

IV. RESULT AND DISCUSSION

This chapter deals with the results of the data analysis and discussion. The results of the data analysis are divided into six sections, that is, the results of the pre-test, the results of the post test, normality test, homogeneity test, random test and hypothesis test. Meanwhile, discussions only discuss the treatment process while conducting the research.

4.1. Research Result

This research was conducted to find out whether there was significant difference of students' reading achievement between those who are taught using Authentic Material and those using Teacher-Made Material, and to find out which one of the two materials is more effective for teaching reading. The research was carried out in the first year of SMAN 5 Bandar Lampung with the subject being students of two classes, X.3 and X.2 of the year 2012/2013. To make sure that the instrument is good, the researcher was firstly tried out the instrument. Secondly, she analyzed the result and rearranged the instrument for pre-test. Thirdly, she administered pre-test for the experimental and control class. Fourthly, she conducted treatments. Fifthly, she administered the post-test.

4.1.1. Pre-Test Result

To reveal the students' basic reading comprehension before they were given treatments, the researcher administered the pretest to both experimental classes in 60 minutes. The number of items in the test are 25 with five alternative answer for each (a,b,c,d, and e), one as the correct answer and the rest are distracters. In experimental class 1, the mean score of the pretest is 62.12 the highest score is 80 and the lowest score is 35 (see Appendix 10). Meanwhile in experimental class 2, the mean score is 61.52, the highest score is 80 and the lowest is 40 (see Appendix 11). Here we know that the average score of experimental class 2 is the same with experimental class 1. It means that both classes approximately have the same level in term of reading comprehension achievement. The frequency distribution is presented in the following table:

Table 4. Distribution Frequency of Students' Pretest Scores in Experimental Class 1.

No	Interval Score	Frequency	Percentage
1.	77-83	3	9.09 %
2.	70-76	6	18.18 %
3.	63-69	7	21.21 %
4.	56-62	6	18.18 %
5.	49-55	8	24.24 %
6.	42-48	2	6.06 %
7.	35-41	1	3.03 %
Total		33	100 %

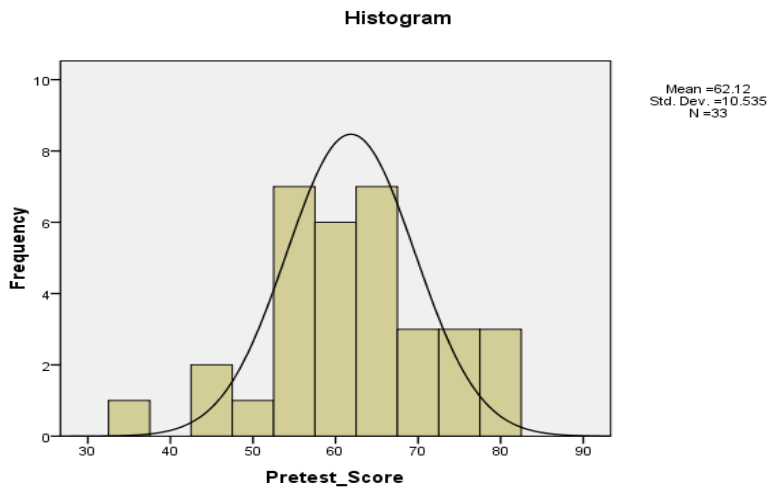


Table 4 illustrates that the majority of the students obtain score 49-55 (24.24 %). And it also shows that 24 students (72.72%) get score less than 70 and 9 students (27.27%) get score more than 70. It can be concluded that there are a few students who have adequate achievement in reading comprehension that had been tested. In general, the results of the pretest of both classes are not satisfactory since there are a lot of students score below 70. It means that, in general, their achievement is still low. Distribution of the students' score of the pretest in experimental class 2 is presented in the table below:

Table 5. Distribution Frequency of Students' Pretest Scores in Experimental Class 2.

No	Interval Score	Frequency	Percentage
1.	76-81	2	6.06%
2.	70-75	7	21.21%
3.	64-69	5	15.15%
4.	58-63	9	27.27%
5.	52-57	5	15.15%
6.	46-51	2	6.06%
7.	40-45	3	9.09%
Total		33	100%

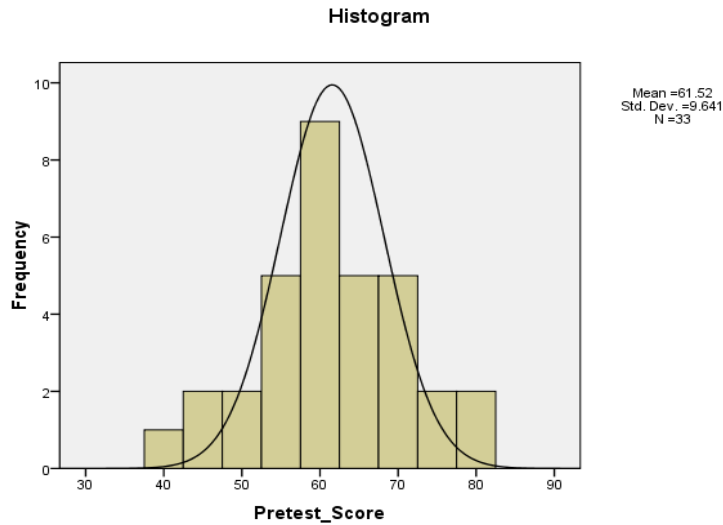


Table 5 shows that the majority of the students are on score interval 58-63 (27.27%). From the table we can see that 24 students (72.72%) get score less than 70 and 9 students (27.27%) get score more than 70. It can be concluded that there are a few students who have adequate achievement in reading comprehension that had been tested. In general, the results of the pretest of both classes are not satisfactory since there are a lot of students have score below 70. The score for mastery learning standard used in this school is 70 and there are a lot of students in both experimental classes score below 70.

