

# THE IMPLEMENTATION OF AUTHENTIC MATERIAL IN READING ABILITY AT THE SECOND GRADE

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**Abstrak:** Tujuan penelitian ini adalah (1) untuk mengetahui aspek apakah yang paling meningkat setelah diajar dengan menggunakan materi autentik dan (2) untuk melihat masalah apa yang dihadapi siswa di dalam penerapan materi autentik dalam pelajaran membaca. Penelitian ini telah dilaksanakan di SMKN 1 Metro. Subjek penelitian ini adalah siswa-siswa kelas XI AP2 dari SMKN 1 Metro terdiri dari 25 siswa. Penelitian ini adalah penelitian kuantitatif dan kualitatif dengan menggunakan desain *one group pre test post test*. Hasil penelitian menunjukkan bahwa referensi adalah aspek membaca yang paling meningkat dan masalah yang dihadapi siswa adalah sulit untuk memahami arti kata dan sebagian siswa mempunyai masalah di dalam pengucapan. Hal ini dapat dilihat hasil rata-rata *pre test* ke *post test* adalah 20.4 di *pre test* dan meningkat ke 24.24 di *post test*.

**Kata kunci:** *materi asli, membaca*

**Abstract:** The objectives of this research are (1) to find out which aspect of reading is mostly improved after being taught using authentic material and (2) to see what problem that are faced by students in the implementation of teaching reading using authentic material. This research was conducted at SMKN 1 Metro. The subject of this research was the students of class XI AP2 of SMKN 1 Metro consisting of 25 students. This research was quantitative and qualitative research which used one group pre test post test design. The result of the research showed that reference were the reading aspect that mostly improved and the problems the students faced difficult to understand the meaning of the words and some of students have problem in pronunciation. It could be seen from the result of mean score from the pre test to post test which was 20.4 in the pre test and increased to 24.24 in the post test.

**Keywords:** *authentic material, reading*

## INTRODUCTION

Reading is an activity that can be done by all people without high cost. Reading is developed for students in order to get information and knowledge. The main function of teaching in Indonesia is as an instrument to gain science and technology, and as a device of international affair. It means that the major function of teaching learning of English in Indonesia is as an instrument of improving higher science and technology, which is absolutely needed in Indonesia specifically and world generally. According to (Williams, 1984) reading is a process where by one looks at and understands what has been written. The keyword here is “understand” merely read aloud without understanding does not count as reading. Reading is an interactive process that goes on between the reader and the text, resulting in comprehension. The text presents letters, words, sentences, and paragraphs that encode meaning. The reader uses knowledge, skills, and strategies to determine what that meaning is. Many students feel that reading is boring. Some people postpone reading until the last of minutes, they realize that they do not have enough time to finish all. Moreover, in the classroom they get more tasks to read. For many people, reading is a hard job to do, because reading be done by spelling word by word.

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

There are so many media to teach reading, one of the media is authentic material. One of the important principles of communicative language teaching is that authentic material should be used in instruction whenever possible (Omaggio-Hadley, 1993). According to Peacock (1997), the definition of authentic materials is the materials that have been produced to fulfill some social purpose in the language community. Harmer (1991) states that authentic material has positive effect on learners, it helps learner to produce better language, acquire the language faster and makes learners more confident to deal with real life situation. The reason why researcher chooses the authentic material as a media to teaching reading because the authentic material can be used to help the teacher solve the teaching reading problem. Authentic material can make the students enjoy and easy in their learning process in reading, the students learn how to choose words carefully because authentic media usually using a new vocabulary and easy to remember the vocabulary.

## METHOD

This research were a quantitative and qualitative research. The population of this research was the second grade of SMKN 1 Metro academic year 2016/2017, consists of 25 students. Furthermore, the researcher choose one class as the subject for her research. The data were collected through try out, pre test, post test and interview. Try out was administered before the pre test, total items are 40 items and it is allotted within 60 minutes. Pre test was administered to the students before the treatment implemented, consists of 30 items in the form of multiple choice, therefore the time allocation are 40 minutes. Post test consists 30 items and time allocation is are 40 minutes. Interview was conducted after the researcher gives the treatment to the students. The result of the data were analyzed by using Repeated Measure t-test (Paired Sample Test) from SPSS 16.

