

**IMPLEMENTING AUTHENTIC MATERIALS TO IMPROVE READING
COMPREHENSION****Magvirah Octasary¹, Nurhaida Lakuana², Anitha Thalib Mbau³**¹PBI FKIP Universitas Khairun, ²PBI FKIP Universitas Muhammadiyah Luwuk,³BKI FKIP Universitas Tompotika LuwukEmail: magvirah.octasary@unkhair.ac.id¹, nurhaidalakuana@gmail.com²,
sayaanithathalib@gmail.com³**Abstrak**

Tujuan dari penelitian ini adalah untuk mengukur pengimplementasian dari materi autentik dalam meningkatkan kemampuan membaca siswa kelas 8 di Madrasah Tsanawiyah Negeri Sausu. Penelitian ini menerapkan desain kuasi eksperimental dimana kelas eksperimen terdiri dari 34 siswa kelas VIII B dan 32 siswa kelas VII A untuk kelas control. Teknik purposive sampling digunakan dalam memilih kelas untuk dijadikan sample. Analisis data menunjukkan rata-rata skor kelas eksperimen pada posttest adalah 66.9 sedangkan rata-rata skor kelas control 52.5. Hal ini menunjukkan bahwa terjadi peningkatan pada pemahaman membaca siswa dengan menggunakan materi autentik karena nilai rata-rata siswa pada pretest berbeda posttest. Kesimpulannya, penerapan materi otentik dapat meningkatkan pemahaman bacaan siswa

Kata kunci: Implementasi; Materi Otentik; Pemahaman Membaca

Abstract

The aim of this research is to measure the implementation of authentic materials in improving students' reading comprehension of the eighth grade students at Madrasah Tsanawiyah Negeri Sausu. This research used a quasi-experimental design by treating two classes. They are experimental class consisted of 34 students of grade VIII B and 32 students of grade VIII A for the control class. In choosing a class to be a sample, this study used the purposive sampling technique. The instrument of this research were questionnaire items and tests. Data analysis revealed that the average score of the students in the experimental class on the posttest was 66.9 while the average score of 52.5 in the control class. It indicates that students improve their reading comprehension by using authentic materials since the mean score of the pretest is significantly different from the mean score of the posttest. In conclusion, the implementation of authentic materials can improve the reading comprehension of the students.

Keywords: Implementation; Authentic Materials; Reading Comprehension

Introduction

The teaching of English at elementary school focused on vocabulary, while in junior high school up to university, English taught through the four skills and language components. Speaking and writing refer to productive skills because they entail language production, while listening and reading refer to receptive skills because the messages need to be received first before producing something. That is the pattern of receptive skills giving way to productive skills.

The ability to communicate in written English is closely related to reading skill. According to Nuttal (2005) reading means sharing result of interaction between the writer's and the reader's mind. By this process, the reader tries to get the message by creating the main point and the meaning of sense.

Students should master a reading skill. They may have many purposes of reading. First, students need to read for academic purposes since there are many books written in English. It is important to develop good reading skills by processing and constructing the meaning. The process of constructing meaning according to Pang et al (2003) is the situation in which a reader mixes his or her past knowledge with the new information they have learned from the text to establish connections and draw conclusions that will help them better grasp the text. Moreover, the examination that the students need to accomplish in junior and senior high school, requires reading comprehension. Considering the majority of the questions are written, students should be able to read extensively.

In reading comprehension, the reader uses their prior knowledge about the topic, language structure, and text structure to understand the writer's message. In the process of understanding, the reader needs various strategies like predicting, clarifying and confirming.

Meanwhile, Klingner et al (2015) also implied that reading comprehension also the process of forming meaning through the coordination of a series of complex processes involving word reading, word knowledge, and also fluency. Additionally, he said that teaching reading comprehension involves three steps: stating, practicing, and assessing.

