



## THE USE OF AUTHENTIC MATERIALS TO IMPROVE READING COMPREHENSION IN ENGLISH FOR THE TENTH GRADE OF SMAN 7 BANDAR LAMPUNG

Davva Firstya Pramanda<sup>1</sup>, Intan Hamzah<sup>2</sup>

Universitas Teknokrat Indonesia<sup>1,2</sup>

Corresponding Email: [davvafirstyapramanda@icloud.com](mailto:davvafirstyapramanda@icloud.com)<sup>1</sup>, [intan.hamzah@teknokrat.ac.id](mailto:intan.hamzah@teknokrat.ac.id)<sup>2</sup>

Received: (14 May 2024)

Accepted: (15 June 2024)

Published : (30 June 2024)

### Abstract

This research aims to find out whether teaching using authentic materials has an important impact on improving tenth-grade students' reading comprehension, especially descriptive texts, at SMAN 7 Bandar Lampung. This research is quantitative research with a one-group pre-test and post-test design. The research subjects were class X.7 students at SMAN 7 Bandar Lampung who were selected purposively. To collect data, a test was given using multiple-choice questions. The data obtained were analyzed using IBM SPSS version 27 which includes normality tests and hypothesis tests based on pre-test and post-test scores. The pre-test and post-test results show significant differences. In the pre-test, the average student score was 61.71 with the lowest score being 50.00 and the highest being 78.00. The post-test results showed an increase in the average student score to 88.51, with the lowest score being 76.00 and the highest being 100.00. From the pre-test and post-test significance table  $< 0.001$ . There is a significant difference in students' reading comprehension in the pre-test and post-test, therefore if the significance value is  $< 0.05$  or  $0.001 < 0.05$  then it can be stated that  $H_a$  is accepted and  $H_0$  is rejected according to applicable regulations. Decision norms of paired sample t-tests. So, it can be concluded that there is a significant increase in the reading comprehension of tenth-grade students after being taught through authentic material.

**Keywords:** authentic material, descriptive text, reading comprehension

### To cite this article:

Pramanda, D.F & Hamzah, I. (2024). The use of authentic materials to improve reading comprehension in English for the tenth grade of SMAN 7 Bandar Lampung. *Journal of English Language Teaching and Learning*, 5(1), 63-69.

## INTRODUCTION

According to the PISA survey on 2018, Indonesia ranks worse in reading comprehension than Australia, France, and even China. Improving the quality of teaching is essential to improve the skills of students not only in school but also in the world outside of graduation. One solution is to evaluate teachers based on the media, methods, and strategies they use. Considering the students' abilities, the teacher must have tools or strategies that need to be improved. Today, English is a challenge for all students to overcome. The solution has many aspects, starting by developing reading habits at an early age or training students to do weekly reading activities to ensure they have time to read from all sources and improve their reading comprehension. Reading is an interactive process in which readers construct a meaningful representation of a text using effective reading strategies. Effective reading strategies are considered significant skills that have received a special focus on students' reading comprehension proficiency (Pourhosein & Sabouri, 2016). In short, reading is an imaginary activity to do along with significant strategies in doing it. In essence, schools need something to encourage students to make reading books a week a habit, rather than taking it as a command.

As a member of society, humans cannot live alone. There must be interdependencies between them and they must interact to meet their needs. Interaction can take the form of communication, which takes place through a specific medium called language. Language is seen as a tool for communicating one's thoughts and views to others. In today's life, English is a very important language to learn.

That is because English is used as the international language in world communication. However, since human life is surrounded by written words, the ability to read is a big problem for many people. Reading is said to be the source of much of our vocabulary and writing. Therefore, it cannot be denied that reading is one of the important activities in the learning process. Reading is a fundamental skill that students must master to be successful in their studies because most of the learning process involves reading. Reading ability greatly affects a student's ability to understand lessons. While reading, students can grasp ideas or information from books, magazines, the Internet, and other learning sources. On the other hand, reading is also important for students' self-development. The students can expand their knowledge, enrich their experience, and develop their thinking and creativity by reading (Daar, 2019; Noviandari & Mursidi, 2019). Indeed, the reading process does not only focus on how to read a text but also focuses on how to comprehend it. The students' comprehension ability will guide them to understand the text hence they can get given information in the text, whether the information is explicitly or implicitly stated. It makes Reading comprehension become the most important thing to be focused on teaching reading activity (Fitriani et al., 2019). In the conventional methods of teaching reading comprehension, the teachers, for the most part, teach just through textbooks that are not interesting for students. Reading is an important factor in influencing a person's communicative activities. It is said that reading is a window to the world because people consider reading to be an important activity. Through reading, people can obtain a wide range of information without going anywhere. Reading is therefore central to the learning process.