## RESULTS

The results of students' scores of their reading ability in the pre test and post test showed that the use of authentic material could improve the reading ability. The students' total score increases from 510 in the pre test and 606 in the post test in which the difference score are 96 points. Furthermore, the mean score in pre test is 20.4 and in post test 24.24 and the gain of the pre test and post test are 3.84. It can be seen from the following table.

**Table 1. The Difference of Students' Reading Ability in Pre test and Post test**

Category	Pre test	Post test	Gain
Total	510	606	96
Mean	20.4	24.24	3.84

From the table above, it can be stated that there is a difference between the students' reading ability after being taught through authentic materials.

**Table 2. Comparison of Aspects of Reading**

No.	Aspects of Reading	Test		Difference	Sig. (2-tailed)
		Before Treatment	After Treatment		
1.	Main Idea	18.00	15.80	-1.78	.001
2.	Specific Information	19.10	20.40	1.3	.000
3.	Reference	15.25	23.25	8	.001
4.	Inference	16.50	21.50	5	.001
5.	Vocabulary	14.57	20.57	6	.000

Based on table above, the authentic materials as a technique of increased the students' reading ability, such as main idea -1.78, specific information 1.3, reference 8, inference 5 and vocabulary 6. It could be concluded that authentic materials technique could improve the students' reading ability. Moreover, reference is a reading aspect that increases the most after being taught through authentic materials.

This research used the normality test to determine whether the data were normally distributed or not. The data were tested by *Shapiro-Wilk Formula* (SPSS 16) to test the normality of the data. The data would be accepted as a normal distribution if the result of the normality test is higher than 0.05 ( $\text{sign} > \alpha$ ). In this case, the researcher used the level of significance at 0.05. The result of normality test can be seen on the table below:

**Table 3. The Normality Test of Data in Pretest and Posttest**

ASR		Shapiro-Wilk		
		Statistic	df	Sig.
Pre Test	MI PRE	.906	5	.443
	SI PRE	.798	10	.014
	RF PRE	.926	4	.572
	IF PRE	.799	4	.100
	VC PRE	.902	7	.345
Pos Test	MI POST	.936	5	.641
	SI POST	.880	10	.129
	RF POST	.971	4	.850
	IF POST	.763	4	.051
	VC POST	.915	7	.435

From the table of *Shapiro-Wilk Formula* above, it could be seen that the significance value of the normality test of pre test and post test were higher than 0.05. Therefore, it can be concluded that the data was distributed normally.

After the researcher analyzed the data, the result of the research are briefly presented as the followings. Firstly, the hypothesis which was tested in this research is:

$H_0$  indicates that there is no significant difference of scores of main idea, specific information, reference, inference and vocabulary.

$H_1$  indicates that there is significant difference of scores of main idea, specific information, reference, inference and vocabulary.

**Table 4. The Difference of Students' Reading Ability through SPSS 16**

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre test	68.00	25	13.045	2.609
	Post test	80.76	25	11.980	2.396

Table 4 above showed that t-ratio (5.801) is higher than t-table (2.06390) that is ( $t_0 > t_{tab}$ ). Therefore, it could be stated that there was a significant difference of students' reading ability after the implementation of authentic material in reading ability. The data above describes that the students' reading ability in pre test and post test is different. The mean score of pre test result is 68.00 while in the post test is 80.76 in which the difference is 12.76 points. T-test revealed that the results were significant;  $t$  (2-tailed) = 0.000 at the significant level of 0.05 ( $p = 0.000$ ,  $p < 0.05$ ). In other words,  $H_0$  was rejected and  $H_1$  was accepted  $t_0 > t_{tab}$  and  $p < 0.05$ .

