

**THE EFFECTIVENESS OF USING AUTHENTIC MATERIAL TO
IMPROVE STUDENTS' READING COMPREHENSION ON THE
ELEVENTH GRADE STUDENTS OF SMA N 1 JENANGAN
PONOROGO IN ACADEMIC YEAR 2015-2016**

THESIS



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ABSTRACT

Majid, Annisa. 2016. The Effectiveness of Using Authentic Material to Improve *Students' Reading Comprehension on The Eleventh Grade Students of SMA N 1 Jenangan Ponorogo in Academic Year 2015-2016.* A Thesis, English Education Department Faculty of Education State Islamic College of Ponorogo (STAIN Ponorogo). Advisor Drs.H. Dollar Yuwono, M.Pd

Key words: Authentic material, Reading comprehension.

English is a very important language to be learned, it is all because the fact that English as an international language is used in world communication. However, since human life is surrounded by written words, the ability to read becomes a great concern for many people. As students, they must master about English. In reading for instance, the students feel bored and unmotivated in joining the teaching and learning process. It is why the researcher conduct authentic material as one of the way to improve their ability of English, especially in reading.

This research employs Quantitative Research. The goal of this research is to find out the significant different between the students who are taught by using authentic materials and who are not. In this research, the researcher chose the place of SMA N 1 Jenangan. The sample of the research is the eleventh grade students consist of 21 students from 110 students of total population. The sampling technique used in this research is cluster random sampling. The data was collected by test and documentation.

The result is as follows: if t_0 was greater than "t" table (t_t), with the db = $(N-1) = (21-1) = 20$. It had been gotten empirical number of 19,569 in which t of table strikes on 2,06 with the significant standard 5%. It means that Null hypothesis is rejected and accepted Alternative hypothesis. From the result of data analysis above, the researcher concluded that there was a significant difference in students' reading comprehensions who are taught by using authentic material and who are not, to the eleventh grade students of SMA N 1 Jenangan in academic year 2015-2016. Therefore the school and the teacher must improve the system and learning materials for a better condition in teaching and learning. Finally, the researcher suggested to the students to improve their motivation and ability in learning English, especially in reading.

CHAPTER I

INTRODUCTION

A. Background of The Study

As a part of society, human being cannot live alone. There must be an interdependent relationship among them, and they need to interact with each other to fulfill their needs. The interaction can be in the form of communication, and that communication is done through a certain medium called language. Language is seen as the tool to transfer one's ideas or views to others. In today's life, English is a very important language to be learned, it is all because the fact that English as an international language is used in world communication.

However, since human life is surrounded by written words, the ability to read becomes a great concern for many people. Reading is claimed to be the source of much of our vocabulary and writing. For many students, reading is the most important of the four language skills in a second language.⁴⁴ Therefore, it is undeniable that reading is one of important activities in learning process.

Reading is fundamental skill upon which all formal education depends and about understanding written texts.⁴⁵ Reading is one of language

⁴⁴ Carrel, P. L. Devine, J. and Eskey, D. E, *Interactive Approaches to Second Language Reading* (Cambridge : Cambridge University Press, 1995), 1.

⁴⁵ Elyzabeth S. Pang, *Teaching Reading* (Chicago: IAE Education Practices Series University of Illionis, 2003), 6.

skills, should be mastered well by the students because reading is an essential factor that influences one's activity in communication. People consider reading as an important activity, so that people usually say that reading is the window of the world. By reading, people can get the information widely without going anywhere. Therefore, reading is central of the learning process.

According to Grellet, reading is a process of understanding a reading text.⁴⁶ It is a skill which constantly involves guessing, predicting, checking and asking oneself question. From that definition, reading is viewed as an activity of taking, understanding and interpreting the information in the passage.

After conducting the interview with the English teacher at SMA N 1 Jenangan, the researcher found that the English teacher has never used another source of material except the textbook in teaching reading. Consequently, the students feel bored and unmotivated in joining the teaching and learning process. The limited vocabulary also became a problem that destroyed the students' comprehension in reading.

Regarding the reasons above, the selection of good materials is needed in language learning to motivate the students in learning reading since there are abundant materials that can be used in English classroom. The materials may come from course books or authentic materials. By considering the third objective of English language teaching in 2006 curriculum, which is

⁴⁶ Grellet, F, *Developing Reading Skills* (Cambridge: Cambridge University Press, 1996), 3-8.

to build awareness about language and culture, the use of authentic materials seems appropriate to be used in the classroom. Since the aim of language learning is to communicate, the process involves in learning is not only making students to produce grammatical sentences but also enabling students to function the language effectively in appropriate context and society.

The teachers' concept to use authentic materials to supplement lessons is well worth it. This supplementary materials can be considered as authentic materials since they are taken from the primarily resources and of the text book.

Authentic reading materials are written for native speakers of certain language and will be used by the speakers of the language in communication circumstances outside language classroom. Thus, most everyday object in target language whether spoken or written such as magazines, newspaper, tourism brochure, advertisement, menus, recipes and any articles in Internet can be included as authentic materials.

Authentic materials are often regarded as more interesting than the textbook materials because they can be up to date and related to everyday issues and activities. Authentic materials are useful because they help the students to break the gap between the language classroom and the real life situation. They introduce students to the culture that surrounds them and provide them the opportunities to see where different grammatical structures and types of discourse are used.

However, using authentic materials really motivates students because it gives them a glimpse of what they'll be able to access in English when their language skills improve. Authentic texts can be motivating because they are proof that the language is used for real-life purposes by real people.⁴⁷ It means that authentic materials are among the most important tools a teacher can and must use in class in order to make his/her teaching go smoothly and be effective in transmitting the necessary knowledge to all students.

Therefore, the researcher using authentic materials to improve students' reading comprehension on the eleventh grade of SMA N 1 Jenangan Ponorogo in academic years 2015-2016. Using authentic material is one of the ways to teach reading easily and interestingly. The students need something clear and authentic to help them easier in understanding about reading material. The writer hopes English reading comprehension can be improved and not be bored in studying English. The research takes place at SMA N 1 Jenangan Ponorogo. The title is ***“The Effectiveness of Using Authentic Material to Improve Students' Reading Comprehension on The Eleventh Grade Students of SMA N 1 Jenangan Ponorogo in Academic Year 2015-2016”***.

⁴⁷ Rashid Hamed Al Azri, Majid Hilal Al-Rashdi, The Effect Of Using Authentic Materials: Teaching International Journal Of Scientific & Technology Research, 3(Oktober,2001). Accessed on 06/12/2015

B. Limitation of The Problems

To avoid a far-ranging discussion, this study focuses on the effectiveness of using authentic material to improve students' reading comprehension on the eleventh grade students of SMA N 1 Jenangan Ponorogo in academic year 2015-1016

C. Statements of The Problems

Based on the scope of study, the problem of the study is formulated into:

Do the students who are taught by using authentic materials achieve better score in reading comprehension than those who are not taught by authentic materials?

D. Objectives of The Study

The objectives of the study in this research can be stated as related with the statement of the problem. Therefore, the researcher formulated the objectives of study is:

To find out the significant different between the students who are taught by using authentic materials and the students who are not taught by using authentic materials.

E. Significances of The Study

1. Theoretical significance

The result of this research can give knowledge in educational practice. It can contribute as the method toward students reading comprehension achievement.

2. Practical significance

The result of this research is expected to be beneficial for:

a. For teachers

The result of this study is expected to provide some information for teacher toward students reading comprehension by using authentic materials in the future at tenth grade students' level.

b. For students

The writer hopes that the result of this study will be increasing the student's achievement in reading comprehension.

c. For the other researcher

The writer also requires if the result of this study can be used as reference in teaching reading comprehension by using authentic materials.

