THE EFFECT OF AUTHENTIC READING MATERIALS ON STUDENT'S RAEDING ABILITY

(Quasi-Experimental Research at the Seven Grade of SMPN 04 South Bengkulu in Academic Year 2017/2018)

THESIS

Submitted as A Partial Requirements for the degree of Sarjana in English Education Study Program

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RATIFICATION

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MOTTO

You will never never fall if you are afraid to climb. But there is no joy in living your antire life on ground.

Kamu tidak akan pernah jatuh jika kamu takut memanjat. Tapi tidak akan ada kebahagiaan jika kamu hanya hidup ditanah.

(Cica Andesta)

DEDICATION

The name of allah SWT, the most gracious and most merciful. All praise and gratitude to Him who has given strength, patience, and perseverance to finish this thesis. Shalawat and salam to our prophet Muhammad Saw, his family and friends. With my greatest love and gratitude, this is dedicated to:

1. My beloved parents, my father (Sulani Effendi) and my mother (Rosmini), thanks for all your loves, prays, supports, and everything so that I could finish this thesis. Your are my best parent.

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The researcher realizes that this thesis is still far from being perfect. The researcher hopes that this thesis is useful for the researcher in particular and the readers in general.

Bengkulu, August 02th 2018
The researcher

Cica Andesta

PRONOUNCEMENT

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I hereby sincerely state that the thesis titled "The Effect Of Authentic Reading Materials On Student's Reading Ability (Quasi Experimental Research at The Seven Grade of SMPN 04 South Bengkulu in Academic Year 2017/2018)" is my real masterpiece. The things ot of my masterpiece in this thesis are signed by citation and referred in the bibliography. If later proven that may thesis has discrepancies, I am willing to take the academic sanctions in the form of repealing my thesis and academic degree.

Bengkulu, August 02th 2018

Stated by,

Cica Andesta

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ABSTRAK

Cica Andesta (1416232890) 2018. Pengaruh Bahan Bacaan Otentik Terhadap Kemampuan Membaca Siswa (Penelitian Kuasi Eksperimen di Kelas Tujuh SMPN 04 Bengkulu Selatan pada Tahun Ajaran 2017/2018). Skripsi, Program Studi Pendidikan Bahasa Inggris, Tarbiyah dan Tadris, Lembaga-lembaga Negara Studi Islam (IAIN) Bengkulu.

Pembimbing I Dr. Samsul Rizal, M.Pd dan pembimbing II Feny Martina, M.Pd.

Membaca adalah sesuatu yang krusial dan sangat diperlukan bagi para siswa karena keberhasilan belajar mereka bergantung pada sebagian besar kemampuan mereka untuk membaca. Tujuan penelitian ini adalah untuk mengetahui pengaruh bahan bacaan otentik terhadap kemampuan membaca siswa di SMPN 04 Bengkulu Selatan. Penelitian dalam penelitian ini menggunakan penelitian quasi eksperimen. Subyek adalah kelas VII A sebagai kelompok eksperimen dan kelas VII B sebagai kelompok kontrol. Kelompok eksperimen adalah kelompok yang menggunakan bahan bacaan otentik dalam proses belajar mengajar, sedangkan kelompok kontrol menggunakan metode konvensional. Data penelitian dikumpulkan melalui reading test. Tes dilakukan dalam bentuk pre-test dan post test. Dalam teknik analisis data, peneliti menggunakan uji T sampel independen. Hasil dari uji T sampel independen menunjukkan bahwa t-hitung adalah 6,472 dan signifikansi (2-tailed) adalah 0,000. Karena, signifikansi (2-tailed) = 0,000 <0,05, Ho ditolak, Ha diterima sehingga dapat disimpulkan bahwa ada pengaruh terhadap hasil pemahaman bacaan siswa antara thoses yang diajar dengan menggunakan bahan bacaan otentik dan mereka yang tidak.

ABSTRACT

Cica Andesta (1416232890) 2018. The Effect Of Authentic Reading Materials On Student's Reading Ability (Quasi Experimental Research at The Seven Grade of SMPN 04 South Bengkulu in Academic Year 2017/2018). Thesis, English Education Study Program, Tarbiyah And Tadris, States Institudes Of Islamic Studies (IAIN) Bengkulu.

Supervisor I Dr. Samsul Rizal, M.Pd and supervisor II Feny Martina, M.Pd.

Reading is something crucial and indispensable for the students because the success of their study depends on the greater part of their ability to read .Reading is one of the most important skills in learning a language besides listening, speaking and writing. The objective of this research was to find out effect of authentic reading materials on student's reading ability at SMPN 04 South Bengkulu. The study in this research used quasy experimental research. The subject was VIIth grade A as experimental group and was VIIth grade B as control group. Experimental group is a group that using authentic reading material in teaching and learning process, while the control group using conventional method. The research data were collected through reading test. The test has been admistered both in form of pre-test and post test. In technique of analyzing data, the researcher used independent sample T test. The results from independent sample T test showed that t-count was 6,472 and significance (2-tailed) was 0,000. Since, significance (2-tailed) = 0,000 < 0,05, Ho is rejected, Ha accepted so it can be concluded that there is an effect toward the results of students' reading comprehension between thoses who are taught by using authentic reading materials and those who are not.

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CHAPTER I
INTRODUCTION

A. Background of the Study

Reading is one of the most important skills in learning a language besides listening, speaking and writing. In english learning activities, reading is one of the most important things. Through reading activities students can multiply vocabulary, understand the use of vocabulary in sentences, understand sentence structure, improve grammer and structure ability, can be a source of information and can add students' insights through the information contained in the text.

Reading is defined as the process of constructing meaning from written text. It is a complex skill requiring the coordination of a number of interrelated source of information[1]. Reading is considered to be an interactive process a conversation between writer and reader, even though the writer is not present. When people read a text, it involves an interaction between taught and language. Writer make eye contact with the reader while the reader read the text. However, the students often have many problems in understanding the meaning some words in the text that they do not understand the meaning of the text. For that reason, they become unmotivated and lazy to read an english text.

Reading is something crucial and indispensable for the students because the success of their study depends on the greater part of their ability to read. If their reading skill is poor they are likely to fail in their study or at least they will have difficulty in making progress. On the other hand, if they have a good ability in reading, they will have a better chance to succeed in their study   ading, to comprehend the text the readers should be

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[1] Tadros, L, "Definition and Approaches to Measuring Reading Proficiency". Cello Fact Fact Journal, Vol.2 201, p. 2.

able to manage every part of the text, because reading is a constant process of guessing, and what one brings to the text is often more important than what one finds in it. This is why, from the beginning the students should be taught to use what they know to understand unknown elements, whether these are ideas or simple words[2].

Students today have become more passive and reluctant in regard to reading, doing no more than what is required. Educators are concerned with students disinterest and, therefore, are endeavoring to find ways and sources to encourage students to read. Textbooks are widely adopted in classroom teaching because they cater for specific language needs and gradual mastery of language skills[3]. But perhaps because textbooks materials often break down language to discrete linguistic points, it may be too formulaic for students. While textbook materials provide valuable information to learners, students seem to have little interest in them[4].

Based on the researcher's pre-observation in SMPN 04 South Bengkulu, 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 missunderstanding between writer and reader. A number of students also directly

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[2]Francoise Grellet, *Developing Reading Skill,* (Cambridge:Cambridge University Press, 2010), p. 7.

[3] Wang, W. C., Lin, C. H., & Lee, C. C., "Thinking of the textbook in the ESL/EFL classroom". English Language Teaching. Vol. 4 No. 2. 2011, p.7.

[4] Guo, S. C., "Impact of an out-of-class activity on students' English awareness, vocabulary, and autonomy". Language Education in Asia. Vol. 2 No. 2. 2011, p. 247.

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.

Kilickaya, states that nowadays there are a lot of suggesting that English language presented to the learners in the classroom, should be authentic in order to enhance learner's learning process. There are many references to authentic materials in ELT literature. Debates are still raging on why they should or not be included in lessons, and how they are to be used or best exploited. Reading such literature, it is clear that those authors who support the use of authentic material have one idea in common: 'exposure', or in other words, the benefit students get from being-exposed to the language in authentic materials. Actually there are a lot of linguists, who encourages the use of authentic materials in teaching because of their positive effects on learners[5].

According to Carter & Nunan, authentic materials are the kind of "texts" that are not designed for "teaching" aims. Peacock defines authentic materials as the materials that have been produced to fulfill some social purposes in the language community. While

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[5] Rashid Hamed Al Azri & Majid Hilal Al-Rashdi. "The Effect Of Using Authentic Materials In Teaching". International Journal Of Scientific & Technology Research Vol. 3. ISSUE 10. 2014, p. 249.

Nunan, has another definition for authentic materials, which is written materials, which are not intended for use in teaching. On his part, Widdowson believes that "authentic" would be the materials designed for native speakers of English, and used in the classrooms in a way similar to the one it was designed for. Authentic materials may be written or spoken. For example, a radio news report was brought into the class, so students discuss the report on pollution in the city where learners live. Other examples of authentic materials are newspapers, magazines, posters, etc[6].

