
The Effect of Authentic Materials on Students' Reading Comprehension of Short Functional Text

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ABSTRACT

Authentic materials and Textbook are the materials which affect reading comprehension. The purpose of this research is to find out whether there is any significant gap of students' reading comprehension of short functional text who are taught using authentic materials and textbook at first grades of SMA Diponegoro Panti Jember. 70 students are taken from first grades of SMA Diponegoro Panti Jember (X IPS 1 and X IPS 2), which are an experimental class (35 students) and a control class (35 students) for research sample. The design in this research is a quasi-experimental design. In collecting the data, the researcher conducts pre-test and post-test by serving the reading comprehension test which consist of 20 multiple choice items for each test. In analyzing the data, the researcher uses a T-Test. The result of this research shows that there is a significant gap in students' comprehension of short functional text by using authentic material than the textbook. In the table of significance, it can be seen that on the $df = 68$ and in the degree of significance 5% the value of the degree of significance is 1.66. By comparing the value to is bigger than t_t . The result shows that $t_{test} > t_{table}$ ($2.11 > 1.66$). The alternative hypothesis (H_a) is accepted and null hypothesis (H_o) is rejected.

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Introduction

English is as a foreign language for our country, Indonesia, is very necessary for students' to master it. In this era, English is very important language especially for students when they want to apply some kinds of jobs, continue their study to abroad (most of countries), and for requirements for students' graduation. There are fours skills in English. They are speaking, listening, writing, and reading. Also, there are some certain ways to master every skill. But, Indonesian learners especially students still get some difficulties in learning English itself. Most of them say that English is a difficult language to master because they do not use it in their daily conversation although in English class, they still can not and feel shy if they have to speak English. They are still afraid to make mistake whereas, from making mistake they can be perfect. In the National Curriculum, the students must be able to pass the National exam. Most of the national exam tests of English lesson are reading texts. The students are hoped to understand and comprehend the text well to answer some questions. Here, the researcher wants to focus on reading skill because the researcher, a teacher, found some problems in reading like the students are still lack of vocabularies, they also still get low scores of reading class although there are few students who get good score but they can not apply it to the real communication. The common problem is most of the students understand in some kinds of texts but when in the daily life or going out like in the malls, cinemas, and some kinds of public places, the students still gert difficulty to comprehend and understand the text well because they do not find and see them in English class so far. So, the researcher wants to focus on reading and the material which has relation with students' daily life, it is authentic materials. Also, there are some previous studies which discuss about authentic materials; the researcher wants to fulfill the gap among the previous studies.

The researcher wants to conduct a research (a quasi-experimental research) which is focused on authentic materials and conducted in Senior High School level because there are some researchs which use authentic materials. But, the first research, the level is still in Junior High School. It is conducted by Sundari (2011). Her research succeeds on aplying authentic materials. Also, the second research is conducted by Halijah

(2010). She uses the CAR (Classroom Action Research) on senior high school level. She also succeeds on applying authentic materials.

So, the researcher wants to conduct a research (a quasi-experimental research) which has relation with authentic materials and it is conducted in Senior High School level. The problem statement is "Is there any significant gap of students' reading comprehension of short functional text who are taught using authentic materials and textbook". The purpose of this research is to find out whether there is any significant gap of students' reading comprehension of short functional text who are taught using authentic materials and textbook. According to Kilickaya (2013), the authentic material is most valuable reading materials for learners. From the related theory and the rationale, the hypothesis of the research can be formulated as follows:

There is high significant gap between the students' reading comprehension of short functional texts who are taught used authentic materials than used textbook.

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Methods

This study aims to know whether there is high significant gap of students' reading comprehension on short functional text who are taught used authentic materials and textbook. This study applies quasi experimental research design. The first procedure is the researcher gives try out test to the experimental and control group to check whether the instrument is valid and reliable or not.

Instrument is tool that used by the researcher to collect the data. In this study, the researcher uses test. Test is a set of questions or tasks that is administered to an individual/ a group to measure a sample of behaviour. According to Ary et al. (2008, p.201) test is a set stimuli presented to an individual in order to elicit responses on the basis of which a numerical score can be assigned. The scores or result of the test present the information about the students' achievement of the essence being tested.

The purpose of this test is to check whether the test is valid and reliable or not. The test is constructed in multiple choices. The students' comprehension was measured through their achievement as part of given course by Nunan (1991). Multiple choice tests is used because it was more effective and efficient than Wh- question as reading comprehension was receptive skill.

Here, the reseacher divides the test into try out test, pre test and post test. The test which uses in pre test was the same with the test which was used in post test. But, in the post test, the test is arranged. The test is given in a form of multiple choice (a, b, c, and d). For try out test, the researcher still checks it using validity and reliability test.

A validity test should be valid to be as an instrument of research. . According to Arikunto (2006, p.169) a test is called valid if it can measure what should be measured. Brown (2004, pp. 22-27) the validity could be classified into some kinds of validities. They are content validity, criterion validity, construct validity, and face validity.