F. Organization of The Thesis

CHAPTER I is Introduction. This chapter serves to describe the basic pattern of the entire contents of thesis which consist of background of the study, identification of the problems,

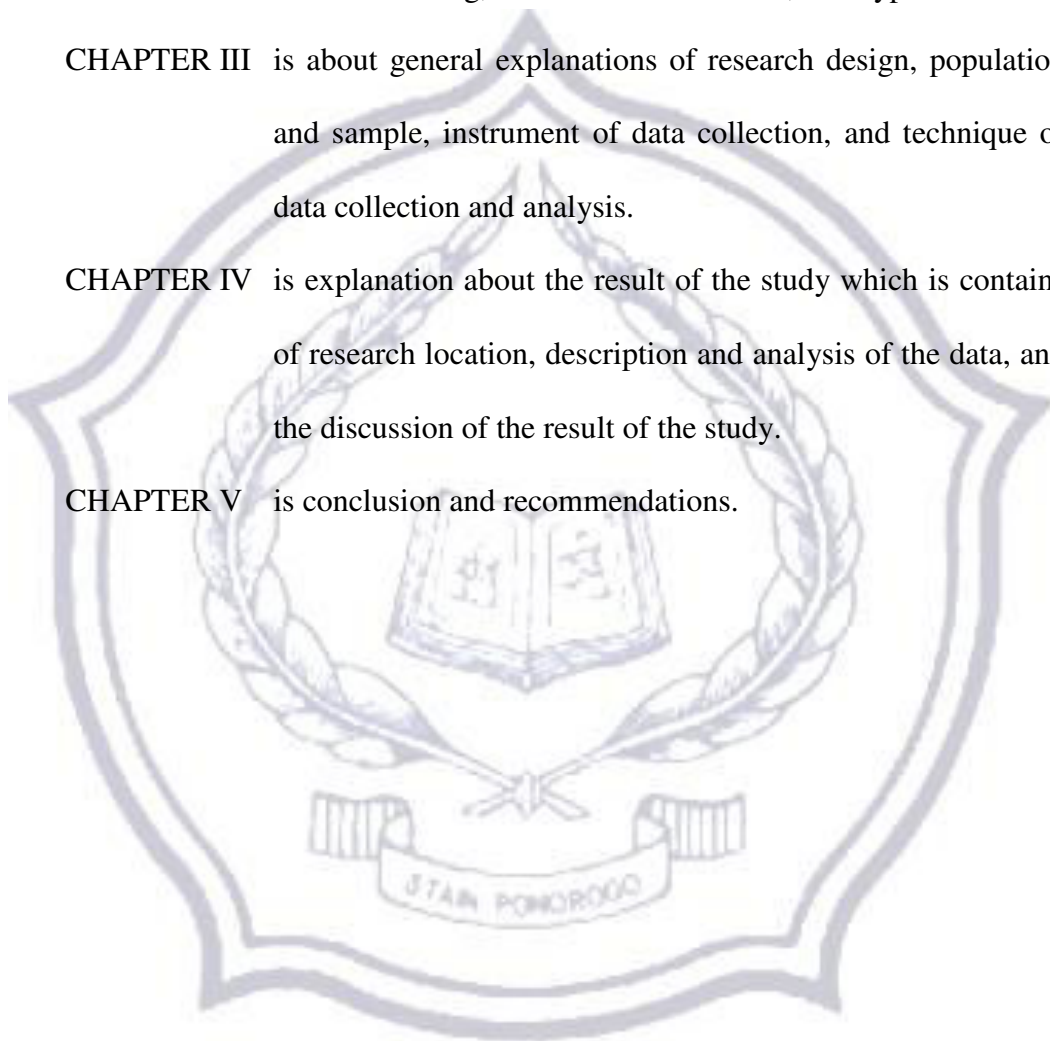
limitation of the problem, statement of the problem, objectives of the study, significances of the study, and organization of the thesis.

CHAPTER II is explanation about theoretical background, previous research finding, theoretical frame work, and hypothesis.

CHAPTER III is about general explanations of research design, population and sample, instrument of data collection, and technique of data collection and analysis.

CHAPTER IV is explanation about the result of the study which is contains of research location, description and analysis of the data, and the discussion of the result of the study.

CHAPTER V is conclusion and recommendations.



CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Background

1. Authentic Material

a. Definition of Authentic Material

The term “authentic” can be defined as known to be real or true and the word “material” is information or objects.⁴⁸ Authentic material refers to those taken from real life sources and they are not designed for teaching and learning purposes.

According C Wallace, authentic materials have been defined as a real-life text, not written for pedagogical purpose. They are therefore written for native speaker and contain real language. It is one important feature of authentic material. The teacher may incorporate authentic material not only to motivate the students but also to give them the feeling that they are using real language. In the other side, M. Peacock defined as they (authentic text) are materials that have been produced to fulfill some social purpose in the language community.⁴⁹ It can be concluded that authentic material have not

⁴⁸ A S Hornby, *Oxford Learner's Pocket Dictionary Third Edition* (Oxford: University Press, 2003) , 23.

⁴⁹ C Wallace, et al., “Reading Oxford”, O.U.P (1992) ; M Peacock, “The Effect of Authentic Materials on the Motivation of EFL Learners in English Language Teaching Journal” (1997), 51, In *The Use of Authentic Materials In The Teaching of Reading*, ed. Sacha Antony Barardo (September, 2006), 61.

been produced for pedagogical purposes, but it produced for social purpose.

Authentic material is one of the materials that can be used in teaching, especially in teaching reading. Teachers often have difficulties in finding the appropriate learning materials in teaching reading. Without appropriate reading texts that suit them, students spend long hours in the classroom with poor achievement in reading comprehension. Authentic materials are great source of material to improve the students' reading comprehension. Authentic materials keep the students interested and talking for hours on a whole range of subject.

b. Types of Authentic Material

Teaching materials are a very essential part of teaching and learning a foreign language. These days, the resources for teaching materials are available for everybody. To get beyond the limitation of text, many teachers adapt or create authentic materials. The internet is regarded as a very important and rich source for authentic materials. As Maxom stated that with the advent of the Internet, you can harness an endless supply of material in English for your lessons.⁵⁰ Basically, authentic materials include anything that is

⁵⁰ Michelle Maxom, Teaching English as Foreign Language For Dummies (England: West Sussex, 2009), 121.

used as a part of communication. Gebhard classified authentic materials into three categories as follows:

- 1) Authentic listening/viewing materials, such as radio news, cartoons, songs, dramas, quiz shows, documentaries, professionally audio taped short stories and novels; rock, pop, folk, and children's songs; home video, professionally videotaped travel logs, sales pitches, etc.
- 2) Authentic visual materials, such as slides, photographs, paintings, sketches, calendar picture, pictures from travel, news, ink blots, postcard pictures, stamps, X rays, wordless picture books, street signs, magazines and newspapers pictures, post cards, etc.
- 3) Authentic printed materials, such as sports reports, newspapers, cartoons, advertisements, movie advertisements, astrology columns, obituary columns; science, math, and history books, restaurant menus, train tickets; bus, plane, train, taxi and jitney schedules; postcards, comic book, greeting cards, business cards, etc.⁵¹

c. The Advantage and Disadvantage of Authentic Material

Authentic materials help students bridge the gap between the classroom and the outside world. Many students enroll in school

⁵¹ Jerry G. Gebhard, *Teaching English as a Foreign Language* (Michigan: The University Michigan Press), 100-101.

to learn or improve a language related task, such as helping a child with homework or speak English at work. Others enroll because they have personal long-term goals that involve education, such as becoming an engineer or business owner. In working with new students, teachers need to identify why students have come to class. When teachers know learners' motivations, they can target instruction to meet those goals. A key way to help learners reach their goals is to use authentic, goal directed materials.

As should be obvious, English teacher have to access a great authentic materials in learning process. Authentic materials are useful for the students in various ways. It provides exposure to the learners. Learners are benefited from being exposed to the native like. However, it is not always easy for nonnative speakers to take equal advantage from authentic materials. Heitler explained the advantages of authentic materials as follows:

- 1) Authentic materials bring learners into direct contact with a reality.
- 2) Authentic materials drawn from periodicals are always up-to-date and constantly being updated.

- 3) Authentic materials provide us with a source of up-to-date materials that can be directly relevant with English learners' needs.⁵²

2. Reading

a. The Important of Reading

Reading is a fundamental goal that children must master in order to be successful in school in life and usually conceived of as a solitary activity in which the reader interacts with the text isolation.⁵³ Reading is important in the teaching English. In reading, students are required to be able to interpret word or phrase, meaning, identify topic and idea.

As professional educator teacher must know how to increase the reading levels of the students in our classrooms. To many, reading has become a number that simply depicts a level of achievement rather than a complex process.⁵⁴ Therefore reading is very important for us to get much of information or knowledge.

⁵² David Heitler, *Teaching with Authentic Material* (Longman: Pearson Education, 2005), 5.

⁵³ David Nunan, *Language Teaching Methodology* (USA: British Library, 1991), 72.

⁵⁴ Randi Stone, *Best Practice for Teaching Reading* (North Carolina: Corwin press, 2007), 39.

b. Definition of Reading

Reading is essential skill for learners of English as a second language.⁵⁵ Brown said “Reading is likewise a skill that teacher simply expect learner to acquire”.⁵⁶ It is a process to understand the meaning and information in the text. It is also useful part of the process of language acquisition. So the reading is a skill which is mastered by student in teaching English.

Reading is learning about the meaning of the text. According to Andrew reading is the practice of using text to create meaning.⁵⁷ In means that if there is no meaning being created, there is no reading taking place. If we want to read something, we should learn certain structure to make a coherent meaning. Reading can be defined simply as making meaning from print.⁵⁸ We should keep in mind to organize our ideas in certain way that it can be producing a meaningful text.

⁵⁵ David Nunan, *Practical English Language Teaching* (America: Contemporary, 2003), 69.

⁵⁶ Douglas Brown, *Language Assessment Principles and Classroom Practice* (San Francisco: Longman, 2004), 185.

⁵⁷ Andrew P. Johnson, *Teaching Reading and Writing* (USA: Rowman & Littlefield Education, 2008), 3.

⁵⁸ McGraw, *Practical English Language Teaching* (New York: McGraw Hill Companies, 2008), 2.

