COMPARISON BETWEEN USING AUTHENTIC AND NON-AUTHENTIC MATERIALS IN STUDENTS' READING COMPREHENSION ACHIEVEMENT

Yuni Apriyani, Muhammad Sukirlan, Huzairin
Yunia6693@gmail.com

ABSTRACT

Penelitian ini bertujuan untuk mengetahui apakah ada perbedaan signifikan antara siswa yang diajar dengan menggunakan materi otentik dan non-otentik juga untuk menyelidiki materi pembelajaran reading yang paling cocok digunakan untuk siswa. Populasi dari penelitian ini adalah siswa kelas dua di SMPN 1 Metro. Sampel penelitian ini sebanyak 52 siswa. Instrumen yang digunakan pada penelitian ini adalah soal reading tentang teks naratif. Hasil perhitungan *Independent Group T-Test* menunjukkan $t_{hitung} > t_{tabel}$ (6.016 > 2.009) pada nilai reading antara kelas yang menggunakan materi authentic dan non-authentic dengan signifikansi <0,05. Hal ini berarti H_1 diterima bahwa ada perbedaan signifikan dari perbandingan materi pembelajaran reading antara materi authentic dan materi non-authentic dalam nilai reading pada tingkat kelas kedua di SMPN 1 Metro.

This present study was aimed to find out whether there is a significant difference of students' reading achievement between the students who are taught using authentic and those using non-authentic materials, and to find out which of the two materials is more effective to teach reading. The population was the second grade students of SMPN 1 Metro. There were 52 students as the sample. The instrument was reading test about narrative text. The result of Independent Group T-Test calculation showed that the $t_{value} > t_{able}$ (6.016 > 2.009) on the students reading achievement between those who are taught using authentic and those using non-authentic materials with p<0.05. It means H_1 was accepted, that there was significant difference of students' reading comprehension achievement between students who were taught by using authentic material and non-authentic material

Keywords: authentic material, non-authentic material, reading comprehension

INTRODUCTION

Reading is the process of constructing meaning from written text. It is a complex skill requiring the coordination of a number of interrelated sources of information (Anderson et al., 1985). Basically, reading skill is very complex skill to teach. Therefore, many learners get difficulties to master this skill. Reading involves determining main idea, identifying specific information, reference, inference, and vocabulary. Having good reading proficiency means the reader has abilities to understand written statement or any type of written text accurately and efficiently (Mahfoodh, 2007:1).

Furthermore reading dominates teaching materials in almost English textbooks where there are some types of reading text that should be mastered by the student of Junior High School (SMP). The students should be able to use the language in informational level that is expected to access knowledge by the language skills. This objective is basically similar to comprehension of reading texts where students are faced with the text written in English. Then, they are supposed to read it in order to gather information from it. In this case, students use skill of reading in order to understand the written text. In other words, they access knowledge by reading skill.

Unfortunately, their reading achievements are very poor. They also get difficulty in understanding the meaning some words in the text that they do not understand the meaning of the text, so they become lazy to read an English text. They tend to talk to their friends when the teacher gives an English text than reading text. They

get difficulty to identify the specific information of each paragraph of the text. So, when teacher asks some questions related to the text, they cannot answer them well.

Referring to the statement above, the writer would like to find better result by comparative study between two materials, authentic materials and non-authentic materials. Authentic materials is any materials which has not been specifically produced for the purpose of language teaching (Nunan; 1989). Accordingly some examples of authentic materials are newspaper, internet, magazine etc. In addition, authentic materials must be used in accordance with students' ability (Baird, 2004). On the other hand, non-authentic materials is materials that are specially designed for learning purpose and the language used in them is artificial with well formed sentence all the time which is useful for teaching grammar (Adams, 1995; Miller, 2003). For example, there are course book, textbook, student work sheets etc.

In short, these materials are considered as an applicable material for teaching reading comprehension. Therefore, this research is proposed to find out the effect of both materials on students' reading comprehension achievement at 8th grade SMPN 1 Metro in academic year 2014/2015 and which one is better.

METHOD

This research is a quantitative research, in which data tend to use statistic as measurement in deciding the conclusion (Hatch and Farhady; 1982). In conducting this research, the researcher used Static Group Comparison Design that deals with two groups, the first one (E_1) as experimental group one that was

given treatment using non-authentic material and another one (E_2) as experimental group two that was given treatment using authentic material.

The pretest is done first before the treatment. It is done to know the basic of students' reading ability in comprehending texts. Experimental class 1 (E1) was needed for comparison purposes because it lets the writer interpret her findings more confidently.

