

**THE EFFECT OF AUTHENTIC READING MATERIALS ON STUDENTS  
READING COMPREHENSION ACHIEVEMENT AT SMP PANCASILA  
KOTA BENGKULU ACADEMIC YEAR 2019/2020**

**Thesis**

Presented as Partical Requirement for The Degree of Sarjana Pendidikan (S.Pd)  
of English Education Program



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## ***MOTTOS***

*“Success is never final. Failure is never fatal. Courage is what counts.”*

*(Sir Winston Churchill)*

*“For indeed, with hardship (Will be) ease. Indeed, with hardship (will be) ease. So when you have finished (your duties), then stand up (for worship).*

*(The Holy Qur’an: AlInsyirah 5-7)*

## DEDICATIONS

*I dedicate this thesis to:*

♥ *My beloved parents, especially my mom, the greatest woman in the world, and my father*

*For every love, prayer, sweat, tear, smile and laugh spent to raise and support me to be what I am now. Mom, Dad, you are the best ever!*

♥ *Someone who loves and support me in every moment I have*

♥ *My best friends who give me a great meaning of friendship*

## PRONOUNCEMENT

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I hereby sincerely state the "The Effect of Authentic Materials On Students Reading Comprehension Achievement at SMP Pancasila Kota Bengkulu Academic Year 2019/2020" is my real masterpiece. The things out of my masterpiece in this thesis are signed by citation and referred in the bibliography. If later proved that my thesis has discrepancies, I am wiling to take the academic sections in the from of repealing my thesis and academic degree.

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Bengkulu, Juli 2021  
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## **ABSTRAK**

### **THE EFFECT OF AUTHENTIC READING MATERIALS ON STUDENTS READING COMPREHENSION ACHIEVEMENT AT SMP PANCASILA KOTA BENGKULU ACADEMIC YEAR 2019/2020**

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**Kata kunci: Materi otentik, Pemahaman membaca, Teks Prosedur**

Penelitian ini bertujuan untuk mendapatkan bukti empiris efektivitas dalam menggunakan bahan bacaan otentik pada pemahaman membaca siswa/i dalam teks prosedur. Penelitian ini juga bertujuan untuk mengetahui sejauh mana membaca materi otentik dapat memengaruhi pemahaman membaca siswa /i dalam teks prosedur. Metode penelitian yang digunakan dalam penelitian ini adalah metode kuantitatif. Desain yang digunakan adalah kuasi eksperimental dan instrument utama yang digunakan adalah tes. Sampel dalam penelitian ini merupakan siswa/i kelas delapan SMP Pancasila Bengkulu dan untuk teknik sampling, Sampel yang digunakan adalah sampel acak. Total sampel dalam penelitian ini sebanyak 60 siswa/i dimana 30 siswa/i merupakan kelas ekperimen dan 30 siswa/i sebagai kelas kontrol. Penghitungan di penelitian ini dihitung menggunakan program SPSS 22. Tes hipotesis menunjukkan bahwa sig. 2 tailed (p) adalah 0.003 sementara alpha ( $\alpha$ ) adalah 0.05. Dengan kata lain,  $p < \alpha$ . Hal ini berarti bahwa  $H_0$  (Hipotesis null) ditolak dan  $H_a$  (Hipotesis alternative) diterima. Ini membuktikan bahwa terdapat efek positif dari membaca materi otentik terhadap pemahaman membaca siswa dalam teks prosedur.

## **ABSTRACT**

### **THE EFFECT OF AUTHENTIC READING MATERIALS ON STUDENTS READING COMPREHENSION ACHIEVEMENT AT SMP PANCASILA KOTA BENGKULU ACADEMIC YEAR 2019/2020**

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**Keywords: authentic material, reading comprehension, procedural text**

This study aims to obtain empirical evidence of the effectiveness of using authentic reading materials on students' reading comprehension in procedural texts. This study also aims to determine the extent to which reading authentic material can affect students' reading comprehension in the procedural text. The research method used in this research is quantitative method. The design used was quasi experimental and the main instrument used was the test. The sample in this study were eighth grade students of SMP Pancasila Bengkulu and for the sampling technique, the sample used was a random sample. The total sample in this study was 60 students in which 30 students were the experimental class and 30 students were the control class. The calculation in this study was calculated using the SPSS 22 program. The hypothesis test shows that sig. 2 tailed (p) is 0.003 while alpha ( $\alpha$ ) is 0.05. In other words,  $p < \alpha$ . This means that  $H_0$  (null hypothesis) is rejected and  $H_a$  (alternative hypothesis) is accepted. This proves that there is a positive effect of reading authentic material on students' reading comprehension in the procedural text.

# CHAPTER 1

## INTRODUCTION

### A. Background of Study

Reading is the process by which students gain information and ideas from books, newspapers, manuals, letters, contracts, advertisements and other materials. It is something that is very important for students because the success of their study depends on the level of their ability to read.

. The ability to read opens up new knowledge and opportunities. It enables students to gain information, to get some pleasure, and do many things that are part of modern life, such as newspapers, magazines, internet, etc. That is why reading plays important roles in teaching and learning process of English. The target of the English teaching and learning is to enable students to gain the functional literacy which is the ability to communicate both in simple oral and written English to deal with the daily life contexts, such as reading and understanding newspapers or manuals. The students are expected to be able to comprehend English texts in order to learn new knowledge, ideas and concepts. There are two basic types of the authentic text and nonauthentic text . Examples of authentic text are newspaper, magazine, article of website pages. Nonauthentic texts are written especially for learners, for example a reading text in an elementary course book, work sheet and a reader for young learners (knight, 2008).

however, to some students considered that reading as difficult

language skill to be mastered because the students have low reading comprehension and interest. The students tend to have learning disabilities on their reading comprehension (Kiljner, 2007). The students demonstrate many problems associated with low comprehension, including poor decoding, fluency and comprehension. The students have difficulties in understanding the English texts because they have a limited exposure and skills to develop their reading. That is why they tend to find difficulties in understanding sentences, also finding main idea and specific information.

Those problems above also effect the students' motivation of the reading activities. The condition makes their interest of reading activities low. They were found unfocused and bored on the teacher's explanation. Another problem is related to the reading comprehension of the students. Because of the students lack of reading materials as their exposure and the low motivation in the reading activities, they found it difficult to comprehend English passages. It is hard for them to deduce meaning, inferring and detect relation such as main idea, supporting idea, new and give information.

Moreover, providing the appropriate reading materials for the students is important to improve their motivation in reading activities. However, it is not enough to tell them to read a lot, the students need to be offered a program which includes appropriate materials, guidance, tasks, and facilities (Harmer, 2004). The Communicative Language Teaching highlighted the fundamentally communicative properties and the teaching and learning process characterized by authenticity and real-world simulation (Brown, 2001).



Many authors and researchers have asserted that authentic materials have positive effect on learners. The Use of Authentic Materials in the Teaching of Reading concluded that the student benefiting from the exposure to real language being used in a real context. Other aspects which proved positive when using authentic materials were that they are highly motivating, giving a sense of achievement when understood and encourage further reading (Berardo, 2006).<sup>1</sup> Using Authentic Materials for Extensive Reading to Promote English Proficiency examined the effects of extended reading on language proficiency of Taiwanese college students and explored students' attitudes toward the authentic readings utilized as outside reading materials. The study demonstrated a measurable positive effect of extensive reading on students' language acquisition. The findings answered the research questions proposed in this study in regard to the effects of extensive reading on vocabulary and other skills. In particular, the results pointed to significant improvement of vocabulary acquisition, but not grammar. In addition, students experienced gains in knowledge, sources for communication, and other language skills. They also became more involved in class discussions (Guo, 2012).

The use of authentic materials helps to bridge the gap between classroom knowledge and students' capacity to participate in real-world events. In other words, incorporating authentic materials helps students acquire an effective communicative competence in the target language.