Reading is a process of readers combining information from a text and their own background knowledge to build meaning.⁵⁹ It means that for making meaning from text, the reader should combine the elements that can build the meaning. The reader's background knowledge has an important role in create the meaning.

The reader's background knowledge integrates with the text to create the meaning. The reader, the text, reading strategies and fluency are the elements in process of making meaning from print. Fluent reading is defined as the ability to read an appropriate rate with adequate comprehension. Strategic reading is defined as the ability of the reader to use a wide variety of reading strategies to accomplish a purpose for reading.⁶⁰ Good readers understand what they should do when they encounter difficulties. It means that, the reader, strategies, and fluency define as the act of reading.

From all statements above, the writer can conclude that reading is a complex activity for us. Beside that reading is a get meaning of the text and to get much of information or knowledge.

c. Purpose of Reading

There are many functions from reading. The general functions from reading are to get knowledge and experiences from

⁵⁹ Ibid.2.

⁶⁰ Ibid., 3.

others.⁶¹ Different purpose of reading determines different strategies in approaching texts and also different rates of reading.⁶² Rivers and Temperly classified the purposes of reading as follows:

- 1) To get information such travel brochures, train timetable, bus schedule, directories and other information
- 2) To respond to curiosity about topic, as in magazines, newspaper, advertisements and guidelines.
- 3) To follow instructions such maps, route planners, recipes, tutorials.
- 4) For pleasure and enjoyment such as poems, novel, plays, and book review.
- 5) To keep in touch such as post cards, notes, invitations, letters and emails.
- 6) To find out when and where as in Announcements, information, tour guides, agendas.⁶³

Reading for academic purpose is multifaceted subject. However, there is one fundamental aspect which can be the starting point for other considerations. When students read, it is for a purpose. Jordan classified the purposes of reading as follow:

⁶¹ Hernowo, *Quantum Reading* (Bandung: MLC, 2003), 5.

⁶² Tricia Hedge, *Teaching and Learning in the Language Classroom* (New York: Oxford University Press, 2003), 195.

⁶³ *Ibid.*,206.

- 1) To obtain information (facts, data etc)
- 2) To understand ideas or theories, etc.
- 3) To discover authors' viewpoints
- 4) To seek evidence for their own point of view (and to quote) all of which may be needed for writing their essays, etc.⁶⁴

d. The characteristic of Good Reader

In general, a good reader reads rapidly and understands well what is being read. Smart reader predicts before they read.⁶⁵ There are some characteristics of good readers as pointed out by Witty, they are reading for purpose, read thought units, have many reading rates, evaluate what have been read, have a good vocabulary, read varied materials read and read widely.⁶⁶

1) Read for a purpose

A good reader always have a purpose while read and it is clear cut to get the general story of the text, to remember details, or to answer questions.

⁶⁴ R.R. Jordan, *English for Academic Purposes* (Australia: Cambridge University Press, 1999), 15.

⁶⁵ Sylvan, *Reading Comprehension Success* (United States: Random House, 2009), 1.

⁶⁶ Paul Witty, *How to Become a Better Reader* (Chicago: Science Research Association), 21-22.

2) Thought units

A good reader grasps the meaning of a group of words at a glance and quickly relates the meanings to get the idea presented in a sentence or a paragraph.

3) Have many reading rates

A good reader adjusts the reading rate to the materials being read and to the reason for reading them. If the reader reads a story, s/he reads at a rapid rate. But if the reader reads scientific book to remember detail, s/he reads at slower rate, for thorough understanding.

4) Evaluate what have been read

A good reader always evaluates what is being read. Does the text I am reading make good sense to me? Is the author qualified to write on this particular topic? Etc.

5) Have a good vocabulary

A good reader knows what many words mean. S/he is skilled at getting the meanings of new words from their context- that is, from words around them or from the sentences or paragraph in which this words appear. The reader knows how to use the dictionary and often uses are to clarify the meanings of words.

6) Read varied materials

A good reader reads many varied materials such as magazines, books and newspapers. S/he reads in many different fields such fiction, science, and history.

7) Read widely and enjoy reading

A good reader realizes that reading brings so much information and pleasure. You read whenever you can.

e. Techniques of Reading

There are different techniques of reading for different situations. The technique which a reader chooses will depend on the purpose for reading. For example, people may be reading for pleasure, information or to complete a task. There are some kinds of reading techniques:

1) Skimming

Skimming: reading for gist.⁶⁷ Skimming is a type of reading in which the reader processes a text selectively in order to gain the main ideas and locate particular information as effectively as possible. Reader skim to gain a general impression of book, story, essay, or article and to determine whether or not to read it more carefully.⁶⁸

⁶⁷ A. H Urquhart, *Reading in a Second Language: Process, Product and Practice* (New York: Longman, 1998), 102.

⁶⁸ Caroline Woods, *Teaching and Assessing Skill in Foreign Language* (New York: Cambridge University, 2005), 64.

Skimming is the ability to identify main idea.⁶⁹ Skimming at least twice faster than the reader's normal reading. Philips points out that skilled reader do some skim a text; however she feels that practice is needed in each skill for second language students. Some of the practice activities needed for this stage includes:⁷⁰

- a) Getting the gist of short readings, or other graphic material
- b) Identifying topic sentences and main idea
- c) Selecting the best paragraph from multiple-choice options of the main idea of a text or of the conclusion
- d) Matching subtitles with paragraph
- e) Filling in charts or forms with key concepts
- f) Creating titles or headlines for passages
- g) Making global judgments or reacting in some global fashion to a reading passage

There are some advantages of skimming, they are the reader can quickly cover reading material, quickly find what s/he is looking for, and the reader can also go over many pages of reading matter within a relatively short period of time.⁷¹

⁶⁹ Team of Five, *Improving Reading Skill in English* (Jakarta: Kencana Prenada Media Group, 2006), 40.

⁷⁰ Ice Omagio Hadley, *Teaching Language in Content*, 202.

⁷¹ Jerry G. Gebhard, *Teaching English as a Foreign or Second Language*, 203.

In fact, if the reader doesn't have the ability to skim, s/he handicapped in many different ways and spend too much time trying to find what s/he is looking for.

2) Scanning

Scanning is the ability to locate specific information.⁷²

Scanning: reading selectively, to achieve very specific reading goals, e.g. finding a number in a directory. The main feature of scanning is that any part of the text which does not contain the preselected symbol(s) is dismissed. It may involve looking for specific words/phrases, figures/percentages, names, dates or particular events or specific items in an index.⁷³ It is very important and useful skill for all readers. When the students learn to scan, they learn that they can obtain information from a text without reading every word.

3) Intensive

Intensive involves guessing from content the meaning of unknown words or phrases and may be needed at the word, intra sentential, inter sentential, or discourse level.⁷⁴ Readers need to be taught not only how to guess the meaning of content.

⁷² Team of Five, *Improving Reading Skill in English*, 40.

⁷³ A. H. Urquhart, *Reading in a Second Language: Process, Product and Practice*, 103.

⁷⁴ Ice Omagio Hadley, *Teaching Language in Content*, 200.

4) Search Reading

Search reading is locating information on predetermined topics. The reader wants information to answer set questions or to provide data, for example in completing assignment.

5) Browsing

This type is type of reading to describe the root of reading where goals are not well defined; part of a text may be skipped fairly randomly.⁷⁵

3. Reading Comprehension

a. Definition of Reading Comprehension

Reading is the ability to draw meaning from the printed page and interpret this information appropriately.⁷⁶ And comprehension is frequently mentioned in cognitive and educational psychology, as well as, of course, the pedagogical literacy.⁷⁷ Based on the explanation above, the reading comprehension is frequently mentioned in cognitive and educational psychology, as well as, of course, the pedagogical literacy especially on ability to draw meaning from the page and interpret this information appropriately.

⁷⁵ A. H. Urquhart, *Reading in a Second Language: Process, Product and Practice*, 103

⁷⁶ William Grabe and Fredericka L, Stoller, *Teaching and Researching Reading* (London: Longman, 2002), 9.

⁷⁷ Uquhart and C.J Weir, *Reading In A Second Language*, 84.

This comprehension is the process of making sense of word, sentence and connected texts.⁷⁸ And it is an extra ordinary feat of balancing and coordinating many abilities in a very complex and rapid set of routines that makes comprehension a seemingly effortless and enjoyable activity for fluent readers.⁷⁹ It can be conclude that reading comprehension is the goal of reading which have to be mastered by the students to can communicate with the writer through the text to get information

b. Model of Reading Comprehension

Various models of reading comprehension are Bottom-up, Top-down, and Interactive

1) Bottom-up model

Bottom-up models consist of lower-level reading processes. Students start with the fundamental basics of letter and sound recognition, which in turn allow them to move up to morpheme recognition followed by word recognition, building up to the identification of grammatical structures, sentences, and longer text.⁸⁰ According to Ice Omaggio Hadley reader begins

⁷⁸ Bambang Yudi Cahyono, *The Teaching English Of English Language Skills And English Language Components* (Malang: State Universitas Of Malang Press, 2010), 55.

