

ABSTRACT

COMPERATIVE STUDY OF STUDENTS' READING ACHIEVEMENT BETWEEN THOSE TAUGHT USING AUTHENTIC AND THOSE USING TEACHER-MADE MATERIALS AT THE FIRST GRADE OF SMAN5 BANDAR LAMPUNG

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Reading is one of the important skills that the students have to master. Interesting reading materials are expected to increase students' reading interest. Authentic and teacher-made materials are types of reading believed to be able to increase students' reading interest and improve their reading achievement.

The objectives of this research are to find out whether there is a significant difference of students' reading achievement between those who are taught using authentic and those using teacher-made materials, and to find out which of the two materials is more effective to teach reading.

This is a quantitative research, in which the data tend to use statistics as measurement in deciding the conclusion. In conducting this research, the researcher used static group comparison design. The population of this research was the first grade of SMAN 5 Bandar Lampung. The samples were the students in X₃ class and X₄ class. It was chosen by using lottery. Objective test was used as the instrument for data collection, which was administered in pretest and posttest. The treatments were given in three times in both classes. The data gained from this research were statically analyzed using independent group t-test through SPSS 17.0 for Windows and statistical analysis T-test at the level of significance 0.05.

The result shows that there is a significant difference of students' reading comprehension achievement between students who were taught by using authentic material and teacher-made material. The significant increase of students' achievement in the experimental class 1 (authentic material) was ($p < 0.05$, $p = 0.000$) with the increase of mean in pretest and posttest was 11.82 points. Meanwhile, the significant increase of students' achievement in the experimental class 2 (teacher-made material) was ($p < 0.05$, $p = 0.000$) with the increase was only 7.43 points. It indicates that authentic material is more effective than teacher-made material to increase the students' reading comprehension achievement.