Based on the illustration above, thus, this research was aimed to try to

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find out the effect of authentic material on students reading comprehension to the second grade students of SMP PANCASILA Bengkulu.

## **B. Identification of the Problems**

Based on the background of the research, it can be identified several issues such as: first, students reading ability is low. Second, students have difficult reading difficulties, especially in foreign languages. Third, some students still get difficulties in comprehending the text because they don't understand the text and they are lack of vocabulary. They sometimes feel bored to follow the lesson because the teacher only uses handbooks and blackboards when the teaching learning process. Fourth, Lack of student knowledge about the target language (English). Fifth, The teacher is teaching in the class without interesting materials, so the students are not interested in learning reading. They also think that English is difficult subject, it makes them get low motivation.

## **C. The Limitation of the Study**

Based on the background of the problems, the researcher provides a limitation in this research, the effect of authentic reading material on students reading comprehension achievement at SMP PANCASILA Bengkulu. The technique will use is a brain sketching technique, a technique that can make the learning process be make more active and fun.

#### **D. Research Question**

Based on the problem that the writer describes above, the formulates a research question: is there any significant effect in reading comprehension between the students who are taught by using authentic material and without authentic material ?

#### **E. Objective of the Research**

Based on the problems above, the objectives of the study was: to find out whether or not there will a significant effect in the reading comprehension difference between taught using authentic material and without using authentic material.

#### **F. Definition of Key Term**

1. Authentic material is authentic texts are material designs that are intended for native speakers and come from original speakers as well. Authentic text can also be referred to as original text that is intentionally made for students for one language class. Sources of Authentic materials can come from newspapers, magazines, television, dialogues, or speeches. By using Authentic Material then, at least the students will feel the natural learning atmosphere and as if facing something real. In addition, by using Authentic Materials, teachers have tried to bring something tangible in the classroom because the information is more up to date (Gilmore, 2007).<sup>2</sup>
  2. Reading comprehension is the ability to process text, understand its meaning, and to integrate with what the reader already knows.and
-

reading is the process by which students gain information and ideas from books, newspapers, manuals, letters, contracts, advertisements and other materials. It is something that is very important for students because the success of their study depends on the level of their ability to read. If the students have a good ability in reading they will have success in their study. In the opposite, if their reading skills are poor they will get difficulty in understanding the meaning.

## **CHAPTER II**

### **LITERATURE REVIEW**

#### **A. The Concept of Reading Comprehension**

##### **1. Definition of Reading Comprehension**

Reading Comprehension is the ability to understand information in a text and interpret it appropriately (Grabe, 2002). Reading comprehension is an activity aimed to understand the message of a particular text. Reading comprehension as an active, dynamic, and developing process of looking for interrelations between elements and texts (Hassani, 2015). Reading comprehension is basically an interactive process of meaning making between the reader and the author through the text, which involves mental activities and background knowledge. So reading comprehension is an active process, directed by intentional thinking that allows young readers to make connections between their thinking processes, the textual content and their own knowledge, expectations, and purposes for reading.

Snow reading comprehension is the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. Richard reading means perceiving a written text in order to understand its context while the result. Understanding, is called reading comprehension. The different types of reading comprehension are usually distinguished according to the reader's purpose in reading and the type that is used; the following are types of comprehension:

##### **1. Literal comprehension**

Literal comprehension means reading in order to understand, remember, or recall, the information explicitly contained in the passage.

2. Inferential comprehension

This type of comprehension is intended to find information that is not explicitly stated in passage, using the reader's experience and intuition, and by inferring (inferencing).

3. Critical or evaluative comprehension

It is kind of reading in order to compare information in a passage with the reader's own knowledge and values

4. Appreciative comprehension

This last type of comprehension is intended to read in order to gain emotional or other kind of valued response from a passage.

Proficient reading depends on the ability to recognize words quickly and effortlessly. If word recognition is difficult, students use too much of their processing capacity to read individual words, which interferes with their ability to comprehend what is read. Alexander reading comprehension involves taking meaning to a text in order to obtain meaning from a text. An individual may be said to comprehend a text fully when he can:

- a) Recognize the word and sentences of the text and know what these words and sentences mean (obtain literal meaning)
- b) Associated both denotative and connotative meanings from personal experiences with the printed text (obtain inferential meaning)

- c) Recognize how all the meanings and his perceptions of them fit together contextually.
- d) Make value judgement about, and based on the reading experience (read critically)

In short, It can be said that reading is a process that include the writer by encoding the thought into the language represented with the word and the reader decodes the language into thought. When the reader decodes the language, it relates two processes those are word recognition and comprehension. The comprehension means the understanding of written text and it focused on deriving the meaning. The comprehension is affected by the background knowledge and many kinds of language interact with information in a text.

## **B. Reading Skill**

To understanding reading comprehension one should begin by analyzing what comprehension involves and how it relates to the entire reading process. fluent reading entails two fundamental skills (Alexander, 1988):

- 1) Prediction of meaning and the sampling of surface structure sufficiently to make prediction certain, and
- 2) Making the most efficient use of visual information, which is all the cues to meaning available in the printed text.

Reading comprehension has been traditionally taught from a skill perspective. There are seventh-comprehension skill through a factor analysis procedure, those are (Alexander, 1988):

1. Reading word meanings
2. Drawing inferences about the meaning of word from context
3. Finding answers to questions answered explicitly or merely in paraphrase content
4. Weaving together ideas in the content
5. Drawing inferences from content
6. Recognizing a writer's purpose, attitude, tone and mood
7. Identifying a writer's technique

### **C. Approach to Teach Reading**

There are differences in approaches to teach reading. Some of them are bottom up, top down and interaction. Bottom-up views reading as a process of decoding written symbols into their aural equivalents in a linear fashion (Nunan, 1999). Top down is processing in which we draw on our intelligence and experience to understand a text. A top down approach, as its name indicates, starts at the top and works downward. It is suggested that learning to read would first memorize a whole story and later learn to deal with individual words (Cahyono, 2010).

In interaction approach, reading is considered an active, constructive process, with the focus on the reader, whose experiences, cultural background, and point of view will determine the comprehension of a written



place. Sub skills are mentioned but emphasis is on cognitive processes used to decode words and understand and remember text: using context to figure out unknown words, activating one's knowledge of a topic, predicting meaning, summarizing, and visualizing.

Element of bottom approach and top down. Reading is considered to be an interactive process is conversation between the writer and the readers, even though the writer is not present and because of it, using both process are necessary. Thus, in the perspective of the interactive model, the top down approach is used to predict the meaning and the bottom up approach is to check it (Cahyono, 2010).

#### **D. Testing reading**

There are wide varieties of procedure and instrument types for testing reading. Two of most familiar are short answer comprehension questions and cloze testing (Allison, 1999).

Short answer question are usually designed to cover a range of abilities (or sub skills) that test designers believe are involved in comprehension. Some examples include identifying main points, locating significant details, understanding reference item in context and inferring writer intentions.

The term cloze is related to the gestalt notion of closure and has to do with completing a whole from which parts are missing close testing involves systematic deletion of words from a text, such that test takers draw on the remaining text to predict and supply words that are missing.

Besides those types of reading tests, the traditional read a passage and answer some question technique is undoubtedly the oldest and the most common (Brown D. , 2004). Almost all the proficiency test uses the format impromptu reading and responding the question according to passage:

There are many types of question that can be used in testing reading comprehension, some examples of the type of reading test are:

1. Selective deletion gap filling

Read the passage below and find where words are missing. Choose one word from the list of word provided to fill in each gap.

Examples: choose from following words: Freetown in likes, they, her, them,, sings, words, is, she, doesn't, not, live, a, never, their, sister, but, lives, town, dog.