Several studies on the implementation of authentic material in learning foreign language have been conducted by some researchers. According to Ihtiari, et.al in their research concluded that the use of English authentic reading material had a significant effect on the eighth grade student's reading comprehension achievement at SMPN 1 Tempurejo Jember in the 2011/2012 academic year. The analysis of the post test results showed that there was a significant effect of using English authentic that of reading materials the experimental class got higher mean score than the control class (65, 1>57, 5) of the students' reading achievement[7].

Based on the description above we obtain that reading is considered to be one of the most important skills for junior high students in English learning. Unfortunately, their reading ability is quite poor. For different reading purposes, the students do not know what strategies to use and how to use. Some of them even do not have reading strategies. This study aims at developing students' reading strategies and improving their reading ability

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[6] *Ibid.* p, 250.

[7]Kukuh Budi Ihtiari, Siti Sundari, Made Adi Andayani. "The Effect Of Using English Authentic Reading Materials On The Eighth Grade Students' Reading Comprehension Achievement At Smp Negeri 1 Tempurej". Pancaran. Vol. 2. No. 2. 2013, p. 85-86.

as well as their reading scores in the exam using authentic reading materials in teaching reading for the students in SMPN 04 South Bengkulu.

B. Identification of Problem

Based on the researcher's preliminary observation in SMP 04 South Bengkulu, the researcher found some problems related to reading skill. The problems can be divided into two aspects. That is the internal aspect which relates to the problem of reading skill and the external aspect which relates to the problems of the teacher, students, media and reading materials.

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 missunderstanding 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.

These problems are related to each other and cannot be separate. Thus, in order to solve these problems, the researcher tries to present materials that are expected to give an effect on the reading comprehension ability of the students, which are authentic materials.

C. Limitation of Study

This study is limited on examining the effectiveness of using authentic reading material in teaching students' reading comprehension to the first grade of SMPN 04 South Bengkulu.

D. Formulation of Study

Based on the background of the study, the identification and the limitation of the problems above, the research problem is formulated into the following question "Is there any significant effect of authentic reading material towards students' reading ability at SMPN 04 South Bengkulu"?.

E. Objective of Study

In line with the formulation of the problems mentioned above, The objective of this study is determine the effect of authentic reading material on students' reading ability at SMPN 04 South Bengkulu .

F. Significance of Study

1. Significance For Teachers

For teachers, this study is expected to add information about the use of authentic materials in the reading comprehension of students. This research can be a reference in choosing the appropriate material that suits the needs, interests, and ability of learners, so that learners can achieve the objectives of the lesson. Teachers also need to know

how to choose the best materials for teaching, how to create additional material, and how to tailor authentic or non authentic materials in the classroom.

2. **Significance For Writer**

       For the writer, this study is expected to contribute well to reading learning by providing alternative material such as authentic material. The author is also expected to inspire teachers to be more creative in delivering the material, because creativity in teaching can inspire students to think more creative and innovative. For students, it is hoped they can have high motivation and interest in reading, especially through authentic reading material.

3. **Significance For Future Researchers**

       For future researchers, this study is expected to be a reference in subsequent more complex research. Researchers can modify the research design and the variables studied in order to produce more varied research results.

CHAPTER II

LITELATURE RIVIEW

A. Reading

1. Definition Of Reading

Tadros 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[8].

Many experts pointed out that reading is a process of recognition, interpretation, and perception of written or printed material. It does not simply know sounds, words, sentences, and the other part of language, but it consists of processing language and constructing meaning to know author's ideas, feeling, or opinions[9]. Berardo stated that reading is considered to be an interactive process a conversation between writer and reader, even though the writer is not present. When people read a text, it involves an interaction between taught and language. Writer make eye contact with the reader while the reader read the text[10].

Reading is one of the important skills to build students' schemata and knowledge. Sutarsyah stated 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

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[8] Tadros, L., "Definition and Approaches to Measuring Reading Proficiency". Cello Fact Fact Journal. Vol. 2 No. 2. 2014, p. 2.

[9] Nurmala, Cahyani. "The effectiveness of using authentic Material in teaching students' reading Comprehension.g Comprehension". Thesis, Faculty of Tarbiyah and Teachers' Training Syarif Hidayatullah State Islamic University Jakarta, 2015.

[10] Berardo, S.A. "The Use of Authentic Materials in the Teaching of Reading". The Reading Matrix Vol.6. No.2. 2006, p. 61.

schemata, it implies that a person who has more background knowledge is able to comprehend better than those who have less background knowledge[11].

Reading is also useful in daily life as Wallace 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[12]. Nuttall 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[13].

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 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[14].

2. Reading Comprehension

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[11] Sutarsyah, C., *Reading Theories and Practice.* (Lembaga Penelitian Universitas Lampung, 2013, p. 19).

[12] Wallace, C.1992. *Language Teaching Reading.* (New York: Oxford University Press, 1992 page 5).

[13] Nuttal, C. *Teaching Reading Skills In A Foreign Language.* (London: Heineimann Educational Books, 1982), p. 2.

[14] Nining Yasrida, "Using Authentic Material in Reading Comprehension of Students' Low and High Proficiency Levels At SMAN 3 Bandar Lampung". Teacher Training And Education Faculty Lampung University Bandar Lampung, 2017.

The understanding of reading comprehension is described by some experts, for example, Nuttall states "Comprehension is understanding what has been read rather than spelling the words". Nuttall further define the term of reading, "reading as meaningful, interpretation of printed or written verbal symbols. It means that reading does the writer intend a result of interaction between the perception graphic symbols that represent language and readers language skills, cognitive skills and knowledge". From Nuttall statement, it can be explained that

a. The activity of reading is to comprehend what has been read from a reading text by the reader and in this case the activity of reading is not merely to spell or pronounce the words printed in texts.

b. The activity of reading is necessary to attempt to make sense and to interpret the symbols printed language in written form. In this case, the reader's cognitive knowledge or schemata are very helpful in accelerating the understanding of the texts they read.[15]

3. Aspect of Reading Comprehension

Ideally the students in reading ability comprehension are able to identify some aspects in reading comprehension. There were 5 aspect of reading, namely finding ecaxtring main ideas, dealing with unfimiliar words, undersetanding text organization, linking ideas and making inferences.[16] The first aspect is exactring main idea. It is important to help learner look for the main ideas of passages and to avoid getting distracted by unfimiliar vocabulary. The second is dealing with unfimiliar words. In this reasearc there will be many words which learner will not undersatand. This is

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[15] Samsul Rizal. "Developing ESP reading comprehension instructional materials through schema theory approach at PAI study program of Tarbiyah Faculty of IAIN Bengkulu". The 4th UAD TEFL International Conference. UAD Yogyakarta. 2017.

[16] Greenall, Simon and Micheal Swan, *Effective Reading: Reading skills for advanced students (Teachers' Book)*. (Cambrige Universitas Press, 2004), p. 12.

because all the passage is example of real life written English. It is important to try and guess the general sense of a difficult word, and there are number of activities which help and reader deal with unfimiliar vocabulary without using dictionaries or taking the teacher to explain translate.

The third aspect in reading comprehension is undersatnding text organization. It sometimes difficult to understand what information is important to in passage and where it should come. Text organization activities help the reader to see what balongs to passage and how sentence are joined together in localy way. The fourth aspect is linking ideas. In any passage an idea may be expressed by a number of diffrent words or expressions. The reasearch used several different word to describe the same idea. Sometimes the use of a pronuon, for example, may be confusing although the context usually meaning clear. This type of exercise concentrates on the words used to link ideas.

And the last aspect is inferring. According to Michelle in June Preszler, Drawing inferences while reading requires willingness to look at the avidence and come to a conclusion that has not been expressed in words.[17]

4. The Importance of Reading Comprehension

As we know that, there are four skills in English that we should mastry. It listening, writing, reading, and speaking. Reading are one of the most important skill in English. In reading, we are not only read the text but also it can be facilities or the way to get information from the text.

Unfortunately, many people preferred learn to mastery more than one language than learning to read. Even though, some previous studies have proven that reading is

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[17] June Preszler, *Strategies To Help Readers Make Meaning through Inferences.* (New York:Black Hills, 2006), p.4.

essential. It can enhance people's social skills, improve hand-eye coordination, and provide with endless fun and entertaiment.[18]

Besides that in educational, reading are play important in learning English. Some previous studies believe that students that have good habitualy in reading are more easy to mastery other skill in English.[19] It essential that students who learning English as their foreign language establish good English reading habits because they are very much involved in and greatly benefit from English reading practices. Also, it can be seen when the students are reading some text, they are accidentally get new vocabulary where it could be one of important component in learning other skills in English such as in speaking skill.

5. Teaching Reading Comprehension

As we know that, a teacher can be intepreted as a facilitator or central of lerning in the class. But, good teacher is not only as facilitator but also knowing and understand what their students need. As Connel (cited by Rahmatullah) stated that professional teacher is the teacher who has special competence in accordance what the students need which demanded by the teaching profession.[20]

In teaching of reading too, a teacher must found suitable material for the students. Students in intermediate proficiency level surely different with the students of low proficiency level. Students in intermediate proficiency level should be able to read essays on general topics of intermediate difficulty, get an accurate comprehension of the main ideas, major facts and relevant detail, and conduct analysis, inference and

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[18] Erna Iftanti, "A Survey of the English Reading Habits of EFL Students in Indonesia", *TEFLIN Journal*, Vol. 23 No. 2, 2012, p. 149.