In order to find out whether the level of the two classes are equal or not in terms of reading comprehension achievement, the researcher has compared the result of pretest on those two classes using SPSS program, and the result is described in Table 4.

Table 6. Analysis of Students' Score of The Pretest in Experimental Class 1 and Experimental Class 2.

Experiment_Class		N	Mean	Std. Deviation	Std. Error Mean
Pretest	Experiment 1	33	62.12	10.535	1.834
	Experiment 2	33	61.52	9.641	1.678

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Pretest	Equal variances assumed	.241	.625	.244	64	.808	.606	2.486	-4.360	5.572
	Equal variances not assumed			.244	63.503	.808	.606	2.486	-4.361	5.573

Based on the table above (see Appendix 20), it can be seen that the significance is 0.808. It means that the significance difference between means score of pretest in experimental class 1 and experimental class 2 is greater than α or $\text{Sign} > \alpha$ ($p > 0.05$, $p = 0.808$). It can be determined that H_0 is accepted and H_1 is rejected. In short, both of

the experimental classes have the same ability in reading comprehension achievement.

4.1.2. Results of the Posttest

After giving three times of treatments to the students, the posttest was administered in order to determine whether there was a significant difference of the students' reading comprehension achievement or not after the treatments. It required 60 minutes to administer the posttest. There were 25 items of multiple choices related to the topic. The distribution scores of the posttest in the experimental class 1 will be explained in the following table.

Table 7. Distribution Frequency of Students' Posttest Score in the Experimental Class 1

No	Interval Score	Frequency	Percentage
1.	91-96	2	6.06%
2.	85-90	6	18.18%
3.	79-84	8	24.24%
4.	73-78	7	21.21%
5.	67-72	3	9.09%
6.	61-66	3	9.09%
7.	55-60	4	12.12%
Total		33	100%

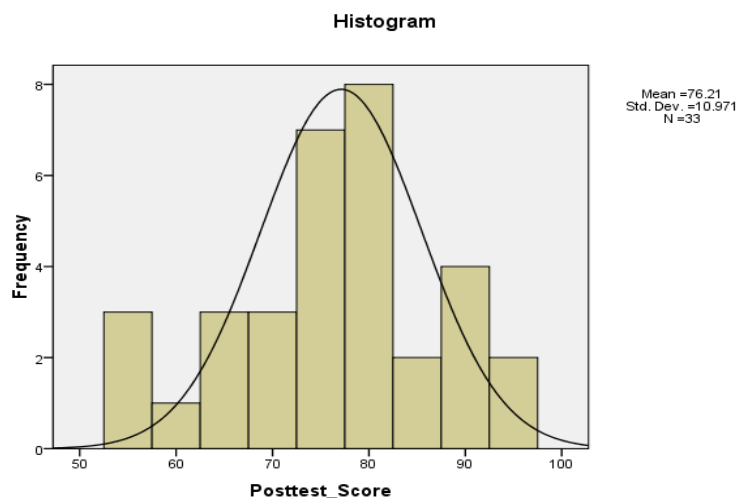


Table 7 reveals that the majority of the students are on the interval 79-84 (24.24%). It also shows 26 students (78,79%) gain score more than 70 and only 7 students (21.21%) gain score less than 70. It can be inferred that there is an increase of students' reading comprehension achievement in experimental class 1. And the distribution of the students' score of the pretest in the experimental class 2 is presented in the table 8:

Table 8. Distribution Frequency of Students' Posttest Scores in the Experimental Class 2.

No	Interval Score	Frequency	Percentage
1.	87-93	1	3.03%
2.	80-86	5	15.15%
3.	73-79	7	21.21%
4.	66-72	5	15.15%
5.	59-65	5	15.15%
6.	52-58	5	15.15%
7.	45-51	5	15.15%
Total		33	100%

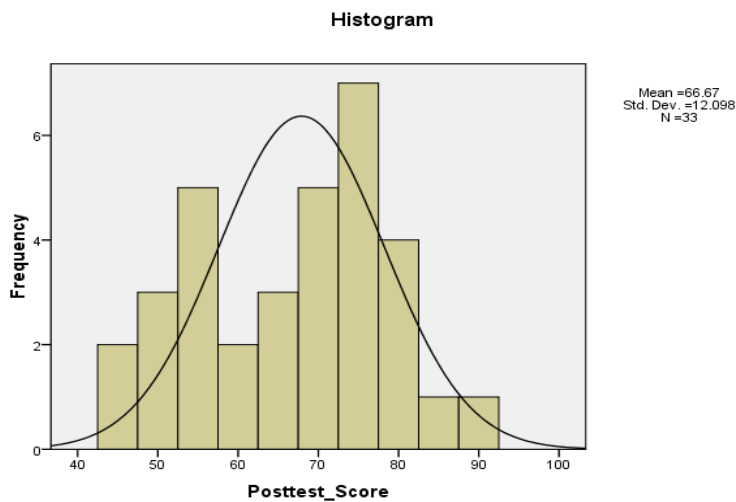


Table 8 describes that the majority of the students gain score interval 73-79 (21.21%). From the table we can see that 18 students (54,54%) gain score more than 70 and 15 students (45,45%) gain score less than 70. In experimental class 2, the mean score is 66.67; the highest score is 90 and the lowest score is 45 in which there are 15 students who get less than 70. It can be seen that there is improvement of students' reading comprehension achievement in experimental class 2. After comparing the two classes using Table 7 and Table 8, it can be said that the increase in experimental class 1 is higher than in experimental class 2.

It can be concluded that the teaching learning process in experimental class 1 has better result than in experimental class 2. Since the number of students in experimental class 1 who are able to obtain the mastery learning standard (78.79%) is higher than the number of students in experimental class 2 who are able to achieve the mastery of learning standard (54.54%). In order to find out whether there is significant difference of the students reading comprehension achievement, the

researcher has compared the result of the posttest on those two classes using SPSS 17.0 program. And the result is described in Table 9.