Yemi is in the eleventh grade and (1) seventeen years ol. She does not 920 in banako.(3) lives in a small (4) nearby.(5) father in a factory in Banako, and her mother works in (7) hospital in the town she has four brothers and one (8). Her sister does not (9) live in Banako. She (10) in Freetown and works in office.Yemi's brothers live with (11) parents and (12) to school in Banako.Yemi's brothers live with (11) parents and (12) to school in Banako. Yemi (13) basketball at schools. She (14) English but she (15) like Mathematics.

## 2. Close tests

Close test are reading passage with blanks representing words that have been deleted from the original text, the blanks are to be filled in by the reader (Taylor, 1996).

## 3. Texts with comprehension questions

Sample textswith comprehension questions:

One day, Pa said that spring was coming.

In the Big Woods,the snow was beginning to thaw. Bits of it dropped from the branches of the trees and made little holes in the softening snow banks below. At noon all the big I cicles along the caves of he little house quivered and sparkled in the sunshine, and drops of water hung trembling at their tips.

### **Reading Material**

Once reading material appropriate to the level and interest of particular students has been identified, the more of the material that the students read the better and the more quickly his reading skill will develop.it meansn that the way of doing a lot of reading, the students that is used is essential to be concerned (Simanjuntak, 1989).

In preparing the material for reading lesson, there are three points of view need to be considered. They are readability, suitability of the content and exploitability (Simanjuntak, 1989).

## 1. Readability

Obviously a text should be at right level of difficulty and semantic relevance, should be weighed before it is selected for use. The combination of structural and lexical difficulty is readability. If the teacher wants to select the suitable text, the teachers should know the students. When the students come from a various background, teacher can make a use trial and error. Because ideally, the students should be given any material that appropriate with their need, but if it is not possible in any circumstances, the teacher may choose the material that mostly suits with the students.

The proportion of the new lexical items (words and idioms or compound phrases) can be acceptable depends on the reader's purpose. If the readers only want to get the gist of the text, they can skip unfamiliar words in away that they could not risk if they needed a through understanding. On the other hand, for intensive reading. It may be acceptable to have many words. For extensive reading, the object is that the students should read a great deal.

## 2. Suitability of content

To know whether the reading material have suitability of content it is needed to carry out an investigation of what his own students like. For instance by using this following guidelines recommend by Simanjuntak (Simanjuntak, 1989).

- a. Does text challenge the students 'intelligent without making unreasonable demands on their knowledge of the foreign language?
  - b. If there are new lexical items, are they worth learning at this stage and too much numerous? If not worth learning, or if there are too many, consider replacing them with words already known. Are some of them understandable by means of inference from the context?
3. Exploitability

Exploitability is arguably the most important after interest. A text that the teacher cannot exploit is no use for teaching even if the student enjoy reading it. The term exploitation is using to the mean "facilitation of learning." When the teacher exploits a text, he makes use of it to develop his students' competence as readers. The focus of interest in the reading lesson is language and content. The teacher wants his students to learn how language is used for conveying content. When the teacher choose a text, therefore, he needs to be clear what sort of interpretive skills it demands, and what method the teacher will be able to use to help his students to develop them. However, the teacher should be able to make the students interested.

## **E. The Concept Authentic Materials**

### **1. Definition of Authentic Material**

The material used in teaching English, especially for reading is categorized into two, those are authentic and non-authentic material. There are two kind of text namely authentic and non-authentic texts. The non-

authentic are the reading-material which written for the learners by using simplified vocabulary and sentence construction. It is usually found in course book and lesson book. Otherwise, the authentic texts are written not for the learners. Using unsimplified vocabulary, and sentence construction. The examples of authentic material are article in newspaper, magazines, email, etc (knight, 2008). classified the authentic materials as below (Genhard, 1996):

1. Authentic Materials:

TV, quiz shows, Cartoons, Clips, Comedy Shows, movies, soap operas, short stories, novels,songs, documentaries, website Internet, and Email.

2. Authentic in Visual Materials:

Slides, photographs, paintings, children artwork, pictures from a magazine, postcard picture,and picture books.

3. Authentic in print Materials:

Newspaper, advertisements,lyric song, restaurant menus, street signs, maps, comic books, novels, documentaries.

Authentic materials are natural, practical, useful, interesting, and appropriate materials that already exist in real life and that are not artificially constrained to be used in language classes but amenable and adaptable to explanation for language teaching purposes. There are three important points within this definition of authenticity of materials.

First, authentic materials are natural in terms of real life and meaningful communication with their cultural values. Second, related to the

application of the authentic materials, they are practical, useful, and interesting to the learners. Third, authentic materials are amenable and adaptable to exploitation for language teaching purposes.

## **2. The Advantages and Disadvantages of Using Authentic Materials**

Authentic materials are considered by to helpful to bridge the gap between the classroom and outside world. Authentic texts can be motivating because they are proof that the language is used for real life purposes by real people (Cahyono, 2010).

However, using materials and media has advantages and disadvantages. One disadvantage is that it takes time an effort to locate authentic materials.ascond disadvantages is that it is sometimes difficult to make authentic materials and media comprehensible to the students.otherdisadvantage is that some students will not accept authentic materials and media as being valuable learning source (Gerhard, 1996).

Although using authentic material has disadvantages, they are very strong reasons to use them. Authentic materials and media can reinforce for students the direct relation between the language classroom and the outside world.. When the lesson is centered on comprehending something that is used in real world, students tend to focus on the content and the meaning than on language. This offers students a valuable source of language input, as students can be exposed to more than just the language presented by teacher and the text.

Authentic materials keep students informed about what is happening in the world. As teachers, we are educators working within the school system, so education and general development are part of our responsibilities. Sometimes, the same piece of authentic material can be used under different circumstances if the task is different. Language change is reflected in the materials so that students and teachers can keep abreast of such changes.

The 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 or kinds of authentic materials to be used in class. Authentic materials have a positive effect on learner motivation. They provide authentic cultural information and provide exposure to real language. They can relate more closely to learners' needs and interests and support a more creative approach to teaching. Unlike traditional teaching materials, authentic materials are continuously updated.



### **3. Sources of Authentic Materials**

When people first think of authentic materials they usually assume that we are talking about newspaper and magazine articles. classified the authentic materials as below (Genhard, 1996):

1. Authentic Materials:

TV, quiz shows, Cartoons, Clips, Comedy Shows, movies, soap operas, short stories, novels, songs, documentaries, website Internet, and Email.

2. Authentic in Visual Materials:

photographs, paintings, artwork, pictures from a magazine, postcard picture, and picture books.

3. Authentic in print Materials:

Newspaper, advertisements, lyric song, restaurant menus, street signs, maps, comic books, novels, documentaries.

The sources of authentic materials that can be used in the classroom are infinite, but the most common is internet website. One of the most useful is the Internet. the Internet is continuously updated, more visually stimulating as well as being interactive, therefore promoting a more active approach to reading rather than a passive one. From a more practical point of view, the Internet is a modern day reality, most students use it and for teachers, there is easier access to endless amounts of many different types of material. From a even more practical/simple point of view.

## **F. Brain Sketching Technique**

### **1. Definition Brain Sketching Technique**

Brain sketching is a technique that can help teachers in teaching to make the teaching process interactive and fun. Which can stimulate students' creativity and their imagination. Furthermore, the brain sketch technique is an idea generation technique based on sketches. This version of brainstorming is based on doodles or drawing, who are elements that stimulate students' thinking in different ways.

During the brain sketch process, participants draw their ideas individually. Then they change their ideas and the same time students will get new ideas. Finally, students generate different ideas and build on previous ideas from others and so on. Because of its methodology, brain-sketching is a useful technique for building other ideas or getting connections from other concepts that were previously produced (Gundy, 2015). In this case all are considered that don't use. One reason is our verbal compilation, we are often not as productive as what is needed. Sometimes in terms of delivering ideas someone feels, hampered, for fear that other people distracted by various problems and hidden agendas. Research shows that the benefits of the Brain-sketching technique, have four or five people produces ideas simultaneously. During the process of making ideas, sketches can stimulate creative thinking, especially during the process individual generation, by providing new directions for generating other ideas with each student's collaboration.