Researchers interviewed an English teacher at SMAN 7 Bandar Lampung and found that the English teacher never used materials other than textbooks in reading classes. As a result, students become bored and unmotivated to participate in the teaching and learning process. Lack of vocabulary was also a problem that affected students' reading comprehension. For the above reasons, there are many materials that can be used in English classes, and it is necessary to choose good language materials to motivate students to read. Teaching materials can be textbooks or real books. Since the goal of language learning is to communicate, the learning process does not simply involve students forming grammatical sentences, but also enabling them to use language effectively in appropriate contexts and social applications. It is important. The teacher's concept of supplementing the lessons with real materials is worthwhile. This supplementary material is authentic because it draws from primary sources and textbooks. Authentic reading materials are written for native speakers of a particular language and are used by speakers of that language in non-verbal communication settings in the classroom. Therefore, the inclusion of most everyday objects in the target language, whether spoken or written, such as magazines, newspapers, tourist brochures, advertisements, menus, recipes, and all articles on the Internet, as authentic materials.

In teaching reading, the teacher should introduce other materials as an alternative to give various situations to students in the classroom process. These materials can be a media; it can be create a comfortable atmosphere interest and to stimulate the students' motivation during the classroom process. On the other hand, high motivation is needed to learn reading. These days, several pieces of research show using authentic materials give a positive impact in the learning process. In Berardo (2006), the research found that students chose authentic materials rather than textbooks. Based on the Pisa above, the lack of the knowledge in Indonesia got increasing. It must be changed. Authentic materials can be one of the solutions to improve student's reading skill. Related to Anggaira and Aryani's (2016) in their research, authentic materials can influence students reading performance and motivation. They should have an effective. Related to the statements above, the researcher decided to implement authentic materials to enhance the students reading skills of the tenth-grade students of SMAN 7 Bandar Lampung. In the school, the researcher has found some problems which related to reading skill that is faced by the students. From the problems above the researcher will apply one of the teaching strategies. This is an interesting strategy and it can improving the student's reading ability, namely authentic material. This strategy is designed to create the students'.

Authentic materials are often considered more interesting than textbook materials because they are current and may be relevant to everyday problems and activities. Authentic materials are helpful because they help students bridge the gap between the language classroom and real-life situations. It is

important for educators to carefully consider the appropriateness of authentic materials for their learners and to provide support and scaffolding to help learners overcome any challenges associated with using such materials. Further research is also needed to explore the effectiveness of using authentic materials in different contexts and with different learner populations. with exposure to real-life language use, which can enhance their language proficiency and motivate them to learn the language (Tomlinson, 2012). Authentic materials, such as newspapers, magazines, advertisements, TV shows, movies, and other media, make them a valuable resource for learners to experience the language in its natural context. It introduces students to the culture that surrounds them and allows them to see where different grammatical structures and types of discourse are used. However, the use of authentic teaching materials motivates students by giving them a glimpse of the opportunities available to them in English as their language skills improve. Real writing can be motivating because it proves that real people are using the language for real purposes. This is because authentic teaching materials are one of the most important tools a teacher can and must use in the classroom to facilitate the course and effectively convey the necessary knowledge to all students. means to be one. Therefore, researchers used authentic teaching materials to improve the reading comprehension of Grade X students in SMAN 7 Bandar Lampung. Using authentic materials is one of his ways to make teaching easy to read and interesting. Students need clear, authentic information to help them develop their understanding of the attic and improve their reading comprehension. The author hopes that English reading comprehension will improve and that learning English will not be boring. The research takes place at SMAN 7 Bandar Lampung.