Table 9. Analysis of the Students' Score of the Posttest in Experimental Class 1 and Experimental Class 2.

Experiment_Class		N	Mean	Std. Deviation	Std. Error Mean
Posttest	Experiment 1	33	76.21	10.971	1.910
	Experiment 2	33	66.67	12.098	2.106

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Posttest	Equal variances assumed	1.272	.264	3.358	64	.001	9.545	2.843	3.866	15.225
	Equal variances not assumed			3.358	63.398	.001	9.545	2.843	3.865	15.226

Based on the table above, Sig. (2-tailed) is .001, sig. $< \alpha$ ($p > 0.05$, $p = 0.001$). It means that there is significant difference between means score of posttest in experimental class 1 and experimental class 2 (see Appendix 21). It can be determined that H_0 is

rejected and H_1 is accepted. In short, both of the experimental classes have different achievement in reading comprehension achievement.

4.1.3 Normality Test

Normality Testing is used to measure whether the data of the test have normal distribution or not. It is because the students' score of pre-tests and post-test both group are analyze to gain the normality test. The researcher has used SPSS (One-Sample Kolmogrov-Smirnov Test). The result of the normality testing can be seen in table 10 below:

Table 10. Normality Testing

	Kolmogrov-Sminov Z	
	N	Sig. (2-tailed)
Pretest X.3	33	0.649
Posttest X.3	33	0.423
Pretest X.4	33	0.554
Posttest X.4	33	0.414

Table 10 infers that the result of normality of the pretest in the experimental class 1 (X.3) shows that the value of two tailed significance is 0.649. In this case the hypothesis is accepted if $\text{Sign} > \alpha$, $0.649 > 0.05$. It means that the distribution of the data of the test normal. Meanwhile, the result of normality test of the posttest in the experimental class 1 show that the value of two tail significance is 0.423. Since $\text{Sign} > \alpha$, $0.423 > 0.05$, it can be concluded that the data of the posttest in the experimental class 1 was normally distributed.

On the other side, the similar results are found in experimental class 2 (X.4). The normality test value of the pretest from this group shows in the number of 0.554. This hypothesis was accepted if $\text{Sig} > \alpha$, since $0,554 > 0.05$. It could be stated the hypothesis is accepted both in the experimental class 1 and experimental class 2, which means that the distribution data in both classes are normal. Furthermore, the result of computation of normality can be seen completely in Appendices 16 and 17.

4.1.4. Homogeneity Test

The homogeneity testing is intended to test whether the variance of the data in the experimental class 1 and experimental class 2 is equal or not. The data is statically computed through SPSS (Independent Sample Test). The data of both classes are homogeneous if the significance is greater than 0.05. The result of homogeneity testing is as follows:

Table 11. Homogeneity Testing of Pretest

Variables	Sig. (2-tailed)	Conclusion
Experimental Class 1	.808	Homogeneous
Experimental Class 2		

Table 11 shows that the data are homogenous since the significance is 0.808. As the significance is more than 0.05, it illustrates that the data of both classes are homogeneous. The complete result of computation can be seen in Appendix 22.

4.1.5. Random Test

In this research, the researcher has used SPSS (Number of Runs Test) to see whether the data in the experimental group 1 and experimental group is random or not. It is

accepted if the significance is greater than 0.05. The result of random test is stated in the table 12.

Table 12. Random Test of Pretest in the Experimental Class 1 and Experimental Class 2

Variables	Test Value (a)	Sig. (2-tailed)	Conclusion
Experimental Class 1	60	.464	Random
Experimental Class 2	60	.853	Random

Table 12 illustrates that the random test from the pretest in the experimental class 1 shows the two tails significance is 0.464. Seeing the result, it can be concluded that the data are random since $\text{Sig} > \alpha$ ($0.464 > 0.05$). Meanwhile, the analysis of the random test of the pretest in experimental class 2 shows the value of two tails is 0.853, since $\text{Sig} > \alpha$, ($0.853 > 0.05$). It indicates that the significance of the data is greater than 0.05 and could be summed up that the data of the pretest of both classes are taken from the population at random.

Table 13. Random Test of Posttest in the Experimental Class 1 and Experimental Class 2

Variables	Test Value (a)	Sig. (2-tailed)	Conclusion
Experimental Class 1	75	.544	Random
Experimental Class 2	70	1.000	Random

Table 13 indicates that the result of the random test from the posttest in the experimental class 1 is 0.544. The value is $\text{Sig} > \alpha$, in which $0.544 > 0.05$. It could be stated that the data are random. Meanwhile, the result of random test from the posttest in the experimental class 2 shows the value of two tails significance is 1.000. Since

the value is higher than α ($1.000 > 0.05$), the data from this group are also determined random.

In conclusion, the data of pretest and posttest from the experimental class 1 and experimental class 2 show the value of two tail significance are higher than alpha ($\text{Sign} > \alpha$), which means that the data from the two groups are random. The complete result of computation can be seen in Appendix 18 and 19.

4.1.6. Hypothesis Test

The hypothesis was tested to prove whether the proposed of hypothesis is accepted or rejected. To test the hypothesis, since the data have normal distribution, the researcher used SPSS Parametric (Independent Samples T-test) by comparing the gain of students' score in both classes, after that the researcher use the Statistical Analysis T-test to make sure whether there is significant difference of students' reading comprehension achievement between those who are taught using authentic material and those who are taught using teacher-made material. The result of the computation is as follows:

Table 14. The Analysis of Hypothesis Test

T-Test

Group Statistics					
	Experimental_Class	N	Mean	Std. Deviation	Std. Error Mean
Gain	Experimental Class 1	33	11.82	7.452	1.690
	Experimental Class 2	33	7.42	5.561	1.771

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Gain	Equal variances assumed	2.505	.118	2.110	64	.039	8.939	4.236	.477	17.401
	Equal variances not assumed			2.110	62.330	.039	8.939	4.236	.473	17.406

Table 14 shows that sig.(2-tailed) is 0.039. It means that the sig. $< \alpha$ ($p < 0.05$, $p = 0.039$). It can be concluded that H_0 is rejected and H_1 is accepted that there is significant difference between those who are taught using authentic material and those who are taught using teacher-made material on the Student's reading comprehension achievement.