⁷⁹ Grabe and Federicka L, Stoller. *Teaching and Researching Reading*, 29.

⁸⁰ David Nunan and Neil J. Anderson, *Practical English Language Teaching* (America: New York, McGraw-Hill, 2008), 5

essentially by trying to decode letters, words, phrases, and sentences.⁸¹

2) Top-down Model

It assumes that reading is primarily directed by reader goals and expectation.⁸² According to Goodman, this model should begin with the largest unit, the whole text.⁸³ Top-down models characterise the reader as someone who has a set of expectations about text information and samples enough information from the text to confirm or reject these expectation.

3) Interactive Model

This third type combines elements of both bottom-up and top-down approaches.⁸⁴ The best readers in any language are those who combine elements of both.

c. Principles Strategy of Reading Comprehension

It is some principle strategies for reading comprehension:⁸⁵

- 1) Identify your purpose in reading text
- 2) Apply spelling rules and conventions for bottom-up decoding

⁸¹ Ice Omaggio Hadley, *Teaching Language in Context: Second Edition*, 195

⁸² Grabe and Federicka L, Stoller, *Teaching and Researching*, 32.

⁸³ Cahyono, *The Teaching English Of English Language Skills And English Language Components*, 56.

⁸⁴ Nunan and Anderson, *Practical English Language Teaching*, 7.

⁸⁵ Douglas Brown, *Language Assessment Principles and Classroom Practice (America: Longman, 2004)*, 188.

- 3) Use lexical analysis (prefixes, roots, suffixes, etc.) to determine meaning.
- 4) Guess at meaning (of words, Idiom, etc.) when you aren't certain.
- 5) Skim the text for the gist and for main ideas.
- 6) Scan the text for specific information (names, date, key words).
- 7) Use silent reading techniques for rapid processing.

B. Previous Research Findings

This research is started from previous research finding that is conducted by Linda Lisnatalia (249062115), by the title “Teaching Reading Comprehension Using PQ4R Strategy (Preview, Question, Read, Reflect, Recite, Review)”.

From the result of earlier research, researcher concludes that the implementation of PQ4R technique which has done by teacher in improving students reading comprehension are (1) The implementation of PQ4R strategy in teaching reading comprehension have three phases. Phase one is activities before reading includes previewing the related picture to the text and listing the question based on the picture. Phase two is activities during reading includes reading the text and reflect the content of it. The last phase is an activity after reading includes reciting and reviewing the main point of the text. (2) The strengths of PQ4R strategy are: helping students to comprehend and recall what they are reading, increasing the students' focus in organizing the meaningful information, engaging the students in effective strategy,

increasing the memory's work in comprehending the content of the text. The weaknesses of PQ4R strategy are: it is inappropriate to be implemented in teaching procedural subject such as skill or something, it needed a media like handbook and related picture to the theme, it was ineffective to be implemented to a large number of students. (3) Based on the result of the research, the implementation of PQ4R Strategy in teaching reading comprehension can improve the students' comprehension skill. It can be identified that after the implementation, there was an improvement of the students' interest, activeness and achievement

The last is the research conducted by Binti Masruroh under the title "*Using Authentic Material in EFL Classroom: English Lecturer Perspectives in STAIN Ponorogo*". The aims of the study were to find out the kinds of authentic materials that mostly used by English lecturers of English skills at State Islamic College of Ponorogo. It was also to explore the lecturers' design in applying authentic materials and their perception toward the use of authentic materials in English skills classroom. The findings of the study showed that the lecturers of English skills use any different kinds of authentic materials based on their course. The selection of the authentic materials that mostly used based on the purpose of language learning and students' need. Some kinds of authentic materials that used such as for teaching Writing I course, the lecturer mostly used short stories, short novels, article and newspaper. For teaching Reading Comprehension II course, the lecturer used some authentic printed materials such as short stories, short novels, article,

and advertisement. For teaching Speaking I course, the lecturer mostly used magazine, newspaper, audio, video, realia and puppet. Meanwhile for teaching Listening Comprehension II course, the lecturer mostly used some kinds of authentic listening materials such as audio, video, song and podcast. The lecturers' perception toward the use of authentic materials in their English teaching was authentic material was one of effective supplementary materials for promoting their English materials teaching. It can give the students some advantages for their English learning.⁸⁶

The researcher is very interested to continue those researches because there were a similarity between the focus of it researches and this research. The researches above are about parents' involvement, education background and English achievement, and so does this research.

C. Theoretical Framework

In this research there are two variables. Authentic material is as X variable and students' reading comprehension is as Y variable. Based on theoretical analysis above, it can be presented the theoretical framework. In improving the students' reading comprehension, the teachers need an effective way to make their students master about it. The researcher will use authentic materials to improve the students' reading comprehension. After that the researcher will observe this process to know, is there any significant

⁸⁶ Binti Masruroh, "Using Authentic Material in EFL Classroom," (Thesis, English Education Department, STAIN Ponorogo College, 2015)

between the students who are taught by using authentic materials and the students who are not taught by using authentic materials at SMA N 1 Jenangan Ponorogo in academic year 2015-2016

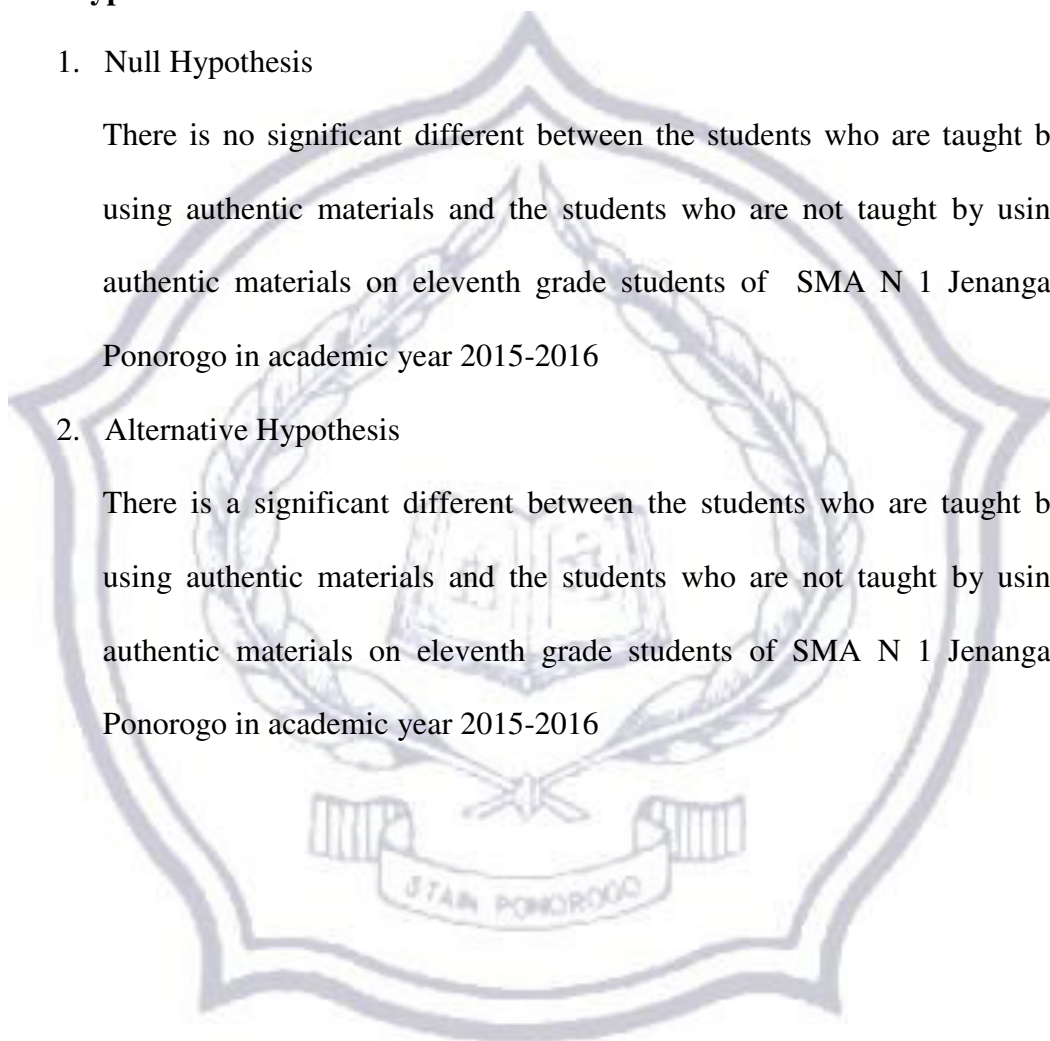
D. Hypothesis

1. Null Hypothesis

There is no significant different between the students who are taught by using authentic materials and the students who are not taught by using authentic materials on eleventh grade students of SMA N 1 Jenangan Ponorogo in academic year 2015-2016

2. Alternative Hypothesis

There is a significant different between the students who are taught by using authentic materials and the students who are not taught by using authentic materials on eleventh grade students of SMA N 1 Jenangan Ponorogo in academic year 2015-2016

