

USING AUTHENTIC MATERIALS OF PROCEDURE TEXTS IN SPEAKING CLASS AT THE SECOND GRADE OF SENIOR HIGH SCHOOL

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ABSTRACT

Penelitian ini bertujuan untuk menguji apakah mengajar menggunakan bahan otentik dapat meningkatkan pencapaian siswa dalam berbicara secara nyata dalam *procedure texts* serta mengubah respon siswa terhadap penerapan materi tersebut pada siswa kelas dua sekolah menengah atas. Hasil penelitian ini menunjukkan peningkatan yang nyata pada pencapaian berbicara siswa setelah diajar menggunakan bahan otentik. Nilai signifikan ditunjukkan karena nilai alfa ($0.00 < 0.05$). Respon siswa menunjukkan bahwa 22 (73.03%) siswa menyatakan suka dan puas terhadap proses belajar mengajar menggunakan bahan otentik. Berdasarkan hasil tersebut, dapat disimpulkan bahwa bahan otentik dapat meningkatkan kemampuan berbicara siswa dalam menyusun *procedure texts* dan membuat siswa merasa puas dengan proses belajar mengajar yang menyertainya.

The objectives of this research were to investigate whether teaching by using authentic materials could improve students' speaking achievement in procedure texts significantly and also to analyze the students' responses toward the implementation of authentic materials in the second grade of senior high school. The instruments of the research in collecting the data were speaking test and questionnaire. The results showed that the students' speaking achievement after being taught through authentic materials improved significantly. The significant level shows that alpha value ($0.00 < 0.05$). On the other hand, the result of students' responses showed that 22 (73.03%) students stated that they liked and felt satisfied with the teaching-learning process by using authentic materials. Based on the result above, it could be concluded that authentic materials could improve students' speaking achievement in procedure texts and made the students satisfied with the teaching-learning process.

keywords: *authentic materials, speaking achievement, procedure texts.*

INTRODUCTION

Speaking is one of many ways of communication. Speaking involves communication process between at least two people and is concerning to express someone's ideas. Byrne (1984) defines speaking as a two-way process between speaker and listener and it involves the productive skill and receptive skill of understanding. In Indonesia English is learnt as a foreign language at which the Indonesian students might face difficulties to speak English appropriately the way the native speakers use it to communicate orally in real context.

Concerning language as a means of communication, students have to be accustomed to speaking in the classroom, even in the very simplest way, such as expressing ideas, giving responses, asking, answering, greeting, and so on. In order to achieve this point, the students have to deal with many aspects in speaking such as accuracy, fluency, and comprehensibility.

However, the researcher's experience when conducting teaching practice in senior high school shows that most of the students found out obstacles to participate in speaking English. This condition is indicated by their lack on vocabulary, grammar and capability to produce appropriate expressions to in English. Confronting the sense of authenticity in English, the students tend to generate literal translation utterances to speak their intention i.e. 1) *Thanks before* for *thanks in advance* 2) *I wear my dress* for *I put on my dress* 3) *Keep your talking* for *mind your words*. The students were following the teaching-learning activity based on the text-books without another idea to reflect the sense of authentic use of English. This condition contributes dependency on the textbooks and the students experience lack on improving their speaking skill.

In fact there are many instructional materials to be used by English teachers to teach speaking. One of the materials is authentic material. One of the important principles of communicative language teaching is that authentic language should be used in instruction whenever possible (Omaggio-Hadley, 1993). Peacock (1997) defines authentic materials as the materials that have been produced to fulfill some social purpose in the language community. Martinez (2002) states that "authentic" would be materials designed for native speakers of English used in the classroom in a way similar to the one it was designed for.

There are several related studies to this research. One of studies was conducted by Sitinjak (2014). He found that based on his observation the reasons for the students' lack to write were i.e. 1) Poor vocabulary 2) Difficulty in generating their idea and 3) Poor grammar. Besides, they did not pay attention to the materials given, or they also did not know such a convenient way that could help them in writing process. But after he used authentic materials as media in procedure text at SMAN 8 Bandar Lampung, the use of authentic materials could ease them to learn and to understand the new materials presented. He provided the example of English in real context related to writing materials and avoided boredom when learning by utilizing various materials and activities. Thus, it was found that authentic materials can improve students' procedure achievement.

Furthermore, Apriyani (2015) points out that there are some factors that caused students feel difficult in comprehending the text: students' interest of the materials and deficiency of using good reading technique. Besides, they also got difficulty in understanding the meaning of the words in the text, so they became lazy to read an English text. They tended to talk with their friends when the teachers gave an English text they got difficulty to identify the specific information of each paragraph in the text. So, when teacher asked several questions related to the text they could not answer them well. But after she used authentic reading comprehension materials of narrative text in SMPN 1 Metro, it was found out that authentic materials provided good effect for students to understand narrative text especially in fable form.