[19] Erna Iftianti, Ibid, p. 150

[20] Mamat Rahmatullah, "The Relationship Between Learning Effectiveness, Teacher Competence and Teacher Performance Madrasah Tsanawiyah at Serang, Banteng, Indonesia". Journal of Higher Education Study. Vol. 6 No. 1. 2016, p. 170.

judgment on the content of the essays.[21] Because students in intermediate proficiency level surely has more experiences in learning reading. So it make them easy to comprehend the text.

Besides that, according to Brindley stated that before a teacher do learning and teaching reading activities it better make some questions, such as: [22]

a. What impact do we want reading to have on the lives of the children we teach ?

b. What does it means to be a reader ?

c. What is involved in the process of reading ?

d. What implications do these questions have for school in the general and for English teacher in particular ?

Futhermore, school as the place of teaching and learning activities must support the facilities such books or other materials to achieve the success of teaching and learning in reading.

6. The Purpose of Teaching Reading Comprehension

English teacher especially in teaching reading class are not only asks the students to read and to comprehends the text, but also must be have the purposes in teaching reading. As according to Harmer (cited by Saputra) stated there are the purposes of teaching reading, as follows:[23]

a. Reading to confirm expextations

In this purpose, students are involved reading in order to confirm their expectations about information they think the text would countain. It encourages

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[21] Tou Xu & Beili Zhang, "Functional Grammar and Teaching of Reading-A Pedagogy Based on Graded Teaching of College of English in China", *Journal of English Language Teaching,* Vol. 8, No. 7, 2015. Pp. 202

[22] Susan Brindley. *Teaching English* (London; Taylor & Francis e-Library, 2005), Pp.80

[23] Ahadi Saputra, Opcit, p. 222.

students to predict the content of the text, and gives them an interesting and motivating purpose for reading.

b. Reading to extract specific information

In this purpose, the students are asked to read a text extract specific information, they see the questions or taks they going to answer or perform before reading the text.

c. Reading for general understanding

This purpose involves students to absorb only the main point of the text. Students just look for what is necessary to get an overall understanding of the text.

d. Reading for detailed comprehension of information

The object of this reading activity is for students to solve the problems they read from the text. It could give the students a valuable opportunity to study written english in detail and thus learn more about the topic and about how language is used.

e. Reading for detailed of functional and descourse

It important for students to understand the way in which text are structured and to recognize the functions that are being permormed. Than students could be made aware of the structure of discourse that goes into writing and they must be able to decode it if they wish to understand the text fully.

7. **Concept Of Reading Comprehension**

Grabe and Stoller states the reading is the ability to read–taking general comprehension as the exampel–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[24]. While reading, the readers make their own interpretation between the symbol of the language and the meaning of the symbol. Salmi 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[25].

Comprehending text is not a simple activity, as Grabe 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 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[26]. Richards and Renandya 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

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[24] Grabe, William and Fredricka L Stoller, *Teaching and Researching Reading*. (London: Longman, 2002), p. 188.

[25]Al Salmi, M, "Schemata (Background Knowledge) and Reading Comprehension for EFL Students". Research Journal Specific Education. No. 22. 2011, p. 698.

[26] Smith, F., *Understanding reading 6th edition.* (New Jersey: Lawrence Erlbaum Associate, 2004), p. 13.

students awareness of main ideas in a text and exploring the organisation of a text are essential for good comprehension[27].

According to Wolley, 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[28].

B. Authentic Reading Material

1. The Understanding of Authentic Text

There are many discussions of the use of authentic texts or materials in English as a Foreign Language (EFL). Richards said about the definition of authentic text in his book that, "authentic material refers to the use of in teaching of texts, photographs, video selections, and other teaching resources that were not specially prepared for pedagogical purpose"[29]. Berardo wrote in more detail that, "The sources of authentic materials that can be used in the classroom are infinite, but the most common are newspapers, magazines, TV programs, movies, songs, and literatures"[30].

Considering the use of authentic text, Berardo quoting Widdowson, "It has been traditionally supposed that the language presented to learners should be simplified in

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[27] Richards, J. And Renandya, A., *Methodology in Language Teaching*. New York: Cambridge. University Press, 2002), p. 277.

[28] Wolley, G., Reading *Comprehension: Assisting Children with learning Difficulties.* (Springer Press, 2001), p. 15.

[29] Jack C Richards, *Curriculum Development in Language Teaching*, (Cambridge: Cambridge University Press, 2001), p. 252.

[30] Sacha A Berardo, "The Use of Authentic Materials in the Teaching of Reading". The Reading Matrix. 2006, p. 62.

some way for easy access and acquisition. Nowadays there are recommendations that the language presented should be authentic"[31].

Furthermore, she also mentions the description of authentic text is, material that students will need and want to be able to read when travelling, studying abroad, or using the language in other contexts outside the classroom[32]. The aim of authentic text is not on literary form or stylistic but it should be to understand of meaning and to emphasis on what is being said. From the discussion above, the term of authentic texts or materials are closely to real-life and meaningful communication. This is also in line with the principle of CLT, "Where the language techniques are designed to engaged learners in the pragmatic, authentic, functional use of language for meaningful purposes"[33].

2. **Criteria for Selecting the Authentic Material**

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, 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[34]. Besides that, Berardo provides three criteria for choosing authentic text, as follows:

a. 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

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[31] *Ibid*., p. 60.

[32] *Ibid*., p. 62.

[33] H. Douglas Brown, *Principles of Language Learning and Teaching* 4th edition, (New York: Longman, 2000), p. 266.

[34] Sukirlan, M., *Modul Belajar Mata Kuliah Lesson Planning and Material Development*. Bandar Lampung: University of Lampung, 2012), p.6.

and wise selection of materials focused on learners is a must if we want a positive response from them.

b. 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.

c. 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 consists of some types. As Sukirlan 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[35].

Cahyani said that there are several examples of authentic materials that can be used in learning activities in the classroom such as follows:

a. Advertisement

Advertisement is a picture and/or set of words used to persuade people to buy a product or use a service, and to inform readers about a job that is available.

b. Announcement

Announcement is an important or official statement that informs people about something.

c. Magazine

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[35] Ibid, p.6.

Magazine is a kind of periodical written publication which contains articles, advertising, and a variety of content.

d. Memo

Memo is an internal document that is generally short; the function is to remind someone about a single topic or necessary information.

e. Invitation letter

An invitation letter is a letter that contains of a written notification or a written request to somebody to do something or to go somewhere. An invitation letter should give more information about the name of the event, when the event will be held, where the event will take place, and additional information (e.g. dress code, *RSVP*).

f. Newspaper article

Newspaper article is a piece of writing about recent issues consists of particular topic, for example education, politic, financial, entertainment, cultures, etc. In this study, the writer will use newspaperas a source of news item material.

g. Letter

Letter is a written message from one party to another that contains information[36].

3. The Advantages of Using Authentic Text

Martinez summarized several benefits of using authentic materials. The first one is that by using authentic material students are exposed to real discourse, as in videos of interview with famous people where intermediate students listen for general idea. Second, authentic materials keep students informed about what is happening in the

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[36] Nurmala, Cahyani, "The effectiveness of using authentic Material in teaching students' reading Comprehension.g Comprehension". Thesis, Faculty of Tarbiyah and Teachers' Training Syarif Hidayatullah State Islamic University Jakarta, 2015.

world, so they have an intrinsic educational value. Third, as language change is reflected in the materials so that students and teachers can keep a line of such changes. Fourth, reading texts are ideal to teach/practice mini-skills such as scanning, e.g. students are given a news article and asked to look for specific information. Also, teachers can have students practice some of the micro-skills of listening, e.g. basically, students listen to news reports and they are asked to identify the names of countries, famous people, etc. Fifth, 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 recycling. And the last, 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. As a result, learners will keep high motivation and interesting in language teaching through these meaningful interactions with the materials[37].

While, Richards mentions the advantages of authentic reading texts material are:

a. They have positive effect on learner motivation because they are intrinsically more interesting and motivating than created material.

b. They provide authentic cultural information about the target culture. Materials can be selected to illustrate many aspects of the target culture, including culturally based practices and beliefs and both linguistic behavior.

c. They provide exposure to real language rather than the artificial text found in created material that has been specially written to illustrate particular rules or discourse type.

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[37] A.G Martinez, "Authentic Materials: An Overview". Karen's Linguistic Issues. 2002, p.

d. They are more closely to learners needs and hence provide a link between the classroom and students' need in the real world.

e. They support a more creative approach to learning[38].

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

a. 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.

b. Authentic material provide authentic cultural information. It means that by reading authentic material, the students learn the culture of the target language uncounsiously. 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.

c. 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.

d. It is supporting more creative approaching in teaching. So it is a good thing for the teacher[39].

4. The Disadvantages of Using Authentic Text

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[38] J.C. Richards, *Curriculum Development in Language Teaching,* (Cambridge: Cambridge University Press, 2001), p. 252 – 253.

[39] Sukirlan, M. *Modul Belajar Mata Kuliah Lesson Planning and Material Development.* Bandar Lampung: University of Lampung, 2012), p.6.

