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**THE EFFECT OF USING AUTHENTIC MATERIALS TO THE STUDENTS'  
READING COMPREHENSION AT THE TENTH GRADE OF SMA N 6 KEDIRI IN  
ACADEMIC YEAR 2014/2015**

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By

**MAYA NUR AVIVA**

NPM: 11.1.01.08.0125

ENGLISH EDUCATION DEPARTMENT  
FACULTY OF TEACHER TRAINING AND EDUCATION  
UNIVERSITY OF NUSANTARA PGRI KEDIRI  
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Approved by the advisors to be proposed to  
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The Advisors,

Advisor I

**XUNIK SUSANTI, M.Pd**  
**NIDN.0718017801**

Advisor II

**Drs. SUGIANTO, M.Pd**  
**NIDN.**

**APPROVAL SHEET**

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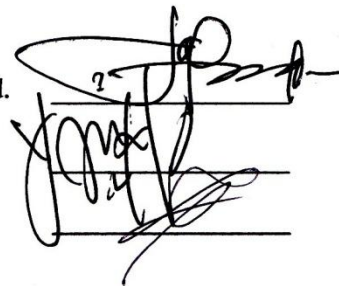
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Training and Education  
University of Nusantara PGRI Kediri



**Dr. H. Sri Panca Setyawati, M.Pd**  
**NIDN: 0716046202**



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## THE EFFECT OF USING AUTHENTIC MATERIALS TO THE STUDENTS' READING COMPREHENSION AT THE TENTH GRADE OF SMA N 6 KEDIRI IN ACADEMIC YEAR 2014/2015

Maya Nur Aviva

11.1.01.08.0125

Faculty of Teacher Training and Education - English Education Department

[mayanuraviva@gmail.com](mailto:mayanuraviva@gmail.com)

Yunik susanti, M.Pd. and Drs. Sugianto, M.Pd.

UNIVERSITAS NUSANTARA PGRI KEDIRI

### ABSTRACT

**Maya Nur Aviva: The Effect of Using Authentic Materials to the Students' Reading Comprehension at the Tenth Grade of SMA N 6 Kediri in Academic Year 2014/2015. Thesis, English Department, FKIP UNP Kediri, 2015.**

The research is aimed to know the students' reading comprehension before and after taught using authentic materials and to know whether or not the significant effect of using authentic materials to the students' reading comprehension at the tenth grade of SMA N 6 Kediri academic year 2014/2015.

This study is experimental research. The population of the research was tenth grade students of SMA N 6 Kediri and the sample was X-3. The instrument which used in this research to collect the data is test. The test used to get the data was pre-test and post-test. The researcher gave pre-test and post-test before and after treatment.

The result of the research shows that the mean of post-test (79,42) is higher than pre-test (62,16). It means that the students' score is increasing. Furthermore, from calculation of t-table and t-test, it can be seen that t-test is 9,49, so that the t-table is 2,750 at the level of significance of 1% and 2,042 at the level of significance of 5%. From the result, it can be seen that t-test is higher than t-table. Therefore, the Null Hypothesis (Ho) was rejected and the Alternative Hypothesis (Ha) was accepted. The researcher concludes that using authentic materials help students to increase their reading comprehension. Therefore it is suggested for the English teacher to use authentic materials in teaching reading because authentic materials can improve the students' reading comprehension.

**Key words:** Reading comprehension, Authentic Materials.



## I. INTRODUCTION

Reading is the process by which students to gain information and ideas from books, newspapers, manuals, letters, contracts, advertisements and other materials. It is something that very important for the students because the success of their study depends on the level of their ability to read. If the students have a good ability in reading they will success in their study. In the opposite, if their reading skill is poor they will get difficulty in understanding the meaning.

Actually, there are multiple reasons why some students have difficulty with reading comprehension. Some students have difficulties because they have not truly mastered reading fluently and understanding the text. Klingner, Vaughn, and Boardman (2007: 4) states “Students with learning disabilities are often the poorest readers; they demonstrate multiple problems associated with low comprehension, including poor decoding, fluency, and comprehension”. It means that the student who has less ability in reading, they cannot understand the text well.

In teaching learning process when the researcher was teaching practice in SMA N 6 Kediri, some students still get difficulties in comprehending the text because they do not understand the text

and they are lack of vocabulary. They sometimes feel bored to follow the lesson because the teacher only uses handbook and blackboard when teaching learning process. The teacher is teaching in the class without interesting materials, so the students are not interested in learning reading. They also think that English is difficult subject, it makes them get low motivation.