Having analyzed the data by using SPSS Parametric (Independent Sample T-test), the researcher compared the two gains of experimental class 1 and experimental class 2. Then, the data has been collected and was proved by the Statistical Analysis T-test (see appendix 21).

The calculation shows that $t\text{-ratio} > t\text{-table}$, that is $2.721 > 1.997$. It means that H_1 is accepted that there is significant difference between those who are taught using authentic material and those who are taught using teacher-made material on the Student's reading comprehension achievement. Having analyzed the data of students' increase in both classes and testing the hypothesis, the result of the data can be summed up into the following table:

Table 15. Comparison of the Increase of Students' Reading Comprehension Achievement in both Classes

No.	Class	Gain	Mean differences	Significant value	t-ratio	t-table
1.	Experimental Class 1	11.82	4.4	0.039	2.721	1.997
2.	Experimental Class 2	7.42				

By observing the table 15 above, there are three aspects being compared, as follows:

1. The gain score of both classes, 11.82 for experimental class 1 and 7.42 for experimental class 2 and the mean difference is 4.4. In other words, experimental class 1 gains 8.9 scores, higher than in the experimental class 2.
2. The significant value of students, that was 0.039 ($p=0.039$). Based on the table above, it can be found that the students' significant score was lower than 0.05 ($0.039 < 0.05$). It means that H_1 is accepted and H_0 is rejected.
3. The last was t-ratio higher than t-table ($2.721 > 1.997$). So, H_1 is accepted and H_0 is rejected.

Considering those data above, it can be stated that there is a significant difference of students' reading comprehension achievement between the students who have taught using authentic material and those who have taught using teacher-made material at

the first grade of SMA Negeri 5 Bandar Lampung. Teaching reading comprehension through authentic material gives higher increase than teacher-made material. In other words, authentic material is better than teacher-made material for students' reading comprehension achievement.

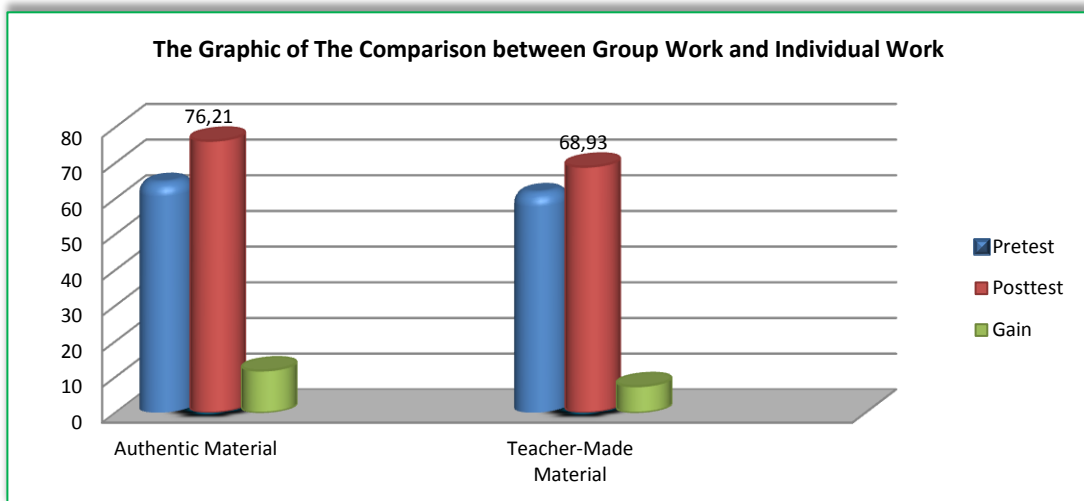
4.2. Discussions

This section deals with the discussions and findings of the research which compare the two materials; authentic material and teacher-made material on students' reading comprehension achievement. But, before discussing it further, the researcher would like to investigate the previous relevant research related to this research, that is, "A comparative study of students' reading achievement between those who are taught through short story and those through mini dialogue (Nurmala : 2012). She has found that short story gives a better result in improving student's reading achievement because the students are more interested to read story than read a dialogue, and they could find a new story from those short story. So, short story is more effective as teaching material for teaching reading than mini dialogue.

These current findings are similar to the finding of this research that the material which the researcher's belief will produce better result, provides significant two tail $p < 0.05$. It means that there is significant difference between those two teaching materials. Besides that, the materials which have given better result to both researches also make the students become active in the class because it bring the students into interesting and enjoyable situation.

On the other hand, there is a different finding between Nurmala's research and this research that is in the case of material that is being taught. In Nurmala's research the reading material is limited to the short story that makes this technique just can be used to teach narrative text. Meanwhile, in this research the reading material used authentic material and teacher-made material to teach news item text. So, it can be concluded that the materials of this research is different with previous research.

Therefore, come back to the first discussion and finding of this research, in order to know the different achievement between the students who are taught using authentic material and those using teacher-made material, this research analyzed the data by using Independent Group T-test to measure the data from the two different materials and both of them are also taken from different situation and the result of this research is shows on the graphics as follows:



Based on the graphics above, it can be seen that in experimental class 1, the students' mean score increase significantly from 64.39 to 76.21 with the gain 11.82 points. Meanwhile, in experimental class 2, the students' mean score increase from 61.51 to 68.94 with the gain only 7.43 points. The increase indicates that experimental class 1 gained higher than experimental class 2. This finding confirms the second objectives of this study that authentic-material is more effective than teacher-made material for student's reading comprehension achievement.