Richards cites in Berardo that authentic materials often contain difficult language, unneeded vocabulary items and complex language structures, which can often create problems. Sometimes vocabulary may not be relevant to the learners' need and too many structures can create difficulty.[40]

While Harmer said that, using authentic material for teaching reading and listening seems like good idea, but what effect will it have on students? Imagine giving a group of elementary students a page from Shakespeare or an editorial from a quality Sunday newspaper. They would not probably understand it and they would become very demoralized.[41]

C. The Strategy of Teaching Cooperative Learning Strategy

Choosing a teaching strategy is essential before starting classroom activities. Appropriate teaching strategies can make it easier for students to absorb the subject matter, but otherwise if the chosen teaching strategy does not match the characteristics of the students then the students will have difficulty in following the lesson. therefore teachers should choose appropriate teaching strategies according to the characteristics of the students.

In this research the cooperative learning is used as the approach for implementing teaching reading with use of authentic materials. Specipically, the strategies to be employed under thic CL approach is named circle of speakers. The following is the procedure of circle of speakers in reading class.

1. In groups of 2-4, students take turns to speak. Several such rotating turns can be taken.

2. Students listen as their partner(s) speak and perhaps take notes, ask questions, or give feedback.

[40] Sacha Antony Berardo, "the Use of Authentic Material in the Teaching of Reading", The Reading Matrix. Vol. 6 No.2. 2006, p. 65.

[41] Jeremy Harmer, *The Practice of Language Teaching* Third Edition, (London: Longman, 2001), p. 186.

3. The teacher randomly chooses some students and asks them to tell the class what their partner(s) said.

4. This technique can also be done with students taking turns to write, or they can write and speak at each turn.

Some theories suggest that this teaching strategy is very successfully applied in the classroom. Cooperative learning, according to the research (see Johnson & Johnson; Johnson, Johnson, & Stanne; Slavin for reviews), offers many potential benefits beyond enhanced L2 (second lenguage) acquisition. These benefits include increased self-esteem, greater liking for school, enhanced inter-ethnic ties, and improved complex thinking. Furthermore, CL offers one small ray of hope that we can move away from the all-toopresent unhealthy forms of conflict and competition that plague our world today[42].

According to Oxford because language in all its aspects is a social act, cooperating with others poeple is essential. The cooperation requires that the student interact well with both peers and more proficient language users. Cooperative with peers involves a concerted effort to work together with other learners on an activity with a common goal or reward. in reading and writing the target language, students often need to cooperate with proficient language users[43].

According to Adams, Over the last several decades, educators have implemented cooperative learning strategies in an attempt to raise student achievement and increase student literacy. Cooperative learning techniques have been researched for over 50 years and have been connected positively to student performance. Teachers are faced with many different options while choosing a specific cooperative learning method. As teachers incorporate cooperative learning strategies into the classroom, characteristics such as

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[42] Goegre Jacobs, *Cooperative Learning: Theory, Principles, and Technique.* (Researgate, 2016).

[43] Rebecca L. Oxford. *Language Learning Strategies, what every teacher Should Know,* (New York : Newbury House Publishers, 1993), p. 170-172.

positive interdependence, individual accountability, face-to-face interaction, social skills, and group processing must also be taken into account. Cooperative learning techniques have also been shown to increase student motivation and retention of the learning material. While, more research needs to be done, cooperative learning methods can have a positive impact on the classroom.[44]

According to Jacobs, more than 100 CL techniques have been developed (see Jacobs, Power, & Loh; Kagan; Sharan, and the websites in the appendices to learn more of these). Below, three simple CL are described. Simple is good, i.e., what makes an activity challenging and exciting are the topic and the task more so than the CL technique.

D. Relevant Studies

There are several researchers who have conducted the research about authentic material. First, Apsari has done the research about using the authenctic reading materials in teaching reading comprehension. These study was case-control method. G1 refers to experimental group while G2 refers to the control group. The Population was the First semester students of STKIP Siliwangi Bandung from english department in year 2010/2011. While the sample of this study was 50 students who are taking reading for general communication subject. T-test was using for determined the effect of authenctic material on student reading comprehention. The use of authentic reading text in comparison to created material did not produce significantly better learning outcomes. Additionally, the effect size was small.

Second, Kukuh Budi Ihtiari, Siti Sundari, and Made Adi Andayani have done research obaut the tffect of using english authentic reading materials on the eigth grade students' reading comprehension achievement at SMP Negeri 1 Tempurejo. In the

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[44] Anthony R. Adams, "Cooperative Learning effects On The Classroom". Submitted on Masters Of Arts In Education At Northern Michigan University, 2013.

research method, they used quasi Experimental with case control method. The population was the eigth grade student's at SMP Negeri 1 Temperejo. The statictic that used were homogenity test by using ANOVA and the analyzing the results of the post test by using t-test. The analysis of the post test results showed that there was a significant effect of using english authentic that of reading materials the experimental class got higher mean score than control class (65,1>57,5) of the students reading achivement. There was a significance effect on the eighth grade students' reading comprehension achievement by using English authentic reading materials.

Third, Ria Hosnol Hatimah, Annur Rofiq, and Made Ali Andayani T. have done studied titled the effect of using authentic materials on the tenth grade student's reading comprehension achievement at MA Islamiyah Syafi'iyah Sumberanyar-Paiton in the 2012-2013 Academic year. Method: quasi experimental with non-aquivalent pretest-posttest design. Population: the tenth grade students at MA Islamiyah Syafi'iyah Sumberanyar-Paiton. Sample: Two classes were chosen as the research sample by using lottery. Class XB which had 28 students was the experimental class and class XC which consisted of 20 students as the control class. Statistic: the pretest and posttest scores were analyzed by using ANCOVA through SPSS. Result: The result of the research showed that the students of the experimental class who were taught reading comprehension by using authentic materials got better result on the reading comprehension achievement test than the students of the control class who were taught by using materials from text-books. The effectiveness of the use of authentic materials can be seen in the sig. value of the class. The sig. value of the ANCOVA was 0.046 and it was less than 0.05. It means that there was a significant mean difference between experimental and control class.

Sri Wahyuni has done studied titted the effect of using authentic materials on students reading comprehension. Method: This research is an experimental research which

uses of one of cooperative learning: Authentic compare Non-Authentic material. Population: This study population took was from the third grade students at SMPN 3 Tasikmadu in academic year of 2016-2017. Sample: The total number of sample is 74 students that consist of 37 students for class C and 37 students for class D. Class C become the experimental group and D as the control group. Statistic: statistical analysis using t test. Result: the result of t count or the different mean between control group and experimental group is 0,804. If the value was compared with the t table with degree of freedom 72 as stated in hypothesis testing, the t count 0,804 was less than the t table 2, 00. Therefore, based on the hypothesis testing, the Ho was accepted and the Ha was rejected. It meant the use of authentic material in improving student's reading achievement was not effective.

Fifth, Rashid Hamed Al Azri and Majid Hilal Al-Rashdi have done research about the effect of using authentic materials in teaching. Method: Litelatur study. Result: Definition of Authentic Material: Jacobson et al sees authentic materials as printed materials, which are used in classroom in the same way they would be used in real life. Types of authentic materials: Authentic listening materials, authentic visual materials, and authentic printed materials.

E. Framework

This study aims to determine the effect of the use of authentic reading material on the reading ability in students at SMPN 04 South Bengkulu. The authentic reading material that will be used is e-magazine. The first grade students at SMPN 04 consist of two classes, namely class VII A and VII B. The two classes will be selected as control class and experiment class. The control class keeps the reading learning activities as usual while the experimental class is given reading material using authentic reading for 2 meetings.

Before giving treatment, the writer gave pre-test. Then the writer taught in experiment class by using authentic materials from the e-magazine, for example "faces" magazine. The "face" magazine is the kind of magazine to helps kids understand how people in other countries and cultures live. Each issue focuses on a different culture—from Jordan to the emerging Asian states—including stories about daily life, folk tales, and history and traditions of the people and places.

After two meetings, the writer gave post-test to both classes. It was given to know the effectiveness of authentic materials on students' reading comprehension. The following is the framework in this study;

X		Y
Authentic Materials	⟶	Reading Competence Achivment

Figure 1. Theoritical Framework

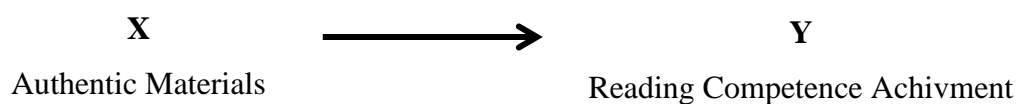## F. Hypotesis

Hypothesis in this research is as follows:

Ho : There is no effect toward the results of students' reading comprehension between thoses who are taught by using authentic reading materials and those who are not.

Ha : There is an effect toward the results of students' reading comprehension between thoses who are taught by using authentic reading materials and those who are not.

CHAPTER III
RESEARCH METHODOLOGY

This chapter discusses about method of investigation as following: research design population and sample, technique of collecting data, research instrument analysis, instrument of the research, technique of analyzing data, and research procedure.

