newspapers, magazines and websites, as well as drivers' manuals, utility bills, pill bottles and clothing labels.

Authentic material is a text in which its content is appropriated to the readers' world. It presents a lot of information appropriated to the readers' in comprehending reading achievement. Spelleri (2002: 4) says that the material respects the immigration status of the learner, whether documented or

undocumented. The undocumented immigrant should not find himself in trouble for attempting to make use of knowledge gathered from the authentic material. From the statement it can be said that authentic material contain understandable news and information that can be trusted its truth and do not mislead the learners.

Authentic materials were any materials that exist in the real world. The examples of authentic materials are newspapers and advertisements, bills and receipts, offial letters and from governments or businesses, maps and directions, prescriptions and instructions, and written notes and messages.

2.7 Authentic Material in Reading Ability

Many teachers use authentic materials to teaching reading ability. Authentic materials in teaching is actually a media which is used for teaching, especially teaching reading. It is usually used in reading activity to give a stimulus for the students to develope their ideas when they are reading. If we used authentic materials, it will make our idea seems to be more conceptual. So that, the idea will be more undestandable by a reader.

Pinheiro (2005:42) state that textbook is useful both to students and teachers. She believes that school material offers structure and guidance to students on how to read and learn. She further believes that through this kind of material the teacher saves sometime when preparing the lessons.

2.8 Procedure of using Authentic Material in Reading Ability

Rupinus in Costello (2003:7) states that the teacher does activity in class that is teaching the lesson that has already been prepared. While teaching learning process the teacher also observes the students' activity.

The procedures of using authentic material in reading as follows:

A. Pre-Activity

a. Teacher greets the students.

b. Teacher checks the students' attendance.

c. Teacher gives a brief explanation of authentic material.

B. While-Activity

a. Teacher introduces and explain the definition of reading and authentic material.

b. Teacher explains the function of authentic material.

c. Teacher gives the examples of authentic material.

d. Teacher asks the students to understand the difficult word by translation with looking up dictionary.

e. Teacher explains the students about generic structure and characteristics of the example.

f. Teacher asks the students to answer the question about the authentic material that the teacher given.

C. Post-Activity

a. Teacher asks the students about their problems.

b. Teacher explains the students' problem.

c. Teacher and the students concludes the materials.

The researcher proposes the process of teaching reading ability through authentic material as follows:

1. The teacher gives a text of authentic material to the students.
2. The teacher asks the students to read the text to get general information about the text.
3. After that, the teacher give the questions to the students.
4. The teacher asks the students to answer the questions.

2.9 Advantages and Disadvantages of using Authentic Material in Reading Ability

The advantages and disadvantages of using authentic material are :

Advantages :

1. Authentic material keep students informed about what is happening in the world, so they have an intrinsic educational value (Martinez, 2002).
2. Reading texts are ideal to teach/practise mini-skills such as scanning, e.g. students are given a news article and asked to look for specific information (Martinez, 2002).
3. Different authentic materials such as books, articles, newspapers, and so on contain a wide variety of text types, and language styles not easily found in conventional teaching materials. Thus, it can help student extend their

vocabulary and help memorize them in a number of meaningful recyclings (Martinez, 2002).

4. Authentic materials can encourage reading for pleasure because they are likely to contain topics of interest to learners, especially if students are given the chance to have a say about the topics of kinds of authentic materials to be used in class.

5. Authentic material was easy to find.

6. Authentic material provides a lot of happiness for the students.

7. Authentic material support a more creative approach to teaching.

Disadvantages :

1. Authentic materials may be too culturally biased or too difficult to understand outside the language community thereby making them inaccessible to beginners or elementary learners.

2. Authentic materials may contain items, particularly vocabulary, which are of low frequency and of peripheral use to the learner and may never be encountered again.

3. Authentic material were usually to high level.

4. The text in authentic material are often too long.

5. The vocabulary might not be relevant to the students' immediate needs.

2.10 Theoretical Assumption

Reading is one of language skill that should be mastered by the students. In teaching reading, there are many techniques that can be used in teaching learning

process. One of them is authentic material. Through authentic material, the students would be guided and involved to understanding the text. Referring to the theories above, the writer assumes that teaching reading ability should be integrated with other language skills, inference is mostly improved aspect in reading ability and understanding the meaning of reading text in context authentic material will make the students easier to understand about the text.

Based on the assumption above, the writer thinks that authentic material will give a good impact in improving students' reading ability, it will make the students understand about the text.

III RESEARCH METHODS

This chapter discussed about research methods which consist of design, population and sample, data collecting technique, procedure, scoring criteria, try out of the instrument, data analysis, data treatment and hypothesis testing.