This might be caused in this study, authentic material make the students interested to read the text because usually authentic material use an up-to-date text, it makes the students tend to be curious about the topic. It is also proved by Rogers (1988) defines authentic material as "appropriate" and "quality" in terms of goals, objectives, learners need and interest and "natural" in terms of real life and meaningful communications. They have a positive effect on learner motivation because they are intrinsically more interesting and motivating than created materials. There is a huge supply of interesting sources for language learning in the media and on the web and these closely to the interests of many language learners.

This research deals with five meetings for each experimental class, the treatments have done in three meetings after the researcher administered the pretest. Then after having the three times of treatments, the researcher analyzed the data by giving post-test. In each meeting the teacher distributed different text in order to stimulate them

in comprehending the content of the text. But, the text is still in the form of news item text. It is because news item text is appropriate to the guideline of school based curriculum for SMA/MA class X at the second semester. In this case, it is necessary for the students of senior high school to have a good reading comprehension. It also proved by Simanjuntak (1984:4) who states that the first point about reading process is reading comprehension. In which the students are in the process of comprehending the content of the text given by the teacher.

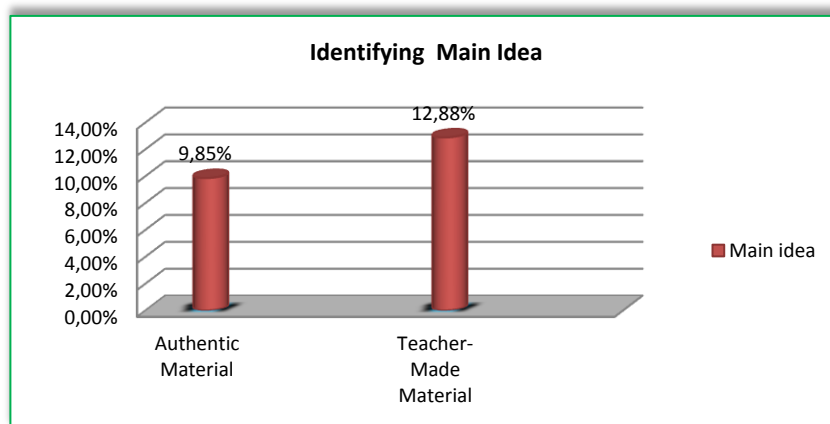
Main idea

The gain score in identifying main idea of experimental class 1 (authentic material) is 9.85%. Most students had difficulty to determine main idea of the text. It can be seen from a text “Surakarta officials wear traditional Javanese clothing as new policy”, the researcher asked students to find out the main idea of the text, *what is the main idea of the text?* The correct answer is *all public officers in Surakarta to wear beskap of kebaya (women’s traditional Javanese clothing) to work on Thursday*. Most students were still confused to find it and some of them answer “*Javanese traditional clothes are easy to wear*”.

In experimental class 2 (teacher-made material), the gain in identifying main idea is 12.88%. From gain score of this class, it can be seen that only few students got difficulty to find out the main idea than experimental class 1. In text “Surakarta officials wear traditional Javanese clothing as new policy” almost all students

answered correctly with the answer “*all public officers in Surakarta to wear beskap of kebaya (women’s traditional Javanese clothing) to work on Thursday*”

From the discussion above, it can be concluded that experimental class 2 had higher achievement than experimental class 1 in identifying main idea. The percentage of their achievement is explained on the graphics as follows:



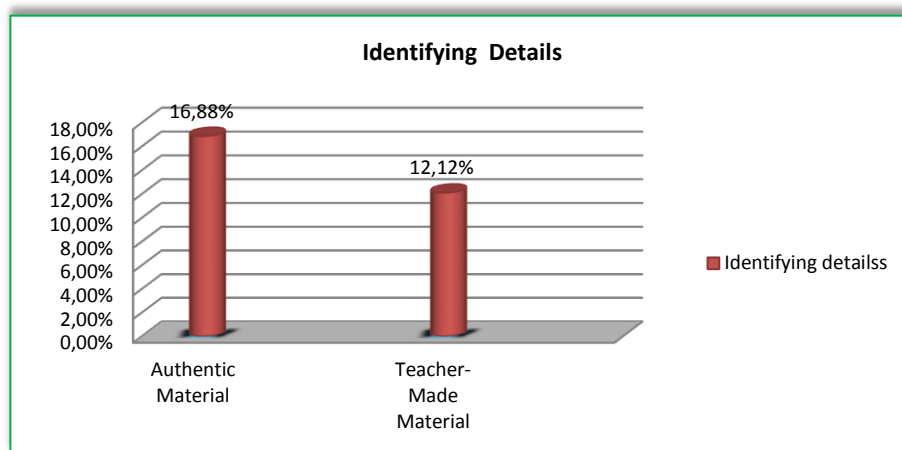
Identifying Details

In experimental class 1 (authentic material), the gain score in identifying details is 16.88%. In this class, identifying details is the strongest aspect that has been comprehended by students. Only few students got difficulty to identify details of the text. In text “Growing Number of High School Students Smoking”, the researcher asked *89 percent represents the percentage of...* The answer is *the number of female smokers*. Most students answered correctly.

In experimental class 2 (teacher-made material), the gain score in identifying details is 12.12%. Similar to experimental class1, the students comprehended identifying

details well enough, although it is not the strongest aspect in this class. Only few students got difficulty to identify details of the text. In text “Growing Number of High School Students Smoking”, the researcher asked *89 percent represents the percentage of...* The answer is *the number of female smokers*. Most students answered correctly.