A. Research Design

This study uses a quasi experimental method, this is because quasi experiment involves manipulation of an independent variable but differ in that subjects are not randomly assigned to treatment groups[45]. In this study, the hypotheses were tested by comparing the pretest dan postest scores to know the effect of using authentic reading material on student reading ability. In a quasi experimental research, there are two variables used, they are independent and dependent. The researcher was used authentic reading materials as an independent variable, while student reading ability as a dependent variable.

This experimental method dealt with two groups; an experimental group and a control group. Experimental group is a group that using authentic reading material in teaching and learning process, while the control group using conventional method. The use of control group is aimed at proving whether the increase possibly got by the researcher in the experimental group are really caused by the aplication of the treatment in the group but not because of the repitition of the test. So, the result of the research could be trusted. Both experimental group and control group recieved same pre-test. The criteria

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[45] Donald Ary, *et al.*, *Introduction to Research in Education,* Eighth Edition, (Belmont: Wadsworth, 2010), p. 316.

whether guiding question could increase the students' ability in reading was determined by the differences between the scores of the pre-test and post test.

The design of experimental as follow:

Table 3.1
The Design of Experimental Method

Group	Pre test	Treatment	Post test
Experimental group	Y_1	X_1	Y_2
Control group	Y_1	X_0	Y_2

Where:

Y_1 = pre test

Y_2 = post test

X_1 = treatment

X_0 = no treatment

B. Population and Sample

1. Population

The population is the whole object of research to be studied.[46] The population of the study is all of the students at the first year of SMPN 04 Bengkulu Selatan. It consists of 4 classes, from A to D (VIIA-VIID). The population number cuold be seen in table below:

Table 3.2
Population of the Research

No	Class	Number
1	VII.A	25
2	VII.B	25
3	VII.C	25
4	VII.D	24
Total		99

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[46] Suharsimi Arikunto, *Prosedur Penelitian; Suatu Pendekatan Praktik*, (Jakarta: PT. Rineka Cipta, 2010), p.174

The seventh grade student is selected as the population because the learning of reading is already in this grade and students have not got much material about reading so that students' reading ability can still be said equivalent.

2. Sample

The sample is part of the number and characteristics possessed by that population[47]. In this research, the researcher was choose VII.A clas is as experimental group that the consisted of 25 students adn VII.B class as the control group that consisted 25 students. The reason in choosing these classes are; both of classes have not extremely difference in reading ability, same teacher, and they have similarities problem in reading. Then, the researcher did not able to covers all of the population even thet has been selected randomly because it will break the regular schedule of the school.

There is the table of sample that consisted experimental group and control group, like in table below.

Table 3.3
Population of the Research

No	Group	Class	Number
1	The experimental group	VII.A	25
2	The control group	VII.B	25
Total			50

[47] Sugiyono. *Metode Penelitian Pendidikan, Pendekatan Kuantitatif, Kualitatif, dan R & D*. (Bandung: Alfabeta, 2012), p. 18.

C. Technique for Collecting the Data

Collecting the data is an important work in a research. In this case, the technique which has been used is test. The test has been admistered both in form of pre-test and post test. Pre test has been given to the class to see how the student's reading ability before treatment is given.

A pilot study was conducted to measure the validity and reliability of the instrument prior to use in the study. Twenty five multiple choice questions hs been used as a test before and after. Questions pre and post test has been tailored to the authentic material provided. The pre-test is given to determine the homogeneity of the experiment and the control class prior to treatment. While post-test is given to know whether there is significant result after treatment.

D. Research Instrument 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 25 items of multiple choices with five options (A, B, C, D, and E).

Table 3.4
Specification of Reading

No	Aspect of Reading	Number	Percent
1	Main Idea	5	20%
2	Supporting Detail	5	20%
3	Vocabulary	5	20%
4	Reference	5	20%
5	Inference	5	20%
Total		25	100%

Based on table 3.4 the researcher took 25 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. Moreover, to identify the individual sample score, the writer uses the scale interval categories;

Table 3.5
Five Scale Interval Percentages

Interval Percentage	Qualification
80-100	Excelent
70-79	Very Good
60-69	Good
50-59	Low
< 49	Fail

(Arikunto, 2010)

In this research before the test items given for students in control class and experimental class, the researcher done try-out in another population which the same charecter as a sample in this research to prove validity and reliability of test items. In analysing of validity and reliability test items, the researcher used SPSS, as follows:

1. **Try-Out Test**

    In try-out test, the researcher gave the students reading narrative test items. It was 40 multiple choices about reading text test items.

2. **Validity Test**

    According to Donald Ary et al stated that validity is the most important consideration in developing and evaluating measuring instruments. Donald added that validity can be defined as the extent to which an instrument measured what it claimed to measure. Validity test criteria is if significance $< 0, 05$, then the question item in the question text is valid[48].

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[48] Donald Ary, et al.Opcit. p. 225.

Table 3.6
Validity Test Result

No	R	P	Significance	No	R	P	Significance
1	0,696	0,001	**Significant**	21	0,806	0,000	**Significant**
2	0,638	0,002	**Significant**	22	0,806	0,000	**Significant**
3	0,791	0,000	**Significant**	23	0,782	0,000	**Significant**
4	0,564	0,010	**Significant**	24	0,004	0,987	Not Significant
5	0,592	0,006	**Significant**	25	0,004	0,987	Not Significant
6	0,004	0,987	Not Significant	26	0,806	0,000	**Significant**
7	0,004	0,987	Not Significant	27	0,806	0,000	**Significant**
8	0,121	0,610	Not Significant	28	0,763	0,000	**Significant**
9	0,082	0,730	Not Significant	29	0,638	0,002	**Significant**
10	0,511	0,021	**Significant**	30	0,004	0,987	Not Significant
11	0,638	0,002	**Significant**	31	0,004	0,987	Not Significant
12	0,763	0,000	**Significant**	32	0,004	0,987	Not Significant
13	0,763	0,000	**Significant**	33	0,791	0,000	**Significant**
14	0,043	0,857	Not Significant	34	0,638	0,002	**Significant**
15	0,043	0,857	Not Significant	35	0,763	0,000	**Significant**
16	0,043	0,857	Not Significant	36	0,782	0,000	**Significant**
17	0,043	0,857	Not Significant	37	0,615	0,004	**Significant**
18	0,763	0,000	**Significant**	38	0,121	0,610	Not Significant
19	0,763	0,000	**Significant**	39	0,121	0,610	Not Significant
20	0,806	0,000	**Significant**	40	0,763	0,000	**Significant**

Based on the results of the validity test presented in table 3.6, it can be concluded that out of 40 questions in the text of the questions tested, 25 valid questions were obtained.

3. Reliability Test

The test items is reliability if the data or the result is consistent or not changed even though several times was used. According to Cohen et al stated that reliability is essentially a synonym for consistency and replicability over time, over instruments and over groups of respondents.[49] According to Guilford cited by Hidayat there were the categorial in reliability test, as follows on the table:[50]

Table 3.7
The Criteria of Reliability Test

The Reliabily Value	The Criteria
0,80 - 1,00	Very high Reliability
0,60 - 0,80	High Reliability
0,40 - 0,60	Moderate Reliability
0,20 - 0,40	Good Reliability
0,00 - 0,20	Low Reliability

The following are the results of the reliability statistics calculation using the SPSS application.

Table 3.8
Reliability Statistics

Cronbach's Alpha	N of Items
,919	40

Based on table 3.8 it can be seen that the cronbach Alpha statistic value is 0.919. According to the criteria in table 3.4 above, it can be concluded that the text about reading that was tested was a matter text that had very high reliability.

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[49] Louis Cohen, *Research Method in Education*, (London: Taylor & Francis e-Library, 2000), p. 117

[50] A nuwar Hidayat, "Penjelasan Uji Reliabilitas Lengkap". Retrieved on October, 18, 2017 from https://www.statistikian.com/2012/10/uji-reliabilitas-instrumen.html.

E. Technique of Data Analysis

In this study, the data were analyzed univariat and bivariate. Univariate data were analyzed using parameters such as mean and variance aimed to describe characteristics of students' reading ability before and after treatment in case group and control group.

Bivariate analysis was used to test the effect of treatment that is giving authenctic reading material to reading ability of students of SMPN 04 south bengkulu. the statistical test used is t student. Analyzing the data is the last step in the procedure of experiment. To know the effect of using authentic reading material on students' reading comprehension, the writer calculated the result of the pre-test and post-test using t-test technique. But, before the bivariate test, the normality and homogeneity of the data are tested first. 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:

   Ho : The data is distribute normally

   Ha : 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 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:

   Ho : The data is not homogenous

Ha : The data is homogenous

In which, " is accepted if significant value does not exceed level of significance at 0.05, meanwhile 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. The formulation is as follows:

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\dfrac{S_1^2}{n_1} + \dfrac{S_2^2}{n_2}}}$$

In this research will be used SPSS application version 20 for the calculation process can become easier.

F. **Research Procedure**

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 seventh grade of SMPN 04 South Bengkulu and the samples were chosen by using random 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 25 items which contained of five options (A, B, C, D, E) and the time allocation was 60 minutes.

5. **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).