## **RESEARCH METHOD**

In this research, researchers used a quantitative approach with pre-experimental methods. Quantitative research is a type of research whose specifications are systematic, planned, and structured from the start. According to Sugiyono (2016), quantitative research is a method based on the philosophy of positivism which is used to research certain populations or samples. This research uses experimental methods. The experimental method according to Sugiyono (2016) is a research method carried out by experiment to see the effect of independent (unbound) variables on dependent (bound) variables or research results under controlled conditions. In this research, the experimental method uses a One-Group Pretest-Posttest Design. In the research, researchers will give a pretest to measure ability before treatment, and at the end of the research, the researcher give a posttest. The data source is information about the teaching and learning process. Learning for class X.7 students of SMAN 7 Bandar Lampung for the 2023/2024 academic year. Respondents related to this study are students who are the subject of the teaching and learning process and reading comprehension is the object of the teaching and learning process. This research also includes documents, namely: student data, evaluation results, and documents-related matters.

## **FINDINGS AND DISCUSSION**

### **Findings**

The results present the research findings and analysis of the data collected during research procedures. The data presented relates to these objectives The research was to see whether there was a significant improvement in the reading comprehension of tenth-grade students at SMAN 7 Bandar Lampung after being taught using authentic materials.

Table 1. Descriptive statistic pre-test and post-test

| <b>Descriptive Statistic</b> |    |         |         |         |                |
|------------------------------|----|---------|---------|---------|----------------|
|                              | N  | Minimum | Maximum | Mean    | Std. Deviation |
| <b>Pre-test</b>              | 35 | 50.00   | 78.00   | 61.7143 | 8.62476        |
| <b>Post-test</b>             | 35 | 76.00   | 100.00  | 88.5143 | 6.33093        |

Based on Table 1, the results of group statistical analysis on pre-test and post-test scores with thirty-five students. It can be seen that the pre-test has a minimum score of 50.00, while the minimum score on the post-test results is 76.00. Looking at the mean results, it can be concluded that the posttest results

have a significant increase from the pretest results, in the pretest the average student result was 64, while in the posttest the average student score was 84, and the difference is 20.

Table 2. Test of Normality

|          | Kolmogorov-Smirnov <sup>a</sup> |    |       | Shapiro-Wilk |    |       |
|----------|---------------------------------|----|-------|--------------|----|-------|
|          | Statistic                       | df | Sig.  | Statistic    | df | Sig.  |
| Pretest  | .230                            | 35 | <.001 | .860         | 35 | <.001 |
| Posttest | .179                            | 35 | .006  | .905         | 35 | .005  |

a. Lilliefors Significance Correction

Based on Table 2 above, it can be seen that the data used in this research are the pre-test and post-test scores of the experimental group. The data obtained a Sig value > 0.05, so it can be concluded that all data used in this research are normally distributed.

Table 3. Paired Samples Test

|        |                    | Paired Differences |                |                 |  | t      | df | Sig. (2-tailed) |
|--------|--------------------|--------------------|----------------|-----------------|--|--------|----|-----------------|
|        |                    | Mean               | Std. Deviation | Std. Error Mean | 95% Confidence Interval of the Difference<br>Lower Upper |        |    |                 |
| Pair 1 | Pretest - Posttest | -19.65714          | 18.06840       | 3.05412         | -25.86386 -13.45043                                      | -6.436 | 34 | <.001           |

Based on the calculation results of the Paired Sample T-test using SPSS above, the results show that the significance value in the pre-test and post-test scores is 0.01. This is by the decision rule in the data Paired Sample T-test, namely if the value significance < 0.05 then there is a significant effect on the difference in the treatment given to each variable. It can be concluded that the data tested using the Paired Sample T-test has a significant value for the samples given treatment.

## Discussion

These findings indicate that authentic materials significantly improve reading skills. Based on data analysis obtained using the pre-experimental design one group pre-test post-test method, it was seen that there was an increase in the reading comprehension abilities of class X students at SMAN 7 Bandar Lampung after implementing authentic materials. As stated by Purwanto (2009), Pre-test is a test given before teaching begins which aims to find out the extent of students' mastery of the teaching material to be taught. according to Costa (2014), Pre-test/Post-test is one of three assessment tools that is highly recommended for use because it is a concise and effective direct evaluation that can be used to improve student learning outcomes. Apart from that, the Pre-test/Post-test is also useful for encouraging students to be more active in learning, as well as providing an overview of the important material that will later be tested in the course. This can be seen from the comparison of the average results of students' pre-test and post-test scores. From the results of the pre-test and post-test data, it is known that the pre-test results carried out before being given treatment, the pre-test results have an average of 50 and are still far from the minimum threshold. Meanwhile, the average results of the post-test carried out after students received treatment increased to 76. This shows that teaching with authentic materials encourages high student involvement. Students can choose the material they read, making the learning process more interesting. They find this approach interesting because the material provided is not only in the form of books but also various media, thus preventing boredom and stimulating enthusiasm for learning.