The population of this research was the second grade students of SMP N 1 Metro. There are seven classes in the second grade of SMP N 1 Metro and consists of 26 students in each class (VIII.1 - VIII.10). The samples of this research were two classes of the second year students. The sample classes were taken through lottery, because all the classes have the same opportunities to be chosen as the sample of this research and to make sure that the students' abilities were homogeneous or not by seeing the data of the teacher in the school. The researcher will take one class as the experimental class 1, and the other one as the experimental class 2. In this case, the researcher asked the leader of the each class to take a small piece of paper in order to know the class will be as experimental class 1 or experimental class 2. The hypotheses were analyzed by *Independent Group T-test.* The criteria for accepting the hypothesis is explained as follows H_0 is accepted if the t-ratio is lower than t-table, meanwhile H_1 is accepted if the t-ratio is higher than t-table. In addition, Ho is accepted if alpha level is higher than 0.05 ($\alpha > 0.05$).

RESULT

Pretest Result

To reveal the students' basic reading comprehension before they were given treatments, the researcher administered the pretest to both experimental classes in 60 minutes. In order to find out whether the level of the two classes are equal or not in terms of reading comprehension achievement, the researcher compared the result of the pretest on those two classes using SPSS program, and the result is described in Table below.

Table 1. Analysis of Students' Score of the Pretest in Experimental Class 1 and Experimental Class 2

Group Statistics

	Experiment_Class	N	Mean	Std. Deviation	Std. Error Mean
Pretest	Experiment 1	26	60.38	10.947	2.147
	Experiment 2	26	61.15	10.325	2.025

Independent Sample Test

		Levene's Test for Equality of Variances		t-test for Equality of Means							
						Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference		
		F	Sig.	T	df				Lower	Upper	
Pretest	Equal variances assumed	.127	.723	-.261	50	.795	-.769	2.951	-6.697	5.159	
	Equal variances not assumed			-.261	49.830	.795	-.769	2.951	-6.698	5.159	

Based on the table above, it can be seen that the significance is 0.795. It means that the significance different between means score of pretest in experimental class 1 and experimental class 2 is greater than α or Sign $> \alpha$ ($p > 0.05$, $p = 0.795$). It can be determined that H_0 is accepted and H_1 is rejected. In short, both of the

experimental classes have the same ability in reading comprehension achievement.

Posttest Results

After giving three times of treatments to the students, the posttest was administered in order to determine whether there was a significant difference of the students' reading comprehension achievement or not after the treatments.

In order to find out whether there is significant difference of the students reading comprehension achievement, the researcher compared the result of the posttest on those two classes using SPSS 16.0 program. The result is described below:

Table 2. Analysis of the Students' Score of the Posttest in Experimental Class 1 and Experimental Class 2

Group Statistics

	Experiment_Class	N	Mean	Std. Deviation	Std. Error Mean
Posttest	Experiment 1	26	76.92	10.961	2.150
	Experiment 2	26	66.54	12.551	2.462

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Posttest	Equal variances assumed	1.462	.232	3.178	50	.003	10.385	3.268	3.820	16.949
	Equal variances not assumed			3.178	49.110	.003	10.385	3.268	3.817	16.952

Based on the table above, Sig. (2-tailed) is .003, sig. $<\alpha$ (p>0.05, p=0.003). It means that there is significant difference between means score of posttest in experimental class 1 and experimental class 2. It can be determined that H_0 is rejected and H_1 is accepted. In short, both of the experimental classes have different achievement in reading comprehension achievement.

Normality Test

Normality testing is used to measure whether the data of the test have normal distribution or not. It is because the students' score of pretest and posttest both group are analyze to gain the normality test. The researcher has used SPSS (One-Sample Kolmogorov-Smirnov Test). The result can be seen in Table below:

Table 3. Normality Testing

	Kolmogorov-Smirnov Z	
	N	Sig. (2-tailed)
Pretest VIII. 2	26	0.952
Posttest VIII. 2	26	0.509
Pretest VIII. 9	26	0.621
Posttest VIII. 9	26	0.627

Table above infers that the result of normality of the pretest and posttest in both experimental class 1 (VIII. 2) and experimental class 2 (VIII. 9) shows that the value of two tailed significance is higher than α. In this case the hypothesis is accepted if Sign>α. It means that the distribution of the data of the test normal. It could be stated the hypothesis is accepted both in the experimental class 1 and experimental class 2, which means that the distribution data in both classes are normal.