6. **Implementing the treatment**

The researcher gave treatments. The treatment to be employed In this case is the use of authenctic reading materials. The treatment was conducted in three times. Each treatment has conducted in 2 x 30 minutes. The students in high and low proficiency level have given same treatments by teaching reading using authentic materials.

7. **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.

8. **Analyzing the Data**

Data obtained from the research has been univariat and bivariate analyzed. On univariate test has been analyzed the characteristics of each variable based on statistical parameters (average, variant). The data has been also be tested the nature of normality and homogeneity. If the data has normal and homogeneous distribution, then the data analysis continued with hypothesis test. The hypothesis test used is t student statistic. To facilitate calculations and avoid errors in the calculation then the reseracher use SPSS application version 20.

CHAPTER IV
RESULT AND DISCUSSION

In this chapter discuss about normality test, homogenity test, scoring data, paired sample t-test pre-post test both control and experimental group, and the results of independent sample test in pre-post test.

A. Results

In this study, the researcher was used authentic reading materials as an independent variable, while student reading ability as a dependent variable. This experimental method dealt with two groups; an experimental group and a control group. Experimental group is a group that using authentic reading material in teaching and learning process, while the control group using conventional method. Both experimental group and control group recieved same pre-test. The criteria whether guiding question could increase the students' ability in reading was determined by the differences between the scores of the pre-test and post test.

Before the researcher analysing the data used independent sample t-test, the researcher must be analyze the normality and homogeniety distributed. The results as follows:

1. Normality Test

Normality test is obtained by Saphiro-Wilk test. The normality test where the results of the data had normality distributed if the results of significance probability or p-value higher than 0,05. The results as follows:

a. The data of normality test on p   in control group and experimental group

Normality test results on the data of students' pre-test values are presented in

Table 4.1 below:

Table 4.1

Tests of Normality of Pre Test

Group		Kolmogorov-Smirnov[a]			Shapiro-Wilk		
		Statistic	Df	Sig.	Statistic	df	Sig.
Pre Test	Control Group	,173	25	,051	,927	25	,074
	Experiment Group	,192	25	,018	,922	25	,056

a. Lilliefors Significance Correction

Based on Shapiro-Wilk test above, that significance probability (sig) in both of groups were higher than $\alpha = 0,05$. It could be seen based on the data in the control group sig was $0,074 > 0,05$ and also sig in the expereimental group was $0,056 > 0,05$. So, it could be concluded that data in both of groups has nomally distributed. Beside that, it would be described on diagram histogram below:

Figure 4.1. Histogram and polygon pre-test in the control group

Figure 4.2 Histogram and polygon pre-test in the experimental group

b. The data of normality test on post-test in control group and experimental group

        The normality test results on the data of students' post-test values are presented in Table 4.2 below:

Table 4.2

Tests of Normality of Post test

Group		Kolmogorov-Smirnov[a]			Shapiro-Wilk		
		Statistic	Df	Sig.	Statistic	df	Sig.
Post Test	Control Group	,145	25	,186	,929	25	,081
	Experiment Group	,161	25	,094	,957	25	,362

a. Lilliefors Significance Correction

        Based on Shapiro-Wilk test above, that significance probability (sig) in both of groups were higher than $\alpha = 0,05$. It could be seen based on the data in the control group sig was $0,081 > 0,05$ and also sig in the expereimental group was

0,362 > 0,05. So, it could be concluded that data in both of groups has nomally distributed. Beside that, it would be described on diagram histogram below:
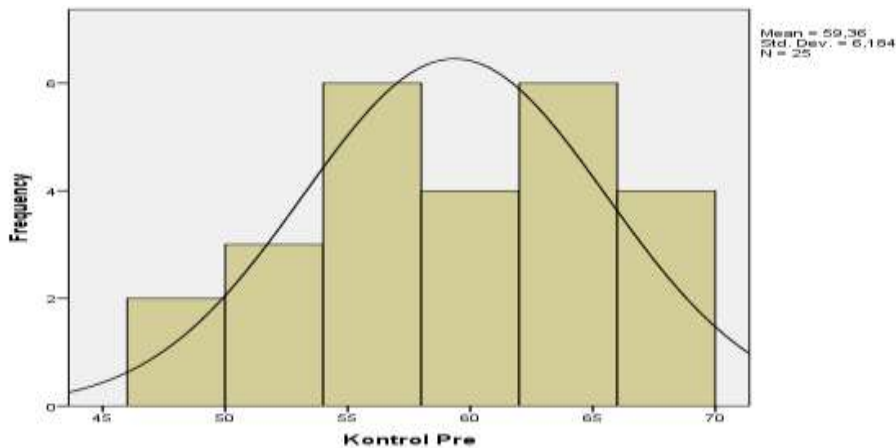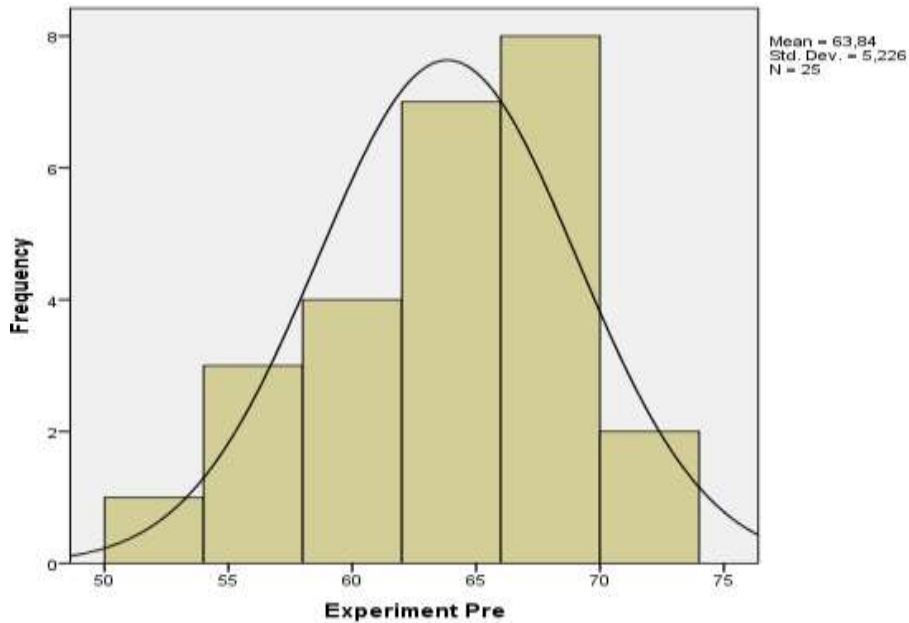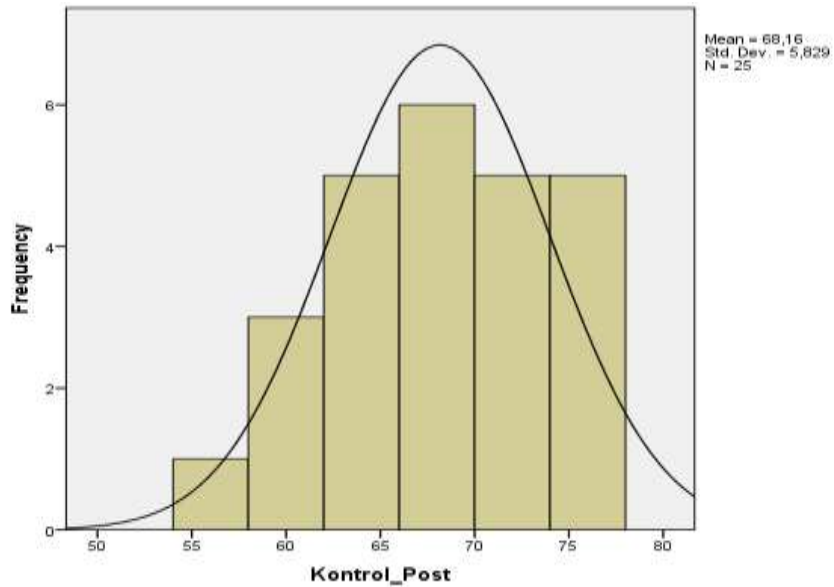

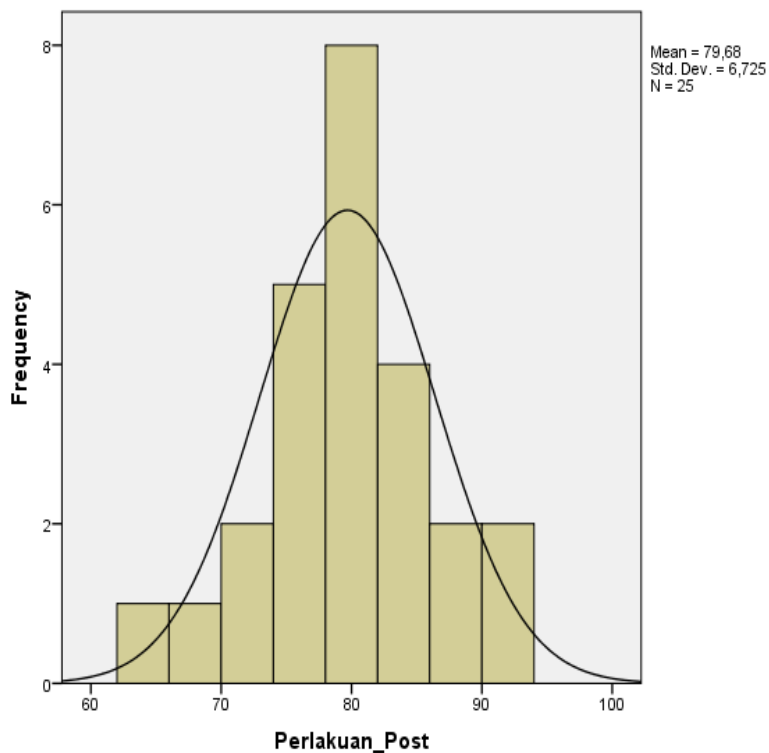**Figure 4.3. Histogram and polygon post-test in the control group**