In this research, the content validity is used because the content of materials is constructed based on KTSP (Table 3.3.1.). The basic competence of reading activities comprehends the meaning of short simple text in the form of short functional text and the indicator is students are able to identify a short simple text in the form of short functional text. The test has valid content if it measures special purpose equal to the material in the common curriculum in that subject area. In line with that, on the test students are assigned to do and comprehend a short simple simple text in the form of short functional text by using authentic material. There are 25 questions (multiple choices) and time allocation of the test was 1x60 minutes. Presented on table 1

Table 1. Content of Validity

The Purpose of The test Based on Competence Standard and Basic Standard	The Number of Test
1. To get the topic/main idea	19
2. To get general information	2, 3, 6, 9, 17, 18
3. To get details information	4, 7, 11, 13, 14, 20, 21, 25, 23
4. To look for the synonym of the words	8, 22
5. To look for the meaning of the words	5, 10, 15, 16, 24
6. To find the meaning of the pictures	1

Test reliability defines the degree to which a test consistently measures whatever it will measure. The more confidence that has score obtained from the administration of a test are essentially the same score. There are two kinds of instruments which should be trusted that all instruments are reliable. Those are reliability analysis of pre test and reliability analysis of post test. Reliability test performed by Alpha cronbach test with the help of spss 15.00 version. According to Eisingerich and Rubera (2010, pp. 64-79) the minimum of reliability is 0.70. Many researcher used the alpha cronbach test because could provide support for internal consistency. The output of the reliability could be seen on table 2.

Table 2. Reliability

Cronbach's Alpha Based on Cronbach Standardized		
's Alpha	Items	N of Items
.874	.871	25

The next procedure of the teaching is the researcher gives the pre-test to the two classes. After that, the researcher gives treatment to the experiment and control class with different time. The last, the researcher gives post-test to know whether there is the different result after giving treatment or not. In this research, SMA Diponegoro Panti Jember is chosen as an area to conduct the research. Then; the researcher analyzes the data. The researcher analyzes the pre-test and post-test score. This is to look for the gap of students' scores through authentic material and the textbook used.

Before analyzing the data, the researcher does the Homogeneity test. Sugiyono (2005) explains homogeneity test is used to know whether two or more groups in sample data are from population which has the same variety. The procedures of homogeneity test are as follows:

- a. Determining standard of deviation X and Y
- b. Determining F (h) from variant of X and Y
- c. Compare between F (h) and F table
- d. If F (h) < F table : Homogeneous

If F (h) > F table: Not Homogeneous

The researcher uses T-Test for analyzing the data, Sudijino (2010, p. 325).

The formula is:

$$T_0 = \frac{M_1 - M_2}{SE_{m_1 - m_2}}$$

With the explanation:

M_1 : Mean of Experimental Class (the gaps)

M_2 : Mean of Control Class (the gaps)

SE_{M_1} : Experimental class' standard error

SE_{M_2} : Control class' standard error

The procedures were calculations below:

1. Finding out Mean of Experiment class:

$$M_1 = \frac{\sum X}{N^1}$$

2. Finding out Mean of Control class:

$$M_2 = \frac{\sum Y}{N^2}$$

3. Finding out Standard of Deviation Score of Experiment class:

$$SD_1 = \sqrt{\frac{\sum X^2}{N^1}}$$

4. Finding out Standard of Deviation Score of Control class:

$$SD_2 = \sqrt{\frac{\sum X^2}{N^2}}$$

5. Finding out Standard Error Mean of Experiment class:

$$SE_{m1} = \frac{SD_1}{\sqrt{N^1 - 1}}$$

6. Finding out Standard Error Mean of Control class:

$$SE_{m2} = \frac{SD_2}{\sqrt{N^2 - 1}}$$

7. Finding out Standard Error of Different Mean of Experiment class and Mean of Control class, with formula:

$$SE_{m1 - m2} = \sqrt{SE_{m1}^2 - SE_{m2}^2}$$

8. Finding out T_0 with formula:

$$t_0 = \frac{M_1 - M_2}{SE_{m1 - m2}}$$

9. Finding out Degrees of Freedom (df)

The hypothesis of this research can be divided into two kinds; there are Null Hypothesis and Alternative Hypothesis. The Null Hypothesis: there is no high significance gap between authentic materials and textbook of the students' reading comprehension of short functional texts to the first grade students of SMA Diponegoro Panti-Jember. The Alternative Hypothesis: there is high significant gap between authentic materials and textbook of the students' reading comprehension of short functional texts to the first grade students of SMA Diponegoro Panti-Jember and then, the criteria that used as below:

1. If t-test (t_0) > t-table (tt) in significances 5%, null hypothesis is rejected, and alternative hypothesis is accepted.
2. If t-test (t_0) < t-table (tt) in significances 5%, null hypothesis is accepted, and alternative hypothesis is rejected.

Results and Discussion

Before analyzing the data using Independent T-Test, the researcher should make sure that the two classes between experimental and control class are homogeneous. So, the researcher uses Homogeneity Test. The researcher uses Pre-test data for doing homogeneity test. The result of homogeneity testing is presented below: From the data of pre-test, it could be calculated:

- Standard of deviation X: 12.04
- Standard of deviation Y: 9.95
- F (h): $\frac{12.04}{9.95} : 1.21$
- F table: N 35-1: 34, significance 5%: 1.76
- F (h) < F table: $1.21 < 1.76$: Homogeneous

So, it can be concluded that both classes are homogeneous.