3.1 Research Design

In this research, the researcher wants to implementation of authentic material use in reading ability. This research used quantitative and qualitative methods to analyze the result of the research. The researcher was used one group pretest-post test design.

The research design that is one group pretest-post test design is formulated as follow:

$$T_1 \; X \; T_2$$

In which,

T_1 : pretest for students' reading ability before treatment is given

T_2 : post test for students' reading ability after treatment is given

X : authentic material

In this research there were two variables that were dependent variable and independent variable. The dependent variable was the technique that was used as a treatment in reading ability for the students. On the other hand, independent variable is students' score in reading ability test.

3.2 Population and Sample

The research was conducted in SMK Negeri 1 Metro. This study is interested to conducting a research in this school. This study used class XI in academic year 2016/2017, consists of 25 students. Furthermore, the researcher choose one class as the subject for her research.

3.3 Data Collecting Technique

For collecting the data, the researcher was given try out, pre-test, post test and also interview of reading ability. The test was given before and after the treatment. In detail, the techniques of collecting data were as follows:

1. Quantitative Data

   The quantitative data was collected by using try out, pre test, and post test. The test was given before and after the treatment. The pre test and post test was conducted to see which aspect is mostly improved after being taught using authentic material in reading ability. Further explanation about try out, pre test, and post test of reading will be explained as follow:

a. Try Out

This test has an aim at knowing the validity and reliability of the test. The test is administered before the pre-test. Total items are 40 and it is allocated within 60 minutes.

b. Pre-test

The pre-test was administered to the students before the treatment implemented. Pre-test was conducted to find out the students' reading ability before the students being taught by using authentic material. The material was based on the curriculum for the second grade of senior high school students. The pre-test consists of 30 items in the form of multiple choice, therefore the time allocation are 40 minutes. The result of pre-test was compared with the post test result to find out their reading ability.

c. Post test

The post test was intended to know what were the aspects of reading ability were improved by using authentic material. This test is still similar with the pre-test. In post test, there were 30 items and time allocation is 40 minutes.

2. Qualitative Data

The qualitative data was collected by using interview. Interview was conducted after the researcher gives the treatment to the students. This interview was used to identify students problem in teaching learning process. The researcher was asked to the students about their feeling and the problem when they are taught through the techniques. The researcher was analyzed the

students' answer from the interview, so that their problem in learning reading was known.

3.4 Procedure

The procedure of this research was explained as follow:

1. Constructing an instrument for pre-test and post test.

2. Selecting the subject and sample of the research.

3. Trying out the instrument (test of reading ability)

4. Giving a pre-test for students in order to identify level of reading ability.

5. The researcher teaches reading for the subject of the research using authentic material.

6. The researcher was conducted a treatment and observes the students' attention in the same time.

7. After giving a treatment and doing observation, the researcher was collected the data about students' problem by conducting an interview to some students who looks like having a problem.

8. The last, the students were given a post test to identify whether the authentic material give an improvement for students' reading ability.

3.5 Scoring Criteria

This following explained about the scoring criteria. In scoring the students' results, the researcher used Arikunto's formula. The ideal higher score is 100. The score of pretest and post test were calculated by using the formula as follows:

$S = \dfrac{R}{n} \times 100$

The formula above can be further illustrated below:

S means the score of the test

R refers to the total of the right answers

n as the total items

(Arikunto, 1997: 212)

3.6 Try Out of the Instrument

The try out test was conducted in order to determine the quality of the test which was used as the instrument of the reseach. The try out conducted before the researcher administering the pre test. This test was multiple choice test and conducted in 60 minutes. There were 40 items of multiple choice test. The result of the try out was used to measure the level of difficulty, discriminating power, the validity and the reliabilty of the instument. The test would be said to have a good quality if it is had a good of level of difficulty, discriminating power, the validity and the reliabilty.

1. Level of difficulty

    A good test was the one which is not too easy or too difficult. In order to find out the level difficulty, this research used the following formula:

    $LD = \dfrac{U+L}{N}$

In practice, the formula can be expanded as follows:

LD as level of difficulty

U means the proportion of upper group students

L refers to the proportion of lower group students

N that is the total number of the students following the test

The criteria are:

< 0.30 belongs to difficult question

0.30 – 0.70 refers to average question

> 0.70 means that it is an easy question

{Heaton 1975:182 in Hayani (2012)}

2. Discrimination power

The discrimination power refers to the extent to which the item differentiates between high and low level students on the test. A good item according to the criteria was one which good students will do well and bad students will fail. To know the discrimination power of the test, the formula that used as follows:

$$DP= \frac{U\text{-}L}{\frac{1}{2}\,N}$$

The formula above can be illustrated below:

DP refers to discrimination power

U means the proportion of upper group students

L defines the proportion of lower group students

N is total number of students

The criteria can be expanded as follows:

0.00 – 0.19 belongs to poor question

0.20 – 0.39 refers to satisfactory question

0.40 – 0.69 means that it is a good question

0.70 – 1.00 as an excellent question

Negative (-) is a bad question that should be omitted

{Shohamy, 1985: 81 in Hayani (2012)}

3. Validity

A test can be said valid if the test measure the object to be measured and suitable with the criteria (Hatch and Farhady, 1982: 250). Every test whether, it is a short informal classroom test or a public examination test, it should be valid as the constructor can make it. The test used for collecting the data cover types of validity: content and construct validity.