The reading with comprehension also means involving some aspects that correlate with the level of students' reading ability. There are three levels of reading comprehension which are literal level, inferential level, and evaluative level of comprehension Ahuja (2013). Specific reading can be defined into three level of comprehension skill, they are: literal comprehension, inferential comprehension and critical comprehension. The fact implies that the technique for teaching reading is crucial in order to achieve success in comprehending texts and teaching reading. In light of this, the objective of this study was to further improve readers' comprehension of texts.

However, based on their initial observations, the researchers discovered a number of issues. First of all, student reading materials were limited. Due to the teacher's focus on the students' needs as they related to the final test, there were no further reading materials available. Some students were reported to be less interested in English classes as a result of the monotonous reading assignments. The students' poor reading comprehension is the second reason why they frequently struggle to understand the primary idea of the passage.

The previous problems can affect students' motivation of reading activities. Learning media can enhance students' learning process in order to achieve a good result. One of the ways to overcome the problems is providing authentic materials. It helps students familiarize themselves with the target language. By introducing authentic materials into classroom reading, students "have immediate and direct exposure to input data that reflects real-world communication in the target language.

Authentic materials also can increase the students' motivation. It is more interesting and stimulating than the course book. Authentic materials that can be used in the classroom for example pictures, menus, brochures, receipts, song, literature, newspaper, film and so on.

Based on the previously mentioned context, this study examined the use of authentic materials to enhance reading comprehension, specifically literal comprehension of the eighth grade students at Madrasah Tsanawiyah Negeri Sausu.

Authentic Materials

The text chosen should be suitable for the learner's needs Harmer (2010). There are two types of materials to present to students. These materials come in all types of media from reading to videos, from pictures to conversations. They can all be grouped into one of two categories. Either they are authentic materials, which may be found by native speakers, or they are created materials that were designed for their age and knowledge level to help them learn English.

Belaid & Murray (2015) described authentic materials that can be used by students in the classroom and have not been modified in any way. This means that authentic materials are those created by native speakers of the language and used in the classroom in their original form and design. Authentic materials are actual materials that can be used in the teaching and learning process, but are not intended only for the classroom. Authentic materials are actual languages created for native speakers for educational purposes. In other words, newspapers, magazine articles, television, documents and language can be used in the teaching and learning process.

Authentic materials created by the native speakers and not produced by non-native speakers or language learners. Authentic materials are, therefore, the actual texts and languages used in oral or written communication by native speakers. Nunan & Miller (2001) defined authentic materials are those which were not created or edited expressly for language learner. In this sense, there are a large number of authentic materials in our life such as newspapers, menus, magazines, the Internet, TV programs, movies, CDs, songs, brochures, comics, literature (novels, poems and short stories), catalogues, leaflets, tickets, postcards, bills, receipts, wrappings, recipes, business cards, labels, stamps, and so on are the sources of the authentic materials.

By introducing real materials into the classroom when teaching listening comprehension, authentic texts become more accessible in the early stages of learning a new language. Using real materials in the classroom has a number of benefits, for instance, a beneficial impact on students' motivation. For students, authentic materials and media can enhance the direct relationship between language classes and the outside world. This makes reading more enjoyable as it is more likely to include topics of interest

to the learner. This is particularly relevant if students are given an opportunity to propose the topics or types of authentic materials to be used in the classroom.

Providing authentic materials also has the benefit of contextualizing language instruction. Students therefore give greater attention to content and meaning than on the language itself. The use of authentic materials can also aid in students' comprehension of the target language and aid them in imagining how they might fit into this community.

There are some considerations that should be made when selecting the authentic materials from the various sources. Nuttall (2005) gives three main criteria in choosing authentic materials to be used in classroom.

1. Suitability of content is the readings should be interesting, motivating, and suitable to the needs of the students.
2. Exploitability is refers to how the material can be utilized and employed to its full potential in order to help students become more competent in the teaching and learning process.
3. Readability refers to the level of difficulty in the texts. It is about the amount of new vocabulary and new structure contained in the texts.