The students of SMA N 6 Kediri especially at tenth grade need to use other material to study reading. The appropriate material for students is authentic materials. It is supported by Harmer (2007: 100) “Ideally, we would like students to read authentic material (texts) - in other words, texts which are not written especially for language learners, but which are intended for any competent user of the language”. They should know a real language that use in outside world. It is aimed to give motivation to the students in order to they can interest in reading class. According to Berardo (2006: 62) “Authentic materials should be the kind of material that students will need and want to be able to read when travelling, studying abroad, or using the language in other contexts outside the classroom”. Berardo (2006:64) also mentioned that the main advantages of using authentic materials in the Classroom.



The first is having a positive effect on student motivation. The second, giving authentic cultural information, the third is exposing students to real language, and the last is supporting a more creative approach to teaching

## **II. METHOD**

The research design that is used in this study is quantitative research. The quantitative research uses pre-experimental design. In this research there are two kinds of variables. The independent variable of this research is the use of authentic materials. Authentic material have been defined as materials that have been produced to fulfill some social purpose in the language community adopted from Peacock (1997:146). While the dependent variable in this research is student's reading comprehension at the tenth grade of SMA N 6 Kediri. Reading comprehension is defined as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language adopted from Snow (2002: 11).

This research was conducted at SMA N 6 Kediri is located in Ngasinan Rejomulyo Kediri and it was conducted on the second semester in the academic year 2014/2015. It was started from March until

Based on the explanation above the researcher is interested in doing the research entitled: "The Effect of Using Authentic Materials to the Student's Reading Comprehension at the Tenth Grade of SMA N 6 Kediri Academic Year 2014/2015.

August 20115. The instrument used to get the data was written test in form essay with the material about news item and the indicator is identifying general information and specific information, finding main idea, the meaning of word, and reference. Reading test consist of 15 items of question. The test was pre-test and post-test that was given before and after treatment.

The populations in this research were all students of tenth grade of SMA N 6 Kediri in academic year 2014/2015. The number of the entire students was 352 (167 male and 185 female) they were in tenth grade. The researcher uses clustering sampling in this research because there were many students in tenth grade as the population and the researcher took X-3 as the sample.

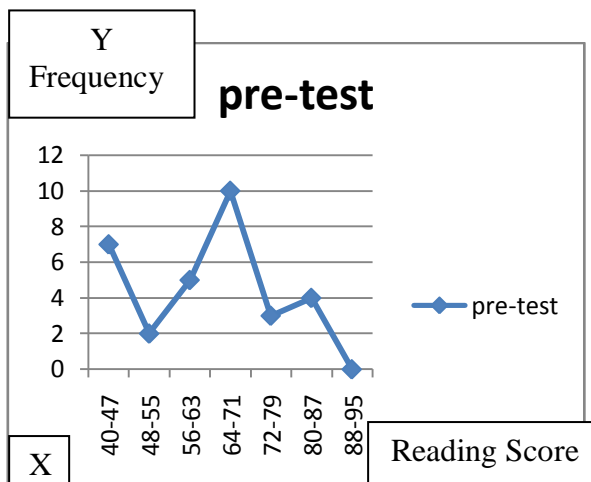
In analyzing the data, t-test was used to prove the hypothesis and to know whether this research was significant or not

by looking at the results of pre-test and post-test.

### III. FINDING AND CONCLUSION

To collect the data of this study, the researcher used method of data collection. They are pre-test, treatment and post-test. The researcher used pre-test to know the students' reading comprehension before being taught using authentic materials. The test was given before having treatment. Here is the result of pre-test:

**Diagram Score Frequency of Pre-test**

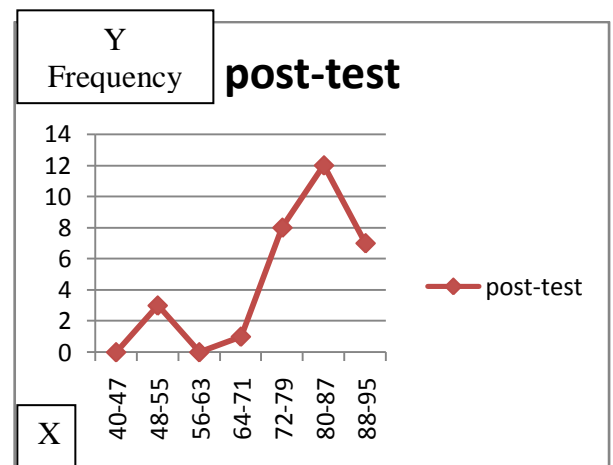


From the diagram above it can be seen that there are 4 students got score 80-87, it is the highest score. Unfortunately, the lowest score of pre-test is 40-47 and there are 7 students who got the scores. It can be concluded that mostly the students had a difficulty in reading comprehension.