Sketch can provide an integrated group process when they work on developing their ideas from previous ideas. In addition, a relational conversation that will appear in the last part of Sketch-Brain might make substantial connection in group members and improve group processes. Brain sketching techniques can function as training students' brains to visualize any concept as a model and relate it to key words. Brain sketch Techniques are suitable for cooperative learning that aims to help students learn from each other in groups. How do students and teachers work together.

## **2. The role of teacher and students**

In stimulating student creativity by using Brain Sketch Techniques, students are given the opportunity to discuss what ideas they will write when viewing Sketch drawings by explaining their ideas in Authentic material, and the result is students are better able to read the ideas they use based on Sketching Techniques. The brain and by not using brain sketching technique, with what has been established to class control and class experiment. This technique can stimulate students' creativity thinking in determining ideas.

The use of Brain Sketching Technique in the learning process of reading is indeed to make it easier for students to capture and express whatever ideas they will write, the purpose of reading is to give students opportunity to express their own ideas using the language patterns they learned. Students strive to achieve that. One way to improve reading is to use

sketch media. In brain sketching techniques, the learning steps given by teacher include:

- a. The researcher conveys and explains and explains the material based on the topic, namely authentic material reading comprehension.
  - b. The researcher explains to students about brain drawing techniques until students understand.
  - c. The researcher asks students to make group of 4-8 people and students sit around a table or make a circle.
  - d. The statement is agreed, until the students really understand what has been explained about the authentic material.
  - e. The researcher give the students a sketch with a different theme for each treatment.
3. The benefits of Brain Sketching
- a. Students passive turn to active
  - b. Procedure more ideas for students in reading
  - c. Helping teachers convey material to be more fun
  - d. Build other ideas or get connection from the previous ideas.

#### **G. Conceptual Framework**

English is a foreign language in our country, it has become an international language. English has been intergrated to secondary school for a long time. The English language is exerting even stronger influence in the modern world and has become an international language. There are

also advantages of introducing a foreign language for young learners. It is also important for students to get learning English early.

There are several problems in teaching and learning process of reading skill. One of the problems is the low reading comprehension of the students. This problem is related to the teacher, the students, the teaching and learning method and the reading materials. Since the aim of English teaching and learning in junior high school is to enable students to gain the functional literacy which is the ability to communicate both in simple oral and written English to deal with the daily life context, the students need materials that can improve their reading comprehension.

However, from the preliminary observation, the researcher found that the reading materials for the students were only taken from course book. There were no other reading materials outside the course book due to the aim of the teacher that oriented on the need of the students to face the final exam. Some students were found having less interest on English subject because of the reading tasks which were considered monotonous. They found that the subject was boring and less important. As a result, they found difficulties in the reading comprehension. They felt difficult to find the main idea and specific information.

In fact, there are a lot of materials which can be used as reading materials to motivate the students in teaching and learning process. One of the materials is authentic materials which can be good since authentic

materials contain genuine communication. They provide students with opportunities to experience language as it is used in real-life situations. The students need to learn to communicate in English to deal with daily life context to prepare them to be ready to join the real- life situation in which they will be exposed to use of English outside the classroom.

Furthermore, reading authentic texts efficiently is a way to build up the students' confidence and also motivate them. If the teacher carefully chooses the materials, with the students' general competence, the reading activity will be success-oriented and quite motivating. Then if the students know that they have read a difficult text but they have managed to understand it adequately, they will feel confident in their own ability to read in the foreign language and will be more willing to take charge of their own learning. Highly-motivated students will lead them to enjoy reading and it will result in acquisition of the target language.

In conclusion, the researcher feels certain to use authentic materials to improve reading comprehension of the second grade students of junior high school 13 Bengkulu. Since authentic materials propose the same term with the aim of English teaching and learning process for junior high school.

## **H. Previous Study**

Related to this research, there are some previous studies, which are similar or in line with this study. Here the researcher presents of

the studies, those are “Using Authentic Materials to Improve the Student’s Reading Comprehension,” that written by AgungWicaksono.

The study was conducted by AgungWicaksono at the English department of the university of Nusantara”PGRI” Kediri in the academic year of 2008-2009. This research was carried out as classroom action research in collaborative with one of English lectures in that university. This study took two problems in research formulation, those are (1) can authentic materials improve students’ reading comprehension? (2) How is the process of the teaching and learning situation conducted when authentic materials are used in the reading class?

In calssroom action research conducted by Wicaksono, there were two cycles and each cycle consisted of four step, those are planning, implementation, observatio, and reflection.

The planning activities included preparing the material, making the lesson plan, and designing the steps in doing action: preparing aalist of the student’s name; preparing sheets for classroom observation; and preparing a test.

The implementation activities include giving a pre-test; teaching reading comprehension using authentic materials based on on the planned materials and steps giving opportunity to the students to ask any difficulty or problems and giving post-test in every cycle.

The observation activities concerns with observing the students activity during the action and making notes. The reflection activities in this phase were analyzing the observation result, and calculating the results of the reading comprehension test.

The result of this research were displayed in term of each cycle, in the first cycle, the materialstried were taken from newspaper, magazines, brochures,and the topic was chosen by the teacher. Meanwhile, in the second cycle, authentic materials from internet and the topic were selected and used by the students.

“The Use of Authentic Materials in the Teaching of Reading” concluded that the student benefiting from the exposure to real language being used in a real context. Other aspects which proved positive when using authentic materials were thatthey are highly motivating, giving a sense of achievement when understood and encourage further reading. They also reflect the changes in the use of language, there is a wide variety of text types, they are also very versatile (they can be used in different ways to promote different skills) and can be used more than once as well as be updated. Anything can be used as authentic material but for developing reading one of the most useful resources is the Internet, with large amounts of varied material being easilyaccessible (Berardo, 2006).

“Using Authentic Materials for Extensive Reading to Promote English Proficiency” examined the effects of extended reading on language proficiency of Taiwanese college students and explored students’



attitudes toward the authentic readings utilized as outside reading materials. The study demonstrated a measurable positive effect of extensive reading on students' language acquisition. The findings answered the research questions proposed in this study in regard to the effects of extensive reading on vocabulary and other skills. In particular, the results pointed to significant improvement of vocabulary acquisition, but not grammar. In addition, students experienced gains in knowledge, sources for communication, and other language skills. They also became more involved in class discussions (Guo, 2012).

“Using Authentic Materials to Teach Reading Comprehension” found that it is essential to develop materials that are appropriate for Costa Rican students, where students are exposed to texts like those that they will eventually encounter in "real life" and learn how to understand them. As professionals in the field, we must continuously try to find the best way to teach and share our experiences and the material we use in order to receive feedback and provide others with everything that we have learned. We must never stop creating materials and contributing to the field of language teaching in order to improve the quality of education in our country (Ugalde, 2008).

## I. The Hypothesis of the Study

Hypothesis is a powerful tool in scientific inquiry. A hypothesis may be precisely defined as a tentative proposition suggested as a solution to a problem or as an explanation of some phenomenon. It presents in simple form a statement of the researcher's expectation relative to a relationship between variables within the problem (Ary, 1985).

In short, the hypothesis means prediction of the solution of the problem or phenomenon and it presents the expected value from the relation between the variables of the problem. In this research, there are two kinds of hypothesis; those are null hypothesis ( $H_0$ ) and alternative hypothesis ( $H_a$ ).

