

# **A COMPARATIVE READING COMPREHENSION STUDY BETWEEN AUTHENTIC MATERIALS AND NON AUTHENTIC MATERIALS**

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**Abstrak: Perbandingan Antara Kemampuan Membaca Siswa Secara Komprehensif Dengan Menggunakan Materi Otentik Dan Non Otentik.**

Penelitian ini bertujuan untuk mengetahui apakah ada perbedaan signifikan dalam peningkatan kemampuan membaca siswa secara komprehensif antara penggunaan materi otentik dan materi non-otentik. Penelitian ini merupakan penelitian kuantitatif dengan menggunakan desain *static group comparison design*. Tes membaca digunakan sebagai instrument pengambilan data. Subjek penelitian ini adalah siswa siswa tingkat pertama pada SMA Kosgoro Bandar Sribhawono. Berdasarkan hasil yang didapat, ada perbedaan signifikan dalam peningkatan kemampuan membaca siswa secara komprehensif antara penggunaan materi otentik dan materi non-otentik. Para siswa yang diajar menggunakan materi otentik mempunyai kemampuan membaca lebih baik dibandingkan dengan menggunakan materi non-otentik. Ini menunjukkan bahwa materi otentik memberikan hasil yang lebih baik daripada materi non-otentik.

**Kata Kunci:** Kemampuan membaca siswa secara komprehensif, Materi otentik, Materi non otentik

***Abstract: A Comparative Reading Comprehension Study Between Authentic Materials And Non Authentic Materials.***

*The objectives of this research are to find out whether there is a statistically significant difference of reading comprehension achievement between using authentic and non-authentic materials. This research is a quantitative research using static group comparison design. Reading tests were used as the instrument to elicit the data. The subjects of this study were the first grade students of SMA Kosgoro, Bandar Sribhawono. The results showed that there was a statistically significant difference of reading comprehension achievement between authentic and non authentic materials. The students taught through authentic material had better reading achievement than those provided with non authentic materials. This suggests that authentic materials give better result than non authentic material.*

**Keywords:** *Students' reading comprehension achievement, Authentic materials, Non-Authentic materials*

## INTRODUCTION

The ability to communicate in written English is closely related to reading skill, as one of the four skills of English teaching and learning process. The ability to read opens up new knowledge and opportunities. It enables students to gain information, to get pleasure, and to do many things that are part of modern life, such as, reading newspapers, magazines, maps and so on. In this way, reading plays important roles in teaching and learning process of English. Moreover, the importance of reading is also stated in the School-based Curriculum of Senior High School (Depdiknas, 2006). However, reading is one of the language skills which learners usually find the most difficult.

Wallace as cited in Desitarahmi, (2013) states that one of the difficulties which young learners, especially EFL learners may have is the incapability to understand texts. In other words, since English is a compulsory subject in Indonesia, the students have difficulties in understanding the English texts because they have a limited exposure and skills to develop their reading. In this way, they tend to find difficulties in understanding sentences, also finding main idea and specific information (Desitarahmi, 2013: 2).

Harmer (2004: 210) states that students need to be offered a program which includes appropriate materials, guidance, tasks, and facilities. It means that English teachers should provide appropriate reading materials to enhance students' motivation in reading activities. One of doing so is to use authentic materials. Harmer (2004) states that authentic materials has

positive effect on learners, in that it helps learners to produce better language, acquire the language faster and makes learners more confident to deal with real life situations. In addition, Kilickaya (2004) states that using authentic materials helps increase learners' motivation for learning a language, because they feel that they are practicing a real language used beyond the classroom.

In addition, Berardo (2006) states that the artificial nature of the language and structures used, make them very unlike anything that the learner will encounter in the real world and very often they do not reflect how the language is really used. They are useful for teaching structures but are not very good for improving reading skills (for the simple fact that they read unnaturally). They can be useful for preparing the learners for the eventual reading of "real" texts.

In relation to the previous research has been done by Apriyani (2015) at SMP Negeri 1 Metro. She did 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 has to manage the class to be interesting, comfortable and joyful for students and teacher.