According to Berardo (2006), when dealing with authentic materials it must be done with purpose. It has to explicitly define the pedagogical objectives for what the teacher wants the students to learn from the material. The teacher's role is necessary to make students feel confident in working with authentic materials. Additionally, he offers an alternative solve, assign text-related tasks

In line with Guo (2012), he conducted research in title Using Authentic Materials for Extensive reading to Promote English Proficiency. He studied the effects of reading on authentic materials. The study provided evidence that vocabulary and motivation improved and students became more active participants in classroom discussions.

Research Method

The researchers measured the effect of the implementation of authentic material to improve students' reading comprehension. This research used quasi-experimental design. It treated two classes namely experimental and control class. Population of this research was the grade VIII of MTsN Sausu

Table 1. Distribution of Population

	Class	Total
1	VII A	32
2	VII B	34
	Total	66

Questionnaire Items

In collecting the data, the researchers used questionnaire items and test. A questionnaire is a research instrument consisting of a series of questions for the purpose of gathering information from respondents. Questionnaire was given to the students. The questionnaires aimed to see students' attitude toward authentic materials. Researchers provided several questions that must be answered by the students as respondents. There are 4 main topics in this questionnaire.

Each topic has different number of items. Attention has 9 questionnaire items, relevance has 6 questionnaire items, confidence has 4 questionnaire items and satisfaction has 6 questionnaire items. So the sum of questionnaire items is 25 items. This research used likert scale in. This research also provided 5 alternative answers that can be chosen. They are SS, S, RR, TS, and STS. SS means strongly agree, S means agree, RR means undecided, TS means disagree and STS means strongly disagree.

Table 2. Scale Value

Classification	Scale Value
SS = Strongly Agree	5
S = Agree	4
RR = Undecided	3
TS = Disagree	2
STS = Strongly Disagree.	1

Test

This study used the test as an instrument for this research, pretest and posttest. Pretest was given before the treatment in order to test the students' reading skill entry level. Creswell (2015) stated that a pretest is a measurement you conduct on some qualities or traits of experiment participants before you give them a treatment.

Following a pretest, the researchers treated the students by introducing various authentic materials items to be discussed at each meeting. Researchers briefly described the material and explored the students' knowledge of the topic before allowing the students to discuss the material further. The students given a job involving authentic materials to complete. Furthermore, the researchers or the students offered thoughts or queries on the topic.

Next, the researchers gave posttest. Posttest was given after treatment. It is conducted to both experimental and control group. Both of the tests have the same kind and level of difficulty. The form of the tests is multiple choice. The posttest is the best to use to know the students' reading skill after receiving the treatment

In this research, used multiple choice questions which belongs to objective test. The following is the scoring system of the multiple choice questions.

Table 3. The Scoring System

No	Kinds of Test	Number of Items	Score of Items	Total Score
1	Multiple Choice	30	1	30