Figure 4.4. Histogram and polygon post-test in the experimental group

2. **Homogeniety Test**

The homogeneity test aims to test the similarity of control group variants and experimental groups. The test used is one-way Anova test. the results are presented in the following table:

Table 4.3

Test of Homogeneity of Variances

Levene Statistic	df1	df2	Sig.
,038	1	48	,847

Based on table 4.3. can be seen that in this homogeneity test obtained Levene statistical value of 0.038 and the significance probability 0,847. In making decision of homogeneity used One-Way Anova where if the result of significance probability higher than $\alpha = 0,05$ the data had homogeniety of variance. Since significance probability $= 0,847 > 0,05$ it can be concluded that the data in both groups is homogeneous or in other words homogeneous.

3. **The Finding Of Reading Score**

After the data had normality distributed and homogeneity, the next the researcher took students summary reading scores from the results of students pre-test and post test in both group (see appendix 3 for student score). Then, the researcher would be qualification the students summary reading score based on the score that they got. The qualification included fail, low, good, very good, and excelent. After that, the researcher would be percentage the students reading summarizing score. The results was follows:

a. The Results of Student Reading Ability in Control Group

The results of categorization of student scores on test reading in the control group are presented in Table 4.4 the following:

Table 4.4

The Results Of Students Reading Ability In Control Group

Interval	Qualification	Pre Test		Post Test	
		N	Percent	N	Percent
80-100	Excelent	-	-	-	-
70-79	Very Good	-	-	10	40%
60-69	Good	14	56%	13	52%
50-59	Low	11	44%	2	8%
< 49	Fail	-	-	-	-

Based on the table 4.4. showed that the results of students reading ability in post test were increased and higher than in pre test. It could be seen in pre test were 11 students (44%) got low qualification of score and 14 students (56%) got good qualification of score.

Whereas the results of students reading ability in post test were 2 students (8%) got low qualification of score, 13 students (52%) got good qualification of score, and 10 students (40%) got very good qualification of score. So, from those data it showed the qualification of students reading ability was increased. Also, the results of students score pre test and post test in control group presented with chart as follow:
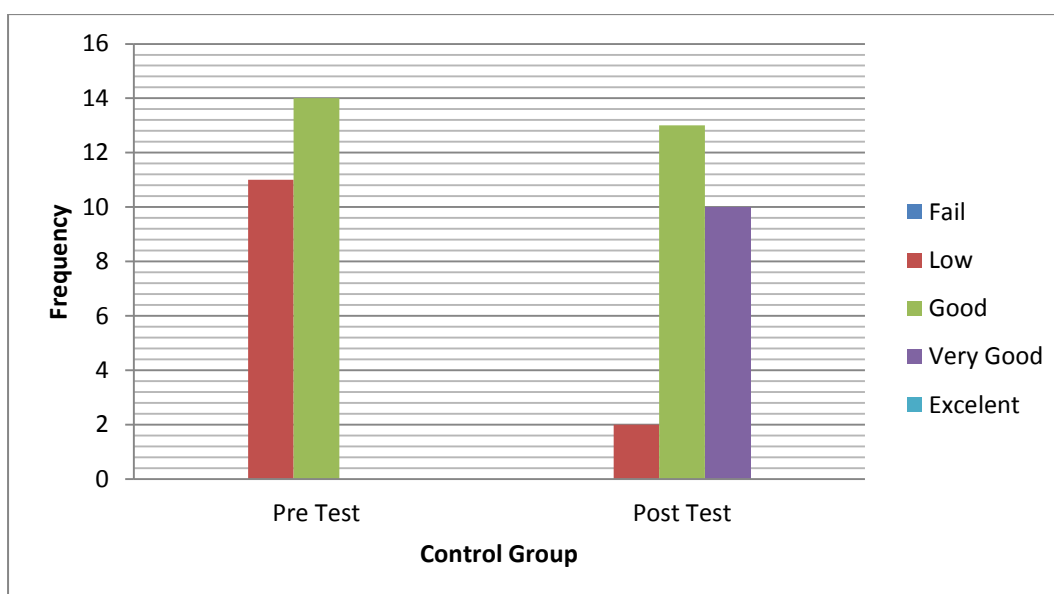
Figure 4.5. Histogram Of Score of Control Group

b. The Result of Student Reading Ability in Experimental Group

The results of categorization of student scores on test reading in the experimental group are presented in Table 4.5 the following:

Table 4.5

The Results Of Students Reading Ability In Experimental Group

Interval	Qualification	Pre Test		Post Test	
		N	Percent	N	Percent
80-100	Excelent	-	-	16	64%
70-79	Very Good	-	-	7	28%
60-69	Good	19	76%	2	8%
50-59	Low	6	24%	-	-
< 49	Fail	-	-	-	-

Based on the table 4.5. showed that the results of students reading ability in post test were increased and higher than in pre test. It could be seen in pre test were 6 students (24%) got low qualification of score and 19 students (76%) got good qualification of score.

Whereas the results of students reading ability in post test were 2 students (8%) got good qualification of score, 7 students (28%) got very good qualification of score, and 16 students (64%) got excelent qualification of score. So, from those data it showed the qualification of students summary reading score was increased. Also, the results of students score pre test and post test in experimental group presented with chart as follow:
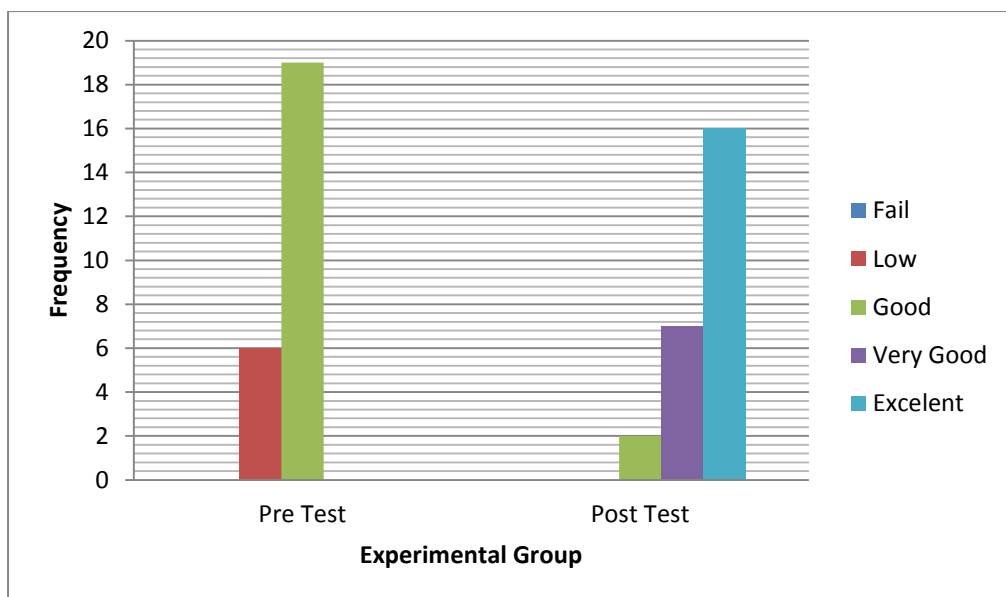
Figure 4.6. Histogram Of Score of Control Group

4. **Paired Sample T-test**

In paired sample t-test, the researcher was compared the mean score of students pre test and post test in each group. It was because the researcher would to know or to copare the mean score beteen two related group. The results as follows:

a. **Paired sample t-test in control group**

The results of paired sample t-test in control group are presented in table 4.5 below:

Table 4.6.

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Kontrol Pre	59,36	25	6,184	1,237
	Kontrol_Post	68,16	25	5,829	1,166

Based on table 4.6 showed that the results of mean score in pre test were 59,36 with standard deviation 6,184 whereas the results of mean score in post test were 68,16 with standard deviation 5,829. So it could be seen from all data that

were significant difference mean score in pre test and post test where mean score in post test higher than in pre test. Another table as follows below:

Table 4.7

Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Kontrol Pre - Kontrol_Post	-8,800	5,538	1,108	-11,08	-6,51	-7,94	24	,000

In paired sample test table 4.7 showed a lot of data information about the difference mean score between pre test and post test. Beside that, the results of data above very important because it could be proven whether there were difference mean score between pre test and post test after given the treatments.