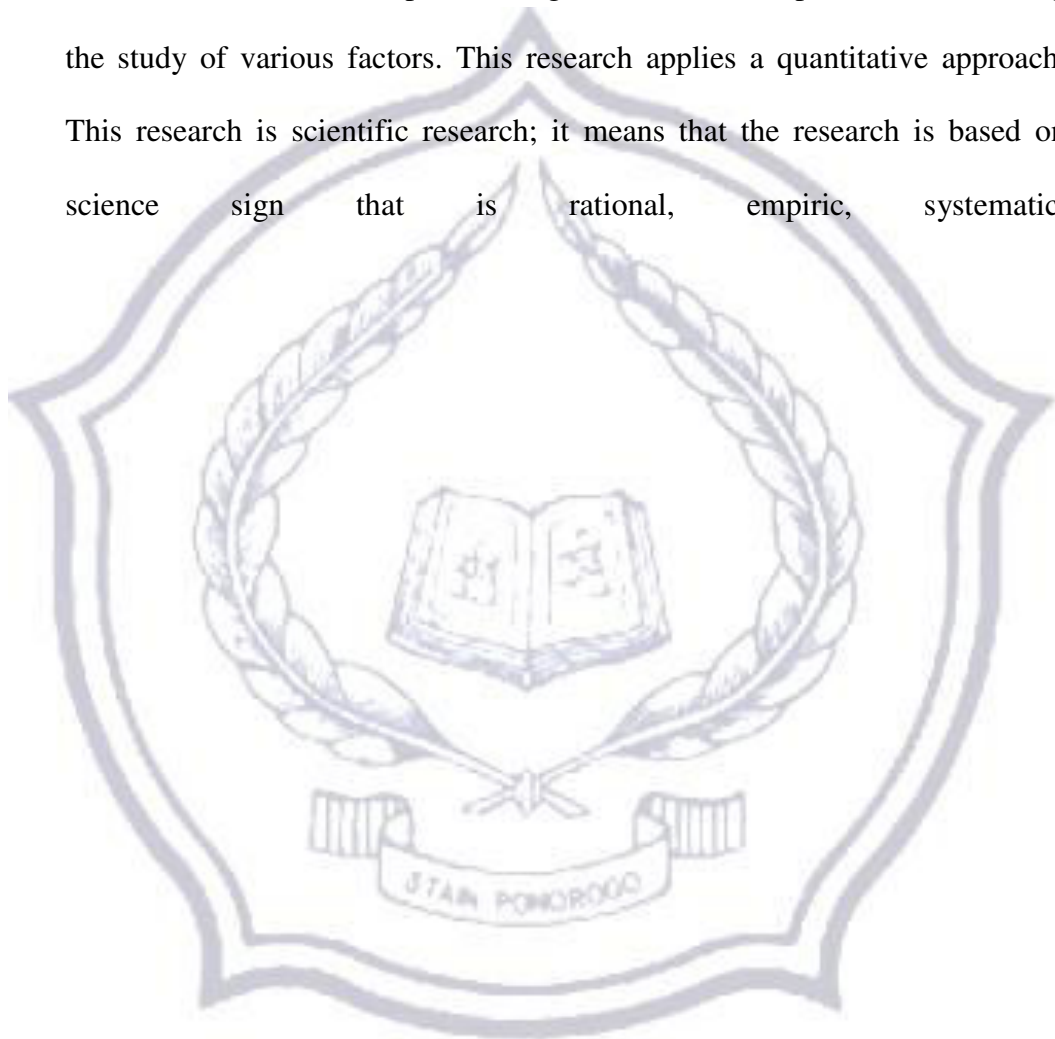


CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

Research is the process to get the solution of problems after doing the study of various factors. This research applies a quantitative approach. This research is scientific research; it means that the research is based on science sign that is rational, empiric, systematic.



⁴⁴ Quantitative approach provides the result in the form of description which uses statistic number.

Based on the scientific grade research place, there are three research methods. There are experiment, survey and naturalistic (Qualitative).⁴⁵ In this research, the method is used is experimental method. In experimental method, there is a treatment. So, experimental research is as experimental method that is used to find the effect of treatment toward something in a controlled condition.⁴⁶ The experimental method tests for the presence of a distinct cause and effect.

This research applies an experimental research and use pre experimental designs and than one-group pretest-posttest design. Experimental research manipulates and controls the cause variable and proceeds to observe the change in the effect variable.⁴⁷ The characteristics of pre-experiment design may have pre- and post treatment tests, but lacks a control group.⁴⁸ The researcher cannot know whether something other than the treatment occurred between the pretest and the posttest to cause the outcomes.⁴⁹ These pre-experimental designs are used in situations where it is

⁴⁴ Sugiyono, Statistika Untuk Penelitian (Bandung: Alfabeta, 2007), 1

⁴⁵ Ibid., 114

⁴⁶ Ibid.,107.

⁴⁷ Mohammad Adnan Latief, Research Methods On Language Learning An Introduction (Malang: UM Press, 2014), 92.

⁴⁸ David Nunan, Research Methods in Language Learning (Cambridge University Press, 1992), 41.

⁴⁹ W. Lawrence Neuman, Social Research Methods Quantitative and Qualitative Approaches (USA: University of Wiscousin at Whitewater, 2000), 231

difficult to use the classical design. They have weakness that make inferring a causal relationship more difficult.⁵⁰

The purpose of this research is to find out the significant different between the students who are taught by using authentic materials and the students who are not taught by using authentic materials. This research offers two variables; first variable (variable X) is identified as authentic materials and second variable (variable Y) is identified as students' reading comprehension.

B. Population and Sample

1. Population

Population is all number, even result of counting or measuring, based on characteristic of the object completely and clearly. Population in every research has to be mentioned about how many the numbers of populations and also the area of population. Population is defined as all the members of real or hypothetical set of people, events, or objects to which educational researchers wish to generalize the results of the research.⁵¹

Research in education and curriculum as other research, is also targeted to get conclusion about big group in the wide area, by researching small group in narrow area. It may be person, like teacher, student, headmaster, etc, or institution like school, department, faculty,

⁵⁰ Ibid.

⁵¹ Mohammad Adnan Latief, *Research Methods On Language Learning An Introduction*,

office, agency, directory, etc, or organization like school committee, school council, teacher organization, profession association, etc, or may be things like school building, facility of study, learning media, books, etc. scope of area include all area of country, a province, city, or regency. Population is all of big group and area which be the research scope.⁵²

Based on the definition above, the population of this research is all students at eleventh grade of SMA N 1 Jenangan Ponorogo in academic year 2012/ 2013. The total population is 110 students in 4 classes.

2. Sample

A sample is a small subgroup chosen from the larger population.⁵³ It means that sample is part of population from which data is taken. Study of sample is used as means to find the information about the population. The result of sample should represent the characteristics of population. The research of sample may be done if the condition of subject is homogenous. The sampling technique applied in this research is cluster random sampling. Cluster random sampling or sample area is a variation of the sample random sample that is particularly appropriates when the population of interest is infinite, when a list of the members of the population does not exist, or when the geographic distribution of the

⁵² Nana Syaodih Sukmadinata, *Metode Penelitian Pendidikan*, 250.

⁵³ Kenneth S. Bordens and Bruce B. Abbott, *Research Design and Methods: A Process Approach* Eight Edition (Indiana University: Purdue University Fort Wayne, 2011), 163.

individuals is widely scattered.⁵⁴ The sample of the research was XI Science 2. The number of the students was 21 students.

C. Instrument of Data Collection

Instrument can be defined as tool to collect data, it has to be constructed and made to show the empirical data accurately as the real condition of the subject of the research. In this case, the researcher uses test as instrument of data collection.

1. Validity

Test validity is defined here as the degree to which a test measures what it claims, or purports, to be measuring.⁵⁵ If the instrument of the test is valid, it means that the test item used to collect the data is valid.

Formula :

$$r_{xy} = \frac{N \cdot \Sigma xy - (\Sigma x)(\Sigma y)}{\sqrt{(N \cdot \Sigma x^2 - (\Sigma x)^2)(N \cdot \Sigma y^2 - (\Sigma y)^2)}}$$

Where : r_{xy} : Pearson product-moment correlation coefficient

N : The number of students who took the test

x : Item score

y : Total score

⁵⁴ John. Best and James V. Kahn, *Research in Education: Seventh Edition* (New Delhi: The Ninth Indian Reprint, 2005), 17-18.

⁵⁵ James Dean Brown, *Testing in Language Program* (USA: Congress Cataloging Library, 1996) 231

Σ_x : Total score of item

Σ_y : Total score each item

Determining the significant standard 5% in the Product Moment table (r_t). If $r_{value} > r_{table}$, it means that the test item has the criteria of valid. (see appendix for the complete counting)

2. Reliability

A test like any other type of instrument used to measure, should give the same result every time it measures (if it used under the same conditions), should measure exactly what it is supposed to measure.