- Content Validity

Content validity is the extent to which the test measures a representative sample of the subject matter content. The focus of the content validity is adequacy of the sample and not simply on the appearance of the test. Content validity is intended to know whether the test items are good reflection of what will be covered. The test items are adapted from the materials (Heaton, 1975: 60). To the content validity, the writer gave the material suited with the syllabus of the second grade of senior high school. In other words, the writer made the test based on the materials in English Curriculum (K13) for Senior High School (3.4) Analyzing social

function, text structure and elements of language from official letter according to the context of use, (3.5) Analyzing social function, text structure and elements of language from personal letter according to the context of use, (3.6) Analyzing social function, text structure and elements of language from procedure text according to the context of use.

- Construct Validity

    Construct validity is concerned with whether the test is actually in line with the theory of what it means to know the language (Shohamy, 1985: 74). It means that construct validity can be found by relating the instrument with the theory of what it means to know certain knowledge skills and measured the validity by using *interrater*.

Table. 3.1 Specification of Try Out of Reading Ability Test Items

No.	Aspects of Reading	Item Number	Total	Percentage
1.	Main Idea	1, 4, 11, 19, 26, 28, 31	7	17,5%
2.	Specific Information	2, 3, 7, 9, 13, 14, 16, 17, 18, 20, 22, 24, 35	13	32,5%
3.	Reference	5, 10, 25, 32, 33	5	12,5%
4.	Inference	6, 8, 23, 29, 37, 38	6	15%
5.	Vocabulary	12, 15, 21, 27, 30, 34, 36, 39, 40	9	22,5%
Total			**40**	**100%**

The table below showed the result of try out of the reading after analyzing the level of difficulty and discrimination power each test items. There are three remark such as dropped, revised, and administered, for each test items based on theirs level of difficulty and discrimination power.

Table. 3.2 Result of Try Out of Reading Ability Test Items

No.	Remark for the Test Items	Item Number	Total
1.	Dropped	3, 4, 11, 17, 20, 29, 30, 32, 34, 37	10
2.	Revised	31, 39, 40	3
3.	Administered	1, 2, 5, 6, 7, 8, 9, 10, 12, 13, 14, 15, 16, 18, 19, 21, 22, 23, 24, 25, 26, 27, 28, 33, 35, 36, 38	27
	Total		40

From the table, it is found that 10 items should be dropped and they could not be used in reading ability test for pre test and post test. The items that should be dropped because of they did not fulfill the criteria of good test item based of the level difficulty and discrimination power. Besides, there are 27 items which are administered and 3 items should be revised. The total of the items are 30 items belong to good test item and they could be used in reading ability test for pre test and post test. The items are administered because of they fulfilled the criteria of good test item based of the level difficulty and discrimination power.

4. Reliability

Reliability refers to the whether the test is consisted on its scoring and gives us an indication of how accurate the test score are (Shohamy, 1985: 70). In achieving the reliability of the pre-test and post-test of reading, *split half reliability* was used in this study. The researcher was divided the 40 items of reading test into two randomly based on odd and even number. The test given to the students are also divided into two groups randomly. Then the researcher compared the result. If both of the tests give relatively same outcome, the it can be said that the test is reliable (Setiyadi, 2006:

18). To measure the coefficient of reliability between odd and even group, the researcher uses the Pearson Product Moment as follows:

$$\mathbf{r}_{xy} = \frac{n\sum xy - (\sum x)(\sum y)}{\sqrt{\{n\sum x^2 - (\sum x)^2\}\{n\sum y^2 - (\sum y)^2\}}}$$

(Hatch and Farhady, 1982)

The formula can be expanded as follows:

r_{xy} is coefficient of reliabilty between odd and even number

n that is number of students who followed the test

$\sum x^2$ as total square of x (total score of odd number)

$\sum y^2$ refers to total square of y (total score of odd number)

$\sum xy$ means total score of odd and even number

Based on the criteria of reliability, the try out of reading ability test had average reliability that is 0.717.