Homogeneity Test

The homogeneity testing is intended to test whether the variance of the data in the experimental class 1 and experimental class 2 is equal or not. The data is statistically computed through SPSS (Independent Sample Test). The data of both classes are homogenous if the significance is greater than 0.05. The result of homogeneity testing is as follows:

Table 4. Homogeneity Testing of Pretest

Variables	Sig. (2-tailed)	Conclusion
Experimental Class 1 Experimental Class 2	.798	Homogeneous

Table above shows that the data are homogeneous since the significance is 0.798. As the significance is more than 0.05, it illustrates that the data of both classes are homogeneous.

Random Test

In this research, the researcher has used SPSS (Number of Runs Test) to see whether the data in experimental class 1 and experimental class 2 is random or not. It is accepted if the significance is greater than 0.05. The result of random test is stated in table below:

Table 5. Random Test of Pretest in the Experimental Class 1 and Class 2

Variables	Test Value (a)	Sig.(2-tailed)	Conclusion
Experimental Class 1	60	.234	Random
Experimental Class 2	60	.223	Random

Table above illustrates that the random test from the pretest in the experimental class 1 and experimental class 2 shows the two tails significance is greater than α. Seeing the result, it can be conclude that the data are random since Sign>α (Sign>0.05) and could be summed that the data of the pretest of both classes are taken from the population at random.

Table 6. Random Test of Posttest in the Experimental Class 1 and Experimental Class 2

Variables	Test Value (a)	Sig.(2-tailed)	Conclusion
Experimental Class 1	78	.317	Random
Experimental Class 2	70	.525	Random

Table above indicates that the result of the random test from the posttest in the experimental class 1 and experimental class 2 is greater than α. The value is Sign>α (Sign>0.05), it could be stated that the data are random.

Hypothesis Test

The hypothesis was tested to prove whether the proposed of hypothesis is accepted or rejected. To test the hypothesis, since the data have normal distribution, the researcher used SPSS Parametric (Independent Sample T-Test) by comparing the gain of students' score in both classes, after that the researcher

use the Statistical Analysis T-Test to make sure whether there is significant difference of students' reading comprehension achievement between those who are taught using authentic material and those who are taught using non-authentic material. The result of the computation is as follows:

Table 7. The Analysis of Hypothesis Test
T-Test

	Experimental_Class	N	Gain	Std. Deviation	Std. Error Mean
Gain	Experimental Class 1	26	16.54	14.544	2.852
	Experimental Class 2	26	5.38	12.241	2.401

Independent Sample Test

		Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
		F	Sig.	t	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Gain	Equal variances assumed	1.152	.288	2.992	50	.004	11.154	3.728	3.666	18.642
	Equal variances not assumed			2.992	48.584	.004	11.154	3.728	3.660	18.648

Table above shows that sig.(2tailed) is 0.04. It means that the sig. < α (p<0.05, p=0.04). It can be conclude that H_0 is rejected and H_1 is accepted that there is significant difference between those who are taught using authentic material and those who are taught using non-authentic material on the students' reading comprehension achievement.

Having analyzing the data by using SPSS Parametric (Independent Sample T-test), the researcher was compare the two gains of experimental class 1 and experimental class 2. Then, the data has been collected and was proved by the Statical Analysis T-test.

**Table 8. Comparison of the Increase of Students' Reading Comprehension Achievement in Both Classes**

N0.	Class	Gain	Mean Difference	Significant Value	t-ratio	t-table
1.	Experimental Class 1	16.54	11.16	0.04	6.016	2.009
2.	Experimental Class 2	5.38				

Considering those data above, it can be stated that there is a significant difference of students' reading comprehension achievement between the students who have taught using authentic material and those who have taught using non-authentic material at second grade of SMPN 1 Metro since that t-ratio > t-table, that is 6.016 > 2.009. Teaching reading comprehension through authentic material gives higher increase than non-authentic material. In other words, authentic material is better than non-authentic material for students' reading comprehension achievement.
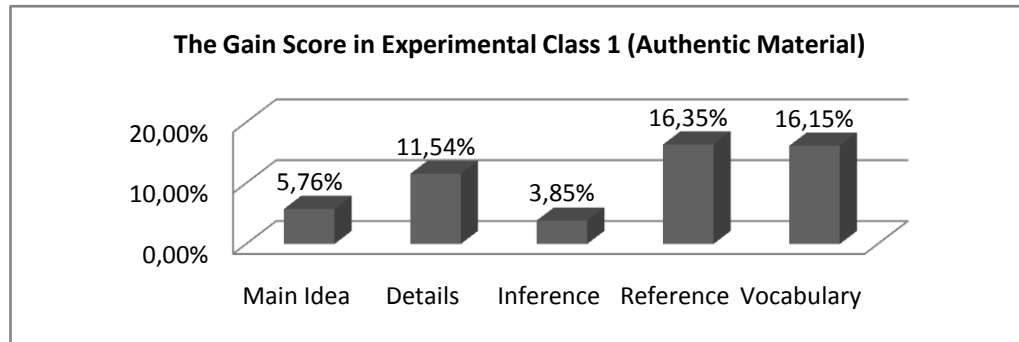
DISCUSSION