Table 3.1

Table reliability of score

Reliability Statistics	
Cronbach's Alpha	N of Items
.464	21

To test the reliability, the researcher uses SPSS data editor. It shows that $r_{value} = 0,464$. The significant standard 5% for $N=22$ r_{table} is 0,432. Because of $r_{value} > r_{table}$, It can conclude that the test item are reliable.

As to the data collecting instrument in this research, it can be looked in the table below:

Table 3.2

Instrument of Data Collection

Title	Variables	Indicators	Item Number of Instrument
The Effectiveness of Using Authentic Material to Improve Students' Reading Comprehension on The Eleventh Grade Students of SMA N 1 Jenangan in Academic Year 2015-2016	Authentic Material	<ul style="list-style-type: none"> • Able to understand the content of report and narrative text • Able to identify the main idea of the report and narrative text • Able to identify the synonym of the word in report and narrative text 	Reading test by using multiple choice question consist of 20 item
	Reading Comprehension	<ul style="list-style-type: none"> • Understand simple definition and meaning of the text 	Objective Test

D. Technique of Data Collection

This research promotes test and documentation methods for collecting data:

1. Test

Test is methods of measuring of person's ability, knowledge, or performance in a given domain.⁵⁶ Thus, test is used to measure skills or abilities or of the observed object. Based on the definition above, it can be conclude that test is series of practice of questions that is used to motivate the students and as a mean of measuring skill, knowledge, intelligence, and talent.

2. Documentation

Documentation is written public. The researcher uses students, documentation of learning reading process. They are such as instruments structured observation. It means that documentation is a technique of collecting data by documents. The documents is a way to collect data by written article, like files, and involve book about opinion, theory, argumentation, roles and etc, which relate to research problem.

E. Technique of Data Analysis

To answer the problem statement of this research, this research use T-Test to analyze the data, with the statistic formula as following:⁵⁷

1. Using validity and reliability test.
2. Normality test using Kolmogorof-sminorv test.
3. Calculate the Test-t, as following formula:

$$4. SD_D = \sqrt{\frac{\sum D^2}{n} - \left[\frac{\sum D}{n}\right]^2}$$

⁵⁶ Douglas Brown, *Language Assessment* (New York: Longman, 2004), 3

⁵⁷ Retno Widyaningrum, *Statistik* (Ponorogo: STAIN Ponorogo Press, 2009), 153-154.

5. $SE_{MD} = \frac{SD_D}{\sqrt{n-1}}$

6. Measure t_0

7. $t_0 = \frac{M_D}{SE_{MD}}$



CHAPTER IV

RESEARCH RESULT

A. General Data

1. Place and Time of The Research

a. Place of The Research

This research takes place at SMA N 1 Jenangan Ponorogo. It is located at Semanding, Jenangan, Ponorogo. The reason for selecting the school is because the researcher conducted teaching practice for one month and the researcher has known the condition of the students at SMA N 1 Jenangan. So the researcher chose that school for conduct the research.

b. Time of The Research

This research is conducted for 4 months, February to May 2016. The research proposes the title of the research, reviews reference relates to the problem, observes the place of the research, and arrange the research design and instrument. All of the activities are conducted from February to April 2016.

The researcher collects data, codes and analysis the data collected and then makes a conclusion of the data analysis. All the activities are conducted from April to May 2016.

2. The history of SMA N 1 Jenangan⁵⁸

SMA N 1 Jenangan built in 2003 and the first renovation in 2010. It is located at Ngebel Street, Semanding, Jenangan, Ponorogo. In the beginning, there are three class rooms with 120 students. The numbers of teacher is 28 and also there are 6 staffs of administration. Depend on Surat Keputusan Akreditasi Number 014846, November, 19, 2012 the accreditation of school was A.

3. Geographic location⁵⁹

SMA N 1 Jenangan is located in Ngebel Street, Semanding, Jenangan, Ponorogo, and East Java. SMA N 1 Jenangan located in strategic area because it is beside the highway. Beside that it supported by transportation because the street is as transportation lane. So that everyone is easy to go there.

4. The vision and mission of SMA N 1 Jenangan⁶⁰

An education institution of course has its own vision and mission. It will give guidance and motivation, also as movement power for all community in school developing process. Besides, vision and mission are also as guidance for making same perception, paradigm, ideas, and expectation all people in the institution. The school success depends on how far vision and mission have already done.

⁵⁸ 01/D/F-3/16-IV/2016.

⁵⁹ 02/D/F-3/16-IV/2016.

⁶⁰ 03/D/F-3/16-IV/2016.

a) Vision : Realization of outstanding cultural, life skill environmental and noble character based on science and imtaq.

b) Mission:

1. Instill the discipline through a culture of clean, orderly culture and work culture
2. Cultivating a religious school character, disciplined to develop the potential of school in order to preserve the environment
3. Improving the religious understanding to make the connerstone of thinking, noble and polite behaviour
4. Developing the active, creative and innovative learning teaching based on science and environment
5. Produces good achievement in extracurricular program
6. Developing the life skill through education, environment and entrepreneurship

5. English Curriculum at SMA N 1 Jenangan⁶¹

SMA N 1 Jenangan uses Kurikulum Tindakan Satuan Pendidikan (KTSP). This curriculum is developed from Standard of content by schools based on their context and potential. KTSP varies between one and other schools; but government gives some regulation. There are four skills presented in English competence; listening, reading, writing and speaking skill. There are some extra-

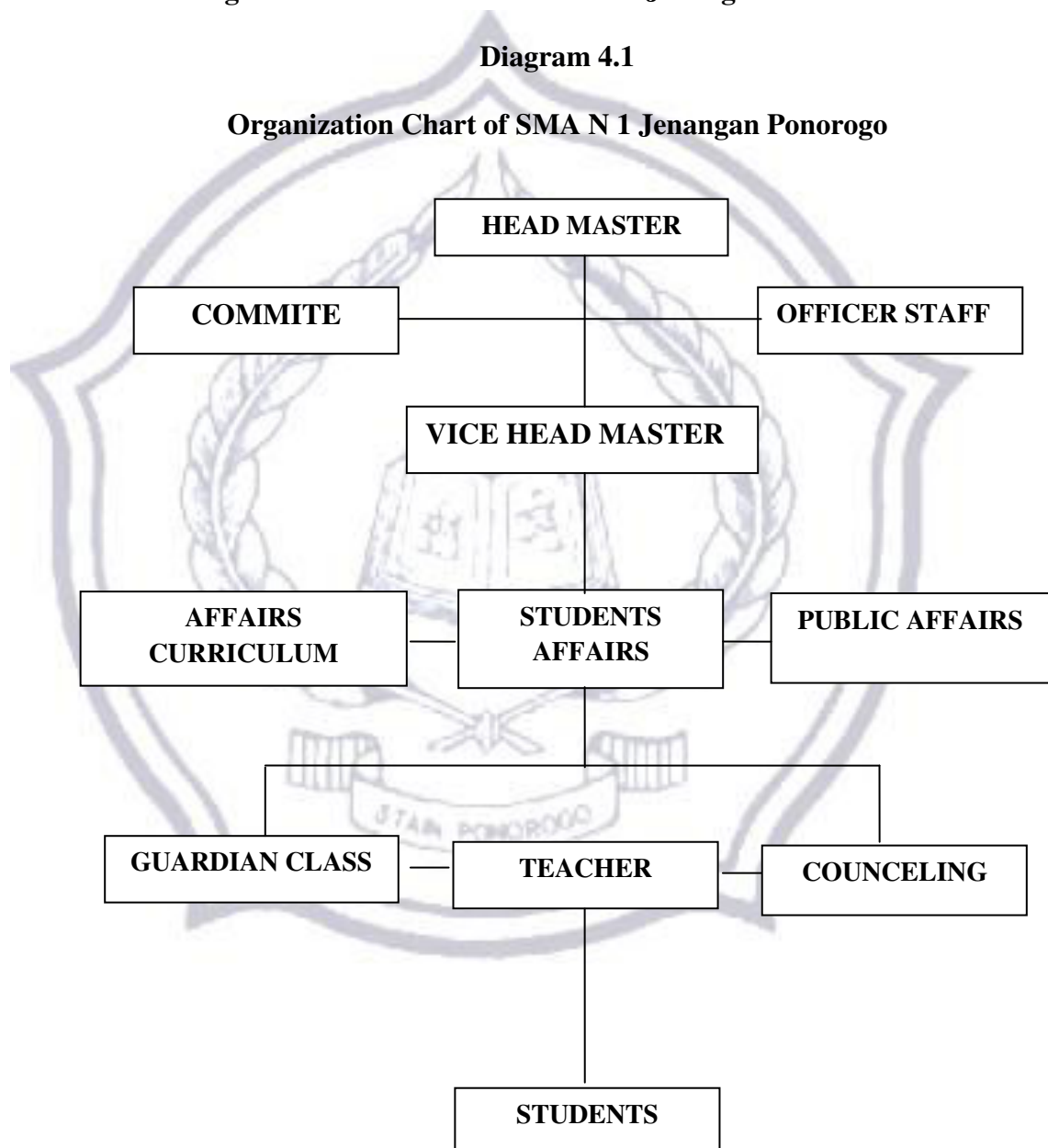
⁶¹ 04/D/F-4/16-IV/2016.

curricular activities as the self-development options include: PMR, Volley ball, Table tennis, Scout, music and etc.

