

STUDENTS' READING ACHIEVEMENT TAUGHT USING AUTHENTIC MATERIAL AND MODIFIED MATERIAL

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ABSTRACT

Penelitian ini bertujuan untuk membandingkan pengaruh dari *authentic material* dan *modified material*, mengetahui materi yang lebih efektif, dan mengetahui persepsi siswa di dalam pencapaian pemahaman membaca. Penelitian ini adalah penelitian perbandingan yang menggunakan desain *Static Group Comparison*. Penelitian ini dilaksanakan di kelas dua SMA Muhammadiyah. Data penelitian dikumpulkan dengan menggunakan tes di dalam bentuk *narrative text*. Hasil penelitian ini menunjukkan adanya perbedaan signifikan dari pemahaman membaca siswa antara yang diajar dengan menggunakan *authentic material* dan yang diajar dengan *modified material*. Disamping itu, *authentic material* lebih efektif daripada *modified material* di dalam pengajaran pemahaman membaca. Ini dapat dibuktikan dengan peningkatan *authentic material* lebih tinggi dari *modified material*. Selain itu, siswa memiliki persepsi lebih positif terhadap *authentic material* daripada *modified material*. Pada akhirnya, penelitian ini menyarankan guru Bahasa Inggris seharusnya menggunakan *authentic material* di dalam pengajaran membaca.

This study is aimed to compare the effect of authentic material and modified material, to find out the material which is more effective, and to find out students' perception on reading comprehension achievement. This research is a comparative study that used Static Group Comparison Design. This research was conducted at the second year of SMA Muhammadiyah. The data were collected by using test in narrative text. The results of this research show that there is a significant difference of students' reading comprehension between those who are taught through authentic material and modified material. Then, authentic material is more effective than modified material. It provides evidence that the gain of authentic material is higher than modified material. Beside that, the students have more positive perception toward authentic material than modified material. Last, it is suggested that the teacher of English may considering using authentic material in teaching reading.

Keywords: authentic material, modified material, reading comprehension

INTRODUCTION

In learning English, there are four skills to master, i.e. listening, reading, speaking, and writing. One of the important skills is reading because the success of the students' learning depends on the greater part of their ability to read. Beside that, the students will have a chance to be success in their study if the students have a good ability in reading. But, the students will fail in their study when they have low reading ability. It means that the students should have a good ability in reading to get a success in their study.

Moreover, it is important to know the concept of reading, as Gray and Rogers (1956) state that reading is the process of constructing meaning through the interaction among the readers' existing knowledge, the information suggested by the written language and the context of the reading situation. It means that the students should connect their existing knowledge and the information in the text until they get the full meaning. Furthermore, the reader will transfer every word to the brain until the reader finds the full meaning of the text. Beside that, reading activity is not about an activity in which the readers read word by word in text but the reader should comprehend the text and draw the full meaning when they are reading. It shows that comprehension is important in reading. Cook (1996) states that reading comprehension is the dynamic, interactive process of constructing meaning by combining the readers' existing knowledge with the text information within the context situation.

There are many aspects in reading that should be mastered by the students, but the researcher chose only 3 aspects of micro-skills reading, they are; identifying main idea, identifying specific information, and indentifying inference. The reason for choosing the micro skills is that the sample of this research was intermediate level of SMA Muhammadiyah. Then, based on the researcher's pre-observation, it was found that the students still get difficulty to understand the aspects of micro skills. Then, pre-observation showed that the students had low score in reading because they had difficulties in comprehending the reading text. Then, the teacher used uninteresting material for the students. From this problem, it will give a bad effect for students' ability in reading comprehension.

In this case, the teacher should know how to choose a suitable material that can help the students to comprehend a reading text. Moreover, the teacher should know how to make reading class being interesting and relevant for the students. So, the researcher would like to solve the problem by having comparative study between authentic material and modified material in teaching reading. The aim of reading is developing students' knowledge, skills, and experience. Then, teaching materials are key component that teacher can use to increase students ability in reading, so the teacher should prepare a good material for the students.

According to Wallace (1992:145), authentic material is a material that is not specifically prepared for pedagogical purposes. Although it is not design for teaching but it has a positive effect for the students because the students can get more knowledge and it is more interesting than common material. In contrast to authentic material, Brown (1985) says that modified material is among the effective way that can be used in teaching learning process. This material can also

be effective way for learners to study English and this material will be motivating for learners. Modified material contains more simple words, appropriate language, grammatical, vocabulary, and readable needed by the learner. Then, it is possible to use a modified material in classroom since the students still have difficulties in comprehending the text.