Considering the results of previous researches, the researcher used the authentic materials of procedure text in speaking class in senior high school. The researcher will try to find out whether or not the same result can be achieved for speaking skill. The researcher applied the materials to find out whether the authentic materials can be used to improve students' speaking achievement significantly and also to observe their responses.

METHOD

The researcher used one group pre-test and post-test design in which is intended to investigate whether there is a significant improvement of students' speaking after being taught by using authentic materials. The researcher administered the pre-test and post-test. Pre-test was conducted to measure the students' speaking before treatment and post-test were administered to measure their speaking achievement improvement after treatment. The students' improvement was obtained by comparing the means (average score) between pre-test and post-test. The researcher used one class as the sample where the students were given three times of treatments and two times tests.

The population of this research was the eleventh grade students of SMAN 9 Bandar Lampung in academic year of 2018/2019. There was one class as the sample of the research in this case it was XI Science consisted of 30 students. The class was taught by using authentic materials. This research used lottery technique for determining the sample. After the researcher choosing the class, the students were given different topics to be arranged as spoken procedure texts.

RESULT AND DISCUSSION

Results

The mean scores of students' speaking achievement in the post-test were higher than those of the pre-test. From the data, the gain between the post-test and the pre-test in authentic materials was 17.41. It means there was a significant improvement of students' speaking achievement after treatment were given. The T-test scores between pre-test and post-test of authentic materials showed that sig. level was lower than alpha level ($0.00 < 0.05$). Therefore, from the data, the null hypothes was rejected and the research hypothesis was accepted because the sig. level was lower than alpha level ($0.00 < 0.05$). In the other words, it can be concluded that authentic materials improved students' speaking achievement of procedure texts significantly. The students mostly liked learning-speaking by using authentic materials. There were 22 students (73,03%) of the 30 students (100%) liked this media and felt satisfied after they were taught by using authentic materials.

Discussion

Referring to the research result, it was found that the students who were taught through authentic materials could achieve high result. The t-test scores between pre-test and post-test of authentic materials showed that sig. level was lower than alpha level ($0.00 < 0.05$). Since the sig. level was lower than alpha level, it could be assumed that authentic materials improved the students' speaking achievement of procedure text. Setiyadi (2016) states that the null hypothes is rejected if the sig. level is higher than alpha level ($0.00 > 0.05$). Then the research hypothesis was accepted because the sig. level was lower than alpha level ($0.00 < 0.05$). Simply put, the result showed that the students' speaking achievement of procedure text after being taught by using authentic materials could improve significantly better.

From the result, it could be assumed that the students paid attention to the materials because the material was different from the usual teaching-learning process. Most of students understood about the materials because they were little bit familiar with words in the texts. They also knew about the text because they ever made the text but in different way and situation.

For their basic responses of the technique, most of the students thought that authentic materials could improve their speaking achievement. There was 22 or 73.03% of 30 students who chose "SATISFIED" in the questionnaire reflecting that they liked authentic materials. It could be concluded that the students' responses of authentic materials were very good and they felt satisfied of teaching-speaking of procedure texts by using authentic materials.

There were 28 (93,33%) of the students who felt that teaching-using authentic materials attracted their attention. On the other hand, 27 (90%) thought teaching-using authentic materials combined with the teacher's way of teaching motivated

them to be able and confident in speaking English. There were 26 (86,6%) of the students felt the teacher's way of teaching by using authentic materials motivated them to improve their English-speaking capability. Moreover, 25 (83,33%) of the students felt teaching-using authentic materials helped them to produce spoken procedure texts, while 24 (80%) felt that teaching-using authentic materials gave them knowledge about the real use and natural utterances of English, motivation to improve their English-speaking capability, and combined with the teachers' way of teaching helped them to produce spoken procedure text.

In brief, those are the result of the research and discussion of the findings about the use of authentic materials in teaching-speaking of procedure texts as teaching-learning media.

CONCLUSION

After conducting the research and analyzing the data, the researcher draws the conclusions that there was a significant improvement of the students' speaking achievement after being taught by using authentic materials. It could be seen from the gain between post-test and pre-test score, that is, 17.41. It could be stated that there was significant improvement of the students' speaking achievement after the treatments were given. The result of hypothesis which showed that the sig. level was smaller than alpha ($0.00 < 0.05$). In other words, it could be concluded that authentic materials improved students' speaking achievement of procedure texts. Further, the students' responses showed that they liked the teaching-speaking of procedure texts by using authentic materials and felt satisfied after they were taught by using authentic materials.

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