6. The Organization Structure at SMA N 1 Jenangan

Diagram 4.1

Organization Chart of SMA N 1 Jenangan Ponorogo



B. Data Description

The researcher describes the data obtained from the test of students' reading comprehension. The researcher has one-group of the eleventh grade at SMA N 1 Jenangan which the researcher gives a test. Those means, there are pre-test score before taught using authentic materials and post-test score after taught using authentic materials. The research findings in the research are explained below:

1. Students' Pre-test Score Before Using Authentic Material

The pre-test was administrated before the treatment (authentic materials) were implemented in this class. The test is in multiple choice forms.

Pre-test was conducted on Wednesday, April 20th 2016. It was conducted by the researcher as the replacement of the English teacher. The data from pre-test was aimed to measure the students' reading comprehension before they got the treatments (authentic material). The topic was report and narrative text. There are 20 numbers of multiple choice tests. The whole of the students' pre-test score are presented as follows:

Table 4.1

Score of students' pre-test before using authentic material

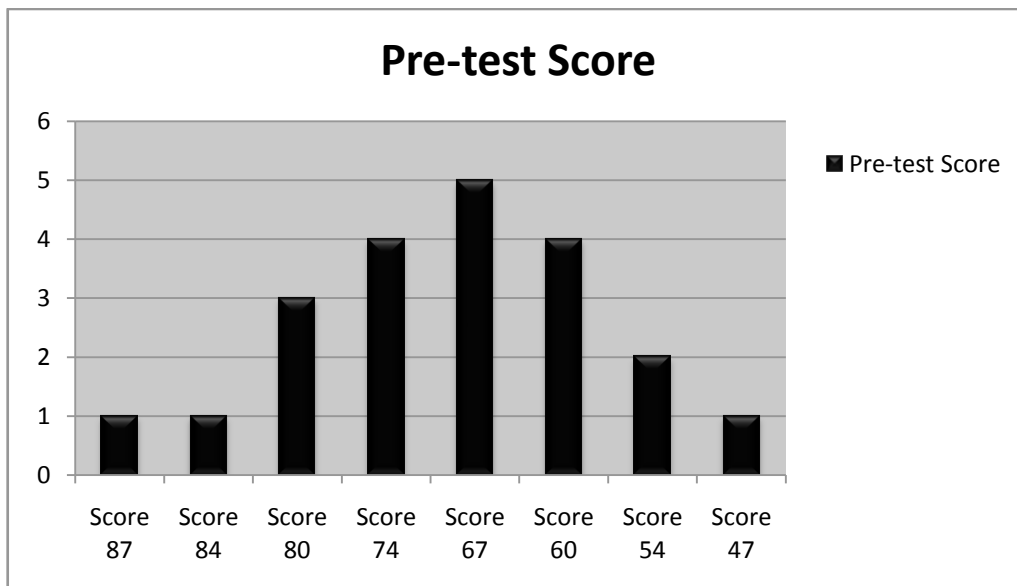
NO	NAME	SCORE
1	AGUS SETYAWAN	40
2	DENI ROHMAWATI	45
3	DEVI ALPIANA	45
4	DEVY AYU IRVARI	60
5	DIKA ALAMSYAH	45
6	ELEN WAHYUNI	55
7	EMMANUEL CHISTNANDA N	45
8	EVRIKA CAHYANI	35
9	FITRIYANTI	55
10	KAFITA TRI H	65
11	KRISVI WULANDARI	55
12	MA'RUF FAHRUDIN	50
13	MARYUNI	55
14	MUHAMMAD EVAN DWI C	50
15	NOVI WULANDARI	60
16	OCTA AURANA U	30
17	ORIENA FITRI A	50
18	REFINA DEWI A	50
19	SEPTIANA DWI C	45
20	VALENTINA SAPUTRI	50
21	YENY SETYAWAN	40

Table 4.2
Table of frequency distribution of students' pre-test score

No	Score	Frequency	Percentage
1	87	1	4,761%
2	84	1	4,761%
3	80	3	14,285%
4	74	4	19,047%
5	67	5	23,809%
6	60	4	19,047%
7	54	2	9,524%
8	47	1	4,761%
		N= 21	100%

Based on the data above, the researcher can make a chart as follows:

Chart 4.1
Students Pre-test Score



2. The Activities during Treatment of Experimental Class

- 1) The first treatment was held on Thursday, April 21th 2016. The process of first treatment is presented as follows:
 - 1) Open the lesson
 - 2) Elaborate what authentic materials and show the example of authentic materials
 - 3) Divide students into some groups
 - 4) Explain about authentic material in general
 - 5) The teacher gives the example of authentic materials for each group (printed material)
 - 6) Explain the material using authentic materials related to the topic (Report text)

- 7) Observe the students' feedback
- 8) Evaluate and discuss the material to find which part should be improved.
- 9) Give the feedback and conclusion of what have been learned
- 10) Close the lesson

b. The second treatment was held on Saturday, April 23th 2016. The process of second treatment is presented as follows:

- 1) Open the lesson
- 2) Elicit and remind the students about the previous meeting
- 3) Gather in their groups
- 4) The teacher give the authentic materials (printed material) related with the topic (narrative text)
- 5) Explain the students using authentic materials
- 6) Give the students some questions to test their understanding
- 7) Evaluate and discuss the material
- 8) Give the feedback and conclusion
- 9) Close the lesson

3. Students' Post-Test Score After Using Authentic Material

While, after the researcher give treatments by teaching them using authentic materials, the researcher conducted post-test to find out whether there was improvement of the students' reading comprehension or not.

The post-test was conducted on Tuesday, 26th April 2016. The researcher used multiple choice tests to analyze the level score of students' reading comprehension. The topic was narrative text and report text. The researcher has been gotten its post-test score from students' multiple choice in experimental class.

The table below showed the post-test score of the students after using the authentic material.

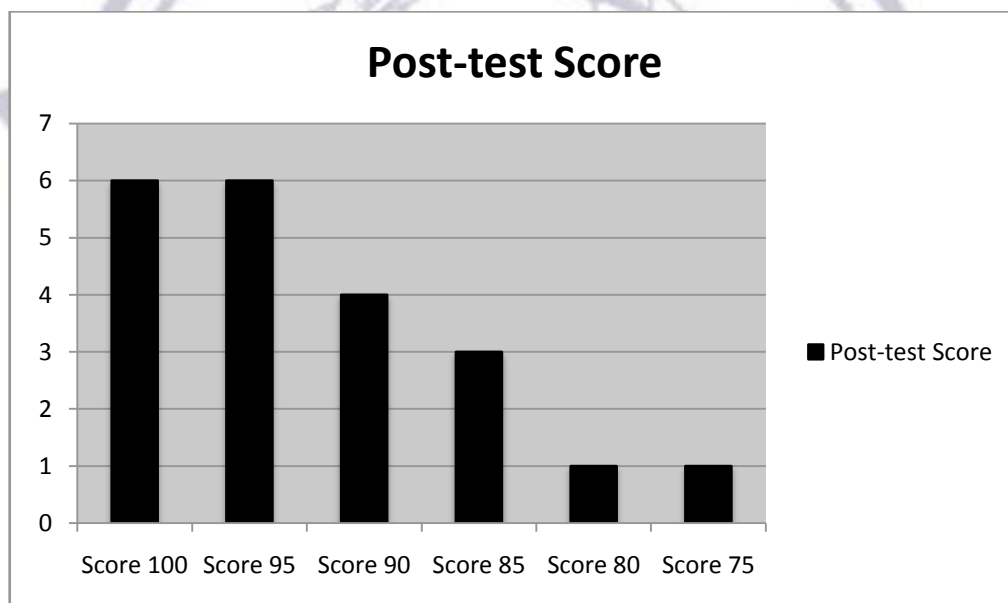
Table 4.3
Score of students' pre-test before using authentic material

NO	NAME	SCORE
1	AGUS SETYAWAN	80
2	DENI ROHMAWATI	90
3	DEVI ALPIANA	90
4	DEVY AYU IRVARI	100
5	DIKA ALAMSYAH	95
6	ELEN WAHYUNI	100
7	EMMANUEL CHISTNANDA N	85
8	EVRIKA CAHYANI	95
9	FITRIYANTI	100
10	KAFITA TRI H	95
11	KRISVI WULANDARI	90
12	MA'RUF FAHRUDIN	75
13	MARYUNI	100
14	MUHAMMAD EVAN DWI C	95
15	NOVI WULANDARI	95
16	OCTA AURANA U	100
17	ORIENA FITRI A	85
18	REFINA DEWI A	85
19	SEPTIANA DWI C	95
20	VALENTINA SAPUTRI	90
21	YENY SETYAWAN	100

Table 4.4
Table frequency distribution of students' post-test score

No	Score	Frequency	Percentage
1	100	6	28,571%
2	95	6	28,571%
3	90	4	19,047%
4	85	3	14,285%
5	80	1	4,762%
6	75	1	4,762%
		N= 21	100 %

Chart 4.2
Students Post-Test Score



C. Data Analysis

After all the data of the students' score had been collected, the researcher analyzed the data through t-test. T-test is a tool which is used for comparative hypothesis of two samples if the data is in interval or ratio. It is aimed to find out whether the students who are taught

using authentic material have better score than those who are not taught using authentic material. Before that, the researcher was did normality test. The normality test was used to check post-test score was normality distribution or not. The procedure is as follows:

a. Normality test

In this research, the researcher used Kolmogorov-Smirnov formula, the steps of Kolmogorov-Smirnov were:⁶²

1) Determine the hypothesis:

Ho: the data was not normal distribution

Ha: the data was normal distribution

2) Counting the mean and deviation standard with the table.