These two types of materials make the students easy to comprehend the text. Then, the hypothesis of this research was as follows “There is significant difference between authentic material and modified material on reading comprehension achievement at second grade of SMA Muhammadiyah 1 Metro”. Moreover, the purpose of this research is to investigate differences between the students who were taught using authentic material and the students who were taught using modified material.

Therefore, based on the background of the problem above, this research is aimed at: 1). “is there any significant difference of students’ reading comprehension achievement between those taught using authentic material and those using modified material?” 2). “Which one of the two materials is more effective for teaching reading?” 3). “How is the students’ perception between the students who were taught using authentic material and the students who were taught using modified material?”.

METHODS

This research investigated whether there was a significant difference of students’ reading comprehension achievement between those taught using authentic material and those using modified material. This research was quantitative

research, which the writer used Static Group Comparison that has two groups. The research design can be shown as follow:

$$\begin{array}{l} K1 = T1 X1 T2 \\ \hline K2 = T1 X2 T2 \end{array}$$

(Setiyadi, 2006:134)

This research was conducted in seven meetings with presentation as follows, the first meeting was for try-out test, the second meeting was for pre-test, the third, fourth, fifth meetings were for treatment, the sixth meeting was for post-test, and the seventh meeting was distributing questionnaire. The data were analyzed to see the difference of both materials. The subject of this research was the second grade students of SMA Muhammadiyah 1 Metro of 2013/2014. The class was selected by using purposive sampling since there were some characteristics that should be taken by the researcher. In purposive sampling, the researcher chose the samples based on identification of the problems and justification (Setiyadi: 2006:44). The researcher chose XI IPA 2 as experimental class 1 and XI IPA 3 as experimental class 2 since the ability of both classes was similar, it showed from the pre-test score. Then, there were three variables in this research, the first was authentic material as the independent variable (X1), the second was modified material as the independent variable (X2), and the second was reading comprehension as the dependent variable (Y). The instruments were the test of reading comprehension consisted of 25 items and the questionnaire consisted of 10 items. The writer conducted a try-out that determined whether instrument was well designed. There were several criterions that relate with try-out, i.e. validity, reliability, level of difficulty, discrimination power. After that, the next step of analyzing data was

data analysis. The contents of data analysis were normality test of the data, random test, homogeneity test, and hypothesis test. The hypothesis is used to prove whether the hypothesis proposes in this research is accepted or not. The researcher will use SPSS (independent Group t-Test).

RESULTS AND DISCUSSION

This section is aimed to answer the first and the second research questions. In order to answer the research question, the researcher conducted Pre-test, Treatments, and Post-test.

Table 1. The Result of Pretest in Experimental Class 1 and Experimental Class 2

	kelas1	N	Mean	Std. Deviation	Std. Error Mean
Pretest	1	31	63.5484	8.25768	1.48312
	2	31	63.7419	8.62155	1.54848

	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
pretest 1	.001	.978	-.090	60	.928	-.19355	2.14416	-4.48251	4.09542
Equal variances not assumed			-.090	59.889	.928	-.19355	2.14416	-4.48268	4.09558

Based on the table above, it shows that the score of pretest in experimental class 1 is 63.54 and the score of pretest in experimental class 2 is 63.74. Beside that, Sig. (2-tailed) of both classes is 0.928 ($0.928 > 0.05$). It means that there is no

significant difference between means score of pretest in experimental class 1 and in experimental class 2. Furthermore, it can be said that H_0 is accepted and H_1 is rejected and both experimental classes have the same ability in reading comprehension.

Table 2. The Result of Posttest in Experimental Class 1 and Experimental Class 2

	kelas1	N	Mean	Std. Deviation	Std. Error Mean
Posttest	1	31	75.6129	8.08982	1.45297
	2	31	69.2903	7.54627	1.35535

		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
posttest1	Equal variances assumed	.008	.928	3.182	60	.002	6.32258	1.98699	2.34802	10.29714
	Equal variances not assumed			3.182	59.712	.002	6.32258	1.98699	2.34762	10.29754

From the table above, it can be seen that in experimental class 1 the mean score of posttest is 75.61 and in experimental class 2 the mean score of posttest is 69.29. So, it can be concluded that the students of experimental class 1 has higher score than experimental class 2 in posttest. Then, it shows that Sig. (2-tailed) of both classes is .002. It means that there is significant difference of the students' reading comprehension achievement between those taught using authentic material and those using modified material. Moreover, it can be concluded that H_0 is rejected and H_1 is accepted and both experimental classes have difference achievement in reading comprehension.