1.  $H_0$  (null hypothesis) : There is a significant difference score between the student who are taught by using authentic material and taught without using authentic material
2.  $H_a$  (alternative hypothesis) : There is no difference score between the student who are taught by using authentic material and taught without Using authentic materials

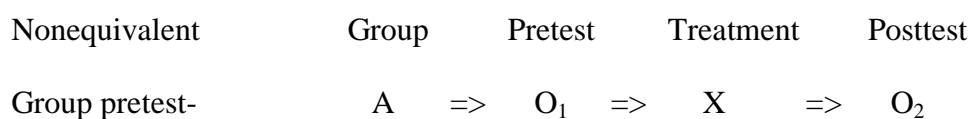
**CHAPTER III**  
**RESEARCH METHOD**

**A. Research Design**

The research design in this study is experimental research. This research use quasi experimental research design involves the manipulation of dependent variable to observe to effect on dependent variable. An experimental research can be defined as systematic method to built relation that contains causal-effect phenomena (causal-effect relationship) (Sukardi, 2003). Experimental research involves the study of the effect of systematic manipulation of one variable(s) on another variable (al, 2006). The manipulated variable is called the experimental treatment or independent variable. In addition, experimental research is the way to look for relation of cause and effect of two factors that created the researcher consciously.

The experimental research will be chosen to determine influences an outcome or dependent variable (Cresweel, 2012), which the effect of authentic material on students reading comprehension achievement at eight grade students of SMP PANCASILA Bengkulu in academic year 2019/2020.

In addition, in this design pretest given before treatment and psot test after treatment. The research design wil called *nonequivalent-groups* pretest-posttest design because two group of experimental and control. The research design can be presented s follows:



Posttest-design:                    B    =>                    =>                    O<sub>4</sub>

Where:                    A : The experimental class

                                  B : The control class

                                  O<sub>1</sub>: Pretest for the experimental class

                                  O<sub>2</sub>: Posttest for the contro class

                                  O<sub>3</sub>: Pretest for the control class

                                  O<sub>4</sub>: Posttest for the contorl class

                                  X : The treatment

The researcher will takes two class as sample group and experimental class and control class, in the case, the researcher use the brain sketching technique for experimental class and only giving explain material by teacher for control classes.

## **B. Population and Sample**

### **1. Population**

Population is defined as all members of any well-defined class of people, event or subjects (al, 2006). Therefore, the small group that is observed is called sample and the larger group that the generalization is made is called population.

In this study, the population was the second grade students of students of SMP PANCASILA Bengkulu in academic 2020/2021.

## **2. Sample**

Sampling refers to the process of obtaining a sample. In this study, the researcher used random sampling (Porte, 2002). because the population is in groups and homogenous.<sup>3</sup>This technique will used by considering the research design used which needed experiment group and control group

In SMP PANCASILA Bengkulu, an experiment class and control class as the sample from eight classes of the population. There are 60 students. The researcher takes two classes as the sample, and divides into two group, 30 students for the experimental group and 30 students for the control group.

### **C. Technique of Data Collecting**

The research will do the pre-test and post-test for all of the samples. The pretest is giving for the control and experimental class. The data will be collected by giving the test to the student. One of the most important steps in doing research is collecting data to find out the result of the research. The procedures of data collection followed some steps. The data for this research were collected from the score of the pre-test and post-test. In order to know whether using Authentic Material teaching Reading Comprehension at SMP Pancasila. And the scores gain from both pre-test and post-test compared. In this research, the researcher analyzed the students, vocabulary, and before the test given to the student.

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<sup>3</sup>Sugiyono, Op. Cit., p.215

## **1. Test**

The test used to measure how many percents the purpose can achieve once the teaching process. The test is a method of measuring a person's ability or knowledge in a given domain. In this research, the researcher used a Reading Comprehension test into multiple choices as a test. The test divided two stages that are pre-test and post-test :

### **a. Pre-test**

The pre-test is conducted to know the students' vocabulary achievement before the treatment. It will be in the control class and experimental class to find out the students' reading comprehension quality before treatment.

### **b. Post-test**

The purpose of administering the post-test will be to measure the students' ability in developing their academic reading after the received the treatment. By analyzing the student's post-test scores, the researcher could measure the significant difference in student achievement between the experimental and control groups. The topics tested in the post-test will the same as those in the pre-test because both of them will be used to measure the students' reading comprehension achievement and to know whether there will a positive influence of using authentic material on students' reading comprehension achievement not. After conducting a pre-test and post-test for the two groups, the

researcher scored the student's pre-test and post-test and arranged the scores into the rank order.

#### **D. Research Instrument**

In conducting this research, the researcher used three instrument that is test. The test consisted of pre-test and post-test. The pre-test was used to measure students' comprehension level in reading before they were given the treatment. Post-test was used to measure the competence and the achievement of the students in reading after getting treatment. In order to get the information about the students' prior knowledge, the researcher give a test before delivering the treatment. There were 20 items of the test in which item for multiple choice. The researcher used scoring rubric to test students reading comprehension as in the following:

**Table 1.2 Scoring System**

<b>Point</b>	<b>Indicators</b>
<b>2</b>	The answer is true
<b>0</b>	The answer is false

- **Field notes**

In this case the researcher uses field notes in the form of graffiti, containing words, drawings, and sketches. Field notes are used to record events related to teacher and students activities during the learning process, s well as outside of learning activities. According sanjaya,"field notes or daily notes is a form of instruments to note all the incident the happen relate to teacher do" (Kaffilia, 2017). More information is obtain using field notes. To make it easier for researcher to remember and re-

understand the subject that had been studied so that it could be used as evidence in a research.

- **Documentation**

It will used to documentation all the research process. from giving the try-out, the pre-test, during the treatment class, and giving the post-test.

**E. Technique for Analyzing Data**

Quantitative data analysis is used in this study. The writer out the means score. The researcher also found out the significant differences within and between the groups in terms of Reading Comprehension. After collecting the data, result and the instrument ( pre-test and post-test ) will be nalyzied in order to answer to research question.

The next step of analyzing is classifng the students score into the categories. Since this research use quasi-experimental research. The data analyzed by using T-test(independent sample test) in order to compare the pretest and post test results. The T-test formula will used to find out T-count. The formula used SPSS ( Statisal package for the Social Science) will see a computer application that provided statisal analysis of data.

The calculation of T-test for Post-test in this research will compared to weth out the improvement of students' reading comprehension after the treatment given.



In giving scores to the ability after the treatment given. In giving scores to the students. The researcher follows the scale categories of reading proficiency test.

### 1. T-test

To found whether the differences between pretest nd posttest value will significant, the following t-test. T-test is intended to determine the level of significance of influence each variable is independent of the dependent variable with variable assumptions the othe doesnt change.

Formula:

$$t = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\left(\frac{SS_1 + SS_2}{n_1 + n_2 - 2}\right) \left(\frac{1}{n_1} + \frac{1}{n_2}\right)}}$$

t = Test of significance

X<sub>1</sub>= mean score of experimental class

X<sub>2</sub>= mean score of control class

SS<sub>1</sub>= Sum square of experimental class

SS<sub>2</sub>= Sum square of control class

N<sub>1</sub> = number of students of experimental class

N<sub>2</sub> = number of students of control class

Test of the average will used to examine whether experimental class and control class which had beend decided had different average or not. T-test will used to compare the mean score of two classes.

The first thing to do in using t-test to analyzed the data will finding the t-count. After found out, then t-count will compared to t-table with testing criteria for hypotheses accepting and rejecting area below: if  $t_{\text{count}} \geq t_{\text{table}}$ , it means  $H_0$  will rejected and  $H_a$  accepted, then, if  $t_{\text{count}} \leq t_{\text{table}}$  means that  $H_0$  will accepted and  $H_a$  will rejected.

The formulation of hypotheses in this research will

3.  $H_0$ (null hypothesis) :There is a significant difference scorebetween the student who are taught by using authentic material and taught without using authentic material.
4.  $H_a$  (alternative hypothesis) :There is no difference score between the student who are taught by using authentic material and taughtwithout Using authentic materials.

## **2. Normality test**

The researcher used normality test to know whether the data in the experimental class and control class have normal distribution or not. In this research, the researcher used statistical computation by using SPSS (Statistical Program for Social Science) for normality test.The hypotheses for the normality test are formulated as follows:

$H_0$ : the data have normal distribution.