From the discussion above, it can be concluded that experimental class 1 had higher achievement than experimental class 2 in identifying details. The percentage of their achievement is explained on the graphics as follows:



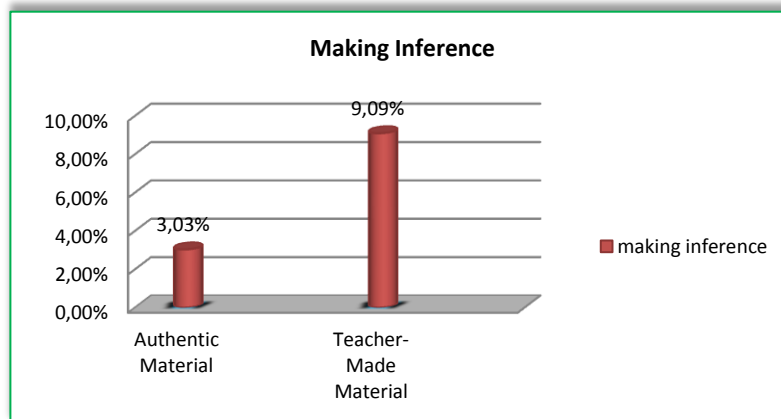
Inference

The gain score in making inference in experimental class 1 (authentic material) is 3.03%. In this class, this aspect is the lowest from other aspects. Most students had difficulty in making inference from the entitled “Surakarta officials wear traditional Javanese clothing as new policy”. The researcher asked *why people are reluctant to wear traditional clothes of Javanese*. The answer is *because they are quite difficult to*

wear. However, almost all of students could not answer correctly, some students answered *because it is too expensive* and the rest answered *because people not comfort to wear it*.

In experimental class 2, the gain score in making inference is 9.09%. This class had better achievement than experimental class 1. However, some students had difficulty in making inference from the text entitled “Surakarta officials wear traditional Javanese clothing as new policy”. Same question had given to this class *why people are reluctant to wear traditional clothes of Javanese*. The answer is *because they are quite difficult to wear*. However, almost all of students could not answer correctly, some students answered *because people are shy to wear it* and the rest answered *because people hard to buy that clothes*.

From the discussion above, it can be concluded that experimental class 2 had higher achievement than experimental class 1 in making inference. The percentage of their achievement is explained on the graphics as follows:

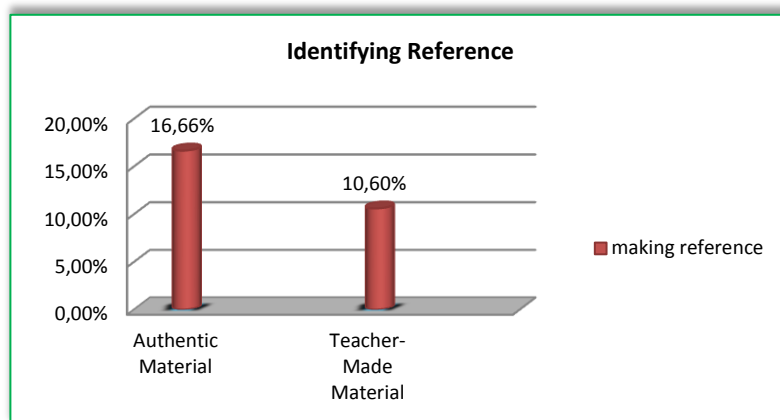


Reference

In experimental class 1 (authentic material), the gain score in identifying reference is 16.66%. The aspect has increase higher than other aspects. Most students did not difficulty in identifying reference from the text entitled “Surakarta officials wear traditional Javanese clothing as new policy”. The students had given a question *he could wear beskap by himself. The word “he” refers to*. Almost students were easy to answer it with the correct answer *Jokowi*.

The gain score in identifying reference in experimental class 2 (teacher-made material) is 10.6%. This aspect had also increased in this class, but not as high as experimental class 1. Most students did not difficulty in identifying reference from the text entitled “Surakarta officials wear traditional Javanese clothing as new policy”. The students had given a question *he could wear beskap by himself. The word “he” refers to*. Almost students were easy to answer it with the correct answer *Jokowi*, but there were still some students confused and they made wrong answer *Hadi Rudyatmo*.

From the discussion above, it can be concluded that experimental class 1 had higher achievement than experimental class 2 in identifying reference. The percentage of their achievement is explained on the graphics as follows:



Understanding Vocabulary

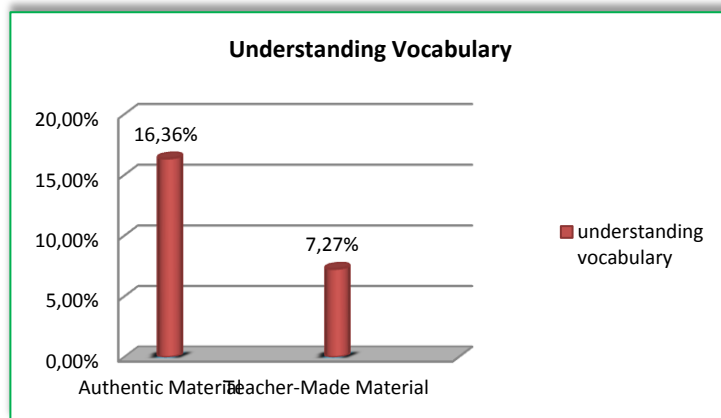
The gain score in understanding vocabulary in experimental class 1 is 16.36%.

Similar to identifying details and identifying reference, this aspect has increase well in experimental class 1. Most students did not difficulty to understand vocabulary.