In making decision, if significance (2-tailed) more lower than $\alpha = 0,05$ there were difference mean score of related groups after given the treatment. So, from the data, because significance (2-tailed) were 0,000 lower than 0,05 there were the relationship of mean score of related groups after given treatments of there were difference mean score in pre test and post test.

b. Paired sample t-test in experimental group

The results of paired sample t-test in experimental group are presented in table 4.8 below:

Table 4.8

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Experiment Pre	63,84	25	5,226	1,045
	Expriment_Post	79,68	25	6,725	1,345

Based on table 4.8 showed that the results of mean score in pre test were 63,84 with standard deviation 5,226 whereas the results of mean score in post test were 79,68 with standard deviation 6,725. So it could be seen from all data that were significant difference mean score in pre test and post test where mean score in post test higher than in pre test. Another table as follows below:

Table 4.9

Paired Samples Test

		Paired Differences					t	Df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Experiment Pre - Experiment_Post	-15,840	6,162	1,232	-18,384	-13,29	-12,852	24	,000

In paired sample test table 4.9 showed a lot of data information about the difference mean score between pre test and post test. In making decision, if significance (2-tailed) more lower than $\alpha = 0,05$ there were difference mean score of related groups after given the treatment. So, from the data, because significance (2-tailed) were 0,000 lower than 0,05 there were the relationship of mean score of related groups after given treatments of there were difference mean score in pre test and post test.

5. **Independet Sample t-test**

In independet sample t-test, the researcher would to compare the mean score between unrelated groups including control group and experimental group. The results were expelained on table below:

Table 4.10

Group Statistics

	Kelompok	N	Mean	Std. Deviation	Std. Error Mean
Post Test	Control Group	25	68,16	5,829	1,166
	Experiment Group	25	79,68	6,725	1,345

Based on table 4.10 showed that in the control group the average student score was 68.16 while in the experimental group obtained an average value of 79.68. The following is an independent t test result that compares the mean score of the students in the control group and the experimental group.

Table 4.11

Independent Samples Test

		t-test for Equality of Means					
		T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
							Lower	Upper
Post Test	Equal variances assumed	6,472	48	,000	11,520	1,780	7,941	15,099
	Equal variances not assumed	6,472	47,05	,000	11,520	1,780	7,939	15,101

Based on table 4.11 showed that the results of t-count was 6,472 and significance (2-tailed) was 0,000. Since, significance (2-tailed) = 0,000 < 0,05, Ho is rejected, Ha accepted so it can be concluded that there is an effect toward the results of students' reading comprehension between thoses who are taught by using authentic reading materials and those who are not.

B. Discussion

This research is aimed to know the effect of authentic reading material on students' reading ability. The study was conducted in grade VII SMPN 04 South Bengkulu for approximately a week. Two classes VII were chosen from 4 classes randomly so selected VII A and VII class B. In class VII A was given reading study using authentic reading material in the form of magazine while in class VII B was not given treatment in the form of learning authentic reading material. Before the reading learning was began by using media of authentic reading material, in experiment class is done measurement of student's initial ability called pre test. Similarly, in class VII B called the control class is done pre test measurement. Treatment was given for 3 days for 2 x 30 minutes.

In the control group pre-test results, from 25 students, 14 students (56%) had good qualification of score and 11 students (44%) had low qualification of score. While in the pre-test results in the treatment group, 19 students (76%) had good qualification of score while 6 students (24%) had low category of score. This shows that both groups have similar reading skills, but in the treatment group a little more students had good qualification of score.

After the learning activities in the classroom finished, at the end of the activity, reading ability of students is measured again, students re-tested using a test or called post test. In the post-test control group, from 25 students, 10 students (40%) had very good qualification of score, 13 students (52%) had goog qualification of score and 2 students (8%) had low qualification of score. While in the post-test results in the experimental group, 16 students (64%) had excelent qualification of score, 7 students (28%) had very good qualification of score and 2 students (8%) had good qualification of score. These results indicate that in both groups occure the improvement of students' scores on reading ability, but improvement in the experiment group is better than the control group.

In the prerequisite test, data normality test, it was found that the data in the control group (pre test and post test) and experiment group (pre test and post test) were all normally distributed. In the homogeneity test data obtained the conclusion that data from the control group and experiment group have the same variant. Both of these prerequisite tests must be met in order for the test results to be more convincing.

In the test of effect before and after treatment in the control group, it was found that there was an increase of the students' average score on the reading test, before the students follow the learning in the class the average value of the students increased from 59.36 to 68.16. Based on t-dependent test, it is found that there is difference of mean score of student before and after learning activity in class. These results indicate that

learning activities conducted in the classroom by using book media can improve students' reading ability.

In the effect test before and after treatment in the experimental group obtained the result that there is an increase in the average score of students reading ability from 63.84 to 79.68. Based on the t test dependent obtained the conclusion that there are differences in the average score of students before and after the students follow the learning by using authentic reading material. This shows that authentic reading material can improve students' reading ability.

In the mean difference test of the control group with the experimental group it was concluded that there were significant differences between the two groups. This is seen from the statistical value of t independent obtained that is equal to 6,472 and significance value 0,000. According to the testing criteria, because significance = 0,000 <0.05 the hypothesis is rejected, Ha is accepted so it can be concluded that there is a significant mean difference between the control group and the experimental group. In other words there is an effect toward the results of students' reading comprehension between thoses who are taught by using authentic reading materials and those who are not. Descriptively described that in the control group obtained an average value of 68.16 while in the experimental group obtained an average value of 79.68. It was showed that students who get authentic reading materials had better reading ability than students who do not get authentic reading material.

Based on the comparison with previous research, this research is similar to the research conducted by Kukuh Budi Ihtiari, Siti Sundari, and Made Adi Andayani (2013) who concluded that there was a significance effect on the eighth grade students' reading comprehension achievement by using English authentic reading materials. The analysis of the post test results showed that there was a different effect of using english authentic

that of reading materials the experimental class got higher mean score than control class (65,1>57,5) of the students reading achivement.

During the study, students looked were very enthusiastic to follow reading learning activities using authentic reading material. This is consistent with Richards who says that authentic reading has a positive effect on learner motivation because they are intrinsically more interesting and motivating than created material that they have been specially written to illustrate particular rules or discourse type and they support a more creative approach to learning[51].

[51] J.C. Richards, *Curriculum Development in Language Teaching,* (Cambridge: Cambridge University Press, 2001), p. 252 – 253.

CHAPTER V
CONCLUSION AND SUGGESTION

A. Conclusion

Based on the results of the above research can be summarized as follows:

1. In control group, could be seen in pre test were 11 students (44%) got low qualification of score and 14 students (56%) got good qualification of score. Whereas the results of students reading ability in post test were 2 students (8%) got low qualification of score, 13 students (52%) got good qualification of score, and 10 students (40%) got very good qualification of score. While, in experimental group could be seen in pre test were 6 students (24%) got low qualification of score and 19 students (76%) got good qualification of score. Whereas the results of students reading ability in post test were 2 students (8%) got good qualification of score, 7 students (28%) got very good qualification of score, and 16 students (64%) got excelent qualification of score. So, from the data it shows the qualification of the student summary score increases in the control group as well as the experimental group.

2. In control group, the results of mean score in pre test were 59,36 with standard deviation 6,184 whereas the results of mean score in post test were 68,16 with standard deviation 5,829. By the paired t test can conclude that there were difference mean score in pre test and post test.

3. In experimental group, the results ̂ an score in pre test were 63,84 with standard
deviation 5,226 whereas the re: mean score in post test were 79,68 with standard deviation 6,725 and there were the relationship of mean score of related

groups after given treatments of there were difference mean score in pre test and post test.

4. In this research obtained that in the control group the average student score was 68.16 while in the experimental group obtained an average value of 79.68. So, the average of students score in experimental group higher than average score in control group. Based the independent t test were obtianed t-count was 6,472 and significance (2-tailed) was 0,000. Since, significance (2-tailed) = 0,000 < 0,05, Ho is rejected, Ha accepted so it can be concluded that there is an effect toward the results of students' reading comprehension between thoses who are taught by using authentic reading materials and those who are not. Based the independent t test were obtained t-count 6,472 and significance (2-tailed) was 0,000. Since, significance (2-tailed) = 0,000 < 0,05, Ho is rejected, Ha accepted so it can be concluded that there is an effect toward the results of students' reading comprehension between those who are taught by using authentic reading materials and those who are not.

B. Suggestion

Based on the above conclusions can be compiled suggestions as follows:

1. Based on the tests conducted using empirical data can be seen that the use of authentic reading materials can improve students' reading ability. In addition, the use of authentic reading materials can improve the spirit and motivation of student learning. During the research the students looked very enthusiastic about the material given. Some students even ventured to ask the researchers about the media provided during the learning process. Therefore it is suggested to teachers to be able to combine conventional learning media such as books with learning media that can attract student interest, one of which is the authentic reading material.

2. Based on the observations of researchers during the study, availability of authentic reading materials such as magazine in schools is still very minimal. Whereas the availability of authentic reading materials in schools can be a reading material for students to improve their ability to read and understand the contents of reading. Therefore, the researcher recommends to the school librarian to be able to provide authentic reading material media in the school library.

3. Learning strategies also have an impact on the success of the learning process. It is suggested to teachers to also apply learning strategy such as cooperative learning to be able to increase motivation and interest of student learning especially in class.

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