$H_a$  : the data do not have normal distribution.

While the criteria acceptance or rejection of normality test are:

$H_0$  is accepted if  $\text{Sig} > \alpha = 0,05$

Ha is rejected if  $\text{Sig} < \alpha = 0,05$

### 3. Homogeneity Test

After the normality test, the researcher determined the homogeneity of the test. This test is intended to test whether the data obtained from the sample homogeneous or not. In this research, the researcher used statistical computation by using SPSS (Statistical Program for Social Science) for homogeneity of the test. The test of homogeneity employed Levene statistic test. The hypotheses for the homogeneity test are formulated as follows.

Ho : the variance of the data is homogeneous

Ha : the variance of the data is not homogeneous

While the criteria acceptance or rejection of homogeneity test are:

Ho is accepted if  $\text{Sig.} > \alpha = 0,05$

Ha is rejected if  $\text{Sig.} < \alpha = 0,0$

### 4. Independent Sample T-test

The last in independent T-test, the researcher will be compare or find out the difference mean score in untreated of two samples. The posttest conduct the data obtain from the test will analyzed by using the procedure as follows:

Classifying the Students Score into Five Classifications.

**Table 1.3 Classifying Students Score**

NO	Classification	Score
1	Excellent	90-100
2	Very Good	80-90
3	Good	70-80

4	Fairly Good	60-69
5	Fair	50-59

(Direktorat Pendidikan in Teteng, 2016)

## **F. Research Producers in Brain Sketching Technique**

In stimulating student creativity by using Brain Sketch Techniques, students are given the opportunity to discuss what ideas they will write when viewing Sketch drawings by explaining their ideas in Authentic material, This technique can stimulate students' creativity thinking in determining ideas. The researcher taught reading by using Brain Sketching Technique experimental class and controlled class, where each will teach with 2x45 minutes. This kind of teaching will be done two meetings. The stages as follow:

### **A. Experimental Class**

a. Material : Internet and web pages ( procedure text)

b. Learning Steps :

#### **1. Pre-activities (20 minutes)**

- a. The researcher greets and checks the class
- b. The teacher prepare the students for the subject matter and identified their prior knowledge.
- c. The teacher work to identify choosing the text and typing the of the text on board.
- d. The teacher draw painting of three columns on the board: (1) What do i know about authentic material,(2) i want to know about authentic material,(3) and What i learned.

## **2. Whilest Activities(50 minutes)**

- a. The researcher conveys and explains the material based on the topic, namely authentic material.
- b. The researcher asks students to make groups of 4-8 people and students sit with group each other.
- c. The statement is agree, until the student really understands what has been explained about the authentic material.
- d. The researcher give students a sketch with group friend to find each treatment.

## **3. Post Activities (20 minutes)**

- a. The teacher asks students to collect
- b. Teachers give the truth
- c. The teacher makes conclusion
- d. Teacher carefully observe the students working independent on Brain Sketching Technique chart. Give the follow up giving homework.

## **B. Controlled Class**

**a. Material :** Textbook ( procedure text)

**b. Learning Steps :**

### **1. Pre-Activities**

- a. The researcher greets and checks the class
- b. The teacher prepare the students for the subject matter and identified their prior knowledge.

- c. The teacher work to identify choosing the text and typing the of the text on board.
- d. The teacher draw painting of three columns on the board:  
(1) What do i know about authentic material,(2) i want to know about authentic material,(3) and What i learned.

## **2. Whilest Activities(50 minutes)**

- e. The researcher conveys and explains the material based on the topic, namely authentic material.
- f. The researcher asks students to make groups of 4-8 people and students sit with group each other.
- g. The statement is agree, until the student really understands what has been explained about the authentic material.
- h. The researcher give students a sketch with group friend to find each treatment.

## **3. Post Activities (20 minutes)**

- a. The teacher asks students to collect
- b. Teachers give the truth
- c. The teacher makes conclusion
- d. Teacher carefully observe the students working independent on Brain Sketching Technique chart. Give the follow up giving homework.

## **G. Data Validity and Data Reliability**

### **A. Validity**

Validity is defined as the extent to which scores on a test enable one to make meaningful and appropriate interpretations.<sup>4</sup> It means that validity is a measurement which shows the levels of validity or the real of the instrument. A valid instrument has a good validity. To measure that the test has good validity, this research used the content validity and construct validity.

#### 1. Content validity

Best and Khan said that content validity refers to the degree to which the test actually measure or is specifically related to the traits for which it was design, content, validity is based upon the careful examination of course textbooks, syllabus, objectives, and the judgments of subject matter specialists.<sup>5</sup> It means that the content validity is based on the material, and the material is agreement with the objectives of learning in the school which it is based on the syllabus, because the test must be able to measure the students' Reading Comprehension ability at the seventh grade of junior high school.

#### 2. Construct validity

Construct validity is needed to the measuring instrument that has some indicators to measure on aspect or construct.<sup>6</sup> In other word, construct validity is just like a concept, both of

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<sup>4</sup>Donald Ary, at.al., *Op.Cit.*, p. 224

<sup>5</sup>John W. Best and James V. Khan, *Research in Education Seventh Edition*, New Delhi:PrenticeHall, 1995, p. 219

<sup>6</sup>*Ibid*

them are abstraction and generalization that need to be define so clearly that can measure and examine. Therefore, construct validity is focus on kind of the test that used to measure the ability. In this section, the researcher consulted of the test English teacher of Mts Pancasila to check whether the specification Reading Comprehension and items number and had been fixed. After the teacher consulted the test with the teacher, she said that Reading Comperehension test material was suitable for the students level.

### 3. Item Validity

The reseacher gave some questions to know valid or not the questions that gave the students'. The item validity used to measure the validity of the test items. In this case, the reseacher used ANATES to calculated the data obtained from the try-out to find the item validity of each item.

Based on the output of the validity test results, it can be seen in the Corrected item-total Correlation column, the correlation values obtained are then compared with the r table with  $N = 35$  and a significance level of 5%, the r table value is 0.334. If the r-value of the corrected Item-Total Correlation  $> R$  table, the r-table value is 0.334. Of the 30 item questions in the Reading Comperehension test instrument, there are 20 item



items that can be declared valid and 10 other item items declared invalid.

## **B. Reliability**

Reliability is the extent to which the test can reliably produce consistent scores. In other words, the results of the test should remain the same even if the test is given to the same subject, but different participants, time, and also place.<sup>6</sup> The writer also used ANATES 4 program in order to get the reliability of the instrument. Reliability is determined from the value of reliability coefficient. The reliability coefficient obtained interpreted in classification reliability coefficient according to Cohen are presented below:

0.90 (very high reliable)

0.80 – 0.90 (highly reliable)

0.70 – 0.79 (reliable)

0.60 – 0.69 (marginally/minimally reliable)

< 0.60 (low reliability)

## **CHAPTER IV**

### **RESULT AND DISCUSSION**

This chapter present (1) findings and (2) interpretation of the study. The findings showed rates of the experimental group final work after that group had given the treatment. The findings also included the results of the study that showed whether there was significant difference in students' reading comprehension achievement between the eighth<sup>th</sup> grade students who were taught by using authentic material and those who were not.