Furthermore, a research concerning the use of authentic materials in teaching reading has also

been done by Desitarahmi (2013) who conducted a Classroom Action Research by using authentic materials to improve students' reading comprehension achievement at SMPN 15 Yogyakarta. She found that the use of authentic materials presented in flash card and projector could enhance the students' reading interest and motivation, and provide meaningful purpose of reading. It implies that teacher should vary the reading materials, provided texts which are authentic to bring the real-life situation and use media in the teaching and learning process.

Then, based on the pre-observation at SMA Kosgoro, Bandar Sribhawono, the researcher found that the students were still confused to comprehend English passages. They commonly found difficulties in getting the information in the text. It is hard for them to deduce meaning, inferring and detect relation such as main idea, and supporting idea. The researcher assumed that it is because of the lack of materials variation provided by the teacher. In the teaching and learning process, she only uses the same textbook to teach the four skills. As a result, the teaching and learning process run less effective. It makes the students' interest of reading activities low. Thus, many students had score under the KKM.

In accordance with the situations previously described, the researcher investigated to find out whether there is significant difference of students' reading achievement between those who are taught using authentic and those who are taught using non-authentic materials, and to find out which of the two materials is more effective used in teaching reading at the first year at SMA Kosgoro,

Bandar Sribhawono.

## METHODS

This research was a quantitative study using static group comparison design. This research was conducted at the first grade of SMA Kosgoro, Bandar Sribhawono. The samples of this research was class X A which was the experimental class 1 that consisted of 26 students and class X B which was the experimental class 2 that consisted of 26 students in academic year 2016/2017. For the data collection instrument, pretest and posttest of reading test was administered. On the pretest, the students were asked to answer 50 items of reading test with four options (a, b, c, or d). Then, posttest was conducted after treatments that the students were asked to answer 50 items of reading test with four options (a, b, c, or d) too. In the treatment, the researcher used non-authentic materials in experimental class 1 and authentic materials in experimental class 2 to teach reading. The treatment was conducted in three times within 90 minutes for each. The treatments were focused on using authentic materials and non-authentic materials in teaching short functional text. The data collection instruments were estimated valid based on the curriculum. In addition, to find out reliability, level of difficulty and discrimination power of the reading test, the researcher conducted try out test. The students' scores from pretest and posttest were analyzed by using independent group T-test to test the hypothesis which were mentioned here:  $H_0$  = There is no difference of students' reading comprehension ability achievement between students who are taught

through authentic material and students who are taught through non-authentic material,  $H_1$ = There is difference of students' reading comprehension ability achievement between students who are taught through authentic material and students who are taught through non-authentic material.

## RESULTS

The pretest was administered in order to see the basic ability of students' reading comprehension before the implementation of the treatment. The mean of the pretest was 55.50 for experimental class 1 and 57.65 for experimental class 2; the highest score was 81 for experimental class 1 and 77 for experimental class 2. Based on the English's minimal mastery criterion (KKM) which is 70, there were only 3 students (11,5%) in experimental class 1 and 2 students (7,69%) in experimental class 2 from 26 students in each of the classes who reached the English's minimal mastery criterion, and the rest did not reach English's minimal mastery criterion.

The researcher conducted the posttest to the students after the treatment to find out whether there was significant difference of students' reading achievement between those who were taught using authentic and those who were taught using non-authentic materials. The mean of the posttest was 63.92 for experimental class 1 and 70.96 for experimental class 2; the highest score was 82 for experimental class 1 and 90 for experimental class 2. Based on the English's minimal mastery criterion (KKM) which is 70, there were 8 students (30,76%) in

experimental class 1 and 11 students (42,30%) in experimental class 2 from 26 students in each of the classes who reached the English's minimal mastery criterion, and the rest did not reach English's minimal mastery criterion.

After administering pre-test and post-test in experimental class 1 and 2, the results of the pre-test were compared with the results of the post-test to analyze the improvement of the students' reading comprehension after the implementation of non-authentic materials (experimental class 1) and authentic materials (experimental class 2).

The comparison of the pre-test and post-test above showed that the students' reading comprehension achievement improved in both classes. The comparison between the mean score of the pre-test and post-test in experimental class 1 increased from 55.50 to 63.92. While the comparison between the mean score of the pre-test and post-test in experimental class 2 also increased from 57.65 to 70.96. It means that the experimental class 2 which was taught by using authentic materials get the higher gain of mean score (13.31) from 57.65 in pretest to 70.96 in posttest than experimental class 2 which was taught by using non-authentic materials (8.42) from 55.50 to 63.92.