The researcher teaches both classes (experiment and control class) through different materials in teaching reading. Authentic materials are given to the experimental class, and Textbook is given to the control class. In collecting the data, the researcher uses pretest and post test of experiment class and control class. From the table score of experimental class, it can be measured from 35 students; 65.28 for the mean of pre-test score, 76.14 for the mean of post-test score, and 13.85 for the mean of gain score. From the table score of control class, it can be measured from 35 students; 68.57 for the mean of pre-test score, 73.28 for the mean of post-test score, and 8.21 for the mean of gain score.

The Formula of T-test was expressed as follows:

$$t_0 = \frac{M_1 - M_2}{SE_{m_1 - m_2}}$$

- Finding out T_0 with formula:

$$\begin{aligned} t_0 &= \frac{M_1 - M_2}{SE_{m_1 - m_2}} \\ &= \frac{13.85 - 8.21}{2.67} \\ &= \frac{5.64}{2.67} = 2.11 \end{aligned}$$

$$= \frac{5.64}{2.67} = 2.11$$

- Finding out Degrees of Freedom (df) through formula above : 68
- The value of df 68 at significance 5% is 1.66.

Based on the formula above, the result of the statistic indicates the t_0 value is 2.11 and the df value 68 through significance 5% was 1.66. So, the result shows t-test (t_0) > t-table (tt) ($2.11 > 1.66$). It can be assumed that the t-test is higher than t-table. So, it can be concluded that the alternative hypothesis is accepted and the null hypothesis is rejected.

The researcher would like to discuss the result of the research based on theoretical perspective and empirical perspective.

For theoretical perspective of the effect of authentic materials on students' reading comprehension of short functional texts is the aim of this research is to find out the effect of Authentic Materials of Students' Reading Comprehension on Short Functional Texts for the First grades students of SMA Diponegoro Panti. The finding of this study also provides empirical evidence that explicit instruction in reading technique training can increase reading comprehension ability.

Based on the calculation, the result of the statistic indicates that the t_0 value is 2.11 and the df value through significances 5% is 1.66. So, the result shows t-test (t_0) > t-table (tt) ($2.11 > 1.66$). It can be assumed that

the t-test is higher than t-table. So, it can be concluded that the alternative hypothesis is accepted and the null hypothesis is rejected.

Based on the result above, it can be concluded that authentic materials are more effective and efficient than textbook on students' daily life. From the overall result, the score of experimental class is highly increased after using authentic material.

Harmer (1998), beginner students is appropriate with some authentic materials. Students' ability and interest must have in the same level with the materials and kinds of texts. After having treatment in both classes, the researcher finds out that the students in the experimental class have enjoyment after they understand and know about authentic texts. They can use them in their daily life. There are some students who say that after learning about authentic text, now if they go out of the class and they find some kinds of text in English, they can be more understand and know what it means.

The researcher explains that the authentic materials are got some from internet and some from students' daily life and rest from common public place like advertisement, announcement and etc. It can be concluded that using authentic materials toward short functional text is effective and efficient. So that, students can be more comprehend well about that kinds of text

For empirical perspective of the effect of authentic materials on students' reading comprehension of short functional texts is However, there are some researchs which are used authentic materials. The first research is done by Sundari (2011). The research gap between both (this research and Sundari's research) is Sundari conducts research in junior high school level and focuses on writing term, whereas this research is conducted in senior high school level and it focuses on reading term.

The other research is conducted by Halijah (2010). She does research with entitle using the authentic materials to improve the students vocabulary to the first grade of students of SMAN 2 Sugguminasa. The research gap between both (this research and Halijah's research) is Halijah conducts research through CAR design and focuses on vocabulary term, whereas this research is conducted through Quasi-Experiment design and it focuses on reading term.

According to the data analysis and hypothesis verification done by the reseacher, it shows that students who are taught by using authentic materials have comprehended well than conventional materials. They more comprehend the reading text quickly and apply it in students' daily life.

Conclusion

So far, the students problem which is found when the teacher teaches functional texts is most of the students are able to answer the text but if the teacher asks related to the materials with students daily life or students can find it in their environment, most of them still can answer or understand the text so that the researcher wants to use authentic one in order the students know and understand when the find and see some kinds of text in their environment.

Related to the research that has been conducted in the first grades of SMA Diponegoro Panti Jember academic year 2017/2018, it can be concluded that authentic materials affects more on students' reading comprehension of short functional texts than textbook. The statistic result indicates that the t_0 value is 2.11 and the df value (68) through significance 5% is 1.66. The researcher calculated that $(t_0) > t\text{-table (tt)}$ ($2.11 > 1.66$). If t_0 is higher than t table, so the alternative hypothesis is accepted and the null hypothesis is rejected. The researcher concludes that authentic materials on students' reading comprehension of short functional texts affect more than textbook.

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