Findings and Discussion

Results of Questionnaire

Table 4. Results of Questionnaire

A. ATTENTION (Perhatian)		SS	S	RR	TS	STS
		5	4	3	2	1
1	At the beginning of the lesson, something caught my attention	44%	29%	12%	14%	-
2	This learning materials is very interesting	59%	29%	12%	-	-
3	There is a way that shows me how to find information quickly	41%	44%	6%	3%	6%
4	The teacher's teaching techniques really interested me	56%	29%	15%	-	-
5	The method of learning at each meeting makes it easy for me to understand the material	59%	26%	15%	-	-
6	In this lesson there are things that stimulate my curiosity	44%	26%	15%	15%	-
7	This learning gives the impression of being useful to know	59%	26%	15%	-	-
8	I have learned something very interesting and unexpected before	59%	26%	15%	-	-
9	The variety in the readings, assignments, illustrations, and so on drew my attention to this lesson	44%	41%	15%	-	-
B. RELEVANCE (RELEVANSI)		SS	S	RR	TS	STS
		5	4	3	2	1
10	After hearing the introductory information, I am sure that I know what I have to learn from this course	26%	29%	44%	-	-
11	It is clear to me how this learning material relates to the techniques to be used	71%	29%	-	-	-
12	The content of this lesson is in accordance with my interests	15%	15%	44%	6%	9%
13	There are explanations and examples of how to answer questions in the reading text in this lesson	88%	12%	-	-	-
14	I can use this material with things I have seen, done, or thought about in understanding the reading text	59%	26%	9%	3%	3%
15	This learning content will be useful for me	44%	44%	3%	6%	3%
C. CONFIDENCE (Percaya Diri)		SS	S	RR	TS	STS
		5	4	3	2	1
16	The first time I saw this material, I believed that this learning would be easy for me	29%	15%	29%	12%	15%
17	I believe that I can understand the reading text	35%	15%	6%	44%	-
18	After studying this course for a while, I was confident that I would do well on the test	50%	24%	20%	3%	3%
19	This learning makes me confident that I will be able to overcome problems in reading	50%	35%	3%	6%	6%
D. SATISFACTION (Kepuasan) 39		SS	S	RR	TS	STS
		5	4	3	2	1
20	Completing the tasks in this study makes me	68%	20%	6%	3%	3%

	feel satisfied and happy with the results I have achieved					
21	Successfully completing the course is very important to me	100%	-	-	-	-
22	I am so excited about this study that I want to know more about this subject	62%	29%	3%	3%	3%
23	Feedback sentences after the exercise, or other comments on the lesson make me feel rewarded for my efforts	65%	35%	-	-	-
24	I feel happy to successfully complete this lesson	88%	3%	3%	3%	3%
25	It is a great pleasure to learn well-designed lessons	100%	-	-	-	-

Results of Test

This research tested both experimental and control group twice, before and after treatment. This research conducted pretest to know the students' reading comprehension at the first meeting. Pretest was the first step which the researchers conducted in their research. After administering several treatments, this research gave pretest for the experimental group VIII B and control group VIII A. The result of pretest is the reference of the researchers used. It aimed to know whether there is any improvement of their score in reading comprehension after applying treatment or not.

After giving pretest to the students, the researchers gave post-test. Posttest was given after treatment. It is conducted to both experimental and control group. Both of the tests have the same kind and level of difficulty. The form of the tests is multiple choice. The posttest is the best to use to know the students' reading skill after receiving the treatment. The result of pretest and posttest for both groups is completely presented in the following table

Table 5. Experimental Group's Pretest and Posttest

No	Initial Names	Total Score	
		Posttest	Pretest
1	APU	67	57
2	AAP	63	60
3	AFS	57	67
4	ASP	67	70
5	AWY	70	67
6	DRS	43	27
7	DRI	50	33
8	GAM	90	50
9	IGP	97	53
10	IPP	60	63
11	IWY	67	33
12	IKD	93	37
13	IMW	63	43
14	IWW	50	50
15	KRS	53	63
16	NKA	90	47
17	NKK	53	27
18	NKT	60	17
19	NSI	67	33
20	NMJ	93	53
21	NBS	63	50
22	NND	50	63
23	NWS	53	23
24	NWL	67	63
25	NWY	70	47
26	PDI	43	43
27	PSD	50	37
28	RPN	90	23
29	RZS	97	27
30	SMR	60	27
31	STB	60	53
32	WEM	67	47
33	WGH	93	43
34	ZAK	60	33
Total		2276	1529

Table 6. Control Group's Pretest and Posttest

No	Initial Names	Total Score	
		Posttest	Pretest
1	ASS	67	57
2	AMK	57	57
3	BAH	67	67
4	DCW	63	63
5	DWS	67	67
6	DMS	60	30
7	EST	50	50
8	FJR	53	53
9	FSP	60	60
10	FKD	67	67
11	GAA	43	37
12	GAJ	37	27
13	GNT	47	50
14	ISD	40	47
15	KDR	33	30
16	KMG	46	43
17	KRS	56	27
18	KEG	67	24
19	MAS	57	30
20	NPY	57	50
21	NNB	57	47
22	NTS	57	63
23	OPT	30	30
24	PAS	60	60
25	PSY	53	53
26	PNA	47	30
27	PNY	40	20
28	RSD	33	27
29	SHD	47	67
30	TKD _w	57	83
31	WWR	77	77
32	WYR	33	93
Total		1685	1586