To test the hypothesis, since the data had normal distribution, the researcher used statistical formula (Independent Sample T-test) in SPSS by comparing the gain of students' score in both classes as shown in the following tables.

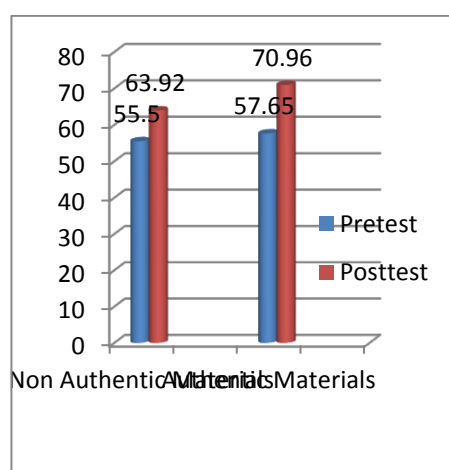
The table above shows that sig.(2tailed) is 0.043. It means that the sig.  $< \alpha$  ( $p < 0.05$ ,  $p = 0.043$ ) and the t-ratio is higher than t-table, that

was  $2.080 > 2.009$ . It could be concluded that  $H_0$  is rejected and  $H_1$  is accepted that there is significant difference between those who were taught using authentic material and those who were taught using non-authentic material on the students' reading comprehension achievement.

## DISCUSSION

After administering pre-test and post-test in experimental class 1 and 2, the results of the pre-test were compared with the results of the post-test to analyze the improvement of the students' reading comprehension achievement. The result of the study showed authentic materials provided more positive effect on students reading comprehension achievement since the gain from pretest to posttest of the class that treated by using authentic materials was higher than the class that was treated by using non-authentic materials. The comparison of the gain could be seen on the following graphic:

**The Graphic of the Gain Comparison between Experimental Class 1 and Experimental Class 2**



Based on the graphic above, it could be seen that in experimental class 2,

the students' mean score increased significantly from 57.65 to 70.96 with the gain 13.31 points. Meanwhile, in experimental class 1, the students' mean score increased from 55.50 to 63.92 with the gain only 8.42 points. The increase indicates that experimental class 2 gained higher points than experimental class 1. This finding confirms the objective of this study that the use of authentic material was more effective than non-authentic material towards students' reading achievement.

From the treatments implemented in both experimental classes, it was found that in the experimental class 1, the students had difficulties in keeping themselves in a proper mood and getting easily bored because they got drill using monotonous materials. While in the experimental class 2 students tended to be active and eager to do some tasks given by the researcher. This finding was in line with Brown (2001) who stated that the learners are more eager to learn when the language is authentic or meaningful. It is supported by Nuttall (1996) who states that "authentic texts can be motivating because they are proof that the language is used for real life purposes by real people". It means that authentic material gave a positive impact towards students' motivation so that they can be focused more on the teaching learning process

## CONCLUSIONS

In line with the results of the data analysis and discussion, the researcher comes to the following conclusions:

1. The use of authentic and non-authentic materials can improve students' reading achievement in

all aspects of reading comprehension. Finding supporting details increased the most reading comprehension aspect.

2. The use of authentic materials is very useful to improve students' motivation and to keep them in a proper mood during the teaching learning process, so that they can be focused more on the teaching leaning process.

## SUGGESTIONS

1. Suggestions for teacher
  - a. English teachers are recommended to use authentic materials in teaching reading comprehension because authentic materials can improve the students' reading comprehension achievement as well as their motivation.
  - b. In each experimental class, the aspects of reading comprehension that got the lowest gain were *making inference* and *understanding vocabulary*. It is suggested for English teacher to give more attention to those two aspects.
2. Suggestions for further researcher
  - a. The result of this research indicated that the use of authentic reading materials had positive effects on students' reading comprehension achievement. Therefore, it is expected that the other researchers conduct further researches dealing with the use of authentic materials in teaching other English language skills or

components by using similar or different research design.

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