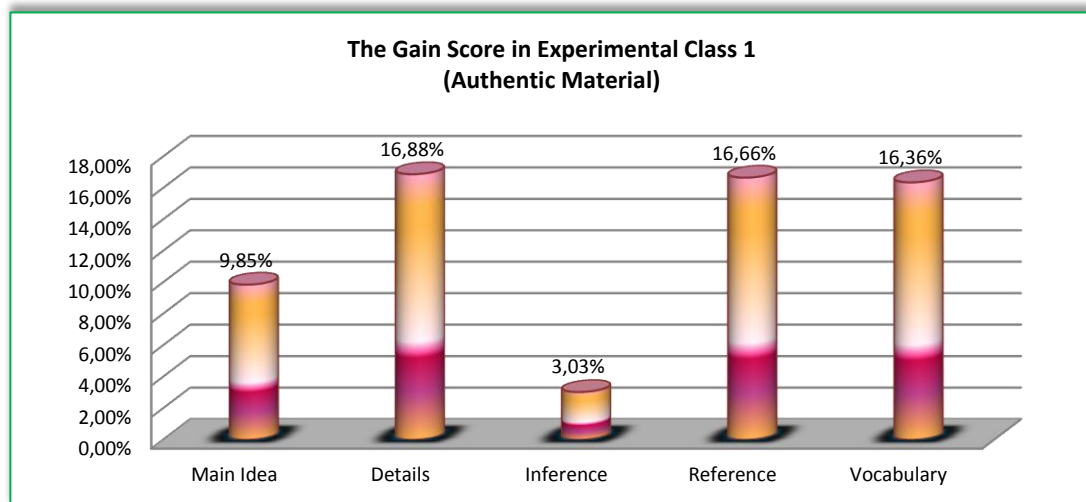
The researcher gave a text entitled “growing Number of High School Student Smoking”. There is a question *the Indonesian anti-tobacco campaign has reportedly been deemed as **ineffective** as. The bold word has similar meaning to.* Almost all students answer correctly, it is *useless*.

In experimental class 2, the gain score in understanding vocabulary is 7.27%. The result shows that in this class some students had difficulty in understanding vocabulary, so their achievement is lower than experimental class 1 has. The researcher gave a text entitled “growing Number of High School Student Smoking”. There is a question *the Indonesian anti-tobacco campaign has reportedly been deemed as **ineffective** as. The bold word has similar meaning to.* Some students did not answer correctly, such as *useful* or *fail*, while the correct answer is *useless*.

From the discussion above, it can be concluded that experimental class 1 had higher achievement than experimental class 2 in understanding vocabulary. The percentage of their achievement is explained on the graphics as follows:

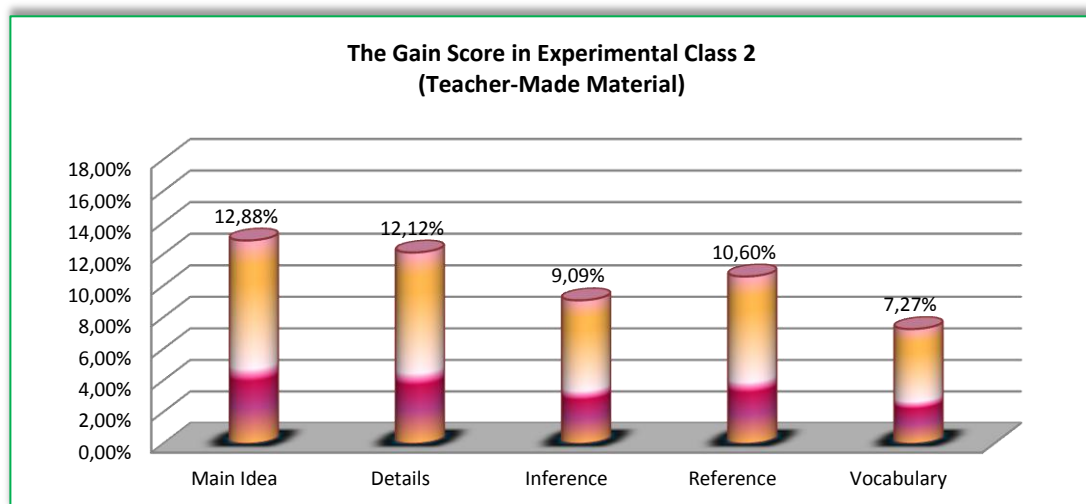


In general, the use of authentic material is more effective than teacher-made material to teaching reading comprehension especially in terms of identifying details, identifying reference and understanding vocabulary. The percentage of gain score in experimental class 1 will be explained in the following graphics.



From the graphics above, the effectiveness of authentic material can be seen well after the treatments especially in identifying details, identifying reference and understanding vocabulary. The increase can be seen from the gain score of students' achievement of reading aspects in identifying details, 16.88%; identifying reference, 16.66%; understanding vocabulary, 16.36%; identifying a main idea, 9.85%; and making inference, 3.03%.

Besides that, achievement in experimental class 2 was effective enough, although the increase was not as high as experimental class 1. In experimental class, students had achievement in aspects identifying main idea and identifying details. The increase can be seen from the gain score in identifying main idea is 12.88%; identifying details is 12.12%; identifying references is 10.6%; making inferences is 9.09%; and understanding vocabulary is 7.27%. The percentage of gain score in experimental class 1 will be explained in the following graphics.



It can be concluded that the use of authentic material produced higher result of students' achievement than teacher-made material in reading comprehension achievement.

The students' score within the experimental class I increase significantly from 64.39 to 76.21 point with the increase of means of 11.28. Treatments were done after pre-test. It was to find out their previous score before given treatment and to find out how far the gain was achieved.

The first treatment deals with reading text entitled *Taufik Hidayat Quitting National Badminton Team*. The researcher firstly brainstormed the students by telling one of interesting sport, illustrates its view, and ask them about a lot of things related to that sport. Then the researcher administered the news item text to the students and practice to read aloud by using language feature accurately, fluently, and acceptable. The researcher asked several students about the news that was discussed in this meeting to find out their background knowledge, because when they had known well about the news before the treatment was done it gave no information about their increase in reading comprehension. To lead in to the topic, the researcher gave a title in the beginning of the class process that helped them to try guessing what the news would be. Most of the students gave spontaneous comments. The comments were mostly a prediction since it looked like they had little background knowledge about the story. After that, the researcher asked the students to practice it by themselves,

identify the *main idea* of monolog text in the form of news item text, *identify supporting details* of news item text, ask students to respond the several questions about *confirming the reference* and *inference* of the text, and give the students understanding the new *vocabulary* in accordance with the text.