#### **A. Result**

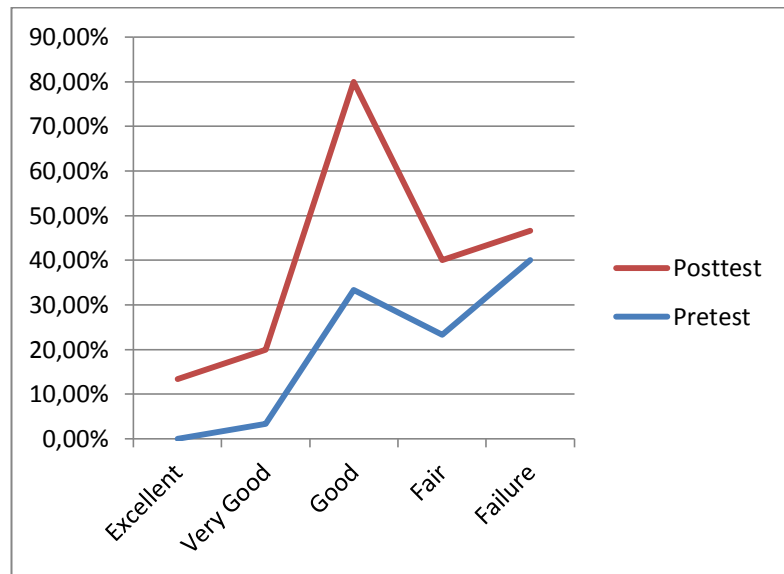
The findings of the study were obtained based on data analysis as presented in Chapter III. The findings were follows.

##### **1. The result of Reading Comprehension Test**

This section describes and analyzes the test before and after treatment. The pre-test and post-test were given to the students in the experimental group and control group. The pre-test was given to the students before the experiment was conducted, and the posttest was given at the end of the experiment.

##### **a. Description of the pre-test and post-test scores in the experimental group**

Graphically, the average score of the student's pre-test and post-test in the experimental class can be seen in the appendix, and the improvement (gain) that occurs for each student is also seen.



The post-test score was greater than the pre-test score on the basis of Figure 2.1. It implies that teaching authentic material will increase the student's Reading Comprehension

**Table 2.2**

**Description of The Results of The Experiment Class Students' Pre-Test Post-Test Class**

Interval	Category	Pre-test		Post-test	
		F	Percentage	F	Percentage
86 – 100	Excellent	0	0.00%	0	0.00%
76 – 85	Very God	0	0.00%	5	14.30%
60 – 75	Good	1	2.99%	21	74.30%
50 – 59	Fair	19	54.22%	4	11.40%
0 – 49	Failure	10	42.99%	0	0.00%
<b>JUMLAH</b>		30	100.00%	30	100.00%

Based on table 2.2 the pre-test in the experimental group, there were 0(0%) students in the excellent category, 0(0.00%) students were in the very good category, 1(2.99%) students were in a good category, 19(54.22%) students were a fair category, and 10(42.99%) were failure category. While, in post-test, there were 0(0.00%) students in the excellent category, 5(14.30%) students were in the very good category, 21(74.30%) students were in a good category, 4(11.40%) students were in fair category, and 0(0.00%) students were failure category.

**Table 2.4**

**Description of The Results of The Control Class Students' pre-test-post-test**

Interval	Category	Pretest		Posttest	
		F	Percentage	F	Percentage
86 – 100	Excellent	0	0.00%	0	0.00%
76 – 85	Very Good	1	2.90%	3	5.70%
60 – 75	Good	5	28.60%	16	60.00%
50 – 59	Fair	12	34.30%	9	30.00%
0 – 49	Failure	12	34.30%	2	4.30%
<b>JUMLAH</b>		30	100.00%	30	100.00%

Based on table 2.4 the pre-test in the control group, there were 0(0%) students in the excellent category, 1(2.90%) students were in the very good category, 5(28.60%) students were in a good category, 12(34.30%) students were a fair category, and 11(34.30%) were failure

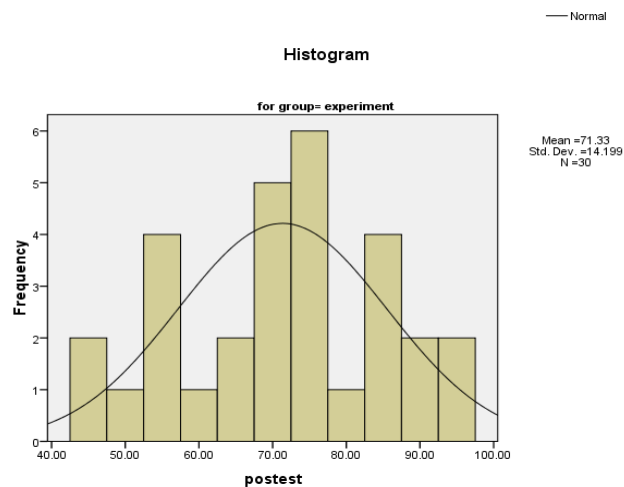
category. While, in post-test, there were 0(0.00%) students in the excellent category, 3(5.70%) students were in the very good category, 16(60.00%) students were in a good category, 9(30.00%) students were in fair category, and 2(4.30%) students were failure category.

## 2. The Normality and Homogeneity of the Data Score

Before analyzing the data, homogeneity and normality of the data should be measured. In determining homogeneity and normality of the data.

### a. The Result Of Normality Data of Pre-test Of Experiment and Control Classes

Based on the output of the normality test for the pretest scores of students in the experimental class and control class, the calculation results can be seen in the "Test of Normality" table in the Kolmogorov-Smirnov column, so that it can be analyzed as follows:



Based on the histogram for the Pre-test experiment class, the symmetrical curve looks normal. To determine the results of the normality test, the Post-test scores can be seen in the table below:

**Table 2.5**

**Pre-test Score Normality Test Results One Sample Kolmogorov-Smirnov Test**

**Tests of Normality**

Group	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	df	Sig.
Experiment	.147	35	.054	.960	35	.228
Control	.146	35	.056*	.955	35	.160

a. Lilliefors Significance Correction

\*. This is a lower bound of the true significance.

From table 4.11, it could be seen that the significance of normality pre-test score of experimental class in *Kolmogorov-Smirnov* was 0.054. Meanwhile, the significance of normality pre-test score in controlled class was 0.056. Furthermore, the significance of normality pre-test score of experimental class in *Shapiro-Wilk* was 0.228 meanwhile the significance of normality pre-test score in controlled class was 0.160., *Kolmogorov-Smirnov*

and *Shapiro-Wilk* table. Sig. score should be above 0.05 in order to have normal distributed data. Therefore, it could be concluded that the *Kolmogorov-Smirnov* and *Shapiro-Wilk* table. Sig. score in both class > significance degree,  $0.054 > 0.05$  and  $0.056 > 0.05$ . Therefore, it could be concluded that the data of pretest in experimental class and controlled class were normally distributed.

**b. Post-test Normality Test**

**Normally Post-test Between Experimental Class**

**and Control Class Test of Normality**

**Table 4.12**

	Class	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Score	Eksperimental	.133	35	.122	.944	35	.073
	Control	.142	35	.072	.953	35	.138

From table 4.12, it could be seen that the significance of normality pos-test score of experimental class in *Kolmogorov-Smirnov* was 0.122. Meanwhile, the significance of normality pre-test score in controlled class was 0.072. Furthermore, the significance of normality pre-test score of experimental class in *Shapiro-Wilk* was 0.073 meanwhile the significance of normality pre-test score in controlled class was 0.138.

According to the requirement that had been mentioned in

chapter III, *Kolmogorov-Smirnov* and *Shapiro-Wilk* table. Sig. score should be above 0.05 in order to have normal distributed data. Therefore, it could be concluded that the *Kolmogorov-Smirnov* and *Shapiro-Wilk* table. Sig. score in both class > significance degree,  $0.122 > 0.05$  and  $0.072 > 0.05$ . Therefore, it could be concluded that the data of pretest in experimental class and controlled class were normally distributed.