In order to know the students' perception, the researcher distributed questionnaire to see the students' perception toward the materials that the researcher gave to them.

Table 3. The Result of Questionnaire in Experimental Class 1

No.	Interval	Percentage	Conclusion
1.	41-50	64.51%	Strongly Agree
2.	31-40	25.80%	Agree
3.	20-30	9.67%	Neutral

From the table above, it can be seen by the result of questionnaire above, there are 64.51% students have chose strongly agree in experimental class 1. Besides that, there are 25.80% students chose agree when the researcher gave questionnaire for them. The last, there are only 9.67% students were neutral toward the material. The questionnaire contains ten statements that related to the material that the researcher gave. The questionnaire has five options, they are strongly agreed, agree, neutral, disagree, and strongly disagree. So, the students can choose five options based on their perception of the material (authentic material). Last, the result of this questionnaire is majority students have very positive perception toward authentic material.

Table 4. The Result of Questionnaire in Experimental Class 2

No.	Interval	Percentage	Conclusion
1.	41-50	45.16%	Strongly Agree
2.	31-40	41.93%	Agree
3.	20-30	12.90%	Neutral

According to the result of the questionnaire above, there are 45.16% students chose strongly agree in questionnaire. Then, there are 41.93% students chose agree. Last, there are 12.90% students chose neutral. Moreover, it can be concluded that the number of students who have positive perception is higher than students' are neutral. From the results of questionnaire above, it can be concluded that the students of experimental class 1 have higher very positive perception than the students of experimental class 2.

According to the findings above, it can be seen by the significant two tail of posttest, $p < 0.05$ ($0.002 < 0.05$), or the significant two tail is lower than 0.05. It means that there is significant difference of the students' reading comprehension achievement between the students who were taught using authentic material and those who were taught using modified material. Then, this finding also confirms the second objectives of this research that authentic material is more effective than modified material for students' reading comprehension achievement. Meanwhile, it can be seen by the gain of experimental class 1 (12.06) is higher than experimental class 2 (5.03). So, it can be concluded that authentic material is more effective material for teaching reading.

Authentic material makes the students become more active in the class because this material is more interesting and enjoyable for the students. As McNeil (1994:143) states that the use of authentic text is now considered to be one way for increasing students' motivation for learning since the students feel that they learn the real language and it is used by the community that speaks it. It means that the students will be motivated and interested when the teacher used authentic material in the classroom. Meanwhile, authentic material provides the real

language of native speaker and more interesting for the students so that it will increase students' motivation in learning. In this research, the researcher had chosen authentic material and modified material in form of short story in order to make the students easier to understand the topic. Furthermore, short story is also suitable for the students of Senior High School, especially at second grade.

Beside that, Nunan (1998:212) points out that modified material is the way of developing material that makes the material more interesting, readable, and comprehensible. So, it is hoped the students will be motivated in learning when the teacher gave readable and interesting material for the students. In fact, the students's score of modified material was lower than the students' score of authentic material. So, even though modified material is easier and readable for the students, but it does not means that this material can increase the students' reading comprehension. It can be seen by the findings of this research that the gain of modified material was lower than the gain of authentic material. Beside that, authentic material is more difficult than modified material, but authentic material can increase the students reading comprehension.

Furthermore, authentic material is effective as teaching material in the classroom. It is supported by the result of questionnaire; there were 64.51% students who gave very positive perception toward authentic material. Meanwhile, in experimental class 2, there were 45.16% students who gave very positive perception toward modified material. So, modified material was less effective as teaching material. A simple language and grammar of modified material were not a guarantee that this material can increase students' comprehension of the text.

Then, the students did not accustom to face a complex text when the teacher just gave the ordinary text.

Beside that, authentic material is an effective material for teaching reading since the students' score of experimental class 1 was higher than the students' score of experimental class 2. The students will learn more lessons in authentic material, like complex grammar, language and structure. So, the students have accustomed to face a complex text as in authentic material. In contrast to authentic material, modified material seemed to be less effective for teaching reading. It is based on the students' score of modified material was lower than authentic material. It is caused by modified material contains simple language, structure, and grammar. It made the students has accustomed with a simple text, so they would have difficulty in doing reading test (posttest).

CONCLUSION

Based on the result of the research, it can be concluded as below:

1. There is significant difference of the students' reading comprehension achievement between those taught using authentic material and those using modified material.
2. Authentic material is more effective material for teaching reading than modified material because the students were motivated when the teacher gave authentic material with interesting topic.
3. The students of experimental class 1 have more positive perception than the students of experimental class 2. The students felt that authentic material can increase their ability in reading comprehension.

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