**Table 5. Opinion Specification of the Interview Result**

<b>Interviewers</b>	<b>Opinions</b>
Student 1	He thought that authentic material was an enjoy media to learning English. He said that there is any difficult in learning reading using authentic material, he did not know some words' meaning.
Student 2	He thought that authentic material was an interesting media for learning. He did not like to read a text.
Student 3	She thought that authentic material was a good media, it has many kinds like a letter and procedure text and authentic material can make her enjoy to learning English.
Student 4	She thought that authentic material was not boring activity. Sometimes, she did not know the meaning of the words.
Student 5	She thought that authentic material was a fun and interesting media. He can not to pronounce the words well.

Based on the result above, there are two points that is answered from the students' opinion about the use authentic materials in teaching reading, the first one is the students' opinion about the implementation of authentic material in reading are good. Authentic material not make them bored but make them interested and also easier their reading. The second one is student does not know the meaning of the words and they can not to pronounce the words well. Based on the interview, it was found that most students like English as subject taught at schools. They liked it because it was interesting and fun for them. In other side, some students felt it difficult, confusing, and boring. Their difficulties in understanding reading passages were due to their lack of vocabulary and their inability of transliting it. As the students had never heard of authentic material before and they did not know what it was about, they did not know what to say concerning authentic material. It might be one of interesting media to solve their problems in reading.

## **DISCUSSIONS**

### **Discussion of the Improvement Using Authentic Material in Reading Ability**

Based on the result of the pre test and the post test it concluded that there was an improvement of students' reading ability. There were also the improvement of aspects of reading. As it has been mentioned before, reference as the aspects of

reading which most improved. The previous research has been done by Apriyani (2015) at SMP N 1 Metro. She was doing a comparative study between students' reading achievement through authentic materials and non-authentic materials. She found that those two materials are able to lead the students to build the communicative teaching learning process in reading. In addition, authentic material provides good effect for students to understand narrative text especially in fable form. This method also built the relationship between the students and the teacher in learning process. The teacher as the key of learning, he or she have to manage the class to be interesting, comfortable and fun both students and teacher.

Those descriptions above have flowed to a single conclusion that the use of authentic material has a positive effect on students' reading ability where there is a significant difference between students' reading ability in pre test and post test. Then, aspects of reading also improve and reference as the most improve aspects of reading because the way to analyze the question is quite easy, the student just need to read the previous sentences and those sentences stated the pronoun belongs to whom.

### **Discussion of Problem the Students' Faced in the Implementation of Teaching Reading Using Authentic Material**

Based on the result of interview, they liked it because it was interesting and fun for them. In other side, some students felt it difficult, confusing, and boring. Their difficulties in understanding reading passages were due to their lack of vocabulary and their inability of transliting it. The finding support to some extent those of previous study by Putri (2015) that authentic material can be an effective media to teaching learning. For further details, Putri (2015) states that authentic material made learning interesting and enjoyable. The students had learned gave good impression to them encouraged their motivation and could be better preserved in their mind. It could be seen from their enthusiasms when the students learning with their friend using authentic material.

The situation is supported by the results of this research that is during the learning process through authentic material, the students faced several problems such as did not know some words' meaning, can not to pronounce the words well. Meanwhile, there were also some students who did not want to know what the problems they were faced.

### **CONCLUSIONS**

After the research has been conducted, it is concluded that authentic material is a good media for improving the students' reading ability because it can help the students to learn reading with a real thing. The improvement can be seen from the mean and also the gain in pre test and post test. The mean scores of pre test is 20.4 and the mean scores of post test is 24.24. From the scores of pre test and post test, the gain is 3.84. Reference become the most improve aspects of reading. The problems the students faced in the implementation of teaching reading using authentic material are (1) when they read the authentic materials, many of them do not know the meaning of the words, (2) some of the students have problem in the pronounce the statement in the authentic material, (3) some of the students feel

uncomfortable and afraid when the teacher asked them to read the authentic material.

### **SUGGESTIONS**

English teachers are recommended to apply authentic material as an alternative media in order to help students in developing and improving their reading ability. In this research the researcher found out which types of reading that improved better after implementing the authentic material. Further researchers are recommended to find out other types of reading that improved better and least by using authentic material, namely main idea, specific information, reference, inference and vocabulary. In this research the researcher found the students' problems during the learning process. The next researches are recommended to investigate the way to overcome the students' problems in learning reading or other English language skills.

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