Based on the explanation that the researchers have explained above, there is a significant difference in scores after being given treatment. This shows that teaching using authentic materials is more influential. As stated by Kilickaya (2004), authentic materials are natural, practical, useful, interesting, and appropriate materials that already exist in real life and those are not made to be used in language classes but can be used for language teaching purposes. Sullivan (2012) the use of authentic materials and the accompanying exercises seemed to arouse and maintain the students' attention.

Through applying this method, students become more active and involved in the learning process. Authentic materials have been proven effective in improving the reading comprehension of high school students, especially tenth-grade students at SMAN 7 Bandar Lampung, for several reasons. First, this approach increases students' interest in reading, increasing their engagement and understanding. Sadoski (2004) describes that reading comprehension is the process in getting meaning of the texts. It is an active process in which readers try to interpret the meaning of the texts. Snow (2002), proposes that comprehension entails three elements. They are the reader, the text, and the activity. The students could comprehend the texts because they read the text and they grasped the information from the text. The activity given by the researcher also supported the students in achieving the goal of comprehending the texts. The students' motivation in reading was increased. The students were interested in the use of authentic materials. Second, combining learning with habits prevents boredom and encourages active participation, making reading material more appealing to different learning styles. Third, authentic materials provide immediate feedback, allowing students to understand the content better and increasing motivation. As stated by Berardo (2006) and Zohoorian (2011), authentic material is effective in improving students' reading abilities. Researchers of this study also found that authentic materials can be used to improve students' reading comprehension because learners enjoy dealing with authentic materials because authentic materials allow them to interact with real language. Finally, it supports independent learning, allowing students to choose their reading material, so that they can meet various reading abilities effectively. This is supported by M. Peacock (1997) defined them as (authentic texts) which are materials defined as that have been produced to fulfill some social purpose in the Language community. Authentic material is one of the materials that can be used in teaching, especially in teaching reading. Teachers often have difficulty in finding the appropriate learning materials for 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 a great source of material to improve students' reading comprehension.

Learning using authentic materials encourages students to actively participate in the teaching and learning process so that each student has the opportunity to develop together in understanding the material. Supported by Yasrida's (2017) findings, the research results show that there are significant differences in students' reading comprehension between students with high and low proficiency levels who are taught through authentic material. Aspects of reading influence reading comprehension at both low and high-level student scores. Moreover, both levels have positive perceptions of the teaching and learning process through authentic material.

Authentic materials can be applied by teachers during the teaching and learning process to help students improve reading comprehension and the implementation of learning using authentic materials has proven to be effective. It is believed that authentic materials can stimulate students' motivation to learn. They can help students become more familiar with real-life language use than artificial materials designed solely for learning purposes. By using authentic teaching materials, it is expected that students can learn the language naturally. according to Tomlinson (2012), every text that learners encounter should be authentic and most tasks should be authentic too otherwise the learners are not being prepared for the reality of language use. This can be seen from the post-test results which have increased compared to the pre-test results which show that implementing learning using authentic materials affects students' reading comprehension. Reading comprehension is the activity of extracting and constructing meaning through written language. In understanding written language, there is a mental process of text becoming meaningful information stored in the mind and new information when they read. This is supported by Richards and Rodgers (2014) who emphasize that readers read a text to understand its content (comprehension). This comprehension is the process of understanding sentences of words and connected text. It can be concluded that reading comprehension is a reading goal that students must master to be able to communicate with writers through text to obtain information.

This research acknowledges certain limitations. The limitations are time and signal difficulty. Limited time is an obstacle because the research was carried out for one month, from March 1 to March 29, 2024, limiting the time available for research activities. Concerns about validity arose during the pre-test validity assessment, where some questions did not meet satisfactory standards. Additionally, the sample selection was not random; the researcher was assigned one class by the English teacher, affecting the randomness of the sample selection process.