Mean Comparison between Experimental Class 1 and experimental Class 2 of Reading Comprehension Achievement.

In order to know the different achievement between the students who are taught using authentic material and those using non-authentic material, this research analyzed the data by using Independent Group T-Test to measure the data from the two different materials and both of them also taken from different situation and the result of this research is shows on the graphic as follows:
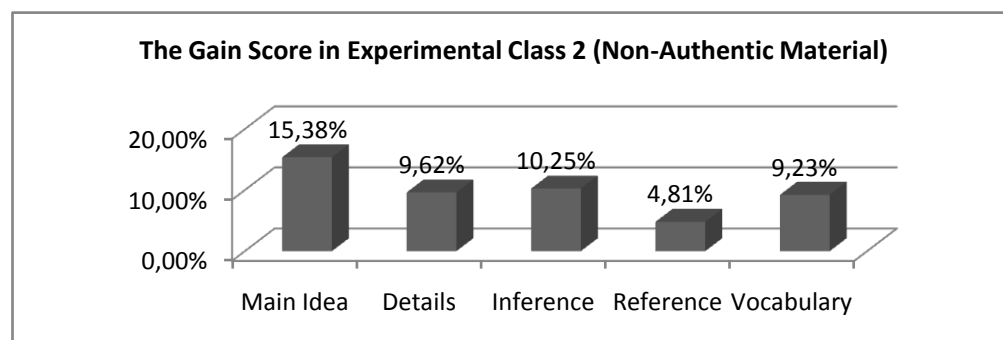
The Graphic of The Mean Comparison
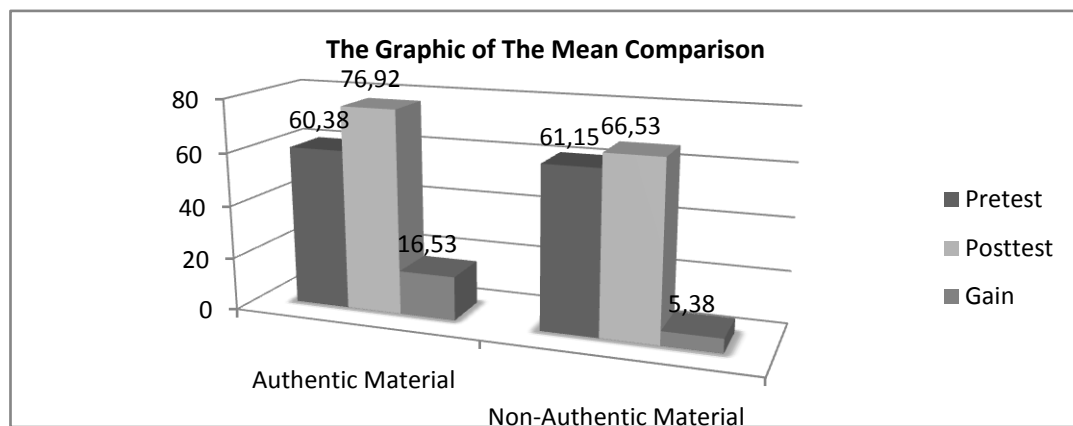
Based on the graphic above, it can be seen that in experimental class 1, the students' mean score increase significantly from 60.38 to 76.92 with the gain 16.53 points. Meanwhile, in experimental class 2, the students' mean score increase from 61.15 to 66.53 with the gain only 5.38 points. The increase indicates that experimental class 1 of this study that authentic material is more effective than non-authentic material for students' reading comprehension achievement.