The students are active in discussing the task by sharing their idea to each the member of the group. At this point, the students tend to be easy to comprehend the reading text that was given such as in finding *main idea*, *identifying details*, but most of them get difficulties in understanding the new *vocabulary*, it can be seen by a lot of students who open the dictionary during they do their assignment, besides that they also difficult to differentiate *the inference* and reference because of their lack ability of vocabulary. At the end of this first treatment, they had to answer 10 multiple choice questions based on the text they had. Each question had five options with one key answer.

The second treatment deals with the news item text with entitled *Australian Job Ads Fall*. The students were made enthusiastic to read the text. They were given title first that could lead the story. Mostly the steps were similar with the first treatment, with several changes needed of course, the researcher gives brainstorming to the students, related to the topic which being discussed and check their memory about the previous material by giving some questions. The researcher made some questions related to the text in order to know their basic knowledge about that text. Then, the students were asked to do the task given by the teacher; in this case, the students still got the

difficulties in comprehending the news and *understanding some vocabularies*. In this treatment, if they found some difficulties such as, finding *the main idea* and *making inference*, the researcher gives more explanation about the material to the students to make them really understand about the five aspects of reading comprehension.

On the last treatment, the class was conducted as the first and the second treatment. They read the news item text entitled *Jokowi will never say goodbye to Solo* and this is become the last material that given by the researcher. At the first, the researcher asked some questions about the previous material to check whether they still remember or not. Then the researcher taught the students through the same steps as the previous meeting. The student tried to get the main idea in that text and unfamiliar words. Next, They read again the text to ensure their answer and to check their opinion in. the students were asked to discuss about what the news was talking about, the setting, participants etc. They worked in pair, then they answered some questions that related to the five aspect of reading comprehension. It looked like an enjoyable condition for learning process at the participants class, because they were so enthusiastic for receiving the new material and the students enjoyed reading the news item text even though they still found difficulties in understanding the meaning of the new vocabularies and a few of them had problem in making *inference*. The students were also asked to tell their experience in learning reading using authentic material in news item text. The last was that even there were difficulties found and some errors came up in their reading but the students enjoyed continuing learning new

vocabularies. It was found out that the three treatments given could stimulate them and made them eager to find the way to determine *the main idea, getting the supporting details of the text, making inference and reference and also guess the new vocabulary* using their background knowledge, observe possible setting, determine the person involved in the news which made them much better later on after the treatments.

While in the experimental class 2 it is only from 61.51 to 68.94 points with the increase of mean of about 7.42. Treatments also were done after pre-test. It was to find out their previous score before given treatment and to find out how far the gain achieved. First treatment, the researcher introduced about news item text. Firstly the researcher brainstormed the text to the students. And then she giving them some questions or giving them a purpose for reading. The title of the text was used in the first meeting is *Transportation Paralysed in Jambi*, here the researcher asked some questions to brainstorm students' background knowledge. Such as, *Have you visited Jambi?* other question *What do you know about Jambi?* many students answered and they answered in English or in Indonesia.

After that the students practice to read aloud by using language feature accurately, fluently, and acceptable. The researcher asked several students about the news that was discussed in this meeting to find out their background knowledge, because when they had known well about the news before the treatment was done it gave no

information about their increase in reading comprehension. Next, she asked the students to practice it by themselves, identify the *main idea* of monolog text in the form of news item text, *identify supporting details* of news item text, ask students to respond the several questions to *identifying details* of the text, *making reference* and *inference* of the text, and give the students *understanding vocabulary* in accordance with the text.

The students are discussing the task by sharing their idea with their friends. At this point, the students tend to be easy to comprehend the reading text that was given such as in finding *main idea*, *identifying details*, but most of them get difficulties in *confirming inference* and *making reference*, and also understanding the new *vocabulary*. It can be seen by a lot of students who open the dictionary during they do their assignment.

The second treatment, the researcher explained again about news item text and its purpose because the students were still confused about that. The text was used in this meeting is *A Spy at the Ministry*. First, the students were given the title that could lead the story. Mostly the steps were similar with the first treatment, with several changes needed of course, the researcher gives brainstorming to the students, related to the topic which being discussed and check their memory about the previous material by giving some questions. The researcher made some questions related to the text in order to know their basic knowledge about that text. Then, the students were

asked to do the task given by the teacher; in this case, the students still got the difficulties in comprehending the news and *identifying a main idea*. Some students got difficulty in *making inference*, the researcher gives more explanation about the material to the students to make them really understand about the five aspects of reading comprehension.

The last treatment, the students were asked to read the other text. In this meeting the title of the text was used is *Preparing the Children Today for Tomorrow*. Like the treatments before, the researcher still asked some questions in brainstorming activity. Then, here the students classified *the main idea, supporting details, confirming inference, making reference* and *understanding vocabulary*. And at the end of the meeting they were asked to do ten items of multiple choices tests.

The increase indicates that authentic material is more effective than teacher-made material to increase students' reading comprehension achievement this might be due to the fact that authentic material can be used to increase the students' achievement of reading skill because it gives the students many opportunities to be active in their learning process and it contains a lot of information from all aspect of life. It is very important for students to increase their knowledge. These current findings were in line with Martinez (2002:1) views that authentic materials keep students informed about what is happening in the world, so they have an intrinsic educational value. It means that authentic text have educational value for students. Besides containing a lot

of information needed by students to increase their language knowledge, the reading text also helps students in increasing their background knowledge.