After getting the coefficient correlation between odd and even numbers, then the researcher continue to put them into reliability formula Spearman-Brown's Prophecy to know the coefficient correlation of the whole items. The formula of Spearman-Brown's Prophecy as follows:

$$\mathbf{r_{11}} = \frac{2 \times r_{xy}}{1 + r_{xy}}$$

Where the formula above can be illustrated below:

r_{11} means reliability coefficient

r_{xy} refers to the coefficient of reliabilty between odd and even number

Based on the criteria of reliability, the reading ability test had high reliability that is 0.835.

Besides, the reliabilty calculation was calculated through SPSS16.

Table. 3.3 Reliability Statistics by using SPSS16

Correlation Between Forms		.717
Spearman-Brown Coefficient	Equal Length	.835
	Unequal Length	.835
Guttman Split-Half Coefficient		.835

In this case, the coefficient of rank correlation was analyzed with the standard of reliability as follows:

1. 0.80000 - 1.0000 belongs to very high reliability

2. 0.60000 - 0.7900 means that it has high reliability

3. 0.40000 - 0.5900 refers to average reliability

4. 0.20000 - 0.3900 as low reliability

5. 0.0000 – 0.1900 refers to very low reliability

(Slameto, 1998)

3.7 Data Analysis

Data analysis is the process of organizing the data in order to gain regularly of the pattern and form of the research. The term interpretation could be defined as a procedure of giving meaning on the result of analytic process. Setiyadi (2006) says that data analysis is done to create understanding of the data and after following the certain product, result of the study could be presented by the researchers to the readers. After conducting a research by using tests and

treatments, the researcher will analyze the data by using *Repeated Measured t-test (Paired Sample Test)* from SPSS16.

3.8 Data Treatment

According to Setiyadi (2006), the use of t-test for hypothesis testing had three basic assumptions that could be described as follows:

    a. The data is an interval.

    b. The data is taken from random sample in population.

    c. The data is distributed normally.

Therefore before testing the hypothesis using t-test, it is necessary to find out whether the data in the class were normally distributed or not. Since the objective of this study was to find out the improvement of students' reading ability, the data were treated by using normality test. The normality test was used to measure whether the data is normally distributed or not. The data were tested by *Shapiro-Wilk* through SPSS version 16. The hypothesis for the normality test are:

    H_0 : the distribution of the data is not normal

    H_1 : the distribution of the data is normal

The H_0 will be accepted if the result of the normality test is lower than 0.05 ($p<\alpha$) meanwhile H_1 will be accepted if the result of the normality test is higher than 0.05 ($p>\alpha$).

3.9 Hypothesis Testing

The hypothesis testing will be used to prove whether the hypothesis proposed in this study was accepted or not. The hypotheses were analyzed by using *Paired Sample Test* of *Statistical Package for Social Sciences* (SPSS) windows version 16.0. The writer used the level of significance 0,05 in which the hypothesis was approved if $\alpha < 0,05$.

The hypothesis are drawn as follows:

H_0 : "There is no significant difference of scores of main idea, specific information, reference, inference and vocabulary. The criteria Ho will be accepted if alpha level is higher than 0.05 ($\alpha > 0.05$)."

H_1 : "There is significant difference of scores of main idea, specific information, reference, inference and vocabulary. The criteria H1 will be accepted if alpha level is lower than 0.05 ($\alpha < 0.05$)."

V CONCLUSIONS AND SUGGESTIONS

This chapter covers the conclusions of the data analysis and also suggestions for further research and teacher.

5.1 Conclusions

According to the research finding, the writer comes to this following conclusion:

1. After the research has been conducted, it is concluded that authentic material is a good media for improving the students' reading ability because it can help the students to learn reading with a real thing. The improvement can be seen from the mean and also the gain in pre test and post test. The mean scores of pre test is 20.4 and the mean scores of post test is 24.24. From the scores of pre test and post test, the gain is 3.84.

2. Reference become the most improve aspects of reading.

3. The problems the students faced in the implementation of teaching reading using authentic material are (1) when they read the authentic materials, many of them do not know the meaning of the words, (2) some of the students have problem in pronuncing the words, (3) some of the students feel uncomfortable and afraid of teachers' questions.

5.2 Suggestions

Based on the conclusions above, the writer would like to propose the following suggestions:

1. English teachers are recommended to apply authentic material as an alternative media in order to help students in developing and improving their reading ability.

2. In this research the researcher found out which types of reading that improved better after implementing the authentic material. Further researchers are recommended to find out other aspects of reading that improved better and least by using authentic material, that are main idea, specific information, reference, inference and vocabulary.

3. In this research the researcher found the students' problems during the learning process. The next researches are recommended to investigate the way to overcome the students' problems in learning reading or other English language skills.

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