This might be caused that authentic material make the students interested to read the text because usually authentic material use an up to date text, it makes the students tend to be curious about the topic. It also proved by Rogers (1988) defines authentic material as "appropriate" and "quality" in terms of goals, objectives, learners need and interested and "natural" in terms of real life and meaningful communications. They have a positive effect on learner motivation because they are intrinsically more interesting and motivating than non-authentic materials. There is a huge supply of interesting sources for language learning in the media and on the web and these closely to the interests of many language learners.

The Gain Score in Experimental Class 1 (Authentic Material)

Main Idea	Details	Inference	Reference	Vocabulary
5,76%	11,54%	3,85%	16,35%	16,15%

From the graphics above, the effectiveness of authentic material can be seen well after the treatments especially in identifying reference, understanding vocabulary and identifying details. The increase can be seen from the gain score of students' achievement of reading aspects in identifying reference, 16.35%; understanding vocabulary, 16.15%; identifying details, 11.54%; identifying main idea, 5.76%; and making inference, 3.85%.

Besides that, achievement in experimental class 2 was effective enough, although the increase was not as high as experimental class 1. In experimental class 2, students had high achievement in aspects identifying main idea and making inference. The increase can be seen from the gain score in identifying main idea is 15.38%; making inference is 10.25%; understanding vocabulary is 9.23%; identifying details is 9.62%; and identifying reference is 4.81%. The percentage of gain score in experimental class 2 will be explained in the following graphics.

The Gain Score in Experimental Class 2 (Non-Authentic Material)

Main Idea	Details	Inference	Reference	Vocabulary
15,38%	9,62%	10,25%	4,81%	9,23%

It can be concluded that the use of authentic material produced higher result students' achievement than non-authentic material in reading comprehension achievement.

The students' score within the experimental class 1 increase significantly from 60.38 to 76.92 point with the increase of mean is 16.54. Treatments were done after pretest. It was to find out their previous score before given treatment and to find out how far the gain was achieved.

The increase indicates that authentic material is more effective than non-authentic material to increase students' reading comprehension achievement, this might be due to the fact that authentic material can be used to increase students' achievement of reading skill because it gives the students opportunities to be active in their learning process and it contains a lot of information from all aspects of life. It is very important for students to increase their knowledge. These current findings were in line with Martinez (2002:1) views that authentic materials keep students informed about what is happening in the world, so they have an intrinsic educational value. It means that authentic text have educational value for students. Besides containing a lot of information needed by students to increase their knowledge, the reading text also helps students in increasing their background knowledge.

CONCLUSION

There was a significant difference of the students' reading comprehension achievement after being taught through authentic material and non-authentic material at the second year grade of SMPN 1 Metro. It was proved by comparing

the result of statistical analysis t-test that shows t-ratio is higher than t-table (6.016 > 2.009). It indicates that H_1 is accepted and H_0 is rejected.

Both class in experimental class 1 and experimental class 2 shows that there is a significant difference of reading comprehension achievement of the second grade students at SMP Negeri 1 Metro. Furthermore, the comparison of gain in each aspects of reading comprehension shows that there is relative difference on the achievement of reading comprehension by experimental class 1 and experimental class 2. The result shows that in identifying details, making reference, and understanding vocabulary, experimental class 1 has higher gains than experimental class 2. While, experimental class 2 has higher gains in finding main idea, identifying details, and making inference. In addition, the present study found that the second grade students at SMP N 1 Metro have a high achievement in reading comprehension by using authentic material.

REFERENCES

Adams, T. 1995. *What Makes Materials Authentic.* Cambridge: Cambridge University Press.

Anderson, P. S. 1985. *Language skills in Elementary Education*. New York: The Macmilan C0.

Baird, K., & Redmond, M. 2004. *The use of authentic materials in the K-12 french program.* Winston-Salem, NC: Wake Forest University, Department of Education.

Hatch, E. and Farhady. 1982. *Research design and statistics for applied linguistic.* Long Angeles: Newbury House Publisher.

Mahfoodh, O.H. 2007. *Reading for EFL College Students*. Retrieved February 17th 2007 from http:///www.yementimes.com/article.sthml

Martinez, D. 2002. *Authentic texts in Foreign language teaching, Theory and Practice, Dublin, Authentic*. Englewood Cliffs, New Jersey: Prentice-Hall, Inc.

Miller, L. 2003. *Developing listening skills with authentic materials*. New York: Princetown Review Publishing, L.L.C.

Nunan, D. 1989. *Designing tasks for the communicative classroom*. Cambridge: Cambridge University Press.

Rogers, C. V., & Medley, F. W. 1988. *Language with a purpose: using authentic materials in the foreign language classroom*. Canada: Nelson Education.