Table 4.5

No	X	F	fx	X ²	f.X ²
1	100	6	600	10000	60000
2	95	6	570	9025	54150
3	90	4	360	8100	32400
4	85	3	255	7225	21675
5	80	1	80	6400	6400
6	75	1	75	5625	5625
		21	1940		180250

The mean formula:

$$Mx = \frac{\sum fx}{n}$$

⁶² Retno Widyaningrum, Statistika, 204-209.

$$= \frac{1940}{21}$$

$$= 92,381$$

The standard deviation formula:

$$SDx = \sqrt{\frac{\sum fx^2}{n} - \left[\frac{\sum fx}{n}\right]^2}$$

$$= \sqrt{\frac{180250}{21} - \left[\frac{1940}{21}\right]^2}$$

$$= \sqrt{8583,33 - [92,380]^2}$$

$$= \sqrt{8583,33 - 8534,06}$$

$$= \sqrt{49,27}$$

$$= 7.02$$

- 3) **Determine of fkb**
- 4) **Counting frequency divide with the data**
- 5) **Counting fkb divide with the data (fkb/n)**
- 6) **Determine value of Z with the formula:**

$$Z = \frac{x - \bar{x}}{n}$$

$$= \frac{x - 92,3809}{21}$$

- 7) **Counting P < Z**
- 8) **Determine of a₂ (different between fkb/n and P < Z)**
- 9) **Determine of a₁ (different between f/n and a₂)**

The calculation above could be seen in this table below:

Table 4.6

**Normality of data and calculation of the students post-test after
using the authentic material with the Kolmogorov-Smirnov
formula**

No	X	F	Fkb	f/n	fkbn	Z	P<Z	a ₂	a ₁
1	100	6	21	0,2857	1	1,085	0,859	0,141	0,145
2	95	6	15	0,2857	0,714	0,373	0,644	0,07	0,216
3	90	4	9	0,1904	0,428	-0,339	0,629	-0,201	-0,01
4	85	3	5	0,1428	0,238	-1,051	0,853	-0,615	-0,474
5	80	1	2	0,0476	0,095	-1,764	0,961	-0,866	-0,819
6	75	1	1	0,0476	0,047	-2,476	0,993	-0,899	-0,899
		21							

a₁ maximum is 0,216

D_(0,05;21) from table is 0,294

The hypothesis was : H_a was accepted if a_{1max} ≤ D_{table}

: H_a was rejected if a_{1max} ≥ D_{table}

Because the maximum value of a₁ was 0,216 where the figure was smaller than the D_{table} , so the decision was to accept H_a, which mean that the data about the students post-test after using the authentic material was normality distributed.

b. T-test

To calculate the correlation between those variables, students who were taught using authentic materials and who were not,

toward their reading comprehension. The researcher applied t-test formula.

Determining the difference of the students' reading comprehension who were taught by authentic materials (X) and students' reading comprehension who were taught by authentic materials (Y). This table was to calculate and determine t-test.

Table 4.7

Table to get value of "t" test

Name	(X)	(Y)	D=X-Y	D²
KE-1	40	80	-40	1600
KE-2	45	90	-45	2025
KE-3	45	90	-45	2025
KE-4	60	100	-40	1600
KE-5	45	95	-50	2500
KE-6	55	100	-45	2025
KE-7	45	85	-40	1600
KE-8	35	95	-60	3600
KE-9	55	100	-45	2025
KE-10	65	95	-30	900
KE-11	55	90	-45	2025
KE-12	50	75	-25	625
KE-13	55	100	-45	2025
KE-14	50	95	-45	2025
KE-15	60	95	-35	1225
KE-16	30	100	-70	4900
KE-17	50	85	-35	1225
KE-18	50	85	-35	1225
KE-19	45	95	-50	2500
KE-20	50	90	-40	1600

KE-21	40	100	-60	3600
			-925	42875

The steps of formula were:

1. Determine difference of variable X dan Y

$$\begin{aligned}
 SD_D &= \sqrt{\frac{\sum D^2}{n} - \left[\frac{\sum D}{n}\right]^2} \\
 &= \sqrt{\frac{42875}{21} - \left[\frac{-925}{21}\right]^2} \\
 &= \sqrt{2041,67 - (-44,05)^2} \\
 &= \sqrt{2041,67 - 1940,40} \\
 &= \sqrt{101,27} \\
 &= 10,06
 \end{aligned}$$

2. Standard Error

$$\begin{aligned}
 SE_{MD} &= \frac{SD_D}{\sqrt{n-1}} \\
 &= \frac{10,06}{\sqrt{21-1}} \\
 &= \frac{10,06}{\sqrt{20}} \\
 &= \frac{10,06}{4,47}
 \end{aligned}$$

$$= 2,251$$

3. Calculate t_0

$$\begin{aligned}
 t_0 &= \frac{M_D}{SE_{MD}} \\
 &= \frac{-44,05}{2,251} \\
 &= -19,569
 \end{aligned}$$

D. Discussion and Interpretation

From the computation above, it is shown that the difference coefficient of the students' reading comprehension using authentic materials and without authentic materials is -19,569. It is used to find out whether the difference coefficient is a significant coefficient or not, and furthermore it can be used as a basic to generate the population.

Correlation coefficient (t_0) at -19,569 from the computation above will be compared with the "t" table (t_t). With the condition stated below:

1. If the $t_0 \geq t_t$, so H_0 is rejected, or H_a is accepted. It means that the mean difference of both variables is a significant different.
2. If the $t_0 \leq t_t$, so H_0 is accepted, or H_a is rejected. It means that there is no mean difference of those variables or the mean difference of those variables is not is a significant different.

To determine the t_0 is by checking db and consulting with the t_t score.

$$db = n-1$$

= 21-1

= 20 and consulted with the table “t”

At the significant standard 5% $t_0 = 19,569$ and $t_t = 2,06$ so $t_0 \geq t_t$, so

Ho rejected and Ha accepted.

At the significant standard 1% $t_0 = 19,569$ and $t_t = 2,84$ so $t_0 \geq t_t$, so

so **Ho rejected and Ha accepted.**

So, there is a difference between the students' reading comprehension before and after taught by using authentic materials of the eleventh grade students at SMA N 1 Jenangan Ponorogo.

From the calculation above, the researcher could conclude that there is a significant difference in students' reading comprehension before and after taught by using authentic materials. So, the use of authentic materials is effective in improving students' reading comprehension in SMA N 1 Jenangan Ponorogo.

CHAPTER V

CONCLUSION

A. Conclusion

Based on discussion and hypothesis testing in chapter IV, the researcher can make conclusion as follow:

There is a significant difference in students' reading comprehension between before and after taught by using authentic materials. It is based on the analyzing and computation in chapter IV. It has been found that the value (t_0) between reading comprehension of students using authentic material and without using authentic materials is -19,569. This is greater than the "t" value in the table (t_t), which is 2,06 at the significant standard 5% and 2,84 at significant standard 1%, with $db = 21$. So, **H_a is accepted.**

B. Recommendation

Through the long scientific process and analysis, it is finally known that the authentic material positively influence students' reading comprehension. So, some recommendation can be presented to:

1. For the School

The school is suggested to improve the system and facilities for a better condition in learning teaching especially for students. So they will maximize their skill and more motivated to study hard than before for good achievement.

2. For the English Teachers

- a. They should give motivation to the students in order to make them learn an English lesson seriously and understand the subject easily.
- b. It is better to conduct the learning teaching by using authentic materials to make students enjoy and excited in learning teaching process. Moreover, they have to improve their skill and knowledge with appropriate materials.

3. For the Students

- a. They have to improve their learning motivation to be more diligent and enjoy with the learning English.
- b. They should increase their knowledge, not only in the school but also in out of the class because learning is everywhere and every time.
- c. The obstacles and mistakes are way to find a better thing, so don't be worry to make mistake. Just try and do the best and it will help you to be the success person.
- d. The best way to improve their knowledge is to keep interact and sharing with other people or their friends. When they learn the English together, they will get new information and more knowledge.

4. For the Students' Parents

Parents must know about the important and the use of English, so they will give more attention related to the English. It means that the parents should give the motivation to their children to study English seriously.

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