Furthermore, the research explores the functionality and efficacy of learning with authentic materials, highlighting their importance and usefulness from both researchers' and students' perspectives. Findings show that authentic materials are valuable and useful, and student feedback indicates they aid the learning process and also students will learn new vocabulary from it text. By providing authentic material, students will be able to understand the text by sight the media used (Laurillard, 2013). In summary, authentic materials facilitate learning by serving as easy-to-use educational tools, thereby enhancing reading comprehension effectiveness.

## CONCLUSION

From the research results, it can be concluded that there is an increase in the reading comprehension skills of tenth-grade students at SMAN 7 Bandar Lampung after implementing task-based language teaching. This can be seen from the average pre-test score of 61.71 increasing to 88.51 in the post-test. Apart from that, there are significant differences based on the findings of the hypothesis test using the paired sample t-test with a significance level of  $<0.05$ , namely 0.001. The alternative hypothesis ( $H_a$ ) is accepted and the null hypothesis ( $H_0$ ) is rejected based on the results of the paired sample t-test of  $0.001 < 0.05$ . Therefore, it can be concluded that after authentic material was applied, tenth-grade students at SMAN 7 Bandar Lampung experienced an increase in reading comprehension skills. Therefore, it can be concluded that there is an increase in the reading comprehension abilities of tenth-grade students at SMAN 7 Bandar Lampung after implementing teaching using authentic material.

## REFERENCES

- Berardo, S. A. (2006). The use of authentic materials in the teaching of reading. *The reading matrix*, 6(2).
- Costa. (2014). Choosing The Right Assessment Method Pre- Test/ Post- Test Evaluation. Boston University
- Daar, G. F. (2019). Students' English language learning strategy and implication to the teaching and learning activity: A study at health vocational schools (SMK Kesehatan) in Ruteng at Flores. *International Journal for Educational and Vocational Studies*, 1(6), 564-572.
- Fitriani, F., Nur, R. H., Bustamin, B., Ali, S. M., & Nurisman, N. (2019). Improving Students' Descriptive Text Writing by Using Writing in the Here and Now Strategy at the Tenth Grade Students of Vocational High School. *International Journal for Educational and Vocational Studies*, 1(6), 632-636.
- Kilickaya, F. (2004). Authentic materials and cultural content in EFL classrooms. *Online Submission*, 10(7).
- Laurillard, D. (2013). *Rethinking university teaching: A conversational framework for the effective use of learning technologies*. Routledge.
- Noviandari, H., & Mursidi, A. (2019). Relationship of Self Concept, Problem Solving and Self Adjustment in Youth. *International Journal for Educational and Vocational Studies*, 1(6), 651-657.
- Peacock, M. (1997). The effect of authentic materials on the motivation of EFL learners. *ELT journal*, 51(2), 144-156.
- Pourhosein Gilakjani, A., & Sabouri, N. B. (2016). How can students improve their reading comprehension skill. *Journal of Studies in Education*, 6(2), 229.
- Purwanto, M. N. (2019). Prinsip-prinsip dan teknik evaluasi pengajaran.
- Richards, J. C., & Rodgers, T. S. (2014). *Approaches and methods in language teaching*. Cambridge university press.
- Sadoski, M. (2004). *Conceptual foundations of teaching reading*. Guilford Press.
- Sari, F. P., Hafifah, G. N., & Mayasari, L. (2020). The use of authentic material in teaching reading descriptive text: Review of literature. *Academic Journal Perspective: Education, Language, and Literature*, 8(2), 122-134.
- Snow, C. (2002). *Reading for understanding: Toward an R&D program in reading comprehension*. Rand Corporation.

- Sugiyono (2016). Metode Penelitian Kuantitatif, Kualitatif dan R&D. Bandung: PT Alfabet
- Sullivan, S. L. (2012). To Use or Not to Use: Authentic Materials in a Reading/Writing Lesson: A Study 54(27), 79-96.
- Tomlinson, B. (2012). Materials development for language learning and teaching. *Language teaching*, 45(2), 143-179.
- Yasrida, N. (2017). Using authentic materials in reading comprehension of students and high proficiency levels at SMAN 3 Bandar Lampung (Doctoral dissertation, LAMPUNG UNIVERSITY).
- Zohoorian, Zahra. (2011). *A Review on the Effectiveness of Using Authentic Materials in ESP Courses*. A Study. Malaysia.