After the students treated by using authentic materials twice the researcher gave post-test. It was aimed to know ability before and after being taught using

authentic materials. This part shows data of the research that have been observed from the test given to the students' reading comprehension into following diagram:

**Diagram Score Frequency of Post-test**



From the diagram above, it can be seen that there increasing scores from the student after being taught using authentic materials. There were 3 students got score got the lowest score 53-60, 1 student got score 61-68, 8 students got score 69-76, 5 students got score 77-84, 7 students got score 85-92, and 7 students got the highest score 93-100. The diagram frequency above shows the post-test score is better than pre-test score.

#### The Result of Data Analysis

Df (N-1)	t-test	t-table 5%	Significant
30	9,49	2,042	H <sub>0</sub> Rejected



From the result of the data analysis above, the researcher found that t-test was 9,49 at the degree of freedom of 30, t-table was 2,042 at the level of significance of 5%. In other words, the result of this research showed that  $t\text{-test} > t\text{-table } 5\%$ . So, it means that t-test was significant. And the Null Hypothesis ( $H_0$ ) was rejected and the Alternative Hypothesis ( $H_a$ ) was accepted.

According to the research finding, authentic materials gave significant effect for the students' reading comprehension. Authentic materials make the students interest to read and understand the text because the topic of the text is really happen so the students get information about what is happening in the world. The students more active in reading because they interest to read the real language are used. It gives positive effect for the students. This is support Berardo (2006) findings that "The main advantages of using authentic materials in the classroom therefore include: exposing students to real language".

In summary based on the research finding, authentic material gives effect to the student students' reading comprehension. It can be seen from the report of the process of pre-test, treatment, and post-test which had been applied on the tenth grade students of SMAN 6

Kediri. This part also reported the data of this research itself, which are the students' score of pre-test and post-test also explained briefly.

The explanation above in contrast to Richards (2001:252) states that "Authentic materials often contain difficult language, unneeded vocabulary items and complex language structures, which can often create problems for the teacher too." It can be concluded that authentic materials also have negative effect for the students and the teacher. One of the negative effects of authentic materials is contain difficult vocabularies. Authentic materials using real language which is designed for native speaker, so sometimes it is hard to understood by the students.

From discussion above it can be concluded that authentic materials have positive and negative effect for the students but based on the research finding, the result shows that there is significant effect of using authentic materials to the students' reading comprehension. On the other word, authentic materials are effective to be used to teach reading. It is proven by the result of t-score (9,49) is higher than t-table in the level of significance 5% (2,042). From the explanation it can be concluded that the students' reading comprehension will be



increase if the teacher using authentic materials.

Based on the data analysis during the research concludes that before the students taught by using authentic materials, their reading comprehension was low. But after taught by using authentic material the students' reading was increased. Authentic materials gives significant effect to the student's reading comprehension can be seen from the table of differences level of significant from t-table and t-score. The alternative hypothesis ( $H_a$ ) is accepted. It means that there is significant difference or effect of study before and after the students being taught using authentic materials.

The progress happens after the researcher gave the treatment twice. To make to the students can understand the text, the researcher gave some keywords to the students. In the first treatment, the researcher found that the students did not interest when the researcher gave the keywords. They felt that the keyword was still difficult to understand. They need long time to understand the text, so that they did not have enough time to finish other activity in the treatment. Besides that, the students did not active to ask when they have problems in understanding the text.

Based on the result of the research, the researcher would like to put forward some

following suggestions in improving the teaching reading in SMA N 6 Kediri. The teachers must use an interesting materials in teaching reading, but they should manage the time so that they do not need long time to do all of the task. Furthermore, the teacher should be active as facilitator for the students in order to the students more active to ask if they have some problems in teaching learning process.

For the students, they should be active to ask to the teacher if they did not understand with the material especially in reading class. Therefore, they can comprehend the text and answer the question easily. Then, the other researchers are expected to conduct the better research about authentic materials. Hopefully, the further researcher can improve the research by learning from the limitation of this research.



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