A few things needed to be discussed based on the findings of the test and questionnaire that were administered. At the beginning of the meeting, the researchers warmed up before introducing the students to the subject that was discussed. It was the most effective approach to maintain focus and get the students' attention. Second, by employing both Indonesian and English, the researchers were able to aid the students in understanding the subject matter.

The next step is to encourage students to speak English in class. It's crucial that teachers motivate students so they can have the confidence to speak with their teacher or friends. Finally, when presenting materials, especially readings, it would be better if at least the teacher introduced the material.

The first step was the pretest was given to the students in order to test their entry level in reading comprehension and also their vocabulary. The data showed the percentage of experimental group from 34 students of experimental group class, there were 3 students classified as successful students (9%) and there were 31 students classified as failed students (91%).

After giving pretest, It was time to treat students after administering the pretest. The experimental class received instruction implementing authentic materials, especially that used advertisements and siloutee. Following the distribution of authentic materials, the students were questioned concerning the materials to assess their understanding. The experimental was given the treatment about four times.

After having a pretest, the students were given a posttest to know their improvement after treatment. The posttest results of the experimental group were thought to be a result of using authentic materials to teach reading comprehension. The results showed that using authentic materials in the classroom improved students' reading comprehension and increased the number of students who successfully classified.

In accordance to the analysis of the data above, teaching reading with authentic materials can improve students' reading comprehension of short functional texts. Some authentic written material is agreeable for beginners. This is because the topic and type of text to read should be in a balanced relationship with the student's abilities and interests. It is important that such text resemble real English as much as possible.

The research found that the students in the experimental class were more interested to learn reading, when they know the authenticity of those texts. Textbooks contain formal and highly structured language which is not really how said language is used when we speak with other people at the market, at the restaurant, when asking for directions and so on. So, to expand students' knowledge beyond what is presented in the textbooks, it will be better the authentic materials come into play. By using these materials the teacher can be able to prepare the students of what they could expect in the real world.

Another advantage of authentic materials that should be absolutely agrees with is that they motivate the students to read even more. Magazine, comic strips, short stories and others are interesting and in this research case very good in attracting the young learners' attention and motivating them to participate in the reading lesson. Motivation is the key to almost every successful learning process. Therefore, authentic materials are really beneficial in a sense that they provide the students with lots of interesting and useful cultural background and information which could also build up on their existing knowledge of the target language.

Conclusion

The use of authentic materials can increase the reading comprehension of the eighth grade students at Madrasah Tsanawiyah Negeri Sausu, in accordance with the research findings from the previous chapter. The results of the data analysis indicate that the posttest of experimental group's mean scores were higher than those of the control

class'. It indicates that there is an obvious distinction between students reading comprehension who are taught using authentic materials and those who are not.

The teacher could use authentic resources when teaching reading to enhance the atmosphere of the teaching and learning process and increase the students' interest in and enjoyment of learning English. The more students enthusiastically engage with English, the less difficult it is for them to comprehend the course materials. Since what is learned in the classroom is the same as what is learned in real life, the classroom environment will resemble the actual world when authentic materials are used as teaching tools. The teachers can simply carry out teaching and learning activities in this kind of classroom environment. As a result, using authentic materials in the teaching and learning process is preferable for teachers.

To plan and create additional training courses, material creators should collaborate with students as well as teachers. They need to identify what instructional resources they might create in collaboration with teachers. The results of this study may help curriculum designers create and prepare curriculum that are more adaptive with those authentic materials that support language learners in using language in a communicative way. The developers ought to create things that teachers will use in all of their lessons. In other words, the materials they create should be in line with what students require and find interesting.

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