## 1. Data Homogeneity Test

### a. Pre-test Homogeneity Test

After calculating normality test, the researcher calculated the homogeneity test in each class and each test. The homogeneity in this research were conducted through SPSS (Special Package for the Social Sciences) 22 version. The homogeneity test in this research used *Levene* method in SPSS 22. The test of homogeneity was using Levene table. Sig. score in Levene table should be above 0.05 in order to have homogeneity distribution data. The results of homogeneity test of the data were presented as follows:

**Table 4.13**

**Homogeneity Pre-test Results between Experimental Class and Control Class**  
Test of Homogeneity of Variances Score

Levene Statistic	df1	df2	Sig.
.618	1	68	.435



From table 4.13 it could be seen that the significance homogeneity of pre- test in experimental class and control class was 0.618. Therefore, it could be concluded that the distribution data of pre-test in experimental class and controlled class had similar variance because sig. value of pre-test was bigger than  $\alpha$  ( $0.618 > 0.05$ ). It meant that both classes are homogeneity.

**b. Post-test Homogeneity Test**

The results of post-test homogeneity test of the data were presented as follows:

**Table 4.14**

**Homogeneity Post-test Results between Experimental Class and Control**

**Class**

Test of Homogeneity of Variances

Score

Levene Statistic	df1	df2	Sig.
Score .327	1	68	.569

From table 4.14 it could be seen that the significance homogeneity of post- test in experimental class and control class was 0.327 and the significance degree was 0.05. Therefore, it could be concluded that the distribution data of post-test in experimental class and control class had similar variance because because sig. value of pre-test was bigger than  $\alpha$  ( $0.327 > 0.05$ ).

**Table 4.15**

**The Result of T-test Calculation**

**Group Statistics**

	Class	N	Mean	Std. Deviation	Std. Error Mean
Score	Eksperimental	30	66,86	8,321	1,407
	Control	30	60,86	7,811	1,320

The table above contains statistical result of the pre-test and post-test of both experimental and controlled class. In each class, there were 30 students who involved in the test. The tests are used to know whether there is an effect after treatment on students' Reading Comprehension in that class. The table showed that the mean score of students in experimental class was 66.86 and the mean score of students in controlled class was 60.86. The mean score is taken from post-test score. It showed that there was significance difference in mean score of both classes. The difference mean between both classes was 6.00 points, where mean score of experimental class is higher than mean score of controlled class.

**Table 4.16**  
**The Result of Independent**  
**Samples Test**

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Score	Equal variances assumed	.27	.569	3.110	68	.003	6.000	1.929	2.151	9.849
	Equal variances not assumed			3.110	67.729	.003	6.000	1.929	2.150	9.850

The table above contained of the statistical hypothesis of this research. T was the value of  $t_{count}$  which is 3.110 Df (Degree of Freedom) taken from total number of 30 students. Sig. 2 tailed or (p) value was 0,003. The table showed that sig. 2 tailed value was smaller than alpha ( $\alpha$ ) ( $p < \alpha$ ); (0.003 < 0.05). It indicates that  $H_0$  was rejected and  $H_a$  was accepted. There was an effect of reading authentic materials on student's Reading Comprehension.

To sum up, based on description tables above, it could be inferred

that there was significant difference between pre-test score and post-test score due to significance difference of mean score and score of p value. Therefore, it can be assumed that using authentic material was more effective in improving students' Reading Comprehension of procedure text compared to textbook material.

## **B. Discussion**

Based on the result of the data analysis, it was found that there was a modest difference between students' improving of procedure text in the experimental class after receiving treatment of reading authentic materials and the controlled class which were given materials about procedure text from textbook. It could be seen from students' pre-test and post-test score in both classes. The pre-test mean score of students in experimental class was 50.00, while the post-test mean score of students in experimental class was 66.86, so the score gained in experimental class is 16.86. Meanwhile, the pretest score in controlled class was 51.86, and the post-test mean score in controlled class was 60.86, so the score gained in control class was 9.00.

From the mean score of both classes, it showed that the mean scores were still much lower than the standard mean score that eight grade students must achieve in the school, which is at least 72. However, although the mean scores were lower than the standard mean score that was already established in the school, from the gained score of both classes, it could be seen that students who had been treated by reading

authentic materials had higher gained score than students who had been treated by using textbooks. This means that there was a difference between students' Reading Comprehension in experimental class and control after the treatment given. This shows that reading authentic materials is effective in improving students' Reading Comprehension especially in procedure text.

Further, in calculating t-test, If  $p < \alpha$ , it meant that  $H_0$  was rejected and  $H_a$  was accepted. However, if  $p > \alpha$ , it meant that  $H_0$  was accepted and  $H_a$  was rejected. The result showed that  $p$  was 0.003 and  $\alpha$  was 0.05 ( $p < \alpha$ ). Therefore, it indicated that  $H_0$  was rejected and  $H_a$  was accepted. In other words, there was positive effect of using authentic materials on students' Reading Comprehension of procedure text. In addition, the calculation of *Cohen's d effect size* showed 0.37 which meant that reading authentic materials had modest effect. This means that the magnitude of treatment given to experimental class which was reading authentic materials did not strongly effect students' Reading comprehension of procedure text, but still the intervention of reading authentic materials could improving students' Reading Comprehension in experimental class.

The modest effect can be seen from the gained score students in experimental class got before and after the treatment given. Although there are still some students who did not achieve the *KKM* (Kriteria Ketuntasan Minimal) the school has established, which is 72, the

students' score gained significantly after the treatment. The modest effect can also be seen from the post test mean score of students in experimental class, which was 66.86. The post-test mean score was higher than the pre-test, and also higher than the controlled glass, but still lower than mean score the school established which is 72. Therefore, it can be concluded that reading authentic materials had modest effect on students' Reading Comprehension of procedure text.

By conducting this research, the writer believed that reading authentic materials may improving students' Reading Comprehension. It could be seen from the implementation of the materials in the experimental class. Students who had experienced reading text authentic materials knew and mastered more English words, had their motivation and interest increased to read, and also could use the words in their daily activities. Moreover, since authentic materials have natural language, they offer the students the chance to deal with text which have complete and meaningful messages, provides students with the opportunity to make use of non-linguistic clues such as layout, pictures, colors, symbols, and the physical setting, and provide students with an opportunity to see the immediate relevance of what they do in the classroom to what they need to do outsideit. This is in line with what students in experimental class had been experienced during the treatment. The students were given authentic materials specifically materials contain procedures of how to make, use, or operate something, as their treatment before conducting post-test.

Moreover, the results of this study also supported the idea that authentic materials could give an effect, which was a positive effect, on students' Reading Comprehension.

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

Based on the result and discussion in the previous chapter, the researcher provided some of the conclusion. The result of this research indicates that using Authentic materials provides a significant difference on students' Reading comprehension achievement in English. Then, the conclusion got from the independent sample t-test that has been done.

Based on the result independent t-test, it found that value of sig. (2-tailed) = 0.003 < 0.05 and t-count=3.110 > t-table= 2.001. It can conclude that  $H_a$  is accepted and  $H_o$  rejected. So, it can conclude that there is any significant effect in reading comprehension between the students who are taught by using authentic material and without authentic material.

#### B. Suggestion

The writer would like to give some suggestions that might be useful for teachers, students, and also further research. These suggestions hopefully can help the teachers and students in teaching and learning English, especially in teaching and learning reading in the classroom.

1. The teacher should use more creative and various media



and materials in teaching vocabulary in class. One of materials that can be used is authentic materials since using authentic materials can attract the students' interest. Using authentic materials students will not only read the text but also know the authentic of the text.

2. Teachers can use authentic materials that related with students' daily life, therefore, they will become more familiar with the lesson and materials and can easily understand the materials and and the purposes of the text.
3. Teachers can give lot of examples of procedure text using authentic materials, since the materials can easily be got from our surroundings, and asked the students to apply what they have learnt using the materials in their daily life.
4. For students, they should look for unfamiliar words contextually and if they have found and understand new words, they need to use the words in their daily activities.
5. For further research, this study, of course, is needed to be completed. It is only one of study that proves that reading authentic materials can be a useful media in increasing Reading Ability. In addition, the writer hopes that this study can be added and completed from

different perspective, ideas and views in order to give  
more contribution in differentperspective.

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